

March Board Meeting
Monday, March 14, 2022 8:00 PM

Kenesaw Public School Library
110 N Fifth Avenue
Kenesaw, NE 68956-1563

Agenda

1. Opening the Meeting
 - 1.A. Call to Order
 - 1.B. Nebraska Open Meetings Law
 - 1.C. Publication of Meeting - Meeting was legally advertised in the Hastings Tribune on Friday, March 11, 2022.
 - 1.D. Roll Call
2. Welcome Visitors and Public Comment
3. Reports
 - 3.A. Comments from Principal Wiechman
 - 3.B. Comments from Principal LeClaire
 - 3.C. Comments from Superintendent Masters
 - 3.D. Board President
4. Consent Agenda
 - 4.A. Approve Minutes from the February 14, 2022 Regular Board Meeting
 - 4.B. Approve Minutes from the February 21, 2022 Workshop Board Meeting
 - 4.C. Approval of March Treasurer's Report
 - 4.D. Approval of March Claims - Payroll: \$283,635.95 Claims \$93,914.08
 - 4.E. Approve the ESU 9 Special Education Contract for 2022-2023 for the Projected Amount of \$197,667.73
5. Action Items
 - 5.A. Approve the Hiring of Madison Junker for the 7-12 Special Education Teaching Position Beginning with the 2022-2023 School Year
 - 5.B. Approve the Hiring of Trey Schlender for the K-12 PE and Health Sciences Position Beginning with the 2022-2023 School Year
 - 5.C. Approve the 2022--2023 Kenesaw Public Schools' Calendar as Presented
 - 5.D. Review and Approve the KPS School Safety & Crisis Response Plan
 - 5.E. Approve Principal Wiechman's Contract and Salary for the 2022-2023 School Year
 - 5.F. Approve Principal LeClaire's Contract and Salary for the 2022-2023 School Year
 - 5.G. Approve Contract and Salary for Superintendent Masters
 - 5.H. Approve the purchase of 2021 Grasshopper Mower and Thatcher from Hi-Line Motors LLC for \$17,300
 - 5.I. Approve the Negotiated Agreement for the 2022-2023 School Year
6. Discussion Items
 - 6.A. Second Evaluation of Teachers (Explanation of the Process)
 - 6.B. Review Future Enrollment, Curriculum Offerings, Master Schedule
 - 6.C. Annual Review of Technology Program
 - 6.D. Schedule Facilities and Transportation Committee Meeting
 - 6.E. Winter MAP Review
 - 6.F. NSCAS Review

- 6.G. Update and Discussion on Ameresco (HVAC and Lighting) Project
- 6.H. Discuss 2022 KPS Graduation Ceremony
- 7. April Master Board Calendar Items
 - 7.A. Annual Review of Facilities by Facilities and Transportation Committee
 - 7.B. Evaluation and Hiring of Non-Certified Staff - Offering of Contracts to Classified Employees
 - 7.C. Review and Approve Classified Compensation
 - 7.D. Schedule Teacher Appreciation Breakfast
 - 7.E. Annual Review of Extra-Curricular Programs and Approval of Extra Duty Positions
 - 7.F. Approve and Sign Teachers' Contracts
- 8. Executive Session
- 9. Adjourn
- 10. Next Meeting - Financial review with at 6:30pm.



Principal's Monthly Report for School Board

Kenesaw Preschool and Elementary School

Joe Wiechman - Elementary Principal

Preschool:

- Preschool Roundup is scheduled for March 31, 2022; 6:30-7:30pm

Kindergarten:

- Kindergarten Roundup is scheduled for April 7, 2022; 6:30-7:30pm

NSCAS Growth

- 3-8th grade completed the NSCAS Growth Pilot testing during the months of December and January. The pilot testing allowed students and teachers to interact with the new system to help NDE determine what worked and what didn't work on both ends of the system. Students were able to ask questions. The state is still working on getting the bugs out for using ipads to test, therefore I will work with Mr. Kroos to be prepared to use chromebooks this year until we get the all clear from the state.
- As of right now the spring test is a complete go and the state will give us data back that is more reliable than the general outcome data we received after the pilot.



Principal's Monthly Report for School Board

Secondary Principal – Nicole J. LeClaire

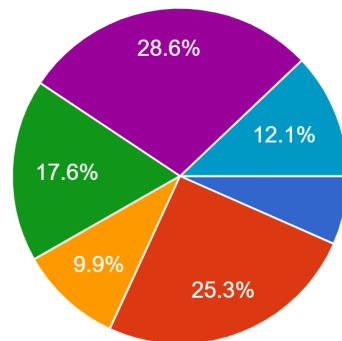
March 14, 2022

CAREER PATHWAY INTEREST

- Student interest survey was distributed in January. Results showed a significant interest in the Health Science career pathway.

As you think about your future, what career field are you most interested in pursuing?

91 responses



- Business, Marketing and Management (Accounting, Banking, Human Resources)
- Agriculture, Food and Natural Resources (Agriculture Systems, Planning, and Conservation)
- Communications & Information Systems (Graphic Design, Computer Science, etc.)
- Skills and Technical Sciences (Engineer, Construction, Manufacturing, etc.)
- Health Science (Nurse, Doctor, Therapist, etc.)
- Human Sciences & Education (Law Enforcement, etc.)

2022-2023 Course Offerings

WINTER TESTING DATA

MAPs

NSCAS Pilot

WEBSITE UPDATE

With input from teachers and admin, Angela Keiser has been asked to work on updating our school website. The MultiMedia students are building content for Teacher Bios and Athletic & Activity pages. We expect to have it up and running by the end of this school year.

SPED POSITION

Madison Junker is a 2018 graduate of Holdrege High School and will graduate from Hastings College in May with her Education Degree with K-12 SPED endorsement.

What is it about Kenesaw that makes you want to work here?

“I really enjoyed the atmosphere when I was student teaching. I felt like I was walking into a school building and setting that I could really see myself doing well in. I love the small community. It has always been my dream to work in a small school where you can look out the windows and see cornfields. I also like how all the teachers, students, and administrators are in the same building.”

What are you most looking forward to about your position?

“The thing that I am most looking forward to is the flexibility that I am going to have with students that I get to help and work with. I like kids of all ages and I am learning that as I get more experience, the more grades that I get to work with the better. I also think that I am going to really enjoy doing more of the hands-on skills with some of the high school students.”

What are some things that you feel that you will need support with?

“I think that one big thing that I am going to need some support with is the paperwork and testing side of things that a SPED job has. One other thing that I think may take some getting used to is knowing how much support in the classrooms that the teachers are wanting or needing from me for the students that will be on my caseload.”

JH/HS EVENTS

Tuesday – HS students will assemble for a guest speaker from Jana’s Campaign, a group that works to provide quality educational programming that prevents gender and relationship violence, bullying, and harassment. Jana’s Campaign delivers specialized prevention strategies and curricula that is designed to prevent violence, build healthy relationships, and create new social norms.

Wednesday - Actions (Academic Competition That Inspires our Nation’s Scholars) Day @ CCC. We have over 25 students that will take at least two tests in at least 40 different areas and compete with area schools for Top Five honors.

Thursday - 7th and 8th graders will participate in a college visit and attend the UNK Health Science Fair sponsored through grant money from Education Quest. They will tour the campus, eat lunch in the Dining Hall, then will get to go to the Big Apple to bowl a couple of games before returning home.

Superintendent's Comments - March 2022

Rule 10 Safety Review -

Larry Witt, a retired superintendent, is conducting our safety review. Due to illness he was not able to complete this review in February and he will now be conducting the safety review on Monday, March 21st. I will provide a copy of the review to the board when it is completed.

Negotiations Committee 2021-2022 -

Here are the items negotiated for the 2022-2023 school year:

- \$500 increase on the base
- Can exchange 2 sick days for one personal day. One time per year.
- Accrue to 45 sick days. (this was 42 days)
- Clock operator \$20.
- Line judging - \$20 triangular, \$30 dual
- Social Media/Web Page Management add as a CAT 3 -.025-.024
- Striv TV - CAT 4 - .025-.035
- JH 2nd coach - Based on numbers and availability of a coach.
- JHCC coach - Based on numbers and availability of a coach.

Civil Rights Data Collection -

The Civil Rights Data Collection was completed on and submitted March 7th. This is the first time that information from PowerSchool and the NSSRS system were able to be pulled into the report. This did alleviate the need to look up this information which saved time.

Nebraska Legislative Sessions -

LB1218 - LB1218 combined with LB945 to form a new LB1218. This bill was modified to clarify that the State Board of Education's authority to approve teacher education programs would NOT include the requirement for a statewide examination as an entrance requirement related to basic skills competency. It also allows for the opportunity for student loans to be repaid.

LB1158 - Parental Involvement Act - Attempt to modernize this act. There is an aggressive penalty (withholding of state aid and property tax revenues). NASB and others are watching this bill closely.

Beginning July 1, 2023, each public school district must develop and adopt a policy stating how the district will involve parents and guardians in the education of their children and the rights of each parent or guardian to:

1. Access testing information and curriculum; and
2. Request that the child be excused from specific instruction or activities.

The required policy must, at a minimum, state:

1. How the district will provide access to parents/guardians concerning textbooks and other information
2. How the district will accommodate parent/guardian requests to monitor textbooks, tests,...
3. Under what circumstances that a student may be excused from assessments, instruction, learning materials, ...
4. How the district will provide access to student records
5. What the district's testing policy is
6. How the district participates in surveys of students and the rights of parents/guardians

LR264CA - This resolution would go into effect on Jan. 1, 2024 if passed. It allows for only a Consumption Tax and Excise tax to be placed on the people of Nebraska. This would eliminate state income tax, state sales tax, property tax, and inheritance tax.

LB1112 - For 24-25, each district must consult with NDe to include computer science and technology education in the instructional program of elementary and MS as appropriate.

LB908 - Opens Meeting Act - Allows for a virtual conference if certain criteria are present.

CEI - Security and Sound Proposal -

We currently have four cameras that are not working and in need of being replaced. The cost to replace these analog cameras with digital would be \$3,742. As we continue to upgrade cameras, more space is being taken up on the server. We currently have about two weeks of backup on our server. CEI priced a new 12TB server for \$4,553. I will check to see if we can use some of our REAP money to upgrade the server.

Classified Wages -

I am currently working on reviewing our classified wages. I will make a proposal to the board at the April meeting. Most superintendents in our local areas, those in our conference, and I would guess across the state, are all taking time to review pay rates for classified staff members.

The Comprehensive School Mental Health Grant -

KPS wrote for and was awarded the Comprehensive School Mental Health grant. We will partner with ESU 9 and will be attending a training on May 25th, 26th, and 27th. KPS will have a mental health team that will consist of the following members - Rick Masters (Supt), Chuck Roe (Counselor), Carolyn Haney (LMHP), Heather Breight (HS Teacher), and ??? (Elementary Teacher). Mr. Row worked with Mrs. Haney to write this grant for KPS.

School Meal Supply Chain Assistance Funds -

Deb Krontz completed this application and we received \$9,348.87 in funds. These funds can be used to purchase fluid milk, cheese, yogurt, fruits and vegetables, grand products (pastas, rice, flour), meats (whole, pieces, ground) and meat alternatives (beans, legumes). It is my hope that we can offset some of the costs associated with our Nutrition Program with these funds.

Kenesaw United Child Care Coalition -

KPS will be supporting KUCCC this summer and next school year with their afterschool daycare program. I asked about KUCCC's long range plan for supporting their afterschool program and older population and was told that they are searching for additional space. I am sure that we will be supporting this program for all of next school year and into the future.

Reminder

7:00 pm - Financial Statement Review - Shandra, Cindy, Marlin

7:30 pm - Foundation Meeting

8:00 pm - March Regular Board Meeting - **Monday - March 14, 2022**

Next Board Meeting - Monday, April 11, 2022 - 8pm

RICK

MAR.
2022

Vehicle Service/Repair

Vehicle	Service / Repair	Other	Total	Explanation
ALL				

****Wash buses and supplies**

Fleet Pride / Coach
Masters/Cummins

2011	STARTER		587.69	HI LINE
2012	OIL CHANGE		286.37	HI LINE
2021	OIL CHANGE		268.94	HI LINE
2021			0.00	
			0.00	
Total		0.00	0.00	

Kenesaw
Motor/CPI/NAPA/

MICRO 2012			0.00	
MINOTOUR 20			0.00	
	OIL CHANGE / REPAIR		283.17	KENESAW MOTOR
White Van			0.00	
VAN			0.00	
Pickup			0.00	
Excursion			0.00	
Total		0.00	283.17	
		0.00	0.00	
		0.00	283.17	

FUND ACCOUNT TOTALS

MARCH 2022 PAYROLL

\$283,635.95

MARCH 2022 GF Claims

\$ 93,914.08

Total FEBRUARY 2022 Payments GF

\$377,550.03

HOT LUNCH	\$	15,710.81
DEPRECIATION	\$	17,300.00
ACTIVITIES	\$	18,856.67
BOND	\$	-
SPECIAL BUILDING	\$	-
	\$	51,867.48

\$ 429,417.51

MONTHLY EXPENSE SPREADSHEET 2021-2022

MONTH YEAR	GEN. FUND ACCT. PAY.	GEN. FUND PAYROLL	TOTAL General Fund A/P & PAYROLL	HOT LUNCH ACCT. PAY.	HOT LUNCH PAYROLL	TOTAL HOT LUNCH A/P & PAYROLL
SEPT. 2021		140,504.84			2,223.91	
	122,740.60	93,971.50	357,216.94	15,542.11	3,236.38	21,002.40
		234,476.34			5,460.29	
OCT. 2021		155,902.00			3,717.92	
	104,539.24	199,684.10	460,125.34	20,631.82	4,266.36	28,616.10
		355,586.10			7,984.28	
NOV. 2021		142,560.00			2,480.70	
	61,081.05	143,629.48	347,270.53	17,271.95	3,988.70	23,741.35
		286,189.48			6,469.40	
DEC. 2021		140,486.29			3,583.89	
	84,426.39	140,540.98	365,453.66	14,598.38	4,067.63	22,249.90
		281,027.27			7,651.52	
JAN. 2022		134,524.97			2,446.58	
	72,438.97	141,711.54	348,675.48	6,323.01	5,181.33	13,950.92
		276,236.51			7,627.91	
FEB. 2022		140,075.90			4,015.04	
	70,911.15	144,182.92	355,169.97	14,746.57	2,717.49	21,479.10
		284,258.82			6,732.53	
MAR. 2022		139,218.71			3,598.68	
	93,914.08	144,417.24	377,550.03	15,710.81	4,254.95	23,564.44
		283,635.95			7,853.63	
April-22						
		0.00			0.00	
May-22						
		0.00			0.00	
June-22						
		0.00			0.00	
July-22						
		0.00			0.00	
AUG. 2022						
		0.00			0.00	
AUG. 2022						

610,051.48

2,001,410.47

2,611,461.95

104,824.65

49,779.56

154,604.21

2,611,461.95

154,604.21

Revenue/Expenditure Summary Report with Profit and Loss

Regular, Processing Month 02/2022

Fund Number	Account Type ID	Fund Name	Budget	Month to Date	Year to Date	Budget Balance
8	01	GENERAL FUND				
8	Revenue		4,775,007.00	347,887.01	2,583,759.79	2,191,247.21
9	Expenditure		4,775,000.00	333,239.42	2,194,970.27	2,580,029.73
01	GENERAL FUND		7.00	14,647.59	386,789.52	
8	02	DEPRECIATION				
8	Revenue		0.00	63.62	411.07	(411.07)
9	Expenditure		0.00	0.00	0.00	0.00
02	DEPRECIATION		0.00	63.62	411.07	
8	05	ACTIVITY FUND				
8	Revenue		0.00	14,958.93	177,088.66	(177,088.66)
9	Expenditure		0.00	19,467.32	183,335.74	(183,335.74)
05	ACTIVITY FUND		0.00	(4,508.39)	(6,247.08)	
8	06	NUTRITION FUND				
8	Revenue		212,500.00	24,163.55	118,713.66	93,786.34
9	Expenditure		212,000.00	23,365.22	129,889.05	82,110.95
06	NUTRITION FUND		500.00	798.33	(11,175.39)	
8	07	BOND FUND				
8	Revenue		0.00	21,571.17	187,309.82	(187,309.82)
9	Expenditure		0.00	0.00	322,047.50	(322,047.50)
07	BOND FUND		0.00	21,571.17	(134,737.68)	
8	08	SPECIAL BUILDING				
8	Revenue		0.00	13,401.68	114,724.95	(114,724.95)
08	SPECIAL BUILDING		0.00	13,401.68	114,724.95	
			507.00	45,974.00	351,765.39	
		Grand Total:				

Revenue Summary Report
Processing Month: 02/2022

Regular; Processing Month 02/2022; Accounts to Include Accounts with Activity

Fund: 01 GENERAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 1100	LOCAL DISTRICT TAXES	3,427,000.00	114,963.20	1,915,642.73	55.90	1,511,357.27
01 1115	CARLINE TAX	12,000.00	0.00	3,775.47	31.46	8,224.53
01 1120	PUBLIC POWER DISTRICT TAX	21,500.00	0.00	0.00	0.00	21,500.00
01 1125	MOTOR VEHICLE TAXES	145,000.00	31,121.52	83,168.52	57.36	61,831.48
01 1190	STATE EARLY CHILDHOOD GRANT	58,625.00	0.00	0.00	0.00	58,625.00
01 1510	INTEREST ON INVESTMENTS	10,700.00	1,215.77	7,320.59	68.42	3,379.41
01 1911	LOCAL LICENSE FEES	2,200.00	0.00	0.00	0.00	2,200.00
	Subtotal: LOCAL RECIEPTS	3,677,025.00	147,300.49	2,009,907.31	54.66	1,667,117.69
01 2110	COUNTY FINES & LICENSES	12,725.00	12.98	5,347.32	42.02	7,377.68
01 2210	ESU ED SERVICE UNIT RECEIPTS	2,000.00	0.00	260.00	13.00	1,740.00
	Subtotal: COUNTY AND ESU RECEIPTS	14,725.00	12.98	5,607.32	38.08	9,117.68
01 3110	STATE AID	210,768.00	21,077.00	126,462.00	60.00	84,306.00
01 3120	SPED PROGRAM (SCHOOL AGE)	220,000.00	20,044.00	73,879.00	33.58	146,121.00
01 3130	HOMESTEAD EXEMPTION	29,000.00	0.00	0.00	0.00	29,000.00
01 3131	PROPERTY TAX CREDIT	259,000.00	124,709.29	124,709.29	48.15	134,290.71
01 3180	PRO RATE MOTOR VEHICLES	9,500.00	193.24	3,832.67	40.34	5,667.33
01 3400	STATE APPORTIONMENT	32,000.00	33,481.19	33,481.19	104.63	(1,481.19)
01 3512	DISTANCE EDUCATION INCENTIVE PAYMENTS	40.00	0.00	0.00	0.00	40.00
01 3540	STATE EARLY CHILDHOOD	0.00	0.00	129,643.00	0.00	(129,643.00)
	Subtotal: STATE RECEIPTS	760,308.00	199,504.72	492,007.15	64.71	268,300.85
01 4310	REAP	21,728.00	0.00	23,913.00	110.06	(2,185.00)
01 4418	ESU9 RECEIPTS	400.00	0.00	0.00	0.00	400.00
01 4505	TITLE I	32,000.00	0.00	0.00	0.00	32,000.00
01 4516	IDEA BELOW AGE 5	2,000.00	0.00	0.00	0.00	2,000.00
01 4518	IDEA SPED GMS 6408/4518	40,000.00	0.00	41,123.00	102.81	(1,123.00)
01 4521	IDEA PART B Proportionate Share	6,500.00	0.00	964.00	14.83	5,536.00
01 4525	FED VOC & TECH (CARL PERKINS)	0.00	1,050.97	1,050.97	0.00	(1,050.97)
01 4708	MEDICAID PUBLIC SCHOOLS (MIPS)	800.00	0.00	0.00	0.00	800.00
01 4709	Medicaid Administrative Coding MAC / MAP	2,400.00	0.00	698.49	29.10	1,701.51
01 4969	TITLE IV (GMS)	8,000.00	0.00	7,796.00	97.45	204.00
01 4996	ESSERS I	24,540.00	0.00	0.00	0.00	24,540.00
01 4997	ESSERS II	56,181.00	0.00	0.00	0.00	56,181.00
01 4998	ESSERS III	128,400.00	0.00	0.00	0.00	128,400.00
	Subtotal: FEDERAL RECEIPTS	322,949.00	1,050.97	75,545.46	23.39	247,403.54
01 5690	OTHER NON-REVENUE RECEIPT	0.00	17.85	692.55	0.00	(692.55)
	Subtotal: NON-REVENUE RECEIPTS	0.00	17.85	692.55	0.00	(692.55)
	Fund Total:	4,775,007.00	347,887.01	2,583,759.79	54.11	2,191,247.21

Revenue Summary Report

Processing Month: 02/2022

Regular; Processing Month 02/2022; Accounts to Include Accounts with Activity

Fund: 02 DEPRECIATION

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
02 1510	INTEREST ON INVESTMENTS	0.00	63.62	411.07	0.00	(411.07)
	Subtotal: LOCAL RECIEPTS	0.00	63.62	411.07	0.00	(411.07)
	Fund Total:	0.00	63.62	411.07	0.00	(411.07)

Revenue Summary Report
Processing Month: 02/2022

Regular; Processing Month 02/2022; Accounts to Include Accounts with Activity

Fund: 05 ACTIVITY FUND						
<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
05 1710 0100	ATHLETICS	0.00	3,781.44	55,185.81	0.00	(55,185.81)
05 1710 0332	FFA / AG	0.00	295.00	11,772.41	0.00	(11,772.41)
05 1710 0500	ANNUAL	0.00	1,080.00	2,751.60	0.00	(2,751.60)
05 1710 0510	K-CLUB	0.00	0.00	1,118.04	0.00	(1,118.04)
05 1710 0520	NATIONAL HONOR SOCIETY	0.00	5.00	261.00	0.00	(261.00)
05 1710 0530	STUDENT COUNCIL	0.00	0.00	856.43	0.00	(856.43)
05 1710 1500	BAND	0.00	0.00	268.24	0.00	(268.24)
05 1710 1520	LIBRARY	0.00	0.00	8,611.28	0.00	(8,611.28)
05 1710 1535	CHEERLEADER	0.00	0.00	1,683.31	0.00	(1,683.31)
05 1710 2021	CLASS OF 2021	0.00	0.00	0.00	0.00	0.00
05 1710 2023	CLASS OF 2023	0.00	0.00	5,200.40	0.00	(5,200.40)
05 1710 2024	CLASS OF 2024	0.00	20.00	461.68	0.00	(461.68)
05 1710 2025	CLASS OF 2025	0.00	0.00	444.75	0.00	(444.75)
05 1710 2026	CLASS OF 2026	0.00	0.00	917.22	0.00	(917.22)
05 1710 2027	CLASS OF 2027	0.00	0.00	372.43	0.00	(372.43)
05 1710 2530	FBLA	0.00	0.00	1,185.13	0.00	(1,185.13)
05 1710 2662	CONCESSIONS	0.00	6,095.75	28,286.40	0.00	(28,286.40)
05 1710 2678	COSTA RICA TRIP 2023	0.00	526.30	1,196.26	0.00	(1,196.26)
05 1710 2874	BUSINESS/ACCT. CLASS	0.00	0.00	93.25	0.00	(93.25)
05 1710 3020	PROJ. DC CLASS OF 2020	0.00	0.00	0.00	0.00	0.00
05 1710 3021	PROJ. DC CLASS OF 2021	0.00	0.00	0.00	0.00	0.00
05 1710 3022	PROJ. DC/ POST PROM CLASS OF 2022	0.00	0.00	19,228.97	0.00	(19,228.97)
05 1710 3030	MISCELLANEOUS	0.00	200.69	1,093.16	0.00	(1,093.16)
05 1710 3040	QUEST	0.00	850.00	850.00	0.00	(850.00)
05 1710 3429	EHA Wellness Committee	0.00	0.00	5,375.00	0.00	(5,375.00)
05 1710 3536	ELEMENTARY T-SHIRT	0.00	0.00	851.00	0.00	(851.00)
05 1710 3668	FOOTBALL FUNDRAISING	0.00	0.00	4,198.50	0.00	(4,198.50)
05 1710 3669	VOLLEYBALL	0.00	0.00	395.00	0.00	(395.00)
05 1710 3670	WRESTLING FUNDRAISING	0.00	823.50	823.50	0.00	(823.50)
05 1710 4724	CHROME BOOK ACCOUNT	0.00	35.00	1,285.00	0.00	(1,285.00)
05 1710 7274	SCRIP CARD	0.00	1,246.25	20,256.21	0.00	(20,256.21)
05 1710 7545	SKILLS USA	0.00	0.00	1,163.66	0.00	(1,163.66)
05 1710 7737	PRESCHOOL PARTNERSHIP	0.00	0.00	125.00	0.00	(125.00)
05 1710 7867	SCHOOL STORE PRE K - 6	0.00	0.00	588.02	0.00	(588.02)
05 1750 3035	POP MACHINE	0.00	0.00	190.00	0.00	(190.00)
Subtotal: LOCAL RECIEPTS		0.00	14,958.93	177,088.66	0.00	(177,088.66)
Fund Total:		0.00	14,958.93	177,088.66	0.00	(177,088.66)

Revenue Summary Report

Processing Month: 02/2022

Regular; Processing Month 02/2022; Accounts to Include Accounts with Activity

Fund: 06 NUTRITION FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
06 1510	OTHER INCOME	0.00	1.57	9.36	0.00	(9.36)
06 1611	STUDENT LUNCHES	50,000.00	20,991.37	68,983.52	137.97	(18,983.52)
06 1612	Daily Breakfast Sales	1,000.00	1,932.91	7,338.08	733.81	(6,338.08)
06 1620	ADULT LUNCHES	7,500.00	1,237.70	3,917.55	52.23	3,582.45
	Subtotal: LOCAL RECIEPTS	58,500.00	24,163.55	80,248.51	137.18	(21,748.51)
06 3150	LUNCH REIMB. FED/STATE	110,000.00	0.00	38,465.15	34.97	71,534.85
	Subtotal: STATE RECEIPTS	110,000.00	0.00	38,465.15	34.97	71,534.85
06 4000	STATE REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
06 4210	FEDERAL REIMBURSEMENT(OF NUTRIT PRGMS)	4,000.00	0.00	0.00	0.00	4,000.00
	Subtotal: FEDERAL RECEIPTS	4,000.00	0.00	0.00	0.00	4,000.00
06 5690	OTHER NON-REVENUE RECEIPTS	5,000.00	0.00	0.00	0.00	5,000.00
	Subtotal: NON-REVENUE RECEIPTS	5,000.00	0.00	0.00	0.00	5,000.00
06 9001	INTERFUND TRANSFER FROM	35,000.00	0.00	0.00	0.00	35,000.00
	Subtotal: NON-PROGRAM RECEIPTS	35,000.00	0.00	0.00	0.00	35,000.00
	Fund Total:	212,500.00	24,163.55	118,713.66	55.87	93,786.34

Revenue Summary Report

Processing Month: 02/2022

Regular; Processing Month 02/2022; Accounts to Include Accounts with Activity

Fund: 07 BOND FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
07 1100	LOCAL DISTRICT TAXES	0.00	10,311.41	174,653.96	0.00	(174,653.96)
07 1115	CARLINE TAXES	0.00	0.00	348.50	0.00	(348.50)
07 1510	INTEREST ON INVESTMENTS	0.00	103.63	701.71	0.00	(701.71)
Subtotal: LOCAL RECIEPTS		0.00	10,415.04	175,704.17	0.00	(175,704.17)
07 3131	PROPERTY TAX CREDIT	0.00	11,138.87	11,138.87	0.00	(11,138.87)
07 3180	PRO RATE MOTOR VEHICLE	0.00	17.26	466.78	0.00	(466.78)
Subtotal: STATE RECEIPTS		0.00	11,156.13	11,605.65	0.00	(11,605.65)
Fund Total:		0.00	21,571.17	187,309.82	0.00	(187,309.82)

Revenue Summary Report
Processing Month: 02/2022

Regular; Processing Month 02/2022; Accounts to Include Accounts with Activity

Fund: 08 SPECIAL BUILDING

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
08 1100	LOCAL DISTRICT TAXES	0.00	6,384.98	106,822.80	0.00	(106,822.80)
08 1115	CARLINE TAXES	0.00	0.00	211.21	0.00	(211.21)
08 1510	INTEREST ON INVESTMENTS	0.00	87.11	558.69	0.00	(558.69)
	Subtotal: LOCAL RECIEPTS	0.00	6,472.09	107,592.70	0.00	(107,592.70)
08 3131	PROPERTY TAX CREDIT	0.00	6,918.87	6,918.87	0.00	(6,918.87)
08 3180	PRO RATE MOTOR VEHICLE	0.00	10.72	213.38	0.00	(213.38)
	Subtotal: STATE RECEIPTS	0.00	6,929.59	7,132.25	0.00	(7,132.25)
	Fund Total:	0.00	13,401.68	114,724.95	0.00	(114,724.95)

Revenue Summary Report

Processing Month: 02/2022

Regular; Processing Month 02/2022; Accounts to Include Accounts with Activity

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	4,987,507.00	422,045.96	3,182,007.95	63.80	1,805,499.05

03/11/2022 03:24 PM

Posted - All; Processing Month 03/2022

User ID: DJK

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		
Checking Account ID	1	Fund Number 01	GENERAL FUND	
01 1100 210 001	HL HEALTH -0008	BCBS	03/01/2022	1,886.12
Total	BCBS	AMY MONTHLY HEALTH INS.		1,886.12
01 2510 382 000	23274144	Bcn Telecom, Inc.	02/28/2022	66.70
Total	Bcn Telecom, Inc.	LONG DIST. 23274144		66.70
01 2610 610 000	690679	Big G Ace 11368	02/07/2022	449.70
Total	Big G Ace 11368	GARETTE SUPPLIES		449.70
01 1100 610 001	45188	Bio Corporation	02/16/2022	44.60
Total	Bio Corporation	3 SHEEP BRAINS		44.60
01 2610 621 000	7045439114 02/28/22	Black Hills Energy	02/28/2022	3,190.16
Total	Black Hills Energy	NATURAL GAS SERVICE - FEB		3,190.16
01 1100 210 001	HL HEALTH -0001	BLUE CROSS BLUE SHIELD	03/01/2022	1,886.12
Total	BLUE CROSS BLUE SHIELD	AMY MONTHLY HEALTH INS.		1,886.12
01 1100 211 001	BOARD MEMB-0001	Bluecrossblue Shield Of Nebraska	03/10/2022	1,856.58
01 1100 211 001		CINDY OLSON FAMILY HEALTH INS		83.29
Total	Bluecrossblue Shield Of Nebraska	CINDY OLSON FAMILY DENTAL		1,939.87
01 2610 610 000	13197652	Cash-Wa Distributing Co.	12/14/2021	328.70
01 2610 610 000	13276639	Cash-Wa Distributing Co.	02/22/2022	760.33
01 2610 610 000	C13212977 2	Cash-Wa Distributing Co.	12/30/2021	497.00
01 2610 610 000		C13212977		1,473.00
01 2610 610 000		C13212977 CREDIT		(976.00)
Total	Cash-Wa Distributing Co.			1,586.03
01 2710 626 000 1112	230723CL	Cenex Fleetcard	02/28/2022	1,890.71
01 2710 626 000 0112		MICRO		529.36
01 2710 626 000 0121		BUS 12		606.03
01 2710 626 000 1997		BUS 21		276.97
01 2710 626 000 2004		F150 PICKUP		152.27
01 2710 626 000 2008		EXCURSION		149.82
Total	Cenex Fleetcard	VAN		176.26
				1,890.71
01 2161 340 002	12269 JAN. SERVICES	Central Nebraska Rehabilitation Services	02/08/2022	1,739.17
		OT SA 12269		914.94

VOID Reissue 1,886.12
VOID Reissue 1,939.87
needed to be made out to BCBS not not KPSBCBS

Fuel

12269 JAN. SERVICES

03/11/2022 03:24 PM

Posted - All; Processing Month 03/2022

User ID: DJK

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2162 340 002		OT 3-4 12296		73.00
01 2171 340 002		PT SA 12269		568.73
01 2172 340 002		PT 3-4 12269		73.00
01 2161 340 002		OT SA 12269		109.50
	OT/PT 12369	Central Nebraska Rehabilitation Services	02/28/2022	2,098.90
01 2161 340 002	<i>Feb.</i>	SA OT		127.75
01 2162 340 002		3-4 OT		255.50
01 2171 340 002		SA PT		477.48
01 2172 340 002		3-4 PT		237.25
01 2161 340 002		SA OT		1,000.92
Total	Central Nebraska Rehabilitation Services			<u>3,838.07</u>
	1308919	Das State Accounting - Central Finance	03/01/2022	259.49
01 2580 382 001		DIST. LEARNING		259.49
Total	Das State Accounting - Central Finance			<u>259.49</u>
	21-1386 21-1407	Educational Service Unit #9	02/01/2022	240.00
01 1100 340 002		ELEM. QUIZ BOWL		80.00
01 1100 340 001		HS QUIZ BOWL		80.00
01 1100 340 001		JR. H QUZ BOWL		80.00
01 2140 591 002	21-1444 LMHP	Educational Service Unit #9	02/08/2022	2,445.02
		LMHP JAN. 22 SERVICES 21-1444 SA		2,445.02
	21-1461 JAN. 22 SPE	Educational Service Unit #9	02/24/2022	15,169.02
01 2151 591 002		SPEECH SA 21-1461		9,976.71
01 2141 591 002		CONSULT SA 1-1461		450.00
01 2143 591 002		PSYCH 0-2 21-1461		350.25
01 2142 591 002		PSYCH 3-4 21-1461		50.25
01 1200 591 002		CHRIST LUTH SPEECH SA 21-1462		184.12
01 2153 591 002		SPEECH 0-2 21-1461		531.90
01 2152 591 002		SPEECH 3-4 21-1461		1,356.74
01 2141 591 002		PSYCH SA 21-1461		1,725.00
01 1292 591 002		HOMEBASE 0-2 21-1461		247.50
01 1200 610 002		SPEECH TO PRINT WKBK		296.55
Total	Educational Service Unit #9			<u>17,854.04</u>
	NEHAS174660	FASTENAL	03/07/2022	166.48
01 2610 890 000		FASTENAL NEHAS174660		166.48
Total	FASTENAL			<u>166.48</u>
	11300 JAN. 2022	Fill-N-Chill	01/31/2022	918.64
01 2710 626 000 1121		MINO 2012 JAN.		433.31
01 2710 626 000 2004		EXCURSION JAN		211.42
01 2610 626 000		TRACTOR FUEL JAN		20.01
01 2710 626 000 0121		BUS 21 FURE JAN		136.66
01 2710 626 000 2008		VAN JAN		117.24
Total	Fill-N-Chill			<u>918.64</u>
	ENGLISH SUPPLIES	HARTMAN, ALYSSA	03/01/2022	20.37
01 1100 610 001		TAPE/RULER/FELT		20.37
Total	HARTMAN, ALYSSA			<u>20.37</u>
	JANUARY ADS	Hastings Tribune, The	02/01/2022	22.91
01 2510 540 000		BRD MTG 01/06 300126646		3.93

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03/11/2022 03:24 PM

Posted - All; Processing Month 03/2022

User ID: DJK

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2510 540 000		WRKSHP 01/12 300126749		6.22
01 2510 540 000		BRD MTG 02/10 300128164		5.89
01 2510 540 000		WRKSHP 02/14 300128216		6.87
Total	Hastings Tribune, The			22.91
	OCT. / JAN. BILLING	Hi-Line Motors	03/03/2022	1,143.00
01 2710 732 000 0121		BUS 21 OIL CHANGE #178611		268.94
01 2710 732 000 0111		BUS 11 STARTER #17918		587.69
01 2710 732 000 0112		BUS 12 OIL CHANGE #21519		286.37
Total	Hi-Line Motors			1,143.00
	KPS FEB. MILK 2612	Hiland Dairy Foods Co. Llc	02/28/2022	88.16
01 1190 610 002		PRE K MILK 1118990		13.92
01 1190 610 002		PRE K MILK 1119062		9.28
01 1190 610 002		PRE K MIL 1119142		13.92
01 1190 610 002		PRE K MILK 1119207		9.28
01 1190 610 002		PRE K MILK 1119278		13.92
01 1190 610 002		PRE K MILK 1119417		13.92
01 1190 610 002		PRE K MILK 1119485		13.92
Total	Hiland Dairy Foods Co. Llc			88.16
	22795450 FEB. 2022	HOMETOWN LEASING	02/28/2022	1,826.14
01 2520 441 000		JAN. COPIER LEASE		913.07
01 2520 441 000		FEB. COPIER LEASE		913.07
Total	HOMETOWN LEASING			1,826.14
	364108395	J W Pepper	03/04/2022	72.99
01 1100 610 002 1199		MUSIC SHEPHERDS HEY		72.99
	364109190	J W Pepper	03/03/2022	219.98
01 1100 610 001 1199		MUSIC 50'S PERF KIT		79.99
01 1100 610 001 1199		MUSIC HARRY POTTER		70.00
01 1100 610 002 1199		MUSIC STONE SOUP		69.99
Total	J W Pepper			292.97
	22755340	Johnson Controls, Inc - 0N45	02/02/2022	814.93
01 2610 431 000		HOOD RANGE SYS		626.87
01 2610 431 000		EXTINGUISHERS/PORTABLE SYS		188.06
	88519656	Johnson Controls, Inc - 0N45	02/11/2022	1,663.62
01 2610 431 000		REPAIR/SUPPRESS/VALVES/RECHARGE EXT		1,158.62
01 2610 431 000		LABOR		505.00
Total	Johnson Controls, Inc - 0N45			2,478.55
	TICKETS	JONES-STEELE, JO ELLEN	02/22/2022	50.00
01 1100 111 001		<u>TICKET TAKER 02/22/22 2 GAMES</u>		50.00
Total	JONES-STEELE, JO ELLEN			50.00
	27746410	Jostens Inc	02/08/2022	330.69
01 2410 610 001		<u>DIPLOMA COVERS</u>		330.69
Total	Jostens Inc			330.69

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03/11/2022 03:24 PM

Posted - All; Processing Month 03/2022

User ID: DJK

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	1200 SPED COOKING	Kenesaw Market	02/28/2022	62.36
01 1200 610 001		HS SPED COOKING 1200		62.36
	3299 FEB. 2022	Kenesaw Market	02/28/2022	4.54
01 1100 610 001		VINEGAR 1GAL SCIENCE 3299		4.54
	7730 PRE K FEB.	Kenesaw Market	02/28/2022	11.54
01 1190 610 002		PREK CEREAL 7730		11.54
Total Kenesaw Market				78.44
	68104	Kenesaw Motor Co.	02/17/2022	283.17
01 2710 732 000 1112		MINO TOUR OIL CH/REPAIR 68014		283.17
Total Kenesaw Motor Co.		<i>2012</i>		283.17
	090461646 FEB.2022	KINETIC BY WINDSTREAM	02/28/2022	216.63
01 2510 382 000		LOCAL CALLING		216.63
Total KINETIC BY WINDSTREAM				216.63
	HL RETIRE.-0003	Kps-Nprs	03/01/2022	954.71
01 1100 230 001		HL RETIREMENT FEB. 22		954.71 <i>will delete one</i>
	HL RETIRE.-0004	Kps-Nprs	03/01/2022	954.71
01 1100 230 001		HL RETIREMENT FEB. 22		954.71
Total Kps-Nprs				1,909.42
	51921802	Matheson Tri-Gas Inc.	02/28/2022	54.88
01 1100 440 001 1430		SHOP TANK RENTAL		54.88
Total Matheson Tri-Gas Inc.				54.88
	29866	Menards - Hastings	02/24/2022	287.24
01 2610 431 000		BATTERIES AA		55.38
01 2610 431 000		BATTERIES AAA		36.92
01 2610 431 000		FLORESENT LIGHT BULBS		194.94
	30409	Menards - Hastings	03/07/2022	201.90
01 2610 431 000		DRILL BITS/BOLT/PIN KITS		201.90
Total Menards - Hastings				489.14
	800039855 DENNIS P	Mlmh Clinical Lab Services	02/08/2022	25.00
01 2710 340 000		DOT TEST 02/08/22 30101729650		25.00
Total Mlmh Clinical Lab Services				25.00
	ACCT 5391 DENNIS P	Murray Natural Health & Chiropractic Llc	03/04/2022	85.00
01 2710 340 000		DENNIS POWELL DOT 5391		85.00
Total Murray Natural Health & Chiropractic Llc				85.00
	ALICAP INS. FEB/AUG	NASB ALICAP	03/11/2022	39,238.00
01 2610 520 000		ALICAP FEB. / AUG. PREMIUM WORKERS COMP		39,238.00
Total NASB ALICAP				39,238.00
	09921-JB2M9	Ne Asso Of School Boards	02/22/2022	105.00
01 2510 890 000		DEB-NAEP STATE CONV.		105.00
Total Ne Asso Of School Boards				105.00

03/11/2022 03:24 PM

Posted - All; Processing Month 03/2022

User ID: DJK

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
01 2710 340 000	57-9770	Ne Safety Center @ Unk	02/28/2022	100.00
Total		<u>BRENT S. LEVEL 2</u> 57-9770		100.00
01 2610 431 000	123336	NE STATE FIRE MARSHAL/BOILER DIV	02/14/2022	144.00
Total		BOILER INSP/CERTIFICATE		144.00
01 2330 317 000	255	Perry, Guthery, Haase, & Gessford, Pc Llo	02/28/2022	480.00
Total		4 CALLS WITH RICK		480.00
01 2510 610 000	23616603	Quill.Com	03/11/2022	57.31
Total		OFFICE SUPPLIES <i>Tablets, Pens, Rubber Bands</i>		57.31
01 2710 626 000 2004	FUEL FOR EXCURSION	Schnitzler, Craig	02/19/2022	100.00
Total		EXCURSION FUEL <i>State wrestling</i>		100.00
01 2610 621 000	11312001 FEB. 2022	Southern Power District	02/28/2022	3,607.21
01 2610 621 000		BUILDING ELECTRIC		3,558.20
Total		SIGN ELECTRIC		49.01
				3,607.21
01 2510 610 000	112-5732428-1597833	Synchrony Bank/Amazon	02/28/2022	119.80
01 2610 610 000	196M-7JDH-VMMP 1	4 CASH BOXES FOR GATE /CONC.	02/21/2022	95.00
01 1100 610 002	1M2F-WJLT-JCF1	Synchrony Bank/Amazon	02/01/2022	22.77
01 1100 610 001	1VMD-VQYD-LTCM	Synchrony Bank/Amazon	03/01/2022	202.17
01 2220 640 002	1XLJ-61FC-WR7J 1	Synchrony Bank/Amazon	03/01/2022	247.49
01 2220 640 002		ART SUPPLIES		101.08
01 2220 640 002		ART SUPPLIES		101.09
01 2220 640 002		THERE'S A GHOST		17.76
01 2220 640 002		ONE STEP TOO FAR		16.98
01 2220 640 002		RESCUE		15.83
01 2220 640 002		YOU'LL BE THE DEATH OF ME		11.20
01 2220 640 002		A NEW DAY		8.99
01 2220 640 002		LIGHT IN HIDDEN PLACES		13.14
01 2220 640 002		IF I BUILT A SCHOOL		14.29
01 2220 640 002		THE ROCK FROM THE SKY		15.39
01 2220 640 002		WHILE WE CAN'T HUG		11.16
01 2220 640 002		UNICORN BOWLING		6.64
01 2220 640 002		JOEY: STORY OF JOE BIDEN		13.71
01 2220 640 002		WE FOUND A HAT		14.89
01 2220 640 002		VIRTUAL UNICORN		7.61

Library Books

03/11/2022 03:24 PM

Posted - All; Processing Month 03/2022

User ID: DJK

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2220 640 001		SCORPION		13.69
01 2220 640 002		UNICORN OF MANY HATS		6.49
01 2220 640 002		ROOM FOR EVERYONE		8.99
01 2220 640 002		CAMPING WITH UNICORNS		7.50
01 2220 640 002		UNICORN FAMOUS		7.83
01 2220 640 002		UNICORN WHISPERER		7.21
01 2220 640 002		GRANDUDE'S GREEN SUBMARINE		9.49
01 2220 640 002		I WISH THAT I HAD DUCK FEET		5.98
01 2220 640 002		THE YEAR WE LEARNED TO FLY		12.72
	1XLJ-61FC-WR7J 2	Synchrony Bank/Amazon	03/01/2022	207.92
01 2220 640 002		BEFORE SHE DISAPPEARED		14.82
01 2220 640 002		MILK AND JUICE		14.89
01 2220 640 001		TIDES OF WAR #1		26.03
01 2220 640 001		BLACK BUTLER VOL 2		11.99
01 2220 640 002		DOWN THE RABBIT HOLE		8.99
01 2220 640 002		FINAL SEASON		14.99
01 2220 640 002		THE THIRTEENTH CAT		14.99
01 2220 640 002		NARUTO		13.84
01 2220 640 002		I AM GEORGE WASHINGTON		11.60
01 2220 640 002		BLACK BUTLER VOL 4		11.00
01 2220 640 002		MILES MORALES		9.40
01 2220 640 002		PRANKSTER		7.99
01 2220 640 002		I AM JANE GOODALL		13.29
01 2220 640 002		FRIENDLY FACE		7.99
01 2220 640 002		BLACK PANTHER SPELLBOUND		13.37
01 2220 640 002		INTO THE DARK		7.99
01 2220 640 002		BREAKING FREE		4.75
	1XLJ-61FC-WR7J 3	Synchrony Bank/Amazon	03/01/2022	154.08
01 2220 640 002		THE TUTOR		5.56
01 2220 640 001		TIDES OF WAR #3		34.84
01 2220 640 002		BALL BOY		15.00
01 2220 640 002		THE DRAGON DEFENDERS BK 3		10.99
01 2220 640 002		BEHIND THE CURTAIN		6.99
01 2220 640 002		THE DRAGON DEFENDERS BK 1		9.49
01 2220 640 002		THE DRAGON DEFENDERS BK 2		10.52
01 2220 640 002		COME WHAT MAY		5.87
01 2220 640 002		POP'S BRIDGE		18.99
01 2220 610 002		CLEAR LABEL PROTECTORS		19.09
01 2220 610 002		LICHAMP MASKING TAPE 10PK		17.49
01 2220 640 002		PROMO & DISCOUNT		(70.14)
01 2220 640 002		COME OVER TO MY HOUSE		5.98
01 2220 640 002		PHOEBE AND HER UNICORN THEATER		8.36
01 2220 640 002		AT THE END OF EVERYTHING		14.39
01 2220 640 002		POPULARMMOs PRESENTS A HOLE NEW WORLD		10.79
01 2220 640 002		BLACK PANTHER THE YOUNG PRINCE		6.00
01 2220 640 002		WHEN PENCIL MET THE MARKERS		14.89
01 2220 640 002		SHIPPING		8.98
Total	Synchrony Bank/Amazon			1,049.23
	259241	Time Management Systems	11/01/2021	158.60
01 2510 643 000		NOV.		158.60
	264841	Time Management Systems	03/01/2022	161.65
01 2510 643 000		MARCH		161.65

*Library
Books*

03/11/2022 03:24 PM

Posted - All; Processing Month 03/2022

User ID: DJK

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Total	Time Management Systems			320.25
	FEB. 301906	TOWER STORAGE	02/28/2022	45.00
01 2520 441 000		STORAGE UNIT 301906		45.00
Total	TOWER STORAGE			45.00
	JAN. 26 - FEB. 21	Us Bank	02/21/2022	2,380.23
01 2510 735 000		ADOBE <i>Dab</i>		15.81
01 2620 431 000		TOILET PARTS <i>Kully Supply</i>		1,763.90
01 2120 735 001		ADOBE <i>Chuck</i>		15.81
01 2620 431 000		FLAG POLE ROPE/CLIPS		74.64
01 2320 890 000		FLOWERS FOR HENDERSON SCHOOL		57.00
01 2510 735 000		MICROSOFT DEBBY		105.49
01 1100 735 002		TEACHERS PAY TEACHERS <i>?</i>		68.58
01 1100 890 001		BUREAU OF EDUCATION <i>?</i>		279.00
Total	Us Bank			2,380.23
	1316001 FEB. BILLIN	Village Of Kenesaw	02/28/2022	487.68
01 2610 490 000		GARBAGE		147.50
01 2610 490 000		GARBAGE		30.00
01 2610 621 000		SEWER		68.46
01 2610 621 000		SEWER		18.00
01 2610 621 000		SEWER		63.00
01 2610 410 000		WATER		4.38
01 2610 410 000		WATER		44.64
01 2610 410 000		WATER		59.50
01 2610 410 000		WATER		11.60
01 2610 410 000		WATER		40.60
Total	Village Of Kenesaw			487.68
	64856	Zimmerman Printers & Lithographers	02/24/2022	428.97
01 2530 550 001		MARCH NEWSLETTERS		214.49
01 2530 550 002		MARCH NEWSLETTERS		214.48
Total	Zimmerman Printers & Lithographers			428.97
Fund Number	01			93,914.08
Checking Account ID	1			93,914.08
Checking Account ID	2	Fund Number 02	DEPRECIATION	
2021 GRASSHOPPER MOW		Hi-Line Motors	03/11/2022	17,300.00
02 2900 739 000		2021 GRASSHOPPER MOWER		17,300.00
Total	Hi-Line Motors			17,300.00
Fund Number	02			17,300.00
Checking Account ID	2			17,300.00
Checking Account ID	5	Fund Number 05	ACTIVITY FUND	
BOYS SUBD 2/22		AXTELL PUBLIC SCHOOL	02/22/2022	124.29
05 2900 610 000 0100		AXTELL SUBD BB MILEAGE		51.00

GF

Bust/Depr.

03/11/2022 03:24 PM

Posted - All; Processing Month 03/2022

User ID: DJK

Account Number	Invoice Number	Vendor Name	Detail Description	Invoice Date	Amount	User ID: DJK Amount
05 2900 610 000 0100			AXTELL SUBD BB BONUS		73.29	
Total	AXTELL PUBLIC SCHOOL				<u>124.29</u>	
	BOYS SUBD 2/22-24	Blue Hill Public School		02/24/2022		255.38
05 2900 610 000 0100			BLUE HILL SUBD BB MILEAGE		108.80	
05 2900 610 000 0100			BLUE HILL SUBD BB BONUS		146.58	
Total	Blue Hill Public School				<u>255.38</u>	
	13260215	Cash-Wa Distributing Co.		02/08/2022		415.85
05 2900 610 000 2662			CONCESSIONS 13260215		137.25	
05 2900 610 000 2662			CONCESSIONS 13264730		42.80	
05 2900 610 000 2662			CONCESSIONS 13277014		235.80	
Total	Cash-Wa Distributing Co.				<u>415.85</u>	
	10726688	Chesterman Company		02/04/2022		99.04
05 2900 610 000 2662			CONC 02/04 10726688		99.04	
	10734030	Chesterman Company		02/18/2022		1,303.84
05 2900 610 000 2662			INSIDE POP 10734030		1,303.84	
	10734031	Chesterman Company		02/18/2022		50.70
05 2900 610 000 3035			TEACHER'S LOUNGE 107340031		50.70	
	10746766	Chesterman Company		03/11/2022		70.98
05 2900 610 000 2662			TEACHERS LOUNGE 03/11 10746766		70.98	
	10746767	Chesterman Company		03/11/2022		(636.36)
	CREDIT					
05 2900 610 000 2662			CREDIT 90121517 10746767 <i>Conc.</i>		(636.36)	
Total	Chesterman Company				<u>888.20</u>	
	GRACIE EF REFUND	COFFEY, KURT		03/10/2022		845.63
05 2900 610 000 3022			GRACIE C EF REFUND		845.63	
Total	COFFEY, KURT				<u>845.63</u>	
	TYSON EF REFUND	Denkert, Tracy		03/10/2022		1,355.25
05 2900 610 000 3022			TYSON D EF REFUND		1,355.25	
Total	Denkert, Tracy				<u>1,355.25</u>	
	SEAN EF REFUND	Duffy, Sharon		03/10/2022		1,328.27
05 2900 610 000 3022			SEAN D EF REFUND		1,328.27	
Total	Duffy, Sharon				<u>1,328.27</u>	
	IZABELLA EF REFUND	ECKHARDT, MIKI		03/10/2022		350.00
05 2900 610 000 3022			IZABELLA EF REFUND		350.00	
Total	ECKHARDT, MIKI				<u>350.00</u>	
	11300 JAN. 2022	Fill-N-Chill		01/31/2022		380.00
05 2900 610 000 2662			PIZZA		380.00	
Total	Fill-N-Chill				<u>380.00</u>	
	CASSIDY EF REFUND	Gallagher, Shelly		03/10/2022		159.71
05 2900 610 000 3022			CASSIDY EF REFUND		159.71	

Proj DC 2022

03/11/2022 03:24 PM

Posted - All; Processing Month 03/2022

User ID: DJK

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount	User ID: DJK
Account Number		Detail Description			Amount
Total	Gallagher, Shelly			159.71	
	NATALIE K EF REFUND	GRIESER, LAURA	03/10/2022	170.71	
05 2900 610 000 3022		NATALIE K EF REFUND		170.71	
Total	GRIESER, LAURA			170.71	
	JUDGE SPEECH 3/5/22	High Plains Community School	03/05/2022	206.85	
05 2900 610 000 0100		SPEECH JUDGES 3/5/22		206.85	
Total	High Plains Community School			206.85	
	ELI EF REFUND	Jensen, Tonya	03/10/2022	845.63	
05 2900 610 000 3022		ELI J EF REFUND		845.63	
Total	Jensen, Tonya			845.63	
	LISA EF REFUND	JOHANSEN, DANNA	03/10/2022	149.12	
05 2900 610 000 3022		LISA J EF REFUND		149.12	
Total	JOHANSEN, DANNA			149.12	
	0100 ATHLETICS FEB	Kenesaw Market	03/04/2022	102.96	
05 2900 610 000 0100		HOSP. ROOM 0100		102.96	
	0332 FFA FEB.	Kenesaw Market	02/28/2022	23.96	
05 2900 610 000 0332		FFA FEB. SODAS 0332		23.96	
	2662 CONC. FEB	Kenesaw Market	02/28/2022	277.83	
05 2900 610 000 2662		CONC. ITEMS FEB. 2662		277.83	
	3299 FEB. 2022	Kenesaw Market	02/28/2022	54.58	
05 2900 610 000 7733		SPEECH NIGHT 3299		54.58	
Total	Kenesaw Market			459.33	
	CONCESSIONS 02/05/22	KENESAW YOUTH SPORTS	02/28/2022	244.20	
05 2900 610 000 2662		YOUTH SPORTS CONC. 02/05/22 40%		244.20	
Total	KENESAW YOUTH SPORTS			244.20	
	TREY EF REFUND	Kennedy, Candi	03/10/2022	703.27	
05 2900 610 000 3022		TREY EF REFUND		703.27	
Total	Kennedy, Candi			703.27	
	ZANDER EF REFUND	MAIS, GAIL	03/10/2022	453.63	
05 2900 610 000 3022		ZANDER EF REFUND		453.63	
Total	MAIS, GAIL			453.63	
	SHAWNA EF REFUND	Mckimmey, Patty	03/10/2022	309.00	
05 2900 610 000 3022		SHAWNA EF REFUND		309.00	
Total	Mckimmey, Patty			309.00	
	REIMB. FOR FFA HOTEL	Meyer, Siera	03/03/2022	325.87	
05 2900 610 000 0332		HOTEL/FOOD/SUPPLIES		325.87	
Total	Meyer, Siera			325.87	

Proj. DC

Proj. DC

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FFA

Account Number	Invoice Number	Vendor Name	Detail Description	Invoice Date	Amount
		TYSON DENKERT AD	NEBRASKA SHRINE BOWL	03/03/2022	60.00
05 2900 610 000 0510			DENKERT SHRINEBOWL AD		60.00
Total		NEBRASKA SHRINE BOWL			60.00
		DENKERT AD 2022	Nemfca	03/03/2022	50.00
05 2900 610 000 0510			DENKERT SHRINEBOWL AD		50.00
		ELI JENSEN SPONSORSH	Nemfca	03/09/2022	50.00
05 2900 610 000 0510			ELI JENSEN		50.00
Total		Nemfca			100.00
		HALLE EF REFUND	Nienhueser, Amy	03/10/2022	845.63
05 2900 610 000 3022			HALLE EF REFUND		845.63
Total		Nienhueser, Amy			845.63
		BOYS SUBDIST D1-7	Nsaa	02/24/2022	1,383.41
05 2900 610 000 0100			BBB SUBD D1-7 FEB. 22 / 24		1,383.41
Total		Nsaa			1,383.41
		DRAKE EF REFUND	Olson, Casey	03/10/2022	861.72
05 2900 610 000 3022			DRAKE EF REFUND		861.72
Total		Olson, Casey			861.72
		STUDENT OF THE MONTH	Powell, Mary	02/14/2022	120.00
05 2900 610 000 0530			10 STUDENT OF THE MONTH SHIRTS 676764		120.00
		T-SHIRT DIST/STATE	Powell, Mary	02/14/2022	293.00
05 2900 610 000 3670			DIST. WRESTLING SHIRTS 676762		182.00
05 2900 610 000 3670			STATE WRESTLING SHIRTS 676763		111.00
Total		Powell, Mary			413.00
		3616	Rally Athletic	07/29/2021	384.00
05 2900 610 000 0100			FB BAGS		384.00
Total		Rally Athletic			384.00
		KPS MAR. 11 SCRIP	RUSS'S MARKET STORE #7	03/11/2022	190.00
05 2900 610 000 7274			SCRIP RUSS'S MARKET 03/11/22		190.00
Total		RUSS'S MARKET STORE #7			190.00
		CECILIA EF REFUND	SCHUSTER, LISA	03/10/2022	845.63
05 2900 610 000 3022			CECILIA EF REFUND		845.63
Total		SCHUSTER, LISA			845.63
		BOYS SUBD 02/22	Silver Lake Public School	02/24/2022	114.09
05 2900 610 000 0100			SILVER LAKE MILEAGE 02/22		40.80

*Shrine Bowl
K Club*

Proj DC

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STACO

Wrestling Fund

Proj DC

03/11/2022 03:24 PM

Posted - All; Processing Month 03/2022

User ID: DJK

PO Number Invoice Number

Vendor Name

Invoice Date

Amount

Account Number

Detail Description

Amount

05 2900 610 000 0100

SUBDIST BONUS

73.29

Total Silver Lake Public School

114.09

163926

SMALL TOWN FAMOUS

02/17/2022

98.00

05 2900 610 000 3670

WRESTLING SHIRT EMBROIDERY

98.00

Total SMALL TOWN FAMOUS

98.00

196M-7JDH-VMMP 2

Synchrony Bank/Amazon

02/21/2022

89.99

05 2900 610 000 0100

M WRAP 48 ROLLS PRE-WRAP

89.99

19DN-V9VR-MQCT

Synchrony Bank/Amazon

02/14/2022

18.99

05 2900 610 000 0100

SELF ADHESIVE BANDAGE WRAPS

18.99

1F9G-CKTM-NCK4

Synchrony Bank/Amazon

02/11/2022

36.99

05 2900 610 000 2874

COFFEE CUPS

Blue Devil Brew

36.99

1T4D-1MGJ-GPHQ

Synchrony Bank/Amazon

02/01/2022

16.38

05 2900 610 000 0100

5 YEAR PLANNER

Craig

16.38

Total Synchrony Bank/Amazon

162.35

ANNA EF REFUND

THOMAS, STACIA

03/10/2022

159.71

05 2900 610 000 3022

ANNA EF REFUND

159.71

Total THOMAS, STACIA

159.71

CHLOE EF REFUND

Uden, Shandra

03/10/2022

350.00

05 2900 610 000 3022

CHLOE EF REFUND

350.00

Total Uden, Shandra

350.00

JAN. 26 - FEB. 21

Us Bank

02/21/2022

1,455.67

05 2900 610 000 0100

CRAIG POWERUP CLINIC

50.00

05 2900 610 000 3030

SHUTTERFLY (UNKNOWN) ?

77.75

05 2900 610 000 0100

RISEVISION SPORTS ON LINE

28.35

05 2900 610 000 0100

HOME2 SUITES STATE WRESTLING

155.43

05 2900 610 000 0100

HOME2 SUITES STATE WRESTLING

381.38

05 2900 610 000 0100

HOME2 SUITES STATE WRESTLING

381.38

05 2900 610 000 0100

HOME2 SUITES STATE WRESTLING

381.38

Total Us Bank

1,455.67

FEB. INVOICE

Verizon Wireless

02/28/2022

45.03

05 2900 610 000 0100

JETPACK

Stiv/

45.03

Total Verizon Wireless

45.03

55470

VICTORY TOO GRAPHICS

02/08/2022

1,418.24

05 2900 610 000 0530

MAGNETS FOR LOCKERS

1,418.24

Total VICTORY TOO GRAPHICS

1,418.24

Fund Number 05

18,856.67

Checking Account ID 5

18,856.67

Checking Account ID 6

Fund Number 06

NUTRITION FUND

Activity

Proj. DC

03/11/2022 03:24 PM

Posted - All; Processing Month 03/2022

User ID: DJK

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
06 3100 570 000	001902242778	Auca Chicago Lockbox	02/23/2022	262.44
		<u>LINEN SERVICE</u>		262.44
Total		Auca Chicago Lockbox		262.44
06 3100 630 000	00882232	Bernard Food Industries, Inc.	09/28/2021	171.60
		GRAVY MIX		171.60
Total		Bernard Food Industries, Inc.		171.60
06 3100 630 000	54333908814	Bimbo Bakeries USA	02/10/2022	94.20
		54333908814 BREAD		94.20
06 3100 630 000	54333908912A	Bimbo Bakeries USA	02/14/2022	73.92
		BREAD 54333908912A		73.92
06 3100 630 000	54333908955	Bimbo Bakeries USA	02/17/2022	100.48
		BREAD 54333908955		100.48
Total		Bimbo Bakeries USA		268.60
06 3100 630 000	KITCHEN ITEMS FEB.	Cash-Wa Distributing Co.	02/28/2022	10,636.75
		FOOD 13251824		2,997.98
		FOOD CREDIT CM3189812		(49.49)
		FOOD 13260204		1,874.96
		FOOD 13268211		3,257.83
		FOOD 13276636		2,300.47
		FOOD P13295339		255.00
Total		Cash-Wa Distributing Co.		10,636.75
06 3100 630 000	KPS FEB. MILK 2612	Hiland Dairy Foods Co. Llc	02/28/2022	1,780.34
		MILK 1118990		260.32
		MILK 1119062		193.53
		MILK 1119142		281.03
		MILK 1119207		193.69
		MILK 1119278		252.50
		MILK 1119345		95.52
		MILK 1119417		310.06
		MILK 1119485		193.69
Total		Hiland Dairy Foods Co. Llc		1,780.34
06 3100 630 000	3215 FOOD KITCHEN F	Kenesaw Market	02/28/2022	2,231.09
		FOOD FEB. 3215		2,205.25
		KITCHEN SUPPLIES 3215		25.84
Total		Kenesaw Market		2,231.09
06 3100 570 000	JAN. 26 - FEB. 21	Us Bank	02/21/2022	359.99
		MICRO WAVE RETURNED FOR CREDIT		359.99
Total		Us Bank		359.99
Fund Number	06			15,710.81
Checking Account ID	6			15,710.81

Credit on the books with Webstaurant

HL

Payroll Register - Totals

Posted; Payroll Type Extra, Pay Off Contracts, Regular, Void; Processing Month 03/2022

<u>PIK/Gross</u>	<u>Amount</u>	<u>Expense/ Employer</u>	<u>Adjustment Amount</u>	<u>Check Total</u>	<u>Payee ID</u>	<u>Payee Name</u>
Checking Account ID: 1						
ADD						
BUS Bus Driver		4,085.54				
BUS2 BUS Noon Route PRE K		278.24				
CHEERSPONS CHEER COACH		285.93				
COMPTIME Comp Time		122.17				
DANCESPON DANCE COACH		54.41				
EDP1 Extra Duty		250.00				
EDPBKCLK Extra Duty Books / Clock		1,360.00				
HR1 Hourly		21,424.92				
LTSUB PERMINANT LONG TERM SUB		3,524.27				
MILEAGE Mileage		873.99				
OVT1 Overtime		362.66				
PERSONAL Personal		200.00				
PROFESSION Professional		49.35				
SICK Sick		349.45				
SUB Substitute		6,396.58				
TICKETS Taking Tickets at Gate		250.00				
VACATION Vacation		162.52				
WITHOUTPAY Without Pay		(2,149.84)				
		37,880.19				
CONTRACT						
7THSPON 7TH GR SPONSOR		49.20				
8THSPON 8TH GRADE SPONSOR		49.20				
AD ATHLETIC DIRECTOR		461.25				
C01 Salary		147,550.19				
C02 Salary		4,571.97				
CONCESSPON CONCESSIONS SPONSOR		61.50				
CROSSCO CROSS COUNTRY COACH		399.75				
ELEMSAT ELEMENTARY SAT CHAIR PERSON		27.27				
EXTENDCONT EXTENDED CONTRACT		292.46				
FBLASPON FBLA SPONSOR		169.13				
FFASPON FFA SPONSOR		246.00				
FRESHSPON FRESHMAN SPONSOR		49.20				
HEADBOYBB HEAD BOYS BASKETBALL COACH		461.25				
HEADBOYTRA HEAD BOYS TRACK COACH		199.88				
HEADFB HEAD FOOTBALL COACH		430.50				
HEADGIRLBB HEAD GIRLS BASKETBALL COACH		461.25				
HEADGIRLTR HEAD GIRL TRACK COACH		399.75				
HSASSBTRA HS ASSISTANT BOYS TRACK		584.26				
HSASSGTRA HS ASSISTANT GIRLS TRACK		338.26				
HSASSTBBB HS ASSISTANT BOYS BB		307.50				
HSASSTFB HS ASSISTANT FB COACH		538.13				
HSASSTGBB HS ASSISTANT GIRLS BASKETBALL COACH		268.36				
HSASSTVB HS ASSISTANT VOLLEYBALL		230.63				
HSSAT HS SAT CHAIR PERSON		27.27				
HSVB HS VOLLEYBALL		307.50				
HSWREST HS WRESTLING COACH		2,029.50				
JHASSTBBB JH ASST BOYS BB		107.63				
JHASSTBTRA JH ASSISTANT BOYS TRACK		215.26				

WAGES

$$37,880.19 + 162,841.38 = 200,721.57$$

Deductions 61,502.86

139,218.71

Payroll Register - Totals

Board

Posted; Payroll Type Extra, Pay Off Contracts, Regular, Void; Processing Month 03/2022

PIK/Gross	Amount	Expense/ Employer	Adjustment Amount	Check Total	Payee ID	Payee Name
JHASSTFB JH ASSISTANT FB COACH		83.86				
JHASSTGBB JH ASST GIRLS BB		107.63				
JHVB JH VOLLEYBALL		76.88				
JUNIORSPON JUNIOR SPONSOR		135.30				
MENTORING Teacher Mentoring		136.36				
MUSICIV MUSIC I & V		307.50				
NHS NATIONAL HONOR SOCIETY SPONSOR		49.20				
ONEACT ONE ACT COACH		246.00				
QUIZBOWL QUIZ BOWL SPONSOR		61.50				
SENIORSPON SENIOR SPONSOR		64.58				
SKILLSUSA SKILL USA SPONSOR		230.63				
SOPHSPON SOPHOMORE SPONSOR		49.20				
SPEECH SPEECH SPONSOR		261.38				
STRIVTV STRIV TV SPONSOR		92.25				
STUCOSPON STUDENT COUNCIL SPONSOR		61.50				
XTRADUTY1 Extra Duty		43.56				
		<u>162,841.38</u>				
DEDUCTION						
AFLAC AFLAC Insurance	23,368.71	376.48		376.48	AFLAC	AFLAC of Columbus
AMERITAS AMERITAS		138.10		138.10	AMERITAS	AMERITAS LIFE INSURANCE CORP
DAYCARE Day Care	11,370.42	566.67		566.67	KENECAPT	Kenesaw Public School
DENTAL Pre-Tax Dental	141,390.92	1,036.20	970.35	2,006.55	BCBS	Bluecrossblue Shield Of Nebraska
HEALTH Health	134,370.09		47,106.69	47,106.69	BCBS	Bluecrossblue Shield Of Nebraska
MEDEXP Med Exp-Flex	32,886.02	1,064.17		1,064.17	KENECAPT	Kenesaw Public School
TSAAMERICA TSAAMERICA		600.00		600.00	TSAAMERICA	AMERICAN FUNDS
TSAHARTPRE TSAHartford No	19,976.44	3,625.00	638.18	4,263.18	EMPOWER	Mass Mutual Financial Group
TSAHARTPST TSAHartford Tax	9,161.34	462.50	100.00	562.50	EMPOWER	Mass Mutual Financial Group
		<u>7,869.12</u>	<u>48,815.22</u>	<u>0.00</u>	<u>56,684.34</u>	
RET DEDUCTION						
NPERS RETIREMENT	192,899.03	18,865.54	19,054.19	37,919.73	KENERET	Kenesaw Public School Retirement
		<u>18,865.54</u>	<u>19,054.19</u>	<u>0.00</u>	<u>37,919.73</u>	
TAX						
FIT FIT	173,575.42	13,329.56		13,329.56	EFTPS	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM A
FUTA FUTA	180,906.12					
MEDICARE MEDICARE	196,665.96	2,851.68	2,851.68	5,703.36	EFTPS	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM A
SITNE SIT NE	173,575.42	6,393.67		6,393.67	SITNE	NEBRASKA DEPARTMENT OF REVENUE A
SOCSEC SOC SEC	196,665.96	12,193.29	12,193.29	24,386.58	EFTPS	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM A
SUTANE SUTA NE	173,575.42					
WCNE WORK COMP NE	199,771.66					
	<u>34,768.20</u>	<u>15,044.97</u>	<u>0.00</u>	<u>49,813.17</u>		
	<u>61,502.86</u>			<u>144,417.24</u>		
				Net Pay:	139,218.71	
				Cash Total:	<u>283,635.95</u>	
Non - FIT Taxable Deductions	26,272.16					
Non - SIT Taxable Deductions	26,272.16					
Non - SOC SEC Taxable Deductions	6,806.62					
Non - MEDICARE Taxable Deductions	6,806.62					
Direct Deposits	137,435.98					
Automatic Payments	49,813.17					
Adds + Contracts + Deduction Adds	200,721.57					

WAGES 139,218.71
Deductions 144,417.24

Payroll Register - Totals

Posted; Payroll Type Extra, Pay Off Contracts, Regular, Void; Processing Month 03/2022

PIK/Gross	Amount	Expense/ Employer	Adjustment Amount	Check Total	Payee ID	Payee Name
Checking Account ID: 6						
ADD						
HRV1 Hourly		5,764.25				
OVT1 Overtime		391.55				
SICK Sick		55.00				
		<u>6,210.80</u>				
						<i>+ 2612.12 = 3598.68</i>
DEDUCTION						
DENTAL Pre-Tax Dental	2,478.81	29.54		29.54	BCBS	Bluecrossblue Shield Of Nebraska
GARNISH GARNISH		156.08		156.08	CREDITM	CREDIT MANAGEMENT SERVICES, INC
HEALTH Health	2,478.81	1,198.15	658.43	1,856.58	BCBS	Bluecrossblue Shield Of Nebraska
		<u>1,354.23</u>	<u>687.97</u>	<u>2,042.20</u>		
RET DEDUCTION						
NPERS RETIREMENT	4,856.57	474.98	479.73	954.71	KENERET	Kenesaw Public School Retirement
		<u>474.98</u>	<u>479.73</u>	<u>954.71</u>		
			0.00	954.71		
TAX						
FIT FIT	5,735.82	202.04		202.04	EFTPS	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM A
FUTA FUTA	5,735.82					
MEDICARE MEDICARE	6,210.80	90.06	90.06	180.12	EFTPS	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM A
SITNE SIT NE	5,735.82	105.74		105.74	SITNE	NEBRASKA DEPARTMENT OF REVENUE A
SOCSEC SOC SEC	6,210.80	385.07	385.07	770.14	EFTPS	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM A
SUTANE SUTA NE	5,735.82					
WCNE WORK COMP NE	6,210.80					
		<u>782.91</u>	<u>475.13</u>	<u>0.00</u>	<u>1,258.04</u>	
		<i>2612.12</i>			<i>4,234.95</i>	WAGES
						Deductions
						<i>4,254.95</i>
					Net Pay:	3,598.68
					Cash Total:	<u>7,853.63</u>
Non - FIT Taxable Deductions	474.98					
Non - SIT Taxable Deductions	474.98					
Non - SOC SEC Taxable Deductions	0.00					
Non - MEDICARE Taxable Deductions	0.00					
Direct Deposits	2,597.33					
Automatic Payments	1,258.04					
Adds + Contracts + Deduction Adds	6,210.80					

Function Number

Regular, Processing Month 03/2022

Expenditures to Date

Revised Budget

Expended During Month

% of Budget

Balance at EOM

A/P Outstanding

P/O Outstanding

User ID: DJK

Unencumbered Balance

6969	TITLE IV, PART A ESSA	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
6992	REAP	21,738.00	0.00	36,505.98	167.94	(14,767.98)	0.00	0.00	(14,767.98)	0.00	0.00	(14,767.98)
6996	CARES ACT/ESSERS I FUNDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6997	ESSERS II	63,762.00	0.00	49,017.65	76.88	14,744.35	0.00	0.00	14,744.35	0.00	0.00	14,744.35
6998	ESSERS III	128,400.00	0.00	57,817.69	45.03	70,582.31	0.00	0.00	70,582.31	0.00	0.00	70,582.31
8000	TRANSFERS (OUTGOING)	70,000.00	0.00	25,000.00	35.71	45,000.00	0.00	0.00	45,000.00	0.00	0.00	45,000.00
9002	INTERFUND LOAN FROM BOND FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9003	INTERFUND LOAN FROM SPEC. BLDG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9999	9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01	GENERAL FUND	4,775,000.00	377,550.03	2,573,593.85	53.94	2,201,406.15	1,886.12	0.00	2,199,520.03	0.00	0.00	2,199,520.03

Expenditure Report by Function/Object - Summary

Regular, Processing Month 03/2022

02 DEPRECIATION
 2520 PURCHASING, WAREHOUSING AND DISTRIB
 2900 DEPRICIATION FUND DISBURSEMENTS
 4700 BUILDING IMPROVEMENTS
 02 DEPRECIATION

Revised Budget	Expended During Month	Expended to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	17,300.00	17,300.00	0.00	(17,300.00)	0.00	0.00	(17,300.00)
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	17,300.00	17,300.00	0.00	(17,300.00)	0.00	0.00	(17,300.00)

05 ACTIVITY FUND
 2900 DEPRICIATION FUND DISBURSEMENTS
 05 ACTIVITY FUND

Expenditure Report by Function/Object - Summary

Regular; Processing Month 03/2022

Revised Budget	Expended During Month	Expended to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
0.00	18,856.67	202,192.41	0.00	(202,192.41)	(20.00)	0.00	(202,172.41)
0.00	18,856.67	202,192.41	0.00	(202,192.41)	(20.00)	0.00	(202,172.41)

Expenditure Report by Function/Object - Summary

Regular; Processing Month 03/2022

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
06								
3100	212,000.00	23,564.44	153,453.49	72.38	58,546.51	0.00	0.00	58,546.51
6996	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06	212,000.00	23,564.44	153,453.49	72.38	58,546.51	0.00	0.00	58,546.51

06 NUTRITION FUND
 3100 FOOD SERVICES OPERATIONS
 6996 CARES ACT/ESSERS I FUNDS
 06 NUTRITION FUND

07 BOND FUND
 2330 DISTRICT LEGAL SERVICES
 5000 DEBT SERVICES
 07 BOND FUND

Expenditure Report by Function/Object - Summary

Regular; Processing Month 03/2022

Rev/isd Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/P Outstanding	P/O Outstanding	Unencumbered Balance
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	322,047.50	0.00	(322,047.50)	0.00	0.00	(322,047.50)
0.00	0.00	322,047.50	0.00	(322,047.50)	0.00	0.00	(322,047.50)

Expenditure Report by Function/Object -

Summary

Regular; Processing Month 03/2022

Revised Budget
4,987,000.00

Expended During
Month
437,271.14

Expenditures to Date
3,269,587.25

% of Budget
65.58

Balance at EOM
1,718,412.75

A/P Outstanding
1,866.12

P/O Outstanding
0.00

Unencumbered
Balance
1,716,546.63

03/2022 - 03/2022
Regular; Beginning Month 03/2022; Processing Month 03/2022; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

Chart of Account Number	Chart of Account Description	Entry Date	JR	Reference #	Check Acct	Check #	Description	Entity Name	Expenses	Revenues	Outstanding AP	Outstanding PO	Balance Change	Balance
05 704 0100	ATHLETICS							*Previous Balance						26,342.32
05 704 0100	ATHLETICS													
05 2900 610 000 0100	ATHLETICS													
03/04/2022	CD					12578	BOYS SUBDIST 5 D1-7	Nisaa	1,383.41	0.00	0.00	0.00		
03/04/2022	CD					12579	BOYS SUBD 5 02/22	Silver Lake Public School	40.80	0.00	0.00	0.00		
03/04/2022	CD					12579	BOYS SUBD 5 02/22	Silver Lake Public School	73.29	0.00	0.00	0.00		
03/04/2022	CD					12574	BOYS SUBD 5 2/22-24	Blue Hill Public School	108.80	0.00	0.00	0.00		
03/04/2022	CD					12574	BOYS SUBD 5 2/22-24	Blue Hill Public School	146.58	0.00	0.00	0.00		
03/04/2022	CD					12573	BOYS SUBD 5 2/22	AXTELL PUBLIC SCHOOL	51.00	0.00	0.00	0.00		
03/04/2022	CD					12573	BOYS SUBD 5 2/22	AXTELL PUBLIC SCHOOL	73.29	0.00	0.00	0.00		
03/14/2022	CD					12601	JUDGE SPEECH 3/5/22	High Plains Community School	206.85	0.00	0.00	0.00		
03/14/2022	CD					12602	0100 ATHLETICS FEB	Kenesaw Market	102.96	0.00	0.00	0.00		
03/14/2022	CD					12605	3616	Rally Athletic	384.00	0.00	0.00	0.00		
03/14/2022	CD					12608	JAN. 26 - FEB. 21	Us Bank	50.00	0.00	0.00	0.00		
03/14/2022	CD					12607	199M-7 JDH- VMMP 2	Synchrony Bank/Amazon	89.99	0.00	0.00	0.00		
03/14/2022	CD					12607	19DN-V8VR- MQCT	Synchrony Bank/Amazon	18.99	0.00	0.00	0.00		
03/14/2022	CD					12607	1T4D-1MGJ- GPHQ	Synchrony Bank/Amazon	16.38	0.00	0.00	0.00		
03/14/2022	CD					12608	JAN. 26 - FEB. 21	Us Bank	28.35	0.00	0.00	0.00		
03/14/2022	CD					12608	JAN. 26 - FEB. 21	Us Bank	155.43	0.00	0.00	0.00		
03/14/2022	CD					12608	JAN. 26 - FEB. 21	Us Bank	381.38	0.00	0.00	0.00		
03/14/2022	CD					12608	JAN. 26 - FEB. 21	Us Bank	381.38	0.00	0.00	0.00		
03/14/2022	CD					12608	JAN. 26 - FEB. 21	Us Bank	381.38	0.00	0.00	0.00		
03/14/2022	CD					12609	FEB. INVOICE 5	Verizon Wireless	45.03	0.00	0.00	0.00		
05 704 0100	ATHLETICS							*Current Activity						(4,119.29)
05 704 0332	FFA / AG							*Ending Balance:	4,119.29	0.00	0.00	0.00	0.00	22,223.03
05 704 0332	FFA / AG							*Previous Balance						9,200.06
05 2500 610 000 0332	FFA/AG													
03/14/2022	CD					12603	REIMB. FOR FFA HOTEL	Meyer, Siera	325.87	0.00	0.00	0.00		
03/14/2022	CD					12602	0332 FFA FEB. 5	Kenesaw Market	23.96	0.00	0.00	0.00		
05 704 0332	FFA / AG							*Current Activity						(349.83)

Regular; Beginning Month 03/2022; Processing Month 03/2022; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

Chart of Account Number Chart of Account Description
Entry Date JR Reference # Check Acct Check # Description

Entity Name	Expenses	Revenues	Outstanding AP	Outstanding PO	Balance Change	Balance
*Ending Balance:	0.00	0.00	0.00	0.00	0.00	1,353.33
*Previous Balance						10,439.85
*Ending Balance:	0.00	0.00	0.00	0.00	0.00	10,439.85
*Previous Balance						5,201.83
*Ending Balance:	0.00	0.00	0.00	0.00	0.00	5,201.83
*Previous Balance						2,522.97
*Ending Balance:	0.00	0.00	0.00	0.00	0.00	2,522.97
*Previous Balance						3,523.62
*Ending Balance:	0.00	0.00	0.00	0.00	0.00	3,523.62
*Previous Balance						772.43
*Ending Balance:	0.00	0.00	0.00	0.00	0.00	772.43
*Previous Balance						1,445.19
*Ending Balance:	0.00	0.00	0.00	0.00	0.00	1,445.19
*Previous Balance						1,366.39
*Ending Balance:	0.00	0.00	0.00	0.00	0.00	1,366.39
*Previous Balance						(92.62)
KENESAW YOUTH SPORTS	244.20	0.00	0.00	0.00		
02/05/22 40% YOUTH SPORTS CONC.						
INSIDE POP 10734030						
CONC 02/04 10726688	1,303.84	0.00	0.00	0.00		
TEACHERS LOUNGE 03/11 10746766	99.04	0.00	0.00	0.00		
CREDIT 90121517 10746767	70.98	0.00	0.00	0.00		
CONCESSIONS 13260215	(636.36)	0.00	0.00	0.00		
CONCESSIONS 13264730	137.25	0.00	0.00	0.00		
CONCESSIONS 13277014	42.80	0.00	0.00	0.00		
CONC. ITEMS FEB. 2662	235.80	0.00	0.00	0.00		
PIZZA	277.83	0.00	0.00	0.00		
11300 JAN. 2022	380.00	0.00	0.00	0.00		
CONCESSIONS						
*Current Activity						(2,155.38)
*Ending Balance:	2,155.38	0.00	0.00	0.00	0.00	(2,248.00)
*Previous Balance						669.96
*Ending Balance:	0.00	0.00	0.00	0.00	0.00	669.96
*Previous Balance						240.60

Activity Fund Balance Report - Detail - Include Encumbrances

03/2022 - 03/2022

Regular; Beginning Month 03/2022; Processing Month 03/2022; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

Chart of Account Number	Chart of Account Description	Entity Name	Expenses	Revenues	Outstanding AP	Outstanding PO	Balance Change	Balance
Entry Date	JR Reference #	Check Acct	Check #	Description				
05 2900 610 000 3030	MISCELLANEOUS	Us Bank						
03/14/2022	CD	JAN. 26 - FEB. 21	5	12608 SHUTTERFLY (UNKNOWN)				
05 704 3030	MISCELLANEOUS		77.75	0.00	0.00	0.00		(77.75)
05 704 3035	POP MACHINE	*Current Activity						
05 704 3035	POP MACHINE	*Ending Balance:						6,570.66
05 2900 610 000 3035	POP MACHINE	*Previous Balance						2,178.12
03/14/2022	CD	10734031	5	12589 TEACHER'S LOUNGE				
05 704 3035	POP MACHINE	Chesterman Company	50.70	0.00	0.00	0.00		
05 704 3040	QUEST	*Current Activity						
05 704 3429	EHA WELLNESS ACCOUNT	*Ending Balance:						(50.70)
05 704 3536	ELEMENTARY T-SHIRTS	*Previous Balance						2,127.42
05 704 3668	FOOTBALL FUNDRAISING	*Ending Balance:						(41.51)
05 704 3669	VOLLEYBALL	*Previous Balance						(41.51)
05 704 3670	WRESTLING FUND RAISING	*Ending Balance:						6,065.46
05 2900 610 000 3670	WRESTLING FUND RAISING	*Previous Balance						6,065.46
03/14/2022	CD	163826	5	12606 WRESTLING SHIRT EMBROIDERY				
03/14/2022	CD	T-SHIRT DIST/STATE	5	12604 DIST. WRESTLING SHIRTS				
03/14/2022	CD	T-SHIRT DIST/STATE	5	12604 STATE WRESTLING SHIRTS				
05 704 3670	WRESTLING FUND RAISING	*Current Activity						
05 704 4000	HOOPS TOURNAMENT	*Ending Balance:						(391.00)
05 704 4722	GRADUATED CLASSES	*Previous Balance						(6.46)
05 704 4724	CHROME BOOK ACCOUNT	*Ending Balance:						6,636.73
		*Previous Balance						8,425.00
		*Ending Balance:						8,425.00
		*Previous Balance						8,734.47

Activity Fund Balance Report - Detail - Include Encumbrances

03/2022 - 03/2022
Regular; Beginning Month 03/2022; Processing Month 03/2022; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

Chart of Account Number Chart of Account Description

Entity Date	JR	Reference #	Check Acct	Check #	Description	Entity Name	Expenses	Revenues	Outstanding AP	Outstanding PO	Balance Change	Balance
05 2900 610 000 4724	AP	12493	CREDIT		CHROME BOOK ACCOUNT	Computer Hardware - Kearney	0.00	0.00	(20.00)	0.00		20.00
05 704 4724					CHROME BOOK ACCOUNT	*Previous Balance						17,882.74
						*Ending Balance:			(20.00)			8,754.47
						*Previous Balance						17,882.74
05 704 7274					SCRIP CARD	RUSSS MARKET STORE #7	190.00	0.00	0.00	0.00		(190.00)
05 704 7274					SCRIP CARD	*Current Activity						
05 2900 610 000 7274	CD	03/11/2022		5	SCRIP RUSSS MARKET	*Ending Balance:	190.00	0.00	0.00	0.00		17,692.74
					SCRIP	*Previous Balance						5,433.49
05 704 7274					SCRIP CARD	*Ending Balance:	0.00	0.00	0.00	0.00		5,433.49
						*Previous Balance						174.58
05 704 7545					SKILLS USA	Kenesaw Market						
						*Current Activity	54.58	0.00	0.00	0.00		(54.58)
						*Ending Balance:	54.58	0.00	0.00	0.00		120.00
						*Previous Balance						900.00
05 704 7733					SPEECH FUND RAISER	*Ending Balance:	0.00	0.00	0.00	0.00		900.00
05 704 7733					SPEECH FUND RAISER	*Previous Balance						588.02
05 2900 610 000 7733	CD	03/14/2022		5	SPEECH FUND RAISER EXPENSES	*Ending Balance:	0.00	0.00	0.00	0.00		588.02
					SCRIP	Fund Total: 05	18,856.67	0.00	(20.00)	0.00		146,467.90
05 704 7733					SPEECH NIGHT 3299							
						*Current Activity						
						*Ending Balance:						
						*Previous Balance						
05 704 7737					PRESCHOOL PARTNERSHIP							
						*Ending Balance:						
						*Previous Balance						
05 704 7867					SCHOOL STORE PRE K - 6							
						*Ending Balance:						
						*Previous Balance						

Batch Description: ACTIVITY FUND FEBRUARY 2022
Checking Account: 5 ACTIVITY FUND

Processing Month: 02/2022

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	02/28/2022	185,825.83
<u>Outstanding Checks</u>			
<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
10157	Chuck Roe	10/14/2016	75.34
10308	Kenesaw Booster Club	01/23/2017	6.25
10773	Preston Schnitzler	02/09/2018	85.00
12374	NATE WILLIAMS	10/29/2021	70.00
12535	AURORA PUBLIC SCHOOL	02/04/2022	43.50
12536	Overton Public School	02/04/2022	100.00
12541	Austin Schnitzler	02/08/2022	60.00
12542	DAVID SQUIRES	02/08/2022	130.00
12546	Dj America	02/14/2022	395.00
12551	Minden High School	02/14/2022	28.00
12559	Central Community College	02/15/2022	350.00
12561	Centura Public School	02/22/2022	42.00
12563	Shelton Public School	02/22/2022	50.00
12564	DAVID SQUIRES	02/22/2022	242.00
12565	Sutton Public School	02/22/2022	49.00
12566	TIM THIELE	02/22/2022	242.00
12567	Eileen'S Colossal Cookies	02/25/2022	830.00
12568	Kearney Catholic High School	02/25/2022	50.00
12571	RUSS'S MARKET STORE #7	02/25/2022	90.00
12572	Danielle DeWitt	02/25/2022	13.90
	Total:		2,951.99

Outstanding Deposits and Manual Journal Entries

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Correction: Adjust Posted Entry	02/18/2021	87.69
	Correction: Adjust Posted Entry	02/18/2021	1,238.54
1845	Receipt 1845	02/29/2020	64.49
1846	Receipt 1846	03/31/2020	45.34
1847	Receipt 1847	03/31/2020	(45.34)
1862	Receipt 1862	02/28/2020	315.00
1863	Receipt 1863	02/28/2020	566.00
1920	Receipt 1920	08/31/2020	22.00
1922	Receipt 1922	08/31/2020	(1,433.73)
1924	Receipt 1924	08/31/2020	(583.32)
1926	Receipt 1926	08/31/2020	(20.00)
1928	Receipt 1928	08/31/2020	160.00
1929	Receipt 1929	08/31/2020	(80.00)
1931	Receipt 1931	08/31/2020	44.55
1933	Receipt 1933	08/31/2020	548.00
1937	Receipt 1937	08/31/2020	(2,139.45)
1938	Receipt 1938	08/31/2020	247.75
1939	Receipt 1939	08/31/2020	70.95
1940	Receipt 1940	08/31/2020	(255.14)
1952	Receipt 1952	02/10/2020	290.82

Outstanding Deposits and Manual Journal Entries

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
2138	Receipt 2138	02/01/2021	506.16
2139	Receipt 2139	02/01/2021	(306.16)
2249	Receipt 2249	03/04/2021	686.50
2250	Receipt 2250	04/14/2021	1,466.00
2251	Receipt 2251	04/14/2021	430.32
2252	Receipt 2252	04/14/2021	498.50
2402	Receipt 2402	09/01/2020	3,062.79
2403	Receipt 2403	09/01/2020	800.00
2729	Receipt 2729	09/28/2021	1,024.21
		Total:	<u>7,312.47</u>

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
185,825.83	4,360.48	190,186.31	179,888.50	10,297.81

Cleared Automatic Payment Total:	
Cleared Checks Total:	19,574.44
Cleared Direct Deposit Total:	
Cleared Void Total:	250.00
Cleared Cash Receipt Total:	14,958.93
Cleared Manual Journal Entries Total:	
Cleared Sales Journal Total:	

Batch Description: **BOND FUND FEBRUARY 2022**
Checking Account: **7 BOND FUND**

Processing Month: **02/2022**

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	02/28/2022	175,219.13

Outstanding Deposits and Manual Journal Entries

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Correction: Adjust Posted Entry	10/12/2021	119.68
	CORRECTION TO JUNE ADAMS CO. TA Receipts	06/05/2020	3,956.04
1834	Reversal: Adjust Posted Entry	09/08/2020	772.25
1837	Reversal: Adjust Posted Entry	09/21/2020	106.59
1839	Reversal: Adjust Posted Entry	09/10/2020	48.95
	Total:		<u>5,003.51</u>

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
175,219.13	5,003.51	180,222.64	180,222.64	0.00

Cleared Automatic Payment Total:
 Cleared Checks Total:
 Cleared Direct Deposit Total:
 Cleared Void Total:
 Cleared Cash Receipt Total: 21,571.17
 Cleared Manual Journal Entries Total:
 Cleared Sales Journal Total:

Batch Description: BUS/DEPRECIATION FUND FEBRUARY 2022
Checking Account: 2 DEPRECIATION

Processing Month: 02/2022

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	02/28/2022	414,707.25
<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>
414,707.25	0.00	414,707.25	414,707.25
			<u>Difference</u>
			0.00

Cleared Automatic Payment Total:
Cleared Checks Total:
Cleared Direct Deposit Total:
Cleared Void Total:
Cleared Cash Receipt Total: 63.62
Cleared Manual Journal Entries Total:
Cleared Sales Journal Total:

Check Reconciliation Report
Batch Description HOT LUNCH FUND FEBRUARY 2022

Batch Description: **HOT LUNCH FUND FEBRUARY 2022**

Processing Month: **02/2022**

Checking Account: **6 HOT LUNCH FUND CHECKING**

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	02/28/2022	44,692.26

Outstanding Automatic Payments

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
39	NEBRASKA DEPARTMENT OF REVENUE	06/14/2019	34.26
45	NEBRASKA DEPARTMENT OF REVENUE	11/15/2019	16.61
47	NEBRASKA DEPARTMENT OF REVENUE	12/13/2019	63.86
	Total:		<u>114.73</u>

Outstanding Checks

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
61166	Bluecrossblue Shield Of Nebraska	11/15/2021	1,915.66
61185	Bluecrossblue Shield Of Nebraska	01/10/2022	3,772.24
61193	CREDIT MANAGEMENT SERVICES, INC	02/14/2022	206.55
	Total:		<u>5,894.45</u>

Outstanding Deposits and Manual Journal Entries

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Correction: Adjust Posted Entry	12/29/2020	272.59
	Total:		<u>272.59</u>

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
44,692.26	(5,736.59)	38,955.67	38,955.67	0.00

Cleared Automatic Payment Total:	1,437.39
Cleared Checks Total:	17,008.27
Cleared Direct Deposit Total:	(2,826.89)
Cleared Void Total:	
Cleared Cash Receipt Total:	24,163.55
Cleared Manual Journal Entries Total:	
Cleared Sales Journal Total:	

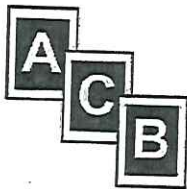
Check Reconciliation Report
Batch Description SPECIAL BUILDING FUND FEBRUARY 2022

Batch Description: SPECIAL BUILDING FUND FEBRUARY 2022
Checking Account: 8 SPECIAL BUILDING

Processing Month: 02/2022

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	02/28/2022	317,507.33
<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>
317,507.33	0.00	317,507.33	317,507.33
			<u>Difference</u>
			0.00

Cleared Automatic Payment Total:
Cleared Checks Total:
Cleared Direct Deposit Total:
Cleared Void Total:
Cleared Cash Receipt Total: 13,401.68
Cleared Manual Journal Entries Total:
Cleared Sales Journal Total:



Adams County Bank

Feb 28, 2022

Pg 1 of 3

63

KENESAW PUBLIC SCHOOL
 110 N 5TH AVE
 PO BOX 129
 KENESAW NE 68956-0129

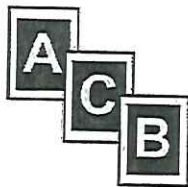
Hold at Bank

ACTIVITY FUND

Super NOW			
02/01/2022	Beginning Balance		190,441.34
	23 Deposits/Other Credits	+	14,958.93
	46 Checks/Other Debits	-	19,574.44
02/28/2022	Ending Balance		185,825.83*
			28 Days in Statement Period

----- Deposits/Other Credits -----			
02/07/2022	Deposit	536	24.24
02/07/2022	Deposit	535	40.00
02/07/2022	Deposit	537	274.00
02/07/2022	Deposit	600	954.25
02/07/2022	Deposit	533	1,000.00
02/08/2022	ACH Deposit	534	3,000.00
	RAISERIGHT ShopWScrip		146.25
02/15/2022	Deposit	542	48.00
02/15/2022	Deposit	541	95.00
02/15/2022	Deposit	539	560.00
02/15/2022	Deposit	540	567.50
02/25/2022	Deposit	538	1,539.05
02/25/2022	Deposit	551	45.00
02/25/2022	Deposit	543	112.50
02/25/2022	Deposit	544	257.44
02/25/2022	Deposit	545	309.00
02/25/2022	Deposit	549	362.00
02/25/2022	Deposit	546	628.00
02/25/2022	Deposit	550	900.00
02/25/2022	Deposit	547	1,228.75
02/28/2022	ACH Deposit	548	1,996.00
02/28/2022	Accr Earning Pymt		850.00
	EDUCATIONQUEST PAYABLES		21.95
	Added to Account		

----- Checks listed in numerical order; (*) indicates gap in sequence -----			
Check	Date	Amount	Check Date Amount
12569	02/28	2,425.00	
12468	02/01	80.00	12494* 02/01 89.00
12481*	02/15	75.00	12505* 02/15 220.00
12485*	02/01	120.00	12507* 02/09 120.00
12488*	02/09	50.00	12508 02/25 571.77
			12513* 02/01 100.00



Adams County Bank

Feb 28, 2022

Pg 2 of 3

KENESAW PUBLIC SCHOOL

----- Checks listed in numerical order; (*) indicates gap in sequence -----

Check	Date	Amount	Check	Date	Amount
✓12516*	02/15	135.00	✓12540	02/17	51.00
✓12519*	02/01	87.50	✓12543*	02/11	130.00
✓12520	02/16	100.00	✓12544	02/22	1,611.76
✓12521	02/03	206.73	✓12545	02/22	994.14
✓12523*	02/01	100.00	✓12547*	02/23	920.00
✓12524	02/02	206.73	✓12548	02/17	308.68
✓12527*	02/07	47.79	✓12549	02/22	40.00
✓12528	02/02	291.00	✓12552*	02/22	781.00
✓12529	02/08	80.00	✓12553	02/23	428.00
✓12530	02/25	42.00	✓12554	02/28	829.21
✓12531	02/01	100.00	✓12555	02/18	445.50
✓12532	02/07	120.00	✓12556	02/23	877.38
✓12533	02/14	120.00	✓12557	02/16	300.00
✓12534	02/04	146.00	✓12560*	02/22	813.80
✓12537*	02/22	200.39	✓12562*	02/28	242.00
✓12538	02/15	60.00	✓12570*	02/28	98.86
✓12539	02/15	130.00			

----- Other Debits -----

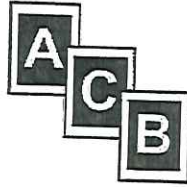
02/14/2022 ACH Withdrawal		749.98 ✓
RAISERIGHT ShopWScrip		
02/18/2022 ACH Withdrawal	SIGNATURE STYLE SALE	2,999.00 ✓
02/28/2022 ACH Withdrawal		930.22 ✓
RAISERIGHT ShopWScrip		

CK # 118

	Total For This Period	Total Year-to-Date
Total Overdraft Fees	\$.00	\$.00
Total Returned Item Fees	\$.00	\$.00

----- Daily Ending Balance -----

02/01	189,764.84	02/04	188,914.38	02/09	193,935.33
02/02	189,267.11	02/07	194,039.08	02/11	193,805.33
02/03	189,060.38	02/08	194,105.33	02/14	192,935.35



Adams County Bank

Feb 28, 2022

Pg 1 of 1
1

KENESAW PUBLIC SCHOOL
110 N 5TH AVE
PO BOX 129
KENESAW NE 68956-0129

Hold at Bank

BOND ACCOUNT

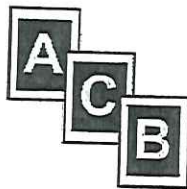
Super NOW
02/01/2022 Beginning Balance 153,647.96
4 Deposits/Other Credits + 21,571.17
0 Checks/Other Debits - .00
02/28/2022 Ending Balance 28 Days in Statement Period 175,219.13

----- Deposits/Other Credits -----
02/11/2022 ACH Deposit Hall County Disbursmnt 1,135.59
02/11/2022 ACH Deposit ADAMS COUNTY TRE Disbursmnt 19,920.46
02/16/2022 Deposit 495.86
02/28/2022 Accr Earning Pymt Added to Account 19.26

	Total For This Period	Total Year-to-Date
Total Overdraft Fees	\$.00	\$.00
Total Returned Item Fees	\$.00	\$.00

----- Daily Ending Balance -----
02/01 153,647.96 02/16 175,199.87 02/28 175,219.13
02/11 174,704.01

----- Earnings Summary -----
** Below is an itemization of the Earnings **
** paid this period. **
Interest Paid This Period 19.26 Annual Percentage Yield Earned 0.15 %
Interest Paid YTD 36.14 Days in Earnings Period 28
Earnings Balance 167,414.21



Adams County Bank

Feb 28, 2022

Pg 1 of 1

0

KENESAW PUBLIC SCHOOL
 110 N 5TH AVE
 PO BOX 129
 KENESAW NE 68956-0129

Hold at Bank

BUS & DEPRECIATION

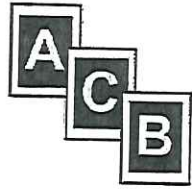
MMA NonPersonal			
02/01/2022 Beginning Balance			414,643.63
1 Deposits/Other Credits		+	63.62
0 Checks/Other Debits		-	.00
02/28/2022 Ending Balance	28 Days in Statement Period		414,707.25

02/28/2022 Accr Earning Pymt	Deposits/Other Credits Added to Account		63.62
------------------------------	---	--	-------

	Total For This Period	Total Year-to-Date
Total Overdraft Fees	\$.00	\$.00
Total Returned Item Fees	\$.00	\$.00

02/01	414,643.63	Daily Ending Balance	02/28	414,707.25
-------	------------	----------------------	-------	------------

Earnings Summary				
** Below is an itemization of the Earnings **				
** paid this period. **				
Interest Paid This Period	63.62	Annual Percentage Yield Earned	0.20 %	
Interest Paid YTD	134.04	Days in Earnings Period	28	
		Earnings Balance		414,643.63



Adams County Bank

Feb 28, 2022

Pg 1 of 3

57

KENESAW PUBLIC SCHOOL
 110 N 5TH AVE
 PO BOX 129
 KENESAW NE 68956-0129

Hold at Bank

GENERAL FUND

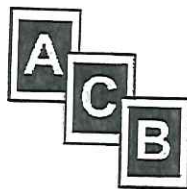
Super NOW			
02/01/2022	Beginning Balance		2,628,457.75
	10 Deposits/Other Credits	(Inv.)	+ 348,960.56
	59 Checks/Other Debits	off (+634.22)	- 402,315.18
02/28/2022	Ending Balance	28 Days in Statement Period	2,575,103.13

102 checks

Deposits/Other Credits		
02/03/2022	ACH Deposit	33,481.19
	STATE OF NE ST PAYMENT	
02/11/2022	ACH Deposit	14,565.45
	Hall County Disbursmnt	
02/11/2022	ACH Deposit	249,248.37
	ADAMS COUNTY TRE Disbursmnt	
02/16/2022	Deposit	17.85
02/16/2022	Deposit	1,073.55
02/16/2022	Deposit	8,100.45
02/25/2022	Deposit	1,050.97
02/25/2022	ACH Deposit	20,044.00
	STATE OF NE ST PAYMENT	
02/28/2022	ACH Deposit	21,077.00
	STATE OF NE ST PAYMENT	
02/28/2022	Accr Earning Pymt	301.73
	Added to Account	

----- Checks listed in numerical order; (*) indicates gap in sequence -----

Check	Date	Amount	Check	Date	Amount
32717	02/17	961.83	32730	02/28	280.00
32760	02/23	816.54	32731	02/22	301.66
32676	02/02	750.00	32732	02/23	1,598.24
32684*	02/01	10,261.80	32733	02/22	1,667.68
32703*	02/04	222.59	32734	02/22	28,047.00
32718*	02/15	606.78	32735	02/22	85.04
32719	02/23	376.48	32736	02/22	120.00
32720	02/23	600.00	32737	02/23	518.98
32723*	02/16	1,730.84	32738	02/25	11,608.45
32725*	02/24	4,825.68	32739	02/25	95.00
32726	02/22	124.62	32740	02/22	138.00
32727	02/23	254.95	32741	02/22	140.00
32728	02/23	3,571.67	32742	02/23	73.00
32729	02/22	42.55	32744*	02/23	521.60



Adams County Bank

Feb 28, 2022

Pg 2 of 3

KENESAW PUBLIC SCHOOL

----- Checks listed in numerical order; (*) indicates gap in sequence -----

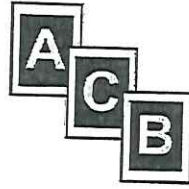
Check	Date	Amount	Check	Date	Amount
32745	02/28	972.48	32761*	02/24	45.00
32746	02/22	72.25	32762	02/24	3,406.00
32747	02/22	93.80	32763	02/23	575.00
32748	02/23	100.72	32765*	02/22	60.00
32749	02/25	45.90	32767*	02/22	778.00
32750	02/22	235.32	32768	02/23	3,567.49
32751	02/23	85.00	32769	02/22	359.64
32752	02/17	296.43	32770	02/24	424.36
32753	02/23	830.40	32771	02/23	161.65
32754	02/22	245.00	32772	02/23	848.42
32755	02/25	51.00	32773	02/23	930.63
32756	02/23	215.55	32774	02/22	490.28
32759*	02/23	108.78			

-----		Other Debits	Wepd
02/01/2022 ACH Withdrawal	634.22	48479.02	52,885.48
BCBSNE BCBS PREM.			52,251.26
02/11/2022 ACH Withdrawal		377 224	✓ 37,744.42
RETIREMENT DEBIT RETIREMENT			
02/15/2022 ACH Withdrawal		Nebraska Revenue Neb Epay	6,327.20 ✓
02/15/2022 ACH Withdrawal		IRS USATAXPYMT	43,519.42 ✓
02/15/2022 ACH Withdrawal		KENESAW PUBLIC S PAYROLL	138,507.29 ✓
02/17/2022 ACH Withdrawal		RETIREMENT DEBIT RETIREMENT	✓ 38,625.51

	Total For This Period	Total Year-to-Date
Total Overdraft Fees	\$.00	\$.00
Total Returned Item Fees	\$.00	\$.00

----- Daily Ending Balance -----

02/01	2,565,944.69	02/03	2,598,675.88	02/11	2,824,522.69
02/02	2,565,194.69	02/04	2,598,453.29	02/15	2,635,562.00



Adams County Bank

Feb 28, 2022

Pg 1 of 2
10

KENESAW PUBLIC SCHOOL
110 N 5TH AVE
PO BOX 129
KENESAW NE 68956-0129

Hold at Bank

SCHOOL LUNCH

Super NOW

02/01/2022	Beginning Balance		41,801.26
	3 Deposits/Other Credits	+	24,163.55
	12 Checks/Other Debits	-	21,272.55
02/28/2022	Ending Balance		44,692.26

28 Days in Statement Period

----- Deposits/Other Credits -----		
02/15/2022	Deposit	1,469.70
02/22/2022	ACH Deposit	22,692.88
	STATE OF NE ST PAYMENT	
02/28/2022	Accr Earning Pymt	1.57
	Added to Account	

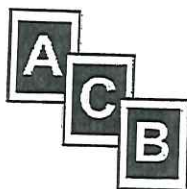
----- Checks listed in numerical order; (*) indicates gap in sequence -----

Check	Date	Amount	Check	Date	Amount
	02/16	1,073.55		02/23	700.16
	02/16	1,188.15		02/24	46.30
	02/17	3,192.15		02/24	52.24
	02/22	262.44	61198	02/22	1,825.29
	02/22	8,667.99			

----- Other Debits -----		
02/15/2022	ACH Withdrawal	128.92
02/15/2022	ACH Withdrawal	1,308.47
	IRS USATAXPYMT	
02/15/2022	ACH Withdrawal	2,826.89
	KENESAW PUBLIC S PAYROLL	

	Total For This Period	Total Year-to-Date
Total Overdraft Fees	\$.00	\$.00
Total Returned Item Fees	\$.00	\$.00

----- Daily Ending Balance -----					
02/01	41,801.26	02/17	33,552.83	02/24	44,690.69
02/15	39,006.68	02/22	45,489.39	02/28	44,692.26
02/16	36,744.98	02/23	44,789.23		



Adams County Bank

Feb 28, 2022

Pg 1 of 1
1

KENESAW PUBLIC SCHOOL
REIMBURSEMENT ACCOUNT
110 N 5TH AVE
PO BOX 129
KENESAW NE 68956-0129

Hold at Bank

Super NOW
02/01/2022 Beginning Balance 5,604.83
1 Deposits/Other Credits + .21
1 Checks/Other Debits - 60.06
02/28/2022 Ending Balance 28 Days in Statement Period 5,544.98

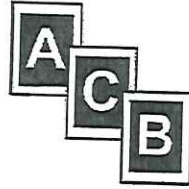
----- Deposits/Other Credits -----
02/28/2022 Accr Earning Pymt Added to Account 0.21

----- Checks listed in numerical order; (*) indicates gap in sequence -----
Check Date Amount Check Date Amount
2728 02/04 60.06

	Total For This Period	Total Year-to-Date
Total Overdraft Fees	\$.00	\$.00
Total Returned Item Fees	\$.00	\$.00

----- Daily Ending Balance -----
02/01 5,604.83 02/04 5,544.77 02/28 5,544.98

----- Earnings Summary -----
** Below is an itemization of the Earnings **
** paid this period. **
Interest Paid This Period 0.21 Annual Percentage Yield Earned 0.05 %
Interest Paid YTD 0.45 Days in Earnings Period 28
Earnings Balance 5,551.21



Adams County Bank

Feb 28, 2022

Pg 1 of 1
1

KENESAW PUBLIC SCHOOL
110 N 5TH AVE
PO BOX 129
KENESAW NE 68956-0129

Hold at Bank

SPECIAL BLDG

Super NOW
02/01/2022 Beginning Balance 304,105.65
4 Deposits/Other Credits + 13,401.68
0 Checks/Other Debits - .00
02/28/2022 Ending Balance 28 Days in Statement Period 317,507.33

----- Deposits/Other Credits -----
02/11/2022 ACH Deposit Hall County Disbursmnt 705.44
02/11/2022 ACH Deposit ADAMS COUNTY TRE Disbursmnt 12,354.67
02/16/2022 Deposit 305.59
02/28/2022 Accr Earning Pymt Added to Account 35.98

	Total For This Period	Total Year-to-Date
Total Overdraft Fees	\$.00	\$.00
Total Returned Item Fees	\$.00	\$.00

----- Daily Ending Balance -----
02/01 304,105.65 02/16 317,471.35 02/28 317,507.33
02/11 317,165.76

----- Earnings Summary -----
** Below is an itemization of the Earnings **
** paid this period. **
Interest Paid This Period 35.98 Annual Percentage Yield Earned 0.15 %
Interest Paid YTD 73.77 Days in Earnings Period 28
Earnings Balance 312,643.32

KENESAW PUBLIC SCHOOL
REIMBURSEMENT ACCOUNT
152-462

DATE	TRANSACTION	CHECK #	RECEIPT	EXPENDITURE	CKG BALANCE
2/1/2022	BEGINNING BALANCE				5,544.77
2/25/2022	USPS - MARCH NEWSLETTER	2729		(77.24)	
2/28/2022	ACB - Interest		0.21		
			0.21	(77.24)	
					5,467.74
	Outstanding Checks (none)	2729			77.24
2/28/2022	Bank Balance				5,544.98
					5,544.98
2/28/2022	Reconciled Balance				0.00
	Fiscal Year to Date Totals		1.42	(462.06)	

February Board Meeting

February 14, 2022, 7:00 PM Central

Shawn Gallagher: Present
Marlin Kimle: Present
Troy Legg: Present
Cindy Olsen: Present
Kay Sidders: Present
Shandra Uden: Present
Present: 6.

Administration Present: Superintendent Masters, Principal Wiechman, Principal LeClaire
Others Present: Kevin Krull, LeAnne Larson,

1. Opening the Meeting

- 1.A. Call to Order at 7:04 p.m.
- 1.B. Nebraska Open Meetings Law
- 1.C. Publication of Meeting
- 1.D. Roll Call

2. Welcome Visitors and Public Comment

3. Reports

- 3.A. Comments from Principal Wiechman
- 3.B. Comments from Principal LeClaire
- 3.C. Comments from Superintendent Masters
- 3.D. Board Committees

4. Consent Agenda

Motion to approve consent agenda items. This motion, made by Shawn Gallagher and seconded by Kay Sidders, passed.

Shawn Gallagher: Yea, Marlin Kimle: Yea, Troy Legg: Yea, Cindy Olsen: Yea, Kay Sidders: Yea, Shandra Uden: Yea
Yea: 6, Nay: 0

- 4.A. Approve Minutes from the January 10, 2022, Regular Board Meeting
- 4.B. Approval of February Treasurer's Report
- 4.C. Approval of February Claims
- 4.D. Approve Revised Board Committee Assignments
- 4.E. Approve NASB Membership Dues for \$3,476

4.F. Approve Contract with 5th Seasons Lawn Care for \$4,117.88

5. Action Items

5.A. Approve Insurance

Motion to approve insurance bid from ALICAP. This motion, made by Shawn Gallagher and seconded by Troy Legg, passed.

Marlin Kimle: Nay, Shawn Gallagher: Yea, Troy Legg: Yea, Cindy Olsen: Yea, Kay Sidders: Yea, Shandra Uden: Yea

Yea: 5, Nay: 1

Marlin Kimle: Nay

6. Discussion Items

6.A. Discuss any Proposed Staffing Recommendations

6.B. Discuss District Calendar Options

6.C. Review District Goals

7. March Master Board Calendar Items

7.A. Second Evaluation of Teachers (Explanation of the Process)

7.B. Review Future Enrollment, Curriculum Offerings, and Master Schedule

7.C. Annual Review of Technology Program

7.D. Schedule Facilities and Transportation Committee Meeting

7.E. Winter MAP Review

7.F. NSCAS Review

8. Executive Session

9. Adjourn at 9:20 p.m.

10. Next Meeting - Monday, March 14, 2022, at 8 p.m. Financial review with Kimle, Olsen, and Uden at 7:30pm.

February 21, 2022, at 5:00 PM - February Workshop

February 21, 2022, 5:00 PM Central

Troy Legg: Absent
Shawn Gallagher: Present
Marlin Kimle: Present
Cindy Olsen: Present
Kay Sidders: Present
Shandra Uden: Present
Present: 5, Absent: 1.

1. Opening the Meeting

1.A. Call to Order

1.B. Nebraska Open Meetings Law

1.C. Publication of Meeting - Meeting was legally advertised in the Hastings Tribune on Monday, February 14, 2022

1.D. Roll Call

2. Facility Needs Discussion

Discussion: HVAC, lighting, windows, wrestling space, busing/vehicle space, storage space, and other various facility needs.

3. Adjourn at 7:40 p.m.



Educational Service Unit 9

Drew Harris, Administrator
5807 Osborne Dr. West, Hastings, NE 68901
Telephone: 402-463-5611
www.esu9.org

TO: Superintendent of Schools

FROM: Drew Harris, Administrator
Emily Burr, Business Office Manager
Joe Haney, Director of Special Services

DATE: March 7, 2022

SUBJ: Contracts for Special Education Services for 2022-23 School Year -
School Age and Below Age Five

Thank you for meeting with ESU 9 representatives regarding your services for the 2022-23 school year. During our conversations, you agreed to purchase the following services for your district (see attached). We are respectfully asking that your board approve this contract during its next board meeting and that you return a signed copy no later than March 25, 2022.

The contracts are needed by March 25 to ensure that ESU 9 can hire personnel to meet district needs. ESU 9 cannot guarantee service for any needs identified after March 25, 2022. As a reminder, these rates are an estimate.

Attached please find a copy of the Contract for Special Education Services for school age and below age five children for school year 2022-23. The following information is provided to assist you in completing the budgeting process.

The Special Education Contract for Services is based on the cost estimates prepared for your school. The amounts and types of services included in this contract have been based on estimated costs for the following school year.

Please review the accompanying estimated costs as reported on Schedule "B" and, if acceptable, sign the contract. The district should retain a copy of the contract, which includes the Schedule "A" (Description of Services) for audit purposes, and return a signed copy of the contract back to ESU 9. Please be reminded that ESU 9 uses contracts with schools as a basis for hiring staff needed to provide the amount of services purchased by schools. Therefore, projections are calculated to be as close to actual needs as is possible.

If the school contracts with other agencies for special education services, that agency should also provide the school with a contract, a description of services, and a cost schedule. **Prior to contracting with other agencies, the district should check to make sure the agency has a state approved rate.** For more information on service agencies see 92 NAC Rule 51.

Just a reminder to include in your school district's special education budget for 2022-23 the following:

1. Contracted amounts from ESU 9
2. Costs for district hired staff
3. Services purchased from other school districts
4. Services purchased from service agencies other than ESU 9

If you have any questions regarding the attached contract, please contact us.

ju
c: March File

EDUCATIONAL SERVICE UNIT 9
CONTRACT FOR SCHOOL AGE AND BELOW AGE FIVE
SPECIAL EDUCATION SERVICES

THIS AGREEMENT, made and entered into this 7th day of March , 2022, by and between EDUCATIONAL SERVICE UNIT 9 of the State of Nebraska hereinafter called "SERVICING AGENCY", and **Kenesaw Public Schools**, called "DISTRICT". This contract is in effect from August 8, 2022 or the date signed by both parties, whichever is later, through May 19, 2023.

WITNESSETH:

The District does hereby agree to hire Servicing Agency to service its school age students with disabilities and below age five children with disabilities during the school year 2022-23 and the Servicing Agency agrees to act as such Servicing Agency for the consideration and under the terms and conditions as hereinafter set forth:

1. A description of the program of Special Education and related services to be provided to District students shall be as set forth in Schedule "A" hereto attached and by reference made a part thereof.
2. It is agreed that the District shall pay the Servicing Agency for said special education or related services as listed on Schedule "B".
3. The Servicing Agency agrees to bill the District for the actual cost of special education services rendered and to make any adjustments caused by prior overpayment or underpayment.
4. The Service Agency retains the right to adjust any service rate listed on Schedule "B" during the contract period.
5. The Servicing Agency agrees to provide the District with the final billing and the actual rate for cost of services. A complete reconciliation of the actual costs of special education services rendered will be provided upon request only. The final billing to the District shall serve as a final reconciliation of the amount of payments. The Servicing Agent will apply credits owed from the final billing to any amounts due to the Servicing Agent. Amounts billed to Districts on the final billing must be paid in full within 45 days of date of final invoice.
6. The District agrees that the final billing for special education services submitted to the District by the Servicing Agency for actual services rendered during the contract period shall be considered as an amendment to the original contract and by reference made a part thereof.
7. Special education programs or services which extend beyond the regular school year will be provided by the Servicing Agency upon request by the District. Said costs of such extended programs shall be billed to the District by the Servicing Agency and the District agrees to pay the Servicing Agency for any such costs.
8. It is further agreed that in the event the District does not pay the Servicing Agency as herein set forth, the Servicing Agency may cancel this contract and refuse further service. In the event of such cancellation, the Servicing Agency may recover any past due amounts.
9. Upon request, the Servicing Agency shall record and supply to the District information on each child for whom services are contracted.
10. Servicing Agency shall assist the District with the preparation of financial reports and other procedures required by NDE Rule 51 and any other applicable law when requested by the District.
11. The District delegates the development of the Individual Education Program (IEP) and Individual Family Service Plan (IFSP) to the Servicing Agency and the Servicing Agency agrees to perform those duties required to comply with NDE Rule 51, Rule 52 and any other applicable law.
12. The District and the Servicing Agency agree to abide by the mandated procedures for identification, verification, placement, development of the Individual Education Program and Individual Family Service Plan, inspection and review of student records, and other requirements as specified in NDE Rule 51 and any other applicable law, Regulations and Standards for Special Education Programs, Nebraska State Department of Education, the Federal Regulations of the Individual with Disabilities Education Act (IDEA).
13. The District hereby agrees that changes or modifications in the program or children served shall be mutually agreed upon before said change or modifications are implemented.

14. Should the Servicing Agency be unable to render the services contracted because of the Servicing Agency's inability to employ personnel who meet the criteria for employment of the Servicing Agency and/or the certification requirements of the State of Nebraska, or for other reasons which are determined by the Servicing Agency to be valid, the Servicing Agency will not assume liability for those services contracted for but not provided. In which instance, schools will be notified no later than September 1, 2022.
15. The District herewith agrees that any act intentionally and unilaterally done which act may cause litigation against the Servicing Agency shall be defended at the sole expense of the District and any damages assessed against the District for the Servicing Agency or either of them shall be borne entirely by the District. This paragraph shall not operate to indemnify or relieve the Servicing Agency of any liability otherwise attaching to it under any applicable state or federal law, nor to any action undertaken by the District in the provision of special education services or related services which is undertaken in consultation with the Servicing Agency or in a good faith effort by the District to comply with lawful obligations of the District.
16. The Servicing Agency shall be responsible to the District for acts and omissions of the Servicing Agency's employees, subcontractors and their agents and employees, and other persons or entities performing portions of the work for, or on behalf of, the Servicing Agency or any of its subcontractors. As part of that responsibility, the Servicing Agency shall enforce the District's alcohol-free, drug-free, tobacco-free, harassment-free and weapon-free policies and zones, and all policies and regulations with regard to criminal background check and sex offender registry notice found on the District's website and require compliance with those policies and zones by the Servicing Agency's employees, subcontractors, and all persons carrying out the contract.
17. The District herewith agrees that in the event the District desires to change the services provided by this contract for a subsequent year whether by change in staffing, change in specific personnel, change in contracted hours of any area of endorsement held by personnel presently assigned to the District, to eliminate any program or service being provided pursuant to this contract, it shall be the duty of the District to notify the administrator in writing of such requested change on or before March 15th next preceding the starting date of the school year to be affected by any changes as are described in this paragraph.
18. The District herewith agrees that in the event that no such written notice is made to the Servicing Agency on or before March 15th, that the Servicing Agency shall be entitled to assume that the District desires the same FTE in all areas of endorsement, certification or other qualification, and in all programs it had through this contract with the Servicing Agency. In the event the District should later notify the Servicing Agency of a diminished request for FTE in any area of endorsement, certification or other qualification, or in any program or service provided by this contract, the Servicing Agency shall use its best effort to find other employment for such affected personnel, provided, however, that in the event such personnel cannot be reassigned and to the extent that such personnel constitute a cost to the Servicing Agency that cannot be passed through by way of contract or otherwise, the District agrees to pay any cost incurred by the Servicing Agency for such personnel.
19. This contract may be renegotiated by mutual agreement.

ACCEPTED FOR EDUCATIONAL SERVICE UNIT 9 AS SERVICING AGENCY

THIS 7th DAY OF March 2022

BY 
 ESU 9 Representative

ACCEPTED FOR Kenesaw SCHOOL AS DISTRICT THIS 8th DAY OF

March, 2022 BY 
 School Official's Signature

SCHEDULE "A"
DESCRIPTION OF SPECIAL EDUCATION AND RELATED SERVICES

SERVICING AGENCY: Educational Service Unit 9, Hastings, NE

- I. Special Education Direct Instructional Services. These services include all disability categories as per Rule 51/52. The following descriptors apply to Speech Language Pathology Services, Services for the Deaf and Hearing Impaired, Visually Impaired Services, and Below Age Five Center and Home based Services.

Service Descriptors:

1. Assist in the provision of appropriate diagnostic information for verification as per 92 NAC 51/52.
2. Provide information to other school staff regarding the educational/social needs of students related to their disability(s).
3. Serve as a member of the MDT/IEP/IFSP teams.
4. Provide expertise in determining most appropriate service for the child.
5. Provide services to the qualifying students in the least restrictive environment (LRE).
6. Collaborate with team members to provide quality service to the child through planning, team teaching, demonstration teaching, etc.
7. Educate, through workshops and inservices, the community, school staff, students and parents regarding student disabilities and services available.
8. Evaluate unit contracted non-certified staff.
9. Consult with school student assistance teams on request.
10. Monitor and document student progress.
11. Facilitate communication among team members.
12. Monitor student's specialized/augmentative equipment.
13. Implements required special education compliance policies/procedures as per 92 NAC 51/52.

- II. Educational Sign Language Interpreters

Disability Category - Deaf/Hard of Hearing

Service Descriptors:

1. Educational Sign Language Interpreters facilitate communication between the deaf student and hearing individuals in the educational setting using manual sign system.
2. Provide manual sign language instruction to school staff and students.

III. Education Coordinator

Disability Category - All disability categories as per 92 NAC 51/52

Service Descriptors:

1. The role of the Education Coordinator as **Diagnostician** may include the following responsibilities:
 - A. Consultation with personnel concerning pre-referral steps which include referral and parent permission completion as well as providing assistance in determining the next appropriate step to be taken.
 - B. If the decision is made for an educational diagnosis, the education coordinator is responsible for coordinating that formal and informal diagnosis with the resource teacher or other personnel in the district as appropriate.
 - C. Coordinates multidisciplinary team to review diagnostic results and other student performance data to determine verification and/or educational needs.
 - D. Provides consultation for re-verification of students.
2. The role of education coordinator as **program consultant** may include the following responsibilities:
 - A. To provide on-going compliance (both State and Federal regulations) information through regular updates, inservices, individual consultation and monitoring of student files.
 - B. To monitor and consult on individual student programs.
 - C. To provide on-going communication with all school and ESU personnel.
 - D. To provide on the job training in diagnostic, instructional, and communication skills.
 - E. To assist in the communication and case coordination with all who may be involved with the child including outside agencies and professionals.
 - F. To provide assistance with vocational assessment and programming for students with special needs.
 - G. To assist in the development of behavioral interventions and educational strategies for students.
 - H. To provide staff training to address specific educational needs.

IV. Below Age Five Program Supervision

Disability Category - All disability categories as per 92 NAC 51/52

This service includes the program consultation/supervision duties described above under Education Coordinator. The cost of this service is funded through contracts with schools for below age five special education services.

V. School Psychologist

Disability Category - All disability categories as per 92 NAC 51/52

Service Descriptors:

1. Diagnosis
 - A. Select and administer appropriate individual psychological and educational tests to be used in the diagnosis of cognitive disorders, psychological processing

problems, learning problems, behavioral disorders including social and emotional maladjustment, problems of achievement and other problems relative to general child development.

- B. Gather relevant data through observation and/or consultation.
- C. Interpret diagnostic results of informal and formal individual evaluation and from information provided by outside agencies or from the student's cumulative school data.
- D. Report findings that would be relevant to understanding the student's level of functioning, basis for disability, pertinent strengths and weaknesses and prognosis for progress and development.
- E. Provides consultation for re-verification of students.

2. Multidisciplinary Team Participation

The psychologist's responsibility on the team is for presentation and interpretation of diagnostic data relative to verification of handicapping conditions, making recommendation regarding appropriate program placement, and conferring on general or special objectives to be included in the student's educational plan.

3. Consultation

- A. Consultation with parents for gathering home and environmental data and for interpreting to parents the implications of diagnosis, verification and placement.
- B. Consultation with classroom teachers, resource teachers or other school personnel for information gathering and for making recommendations relative to special education programming.
- C. Conferring with agencies or individuals outside the schools such as the courts, medical personnel, mental health or other social service agencies, for the purpose of receiving or relating pertinent student information.

4. Referral

Provide information regarding local, state, or regional sources for diagnosis, therapy, or placement or for other services which cannot be provided by the local school or by Educational Service Unit.

5. Inservice

Provide information to teachers, parents or community groups relative to individual student needs.

VI. Compliance Services

A part of ESU 9's funded supplemental service to schools is the compliance service. ESU 9 will make recommendations to district administrators and other appropriate personnel (either verbal or in writing) in order to assure that laws and regulations governing special education are being properly interpreted and enforced.

One major function of this service is to assist schools faced with mediation and/or a due process hearing. Since the special education laws affords parents the right of due process, compliance services are necessary to help avoid or reduce costly appeals.

VII. Financial Services

Another ESU 9's funded supplemental service provided to schools is the service of a full time accountant. The Director of Financial Services is responsible for preparing the special education cost estimates for each school contracting for services on an annual basis. The Director of Financial Services may also prepare the special education budget and final financial report for the

school. These items are annually submitted to the State for approval. These services are provided for special education programs for children below age five as well as for school age programs.

VIII. Director of Special Services

As part of ESU 9's supplementary service, provides a qualified Director of Special Services who is responsible for all special education services provided to schools. The Director's duties include recruiting, interviewing and recommending to the Administrator those candidates ESU 9 would like to employ to serve schools through their contractual agreements. Personnel problems, appeals by parents, staffing patterns and assignments also are duties assigned to the Director. The Director is assisted by education coordinators, supervisors, and other directors. The Director is in charge of below age five services and is responsible for identifying future needs of schools and preparing plans to meet these needs.

c: March File

ESU 9 SERVICE AGENCY CODE:				950009
2022-23 SPECIAL EDUCATION SCHEDULE B FOR:			KENESAW	010003
ESTIMATED COSTS FOR BUDGET PURPOSES ONLY				
SCHOOL AGE SERVICES				
Service Description	Service	Estimated	Estimated	Budget
	Code	Hourly Rate	Hours	Cost
Speech/Language Pathologist	4001	90.00	1,200.00	\$108,000.00
School Psychologist	1002	110.00	190.00	\$20,900.00
Education Coordinator	2015	110.00	20.00	\$2,200.00
SRS Fees	7003	109.00	8.58	\$935.23
School Age Budget Total				\$132,035.23
NON SPECIAL EDUCATION SERVICE				
Licensed Mental Health Practitioner		69.00	262.50	\$18,112.50
TOTAL				\$150,147.73

ESU 9 SERVICE AGENCY CODE:				950009
2022-23 SPECIAL EDUCATION SCHEDULE B FOR:			KENESAW	010003
ESTIMATED COSTS FOR BUDGET PURPOSES ONLY				
BELOW AGE 5 SERVICES				
Service Description	Service	Estimated	Estimated	Budget
	Code	Hourly Rate	Hours	Cost
Speech/Language Pathologist	4001	90.00	480.00	\$43,200.00
Home Base	3000	106.00	20.00	\$2,120.00
School Psychologist	1002	110.00	20.00	\$2,200.00
Below Age 5 Budget Total				\$47,520.00






2022-2023 Sped Contract

Final Audit Report

2022-03-08

Created:	2022-03-07
By:	Contract Administrator ESU 9 (contracts@esu9.us)
Status:	Signed
Transaction ID:	CBJCHBCAABAAS3u6ODWwluN34CPab8uwkCqvOGTbn9b6

"2022-2023 Sped Contract" History

-  Document created by Contract Administrator ESU 9 (contracts@esu9.us)
2022-03-07 - 7:47:56 PM GMT- IP address: 204.234.74.89
-  Document emailed to Rick Masters (rmasters@kenesawschools.org) for signature
2022-03-07 - 7:49:15 PM GMT
-  Email viewed by Rick Masters (rmasters@kenesawschools.org)
2022-03-08 - 3:46:08 PM GMT- IP address: 74.125.212.192
-  Document e-signed by Rick Masters (rmasters@kenesawschools.org)
Signature Date: 2022-03-08 - 3:49:24 PM GMT - Time Source: server- IP address: 162.127.101.240
-  Agreement completed.
2022-03-08 - 3:49:24 PM GMT

**KENESAW PUBLIC SCHOOLS
2022 - 2023**

AUGUST 2022							DATE	DAY	INFORMATION	DATE	DAY	INFORMATION	JANUARY 2023										
S	M	T	W	T	F	S							S	M	T	W	T	F	S				
	1	2	3	4	5	6	AUG 8	MON	1st Day Fall Practice	JAN 2 - JAN 4		NO SCHOOL - Winter Vacation		2	3	4	5	6	7				
7	8	9	10	11	12	13	AUG 8	MON	Teacher Work Day	JAN 4	WED	Teacher Inservice - Work Day	8	9	10	11	12	13	14				
14	15	16	17	18	19	20	AUG 9	TUES	Teacher Inservice	JAN 5	THUR	START OF 2ND SEMESTER	15	16	17	18	19	20	21				
21	22	23	24	25	26	27	AUG 10	WED	FIRST DAY OF SCHOOL				22	23	24	25	26	27	28				
28	29	30	31				AUG 10	WED	DISMISS AT NOON				29	30	31								
							16 STUDENT DAYS, 2 TEACHER DAYS										19 STUDENT DAYS, 1 TEACHER DAY						
SEPTEMBER 2022							DATE	DAY	INFORMATION	DATE	DAY	INFORMATION	FEBRUARY 2023										
S	M	T	W	T	F	S							S	M	T	W	T	F	S				
				1	2	3	SEPT 5	MON	NO SCHOOL Labor Day	FEB 2	THUR	NO SCHOOL Host TVC Wrestling											
							SEPT 19	MON	NO SCHOOL - Students	FEB 2	THUR	Teacher Work Day				1	2	3	4				
4	5	6	7	8	9	10	SEPT 19	MON	PD & Teacher Work Day	FEB 3	FRI	NO SCHOOL	5	6	7	8	9	10	11				
11	12	13	14	15	16	17	SEPT 21	WED	Elementary PT Conferences 2:30-5:30 pm & 6:00-7:15pm	FEB 8	WED	Elementary PT Conferences 2:30-5:30 pm & 6:00-7:15pm	12	13	14	15	16	17	18				
18	19	20	21	22	23	24	SEPT 21	WED	High School PT Conferences 2:30-5:30 pm & 6:00-7:45 pm	FEB 8	WED	High School PT Conferences 2:30-5:30 pm & 6:00-7:45 pm	19	20	21	22	23	24	25				
25	26	27	28	29	30		SEPT 22	THUR	Elementary PT Conferences 4:00-6:30 pm	FEB 9	THUR	Elementary PT Conferences 4:00-6:30 pm	26	27	28								
							20 STUDENT DAYS, 1 TEACHER DAY			FEB 17	FRI	NO SCHOOL - State Wrestling											
										FEB 27	MON	1st Day Spring Practice											
										17 STUDENT DAYS, 1 TEACHER DAY													
OCTOBER 2022							DATE	DAY	INFORMATION	DATE	DAY	INFORMATION	MARCH 2023										
S	M	T	W	T	F	S							S	M	T	W	T	F	S				
						1				MAR 8	WED	End of 3rd Quarter - 43 Days					1	2	3	4			
2	3	4	5	6	7	8	OCT 7	FRI	DISMISS AT NOON	MAR 9	THUR	NO SCHOOL - Students	5	6	7	8	9	10	11				
9	10	11	12	13	14	15	OCT 7	FRI	1/2 Day Teacher Work Day	MAR 9	THUR	PD & Teacher Work Day	12	13	14	15	16	17	18				
16	17	18	19	20	21	22	OCT 7	FRI	End of 1st quarter - 41 Days	MAR 10	FRI	NO SCHOOL - State BBB	19	20	21	22	23	24	25				
23	24	25	26	27	28	29	OCT 21	FRI	NO SCHOOL - Fall Break	MAR 10	FRI	Teacher Comp Day for PT Conf	26	27	28	29	30	31					
30	31																						
							20 STUDENT DAYS			21 STUDENT DAYS, 1 TEACHER DAY, 1 TEACHER COMP DAY													
NOVEMBER 2022							DATE	DAY	INFORMATION	DATE	DAY	INFORMATION	APRIL 2023										
S	M	T	W	T	F	S							S	M	T	W	T	F	S				
		1	2	3	4	5	NOV 7	MON	DISMISS AT NOON	APR 7	FRI	NO SCHOOL							1				
6	7	8	9	10	11	12	NOV 7	MON	1/2 Day Teacher Work Day	APR 10	MON	NO SCHOOL	2	3	4	5	6	7	8				
13	14	15	16	17	18	19	NOV 14	MON	1st Day Winter Practice	APR 17	MON	DISMISS AT NOON	9	10	11	12	13	14	15				
20	21	22	23	24	25	26	NOV 23	WED	NO SCHOOL	APR 17	MON	1/2 Day Teacher Work Day	16	17	18	19	20	21	22				
27	28	29	30				NOV 24	THUR	NO SCHOOL - Thanksgiving				23	24	25	26	27	28	29				
							19 STUDENT DAYS						30										
										18 STUDENT DAYS													
DECEMBER 2022							DATE	DAY	INFORMATION	DATE	DAY	INFORMATION	MAY 2023										
S	M	T	W	T	F	S							S	M	T	W	T	F	S				
				1	2	3				MAY 9	TUES	LAST DAY SENIORS											
4	5	6	7	8	9	10	DEC 21	WED	DISMISS AT NOON	MAY 13	SAT	Graduation		1	2	3	4	5	6				
11	12	13	14	15	16	17	DEC 21	WED	End of First Semester - 48 Days	MAY 15	MON	LAST DAY OF SCHOOL K-11	7	8	9	10	11	12	13				
18	19	20	21	22	23	24	DEC 22 - JAN 4		NO SCHOOL - Winter Vacation	MAY 15	MON	DISMISS AT NOON	14	15	16	17	18	19	20				
25	26	27	28	29	30	31	MORATORIUM DEC. 23 - 27			MAY 15	MON	End of 2nd Semester - 45 Days	21	22	23	24	25	26	27				
							15 STUDENT DAYS			MAY 16	TUES	Teacher Work Day	28	29	30	31							
										11 STUDENT DAYS, 1 TEACHER DAY													

APPROVED MARCH 14, 2022

**KENESAW PUBLIC SCHOOLS
2022 - 2023**

AUGUST 2022							DATE	DAY	INFORMATION	DATE	DAY	INFORMATION	JANUARY 2023							
S	M	T	W	T	F	S							S	M	T	W	T	F	S	
	1	2	3	4	5	6	AUG 8	MON	1st Day Fall Practice	JAN 2 - JAN 4		NO SCHOOL - Winter Vacation	2	3	4	5	6	7		
7	8	9	10	11	12	13	AUG 8	MON	Teacher Work Day	JAN 4	WED	Teacher Inservice - Work Day	8	9	10	11	12	13	14	
14	15	16	17	18	19	20	AUG 9	TUES	Teacher Inservice	JAN 5	THUR	START OF 2ND SEMESTER	15	16	17	18	19	20	21	
21	22	23	24	25	26	27	AUG 10	WED	FIRST DAY OF SCHOOL				22	23	24	25	26	27	28	
28	29	30	31				AUG 10	WED	DISMISS AT NOON				29	30	31					
16 STUDENT DAYS, 2 TEACHER DAYS							19 STUDENT DAYS, 1 TEACHER DAY													
SEPTEMBER 2022							DATE	DAY	INFORMATION	DATE	DAY	INFORMATION	FEBRUARY 2023							
S	M	T	W	T	F	S							S	M	T	W	T	F	S	
				1	2	3	SEPT 5	MON	NO SCHOOL Labor Day	FEB 2	THUR	NO SCHOOL Host TVC Wrestling								
				4	5	6	SEPT 19	MON	NO SCHOOL - Students	FEB 2	THUR	Teacher Work Day				1	2	3	4	
4	5	6	7	8	9	10	SEPT 19	MON	PD & Teacher Work Day	FEB 3	FRI	NO SCHOOL	5	6	7	8	9	10	11	
11	12	13	14	15	16	17	SEPT 21	WED	Elementary PT Conferences 2:30-5:30 pm & 6:00-7:15pm	FEB 8	WED	Elementary PT Conferences 2:30-5:30 pm & 6:00-7:15pm	12	13	14	15	16	17	18	
18	19	20	21	22	23	24	SEPT 21	WED	High School PT Conferences 2:30-5:30 pm & 6:00-7:45 pm	FEB 8	WED	High School PT Conferences 2:30-5:30 pm & 6:00-7:45 pm	19	20	21	22	23	24	25	
25	26	27	28	29	30		SEPT 22	THUR	Elementary PT Conferences 4:00-6:30 pm	FEB 9	THUR	Elementary PT Conferences 4:00-6:30 pm	26	27	28					
20 STUDENT DAYS, 1 TEACHER DAY							17 STUDENT DAYS, 1 TEACHER DAY													
OCTOBER 2022							DATE	DAY	INFORMATION	DATE	DAY	INFORMATION	MARCH 2023							
S	M	T	W	T	F	S							S	M	T	W	T	F	S	
						1				MAR 8	WED	End of 3rd Quarter - 43 Days				1	2	3	4	
2	3	4	5	6	7	8	OCT 7	FRI	DISMISS AT NOON	MAR 9	THUR	NO SCHOOL - Students	5	6	7	8	9	10	11	
9	10	11	12	13	14	15	OCT 7	FRI	1/2 Day Teacher Work Day	MAR 9	THUR	PD & Teacher Work Day	12	13	14	15	16	17	18	
16	17	18	19	20	21	22	OCT 7	FRI	End of 1st quarter - 41 Days	MAR 10	FRI	NO SCHOOL - State BBB	19	20	21	22	23	24	25	
23	24	25	26	27	28	29	OCT 21	FRI	NO SCHOOL - Fall Break	MAR 10	FRI	Teacher Comp Day for PT Con	26	27	28	29	30	31		
30	31						20 STUDENT DAYS							21 STUDENT DAYS, 1 TEACHER DAY, 1 TEACHER COMP DAY						
NOVEMBER 2022							DATE	DAY	INFORMATION	DATE	DAY	INFORMATION	APRIL 2023							
S	M	T	W	T	F	S							S	M	T	W	T	F	S	
		1	2	3	4	5	NOV 7	MON	DISMISS AT NOON	APR 7	FRI	NO SCHOOL							1	
6	7	8	9	10	11	12	NOV 7	MON	1/2 Day Teacher Work Day	APR 10	MON	NO SCHOOL	2	3	4	5	6	7	8	
13	14	15	16	17	18	19	NOV 14	MON	1st Day Winter Practice	APR 17	MON	DISMISS AT NOON	9	10	11	12	13	14	15	
20	21	22	23	24	25	26	NOV 23	WED	NO SCHOOL	APR 17	MON	1/2 Day Teacher Work Day	16	17	18	19	20	21	22	
27	28	29	30				NOV 24	THUR	NO SCHOOL - Thanksgiving				23	24	25	26	27	28	29	
							NOV 25	FRI	NO SCHOOL				30							
19 STUDENT DAYS							18 STUDENT DAYS													
DECEMBER 2022							DATE	DAY	INFORMATION	DATE	DAY	INFORMATION	MAY 2023							
S	M	T	W	T	F	S							S	M	T	W	T	F	S	
			1	2	3					MAY 9	TUES	LAST DAY SENIORS								
4	5	6	7	8	9	10	DEC 21	WED	DISMISS AT NOON	MAY 13	SAT	Graduation		1	2	3	4	5	6	
11	12	13	14	15	16	17	DEC 21	WED	End of First Semester - 48 Days	MAY 15	MON	LAST DAY OF SCHOOL K-11	7	8	9	10	11	12	13	
18	19	20	21	22	23	24	DEC 22 - JAN 4		NO SCHOOL - Winter Vacation	MAY 15	MON	DISMISS AT NOON	14	15	16	17	18	19	20	
25	26	27	28	29	30	31			MORATORIUM DEC. 23 - 27	MAY 15	MON	End of 2nd Semester - 45 Days	21	22	23	24	25	26	27	
										MAY 16	TUES	Teacher Work Day	28	29	30	31				
15 STUDENT DAYS							11 STUDENT DAYS, 1 TEACHER DAY													

APPROVED MARCH 14, 2022



SCHOOL SAFETY
&
CRISIS RESPONSE PLAN

KENESAW, NEBRASKA

PROMULGATION STATEMENT

Kenesaw Public Schools (KPS) is committed to the safety and security of students, faculty, staff, and visitors. In order to support that commitment, the School Safety Team thoroughly reviewed the KPS emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters and crises.

The School Safety and Crisis Response Plan that follows is the official policy of KPS. It is a result of comprehensive review and update of school policies in the context of its location in Kenesaw, Nebraska and in the current local, state, country, and world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

APPROVAL & IMPLEMENTATION

Superintendent

Date

High School Principal

Date

Elementary Principal

Date

School Board President

Date

ACKNOWLEDGEMENT PAGE

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The School Safety and Crisis Response Plan that follows is the official policy of KPS. It is a result of comprehensive review and update of school policies in the context of its location in Kenesaw, Nebraska and in the current local, state, country, and world situation.

Area Emergency Management Officials have reviewed and acknowledged the existence of this plan.

_____	_____	_____
Emergency Management Official	Title	Date
_____	_____	_____
Emergency Management Official	Title	Date
_____	_____	_____
Emergency Management Official	Title	Date
_____	_____	_____
Emergency Management Official	Title	Date

TABLE OF CONTENTS

A. INTRODUCTION – page 1

1. Purpose
2. Mission & Goals
3. Record of Safety Plan Changes

B. SITUATIONS and ASSUMPTIONS – page 2-3

1. Situation Status
2. Building Information
3. Hazard Analysis (Assessments)
4. Assumptions
5. Limitations

C. CONCEPT of OPERATIONS – page 4-11

1. Objectives
2. General
3. Operational Guidance
 - A. Initial Response
 - B. Notification Procedures
 - C. Training Exercises
 - D. Implementation of the Incident Command System (ICS)
 - E. Sources and Use of Resources
4. Incident Command System
5. Incident Command System (ICS) – Emergency Operations Center (EOC) Interface
6. Activities by Phases of Emergency Management

D. ORGANIZATION and ASSIGNMENT of RESPONSIBILITIES – page 12-15

1. Organization
 - A. General
 - B. Executive Group
 - C. Safety Planning Team
 - D. Crisis Response Team
 - E. Volunteer and Other Services
2. Assignment of Responsibilities
 - A. General
 - B. Executive Group Responsibilities
 1. The School Board
 2. The District Superintendent
 3. The District Safety Coordinator
 4. The School Principal
 5. Safety Planning Team
 6. Crisis Response Team
 7. Teachers
 8. Technology/Information Services
 9. Transportation
 10. School Incident Commander

E. DIRECTION and CONTROL – page 16

1. General
2. Emergency Facilities

F. COMMUNICATION PROCESS – page 17

1. Public Information Officer (PIO)
2. Detailed Information Provided to Faculty/Staff Throughout and at Conclusion of Event
3. Relevant Information Provided to Parents/Community Throughout and at Conclusion of Event
4. Communication Channels

G. ADMINISTRATION and SUPPORT – page 18-19

1. Agreements and Contracts
2. Reports
3. Records
4. Incident Costs
5. Emergency and Disaster Costs
6. Preservation of Records
7. Post-Drill/Incident Review

H. PLAN DEVELOPMENT and MAINTENANCE – page 20

1. Plan Development and Distribution of Planning Documents Review
2. Updates

I. REFERENCES – page 21

J. APPENDICES – page 22

1. Annual Safety & Security Assessments
2. Classroom Teacher Buddy List
3. Communications Test Tracking Log
4. Critical Incident Form
5. Evacuation and Family Reunification Site Agreements
6. Family Reunification Sign Out Form
7. Go-Kit Supply List
8. Incident Command System Structure for KPS
9. Incident Command Check In/Check Out Log
10. Incident Command Cost Log
11. Incident/Accident Report
12. Main Building Maps
13. Mandated Reporting: Abuse & Neglect Form
14. Master Schedule
15. Memorandum of Understanding
16. Multi-Hazard Vulnerability Assessment
17. Outside Agency Activity Log
18. Post-Drill/Incident Review
19. Record of Safety Plan Changes
20. Resource Inventory of Emergency Equipment
21. Safety Plan Distribution List
22. Staff Training Log
23. Standard Response Protocol Overview
24. Threat Assessment Matrix
25. Witness Statement

K. ANNEX – PLANNED RESPONSES – page 23

1. Standard Response Protocol



HOLD



**SECURE
(LOCKOUT)**



LOCKDOWN



EVACUATE



SHELTER

2. Emergency Response Plan – Incident-Specific Procedures

- Accidents (Transportation)
- Active Shooter/Weapons Assault
- Blood Borne Pathogen
- Bomb Threat
- Chemical Spill
- Communicable Disease
- Communication Failure (Radio Protocol)
- Criminal Threat
- Cyber Attack
- Death of Student or District Personnel
- Domestic Violence/Abuse and Neglect
- Extreme Weather (Winter Storm/Severe Wind/Tornado/Extreme Temperatures)
- Fire
- Hazardous Material Release
- Intruder/Hostage/Kidnap/Abduction
- Lightning
- Mass Contamination (Food)
- Medical Emergency
- Mental Health Crisis
- Student Attack (of staff member or another student)
- Suicidal Thought/Attempt/Completion
- Threat of Violence
- Utility Failure
- Weapon Report
- Wildfire

L. SAFETY DATA BRIEFS – page 24

- Chemical Inventory

A. INTRODUCTION

1. Purpose - This Basic Plan outlines Kenesaw Public School's (KPS) approach to safety and crisis management and operations. It has been developed to assist KPS to protect its staff and students during an emergency. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

2. Mission and Goals

A. The mission of KPS in an emergency/crisis is to:

1. Protect lives and property;
2. Respond to emergencies promptly and properly;
3. Coordinate with local emergency operations plans and community resources;
4. Aid in recovery from disasters.

B. The goals of KPS are to:

1. Provide crisis response plans, services, and supplies for all facilities and employees;
2. Ensure the safety and supervision of students, faculty, staff, and visitors to the schools;
3. Restore normal services as quickly as possible;
4. Coordinate the use of school personnel and facilities;
5. Provide detailed and accurate documentation of emergencies to aid in the recovery process.

3. Record of Safety Plan Changes (Appendix 19)

B. SITUATIONS AND ASSUMPTIONS

1. Situation Status (data based on 2021-2022 school year)

A. KPS is exposed to internal and external hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

B. The school's enrollment is approximately: 262 Students (148 Elementary; 114 Secondary)

Pre - K	24	6th Grade	20
Kindergarten	16	7th Grade	18
1st Grade	20	8th Grade	14
2nd Grade	14	9th Grade	20
3rd Grade	17	10th Grade	22
4th Grade	15	11th Grade	22
5th Grade	22	12th Grade	18

C. The school's staff is comprised of: 45 Faculty & Staff (30 Certified; 15 Classified)

Teachers	26
Administrators	3
Student Services/Counseling Staff	1
Office Staff	2
Support Staff (Paraprofessionals/Classified)	6 (+2 one day a week)
Cafeteria Staff	4
Custodial Staff	3

D. The school's enrollment of students receiving Special Education services is: 35 Students

7-12	K-6	Pre-K
6	25	4

E. The list of students and teachers with special needs and the person assigned to assist them during drills, exercises and emergencies will be assigned/maintained by the Elementary Building Principal.

F. The school has a master schedule of where classes and grade levels are located during the day. The master schedule is located in the Main Office and in the Supplemental Appendices (Appendix 14).

2. Building Information

- A. KPS is made up of 1 (one) main building, a bus barn, storage shed, stadium, and concession building located at 110 N. 5th Avenue, Kenesaw, NE 68956.
- B. A map of the main building annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, AEDs, hazardous materials storage, and utility shut offs are provided in a binder to each incident command, custodial staff, and is located in each building principal and superintendent office (Appendix 12).

3. Hazard Analysis (Assessments) - A complete multi-hazard vulnerability assessment (Appendix 16) was completed for KPS in Spring of 2022. It will be reviewed annually by the safety team for relevancy.

4. Assumptions - Assumptions reveal the limitations of the School Safety and Crisis Management Plan by identifying what was assumed to be true during development. These allow the user to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

- A. KPS will continue to be exposed and subject to the impact of those hazards described in the Multi-Hazard Analysis, as well as lesser hazards and others that may develop in the future.
- B. It is possible for a major disaster to occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- C. A single site emergency, i.e. fire, gas main breakage, etc., 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.
- D. Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.
- E. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students; however, rapid and appropriate response will reduce the number and severity of injury.
- F. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for KPS to be prepared to carry out the initial crisis response on an independent basis.
- G. Proper mitigation actions, such as creating a positive school environment and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve the school's readiness to deal with emergency situations.
- H. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to crisis response efforts.

5. Limitations - No guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, KPS can only endeavor to make every reasonable effort to respond to the situation with the resources and information available at the time.

C. CONCEPT OF OPERATIONS

1. Objectives - The objectives of the School Safety Program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the district. To meet these objectives, the district shall establish and maintain a comprehensive Safety Program that includes plans and procedures, hazard analysis, training and exercise, and plan review and maintenance.

2. General







- A. It is the responsibility of KPS officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for, responding to, and managing the recovery from emergency situations that affect the school district.
- B. It is the responsibility of the district to provide in-service crisis response education and training for all district employees (part time and full time).
- C. It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.
- D. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.
- E. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.
- F. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.
- G. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.
- H. According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. KPS recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. KPS will work with its local emergency response agencies to become NIMS compliant. NIMS compliance for school districts includes the following:
 1. All persons tasked in the Basic Plan or Annexes must complete and pass the following NIMS courses:
 - a. IS-100.C Introduction to the Incident Command System
<https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>.
 - b. IS-362.A Multi-Hazard Emergency Planning for Schools
<https://training.fema.gov/is/searchis.aspx?search=362>.
 2. Participate in local government's NIMS preparedness program.
- I. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The school is charged with ensuring the training and equipment necessary for appropriate response(s).

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

3. Operational Guidance

A. Initial Response

1. School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**
2. The school Incident Commander will be responsible for activating Standard Response Protocol which may include:

-  HOLD – In your room or area. Clear the halls.
-  SECURE - Get inside. Lock outside doors.
-  LOCKDOWN – Locks, lights, out of sight.
-  EVACUATE – to the announced location.
-  SHELTER – Hazard and safety strategy
-  REUNIFY – Family Reunification

B. Notification Procedures

1. In case of an emergency at any district facility, the flow of information after calling 911 shall be from the school Incident Commander to the Superintendent. Information should include the nature of the incident and the impact on the facility, students and staff.
2. In the event of a fire, anyone discovering the fire shall activate the building fire alarm system and the building must EVACUATE. In the event that a LOCKDOWN or SHELTER incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
3. In the event the district is in receipt of information, such as a weather warning that may affect the district, the information shall be provided to the Superintendent. Specific guidelines are found in the individual annexes.

C. Training Exercises

1. KPS understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur:
 - Required Nebraska DHHS trainings will be enforced (such as Mandated Reporting of Child Abuse/Neglect and Threat of Violence)
 - Fire Drills - Monthly
 - Tornado Drill - 2 per year
 - Bus Evacuation Drills - quarterly (administered by Superintendent)
 - Evacuation Exercises - 2 per year
 - The fall drill should incorporate the evacuation site coordinated with local law enforcement.
2. The types of drills and exercises will be determined by the Superintendent and carried out in coordination with building principals.
3. Training sessions shall be conducted for all school personnel during district professional development days. Records of the training provided including date(s), type of training and participant roster will be enforced by building principals and maintained by the Superintendent using the Staff Training Log (Appendix 22).
4. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.
5. KPS will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the school's ability to respond to and deal with emergencies.

D. Implementation of the Incident Command System (ICS) (Appendix 8)

1. The designated Incident Commander for the school will implement the ICS/Safety team and serve as the school Incident Commander until relieved by a more senior or more qualified individual. The school Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.
2. For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an ICP may be established at the school, and direction and control of the response transitioned to the Incident Commander. This scenario would likely occur during a community-wide disaster.

E. Sources and Use of Resources (Appendix 20)

1. KPS will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, KPS will coordinate with local emergency management to:
 1. Request assistance from volunteer groups active in disasters.
 2. Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

4. Incident Command System (ICS) (Appendix 8)

A. Summary - ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

B. Features of ICS - ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions
 - Command: Sets objectives and priorities and has overall responsibility at the incident or event.
 - Operations: Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
 - Planning: Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
 - Logistics: Provides support to meet incident needs, provides resources and all other services needed to support.
 - Finance/Administration: Monitors costs, provides accounting, procurement, time recording, and cost analysis.
2. The individual designated as the Incident Commander (IC) has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.
3. Management by Objectives - At each incident, the emergency staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, develop an action plan and provide operational guidance, select tactics appropriate to the strategy, and direct available resources.
4. Unity and Chain of Command - Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization with only one Incident Commander and each person reporting to only one supervisor.
5. Organizational Flexibility - Within the basic ICS structure, the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.
6. Common Terminology - In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.
7. Limited Span of Control - Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.

8. Personnel Accountability - Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.
9. Incident Action Plan - The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.
10. Integrated Communications - Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.
11. Resource Management - Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

C. Unified Command

1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.
2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

D. KPS incorporates ICS

1. KPS intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.
2. The Incident Commander is responsible for carrying out the ICS function of command - the incident. The school Incident Commander may be the Superintendent or the building principal initially, but may transfer to the appropriate emergency responder agency official. The four other major management activities that form the basis of ICS are

operations, planning, logistics, and finance/administration. For small-scale incidents, the school Incident Commander and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

3. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the school's Incident Commander will work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

5. Incident Command System (ICS) - Emergency Operations Center (EOC) Interface

- A. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.
- B. The Incident Commander is generally responsible for field operations, including:
 1. Isolating the scene.
 2. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
 3. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
 4. Determining and implementing Standard Response Protocol (HOLD, SECURE, LOCKDOWN, EVACUATE, SHELTER, REUNIFY) for the staff and students in the immediate area of the incident and for emergency responders at the scene.
 5. Implementing traffic control arrangements in and around the incident scene.
 6. Requesting additional resources from the EOC.
- C. The EOC is generally responsible for:
 1. Providing resource support for the incident command operations.
 2. Issuing community-wide warning.
 3. Issuing instructions and providing information to the general public.
 4. Organizing and implementing large-scale evacuation.
 5. Organizing and implementing shelter and massive arrangements for evacuees.
- D. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

6. Activities by Phases of Emergency Management

A. This plan addresses emergency actions that are conducted during all four phases of emergency management.

1. Mitigation/Prevention

a. KPS will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the safety program are:

- Identifying hazards through building assessments (Appendix 1);
- Recording hazards;
- Analyzing hazards through Multi-Hazard Vulnerability Assessment (Appendix 16);
- Mitigating/preventing hazards;
- Monitoring hazards.

2. Preparedness

a. Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. Among the preparedness activities included in the safety program are:

- Providing emergency equipment and facilities;
- Emergency planning, including maintaining this plan, its annexes, and appendices;
- Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities;
- Conducting periodic drills and exercises to test emergency plans and training;
- Completing the Post-Drill/Incident Review (Appendix 18) after drills exercises and actual emergencies;
- Review plan annually, revise as necessary with board approval every 3 years (minimum).

3. Response

a. KPS will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, assist with law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

4. Recovery

a. If a disaster occurs, KPS will carry out a recovery program that involves both short-term and long term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The

federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

B. Emergencies Occurring During Summer or Other School Breaks - If a school administrator or other district crisis response team member is notified of an emergency during the summer, the response usually will be one of limited school involvement. In that case, the following steps should be taken:

1. Refer to the Incident Command System Contact Information in the Supplemental Appendices to disseminate information to Crisis Response Team members and request a meeting of all available members.
2. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
3. Notify staff or families of students identified above and recommend community resources for support.
4. Notify general faculty/staff by letter or telephone with appropriate information.
5. Schedule faculty meeting for an update the week before students return to school.
6. Be alert for repercussions among students and staff.
7. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

1. Organization

- A. General - Most schools have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate safety. School organization for emergencies includes an executive group, safety planning team, crisis response teams, emergency services, and support services.
- B. Executive Group - The Executive Group provides guidance and direction for emergency management programs and for crisis response and recovery operations. The Executive Group includes the School Board, District Superintendent, District Safety Coordinator, and School Principals.
- C. Safety Planning Team - The Safety Planning Team develops safety and crisis response plans for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates KPS planning activities and recruits members of the school's crisis response team.
- D. Crisis Response Team - The Crisis Response Team assists the school Incident Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable. The Crisis Response Team includes Superintendent, Building Principals, School Counselors, School Social Workers, School Nurse, School Secretary. A list of personnel and their contact information is listed in the Supplemental Appendices.
- E. Volunteer and Other Services - This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

2. Assignment of Responsibilities

A. General

- 1. For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions.
- 2. The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the crisis plan that addresses that function. Listed below are general responsibilities assigned to Administration, Teachers, Emergency Services, and Support Services.

B. Executive Group Responsibilities

1. The School Board:

- a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- b. Review school construction and renovation projects for safety.
- c. Appoint a District Safety Coordinator to assist in planning and review.

2. The District Superintendent:

- a. Obtain a resolution from the school board giving needed authority and support to develop school safety programs and plans.
- b. Assign selected staff members to the Safety Planning Team who will develop the school's safety and crisis response plan.
- c. Initiate, administer, and evaluate safety programs to ensure the coordinated response of all schools within the system.
- d. Authorize implementation of emergency preparedness curriculum.

- e. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- f. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- g. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- h. Implement the policies and decisions of the governing body relating to emergency management.
- i. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county.
- j. Coordinate emergency assistance and recovery.
- k. Keep school board informed of emergency status.

3. The District Safety Coordinator:

- a. Establish a school safety plan review committee to approve and coordinate all crisis response plans (board approval required minimally every three years).
- b. Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.
- c. Develop and coordinate professional development crisis response education for all school personnel.
- d. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
- e. Monitor the crisis response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
- f. Request assistance from local emergency services when necessary.
- g. Serve as the staff advisor to the superintendent and principal on emergency management matters.
- h. Keep the superintendent and principal apprised of the preparedness status and emergency management needs.
- i. Coordinate local planning and preparedness activities and the maintenance of this plan.
- j. Prepare and maintain a resource inventory.
- k. Arrange appropriate training for district safety personnel and emergency responders.
- l. Coordinate periodic emergency exercises to test emergency plans and training.
- m. Perform day-to-day liaison with local emergency management staff and other local emergency management personnel.
- n. Organize the school's emergency management program and identify personnel, equipment, and facility needs.
- o. Encourage incorporation of emergency preparedness material into regular curriculum.
- p. Provide copies of the school plan to the district superintendent and local Emergency Management Office.
- q. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- r. Create Critical Incident Response Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency.
- s. Establish an Incident Command Post.

4. The School Principal(s):

- a. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.
- b. With the assistance of the School Secretary, keep the public informed during emergency situations.
- c. Coordinate with organized volunteer groups and businesses regarding emergency operations.
- d. Ensure that the plan is coordinated with the district's plans and policies.
- e. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- f. Conduct drills and initiate needed plan revisions based on Post-Drill/Incident Review maintained in Google, see Appendix 18 for a sample.
- g. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
 - Provide instruction on any special communications equipment or night call systems used to notify first responders.
 - Appoint zone leaders to assist in proper evacuation.
 - Ensure that all exits are operable at all times while the building is occupied.
 - Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.
- h. Act as school Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.

5. Safety Planning Team:

- a. In conjunction with the district and local emergency services create and maintain the Safety Plan.
- b. In conjunction with the district and local emergency management officials, conduct a hazard analysis.
- c. Organize district Crisis Response Team.
- d. Recommend training for the district Crisis Response Team.
- e. Establish and maintain a functional partner system to pair teachers and classes so that teachers assigned to the Crisis Response Team can fulfill the duties. The classroom teacher buddy list is located in Appendix 2.
- f. Provide information to staff, students, and community on emergency procedures.
- g. Provide assistance during an emergency in accordance with designated roles.
- h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the safety plan.

6. Crisis Response Team:

- a. Create annexes for their specific emergency function.
- b. Assist the superintendent and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
- c. Create and keep current classroom Go Kits provided to each district classroom. Go Kit supply list located in Appendix 7.

7. Teachers:

- a. Accountable for classroom emergency Go Kits.
- b. Participate in trainings, drills and exercises.
- c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation site.
- d. Visually check rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
- e. Maintain order while in student assembly area.
- f. Verify the location and status of every student. Report to the school Incident Commander on the condition of any student that needs additional assistance.
- g. Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official family reunification process (Appendix 5).

8. Technology/Information Services:

- a. Coordinate use of technology.
- b. Assist in establishment/maintenance of emergency communications network.
- c. Assist in obtaining needed student and staff information from the computer files.
- d. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- f. Establish and maintain, as needed, a stand-alone computer with student and staff database for use at the emergency site.
- g. As needed, report various sites involved in the communication system if there are problems in that system.
- h. The school tech coordinator would assist with press conference as necessary.

9. Transportation:

- a. Establish and maintain district protocols for transportation-related emergencies.
- b. Establish and maintain plans for the emergency transport of district personnel and students.
- c. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school's safety and crisis response plan.

10. The School Incident Commander:

- a. Assume command and manage crisis response resources and operations at the Incident Command Post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
- b. Assess the situation, establish objectives and develop an emergency action plan in coordination with responding Incident Commander.
- c. Determine and implement required protective actions for school response personnel and the public at an incident site.
- d. Appoint additional staff to assist as necessary.
- e. Work with emergency services agencies in a Unified Command.

E. DIRECTION and CONTROL

1. General

- A. The Principal is responsible for establishing objectives and policies for safety and providing general guidance for crisis response and recovery operations. In most situations, the Principal will assume the role of school Incident Commander. During disasters, he/she may carry out those responsibilities from the Incident Command Post (ICP).
- B. The school Incident Commander assisted by staff sufficient for the tasks to be performed will manage the emergency response from the ICP until local emergency services arrive.
- C. During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such as a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.
- D. If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency management should be requested.

2. Emergency Facilities

- A. Incident Command Post (ICP) should be established on scene away from risk of damage from the emergency. Predetermined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.
- B. Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an incident command post will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

F. COMMUNICATION PROCESS FOR SCHOOL INCIDENT

Purpose: *to keep the public informed during emergency situation, to increase an atmosphere of safety, and to dispel rumors.* If a situation occurs that has the potential to cause public concern, school administration will provide facts as soon as possible in a tiered approach:

1. The Public Information Officers (PIO) will have explicit details in order to accurately communicate approved messages to others.

- A. District PIOs include district and building lead secretary.
- B. The PIO will assess the need for information and communicate that with the Incident Commander
- C. The PIO will prepare statement(s), but not release it until approved by the Incident Commander. **This will happen after the threat assessment matrix (Appendix 24) and located in the Incident Commander Binder) has been completed and law enforcement coordination has taken place.**
 - 1) PowerSchool message for parents with the following information:
 - Concern(s) are currently being looked into (refer to the threat of violence assessment)
 - Support by local law enforcement
 - Current situation assessed Safety level
 - Lockdown (no-students cannot be released at this time or yes-students can be release with parent permission)
 - Please watch the district website and Facebook page for a livestream press release for accurate information
 - 2) Script/statement to be READ by all who take calls
 - Are we in HOLD or LOCKDOWN?
 - Instructions for picking up students
 - Where to get more information (see communication channels – below)

2. Detailed information provided to all faculty/staff and students throughout and at the conclusion of an event

- A. These people have the most influence to provide accurate and timely information.
- B. They will give the community a sense of the safety level in the building.

3. Relevant information provided to parents/community throughout and at the conclusion of an event in a progressive manner.

4. Communication Channels - Public advised to look to these sources before calling the school for information. The school district will use the following forms of media to provide official communication:

- PowerSchool (phone and email communication system)
- Social Media: Facebook, Instagram, Twitter
- District website <http://www.kenesawschools.org>
- Remind
- School closure information can be found on the district website at <https://www.kenesawschools.org>

G. ADMINISTRATION and SUPPORT

1. Agreements and Contracts

- A. Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.
- B. The agreements and contracts pertinent to emergency management that this school is party to are summarized in Appendices 5 & 15.

2. Reports

- A. Students and/or staff shall complete an Incident/Accident Report according to the type of event (Appendix 11).

3. Records

- A. Record Keeping for Emergency Operations - KPS 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 emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.
- B. Outside Agency Activity Log (Appendix 17) - During major events, the school incident commander shall maintain accurate logs recording key response activities, including:
 - 1. Activation or deactivation of emergency facilities.
 - 2. Emergency notifications to local emergency services.
 - 3. Significant changes in the emergency situation.
 - 4. Major commitments of resources or requests for additional resources from external sources.
 - 5. Issuance of protective action recommendations to the staff and students.
 - 6. Evacuations.
 - 7. Casualties.
 - 8. Containment or termination of the incident.
 - 9. Injuries.

4. Incident Costs - The school shall maintain records summarizing the cost of personnel, equipment, and supplies used in day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

5. Emergency or Disaster Costs - For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:

- A. Personnel costs, especially overtime costs.
- B. Equipment operations costs.
- C. Costs for leased or rented equipment.
- D. Costs for contract services to support emergency operations.
- E. Costs of specialized supplies expended for emergency operations.
- F. 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.

6. Preservation of Records

- A. In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly.
- B. If records are damaged during an emergency situation, the school will seek professional assistance to preserve and restore them.

7. Post-Drill/Incident Review - (maintained in PowerSchool, see Appendix 18 for sample) - The School Principal, District Safety Coordinator, Safety Planning Team, and Crisis Response Team are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

H. PLAN DEVELOPMENT and MAINTENANCE

1. Plan Development and Distribution of Planning Documents

- A. The Safety Planning Team is responsible for the overall development and completion of the School Safety Plan, including annexes. The School Board of Education is responsible for approving and promulgating this plan every three years at a minimum.
- B. Distribution of Planning Documents
 - 1. The Superintendent shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the Emergency Operations Center and other emergency facilities. The Safety Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Safety Plan describes the emergency management organization and basic operational concepts. The distribution list for the Basic Plan is located in Appendix 21.
- C. Review
 - 1. The Safety Plan and its annexes shall be reviewed annually by the School Safety Planning Team, crisis response agencies, and others deemed appropriate by school administration.
 - 2. An annual review schedule will be established by the District Safety Coordinator.

2. Updates

- A. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.
- B. The Safety Plan and its annexes must be revised and board approved at least every 3 years. Responsibility for revising or updating the Safety Plan is assigned to the Safety Planning Team.
- C. The Superintendent is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

I. REFERENCES

ILoveUGuys Foundation - SRP

Incidents Technical Assistance Program FEMA Independent Study Program: IS 362
Multi-Hazard Emergency Planning for Schools

NASP - Threat Assessment for School Administrators & Crisis Teams.

Nebraska Safety & Security Standards Technical Assistance Guide

Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism

U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools
and Communities

J. APPENDICES

1. Annual Safety & Security Assessments
2. Classroom Teacher Buddy List
3. Communications Test Tracking Log
4. Critical Incident Form
5. Evacuation and Family Reunification Site Agreements
6. Family Reunification Sign Out Form
7. Go-Kit Supply List
8. Incident Command System Structure for KPS
9. Incident Command Check In/Check Out Log
10. Incident Command Cost Log
11. Incident/Accident Report
12. Main Building Map
13. Mandated Reporting: Abuse & Neglect Form
14. Master Schedule
15. Memorandum of Understanding
16. Multi-Hazard Vulnerability Assessment
17. Outside Agency Activity Log
18. Post-Drill/Incident Review
19. Record of Safety Plan Changes
20. Resource Inventory of Emergency Equipment
21. Safety Plan Distribution List
22. Staff Training Log
23. Standard Response Protocol Overview
24. Threat Assessment Matrix
25. Witness Statement

K. ANNEX – PLANNED RESPONSES

1. Standard Response Protocol



HOLD



**SECURE
(LOCKOUT)**



LOCKDOWN



EVACUATE



SHELTER

[SRP Manual Annex K-1](#)

2. Emergency Response Plan – Incident-Specific Procedures

- Accidents (Transportation)
- Active Shooter/Weapons Assault
- Blood Borne Pathogen
- Bomb Threat
- Chemical Spill
- Communicable Disease
- Communication Failure (Radio Protocol)
- Criminal Threat
- Cyber Attack
- Death of Student or District Personnel
- Domestic Violence/Abuse and Neglect
- Extreme Weather (Winter Storm/Severe Wind/Tornado/Extreme Temperatures)
- Fire
- Hazardous Material Release
- Intruder/Hostage/Kidnap/Abduction
- Lightning
- Mass Contamination (Food)
- Medical Emergency
- Mental Health Crisis
- Student Attack (of staff member or another student)
- Suicidal Thought/Attempt/Completion
- Threat of Violence
- Utility Failure
- Weapon Report
- Wildfire

L. SAFETY DATA BRIEFS

- Chemical Inventory

APPENDIX 1

Assessments (Annual)

Yearly assessments required by Rule 10 are administered by area of responsibility personnel.

SAMPLE Site Assessment - Bathrooms

Assessment Area	Y	N	N/A	NOTES
Students and faculty share bathrooms.				
Students are permitted to use the bathroom with other students without an adult being present inside or immediately outside of the bathroom.				
Bathrooms are equipped with antibacterial soap and towels or dryers.				
A notice is placed in bathrooms reminding students and staff to wash their hands before returning to class or work.				
Bathrooms are in working order, clean, and adequately stocked with supplies (toilet paper, towels, etc.).				
Bathrooms do not have entrance doors or doors are propped open.				
Bathrooms are monitored while classes are in session.				
All graffiti is removed from the bathroom walls and stalls immediately.				
Positive school messages are posted on the bathroom walls.				

Site Assessment include:

- Bathrooms
- Hallways
- Parking Lot
- Commons and Cafeteria Area
- Playground and Athletic Fields

Culture & Climate Assessments include:

- Conduct
- Behavioral Interventions

School Threat Assessments include:

- Building Access and Personal Identification

Other Assessed Areas include:

- Data Collection Procedures
- Capacity Assessment - Communication and Emergency Notification
- Evacuation Sites and Routes
- Policy and Procedure
- Media Protocol
- Lockdowns
- Family Reunification Protocol

APPENDIX 2

Classroom Teacher Buddy List

Guidelines:

- Assign teachers in adjacent or nearby rooms as buddies.
- During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
- Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
- If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors. If only one of the buddy teachers is available for evacuation, He/she should assign a student to lead the class while the teacher checks both classrooms and closes both doors.
- Ensure that each classroom contains a "Go Kit" that contains the teacher's class roster and the buddy teacher's class roster.
- Immediately following student accounting, one member of each buddy team must check in with the zone leader or at the Command Post.
- In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher is then available for assignments.
- Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.

Elementary School		Middle/High School		Support Staff	
Teacher. . .	Buddies. . .	Teacher. . .	Buddies. . .	Staff. . .	Buddies. . .
PRE-K	KINDERGARTEN	ART	MEDIA SPECIALIST	CAFETERIA MGR	LEAD CUSTODIAN
1ST GRADE	2ND GRADE	SOCIAL STUDIES	ENGLISH I	CAFETERIA ASST	ELEM CUSTODIAN
3RD GRADE	4TH GRADE	BUSINESS	MATH I	CAFETERIA PT	HS CUSTODIAN
5TH GRADE	6TH GRADE	COMPUTER	SPANISH	CAFETERIA PT	CAFETERIA MGR
TITLE	SPEECH PATH	SPED	COUNSELOR	BOOKKEEPER	SECRETARY
SPED	PARA I	MATH II	AG		
		SCIENCE	ENGLISH II		
		MUSIC	PE		
		SHOP	MEDIA ASST		

APPENDIX 3

Communications Test Tracking Log

Maintained by the Tech Coordinator

Kenesaw High/Middle/Elementary School													
Room	Call Button			Handheld Radio			Room	Call Button			Handheld Radio		
	Is there one?	Does it work?	Date tested	Is there one?	Does it work?	Date tested		Is there one?	Does it work?	Date tested	Is there one?	Does it work?	Date tested

APPENDIX 4
Critical Incident Evaluation Form

CRITICAL INCIDENT EVALUATION FORM
Kenesaw Public School District

KPS
Date:
Ref:

Name:

Building where Incident occurred:

What was the primary/key nature of the current incident?

Date and time of incident:

Please provide a summary of the event.

Follow-up and outcomes: Please state steps/actions that you have taken to resolve above or proposed remediation action. Or if already resolved, how was this resolved? If applicable, how would you prevent this incident reoccurring?

Who/what was at direct risk as a result of this event?

Who /what was the likely cause?

Which agencies have been notified?

APPENDIX 5

Evacuation Site Agreement

Between Kenesaw Public Schools (KPS) and _____ Date: _____
Evacuation Site Agency

Whereas, the agency stated above agrees to accommodate KPS in a coordinated and cooperative fashion in the event of unforeseen disaster where the school must evacuate its students and staff from the premises.

This agreement does not obligate said agency to provide services/supplies for the evacuated persons without compensation. KPS will be responsible for providing or compensating for any necessary services/supplies as they are able. Any damage occurred will also be compensated provided that documentation is presented. Compensation will be made upon presentation of a bill from the provider of goods and services.

KPS authorized officials:			Agency Authorized Key Holders:		
Name	Phone	Email	Name	Phone 1	Email

 Agency Representative

 Date

 KPS Superintendent

 Date

Family Unification Site Agreement

Between Kenesaw Public Schools (KPS) and _____ Date: _____
Evacuation Site Agency

Whereas, the agency stated above agrees to accommodate KPS in a coordinated and cooperative fashion in the event of unforeseen disaster where any school building must reunify its students with their family in an off-campus location.

There is no obligation for services/supplies associated with this contract. KPS will be responsible for providing or compensating for any necessary services/supplies as they are able. Any damage occurred will also be compensated provided that documentation is presented. Compensation will be made upon presentation of a bill from the provider of goods and services.

KPS authorized officials:			Agency Authorized Key Holders:		
Name	Phone	Email	Name	Phone 1	Email

 Agency Representative

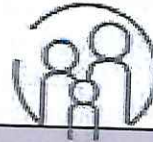
 Date

 KPS Superintendent

 Date

APPENDIX 6

Family Reunification Sign Out Form



FAMILY REUNIFICATION FORM

Step 1: Fill out section 1

Parent/Guardian/Emergency Contact Section

PHOTO ID REQUIRED

★ Section 1	Student to be picked up	Name: _____	Grade: _____	Cell Number: (optional) _____
	Person Picking Student Up	Name: _____	Phone Number: _____	Relationship to Student: _____
		Signature: _____		

Step 2: Proceed to the appropriate line (either by grade or student last name) to check in

Parent Check-in Area

(To Be Completed by Check in Staff)

Section 2	Is Requestor listed as Parent, Guardian or Emergency Contact?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	Circle Name of Requestor on Student Profile Sheet	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	Verified Requestors Photo ID	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	If no ID: Verify another way. Please note how: _____ And take a picture of Requestor w/form _____			
Check in Staff Name: _____				

Step 3: Give form to District Staff in Waiting Area

Retrieval of Student

(To Be Completed by District Runner)

Section 3	The above named student was brought to the reunification area	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	District Runner Name: _____			

Step 4: Sign and Date Section 4 and leave form with Reunification Area Staff

Release of Student

(To Be Completed by Parent/Guardian/Emergency Contact)

★ Section 4	I hereby acknowledge that the above named student is now in my care			
	Signature: _____	Time: _____		

Step 5: Exit with Student using the back door

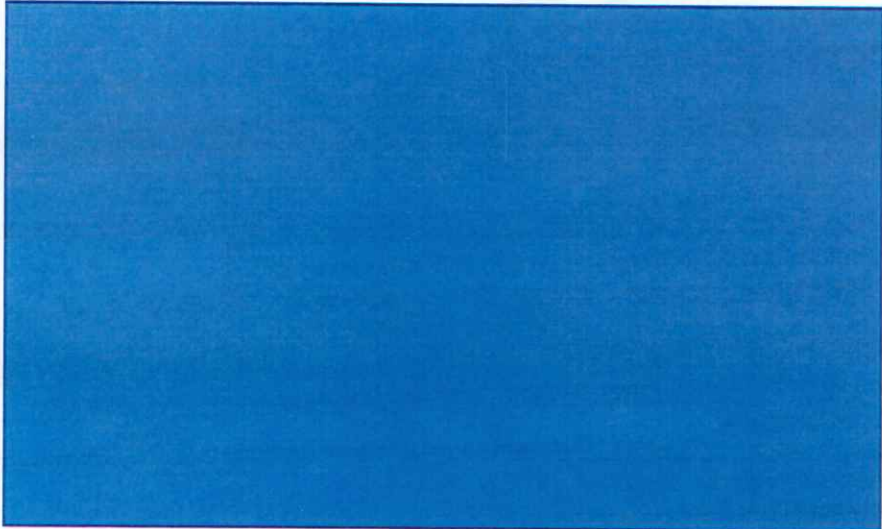
Reunification

(To Be Completed by Reunification Staff)

Section 5	Requestor's Signatures (Section 1 & 4) match?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	Reunification Staff Name: _____			

Reunification Procedure:

- a. A Greeter distributes a **Family Reunification Form** to person picking up students(s) (one for each student).
- b. Parent/Guardian/Emergency Contact completes **Section 1** of the form.
- c. Staff in the **Parent Check In Area** complete **Section 2** of the form verifying the adult is approved and confirming the adult's ID & signature.
 - **An approved adult must be listed in PowerSchool as the student's parent/guardian/emergency contact**
- d. Adult gives signed form to district staff in the **Parent Waiting Area** who verifies completion.
- e. A Runner takes the form(s) to the **Evacuation Site** and works with the Evacuation Site Coordinator to retrieve student(s). Student is then taken to the **Reunification Area**.
- f. Runner completes **Section 3** of the form and gives to district personnel in **Parent Waiting Area**.
- g. District personnel gives parent the form and directs them to the **Reunification Area**.
- h. Parent signs and dates **Section 4** for release of student.
- i. **Reunification Staff** verifies that the signatures in **Sections 1 & 4** match; completes **Section 5** and keeps the form.
- j. Adult and Student(s) leave out the assigned exit door.
- k. If a student has not been found after two attempts, the Runner gives the form to a Crisis Counselor who will work with the family in a private Crisis Counseling Area.



Family Reunification Site: St. Paul's Lutheran Church

APPENDIX 7

Go-Kit Supply List

Classroom Go-Kit Supplies

- Safety Bag
- Class Roster (both class and grade-level)
Teachers, update roster quarterly and provide to your buddy teacher.
- Standard Response Cards
- First Aid Kit
- Pens and paper

Incident Command Staff Go-Kit Supplies

- Safety Bag
- Crisis Response Plan
- Emergency Phone Tree
- List of Incident Command System and Crisis Response Team Members
- Whistle
- Bullhorn
- Two way radio
- Pens and paper
- Battery-operated flashlight and batteries
- First-aid kit
- Snacks/juice for students with diabetic need.

Evacuation On-Site Tote Supplies

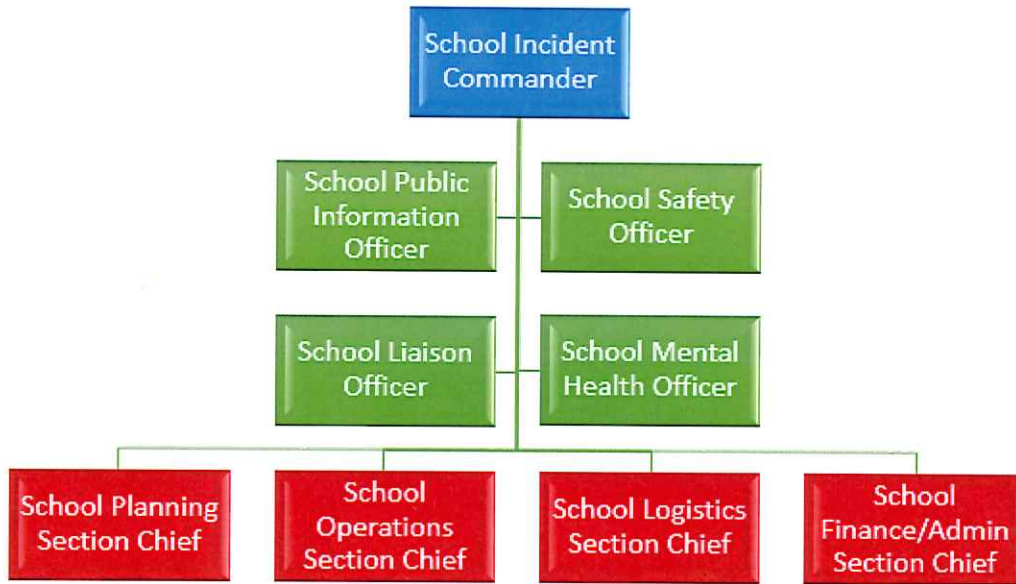
- Snacks
- Games
- Coloring Books/Crayons
- Pen/pencil and paper

Family Reunification On-Site Tote Supplies

- Directional Signage
- Numerous Family Reunification Forms
- Clipboards
- Pens
- Binders for student profile sheets (which are kept in the school office)

APPENDIX 8

Incident Command System Structure for KPS



For more details see the Supplemental Appendices. A-8

APPENDIX 9

Incident Command Check In/Check out Log

Date: _____

Incident Description: _____

#	Time		Printed Name	Section/Position	Initials
	IN	OUT			
1					
2					
3					
4					
5					

APPENDIX 10

Incident Command Cost Log

To be use to record expenses incurred during an emergency event and shall include:

- A. Personnel costs, especially overtime costs
- B. Equipment operations costs
- C. Costs for leased or rented equipment
- D. Costs for contract services to support emergency operations
- E. Costs of specialized supplies expended for emergency operations
- F. 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.

Date: _____

Incident Description: _____

Time			Personnel, Equipment, Supplies	
START	END	Print Name/Vendor	Purpose	Cost

APPENDIX 11

Incident/Accident Report

SCHOOL INCIDENT/ACCIDENT REPORT

Date of Incident: _____ Time of Incident: _____ AM PM
Date Reported: _____ Time Reported: _____ AM PM

Location

Building: _____

Specific Location: _____

Name of Injured/Affected Person: _____ Male Female

Position: _____ Department/Grade Level: _____

Phone Number: _____ Email Address: _____

Describe Incident/Accident: _____

Describe Loss/Injury: _____

Weather Conditions (if applicable): _____

Describe Medical Treatment/First Aid: _____

Name of Staff in Charge or Area/Classroom: _____

Witness(es) Name: _____ Phone Number: _____

Witness(es) Description of Incident/Accident: _____

Persons/Entities Contacted: _____

Suggested Corrective Action: _____

Signature of Injured/Affected Person: _____ Date: _____

Signature of Witness(es): _____ Date: _____

For District Use Only

Reviewed By:

- Principal Security/Safety Technology Risk Management Superintendent

Additional Actions To Be Taken:

Complete Only If This Incident Was Reported To Law Enforcement

Law Enforcement Agency:

Officers Name:

Law Enforcement Agency
Contact Information:

APPENDIX 12
Main Building Map

APPENDIX 13
Mandated Reporting: Abuse & Neglect Report Form

Confidential

Child Abuse, Neglect, or Child Welfare Reporting Form

School: _____

Student Name: _____

DOB: _____

Male

Female

Parent/Guardian: _____

Address: _____

Phone Number: _____

Reason for Report: (Include reason for concern, dates of reported incident, and any observations or pertinent information).

Report Submitted by: _____

Position: _____

Date: _____

Time: _____ am pm

Nebraska Department of Health & Human Services Abuse & Neglect Hotline: 1-800-652-1999

APPENDIX 14 Master Schedule

2021-2022 High School Schedule (Sem 1)

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	PERIOD 7	PERIOD 8
ANDERSON	DATA	9-10 GEOMETRY	ALGEBRA 1B	GEOMETRY	MATH 8	MATH 7	PLAN	7-8 PE
ARROWOOD	BAND	7-8 MUSIC	PLAN	CHOIR	ELBAND/MUSIC	ELBAND/MUSIC	ELBAND/MUSIC	5-6 BAND
BENTON	INTEGRATED 3	INTEGRATED 2	PLAN	A & P	INTEGRATED 1	AP PHYSICS	INTEGRATED 3	CLEP
BURR	Intermediate	7-8 Exploratory Spanish	Novice	Intermediate	EL MEDIA	EL MEDIA	EL MEDIA	
DEWITT	PLAN	GOVERNMENT	AM HISTORY	SS 8	Intermediate	Novice	PLAN	Advanced
EINREM	SPEECH	ACT PREP	ENGLISH 12	PLAN	AP ECON / PSYCH	WH / GEO	SS 7	STUDY HALL
BREIGHT	Media Production	7-8 INFO TECH/STUDY SKILLS	Mdl School Career Dev. (Business)	Food NUTRITION/Marketing	ENGLISH 7	STUDY HALL	ENGLISH 9	SPEECH
ENGELHARDT, M	STUDY HALL	p- FINANCE	Management & Leadership/Entrepreneur	JOURNALISM	Intro to Business	Hosp/Tourism/Wealth Mgmt	ACCOUNTING	PLAN
HARTMAN	Consumer Science/Home Ec	Life Skills	Life Skills	PLAN	ENGLISH 11	ENGLISH 8	ENGLISH 10	PLAN
HOFFMAN	ART	7-8 ART	ART	ART	PLAN	EL ART	EL ART	STUDY HALL
KOEHLER	DATA	PLAN	Mdl School Career Dev. (Computer)	SCIENCE 7	DATA	EL ART	EL ART	ART
KROOS	PLAN	ACT PREP	ALGEBRA 2	ALGEBRA 1	DATA	DATA	SCIENCE 8	7-8 PE
MACK	PLAN	Intro to Ag	Mdl School Career Dev. (Ag)	NATRES/WILDLIFE	8TH) ALGEBRA 1	ALGEBRA 2	PRE-CAL	COLLEGE ALG/TRIG
MEYER	GEN. CONSTRUCTION	PLAN	Mdl School Career Dev. (Shop)	WOODS II	STUDY HALL	PLANT SCIENCE I II	ANIMAL SCIENCE I II	LEADERSHIP/Ag Biz
PERRY	WEIGHTS / PE	PLAN	WEIGHTS / PE	WEIGHTS / PE	DRAFTING I II	to to Skilled & Tech Science	ELDING/ELECTRICA	SKILLS USA
ROE	WEIGHTS / PE	PLAN	WEIGHTS / PE	WEIGHTS / PE	WEIGHTS / PE	EL PE	EL PE	7-8 PE
SCHNITZLER	7-8 STUDY HALL	STUDY HALL	STUDY HALL	STUDY HALL	STUDY HALL	STUDY HALL	STUDY HALL	AD
SCHLENDER	7-8 STUDY HALL	STUDY HALL	STUDY HALL	STUDY HALL	STUDY HALL	STUDY HALL	STUDY HALL	7-8 PE
			Random Requir	Sci Regulr	Social Sciences	Math	Bus	

APPENDIX 15

Memorandum of Understanding

Memorandum of Understanding

Between Kenesaw Public Schools and (Partner)

This Memorandum of Understanding (MOU) sets for the terms and understanding between Kenesaw Public Schools and (partner), hereafter referred to as "area business" to provide for food and water and essential items during an emergency situation.

Background

In the event of an emergency situation, such as evacuation, inclement weather situation, or any other unknown emergency, the KPS students and staff may need food, water and essential toiletries and basic necessities brought in from an outside agency. These area businesses have agreed to provide their services as needed.

Purpose

This MOU will outline the process and responsibility of each partner in order to ensure that KPS staff and students have basic necessities in an emergency situation.

The above goals will be accomplished by undertaking the following activities:

- In an emergency which students and staff may be retained in the building or at an evacuation site the area businesses will provide food, water, and basic necessities.
- KPS will contact area business to request needed items
- Area business will provide requested item(s)

Funding

This MOU is not a commitment of funds on the part of the area business. KPS will pay each area business for items used in the emergency situation.

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from KPS and area business. This MOU shall become effective upon signature by the authorized officials from the KPS and area business and will remain in effect until modified or terminated by any one of the partners by mutual consent.

Contact Information

Kenesaw Public Schools Mr. Rick Masters Superintendent 110 N. 5th Ave. Kenesaw, NE 68956 402-752-3215 rmasters@kenesawschools.org	Partner name: _____ Partner representative: _____ Position: _____ Address: _____ Telephone: _____ Fax: _____ E-mail: _____
--	--

Rick Masters, Superintendent KPS

Date: _____

(Partner Rep Signature)

Date: _____

APPENDIX 16

Multi-Hazard Vulnerability Assessment

Type of Hazard	Frequency				Magnitude				Warning time				Severity				Risk Priority		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	High	Med	Low
Natural																			
Extreme Weather																			
Flash Flooding																			
Lightning																			
Wildfire																			
Technological Hazards																			
Communication Failure																			
Electrical Failure																			
Explosion																			
Utility Failure																			
Water System Failure																			
Biological Hazards																			
Chemical Spill																			
Communicable Disease																			
Hazardous Material Release																			
Mass Contamination																			
Medical Emergency																			
Human Caused Threats																			
Accidents (transportation)																			
Active Shooter																			
Bomb Threat																			
Criminal Threat																			
Cyber Attack																			
Death																			
Domestic Violence/Abuse/ Neglect																			
Fire																			
Gang Violence/Civil Disorder																			
Intruder/Hostage/Kidnap																			
Sexual Assault																			
Student Attack																			
Suicide																			
Terrorism																			
Weapon Report																			

APPENDIX 17

Outside Agency Activity Log

For use by the school Incident Commander to record key response activities such as:

1. Activation or deactivation of emergency facilities
2. Emergency notifications to local emergency services
3. Significant changes in the emergency situation
4. Major commitments of resources or requests for additional resources
5. Issuance of protective action recommendations to the staff and students
6. Evacuations
7. Casualties
8. Containment or termination of the incident

Date: _____

Incident Description: _____

Date	Time		Name	Agency	Purpose
	In	Out			

A-17

APPENDIX 18

Post-Drill/Incident Review

Date	Time		Type of Drill/Incident	D/I Drill or Incident	Remarks	Recorded by
	Start	End				

A-18

APPENDIX 19

Record of Safety Plan Changes

Approved Date: _____

Updates	Additions

Approved Date: _____

Updates	Additions

APPENDIX 20

Resource Inventory of Emergency Equipment

Elementary School		
Category	Item	Location
Alternative Lighting		
Communication Equipment		
First Aid Supplies		
Firefighting Equipment		
Food & Water		
Heater & Blankets		
Maintenance Supplies/Tools		
Secondary School		
Category	Item	Location
Alternative Lighting		
Communication Equipment		
First Aid Supplies		
Firefighting Equipment		
Food & Water		
Heater & Blankets		
Maintenance Supplies/Tools		
Media Center		
Category	Item	Location
Alternative Lighting		
Communication Equipment		
First Aid Supplies		
Firefighting Equipment		
Food & Water		
Heater & Blankets		
Maintenance Supplies/Tools		
Old Gym		
Category	Item	Location
Alternative Lighting		
Communication Equipment		
First Aid Supplies		
Firefighting Equipment		
Food & Water		
Heater & Blankets		
Maintenance Supplies/Tools		
New Gym/Commons		
Category	Item	Location
Alternative Lighting		
Communication Equipment		
First Aid Supplies		
Firefighting Equipment		
Food & Water		
Heater & Blankets		
Maintenance Supplies/Tools		

APPENDIX 21

Safety Plan Distribution List

Location	Safety Plan Last Delivery Date	Supplemental Appendices Last Delivery Date
School Website		
District Front Office		
Superintendent Office		
Elementary Principal Office		
Elementary Custodian Room		
High School Principal Office		
High School Custodian Room		
High School Tech Coordinator Room		
Incident Command System Members		
Safety Team Members		
Crisis Management Team		
Medical Team		
Kenesaw Volunteer Fire Department		
Adams County Sheriff		
Evacuation/Family Reunification Sites		
School Board Members		

A-21

APPENDIX 22

Staff Training Log (Sample)

(Kept As Google Doc on Shared Admin Drive)

Staff Name	Position	CPR (see this indicates expiration date of current cert)	Bloodborne (yearly)	Inhaler (yearly)	EpiPen (yearly)	Med Administration (yearly)	NVC Intervention Full Certification (1 time)	NVC Intervention Refresher (2 years)	Child Maltreatment (5 years)	Threat of Violence (5 years)	Student Records (1 time)	Trauma Informed Care (1 time)	ALICE Certified (2 years)	ALICE Training (yearly)	Safety Training (yearly)	ICS Training (yearly)	FEMA-ICS Intro (once)	FEMA-School Incident (once)
Staff Name																		

A-22

APPENDIX 23
Standard Response Protocol Overview

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! Get inside. Lock outside doors.

STUDENTS

Return inside
 Business as usual

TEACHER

Bring everyone indoors
 Lock outside doors
 Increase situational awareness
 Business as usual
 Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
 Maintain silence
 Do not open the door

TEACHER

Lock interior doors
 Turn out the lights
 Move away from sight
 Do not open the door
 Maintain silence
 Take attendance



EVACUATE! To the announced location.

STUDENTS

Bring your phone
 Leave your stuff behind
 Follow instructions

TEACHER

Lead evacuation to location
 Take attendance
 Notify if missing, extra or injured students



SHELTER! Hazard and safety strategy.

STUDENTS

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

TEACHER

Lead safety strategy
 Take attendance



HOLD! In your classroom. Clear the halls.

STUDENTS

Remain in the classroom until
 the "All Clear" is announced

TEACHER

Close and lock classroom door
 Business as usual
 Take attendance



STANDARDSM
RESPONSE PROTOCOL
EXTENDED

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APPENDIX 24

Threat Assessment Matrix

Purpose: Use as a tool to determine the seriousness of a threat

Student Name: _____ Grade: _____ Date: _____

	Risk Level	None/ Unknown	Low	Medium	High
Collaboration of Witnesses (number of witnesses and consistency of statements)					
Feasibility of Plan (possible or likely; detailed-target, time, place, method; researched and/or rehearsed)					
Weapon Involvement (comments about or access to weapon, target practice)					
Non-verbal signs (violent, withdrawn, eye contact, unstable, anti-social)					
Behaviors (absenteeism, drug/alcohol, resistance, paranoia, argumentative)					
Emotional State (mood swings, anger/rage, frustration, depression, shame)					
Motive (revenge, ideology, desperation, notoriety)					
History (mental illness, economic turmoil, outbursts, discipline record, home life, exposure to violence, prior 'call for help')					
Attitude about Violent Crimes (interest level, empathy with offenders, fantasy)					
Responsiveness to Resolution (Cooperative or resistant)					
Triggers - real or perceived (loss, humiliation, bullied, unfair treatment)					
Suicidal Tendency (Always include a suicide risk assessment)					
Peer Group (Connectedness, Evaluation of friend group)					

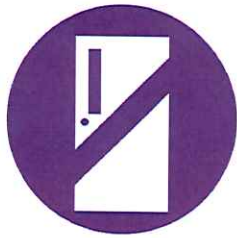
NOTES:

ASSESSED BY:

This assessment will be kept in the student file and a copy will be given to law enforcement.

K. ANNEX – PLANNED RESPONSES

1. Standard Response Protocol



HOLD



**SECURE
(LOCKOUT)**



LOCKDOWN



EVACUATE



SHELTER

[SRP Manual Annex K-1](#)

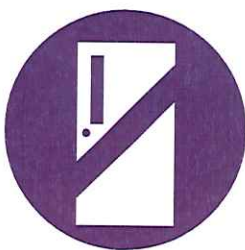
2. Emergency Response Plan – Incident-Specific Procedures

- Accidents (Transportation)
- Active Shooter/Weapons Assault
- Blood Borne Pathogen
- Bomb Threat
- Chemical Spill
- Communicable Disease
- Communication Failure (Radio Protocol)
- Criminal Threat
- Cyber Attack
- Death of Student or District Personnel
- Domestic Violence/Abuse and Neglect
- Extreme Weather (Winter Storm/Severe Wind/Tornado/Extreme Temperatures)
- Fire
- Hazardous Material Release
- Intruder/Hostage/Kidnap/Abduction
- Lightning
- Mass Contamination (Food)
- Medical Emergency
- Mental Health Crisis
- Student Attack (of staff member or another student)
- Suicidal Thought/Attempt/Completion
- Threat of Violence
- Utility Failure
- Weapon Report
- Wildfire

THE STANDARD RESPONSE PROTOCOL K12

Operational Guidance for Implementing The Standard Response Protocol
In a K12 Environment

K12 SCHOOLS AND DISTRICTS



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

PEACE

It does not mean to be in a place where there is no noise, trouble, or hard work.

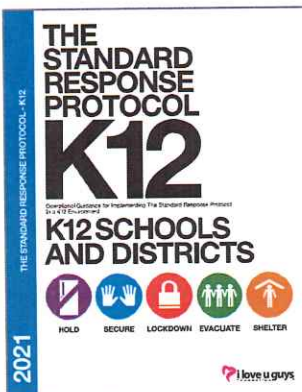
It means to be in the midst of those things and still be calm in your heart.



STANDARD RESPONSE PROTOCOL

SRP K12 2021 CHANGE HISTORY

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	1.0	03/02/2009	Original content
Russ Deffner John-Michael Keyes	2.0	01/08/2015	Version update. See: The Standard Response Protocol V2 An Overview of What's New in the SRP
Tom Kelley (TxSSC)	2.1	12/02/2017	Content, edits, formal inclusion of the Standard Response Protocol Extended "Hold in your classroom". Texas School Safety Center version
John-Michael Keyes	2.2	05/22/2018	Content, edits. Colorado School District Self Insurance Pool version.
John-Michael Keyes	3.0	06/05/2019	Incorporated "Hold in your classroom or area" into the Standard Response Protocol
John-Michael Keyes	4.0	01/17/2020	Replaced Term of Art Lockout with Secure
Ellen Stoddard-Keyes	4.0	06/23/2020	Added new content and incorporated Review Committee suggestions.



A General Guide on Incorporating the Standard Response Protocol within a School Safety Plan - K-12

Version 4.0
ISBN-13: 978-1-951260-00-2



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SRP REVIEW COMMITTEE

The "I Love U Guys" Foundation SRP Review Committee is comprised of safety stakeholders from a variety of perspectives and professions. The charter of the committee is to advise on the merits of any substantive changes to The Standard Response Protocol. This ensures that changes will not be incorporated into the SRP without consideration or deliberation.

The SRP Review Committee communicates on substantive changes to the SRP primarily through the electronic means of email or teleconference.

The following are the current members of the SRP Review Committee.

Heilit Biehl, Threat Assessment Coordinator, Adams 12 Five Star Schools, Colorado

Kevin Burd, Detective Lieutenant (Ret.), Priority of Life Training and Consulting, Hampton, NJ

Kevin Carroll, Executive Director, JeffCo DeAngelis Foundation, Colorado

Melissa Craven, Director of Emergency Management, Department of Safety, Denver Public Schools, Colorado

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Mike Thompson, Assistant Director of School Security, Syracuse City School District, New York

SPECIAL THANKS

Joleen Reeve - City and County of Broomfield (Joleen coined the phrase, "Locks, Lights, Out of Sight.")

Pat Hamilton - Chief Operating Officer, Adams 12 Five Star Schools, Colorado

John McDonald - Executive Director, Safety, Security and Emergency Planning, Jefferson County Public Schools, Colorado

Heidi Walts - Commander, Northglenn Police Department, Colorado

Marta Alejandro - Spanish teacher and bilingual educational support professional / Spanish translator and interpreter

CONTACT INFORMATION

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303.426.3100

REQUEST FOR COMMENT

The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment and suggestion from a number of practitioners. As of 2020, the SRP has been subjected to tactical scrutiny by hundreds of law enforcement agencies and operational review and adoption by thousands of schools.

Suggestions for modification can be made via email at srp_rfc@iloveuguy.org. Please include contact information, district, department or agency, including day time phone.

WARNINGS AND DISCLAIMER

Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an "as is" basis. Please visit our website (<https://iloveuguy.org>) for the detailed information.

**“Tactics are
intel driven.”**

What we plan is based on what we know.

**“But the environment
dictates tactics.”**

But what we do, is based on where we are.

– Deputy Chief A.J. DeAndrea
– Civilian Translation: John-Michael Keyes

TABLE OF CONTENTS

The "I Love U Guys" Foundation	8
About This Book	8
Commercial Licensing	8
Terms of Use	8
The "I Love U Guys" Foundation MOUs or Notice of Intent	9
Introduction	10
Time Barriers	10
Before You Begin	11
Secure vs. Lockdown	11
Prerequisites: NIMS and ICS.	12
Memoranda of Understanding	13
Classroom Posters	13
Communication	14
Hold	15
Secure	16
Lockdown	18
Evacuate	20
Police Led Evacuation	21
Information for Parents and Guardians	24
Drills vs. Exercises	26
SRP Evolution.	26
Lockdown Drill Guidance	28
Frequently Asked Questions	30
Appendix A - Lockdown Drill Worksheet.	32



STANDARD RESPONSE PROTOCOL

THE "I LOVE U GUYS" FOUNDATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... "I love you guys" and "I love u guys. k?"

Emily's kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The "I Love U Guys" Foundation.

MISSION

The "I Love U Guys" Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

COMMITMENT

There are several things we are committed to. The most important thing we can do is offer our material at no cost to schools, districts, departments, agencies and organizations. The reason we are able to continue to provide this service is due, in part, to the generosity of our donors and Mission Partners (see Partner with Love on the website). The "I Love U Guys" Foundation works very hard to keep our costs down as well as any costs associated with our printed materials. Donor and Mission Partner support allows us to stretch those dollars and services even more. Your gift, no matter the size, helps us achieve our mission. Your help makes a difference to the students, teachers, first responders, and the communities in which we live and work.

ABOUT THIS BOOK

Since 2015, The Foundation offered optional classroom training that included "Hold in your classroom." In 2017, The Foundation developed materials for The Standard Response Protocol Extended (SRP-X) that included the Hold action.

For SRP 2021, the Hold action is incorporated into the Standard Response Protocol.

Also for SRP 2021, the Lockout action is being changed to Secure.

The SRP K-12 2021 version is currently available to download. Although SRP V2 is still valid, The I Love U Guys Foundation recommends updating to the newer version as soon as feasible.

As you begin to implement and drill the protocol, keep in mind that environments are different. What that means is that we provide you with some tactics. Things we know.

But your school, your agencies, and your environment, will ultimately dictate what you do.

COPYRIGHTS AND TRADEMARKS

In order to protect the integrity and consistency of The Standard Response Protocol, The "I Love U Guys" Foundation exercises all protection under copyright and trademark. Use of this material is governed by the Terms of Use or a Commercial Licensing Agreement.

COMMERCIAL LICENSING

Incorporating the SRP into a commercial product, like software or publication, requires a commercial license. Please contact The "I Love U Guys" Foundation for more information and costs.

TERMS OF USE

Schools, districts, departments, agencies and organizations may use these materials, at no cost, under the following conditions:

1. Materials are not re-sold
2. Core actions and directives are not modified
 - 2.1. Hold - "In Your Room or Area. Clear the Halls"
 - 2.2. Secure - "Get Inside, Lock Outside Doors"
 - 2.3. Lockdown - "Locks, Lights, Out of Sight"
 - 2.4. Evacuate - A Location may be specified
 - 2.5. Shelter - followed by the Hazard and the Safety Strategy
3. The Notification of Intent (NOI) is used when the materials are being evaluated. A sample NOI can be downloaded from the website, and is provided to The "I Love U Guys" Foundation through one of the following:
 - 3.1. Complete the NOI and email it to srp@iloveguys.org
 - 3.2. Send an email to srp@iloveguys.org
4. The Memorandum of Understanding (MOU) is used when it has been determined that the materials will be used. A sample MOU can be downloaded from the website, and is provided to The "I Love U Guys" Foundation by emailing it to srp@iloveguys.org
5. The following modifications to the materials are allowable:
 - 5.1. Localization of evacuation events
 - 5.2. Localization of shelter events
 - 5.3. Addition of organization logo



STANDARD RESPONSE PROTOCOL

CERTIFICATION PROGRAMS

The “I Love U Guys” Foundation is committed to providing its programs at no cost to a widening variety of organizations.

To assess the fidelity of implementation within an organization, the Foundation has developed a certification program for the Standard Response Protocol. The certification program is optional and is not required to use the SRP within your organization.

THE “I LOVE U GUYS” FOUNDATION MOUs OR NOTICE OF INTENT

Some schools, districts, departments and agencies may also desire a formalized Memorandum of Understanding (MOU) with The “I Love U Guys” Foundation. Please visit <https://iloveuguy.org> for a current version of the MOU. The purpose of this MOU is to define responsibilities of each party and provide scope, clarity of expectations. It affirms agreement of stated protocol by schools, districts, departments and agencies. It also confirms the online availability of the Foundation’s materials.

An additional benefit for the Foundation is in seeking funding. Some private grantors view the MOU as a demonstration of program effectiveness.

Another option is to formally notify the Foundation with a Notice of Intent (NOI). This is a notice that you are reviewing the materials but have not adopted them yet. This is also available on the website.

At a minimum, schools, districts, departments and agencies that will ultimately incorporate the SRP into their safety plans and practices should email srp@iloveuguy.org and let us know.

PRIVACY POLICY

When you agree to the Terms of Use by sending an MOU or NOI, your contact information will be entered into a database. You will receive notification when there are updates and/or new materials. You will have the opportunity to opt in to receive periodic blog posts and newsletters via email.

Our Commitment to Program Users: We will not sell, share or trade names, contact, or personal information with any other entity, nor send mailings to our donors on behalf of other organizations.

This policy applies to all information received by The “I Love U Guys” Foundation, both online and offline, as well as any electronic, written, or oral communications.

Please see our website for the full Privacy text.

ONE DEMAND

The protocol also carries an obligation. Kids and teens are smart. An implicit part of the SRP is that authorities and school personnel tell students what’s going on.

Certainly temper it at the elementary school level, but middle schoolers and older need accurate information for the greatest survivability, and to minimize panic and assist recovery.

Note: Student training includes preparation for some alternative methods during a tactical response but reinforces deference to local law enforcement.



STANDARD RESPONSE PROTOCOL

INTRODUCTION

This document outlines The Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school safety plan for critical incident response within individual schools in a school district.

“SRP is not a replacement... it’s an enhancement to your existing safety plans.”

The intent of this document is to provide basic guidance with respect for local conditions and authorities. The only mandate presented is that districts, agencies and departments retain the “Terms of Art, which are actions,” and “Directives” defined by this

protocol.

The SRP is not a replacement for any school safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders.

As a standard, SRP is being adopted by emergency managers, law enforcement, school and district administrators and emergency medical services across the country. Hundreds of agencies have evaluated the it and recommended the SRP to thousands of schools across the US and Canada.

New materials and updates can be found online at <http://iloveguys.org>.

A CRITICAL LOOK

Be prepared to look at existing plans with a critical eye, as often they can be described as a “Directive” of a certain “Term of Art.” For example, conducting a fire drill is practicing a specific type of evacuation and the actions performed are similar in all evacuation scenarios. It makes sense to teach and train broader evacuation techniques while testing or practicing a more specific directive, like evacuating to the parking lot due to a fire.

TIME BARRIERS

Time barriers or measures taken beforehand to ‘harden the structure’ can be an invaluable asset to safety; not only for staff and students, but also visitors to a campus who expect a friendly and secure environment.

Time barriers are best described as a physical barrier that slows down the entry into, or movement through, a facility. Any additional delay allows trained persons to take further protective action and gives first responders more time to arrive.

An example of a time barrier is making the exterior doors of a building automatically lock, and could include installing a film on glass door panels to prevent them from shattering, thereby delaying an intruder’s attempt to break into the premises.

Finally, the most powerful time barrier in an active assailant event is a locked classroom door. The Sandy Hook Advisory Commission Report* says this:

“The testimony and other evidence presented to the Commission reveals that there has never been an event in which an active shooter breached a locked classroom door.”



In Foundation investigations of past school shootings where life was lost behind a locked classroom door, some edge cases were revealed. The perpetrator in the Red Lake, MN incident gained entry into the classroom by breaking through the side panel window next to the classroom door. In the Platte Canyon hostage incident, the perpetrator was already in the room when Jeffco Regional SWAT explosively breached the classroom door. At Marjory Stoneman Douglas High School, shots were fired through glass panels in doors, but the perpetrator never entered any classrooms.

**FINAL REPORT OF THE SANDY HOOK ADVISORY COMMISSION
Presented to Governor Dannel P. Malloy State of Connecticut
March 6, 2015
Document page 238 - Appendix A-I.1*

BEFORE YOU BEGIN

Districts and schools typically have a comprehensive safety program established and executed by a dedicated team of safety or security personnel. That same Safety Team should be responsible for incorporating the SRP into the safety plan. Including staff, students and a counselor or nurse on the Safety Team can greatly increase the buy-in and participation from all campus safety stakeholders.

If it was not done during the development of the existing safety plan it is highly encouraged that, while incorporating the SRP, the safety team establish contact with local emergency services and law enforcement officials as they can help ensure safety plans will not conflict with existing local emergency services protocols.

THE STANDARD RESPONSE PROTOCOL

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. 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.

Historically, schools have taken a scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or tabbed binder in a teacher's desk that describes a variety of things that might happen, and the specific response to each event.

SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

1. **Hold** is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.
2. **Secure** is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
3. **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.
4. **Evacuate** may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.
5. **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local responders would then be "We are under Lockdown."

ACTIONS

Each response has specific student and staff actions. The Evacuate response might be followed by a location: "Evacuate to the Bus Zone." Responses can also be chained. For instance, "Evacuate to Hallway. Shelter for Earthquake. Drop, Cover and Hold."

BENEFITS

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders would assist as parts of the school go to an "Evacuate to the gym and Lockdown," and later "Evacuate to the bus zone."

SECURE VS. LOCKDOWN

The differentiation between Secure and Lockdown is a critical element in SRP. Secure recovers people from outside the building, secures the building perimeter and locks all exterior doors. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Secure response. While the Secure response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction.

Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet. It does not mandate locking exterior doors for a few reasons: risk is increased to students or staff in exposed areas attempting to lock the doors, and locking exterior doors inhibits entry of first responders and increases risk as responders attempt to breach doors. If the doors are already locked, leave them alone.

Be aware that situations can change quickly. Depending on what's happening, a Lockdown might change to a Secure condition, or the Secure condition evolves to Lockdown. Refer to the FAQs on page 30.

TACTICAL RESPONSES

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consultation with local law enforcement regarding expectations and actions.



STANDARD RESPONSE PROTOCOL

PROTOCOL DETAILS SUMMARY

This section of the guidance defines conditions, actions, responsibilities and other aspects of preparing and incorporating The Standard Response Protocol within a school or district safety plan.



PREREQUISITES: NIMS AND ICS

In order to coordinate the use of the SRP in district plans, it is highly recommended that key individuals within the district and those with a role in district/campus emergency operations, complete the following courses through FEMA.



FEMA

1. IS 100.C: Introduction to the Incident Command System
2. IS-700.B: An Introduction to the National Incident Management System
3. IS 362.A: Multihazard Emergency Planning for Schools

These courses are available online at no cost using the internet at <http://training.fema.gov>. Anticipate one to three hours per course to successfully achieve certification. The courses are offered at no charge. Please note: The "I Love U Guys" Foundation is not affiliated with FEMA.

RESOURCES AND CREATING RELATIONSHIPS

Throughout this book, you'll see quite a few suggestions to contact your local or regional responders, whether it's law enforcement, emergency services or fire departments. Communication with these local resources is essential.

In most areas, schools are the largest population centers during a school day, so it makes sense to utilize the advice and services those agencies provide. Additionally, some county emergency managers are equipped to assist with your safety planning. Some school districts are able to engage with their regional Department of Homeland Security for training resources.

Take a look around your county and state and see what's available.

If you would like to speak with other schools or districts prior to utilizing the Standard Response Protocol, contact The "I Love U Guys" Foundation (info@iloveuguy.org) and we may be able to connect you with a school or district near you that has a similar profile and similar challenges.

DOORS, LOCKS AND STRESS

A consistent observation by first responders is that human beings have difficulty completing even routine tasks when they are under stress. The otherwise simple task of locking the classroom door may become extremely difficult for a teacher who has just heard a Lockdown order. Elevated adrenaline levels may result in the loss of fine motor skills, which can impede an act as normal as inserting a key to lock a door.

Keeping classroom doors locked during instruction has proven to be a time barrier. While this may create an inconvenience if students are late or need to re-enter classroom for other reasons, it provides an essential layer of protection against intruders.

TALK TO THE FIRE MARSHAL

It's important to discuss classroom security options and modification with local fire authorities. Some will allow a locked classroom door to be propped open during the school day, while some will not. Variances in local Fire Codes and application will help determine the options for your schools.

MEMORANDA OF UNDERSTANDING

Establishing a Memorandum of Understanding (MOU) and/or Mutual Aid Agreement (MAA) between responding agencies and local resources are critical. It is insufficient to rely on a conversation or handshake between entities who would respond to an incident or provide resources during an emergency.

Written agreements such as MOUs and MAAs are important to emergency operation plans and should be reviewed and updated regularly.

An SRP-focused Sample MOU between a School District and Law Enforcement/Fire/EMS was created by The "I Love U Guys" Foundation in order to guide schools in creating effective MOU's with local first responders. This can be downloaded from The "I Love U Guys" Foundation's website.

CLASSROOM POSTERS

Part of a school's commitment to SRP is displaying posters in classrooms, libraries, cafeterias, gymnasiums, auditoriums and hallways.

The Foundation recognizes that this commitment may impact printing budgets and consequently asks that schools or districts commit to a time frame when poster installation can be completed.


Two sizes of posters are available in English and Spanish at <http://iloveguys.org> at no charge.

TRAINING RESOURCES

While the SRP materials may be downloaded and implemented at no cost, The Foundation can provide on-site or online training for a cost, and has worked with a number of organizations in providing training workshops.


Send training inquiries to training@iloveguys.org.

IN AN EMERGENCY TAKE ACTION




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

STUDENTS Clear the hallways and remain in room or area until the "All Clear" is announced Do business as usual	ADULTS Close and lock door Account for students and adults Do business as usual
---	---




SECURE! Get inside. Lock outside doors.

STUDENTS Return to inside of building Do business as usual	ADULTS Bring everyone indoors Lock outside doors Increase situational awareness Account for students and adults Do business as usual
---	--




LOCKDOWN! Locks, lights, out of sight.

STUDENTS Move away from sight Maintain silence Do not open the door	ADULTS Recover students from hallway if possible Lock the classroom door Turn out the lights Move away from sight Maintain silence Do not open the door Prepare to evade or defend
---	--




EVACUATE! (A location may be specified)

STUDENTS Leave stuff behind if required to If possible, bring your phone Follow instructions	ADULTS Lead students to Evacuation location Account for students and adults Notify if missing, extra or injured students or adults
--	--



SHELTER! Hazard and safety strategy.

STUDENTS Use appropriate safety strategy for the hazard	ADULTS Lead safety strategy Account for students and adults Notify if missing, extra or injured students or adults
Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground



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SRP K12 2021 | Standard Response Protocol | Version 3.0 | 05/04/2020

Page 13 of 33



STANDARD RESPONSE PROTOCOL

COMMUNICATION

Every school's Emergency Operations Plan (EOP) should contain a section for communicating both internally and externally during a crisis situation.

In any type of event, clear and well-planned communication is essential. Depending on the type of incident, you might have only minutes to prepare a statement and communicate it to the appropriate people.

Primarily, give the staff and students as much information as possible so they can make informed decisions about their actions. If little is known about the situation, tell them that.

Communication to parents and guardians is critical as well. It's likely that a number of them will show up at the school no matter what's going on, so letting them know what's happening and what to do is a must.

INCIDENT COMMAND

When your Safety Team is creating an EOP, they'll include some level of the Incident Command System (ICS), which is the hierarchy of authority and responsibilities. One role in ICS is the Public Information Officer (PIO) and this role can be used on a daily basis.

Having a Communication Team in your school and/or district is good practice in order to keep lines of communication ongoing for everyday events and activities.

Many school districts have a full time Communication/PIO supervisor. Within a school, there is usually at least one person who manages the low level event and activity communication along with their primary job.

High level event information should be handled by a competent and well versed individual who provides information that is clear, concise, and complete enough in content to further the mission.

Create a policy for protocol and content for each communication channel to maintain consistency.

CHANNELS

Decide which methods of communication are the best fit for your community. This is reliant on your community's internet bandwidth, cell phone service and other preferences. Whatever you choose needs to be reliable, fast, and reach a high percentage of the community members. Document who on the Communication Team has access to update each channel.

Also, think about which channels are used regularly for day to day messaging, like emails, and consider using alternate methods for emergencies such as text and phone, which may not be used as frequently. Doing so will alert

the recipients that this is not the regular, daily email, but something more important.

CONTACTS

After determining the best channels to use, decide who you will need to communicate with. Certainly staff and parents, but also students depending on the age group. Asking parents to keep their contact information updated is critical. Add responders and dispatchers as needed.

TIME

For certain incidents there are only a few minutes to prepare. If Law Enforcement or Fire is involved, people will hear about an incident quickly. Reaching your stakeholders immediately with any type of message acknowledging the incident is essential. Have some basic message formats approved and ready to use.

CONTENT

Not every situation needs immediate text messages and emails, so it's important to determine what is warranted and when. Less urgent situations—a school cancellation with ample notice, for example—might warrant an email, mass phone message and website update, whereas an unexpectedly early dismissal requires mass phone calls and text messages to ensure that information is received quickly.

An initial message can be as simple as stating that something has happened, and telling stakeholders where to find updates.

Include only the factual information you have; do not speculate. The recipients of your outgoing messages must be able to trust in the validity of the content.

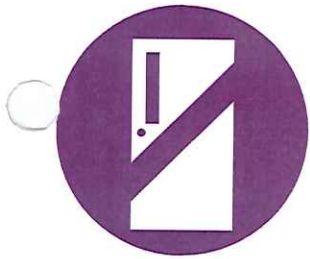
Any situation that requires emergency communication for an incident will also require a follow-up.

PREPARATION

A tabletop exercise is a start; basically it's a brainstorming session. Your Communication Team can talk through possible scenarios and formulate messaging accordingly. They must think about what immediate information is necessary, how to follow up, and who they will need to speak with/follow to receive trusted updates.

Use the 27/9/3 rule during message preparation. This is a very basic recommendation and suggests using a total of 27 words, which can be spoken in about 9 seconds, containing three or fewer key points.

The team should pre-script some basic messages that may be sent out, with blank spaces for details like time and date. Having these pre-approved and available will aid the team later if they're under stress or time constraints.



HOLD

In Your Room or Area

HOLD IN YOUR ROOM OR AREA. CLEAR THE HALLS

There may be situations that require students to remain in their classrooms. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch or some other location where they should remain until the hold is lifted.

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

PUBLIC ADDRESS - RELEASE

A Hold can be released by Public Address.

"The Hold is released. All Clear.
The Hold is released. All Clear."

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

ACTIONS

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change, until the all clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless administration directs otherwise.

It is suggested that prior to locking the classroom door, teachers should rapidly sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct business as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off campus.

RESPONSIBILITY

Typically an administrator is responsible for initiating a Hold, however anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION

Student, teacher, and administrator training.

DRILLS

Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that need attention;
- Unfinished maintenance operation in a common area during class changes.

INTERNAL/PRINCIPAL MESSAGING

To students and staff during an incident.

Example Situation: Medical Emergency

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

"Students and staff, the Hold is released. All clear. Thank you for your assistance with making this Hold work smoothly."

MESSAGING TO PARENTS

To parent and community after a Hold event

Example Situation: Medical Emergency

"Today at **(time of day)**, there was a limited First Aid event in the building which required the Hold action to be initiated. Hallways were cleared and the event was handled promptly. Questions can be directed to **(PIO)** jdoe@school.org"



SECURE

Get Inside, Lock Outside Doors.

SECURE GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Protocol is called when there is a threat or hazard outside of the school building. Whether it's 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.

PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

ACTIONS

The Secure Protocol demands bringing people into a secure building, and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

CONTROLLED RELEASE

Circumstances where a threat is perceived but not directly evident may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area would occur. There may be additional law enforcement presence.

MONITORED ENTRY

When there is a perceived threat but it's not immediate, anyone entering the building is more closely monitored, especially during after-school gatherings. Students changing classes between buildings or going to the parking lot might be escorted with a heightened awareness.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

During a Secure event, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would

follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."

A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Assign someone to attach the Secure posters (shown on the right), outfacing, to building entry doors to alert potential visitors of the Secure condition.

REPORTED BY

Secure is typically reported by emergency dispatch to the school office. Office staff then invokes the public address and informs administration.

It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION

Identification of perimeter access points that must be locked in a Secure event defines the Perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured.

Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

DRILLS

Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Secure event. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.

If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.

If, during a Secure event, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.

EXAMPLES OF SECURE CONDITIONS

The following are some examples of when a school or emergency dispatch might call for Secure Protocol.

- Unknown or unauthorized person on the grounds
- Dangerous animal on school grounds
- Criminal activity in area
- Planned police activity in the neighborhood

MEDIA MESSAGING

To the community during an event.

Example Situation: Criminal Activity Nearby

If your school has been notified by law enforcement that there's activity in the area, you might use this type of message:

"We have been advised there is police activity in the area of **(location)**. Staff and students are accounted for and the Secure Protocol has been established. Updates to follow."

DISPATCH MESSAGING

To the school prior to this occurring.

Example Situation: Planned Warrant Service Notification

"Be advised there is a planned police activity today **(date)**, sometime between **(time range)**, in the area of **(neighborhood or nearby intersection)**. We request the schools in the area place their campuses in the Secure protocol during this event. Be advised there may be an increased Law Enforcement presence in the area and the potential of loud noises. We will notify you when the event has concluded."

WHEN... THEN...

The following scenario happened in a school district, and is a good topic of discussion during tabletop exercises.

Example: Shots are fired in the neighborhood

In this event, the school day had ended at a neighborhood middle school. Some students were walking home, some were on buses, and some were on campus for after-school sports. When the shots were fired, who was in charge of the communication?

- Law Enforcement needed to alert the school.
- The school was responsible for sending an alert to students/parents/guardians.
- Students who were still on campus were brought inside, and the campus enacted the Secure Protocol.
- Law Enforcement increased patrols in the neighborhood as they sought the source of the gunfire.
- Dispatch maintained communication with the school's Communication Team.

**SCHOOL IS SECURED
NO ONE IN OR OUT**




**ESCUELA BAJO PROTECCIÓN
NADIE PUEDE ENTRAR**

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**SCHOOL IS SECURED
MONITORED ENTRY AND CONTROLLED RELEASE**



**ESCUELA BAJO PROTECCIÓN
ENTRADA VIGILADA Y SALIDA CONTROLADA**

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LOCKDOWN

Locks, Lights, Out of Sight

LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!
Lockdown! Locks, Lights, Out of Sight!"

ACTIONS

The Lockdown protocol demands locking individual classroom doors, offices and other securable areas, moving occupants out of line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock doors remotely.

Teacher, staff and student training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending

on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

Students, staff and teachers should be advised that a Lockdown may persist for several hours, and during an incident silence is recommended.

DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

For more information, see the Lockdown Drills section of this book.

CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If, during a Lockdown, an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

CELL PHONES

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask students to text their parents with a message like this: "We're in Lockdown. I'm okay and I'll update you every 5 minutes." Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID," might be recommended for student-parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services. This frees up bandwidth for first responders, while still allowing SMS text messaging.

EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within school building
- Intruder
- Angry or violent parent or student
- Report of a weapon
- Active assailant

RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an armed intruder that there are potential targets in that room.

MEDIA MESSAGING

To community after an event.

Example Situation: Intruder in the School

"Today at **(time of day)**, there was an individual observed entering **(school name)**. The individual was later identified as a non-custodial parent of a student at **(school name)**. School officials placed the school on Lockdown and notified the police of the situation. The individual was not able to gain access to any students at the school and the police are investigating the situation."

DISPATCH

To responding officers during an event.

Example Situation: Angry/Violent Parent at School

"**(Dispatched units)** there is a disturbance at **(school name)**. A parent **(identity if known, physical description)** on scene is screaming, throwing items, and threatening staff in the office area of the school. The reporting party advised the school has been placed on Lockdown. **(time stamp)**."

LAW ENFORCEMENT MESSAGING

To community/media after event.

Example Situation: Weapon Report

"On **(date)** at **(time of day)**, **(LE Agency)** received the report of a student who had brought a weapon to **(school name)** and was allegedly armed in an otherwise unoccupied classroom. School officials advised the remainder of the school had been placed on Lockdown. Upon arrival, officers were able to make contact with the student and placed the student into custody without incident. The investigation is ongoing."

THE DURATION OF A LOCKDOWN

A question that occasionally arises is "How long does it take to release a Lockdown?" The answer is, "That depends, but probably longer than you want to hear."

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

WHAT ABOUT CELL PHONES?

One of the occasionally heated conversations is about cell phone usage. If the current trends continue, there will be a point in the future where nearly every student will have a communication device.

There may be cases where law enforcement will ask students to leave their phones behind. A bomb threat for example.

In many cases, having the ability to craft messages for students to send their parents, or for students to call their parents, can be of tremendous value.

The Foundation freely admits to a bias though. Take just a moment and think of the origination of the Foundation. (See page 8.)



EVACUATE

A Location may also be given

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another.

Most often, evacuations will be necessary when there's a heating/ventilation system failure, nearby gas leak, or bomb threat. In those cases, people will be allowed to bring their personal items with them. An evacuation drill is very similar to a fire drill.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.
Evacuate! To a location."

ACTIONS

The Evacuate Protocol demands students and staff move in an orderly fashion.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an evacuation. The directives or actions may vary for fire, bomb threat, or other emergency. Other directions may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally choose an offsite evacuation facility that's in walking distance and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. There is a sample MOU for this on The "I Love U Guys" website.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take roll after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points so everyone isn't grouped together.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. Fire drills are often required regularly, and constitute a valid evacuation drill.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

CONTINGENCIES

Students are trained that if they are separated from their class during an evacuation, then joining another evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly, visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up Red card if they are missing students, extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials Section for examples.

INTERNAL PRINCIPAL / SRO MESSAGING

To the students and staff.

Example Situation: Possible Hazmat Situation in the School

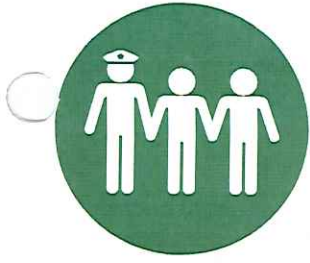
"Evacuate to your assembly point. Evacuate to your assembly point. Please initiate evacuation procedures immediately and meet at your assigned assembly point outside"

MEDIA MESSAGING

To the media/community after an event.

Example Situation: Gas Leak

"Today at (time of day) students and staff at (school name) were ordered to evacuate due to the report of the smell of natural gas in the area of the school. The students evacuated to (evacuation location) in order to be reunited with their parents/guardians. Officials say the natural gas odor was as a result of a gas line that was broken by a road crew at (location) and is currently being repaired. School will be back in session on its normal schedule tomorrow."



POLICE LED

Evacuation After a Lockdown

POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely that students or staff may be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again at the assembly area.

EMOTIONAL RESPONSIBILITY

There is a new conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing area and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

PREPARATION

Student, teacher, and administrator training.

CONTINGENCIES

In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

MEDIA MESSAGING

To the media/community after an event.

Example Situation: Violent Event

"On **(date)** at **(time of day)**, **(agency name)** responded to **(school name)** in reference to **(event type)**. Officers assisted with safely escorting students and staff out of the school and to the Evacuation site where the **(School District)** was able to initiate the Reunification process."

DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

"**(Dispatched Units)** respond to **(school name)** to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at **(location)**. Respond to the Command Post for your assignment. **(time stamp)**"

LAW ENFORCEMENT MESSAGING

To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to **(area near the school)** to assist with evacuating students from **(school name)** because of gas smell in the building. Meet with **(supervisor)** for further information to assist with Evacuation and Reunification.



SHELTER

State the Hazard and Safety Strategy

SHELTER

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornado, earthquake, hazardous materials situation or other local threats.

PUBLIC ADDRESS

The public address for shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.
Shelter! For a hazard. Using safety strategy."

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

SHELTER - STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to a successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization.

ABOUT SHELTER-IN-PLACE

There is a long tradition of using the term "Shelter-in-place" for a variety of hazards. While still in common use, the SRP suggests simply stating the hazard and providing a safety strategy.

A deep exploration of the FEMA website found over a dozen different scenarios where "Shelter-in-place" was advised. Two of the most common were for Tornado or Hazmat. Very different actions would be taken for those hazards. A single directive, "Shelter-in-place" doesn't provide the necessary information. "Tornado! Get to the storm shelter!" is more direct.



MATERIALS

AND NOTE TO PRINTER


SRP OVERVIEW WALL POSTER

This K12 SRP overview wall poster was created for you to print and place on walls in order to remind everyone of the different SRP actions and allow teachers to start the conversation about SRP with their students.

Placing Posters is an essential step in full implementation of the SRP. The poster should be displayed in every classroom, near building entries, and the entrances to the cafeteria, auditorium and gym. The shelter hazards and safety strategies can be modified for local conditions.

The poster is available in letter size (8.5 x 11") and tabloid size (11 x 17"), in English and Spanish.


IN AN EMERGENCY TAKE ACTION



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

STUDENTS
Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual


ADULTS
Close and lock door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual


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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door


ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults




SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

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

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults



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Note to Printers

This material may be duplicated for distribution per "SRP Terms of Use," which read as follows:

Terms of Use: District/school is responsible for physical material production of any online resources provided by The Foundation. The District/school is not required to utilize printing services provided by The Foundation for production of support materials.

What this means: You may print this material for them.

Terms of Use: School District agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.

What this means: The school, district, agency or organization may place their logo and/or name on printed material to personalize it. They may not substantively change the wording or actions, except as it applies to hazards specific to their region.

PRINTING THE BOOKS

Books have been laid out with a 5 pica (.83") interior margin and a 4 pica (.63") exterior margin to facilitate duplex printing of the materials. Books can be finished using common bindery methods: perfect bind, comb bind, spiral bind, saddle stitch, or punch for a 3-ring binder.

STATUS POSTERS

Letter-size posters for use to communicate the status of the school during drills or incidents.

These include posters for two levels of Secure conditions, and a Lockdown Drill Poster.





PUBLIC ADDRESS PROTOCOL POSTER


The Public Address Protocol Poster can be placed near all reasonable public address locations. This is a sample. Your district, department or agency should customize this poster for regional hazards. It is available to download in Microsoft Word format. The public address is repeated twice each time the public address is performed.


- Hold! In your room or area. Clear the halls.
- Secure! Get Inside. Lock outside doors.
- Lockdown! Locks, Lights, Out of Sight!
- Evacuate! To a Location.
- Shelter! State the Hazard and Safety Strategy.


IN AN EMERGENCY TAKE ACTION


HOLD



SECURE


LOCKDOWN


EVACUATE


SHELTER

Standard Response Protocol – Public Address	
Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!



STANDARD RESPONSE PROTOCOL

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PARENT HANDOUT INFORMATION FOR PARENTS AND GUARDIANS

Clear communication to parents and guardians about the SRP is essential so they understand the actions your school will be using. By being as clear as possible, you can reduce the amount of stress they might experience for even the small disruptions in a school day.

They need to understand their roles in any incident. The letter-size handout describes what is expected of people in the school. The other side of the handout, shown here, is Parent Guidance which outlines the roles of the parents and guardians during Secure and Lockdown events.

Schools should outline the methods with which they will be communicating with parents and guardians about any drill or actual incident. It is imperative that parents and guardians keep their contact information up to date with the school and district.

Additionally, there is a web page for parents to go to for detailed information and conversations. Your school or district is welcome to post this on your website for easy access.

The Parent Handout is available in accessible PDF formats in English and Spanish.



STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

"Get Inside. Lock outside doors"

Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place. With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

"Locks, Lights, Out of Sight"

A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unannounced drills, however it is highly discouraged to conduct one without announcing that it is a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a drill and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.



SCHOOL IS SECURED

ESCUOLA A SALVO PROTECCIÓN



**DRILL IN PROGRESS
NO ONE IN OR OUT**

SEÑALADO EN CURSO
NO SE PUEDE LA ENTRADA
O SALIDA DE NINGUNO



K12 2021 STANDARD RESPONSE PROTOCOL

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RED CARD/GREEN CARD

This is for use in an Evacuation Assembly to do a quick assessment of the status of all groups. It is not for classroom use during a Lockdown or Lockdown Drill.

There are three different types for different situations, so choose to use the one that's best for your environment.

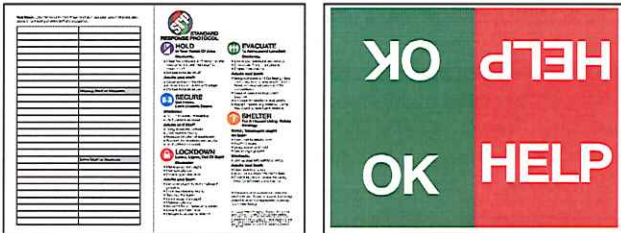
After arriving at an Evacuation Assembly and taking roll, the Red/Green Cards are used for administration or first responders to quickly, visually identify the status of the teachers' classes after an evacuation.

- Green Card (OK) - All students accounted for, No immediate help is necessary
- Red Card (Help) - Extra or missing students, or vital information must be exchanged



RED/GREEN/MED CARD

- Red and White Cross (Medical Help) - Immediate medical attention is needed



RED/GREEN/ROLL CARD

- This includes a roll sheet for users to record who is in their group.



RED/GREEN/ALERT CARD

- The Alert card is used to indicate there is a problem in your group and you need assistance.

VIDEO TRAINING

There are also some videos you can download from <http://iloveguys.org>, or YouTube, to use for training purposes.

- **The Standard Response Protocol (SRP) for Students (7:26)**

This is a teenage student speaking with a School Resource Officer about the actions of the SRP. It's appropriate for students in middle school and older.

- **Lockdown Drill with Standard Response Protocol (3:35)**

This was recorded during a High School Lockdown drill. It includes interviews with students, and is appropriate for all ages of students.

- **For the very little ones,**

There are links on the website to training modules that were created for younger students by school districts. We link to those with permission by the creators.

ID CARDS

Art for printing onto identification cards is available for slotted and unslotted cards in the standard size of 3.375" x 2.125".



POCKET GUIDE

This is a quick guide to the five actions which folds to the size of a business card to fit in wallets, pockets, and ID card holders. It prints on two sides of letter-size paper and there are three to a page.





DRILLS vs. Exercises

DRILLS vs. EXERCISES

Media coverage exploring issues with lockdown drills potentially causing trauma has resulted in the need for clarification. Much of the coverage attributed the word “Drill” to what was actually an “Exercise.”

School lockdown drills, active shooter drills, and exercises are not synonymous. Nor are they universally defined, understood and practiced. Some of this confusion may be a result of actual FEMA guidance (reproduced to the right), and other publicly available materials on the subject.

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 safety skill.

EXERCISE

The over-all 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.

Invite people from your community to participate as volunteers in an Exercise, or to observe it. You will probably be introducing scenarios they have thought about; this level of engagement can be quite useful.

A **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 member’s ability to refer and react to their role in the emergency plan, as well as their readiness to communicate with other members as needed. These usually run a few hours in duration, and are highly valuable for identifying the unique threats in each community.

In a **Functional Exercise**, participants perform their duties in a simulated emergency environment. 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.

A **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.

SRP EVOLUTION

In developing the Standard Response Protocol, The “I Love U Guys” Foundation took the following approach:

- Identify the hazard;
- Develop response;
- Train;
- Practice;
- Drill;
- Exercise.



PROBLEM IDENTIFICATION

The first priority of the SRP was to introduce common, plain language responses to various events. Assessment of various school responses in 2009 revealed there was no common language between students, staff, parents, media and first responders. The core areas examined were:

- Something happening outside the school;
- Something happening inside of the school;
- How to get out of the school;
- Natural or man-made hazards;
- Keeping the halls clear.

DEVELOP RESPONSE

Given those conditions, the Standard Response Protocol was developed, piloted and released.

TRAIN

The next step in the process is providing training to students and staff on each of the response protocols. For example, the Foundation has developed materials for training students and staff on the SRP.

PRACTICE

Once training has been delivered, practice is recommended prior to any drill. This may initially involve a discussion between staff and students to:

- Find various exit routes in advance of an Evacuation drill;
- Discuss ways to protect oneself from various weather hazards prior to a Shelter drill;
- Identify Safe Zones within a classroom and practice moving students to those zones prior to a Lockdown drill;
- Talk about situations that may require a Secure or Hold action.

COMMUNICATING ABOUT DRILLS

Prior to conducting any drills, schools are advised to send concise communication to parents and guardians about the nature and objectives of, and reason for, the drill. This can be done with an email or letter or both. It is not necessary to state the exact day or time of the certain drills.

If parents feel their student(s) will be upset by certain drills, invite them to attend, or give them a chance to opt their family out of the drill. If possible, arrange to have an opt-out student stay on school grounds, but not participate, in order to minimize disruption to the school day.

FEMA GUIDANCE - IS-362.A

FEMA guidance on training, drilling and exercising, from the course IS-362.A "Multihazard Emergency Planning for Schools."



TRAINING

- **Briefings:** Short meetings that provide information about a specific topic (e.g., new evacuation sites, tips on how to use the student information system to find student contact information, new district contact information).
- **Seminars/classroom training:** Used to introduce new programs, policies, or procedures. Provide information to students and staff on roles and responsibilities. This may also include training presented outside of the school (e.g., first aid, CERT).
- **Workshops:** Resemble a seminar but are employed to build specific products, such as a draft plan or policy.

DRILLS

Drills are operations-based exercises that usually test a single specific operation or function within a single entity. Conducted in a realistic environment, drills are often used to test new policies or equipment, practice current skills, or prepare for larger scale exercises.

FUNCTIONAL EXERCISE

A functional exercise is the simulation of an emergency event that:

- Involves various levels of school, school district, and emergency management personnel.
- Involves trained personnel "acting out" their actual roles.
- Evaluates both the internal capabilities and responses of the school, school district, and emergency management officials.
- Evaluates the coordination activities between the school, school district, and emergency management personnel.

FULL-SCALE EXERCISE

- A full-scale exercise is a multiagency, multijurisdictional, multidiscipline operations-based exercise involving functional (e.g., Joint Field Office, emergency operations center) and "boots on the ground" response (e.g., firefighters decontaminating mock victims). ”

<https://emilms.fema.gov/IS362a/> (Circa 2019.06.12)



LOCKDOWN

Drills

LOCKDOWN DRILL GUIDANCE

A critical aspect in implementing the SRP with fidelity is the Lockdown Drill. Successful drills provide participants with the “muscle memory” should an actual Lockdown occur. Drills also reveal deficiencies that may exist in either procedures, training or personnel.

Understand that a lockdown drill is for practicing an action, not an event. An actual lockdown can occur due to a variety of threatening situations which may present an immediate and ongoing danger to the safety of students, staff and visitors within a building.

PREPARATION

Prior to drilling, students, staff and administration should review the SRP Training Presentation, which is available on The “I Love U Guys” Foundation website. Administration should also verify with law enforcement their use of the SRP in the school or district.

Teachers should take time with students to identify and occupy a “Safe Zone” in the classroom where they cannot be seen through any corridor windows. If visibility in a classroom is problematic, window coverings or alternative locations should be identified. Speak with local law enforcement about their preference about using window coverings.

Additionally, the following instructions should be delivered to students.

1. Locate yourself at a point in the classroom where you can no longer see out the corridor window.
2. Maintain silence. No cell phone calls.
3. Refrain from texting during drills.

PARTNERSHIPS

School level drills should have district support. There may also be district resources available to assist in conducting the drill. Another key partnership is with local law enforcement. Local patrol, community resource officers or school resource officers should be part of the drill process.

THE EMERGENCY RESPONSE TEAM

Some schools have a pre-identified Building/School Emergency Response Team. These teams are effective for responding to any type of incident.

It is a noted best practice for administration to survey the staff population for prior emergency response, military or law enforcement experience, and specialized training and skills for use in district emergency operations.

THE LOCKDOWN DRILL TEAM

During an actual lockdown, members of the Emergency Response Team may be in classrooms or administrative

offices in lockdown mode and unable to assist with the response.

The Lockdown Drill Team should not include personnel that have specific roles during an actual emergency within that school. Instead, the team might include a school nurse or medical professional, district safety representatives, law enforcement, and those administrators from another school.

STAFF NOTIFICATION

When lockdown drills are first being introduced to a school, it is absolutely okay to tell staff in advance of the drill. There may be staff members adversely affected by surprise drills.

SPECIAL NEEDS CONSIDERATIONS

It is critical to identify any specific issues that may cause challenges for students with special needs or disabilities and incorporate appropriate actions for notification prior to drills. It is not recommended that additional assistance be provided in special needs areas for drills, UNLESS this assistance is part of the plan and those resources will be assigned in an actual emergency.

THE PRE-DRILL BRIEFING

Prior to the lockdown drill a short planning meeting with the Lockdown Drill Team should occur. The agenda is simple:

1. Review the floor plan and team member assignments;
2. Expected drill duration;
3. The door knock and classroom conversation;
4. Potential student or staff distress.

OPTIONS-BASED TRAINING

Both staff and students should be educated about the options that can be used in an active threat situation. Realistically, students and staff are not always in their classrooms or behind closed doors as they go throughout their busy school days; because of this, students and staff should be taught additional strategies that go beyond Locking Down in a classroom. Possible discussion can include what a staff member or student should do when in a bathroom, cafeteria, or hallway if an active threat arises. This is where self-evacuation strategies could play a roll.

Lockdown drills can be conducted at varied times, such as when some classes are outside or at recess. The staff and students at recess can practice how to safely leave the school grounds. Age-appropriate strategies can be discussed.

ANNOUNCING THE LOCKDOWN DRILL

When using public address to announce a lockdown drill, repeat, "Lockdown. Locks, Lights, Out of Sight. This is a drill." It's important to tell students and staff that it's a drill. Failure to do so will most likely result in parents, media and maybe even law enforcement coming to the school.

"Lockdown. Locks, Lights, Out of Sight. This is a drill.
Lockdown. Locks, Lights, Out of Sight. This is a drill."

Alternately, consider announcing the drill prior to saying which type of drill it is. This technique will prevent an immediate reaction to the word Lockdown.

"This is a drill. Lockdown. Locks, Lights, Out of Sight"
"This is a drill. Lockdown. Locks, Lights, Out of Sight,"

or

"We are going to conduct a lockdown drill. Please listen for the lockdown announcement."

CONDUCTING THE DRILL

The Lockdown Drill Team should be broken into groups of two or three members who go to individual classrooms. One of the members acts as "Scribe" and documents each classroom response. Large schools will need multiple Lockdown Drill Teams in order to complete the drill in a timely fashion.

At the classroom door, team members listen for noise and look through the corridor window for any student or staff visibility or movement. A team member then knocks on the door and requests entry. There should be no response to this request. At this point a member of the team unlocks the classroom door and announces their name and position. A quick assessment is made by the safety team. The occupants of the room are reminded that they are still in lockdown and should remain so until they hear an announcement that the drill is completed.

A Lockdown Response Worksheet was created by The "I Love U Guys" Foundation to assist in documenting the lockdown drills. See Appendix A.

WINDOWS

Often there is a conversation about inside and outside windows. Corridor windows are left uncovered so that first responders can see inside the room. Outside windows are left untouched because the threat would be inside the building. There are different preferences regarding window coverings, so please discuss this with your local responders to make sure you're in agreement.

THE CLASSROOM CONVERSATION

Make sure to stake out a few minutes after the room has been checked, and before the release of the drill, to allow for conversation in the classroom.

Typically, this conversation addresses the purpose of the drill, and the observed outcome for that classroom. Additionally, self-evacuation and other life safety strategies can be discussed.

Any issues should be addressed gently but immediately. When possible, have a school counselor available to address any staff or student distress.

THE LOCKDOWN DRILL TEAM DEBRIEF

At the conclusion of the drill, the team should reconvene for a debrief and use this time to review portions of the school safety plan. A good debriefing may reveal some gaps and areas for improvement in the plan.

Any issues should be documented, the safety plan reviewed, and actions items identified. An opportunity for all staff to submit information regarding the performance of the drill should be part of the after action review process.

LOCKDOWN DRILLS OR ACTIVE SHOOTER DRILLS?

A Lockdown Drill is designed to practice for any threat inside the building and to create the muscle memory. Therefore these Drills should only be for Lockdown, and not "active shooter" or "active assailant."

One of the primary goals of crisis preparedness is to develop a sense of empowerment and control. Lockdown drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. An active shooter or armed assailant **exercise** is specific to one type of incident, with the intended outcome of first responders and schools practicing their tactics. These include simulating a hazardous event, in which case it is more accurate to define them as **Exercises**.

When these are conducted, participants (staff and students) must willingly volunteer, and understand exactly what the scenario will be.



STANDARD RESPONSE PROTOCOL

FREQUENTLY ASKED QUESTIONS

Since introducing the Standard Response Protocol in 2009, thousands of districts, departments and agencies have scrutinized, evaluated and ultimately implemented the program. During the process some questions seem to come up often.

SERIOUSLY, WHAT DOES IT REALLY COST?

Since its introduction in 2009, public K12 schools, districts, departments and agencies were free to use The "I Love U Guys" Foundation programs at no cost.

In 2015, the Foundation expanded availability, and now offers the programs to any public or private organization at no charge. Download the materials and begin the process.

WHAT ABOUT BUSINESS/CHURCH/ INSTITUTION USE?

Please look at the materials designed specifically for institutional use on the website. <http://iloveuguy.org>.

I SEE YOU OFFER TRAINING. DO WE NEED TO BUY TRAINING IN ORDER TO USE THE PROGRAMS?

No. We've attempted to put enough material online so that schools and law enforcement can successfully implement Foundation programs. We know of thousands of schools across the US and Canada that have implemented the programs using internal resources.

That said, part of our sustainability model relies not just on charitable giving, but in providing training for districts departments and agencies. If your organization is interested in Foundation training, please contact us for rates and terms.

WHAT IS THE DIFFERENCE BETWEEN SECURE AND LOCKDOWN AGAIN?

The term "Secure" is used when there is a potential threat that can be mitigated by bringing everyone inside. It should be announced with the directive "Get inside. Lock outside doors," which signals to bring people in and lock exterior doors. While it calls for heightened situational awareness, it also allows for indoor activities to continue.

The term "Lockdown" means there is an active or imminent threat inside or nearby requiring immediate protective action. It is followed by the directive "Locks, Lights, Out of Sight" and requires locking classroom doors, turning out the lights, and remaining hidden until first responders arrive.

Effectively if the threat is outside the building, Secure. If the threat is inside the building, Lockdown.

WHAT IF THE THREAT IS CLOSE TO THE BUILDING?

There may be situations where both Secure and Lockdown protocols may be called sequentially. In this case, use Secure to get people inside and lock exterior doors. When the perimeter is Secured, this may become a Lockdown if the threat is persistent and appears to be coming closer. Exterior doors would stay locked.

IN LOCKDOWN, YOU SUGGEST UNLOCKING THE OUTSIDE DOORS. WHAT'S UP WITH THAT?

No, we don't. We occasionally hear this but our guidance is actually a little different. We suggest not putting anyone at risk by locking or unlocking outside doors. If the doors are locked, leave them locked. Be sure you have a plan that allows first responders to enter the building quickly.

WON'T PEOPLE STILL COME IN THE BUILDING IF THE OUTSIDE DOORS ARE UNLOCKED DURING A LOCKDOWN?

Yes, people may be able to enter the building during the window of time between calling a lockdown and the arrival of first responders.

A lockdown is called when there is a life safety threat inside the building. During the development and throughout the lifecycle of the SRP, constant and deliberate scrutiny of all risk/benefit guidance is performed by the Foundation, district and law enforcement representatives. This has resulted in the lockdown guidance provided.

That said, with any guidance provided, we defer to local decisions. If you are a district, please consult with your local law enforcement representatives for final guidance.

I THOUGHT I SAW SHELTER GUIDANCE?

When we developed the SRP and released the first version in 2009 we included FEMA guidance regarding the Shelter directive and actions. FEMA changed that guidance in 2014. We are removing specific shelter guidance from our documentation and defer to the current practices published at <http://fema.gov> as well as your local emergency management guidance.

CAN THE SRP BE USED IN CONJUNCTION WITH OTHER SAFETY PLANS?

Yes, absolutely. The SRP is designed as an enhancement to any safety plan. It covers critical incidents by standardizing vocabulary so stakeholders can easily understand the status and respond quickly when an unforeseen event occurs. Comprehensive safety plans will include components such as communications, threat assessment, local hazards, operation continuity and reunification, among other items.

CAN I MODIFY MATERIALS?

That depends. The core actions and directives must remain intact. These are:

1. Hold "In your room or area. Clear the halls."
2. Secure "Get inside. Locks outside doors"
3. Lockdown "Locks, Lights, Out of Sight"

4. Evacuate followed by the announced location
5. Shelter followed by the announced hazard and safety strategy

Some details may need to be customized to your location. For instance, the public address poster should be modified to include hazards and safety strategies that are specific to your location.

ARE THE SOURCE MATERIALS AVAILABLE?

Yes. Some of the materials are available. Original, digital artwork can be provided to organizations that have signed "Memorandum of Understanding" with The "I Love U Guys" Foundation.

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 10.0 or QuarkXPress 2019 (15.2.1).

CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?

The Public Address Poster, and all MOUs and NOIs are produced in Word. The other materials are not. Retaining the graphic integrity of the materials proved beyond our capabilities using Microsoft Word.

CAN I REALLY USE THE MATERIALS? WHAT ABOUT COPYRIGHTS AND TRADEMARKS?

Schools, districts, departments, agencies and organizations are free to use the materials under the "Terms of Use" outlined in this document and in the Memorandum of Understanding.

DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?

No. You really don't need to ask permission. But, it would be great if you let us know that you're using our programs.

DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?

It is not necessary to sign an MOU with the Foundation, but please consider it. The Foundation is committed to providing programs at no cost. Yet, program development, enhancement, and support are cost centers for us. One way we fund those costs is through private grants and funding.

An MOU is a strong demonstration of program validity and assists us with these types of funding requests.

When you submit a completed MOU or NOI, you will be added to our database and notified when updates and new materials are available.

DO I HAVE TO SEND A NOTICE OF INTENT?

In the absence of an MOU, a Notice of Intent provides similar value to us regarding demonstrations of program validity to potential funders. Either one means that you will receive notification of updates and new materials.

DO I HAVE TO NOTIFY YOU AT ALL THAT I AM USING THE SRP?

We often speak with school safety stakeholders who have implemented the SRP but hadn't quite mentioned it to us.

Please let us know that your school, district, department or agency is using the SRP.

It is our goal that the SRP becomes the "Gold Standard." The more schools, districts, departments and agencies that we can show are using the program, the greater the chance for achieving our goal of having clear communication in a crisis.

CAN I PUT OUR LOGO ON YOUR MATERIALS?

Yes. But with some caveats. If you are a school, district, department or agency you may include your logo on posters and handouts. If you are a commercial enterprise, please contact us in advance with intended usage.

In some states, we have co-branding agreements with "umbrella" organizations (school district insurance pools, school safety centers, etc.). In those states, we ask that you also include the umbrella organization's branding.

WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.

Communication with your community is important. While you are free to place any material on your website, it's preferable that you link to the materials from our website. The reason for this is to allow us to track material usage. We can then use these numbers when we seek funding.

But, don't let that be a show stopper. If your IT group prefers, just copy the materials to your site.

DOES THE SRP WORK WITH "RUN, HIDE, FIGHT?"

In 2014, the Department of Education suggested "Run, Hide, Fight" as the preferred response to an active shooter. We don't believe the practice is mutually exclusive to the SRP, as that is a single-incident response. Again, consult with local law enforcement regarding your specific active shooter response.

There may be some challenges regarding training students using some of the "Run, Hide, Fight" materials. The Department of Education states "These videos are not recommended for viewing by minors."

DOES THE SRP WORK WITH A.L.I.C.E.?

Again, we don't believe that SRP and A.L.I.C.E. (single incident response) are mutually exclusive.

DOES THE SRP WORK WITH "AVOID, DENY, DEFEND?"

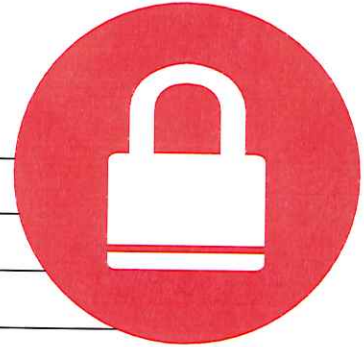
The SRP attempts to be an all-hazards approach to school based events. Of all of the active shooter responses, our determination is that "Avoid, Deny, Defend" from Texas State University has the best positioning, linguistics and actions. This response was created for adults and is for use in workplaces.

<http://www.avoiddenydefend.org>

APPENDIX A - LOCKDOWN DRILL WORKSHEET

The Lockdown Drill Worksheet was created to assist you when conducting Lockdown Drills. The Options check boxes are used when the people in the room chose to perform some optional actions.

LOCKDOWN DRILL WORKSHEET



School _____

Date/Time _____

Team Members _____

Stopwatch Time _____ Student Population _____ Staff Count _____

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Notes _____

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Notes _____

CRISIS RESPONSE PLAN

ACCIDENTS (TRANSPORTATION)

BEFORE

Vehicle Driver/Monitor:

- Be familiar with school district policy and procedures
- Have transportation safety plan on the vehicle at all times
- Execute bus evacuation drills two times each year
- For non-routine trips, take roll call before each departure to ensure it matches roster
- Responsibility is shared between the bus driver and the superintendent for the safety of students

DURING

Vehicle Driver/Monitor:

- Account for all passengers in vehicle
- Protect passengers from injuries and the vehicle from further damage
- Turn off the ignition, remove the key and activate the hazard lights
- Check for conditions that could cause a fire
 - If conditions are safer outside the vehicle than inside, EVACUATE the vehicle
- Do not leave students unattended or unsupervised
- For a bus incident:
 - Driver contacts secretary who will notify emergency responder and superintendent
- For other school-related vehicle incidents:
 - Staff contact school Incident Commander and emergency responder with information: Who, What, When, Where, Why, and needs
- Provide first aid/CPR to those needing immediate help, if you are trained to do so
- Do not discuss details of the accident with media
- Do not release any students to anyone unless told to do so by school administration or law enforcement.
- If directed by law enforcement to remove student passengers from the scene, make sure the student is with district personnel, law enforcement or emergency responders.
- Do not move an injured passenger unless directed to do so by emergency responders, or if there is an immediate threat to their life in the vehicle



School Incident Commander:

- Dispatch the school administrator to the accident location
- Notify emergency responder by calling 911 if the accident does not involve a district employee or bus driver (i.e. student driver/involved accident in parking lot).
- Collect information on support needed at the scene and convey this to the Superintendent's office.
- School Incident Commander at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- Ensure any special health information or medication for any injured student is sent to the hospital.

AFTER

Vehicle Driver/Monitor:

- Draft incident report. Send to school Incident Commander for review

School Incident Commander:

- Provide assistance to superintendent for any follow up actions needed
- Review incident report. Send a copy to District Office

Superintendent:

- If multiple hospitals are used, the Superintendent's office will send an administrator to each hospital.
- The Superintendent will notify the parents/guardians of students involved, and if injured, the name/location of the hospital where the student was taken.
- Inform staff of situation
- District staff will assess counseling needs of victim(s) or witness(es) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

CRISIS RESPONSE PLAN

ACTIVE SHOOTER/WEAPONS ASSAULT

Purpose: An active shooter or armed assault on campus involves one or more individual's intent on causing physical harm to students and staff. Intruders may possess a gun, a knife, a bomb or other harmful device.

ALiCE Protocol = use best judgement based on information available:

A = Alert - Anyone who notices anything unusual (sight of a weapon, etc.) must inform as many as possible [this includes calling 911 using as much information and details as possible. "there is with ain"]

- Advice all building occupants of all known details using any means possible (PA,yelling, text, radio, etc.).
- Repeat if time allows.
- Do not give directives only suggestions.

L= LOCKDOWN/Barricade

- If immediate evacuation is not an option, follow LOCKDOWN protocol
- If time allows, barricade doors/windows using desks, chairs, bookshelves, or belts
- Stay out of the line of fire.
- Turn off lights, silence cell phones, and be prepared to counter if needed.
- ONLY open doors for uniformed police officer



I = Inform

- Continually announce the intruder's location to all building occupants to assist in making evacuation decisions.
- Give as much info as possible - who, what, where, when, etc.
- Provide information to school Incident Commander and Police as the incident develops.

C = Counter

- Utilize SWARM technique
- Use any and all means necessary to protect human life.

- Examples: throw objects, make noise, and call out intruder's name to distract.
- If able, remove weapon from intruder, cover with garbage can and notify the police.

E = EVACUATE

- If the situation safely allows, quickly evacuate to predetermined evacuation site.
- Move away from danger; exit through doors, windows, or break through windows/walls
- DO NOT USE VEHICLE TO VACATE THE PREMISES.
- Staff and students should meet at the evacuation site, staying together if safe to do so.
- Refer to EVACUATION and REUNIFY protocols.



BEFORE

- All staff trained in ALiCE, including frequently hired substitutes, after-school and community education staff.
- ALiCE drills held at each building. Drill to include check of PA systems
- Community/parent education regarding ALiCE
- Building doors locked during school hours and monitored by security cameras. Staff members conduct periodic door checks.

DURING

Anyone with information call 911, provide name and location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school. Caller will remain on the line to provide updates.

Notify School Incident Commander

School Incident Commander:

- Announce a building-wide ALiCE alert
- Direct any support staff outside to stop pedestrians from entering school grounds and stop all vehicles from entering the campus until police arrive.
- Ensure any buses en route to the school are redirected to the pre-designated reunification site
- Secure the administration office as a command post and retrieve the Critical Incident Response Kit. If the incident is occurring at the administration office, designate an alternate command post.
- Assign someone to meet and brief arriving law enforcement officers
- Disarm the fire alarm
- Direct office staff to contact the classrooms via intercom or alternate means of communication to check status.
- Notify the Superintendent's office and request activation of media and parent notification protocols
- Refer media to the Public Information Officer
- Assign staff to meet and brief responding law enforcement officers

AFTER

School Incident Commander:

- Designate a Reunification Site Commander (RSC).
- Announce an Off-Site Evacuation for Family Reunification
- Notify officials at the relocation site of the Off-Site Evacuation and to activate Family Reunification protocols.
- Request bus transportation to the relocation site if necessary
- Request the district activate media and parent notification protocols and direct parents to go to the Family Reunification site.

- Activate the district Crisis Response Team and notify area mental health agency to provide counseling and mental health services at the reunification site.
- Debrief the Crisis Response Team

Teachers:

- Teachers remaining in the building will evacuate the building using the designated exit routes and alternate routes to the designated evacuation site.
- Take attendance at the evacuation site.

Reunification Site Commander:

- Coordinate with law enforcement to identify and locate missing students and staff
- Provide efficient release of students to authorized legal guardians

Superintendent:

- In consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

(Note: The school is a crime scene and will require a thorough search and processing)

CRISIS RESPONSE PLAN

BLOOD BORNE PATHOGEN

Purpose: *to keep staff and students safe from potential blood borne pathogens.*

- The District will maintain and comply with an exposure control plan, which will be reviewed yearly. The exposure control plan is housed in each school's health office, the district office, main custodial office, and available online.
- Employees will be presented with a blood borne pathogen in-service upon hire, and annually, containing the elements required by OSHA regulation 29 C.F.R. Part 1910.1030(g)(2).
- Suspected exposure should be reported to the District Nurse, by the end of the school day on which the exposure occurred.
- The exposure will then be investigated and follow-up action performed based on the District Exposure Control Plan

CRISIS RESPONSE PLAN

BOMB THREAT

BEFORE

- Maintain monitoring on visitors to the building
- Educate staff on bomb threat procedures
- Keep Bomb Threat Checklist in accessible location

DURING

Call Taker: Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist. (Located in both Safety and Crisis Response Plans)

- After hanging up phone, immediately dial *67 to trace call. (May be different on your phone system)

- Notify law enforcement by calling 911
- Notify the school Incident Commander

School Incident Commander:

- Determine Threat Level
- Assign necessary ICS staff
- Brief emergency responder agencies and ICS outside
- Notify staff of the desired Standard Response Protocol:
 - (If a **Low Level Threat**): immediately report anything that seemed suspicious or unusual that day or in the recent past to the administration.
 - (If a **Medium Level Threat**): move to the following area: _____. Also, please immediately report anything that seemed suspicious or unusual that day or in the recent past to the administration.
 - (If a **High Level Threat**): EVACUATE to the evacuation site. DO NOT take personal belongings, coats or backpacks. Teachers, leave doors open.
- Search the building and EVACUATE if warranted
- If a suspicious item is located, notify law enforcement official,
- order an EVACUATION selecting routes away from the suspicious item.
- DO NOT ACTIVATE THE FIRE ALARM.
- Arrange for person who found a suspicious item to talk with law enforcement official



Teachers and Staff:

- Check classrooms, offices and work area for suspicious items and report any findings to the IC or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Account for students and be prepared to EVACUATE if ordered, then follow fire evacuation procedures
- Open classroom windows and doors when exiting
- Take attendance after being evacuated. Keep class together. Be prepared to report the names of any missing persons to school administration.

AFTER

- Ensure Bomb Threat Checklist is completed and shared with necessary parties.
- School Incident Commander notifies community/parents of incident.
- Make counseling services available for students/staff in need.
- Review incident for possible changes to Bomb Threat policy.

CRISIS RESPONSE PLAN

CHEMICAL SPILL

Call 911 if....

- Anyone is hurt,
- The spill is greater than one gallon
- There is a release to the environment
- There is a violent reaction or fire

Contact building maintenance personnel to complete the following:

- For spills less than one gallon, use a spill kit
- Put up "Caution Chemical Spill" tape and notify people in the surrounding area.
- Protect nearby floor drains with a spill sock
- Put on the appropriate PPE (goggles, gloves, booties, apron)
- Collect absorbent in a bag. Label the bag as hazardous waste and contents.
- Take extra caution with regard to shards of glass and chemical vapors.
- Decontaminate area with compatible disinfectant and spill pads
- Collect contaminated spill pads in the same bag.
- Remove PPE and collect disposables in the same bag. Seal with a twist tie.

Report spill to your building principal

CRISIS RESPONSE PLAN

COMMUNICABLE DISEASE

A variety of models for pandemic management exist. Both the Center for Disease Control and World Health Organization provide information that may be referenced in the event of a communicable disease outbreak. The South Heartland District Public Health Department maintains a Public Health Emergency Plan. In the event of an outbreak the school district will work closely with the Health Department to implement this plan.

BEFORE

1. All staff will be trained annually on blood borne pathogens
2. Staff should model and instruct students to be diligent in handwashing with soap and water (20 second minimum) or in the absence of facilities with soap and water, use alcohol-based hand sanitizer containing more than 60% Ethyl Alcohol, especially after any use of a tissue and especially for a cough or sneeze.
3. Staff will model and instruct on proper covering of nose and mouth with a tissue for sneeze or cough or into sleeve if tissue is not available (place used tissues promptly in trash and hand wash after proper disposal.)
4. During the flu season, staff will be encouraged to disinfect work area on a daily basis.
5. Initiate follow up investigation on cause of student illness if any of the four schools has more than 10% of the student population ill for two or more consecutive days. Consult with public health department regarding trends of concern.
6. School Nurse will monitor seasonal and pandemic flu information from the Center for Disease Control and Prevention (CDC) website on a weekly basis. Significant changes will be communicated to the Superintendent.
7. Stock appropriate sanitation supplies such as soap, alcohol gel sanitizer, tissues and face masks.

8. Staff will use a district approved disinfecting agent to disinfect health room cots, counters, and other shared surfaces after contact with a student or staff person who exhibits symptoms suggestive of influenza.
9. **Authority/Communication:** No change in district actions related to the management of district buildings. Communication of prevention messages may be building-specific or district-wide.

DURING

- Implement South Heartland District Health Department recommendations on closing school, students/staff that need to be out of school due to symptoms, length of time to be out of school, etc. If appropriate, collaborate with Health Department to implement public health emergency plan.
- School staff will be alerted when a public health emergency at a national or local level has been identified.
- School Nurse will monitor CDC website and State Department of Health and Family Services website on a daily basis for information on the communicable disease.
- All students reporting to school health rooms with flu-like symptoms such as: fever, cough, sore throat, runny or stuffy nose, and muscle aches will be provided with a face mask to wear until an adult comes to pick up the student from school or the student leaves school.
- Increase surveillance activities with ill students/staff at all schools on a daily basis.
- Alter the telephone response for the attendance line at each school to collect information on the symptoms students are experiencing that are calling in ill. Conduct follow up telephone calls with families if necessary.
- All staff are required to receive and implement any pertinent information or directives from administration regarding infection control for staff and students. All written information, handouts, or recommendations that anyone intends to share with students and staff on this topic must be approved by administration in collaboration with the school nurse.
- All telephone calls from parents, the public or the media are to be directed to the building principal or school health services to address concerns and information. Staff should not give any reports, updates, or information on the current illness situation or any advice on the matter over the phone or in person.
- Administration will need to address with staff, any academic programming impact from increased student or staff absenteeism. Teachers should discuss with their principals instructional planning that may need to be implemented for students at home. Internet instruction may be a consideration.
- Staff will disinfect their work area daily, with a district approved substance, and as needed throughout the workday if a student/individual(s) are coughing, sneezing or person goes home ill from class. Surfaces include desktops, telephone hand-piece, computer keyboards, and doorknobs.
- District will use appropriate communication channels to inform parents of any outbreak related to the absence rate, risks and precautions, actions taken by the district, and requested action from parents.
- **Authority/Communication:** Superintendent shall decide on establishing a command center in the district to centralize planning and communication efforts. Contact will be made with the South Heartland District Health Department to coordinate planning actions and communication messages. In the event that the Public Health Emergency Management Plan is activated the Superintendent will staff the county emergency operations center (EOC) if necessary or have a communication link with the county EOC. The school district EOC will collaborate with the county EOC to assure consistent messages are being provided to the public.

After

1. Follow recommendations from the Health Department with disinfecting the school environment before staff or students return to school.
2. Communicate with parents/staff the return to regular school routine, actions taken to make the school environment safe and changes in any district procedures.

3. Evaluate impact the outbreak and actions that need to be added/changed to improve future responses.
4. Monitor CDC and State Department of Health and Family Services pandemic flu website for any changes or updates. Communicate these changes and updates to the Superintendent.
5. Plan for possible second wave of the pandemic flu with ordering of materials.
6. Authority/Communication: Superintendent will collaborate with the county EOC in determining when the county moves into the recovery phase. The district will follow the county plans in determining what actions will be necessary to restore the learning environment in each school. Centralized communication will continue to be used for sharing messages to staff, parents, and students.

CRISIS RESPONSE PLAN

COMMUNICATION FAILURE

Phone Outage

Loss of network Access (internet/wifi)

No PowerSchool

Protocol:

- Zone leaders should remain in their prospective building in the event of a communication failure.
- Zone leaders will report to their building office for further instructions regarding the crisis plan.
- Teachers and staff will resume normal schedule until further notice.
- Administration will notify staff on a plan on action using any available communication channel. In the event of power outage, zone leaders will visit classrooms/workspaces with directions.
- NOTE: Secondary zone leaders will assist in the event that primary zone leaders are absent or unavailable.

Before:

- Know how to use all alternate systems (The PA system, Email, Handheld radios, Face to face message system activated by school incident commander)
- Have classroom rosters copied and in a same safe place available for teacher or staff member
- Any medical or health information should be printed in a safe place only reviewable to employed staff
- Have parent contact information printed in the event that they would need to be contacted

During:

1. Asses type of outage:
 - Inside or outside of the district?
 - How many buildings are affected?
2. Work with Tech office to determine anticipated down time
3. Admin team consults if this is part of bigger problem
4. Communicate update to staff on how to proceed with instruction and student management
5. Decide how communication situation to public if necessary
6. Assemble resources to restore service
7. Update staff and public as soon as service is restored

After:

1. Communicate to staff and the public what happened and why
2. Assess if applicable how event was handled.
 - Technical side
 - Communication side
 - What worked/what did not

RADIO PROTOCOL:

Purpose: *It is always best to contact 911 using an office or cell phone. However, the district radio may be the only means of contact in a major disaster/incident. This information is to best prepare for such an emergency situation.*

For Successful Transmissions:

- Know what to say before starting transmission;
- Identify yourself, your current location, and any life/death/fire emergency services needed;
- Speak distinctly, be brief, concise and do not mumble;
- Set the volume level as needed but not so high that your reception is distorted;
- Always listen for a few seconds before transmitting to avoid interruptions;
- The radio should be used appropriately and not to express personal feelings;
- Confidential information should not be shared over the radios. Individual's names should only be used when absolutely necessary.

Channels:

- SHS 1 - Will communicate across the district.
This should only be used in case of emergency, i.e. phones down and powers out.
- SHS 2 - Will communicate in/around the High School.
- SMS 2 - Will communicate in/around the Middle School.
- SES 2 - Will communicate in/around the Elementary School.

Radio Operation:

- Return radio to appropriate locations and that it remains fully charged;
- Administration will determine who has knowledge of changing radio channels from a building level to district wide access.

Superintendent:

- Locate radio and turn to SHS 1;
- Transmit a statement such as:

"At this time, only incident command staff with immediate needs for LIFE/DEATH/FIRE EMERGENCY SERVICES are to make radio contact. Only one person can be heard at a time. Do not jam the airways. Remain calm and patient. Make certain that the District confirms your name, location and needs. All others, please maintain radio silence."

CRISIS RESPONSE PLAN

CRIMINAL THREAT

BEFORE

- Train staff in de-escalation techniques
- Monitor who is entering the building. Inform staff as needed about any potential threats.

DURING

- Use de-escalation techniques.
 - Inform administration as soon as possible.
 - Obtain assistance as necessary (phone numbers in Supplemental Appendices)
 - Emergency
 - Adams County Sheriff
 - School Nurse
 - Contain the threat and keep students from the area
- Threatening or violent behavior by a student:**
- Do not leave the student alone even to allow him/her to use the restroom or to wait while help is called. Arrange to have the student remain with a staff member until help arrives.
 - It is the responsibility of Crisis Response members to initially screen the student to determine if a referral should be made to the police using the questions below:
 - Who is the target?
 - What is the plan?
 - Is it feasible for the student to carry out this plan? (Does the student have access to weapons, etc.?)
 - Monitor non-verbal signs and emotional state.
 - If it is believed that the student is capable of carrying out the threat, call 911
 - Collect the student's cell phone/electronic devices if appropriate
 - Provide the police a written statement of the situation and a summary of pertinent information
 - Give the police the inter-agency release of information form allowing agencies to communicate about the student and ask them to have the parent sign the form when they arrive at the police station.
 - Call the parents and ask them to meet their child at the police station
 - Use the Threat Assessment included with **THREAT OF VIOLENCE** Crisis Response Plan as a tool to determine threat level and appropriate response.

AFTER

- Provide counseling services as needed
 - Administration determines if threatening person is banned from district property permanently or temporarily.
 - Inform staff on a need to know basis when appropriate
- If a student:**
- In the event that police need to be contacted, student will be required to stay at home from 1-3 days until a safety plan is in place. Administration will determine when the student is allowed back in the building.
 - Contacts parent to inform them of situation regarding their child
 - Parents of student(s) who were target of threat need to be informed
 - Monitor student conversations and shut down any inappropriate student talk about the situation

CRISIS RESPONSE PLAN

CYBER ATTACK

BEFORE

- Develop and promote policies on responsible use.
- Before students, teachers, or staff access the school's or school district's networks and systems, they should be aware of any policies, rules, or laws regarding their use.
- IT staff should be aware of local, state, and Federal regulations about information security, privacy, and storage of PII.
- Store data securely to ensure that the whole school community's data are kept private and to comply with the Family Educational Rights and Privacy Act (FERPA).
- Regularly back up data in case of accidental or deliberate corruption or destruction of data.
- Create firewalls and an approved list of individuals who have access to the school's or school district's networks and systems.
- Regularly review list to ensure that only those individuals who have permission to access the systems can do so.
- Monitor networks continually to assess the risk from cyber threats.

DURING

School Incident Commander:

- Work with District Administration to limit damage and preserve sensitive information.
- Decide whether to request external assistance and from whom, such as from the school district; a local, state, or Federal government computer incident response team; or private vendor.
-

Administration:

- Notify law enforcement.
- Notify any individuals and/or their families of those whose personal information may have been compromised.

Staff:

- Contact the school's Technology Coordinator if you are the staff member who is told of/discovers the threat.

AFTER

- Once the incident has been contained, recovery may be needed for people, policies, and technology—all of which are interconnected.
- The response team will need to identify what people were impacted by the incident or caused the incident; in some cases.
- Policies may need to be revised, or new ones implemented.

CRISIS RESPONSE PLAN

DEATH OF STUDENT OR DISTRICT PERSONNEL

BEFORE

- Counseling partnerships with community agencies are established

AFTER

When school personnel is made aware of a student death:

- Inform building administrator, school counselor, school social worker, and school psychologist
- Determine which staff member(s) will make contact with family
- Assigned staff members will meet with family to determine information family wishes the school to share with staff, students, and parents.
- Building administrator, school counselor, school social worker, school psychologist and other staff as appropriate will meet to prepare a plan of how information will be shared and what information will be shared with staff, students, and parents.
- Possible plan models:
 - Electronic information sent home to families, families encouraged to inform their child(ren), follow up with students the next day.
 - Students informed of death while at school, using a prepared script so all students receive the same information, electronic and print information sent home to families.
- Families and students will be informed of the availability of counseling services
- Student services personnel will provide counseling services as needed
- At least one Student Services Personnel will be in each of the child's classes throughout the day
- Area counselors from community agencies and other school districts will be contacted as needed to provide counseling services.

When school personnel is made aware of a staff member death:

- Inform district administrator, building administrator, school counselor, school social worker, and school psychologist.
- Building Administrative Assistants will contact possible substitute teachers for the day(s)
- District administrator or building administrator determines who will make contact with family
- Assigned school personnel will meet with family to determine information family wishes the school to share with staff, students, and parents.
- Building administrator, school counselor, school social worker, school psychologist and other staff as appropriate will meet to prepare a plan of how information will be shared and what information will be shared with staff, students, and parents.
- Staff members, families, and students will be informed of the availability of counseling services.
- Student service personnel will provide counseling as needed or requested
- Area counselors from community agencies and other school districts will be contacted as needed to provide counseling services.

CRISIS RESPONSE PLAN

DOMESTIC VIOLENCE/ABUSE & NEGLECT

(Refers to students that are exposed to domestic violence, abuse, or neglect outside of school)

BEFORE

- All staff will be trained on mandated reporting yearly
- Collaboration with EMBRACE and local health and human services agencies

DURING

- Any staff member receiving information may file a mandated report with Health and Human Services. Follow the steps below to complete the report.
 - Collect the following information:
 - Child Name
 - Child Date of Birth
 - Address
 - Primary Phone number
 - Parent(s) name(s)
 - Other phone numbers
 - Details of incident(s): when, where, injury, who was involved, etc.
 - Determine child's county of residence.
 - Contact Washburn County Human Services or Burnett County Human Services depending on residency.
 - Ask for the "ACCESS WORKER"
 - Report details of what you know-specific details (e.g. pushed from behind onto the couch, bruise on left arm, etc.)
 - Submit the SASD report form to the building principal.
 - Resources:
 - Refer to Supplemental Appendices for emergency contact numbers

AFTER

- Reporting personnel will draft the "Child Abuse, Neglect, and Child Welfare Reporting Form"
- The school Incident Commander will receive the form and coordinate follow up with affected parties.

CRISIS RESPONSE PLAN

EXTREME WEATHER

(Winter Storm/Severe Wind/Tornado/Extreme Temperatures)

BEFORE

- Tornado drill is performed to ensure that all students and staff understand procedures
- Signage/maps throughout buildings are visible to show where to go in the event of extreme weather
- Periodically test outdoor PA systems
- Periodically test weather radios in offices
- Incident Command should be signed up for CODE RED Emergency Notification System

DURING

Severe Weather Watch has been issued near the school:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television)
- Activate LOCKOUT to bring all persons inside the building
 - Close windows and blinds
- Review SHELTER procedures and locations.
- Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows
- Review "DROP COVER and HOLD" procedures with students
- Assign support staff to monitor all entrances and weather conditions



Severe Weather Warning has been issued/spotted near school

- The IC will determine the safest course of action. Activate LOCKOUT or SHELTER to ensure the safety of students and personnel outside the building.
- The school Incident Commander will direct students and staff inside the building to immediately move to interior safe areas. Turn off lights, and leave doors UNLOCKED.
- Ensure that students are in "DROP, COVER and HOLD" positions until the danger passes
- Monitor attendance as well as possible. Clear any bathrooms, hallways, stairwells
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

In the case of inclement winter weather, refer to district administration communication (emails, alerts) and follow standard procedures as listed in staff handbook.

AFTER

- School Incident Commander assesses situation
- Teacher and/or staff member takes attendance. Immediately report any absences to school administration.
- Monitor communications with Incident Commander to determine next steps
- School Incident Commander notifies community/parents of incident
- Make counseling services available for students/staff in need

CRISIS RESPONSE PLAN

FIRE

BEFORE

- Assign zones and zone leaders
- Perform monthly fire drills
- Signage/maps throughout buildings and in each classroom are visible to show fire evacuation routes
- Equip each classroom with go-kit

DURING

In the event a fire or smoke from a fire has been detected:

- Any staff discovering fire or smoke will signal the fire alarm, call (8)911, and report the fire to the School Administrator.
- The school Incident Commander will call (8)911 to verify the fire alarm and notify the district office.
- All persons inside the building immediately EVACUATE using fire evacuation routes. Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Teachers take the go-kit on the way out of the room
- Turn lights off to signify rooms are empty, and leave doors UNLOCKED if possible
- Zone leaders will check their zones (bathrooms, hallways, classrooms) before evacuating the building
- Take attendance after evacuation, and notify zone leader with red/green cards or thumbs up for all clear, or if any students are unaccounted for.
- All staff and students are to stay a safe distance from the building keeping clear of emergency vehicle routes in compliance with local fire chief.
- Keep classes together and wait for further instructions
- No one may re-enter the building until it is declared safe by the fire department



School Incident Commander:

- Calls (8)911 to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- Designate a Liaison Officer to provide ongoing information to fire department

Administration:

- School office staff will take the ICS Go-Kit and EVACUATE to the designated school command post.
- The Zone One Leader will inform the school Incident Commander via radio communication or text message of any missing students, or give the all clear.
- After consulting with Superintendent, fire department and law enforcement officials, the school Incident Commander may direct an OFF-SITE EVACUATION if weather is inclement or building is damaged.

Teachers:

- Take the go kit and lead students out of the building following the evacuation routes. Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom AND LEAVE DOOR UNLOCKED.
- Take attendance after being evacuated and notify your zones leader if anyone is missing or indicate all clear with red/green card a thumbs up.

- Be prepared to move students if an OFF-SITE EVACUATION is ordered
- Keep your class together and wait for further instructions

Zone Leaders

- Make sure your zone is clear of all students/staff/visitors by checking hallways, bathrooms, and classrooms for lights off, doors closed.
- Check with teachers in your zone for missing students
- Give the building lead secretary the all clear using red/green cards, thumbs up, radio confirmation, or text message

AFTER

- School Incident Commander notifies students and staff if it is safe to re-enter the building and resume normal operations.
- School Incident Commander notifies community/parents of incident

CRISIS RESPONSE PLAN

HAZARDOUS MATERIAL RELEASE

Hazardous material (hazmat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal hazmat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External hazmat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

BEFORE

- Hazardous materials will be stored in appropriate containers in designated areas
- Staff and students will be instructed in the proper handling of any materials with which they are required to work.

DURING



Substance Released Inside a Room or Building

- The school Incident Commander (SIC) will initiate an EVACUATION alert. Direct staff to use designated routes upwind or crosswind from the affected room or building.
- The SIC will call (8)911, provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The SIC or staff will notify the Superintendent's office and request activation of media and parent notification protocol.
- The SIC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The SIC will establish a school command post outside the school and brief fire officials when they arrive.
- Refer media to: Public Information Officer
- Teachers should take attendance and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.

- The SIC and public safety officials will determine if an off-site evacuation is necessary. If so, request transportation resources from the district if necessary. Alert staff to move to students to designated transportation site.
- Request law enforcement officials to assist with evacuation and assign officers to the reunification site.



Substance Release Outdoors:

- The school Incident Commander (SIC) will immediately announce a SHELTER alert and a LOCKOUT into the building for all students and staff outside the building.
- The SIC will call (8)911, provide the name and location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.
- The SIC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The SIC will notify the Superintendent's office and request activation of media and parent notification protocol.
- Refer media to: Public Information Officer
- The SIC will ensure all buses en route to the school are re-directed to the alternate reunification site and deposit the student there for reunification with parents.
- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated reunification site upwind or crosswind from the spill.
- The SIC will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the Superintendent.
- When emergency responders determine it is safe to do so, the SIC will give the "All Clear" signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to an off-campus relocation site for parent reunification.

AFTER

- Refer media to the Public Information Officer
- School administration in cooperation with local authorities will determine when students will be allowed to return to school.

CRISIS RESPONSE PLAN

INTRUDER/HOSTAGE/KIDNAP/ABDUCTION

Intruder - A person that has entered the building without permission. They are assumed to not have a weapon or suspicious package. They have either snuck in an open door, have been let in by another guest or student, etc. If the intruder or hostage taker has a weapon, please refer to WEAPONS or ACTIVE SHOOTER protocol.

BEFORE

- Keep all exterior doors locked during school hours
- Have signage at the main entrance directing visitors to the main office to sign in
- Instruct students and personnel not to open doors for anyone
- Instruct students and personnel to enter and leave the building through the main entrance during school hours.
- Authorized district personnel and visitors will wear district assigned badges

DURING

When an unauthorized person enters school property:

- Ask another staff person to accompany you before approaching intruder
- Politely greet intruder and identify yourself
- Ask intruder the purpose of his visit
- Inform intruder that all visitors must register at the main office
- If intruder's purpose is not legitimate, ask him to leave. Accompany intruder to exit
- Notify the school Incident Commander for follow up

If intruder refuses to leave:

- Warn intruder that police will be called if they remain on school property
- Notify school Incident Commander if intruder still refuses to leave
- School Incident Commander will call 911. Give police full description of intruder, along with location in the building. (Keep intruder unaware of call for help if possible)
- Walk away from intruder if he indicates a potential for violence
- Maintain visual contact with intruder from a safe distance
- School Incident Commander notifies superintendent and may issue a **LOCKDOWN Hostage**

Situation:

- If hostage taker is unaware of your presence, do not intervene
- Notify school Incident Commander
- School Incident Commander will announce LOCKDOWN and call (8)911 immediately. Give dispatcher details of situation; description and number of intruders, exact location in the building and ask for assistance from hostage negotiation team.
- School Incident Commander notifies superintendent
- The IC will give control of scene to police and hostage negotiation team
- Everyone should remain in LOCKDOWN until given the "All Clear" or if directed in person by a uniformed law enforcement officer.



If taken hostage:

- Follow instructions of hostage taker
- Try not to panic. Calm students if they are present
- Treat the hostage taker as normally as possible
- Be respectful to hostage taker
- Ask permission to speak and do not argue or make suggestions

AFTER

- The school Incident Commander will announce the all-clear, lifting the LOCKDOWN. The school Incident Commander and all parties involved will draft an incident report. A copy will be sent to the District Office.
- Communication will be sent home to parents/guardians, same day if possible
- Draft a public media release, when necessary.

CRISIS RESPONSE PLAN

LIGHTNING

Lightning at school:

BEFORE

- Ensure all offices are equipped with working flashlights. Check batteries regularly
- Check to ensure all emergency lights are working

DURING

- Remove students from all outdoor activities to safe SHELTER
- Monitor weather through office weather radios
- If fire occurs, refer to Fire section
- If power outage occurs, refer to the Utility Failure section



AFTER

- District administration will determine any steps needed as a result of lightning storm

Lightning at extra-curricular activities:

BEFORE

- Athletic Director and coaches monitor weather through weather radios
- Administration and/or Athletic Director will decide if games should be cancelled or postponed
- Seek SHELTER

DURING

- Administration/Athletic Director and/or Game Officials will decide if games should be cancelled or postponed
- Seek SHELTER

AFTER

- Administration/Athletic Director and/or Game Officials will decide if games should be cancelled or postponed

CRISIS RESPONSE PLAN

MASS CONTAMINATION (FOOD)

BEFORE

- Reviewed two (2) times yearly by Department of Health Services, Division of Public Health
- Attend training on Food Safety as in Serv Safe
- Follow the Food Safety Plan set forth by DPI
 - Based on the approach of Hazard Analysis Critical Control Point (HAACP)
- Training on Critical Control Points (CCP)
- Purchase food from a reputable source

DURING

- Categorize the Menu Items
 - Chart-Menu items categorized according to the process of 1, 2 or 3

- Identify the Control Measures
 - Process 1 (No Cook), 2 (Cook and Serve the Same Day) 3 (Complex Food Preparation)
 - Charting Process 1, 2, 3
- Follow Standard Operating Procedures
 - Specific to Process 2 and 3, in regards to heating and cooling
- Monitoring
 - Equipment Temperatures
 - Food Temperatures Time/ Temperature for Food Safety Foods
 - Thermometers
 - Concentration of Sanitizing Solution for Dish machines
- Recordkeeping
 - Appropriate forms and logs

AFTER

- Determine the Corrective Action for the problem
- Recordkeeping—review these to ensure everything possible was preformed correctly
- Maintain appropriate forms and logs

CRISIS RESPONSE PLAN

MEDICAL EMERGENCY

(Medical emergencies that require outside assistance)

BEFORE

- School nurse checks the Automated External Defibrillators (AED) monthly (there are 5 available in the district)
- Custodians check AED daily
- School nurse ensures that emergency medicine cabinet is current and stocked; located in each building prep room. Contents include Epi-pens, Rescue Inhaler, Benadryl and student's seizure medications. Cabinet can be opened with a classroom key.
- School nurse updates PowerSchool with critical emergency information, accessible to most staff
- CPR and AED training is offered to all staff members, as well as yearly required blood-borne pathogens, inhaler, and epipen training.
- Proper safety attire and procedures in classroom instruction
- Signed medication administration forms are on file to administer medication as needed. New forms needed yearly.

DURING

School Staff Response:

- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
 - a. Live electric wires
 - b. Gas leak
 - c. Building damage
 - d. Animal threat
- Immediately notify the school Incident Commander

- Assess the seriousness of the injury or illness
- Under life and death circumstances call or have someone call (8)911. Provide the school name and exact location; describe illness or type of injury; and age of the victim(s).
- Protect yourself against contact with body fluids (blood borne pathogens)
- Administer appropriate first aid according to your level of training until help arrives
- Comfort and reassure the victim. Do not move the sick or injured unless the scene is unsafe. Remove all other students from the area.
- If the victim is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.
- Staff trained in the use of the AED will respond to the scene and apply the device if necessary
- If an AED was used, the person using it will complete an Incident Report. If appropriate, a supervising staff member completes the report. Contact the school nurse for an incident report.

School Incident Commander Response:

- School Incident Commander will confirm that 911 has been called if necessary
- Send school staff with first responder/first aid/AED training to the scene
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital
- Notify the district Crisis Response Team and provide a brief description of the incident
- Advise faculty and staff of the situation (when appropriate)

AFTER

- School Incident Commander and staff involved will draft and maintain written documentation of the incident and report each use of an AED to the local EMS System Resource Hospital. Ensure the person who used the AED completes an Incident Report.
- School nurse re-stocks AED unit and any medical supplies as needed
- A copy of the incident reports will be sent to the District Office
- Follow-up with the parents or guardian
- Make counseling services available for students/staff in need

CRISIS RESPONSE PLAN

MENTAL HEALTH CRISIS

Purpose: *to guide staff in responding to emotional and psychological needs of students and fellow staff members following crises such as deaths, injuries, emergencies or other traumatic events impacting the school community.*

School Incident Commander:

- Make contact with student's family (if applicable) to obtain details and permission to share information;

- Notify the designated Public Information Officer of the circumstances and actions taken for a formal communication;
 - a script with pertinent information for each teacher to read to their students (if appropriate). Include minimum details and note that additional information will be forthcoming.
 - a statement for telephone inquiries
- Activate the school's Crisis Response Team and assign duties.
- Request additional support from other schools or community-based mental health resources if needed;
- Convene an emergency staff meeting (optional-invite outside professionals for support);
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, notify parents of the situation;
- Communicate plan for triaging students in counseling area (special passes, phone referrals, etc.)
- Immediately following resolution of the crisis, convene the crisis response team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.

Crisis Response Team:

- Assess the range of crisis response services needed during and following an emergency or event;
- Announce designated locations in the school for individual or group counseling;
- Identify and inform the siblings, closest friends and teachers of the deceased/injured;
- Provide grief support, direct intervention services, and critical incident stress debriefings for students/staff in designated building areas;
- Notify parents of affected students of the impact of the event on their child and refer them to available community resources;
- Review and distribute guidelines to help teachers with classroom discussions;
- Stand-in for any staff member unable to deal with the situation;
- Consider assigning staff to follow a that student's class schedule for the remainder of the day;
- Notify feeder schools regarding siblings or other students predicted to be strongly affected.
- Advise and assist to restore regular school functions as efficiently as possible;
- Provide ongoing assessment of needs and follow-up services as required;

Teachers and staff:

- Seek crisis response services or counseling if you are experiencing difficulty coping with the event;
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to the event;
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling;
- Allow for changes in normal routines or test schedules;
- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.

CRISIS RESPONSE PLAN

STUDENT ATTACK

(of staff member or another student)

STUDENT ATTACKING A STAFF MEMBER

BEFORE

- Train staff in de-escalation techniques for use with agitated student
- Inform essential personnel if aware of a student with violent tendencies

DURING

- Request additional staff member(s) to assist in the situation

- Remove other students from classroom or situation as soon as potential for attack becomes apparent
- If the student is displaying physical harm or threat of harm to self or to others, restrain the student using appropriate techniques
- Contact the police and building administrator for assistance

AFTER

- If staff and/or student is injured, seek medical help
- Contact parent to inform them of situation
- Complete necessary paperwork, which might include witness incident form for police and school district restraint/seclusion form.
- Administrator and other staff members as appropriate will meet with parents to create a safety plan, prior to the student returning to school.
- Make counseling services available for staff/students affected

STUDENT ATTACKING ANOTHER STUDENT / STUDENT FIGHT

BEFORE

- Engage in conversations
- Notice behaviors before it reaches the point of a fight
 - Are you hearing the volume go up/conversations escalating?
 - Are groups starting to gather?
- Use De-Escalation techniques

DO

- Stay calm
- Listen
- Slow down
- Provide personal space
- Stand to side instead of straight on
- Focus on issue (not person)
- Avoid open ended questions
- Avoid power struggles (don't fall for the bait)
- Be consistent
- Be aware of body language
- Be aware of environment
- Follow through (if you set limits & gave choices, make sure to follow through on them)

DON'T

- Assume
- Give ultimatums
- Lie
- Use jargon
- Threaten
- Use "you" statements
- Overreact

DURING

- Quickly move toward the fight because a teacher's presence can often stop the aggressive behaviors
- Remain calm. Don't come running and screaming.
- Radio for assistance, indicating the location and any type of crisis/emergency.
- Disperse any crowd surrounding an altercation.
- It may be necessary to evacuate the classroom if student does not respond to de-escalation techniques. Remove classmates to another classroom.
- Evaluate the situation in terms of who is involved, are there weapons, etc.
- Always try verbal intervention first: Do not immediately revert to physical intervention.

- Use a distraction to break the intensity of the aggression long enough to give you an edge.
- Work in teams to separate combatants if necessary/possible
- Use the first names of the students involved when addressing them
- Not all fights will stop on command; use professional judgment when deciding what to do next in terms of engaging in a physical hold/restraint or physically attempting to stop the fight
- Avoid stepping between the combatants.
- Intervene physically if student(s) are getting hurt and previous attempts to stop the fight have failed. Physical restraints are last resort
- Separate the students involved immediately

AFTER

- Separate The Combatants: As soon as possible, break visual contact between the combatants.
- Care for any injured student(s); call School Nurse as necessary
- Interview & Assess the Situation
- Collect Facts
- Call Parents
- Report to Spooner PD or school liaison
- Document the incident immediately

CRISIS RESPONSE PLAN

SUICIDAL THOUGHT/ATTEMPT/COMPLETION

BEFORE

- Train staff on signs of suicidal ideation and steps to take if suicidal ideation is suspected.
 - Some signs of suicidal ideation.
 - Written or spoken suicidal ideation.
 - Pictures that depict suicidal ideation.
 - Self-injury such as cutting on arms or other parts of body, burns, etc.
 - Please report these things to parents/guardians and School Counselors/Social Worker immediately
 - All teachers, counselors, aides, assistants, and volunteers are mandated reporters. As professionals that work in a school setting, we are also ethically bound to notify a parent/guardian if we are concerned that a student may harm himself/herself. Suicide is the second leading cause of death among people ages 15-24 (www.save.org). 1 in 100,000 children ages 10 to 14 die by suicide each year.
- Work with staff to provide curriculum on suicide prevention and awareness.
- Age appropriate curriculum related to mental health issues taught to students at each grade level.
- Bullying and harassment policies and procedures in place.

DURING

(The law provides immunity for any person making a referral in good faith, statute 118.92)

Suicidal thoughts/attempts:

- The first person to become aware of the situation should immediately contact the Guidance Counselor/Social Worker. If the child is in imminent danger, assemble the building crisis response team.
- In the event of an attempt, school Incident Commander will make a decision on appropriateness of a LOCKDOWN.
- Obtain assistance if necessary.
 - Refer to Supplemental Appendices for emergency contact numbers.
- Confiscate the student's cell phone if appropriate



- Provide immediate first aid if needed. Never leave the student alone even to allow him/her to use the restroom or to wait while help is called. Arrange to have the student remain with a responsible adult until help arrives.
- Use basic interview techniques to determine if a referral should be made.
 - Are you in danger of killing yourself right now?
 - Do you have a plan? When? How?
 - Do you have access to items that could harm yourself? (Ask yourself if it is a feasible plan)
 - Have you attempted this in the past?
- Call the parents to advice of situation and plan to contact law enforcement and mobile crisis. Request that parent meet their child at school to participate in further assessment/safety planning with all professionals involved. If the child is transported to the police department or medical facility, advise parents to meet them at that location.
- If the interviewer believes the child is at risk of suicide based on the questions above call:
 - Call Washburn County mental health crisis line at (888) 860-0373
 - Call Spooner Police at (715) 635- 3527
 - Call Northwest Connections at (888) 552-6642
 - Fill out SASD Mandated Reporting Abuse/Neglect Reporting Form
- If the interviewer believes the child is not at risk of suicide based on the questions above:
 - Call the parents and inform them of the situation. Confirm after-school plans such as transportation and supervision.
 - Assist parents, if appropriate, in making a referral to local outside counseling agencies

Suicide Completion:

- The first person to become aware of the situation should immediately contact (8)911 and the school Incident Commander to advise of the situation.
- School Incident Commander will make a decision on appropriateness of a LOCKDOWN
- School Incident Commander will inform staff of information necessary while adhering to student confidentiality

AFTER

Suicidal thoughts/attempts:

- School Incident Commander will communicate with parents of the child to gain information and determine a plan for the student.
- Obtain a release of information from the parents and hospital/clinic if necessary
- Communicate with teachers regarding incident and plan for student education while/if hospitalized and reintegration into school.
- Provide the police a written statement which includes a summary of the situation and pertinent information.
- Monitor student conversations and shut down any inappropriate student talk about the situation

Suicide Completion:

- School Incident Commander will communicate with parents of the child to gain information and find out what can be released to students/staff.
- Contact local counseling providers to assist
- Make counseling services available for students/staff affected
- Monitor student conversations and shut down any inappropriate student talk about the situation

CRISIS RESPONSE PLAN

THREAT OF VIOLENCE

Purpose:

To prevent violence by controlling and/ or containing the situation, protecting potential targets of the threat, and providing support and guidance to aid the student who is at risk for violence in dealing with his or her problems in an appropriate and adaptive manner.

Threat to be assessed by members of our Crisis Response Team in coordination with law enforcement, if necessary.

Step 1: Identify student threat to commit a violent act

- A threat is an expression of intent to do harm or act out violently against someone or something.
- A threat may be spoken, written or symbolic; explicit or implied
- All substantive threats of violence must be taken seriously and investigated

Step 2: Determine the seriousness of the threat using the Threat of Violence Assessment as a tool (APP 23).

Step 3: Develop an intervention plan to protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior.

Threat Levels Responses

Low Level Threat

Response: Facilities are not evacuated, but all staff members immediately look for and report anything suspicious or unusual that day or in the recent past to administration.

Criteria- Indicators/factors that may lead to a low level threat:

1. Leads one to perceive that it is meant as a joke, to be thrown away or ignored; lacks realism.
2. Is not specific or shows no intent of a threat and is non-legible.

Medium Level Threat

Response: Students are moved to an area in the school building that is not being threatened. All staff members immediately look for and report anything suspicious or unusual that day or in the recent past to administration.

Criteria- Indicators/factors that may lead to a medium level threat:

1. Indicates a specific area that is threatened
2. Has some data that would indicate that there is a potential for the completion of a threat, giving a general location and time frame for an incident to occur but very little detail.
3. Shows some thought on how threat may be carried out

High Level Threat

Response: Possible evacuation to designated Evacuation Site.

Criteria- Indicators/factors that may lead to a high level threat:

1. Is very threatening and alarming
2. Information is detailed indicating knowledgeable, capable and practiced.
3. Message is very clear and legible
4. Subject identifies themselves.
5. Suspicious materials/containers/packages/etc., are found that could be used to carry out a threat.
6. A bomb/chemical compound/aerosol device is found.

Any single issue or factor could elevate a threat to a high level. The more direct and detailed a threat is, the more serious the risk of its being acted on.

CRISIS RESPONSE PLAN

UTILITY FAILURE

(Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.)

BEFORE

- Operations Section Chief ensures all offices are equipped with working flashlights. Check batteries regularly.
- Operations Section Chief checks to ensure all emergency lights are working



DURING

In the case of a gas leak:

- Upon notice of loss of utilities, the school Incident Commander will initiate appropriate immediate response actions, which may include SHELTER or EVACUATE and may direct staff to shut off utilities, as deemed necessary.
- The school Incident Commander and operations section chief will determine next steps. In the event of danger, they will contact (8)911, building administrator, and gas company.
- The school Incident Commander will order EVACUATE and open windows. DO NOT ACTIVATE THE FIRE ALARM.
- Direct staff to shut off utilities as directed by the administration of that school
- Refer media to Public Information Officer
- Do not allow anyone to reenter the building until the facility has been deemed safe

In the case of a power outage:

- Notify the school Incident Commander of a power outage
- Contact Spooner Utilities at 715-635-8769 to determine the anticipated duration of the outage
- The school Incident Commander will confer with the Superintendent and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- If the outage does not require evacuation, the school Incident Commander should issue a HOLD to keep all students in their classrooms.
- If necessary, use flashlights in classrooms and hallways
- The school Incident Commander will contact the tech department immediately to determine their needs

AFTER

- A mass communication will be sent to parents/guardians regarding the EVACUATION and plans for FAMILY REUNIFICATION.
- The school Incident Commander will complete a detailed incident report at the earliest opportunity and a copy will be sent to the District Office.
- The school Incident Commander, operations section chief, and utilities company will determine when it is safe to re-enter the building.

CRISIS RESPONSE PLAN

WEAPON REPORT

BEFORE

- Instruction to students at each grade level on what to do if they hear of or see a weapon
- Hunting season reminders to leave equipment at home and not in cars and bags
- Enforcing backpacks/purses/bags/jackets in lockers or at coat hooks at all times

DURING

School Incident Commander:



- Will interview the staff/student reporting
- Will initiate a HOLD to keep students out of the hallways during search of student's belongings.
- Will search the student's locker(s), backpack and/or vehicle with additional personnel.
- Will contact law enforcement if weapon is found or additional resources are needed.
- Will escort reported student to office for questioning and containment where law enforcement or two school personnel will search the student and his personal belongings for reported weapon
- Will contact parent or guardian of reported student

AFTER

- Counseling services will be made available for students/staff in need
- Legal implications will be determined by law enforcement

School Incident Commander:

- will issue an "All Clear" removing the HOLD
- will determine a consequence and plan for reentry
- will determine what information will be released to staff, students, and/or community, and draft communications if necessary.

CRISIS RESPONSE PLAN

WILDFIRE

BEFORE

- Periodically test outdoor PA systems
- Periodically test weather radios in offices
- Be aware of fire danger during peak wildfire seasons as indicated by local DNR
- Chain of command should be signed up for CODE RED Emergency Notification System

DURING

School Incident Commander:

- Order a LOCKOUT or EVACUATION based on information provided from local agencies.
- Monitor air quality, and take appropriate steps if air quality is deemed unsafe
- In a large incident assign a liaison officer to assist other agencies

Liaison Officer:

- Report to and aid local fire department/DNR command center
- Receive and report necessary information



AFTER

- Public Information Officer will issue a mass communication to parents/guardians regarding evacuation plans and details on FAMILY REUNIFICATION.



Kenesaw Public School
Elementary Principal
Contract of Employment

THIS CONTRACT is made by and between the Board of Education of Kenesaw Public School, Adams County School District No. 0003, hereinafter referred to as "the Board" and Joseph Wiechman, hereinafter referred to as "the Principal."

WITNESSETH: That in accordance with action taken by the Board as recorded in the minutes of the Board Meeting held on the 14 day of March 2022, the Board hereby agrees to employ the Principal and the Principal hereby agrees to accept such employment subject to the following terms and conditions:

- Section 1.** Term of Contract. The Principal shall be employed for a period of one (1) year beginning on the 1st day of August 2022 and expiring on the 31st day of July 2023. The Principal's actual duties shall commence on the date determined by the Board of Education and/or Superintendent of Schools and will end on the 210th day of service. Five of the 210 contract days will be considered flexible working days. The Principal will be allowed to schedule these days outside of the 184 contracted teacher days, and the 21 scheduled administrator days. Flex days must be approved by the Superintendent and documented.
- Section 2.** Salary. In consideration of the annual salary of \$80,835.00 and of the further agreements and considerations hereinafter stated, the Principal agrees to perform his duties faithfully in and for the District as prescribed by the laws of the State of Nebraska and by the rules and regulations promulgated by the Board. Said annual salary shall be paid in equal installments in accordance with the practice of the Board governing payment of other professional staff employees of the District.
- Section 3.** Professional Status. The Principal hereby affirms that he is not under contract with another School Board or Board of Education covering any part of or all of the same terms provided in this Contract. The Principal further affirms that throughout the term of this Contract he will hold a valid and appropriate certificate to act as a principal of schools in the State of Nebraska, which certificate shall be registered in the office of the Kenesaw Superintendent of Schools as required by law.
- Section 4.** Discharge. Throughout the term of this Contract, the Principal may be discharged if he materially breaches any provision of this Contract or performs any action which substantially inhibits his ability to discharge his duties, including but not limited to (a) incompetence, (b) immorality, (c) intemperance, (d) cruelty, (e) conviction of a felony, (f) neglect of duty, (g) general neglect of the business of the District, (h) unprofessional conduct, and (i) physical or mental incapacity.
- Section 5.** Transportation. The Board shall provide the Principal with transportation required in the performance of his official duties or shall reimburse him for such transportation at the current Federal mileage reimbursement rate.
- Section 6.** Professional Development. With the prior approval of the Board, the Principal shall continue his professional development by attending appropriate professional meetings at the local, state, and national levels.
- Section 7.** Additional Benefits. The Principal shall receive all fringe benefits employment which are granted other certificated employees of the District. In addition, the District shall provide the Principal with the following benefits:

- ◆ District will provide Family Health and Family Dental Insurance of the same plan as the teachers insurance plan for 2022-2023 school year.
- ◆ District will provide a \$1,500.00 allotment to attend a National Convention or Conference.
- ◆ District will pay professional dues for NCSA, Region 4 Principals Association and NSASSP.

Section 8. No Penalty for Release or Resignation. There shall be no penalty for release or resignation by the Principal from his Contract; provided, no resignation shall become effective until the expiration of the Contract unless accepted by the Board and the Board shall fix the time at which the resignation shall take effect.

Section 9. Compensation Upon Termination. Upon lawful termination of this Contract for any reason, the compensation to be paid hereunder shall be an amount which bears the same ratio to the annual salary specified as the number of months or fraction thereof to the date of such termination bears to the twelve months in the annual salary period in which termination occurs. Any portion of the annual salary paid but not earned prior to the date of termination of this Contract shall be refunded by the Principal.

Section 10. Governing Laws. The parties shall be governed by all applicable state and federal laws, rules, and regulations in performance of their respective duties and obligations under this Contract.

Section 11. Amendments to be in Writing. This Contract may be modified or amended only by a writing duly authorized and executed by the Principal and the Board.

Section 12. Severability. If any portion of this Contract shall be declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforceability of the remaining provisions of this Contract.

Section 13. Failure to return a signed copy of the contract to the Superintendent of Schools or Secretary of the Board of Education on or before **MARCH 23, 2022** all constitute a rejection by the Principal of the offer of employment.

Section 14. Compensation of 8 hours comp day for every 8 hours of in service in the summer.

Section 15. Meals are free of charge as it is a working lunch.

IN WITNESS WHEREOF, the parties have executed this Contract on the dates indicated below.

Executed by the Principal this _____ day of _____, 2022

Principal

Executed by the Board this _____ day of _____, 2022

President, Board of Education

Secretary, Board of Education

**Kenesaw Public School
Probationary High School Principal
Contract of Employment**

THIS CONTRACT is made by and between the Board of Education of Kenesaw Public School, Adams County School District No. 0003, hereinafter referred to as "the Board" and **Nicole J. LeClaire**, hereinafter referred to as "the High School Principal."

WITNESSETH: That in accordance with action taken by the Board as recorded in the minutes of the Board Meeting held on the 14 day of March 2022, the Board hereby agrees to employ the Principal and the Principal hereby agrees to accept such employment subject to the following terms and conditions:

- Section 1.** Term of Contract. The Principal shall be employed for a period of **one (1) year** beginning on the 1st day of **August 2022** and expiring on the 31st day of **July 2023**. The Principal's actual duties shall commence on the date determined by the Board of Education and/or Superintendent of Schools and will end on the 210th day of service. Five of the 210 contract days will be considered flexible working days. The Principal will be allowed to schedule these days outside of the 184 contracted teacher days, and the 21 scheduled administrator days. Flex days must be approved by the Superintendent and documented.
- Section 2.** Salary. In consideration of the annual salary of **\$85,935.00** and of the further agreements and considerations hereinafter stated, the Principal agrees to perform his duties faithfully in and for the District as prescribed by the laws of the State of Nebraska and by the rules and regulations promulgated by the Board. Said annual salary shall be paid in equal installments in accordance with the practice of the Board governing payment of other professional staff employees of the District.
- Section 3.** Professional Status. The Principal hereby affirms that he is not under contract with another School Board or Board of Education covering any part of or all of the same terms provided in this Contract. The Principal further affirms that throughout the term of this Contract he will hold a valid and appropriate certificate to act as a principal of schools in the State of Nebraska, which certificate shall be registered in the office of the Kenesaw Superintendent of Schools as required by law.
- Section 4.** Discharge. Throughout the term of this Contract, the Principal may be discharged if he materially breaches any provision of this Contract or performs any action which substantially inhibits his ability to discharge his duties, including but not limited to (a) incompetence, (b) immorality, (c) intemperance, (d) cruelty, (e) conviction of a felony, (f) neglect of duty, (g) general neglect of the business of the District, (h) unprofessional conduct, and (i) physical or mental incapacity.
- Section 5.** Transportation. The Board shall provide the Principal with transportation required in the performance of his official duties or shall reimburse him for such transportation at the current Federal mileage reimbursement rate.
- Section 6.** Professional Development. With the prior approval of the Board, the Principal shall continue his professional development by attending appropriate professional meetings at the local, state, and national levels.
- Section 7.** Additional Benefits. The Principal shall receive all fringe benefits employment which are granted other certificated employees of the District. In addition, the District shall provide the Principal with the following benefits:
- ◆ The District is not providing insurance at this time. The District is instead paying a \$5,000 in lieu of health insurance stipend. In the event that Principal LeClaire elects to

enroll in the District's health insurance program, then the District will pay the premiums on the Principal's health insurance policy and the Principal will not receive the in lieu of stipend.

- ◆ District will provide a \$1,500.00 allotment to attend a National Convention or Conference.
- ◆ District will pay professional dues for NCSA, Region 4 Principals Association and NSASSP.

Section 8. No Penalty for Release or Resignation. There shall be no penalty for release or resignation by the Principal from his Contract; provided, no resignation shall become effective until the expiration of the Contract unless accepted by the Board and the Board shall fix the time at which the resignation shall take effect.

Section 9. Compensation Upon Termination. Upon lawful termination of this Contract for any reason, the compensation to be paid hereunder shall be an amount which bears the same ratio to the annual salary specified as the number of months or fraction thereof to the date of such termination bears to the twelve months in the annual salary period in which termination occurs. Any portion of the annual salary paid but not earned prior to the date of termination of this Contract shall be refunded by the Principal.

Section 10. Governing Laws. The parties shall be governed by all applicable state and federal laws, rules, and regulations in performance of their respective duties and obligations under this Contract.

Section 11. Amendments to be in Writing. This Contract may be modified or amended only by a writing duly authorized and executed by the Principal and the Board.

Section 12. Severability. If any portion of this Contract shall be declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforceability of the remaining provisions of this Contract.

Section 13. Failure to return a signed copy of the contract to the Superintendent of Schools or Secretary of the Board of Education on or before **MARCH 23, 2022** all constitute a rejection by the Principal of the offer of employment.

Section 14. Compensation of 8 hours comp day for every 8 hours of in service in the summer.

Section 15. Meals are free of charge as it is a working lunch.

IN WITNESS WHEREOF, the parties have executed this Contract on the dates indicated below.

Executed by the Principal this _____ day of _____, 2022

Principal

Executed by the Board this _____ day of _____, 2022

President, Board of Education

Secretary, Board of Education

CONTRACT OF EMPLOYMENT WITH SUPERINTENDENT

THIS CONTRACT is made by and between the Board of Education of the **Adams County School District No. 0003, a/k/a Kenesaw Public Schools**, hereinafter referred to as “the Board,” and **Rick Masters**, hereinafter referred to as “the Superintendent.” This contract shall supersede all prior contracts of employment between the parties.

WITNESSETH: That in accordance with action taken by the Board as recorded in the minutes of the Board meeting held on the 14th day of March, 2022, the Board hereby agrees to employ the Superintendent, and the Superintendent hereby agrees to accept such employment, subject to the following terms and conditions:

1. Term of Contract. This Contract is for a term of three (3) years, beginning on the 1st day of July, 2022, and expiring on the 30th day of June, 2025. A “contract year” for purposes of this Contract shall be from July 1 to June 30.

2. Salary. The annual salary for the contract year of July 1, 2021 through June 30, 2022 shall be: one hundred thirty-six thousand one hundred seventy dollars (\$136,170). The Board shall not reduce the Superintendent’s salary during the term of the contract, but may increase it and/or the benefits during the term of this contract, as an amendment to the contract, without the amendment constituting a new contract, requiring a hearing, or extending the term of this contract. The salary shall be paid in equal installments in accordance with the policy of the Board governing payment of other professional staff employees of the District. Salary payments shall be subject to state and federal withholding required by law, including without limitation retirement contributions, FICA, FUTA, Medicare, and state or federal unemployment contributions.

The Board and Superintendent agree to revisit the Superintendent’s annual salary amount each contract year. The Board and Superintendent may mutually agree to modify the Superintendent’s annual salary amount for a contract year. However, in the event that the Board and Superintendent are unable to agree on a modification of the Superintendent’s annual salary amount, then the Superintendent’s then current annual salary amount will remain in effect.

3. Benefits. As further consideration for the services to be performed by the Superintendent, it is agreed as follows:

a. Vacation and Leave Benefits.

i. Amount and Use. The Superintendent shall be allowed twenty (20) working days of vacation and ten (10) days of sick leave (for sick or bereavement) each contract year, all exclusive of Saturdays, Sundays, and legal holidays. It is understood, however, that the Superintendent may from time to time be required to perform duties on Saturdays, Sundays, and legal holidays. Vacations days are to be used in a manner and at times selected by the Superintendent; provided that the Superintendent shall make reasonable efforts to not schedule leaves which would cause the Superintendent to not be able to attend regular scheduled meetings of the Board of Education or important school functions, and the Superintendent shall provide information such that the Superintendent may be contacted when necessary.

ii. Vacation Accumulation. Since the Board and the Superintendent agree that periodic vacation is beneficial to “recharge,” the Superintendent shall use at

least ten (10) days of vacation each year. The maximum accumulation of vacation days shall be twenty (20). Once the maximum accumulation is reached, no additional vacation leave may be given. When the number of vacation days falls below the maximum, additional vacation days may be given to restore the vacation days to the maximum as of the beginning of any contract year. The District agrees to pay up to five (5) unused vacation leave days at the end of the contract year.

- iii. Sick Accumulation. Unused sick leaves may be accumulated from one contract year to the next, subject to a maximum accumulation of sixty (60) days.
 - iv. Reimbursement. Reimbursement of unused vacation days will be made at the conclusion of the Superintendent's final contract year at the Superintendent's effective daily rate of pay established in the Superintendent's final contract year. Reimbursement of other unused leave days will not be made.
 - v. Log. The Superintendent shall maintain a vacation and annual leave log which shall be available to the Board for review upon request of the Board President from time to time.
- b. Insurance. The District is not providing insurance at this time. The District has instead included \$10,800 in his yearly salary as an in lieu of health insurance stipend. In the event that the Superintendent elects to enroll in the District's health insurance program, then the District will pay the premiums on the Superintendent's health insurance policy and the Superintendent will not receive the in lieu of stipend in his salary.
 - c. Meetings and Dues. The Superintendent shall attend appropriate professional meetings at the local, state and national levels provided that such attendance does not interfere with the proper performance of Superintendent's duties. The reasonable and necessary expenses of such meetings, up to \$1,500.00, shall be reimbursed by the District consistent with Board policies. In addition, the District shall pay the Superintendent's annual dues, up to \$500.00, to the following organizations: NASA (NCSA) and NRCSA. The Board may pay dues for other professional organizations suitable for the Superintendent's position upon the Superintendent's request.
 - d. Transportation Expenses. The reasonable and necessary expenses of transportation required in the performance of Superintendent's official duties shall be reimbursed at the rate set by the Board for District travel.
 - e. Indemnification. The District shall, to the extent permitted by law, defend, hold harmless, and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in the Superintendent's individual capacity or the Superintendent's official capacity as an agent or employee of the District, provided that the incident arose while the Superintendent was acting (or, in good faith, reasonably believed that the Superintendent was acting) within the scope of the Superintendent's employment with the District.
 - f. Other Benefits. The Superintendent may be provided such other benefits as are provided to certificated employees of the District in the Board's discretion, except as otherwise provided herein, provided the Superintendent meets the conditions and eligibility requirements for such benefits.
 - g. Avoidance of Fines or Penalties. The District may elect to not provide any benefit set forth herein in the event the District determines in its discretion that the provision of the benefit would result in a fine or penalty. In the event the District makes such an election, the District shall negotiate with the Superintendent to obtain a like-benefit

that would not result in a fine or penalty, and in the event such is not available, the Superintendent's salary shall be grossed up in an amount equal to the cost savings from not providing the benefit (excluding the costs of fines and penalties).

4. Duties.

- a. Specification of Duties. The Superintendent shall perform the duties of Superintendent as are regularly and customarily expected for such position and such duties and responsibilities as are set forth in Board Policy or Regulation for such position. The duties as prescribed in the Board of Education Policies shall not be substantially changed during this Contract without the consent of the Superintendent by an amendment to this Contract. The Superintendent shall be subject to such other duties as the Board may assign from time to time. The Superintendent shall not be responsible for performance of duties assigned by individual members of the Board of Education, or duties assigned without official action of the Board of Education, except as specifically set forth in the Board of Education Policies. In the event that the Superintendent is elected to any other office or offices of the Board of Education or in connection with the District, the Superintendent shall perform the duties of such other office or offices without remuneration other than that as provided in this Contract.
- b. Use of Time. The Superintendent agrees to devote full time to the assigned duties, provided that with the advance agreement of the Board of Education, the Superintendent may undertake consultative work, speaking engagements, writing, lecturing or other professional duties.
- c. Performance of Duties. In performing the assigned duties, the Superintendent shall be governed by the policies, regulations and directions of the Board of Education. The Superintendent shall in all respects diligently and faithfully perform the assigned duties to the best of the Superintendent's professional ability. Regular dependable, in-person attendance at meetings and committees of the Board and other assigned duties is an essential function of the Superintendent's position.

5. Board-Superintendent Relationship. The Board shall have primary responsibility for formulating and adopting Board policy. The Superintendent shall be the chief administrative officer for the District, and shall have primary responsibility for implementation of Board policy. The Superintendent shall be responsible for development of policies for adoption by the Board and for development of regulations and rules consistent with Board policy. In the absence of Board policy on matters which require prompt action, the Superintendent shall have the authority to act using the Superintendent's professional judgment and consistent with legal requirements; provided that the Superintendent shall report the nature of the matter and the action taken to the Board no later than the next regularly scheduled Board meeting. The parties agree, individually and collectively, to promptly refer all criticism, complaints and suggestions called to its attention to the Superintendent for action, study or recommendation, as appropriate.

6. Evaluation of the Superintendent. The Superintendent shall be evaluated once during each contract year, unless the Board deems additional evaluations appropriate. The Superintendent shall receive a copy of the evaluation and shall have the right to submit a response to the evaluation, which response shall be placed in the Superintendent's personnel file. The Superintendent shall annually notify the President of the Board to remind the Board of the need to evaluate.

7. Contract Termination. In the event the Superintendent violates any of the provisions of this Contract or performs any act or does anything which is materially harmful to the District, or which substantially inhibits the Superintendent's ability to discharge the duties as set forth herein, including, but not limited to (1) becoming legally disqualified to perform as a superintendent or elementary principal in the State of Nebraska; (2) participation in any fraud; (3) causing any intentional damage to property; (4) engaging in any unlawful act; (5) any representations in this Contract being determined to be false or incorrect; or (7) just cause, including: (a) incompetency, which includes, but is not limited to, demonstrated deficiencies or shortcomings in knowledge of subject matter or teaching or administrative skills; (b) neglect of duty; (c) unprofessional conduct; (d) insubordination; (e) immorality; (f) physical or mental incapacity; (g) failure to give evidence of professional growth as required by law; or (h) other conduct which interferes substantially with the continued performance of duties; then the Superintendent may be discharged in accordance with applicable law. Suspension or other disciplinary action may be enforced in accordance with applicable law.

In the event that lawful termination of this Contract occurs during the period of the Contract, then all remaining years on the Contract shall be forfeited and the Superintendent will not be entitled to be paid for any such remaining years or months. Upon lawful termination of this Contract for any reason, the compensation to be paid hereunder shall be an amount which bears the same ratio to the annual salary specified as the number of months or fraction thereof to the date of such termination bears to the twelve months in the annual salary period in which termination occurs. Any portion of the salary paid, but not earned, prior to the date of termination of this Contract, and any sums owing to the District by the Superintendent, shall be set off from sums due to the Superintendent and, if the sums owing to the District are in excess of the sums due the Superintendent, the amount owing shall be immediately refunded by the Superintendent.

The Board of Education may require a certificate of health and physical fitness of Superintendent in accordance with applicable law at any time while this Contract is in force. Should the Superintendent be unable to perform the Superintendent's duties by reason of mental or physical capacity or any reason beyond the Superintendent's control, and said disability exists for a period exceeding the Superintendent's sick leave allowance, the Board of Education may, in its discretion, make a proportionate reduction from the salary and benefits, and if such disability continues or is permanent, or of such nature as to make the Superintendent unable to perform essential functions of the positions for which the Superintendent is employed, the Board of Education may, at its option, terminate this agreement whereupon the respective duties, rights and obligations hereof shall terminate.

8. Representations and Legal Requirements. The Superintendent affirms that: (1) the Superintendent holds or will hold a valid and appropriate certificate to act as a certificated employee in the State of Nebraska to perform the assigned duties throughout the term of this Contract and any extensions of this Contract; (2) the required certificate to perform the assigned duties shall be registered as required by law; it being understood and agreed that this contract is not valid until the required certificate is registered in accordance with law and that the Superintendent shall not be compensated for any services performed prior to the date of registration of this certificate; and (3) the Superintendent is not under contract with another board of education within the State of Nebraska covering any part of or all of the same time of performance as provided for in this Contract.

The Superintendent further warrants and represents as follows: (1) all information set forth in the Superintendent's application for employment and other information provided by the Superintendent in seeking employment are true and accurate, and if said information ceases to be true, Superintendent will advise the Board of Education immediately; (2) Superintendent has never been convicted or plead no contest or otherwise been adjudicated as having committed a felony, any other offense involving moral turpitude or any other offense involving abuse, neglect, or sexual misconduct as defined in Sections 003.12 through 003.14 of 92 NAC 21; and (3) Superintendent has not suffered suspension or revocation of any educational professional license or certificate, nor voluntarily surrendered such a license or certificate where charges or potential charges were pending or imminent.

There shall be no penalty for release or resignation by the Superintendent from this Contract; provided no resignation shall become effective until expiration of the remaining term of the Contract unless the Board fixes an earlier effective date. This Contract is subject to provisions of the School Employees' Retirement Act.

9. Governing Laws. The parties shall be governed by all applicable Nebraska and federal laws, rules, and regulations in performance of their respective duties and obligations under this Contract.

10. Amendments & Severability. This Contract may be modified or amended only by a writing duly authorized and executed by the Superintendent and the Board. If any portion of this Contract shall be declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforceability of the remaining provisions of this Contract.

The failure to return a signed copy of this Contract to the President or Secretary of the Board of Education of the District on or before _____, 2019 shall constitute a rejection by the Superintendent of the offer of employment.

<p>Executed this ___ day of _____, 2022.</p> <p>_____</p> <p>Rick Masters, Superintendent</p>	<p>Executed this ___ day of _____, 2022.</p> <p>Board of Education of Adams County School District 0003, a/k/a Kenesaw Public Schools</p> <p>By: _____</p> <p>President</p> <p>Attest: _____</p> <p>Secretary</p>
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Hi-Line Motors LLC
P.O. BOX 7
18150 WEST KENESAW BLVD
KENESAW, NE 68956
USA
Voice: 402-752-3498
Fax: 402-752-3498

QUOTATION

Quote Number: 3522
Quote Date: Mar 5, 2022
Page: 1

Quoted To:
KENESAW SCHOOL P.O. BOX 129 KENESAW, NE 68956

Customer ID	Good Thru	Payment Terms	Sales Rep
1445	3/11/22		

Quantity	Item	Description	Unit Price	Amount
1.00		2021 Grasshopper 900d with high lift bagger 61" pf deck 60hrs	22,000.00	22,000.00
1.00		2020 Thatcher	300.00	300.00
1.00		2020 60" snow thrower	1,500.00	1,500.00
-1.00		2009 729t grasshopper 61" deck tripple bagger trade in	5,000.00	-5,000.00
			Subtotal	18,800.00
			Sales Tax	
			TOTAL	18,800.00

**KENESAW PUBLIC SCHOOL
NEGOTIATED AGREEMENT
2022-2023**

PREAMBLE

This agreement is made and entered into this 14th day of March, 2022 by and between the Board of Education of the School District of Kenesaw in the county of Adams, in the State of Nebraska (hereinafter referred to as the “Board” or “District” as the context may require) and Kenesaw Education Association (hereinafter referred to as the “Association”). Adopted 1992.

GENERAL PURPOSE

The Board and the Association recognize that the development of a quality education program for the children attending the public schools of Kenesaw is a joint responsibility which can best be achieved by agreement that all parties work toward common goals. The Board and the Association enter in this agreement with mutual dedication, recognizing that the experience, creativity and judgment of all parties are necessary to reach the educational needs of the community. Adopted 1992.

ARTICLE I

SALARIES

- (A) The salary schedule does not include or pertain to the administration or non-certified staff.
- (B) The base salary shall be determined through the negotiations process. The base salary for the 2022-2023 school year will be **\$37,400**.
- (C) In employing teaching personnel, credit for previous teaching experience in accredited public schools may be granted. The number of year’s credit allowed will be determined by the Superintendent of Schools. The number of year’s experience a teacher is allowed upon signing their first contract shall be the base figure for all future contracts and will not be altered.
- (D) A teacher wishing to move horizontally on the salary schedule must meet the following criteria:
 - 1. All hours beyond the BA must be graduate hours in the teacher’s teaching area or have prior approval of the Board of Education.
 - 2. Credits earned after the opening day of school will not be counted toward the salary schedule until the next contract year.

3. Complete transcript of all college credit earned by each teacher which is pertinent to the teacher's placement on salary schedule or pertinent to meeting state accreditation standards shall be on file in the school's administration office and in the State Department of Education. It is the responsibility of each teacher to see that all transcripts of credit are on file in the Department of Education and that all hours of credit are coded accurately. A copy of the letter accompanying transcripts in the State Department of Education shall be filed in the Superintendent's Office.

4. A teacher cannot move horizontally more than one column in one year except for the following: A teacher can move horizontally from the BA + 27 Step to the MA Step in one year.

(E) In no case can a teacher move vertically more than one step per year.

Beginning with the 2018-2019 school year a thirteenth (13th) vertical step has been added to the salary schedule. This step will begin at the MA level.

(F) Beginning with 2020-2021 school year, the KPS Salary Schedule will be a true 4 X 4 (4% years, 4% education). Beginning with the 2021-2022 school year and each year thereafter until altered through the negotiation process, the KPS Salary Schedule will be a 4 X 4.5 (4% years, 4.5% education).

(G) A teacher must have the recommendation of the administrative staff before they can advance on the salary schedule, a teacher may be rehired without advancement on the salary schedule, but in no instance shall a teacher be held two consecutive years due to the lack of an administrative recommendation.

(H) All salaries will be paid in 12 equal payments.

(I) All teachers must earn a minimum of 6 semester hours or its equivalent every 6 years to advance in salary.

(J) Incentive pay: Graduate course work in endorsed academic teaching area or if instructor is teaching outside of endorsed area course work in that area would qualify unless the district requires the teacher to attend school and pays the tuition and fees. A maximum of twelve hours per year at a rate of up to \$125.00 per hour. Payment shall be based on verifiable expenses including tuition, books, fees, mileage, and/or lodging. The mileage would be based on the current mileage fee paid by the district. In the case of car pooling payment would be made for the actual days driven.

Plans to take course work and the number of hours must be submitted in writing prior to May 1st and all course work must be submitted in writing to and approved by the Administration prior to the registration for the course(s). The teacher would receive the pay in one lump sum with their October pay check for applicable credit received prior to the start of the school year. To be eligible for this payment, the individual must be a returning staff member. (Effective September 1, 1985)

- (K) Provisions in this agreement pertain to full time teachers. Any teacher with less than a full time contract will receive the same percentage of salary and benefits for the percent of time they are contracted to be on duty.

ARTICLE II

TERMS OF EMPLOYMENT

- (A) Pre-school clinics or extra duties not specifically listed are considered a part of the contractual agreement and may be assigned to any given teacher. A teacher's contract year shall be considered 184 days of service.
- (B) The Board reserves the right to make necessary adjustments (ie. place someone higher on the salary schedule than their actual education and experience) in order to meet emergencies which arise in hiring teachers. The superintendent will notify the president of the Association whenever this situation occurs.

ARTICLE III

LEAVES

- (A) Sick Leave: Teachers on a full-time basis will be allowed ten (10) days sick leave for the first year of employment in the school district and for each sequential year of employment will be allowed ten (10) days per year which may be accumulated to a maximum of **forty-five (45) days** to use in any one school year. *

A teacher may use up to two (2) sick leave days per year to attend funerals other than immediate family. Days not to be used consecutively.

A teacher may use two (2) sick leave days in exchange for one (1) personal day. This may be done only one time each school year.

- (B) Personal Leave: Three (3) non-accumulative days (which may be taken as quarter, half, or full days) of leave on full pay each year will be available to each certified employee. A certified employee may also exchange two (2) sick days for one additional fourth (4) personal day one time during each school year. The following conditions will apply to personal days:
1. Requests for leave days shall be submitted in writing to the Principal at least one week in advance. Only two (2) teachers on this type of leave on the same date. This provision may be waived by the principal in emergency situations. Leave dates may not be available on days when athletic and activities are held during the school day.
 2. Leave requests by more than two (2) teachers for same date will be determined by the date and time the request is submitted.
 3. Leave request for the four (4) days listed above and during the final two (2) weeks of school will be considered. Leave during these times must be approved by administration.
- (C) Funeral Leave: Leave without loss of pay will be available to each certified employee in the event of death in the immediate family, step family, and in-laws. Immediate family means spouse, children, mother, father, brothers, sisters, grandparents, grandchildren, in-law or step – equivalent of the above and any relative residing in the employee's home. Funeral leave is unlimited but must be approved by the administration.
- (D) Discretionary Leave: Discretionary Leave is designed to add a measure of flexibility to the scheduled workday. Employees may use this leave for emergency, business or family matters such as conferences or school activities. This leave is intended to be used infrequently and for sufficient reason. The employee is asked to consider the impact on the workplace and student learning that their absence may have.
1. Discretionary leave is for an absence that requires leave of two (2) hours or less and is granted at the discretion of the building principal or superintendent. Teachers are expected to find their own replacements for coverage of their duties. No stipend will be given to the employees who agree to cover for Discretionary Leave. It is expected that the principal and/or superintendent be
 - 2.

informed of these arrangements. Student learning shall not be impeded by the employee's absence. The Discretionary Leave Form must be filled out by the

employee making the request. Employees granted Discretionary Leave will not be penalized sick leave or personal leave.

- E) Sick Leave Bank: A Sick Leave Bank (“SLB”) is established under the following conditions:

Participation – Any member of our certified staff covered by this Agreement may participate in the SLB by donating, from one (1) to five (5) days when another eligible certified staff member requests, and is granted leave by the KEA Executive Committee. Participation is voluntary and is on an “as needed” basis. Each faculty member donating sick days must submit a SLB donation form to the Chairperson of the KEA Executive Committee. Participation is irrevocable for the contract year for which the donation is made and sick leaves are not refundable. The donated sick days can then be used by the certified staff member in need as paid leave. Any unused leave will go into a bank to be used by another approved request.

Eligibility – A participant who has fully exhausted their annual and accumulated sick and personal leave may apply for SLB benefits as provided herein. An individual **is also required to take a one-time only dock-day** (1 day) before borrowing from the bank for each contract year.

Benefits – An eligible participant may apply for SLB benefits by submitting an application for benefits to the Kenesaw Education Association Executive Committee. The application shall identify the medical basis for the request and the number of days the applicant seeks to withdraw from the SLB. The Executive Committee may determine the extent to which medical certification of disability or illness will be required to evaluate an application, and whether an applicant must personally appear before the Executive Committee in support of their application. Unless excused by the Executive Committee, when a participant applies for SLB benefits three (3) consecutive years, the application must be accompanied by a personal appearance before the Executive Committee for the third consecutive request. The Executive Committee shall grant an application for SLB benefits only for reasons outlined in the sick leave section of the Agreement.

Limitations – The total number of SLB days granted based on any single application shall not exceed thirty (30). Participants who have been granted SLB benefits may submit subsequent applications for benefits upon exhaustion

Page 6 of 9

of SLB benefits previously granted during the same contract year; however, a participant is limited to a total of 30 SLB days (following the one-time only dock day) in a given contract year. It is the responsibility of the employee to

complete the required forms for sick leave bank consideration (available from Chairperson of KEA Executive Committee). Failure to complete all forms within the established time period will result in denial of access to SLB provisions.

Responsibilities – The Kenesaw Board of Education shall honor days of sick leave granted by the KEA Executive Board in an amount not to exceed the total number of un-withdrawn days of sick leave donated by the participants of the SLB. Any requested days that are denied by the Executive Board of the Kenesaw Education Association under the SLB provisions will be treated as unpaid leave and consequently be subject to payroll deduction. Unused days donated to the SLB shall accumulate from year to year. The Kenesaw Education Association Executive Committee shall provide the Superintendent's Administrative Assistant with a list of those participants who have donated to the SLB. This list will be provided by the end of the month in which the leave is donated. The Kenesaw Education Association shall be responsible for all bookkeeping necessary for the administration of the SLB.

Disability Leave – Participants eligible for the SLB benefits shall be eligible for SLB benefits during the elimination period under any long-term disability coverage for which they may be eligible; provided, however, any participant who has received SLB benefits for a period during which they receive long-term disability benefits shall remit to the Kenesaw School District an amount equal to the SLB benefits received during such period within 14 days of receipt of long-term disability benefits. Nothing herein shall be construed to provide a participant SLB benefits for any period in which the participant is qualified to receive a long-term or short-term disability benefit.

Worker's Compensation – Participants eligible for SLB benefits shall be eligible for SLB benefits during the elimination period under any Worker's Compensation coverage for which they may be eligible; provided, however, the Kenesaw School District may deduct and withhold from a participant's wages an amount equal to any Worker's Compensation benefits received by the participant for any period during which the participant received SLB benefits. Nothing herein shall be construed to impair or deny the ability of a participant from receiving Worker's Compensation benefits to which they may otherwise be entitled.

Staff will be reimbursed substitute pay rate per day for personal days not used up to 2 days a school year. This reimbursement will be included in the July pay period.

Page 7 of 9

Each teacher will receive a 2% of base salary increase for completion of every 10 years of service, retroactive beginning the 2015-2016 school year.

At retirement staff will be reimbursed \$60 for each unused sick day, up to 42 days. Teachers must be employed with the district for a minimum of 15 years to qualify.

Staff will be eligible for a \$300 bonus for no sick days used, paid yearly.

Staff covering for a class period during their planning period will be paid \$25. This includes elementary teachers covering a class period during a "specials" time.

ARTICLE IV

INSURANCE

- (A) The school district agrees to furnish group health insurance coverage during the 2022-2023 school year, the Ee Spouse & Child(ren) will be \$1,970.57 a month; Ee & Spouse will be \$1,467.56 a month; Ee & Child(ren) will be \$1,292.86 a month and employee only will be \$698.86 a month with a \$1,200.00 deductible. Retired Kenesaw Public Schools employees (certified and full-time classified) may purchase insurance through the Kenesaw Public Schools' group insurance plan. The school district furnishes employee only dental insurance – PPO – 100%A, 75%B, 50% C Coverage – Option 2 at \$29.54 monthly.
- (B) Tax sheltered plans may be made available to teachers who wish to take advantage of opportunities made possible by the Internal Revenue Service.

ARTICLE V

EXTRA DUTY

- (A) Administrators qualify for extra duty schedule pay.
- (B) The district will pay coaching association dues.
- (C) The school district will pay adults the following for working at varsity sports games:

Football game - \$20.00 each to the clock operator and the announcer and \$20.00 total to the stat taker(s),

Page 8 of 9

Volleyball match or Basketball game - \$20.00 to the clock operator and scorer, Volleyball match (J.V./Var.) - Each line person will be paid \$20 per triangular match and \$30 per dual match. The Libero tracker will be paid \$5.00 per set.

- (D) The school district will pay faculty members \$25.00 per night for ticket taking
- (E) The salary of each coach covered by this Agreement shall be determined by the salary schedule attached as Appendix C & D – Extra Duty Schedule.
- (F) The school district will pay the elementary SAT Chairperson and the high school SAT Chairperson - \$300.00 per year each.
- (G) The school district will pay the Junior High coaches an additional \$250.00 if they practice until 4:00 p.m. at least two days a week.
- (H) The school district will pay certified staff (teachers) the equivalence of one day's substitute pay (\$130) for each day they are asked to work outside of their contracted days. Full day - \$130, Three fourths of a day - \$97.5, half day - \$65.

ARTICLE VI

MISCELLANEOUS PROVISION

- (A) Teachers must have a current certificate registered by the Superintendent in order to receive a pay check.
- (B) For every seven (7) hours outside of school contract time that each certified teacher devotes to Parent – Teacher Conferences, the certified teacher will be granted a compensation day or comp day. The Kenesaw Education Association has asked for this day to be provided on a mutually agreed upon day for certificated staff members.

ARTICLE VII

DURATION OF AGREEMENT

This agreement shall be effective as of the beginning of the 2022-2023 school year and will conclude at the end of this year.

ARTICLE VIII

DOCUMENT AUTHORIZATION

This agreement is from negotiations between the committee from the Board of Education and the committee from the Kenesaw Education Association. The agreement and related items are to be in effect for the 2022-2023 school year.

President, Board of Education

President, Kenesaw Education Association

Board of Education
Committee Representative

Kenesaw Education Association
Committee Representative

Secretary, Board of Education

Date

Superintendent

Date

BASE 2022-2023

		INSURANCE - 2022-2023 RATES				
BASE	\$37,400					
Vertical	0.04	Health	\$23,646.84	\$17,610.72	\$15,514.32	\$8,386.32
Horizontal	0.045	Dental	\$354.48	\$354.48	\$354.48	\$354.48
		Total Ben.	\$24,001.32	\$17,965.20	\$15,868.80	\$8,740.80

SALARY SCALE									
STEP	BA	BA+9	BA+18	BA+27	BA+36	MA	MA+9	MA+18	
1	1.000	1.045	1.090	1.135	1.180	1.225	1.270	1.315	
	\$37,400	\$39,083	\$40,766	\$42,449	\$44,132	\$45,815	\$47,498	\$49,181	
2	1.040	1.085	1.130	1.175	1.220	1.265	1.310	1.355	
	\$38,896	\$40,579	\$42,262	\$43,945	\$45,628	\$47,311	\$48,994	\$50,677	
3	1.080	1.125	1.170	1.215	1.260	1.305	1.350	1.395	
	\$40,392	\$42,075	\$43,758	\$45,441	\$47,124	\$48,807	\$50,490	\$52,173	
4	1.120	1.165	1.210	1.255	1.300	1.345	1.390	1.435	
	\$41,888	\$43,571	\$45,254	\$46,937	\$48,620	\$50,303	\$51,986	\$53,669	
5	1.160	1.205	1.250	1.295	1.340	1.385	1.430	1.475	
	\$43,384	\$45,067	\$46,750	\$48,433	\$50,116	\$51,799	\$53,482	\$55,165	
6	1.200	1.245	1.290	1.335	1.380	1.425	1.470	1.515	
	\$44,880	\$46,563	\$48,246	\$49,929	\$51,612	\$53,295	\$54,978	\$56,661	
7		1.285	1.330	1.375	1.420	1.465	1.510	1.555	
		\$48,059	\$49,742	\$51,425	\$53,108	\$54,791	\$56,474	\$58,157	
8		1.325	1.370	1.415	1.460	1.505	1.550	1.595	
		\$49,555	\$51,238	\$52,921	\$54,604	\$56,287	\$57,970	\$59,653	
9		1.365	1.410	1.455	1.500	1.545	1.590	1.635	
		\$51,051	\$52,734	\$54,417	\$56,100	\$57,783	\$59,466	\$61,149	
10			1.450	1.495	1.540	1.585	1.630	1.675	
			\$54,230	\$55,913	\$57,596	\$59,279	\$60,962	\$62,645	
11				1.535	1.580	1.625	1.670	1.715	
				\$57,409	\$59,092	\$60,775	\$62,458	\$64,141	
12						1.665	1.710	1.755	
						\$62,271	\$63,954	\$65,637	
13						1.705	1.750	1.795	
						\$63,767	\$65,450	\$67,133	

2022 - 2023 Extra Duty Schedule

Base Salary \$37,400.00

7TH SPON	12TH SPON	11TH SPON (2)	JHVB (2)**	CHEER	FFA	ASST WREST*	MUSIC V & I	HD B TRACK	HD FB	AD
8TH SPON		DANCE	JHFB (2)	FBLA	SKILLS USA****	ASST TRACK	SPEECH	HD G TRACK	HD VB	HD BBB
9TH SPON		QUIZ BWL	JHGBB (2)**			ASST FB	ONE ACT	CC	HD WREST	HD GBB
10TH SPON		StuCO	J BBB (2)**			ASST VB	ASST BBB			
NHS		CONCESS	JH WREST (2)**				ASST GBB			
		SCLMED /WEB PG MGMT	JHCC***							
			JH TRACK (3)							
			STRIV TV							

STEP	CAT 1 0.016	CAT 2 0.019	CAT 3 0.020	CAT 4 0.025	CAT 5 0.040	CAT 6 0.060	CAT 7 0.075	CAT 8 0.080	CAT 9 0.090	CAT 10 0.100	CAT 11 0.110
1	\$598.40	\$710.60	\$748.00	\$935.00	\$1,496.00	\$2,244.00	\$2,805.00	\$2,992.00	\$3,366.00	\$3,740.00	\$4,114.00
2		\$785.40	\$822.80	\$1,122.00	\$1,683.00	\$2,431.00	\$2,992.00	\$3,179.00	\$3,740.00	\$4,114.00	\$4,488.00
3			\$897.60	\$1,309.00	\$1,870.00	\$2,618.00	\$3,179.00	\$3,366.00	\$4,114.00	\$4,488.00	\$4,862.00
4				\$1,055	\$2,057.00	\$2,805.00	\$3,366.00	\$3,553.00	\$4,488.00	\$4,862.00	\$5,236.00
5						\$2,992.00	\$3,553.00	\$3,740.00	\$4,862.00	\$5,236.00	\$5,610.00

*This position is provided when more than one-half of the wrestling weight classes are filled.

**Second Coach based on number competing, and the ability to fill position. Must be approved in writing by superintendent prior to beginning of the season.

***Position based on number competing, and the ability to fill position. Must be approved in writing by superintendent prior to beginning of the season.

****Placement based on no Skills USA class period being provided for position. If a class period is provided for Skills USA the placement will move to CAT 5.

- JR. HIGH FB / VB - IF PRACTICE IS AFTER SCHOOL, AN ADDITIONAL \$250.00 WILL BE ADDED TO THE PAY.

- SAT Pay is \$300.00 per year

Mentoring Another Teacher - \$300

FFA - Eight (8) additional contract days to be used in the summer and calculated on base pay amount. Only days used will be paid.

-Yellow highlighted areas will begin during the 2022-2023 school year.

2021 -2022 Classroom Observations

KPS utilizes the Marzano Art & Science of Teaching Framework. Classroom observations will be conducted using the elements in Domain 1: Classroom Strategies & Behaviors. Domains 2-4 will be evaluated throughout the school year and will be reflected in Summative Evaluations.

*** Required**

1. Teacher *

Mark only one oval.

- Anderson
- Arrowood
- Benton
- Breight
- Burr
- DeWitt
- Einrem
- Engelhardt, M.
- Hartman
- Hoffman
- Koehler
- Kroos
- Mack
- Meyer
- Perry
- Roe
- Schnitzler
- Other: _____

2. Evaluator *

Mark only one oval.

- Nicole J. LeClaire
- Joe Wiechman
- Rick Masters

3. Date *

Example: January 7, 2019

4. Time/Class Period *

Example: 8:30 AM

Skip to question 5

Domain 1: Classroom Strategies & Behaviors5. LESSON SEGMENT: INVOLVING ROUTINE EVENTS Design Question 1:
Communicating Learning Goals & Feedback *

Check all that apply.

1. Providing Rigorous Learning Goals & Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success
- Not Observed/Not Applicable

6. (DQ1) #1-3 Comments/Evidence

7. LESSON SEGMENT: INVOLVING ROUTINE EVENTS Design Question 6: Establishing Rules & Procedures *

Check all that apply.

- 4. Establishing Classroom Routines
- 5. Organizing the Physical Layout of the Classroom
- Not Observed/Not Applicable

8. (DQ6) #4-5 Comments/Evidence

9. LESSON SEGMENT: ADDRESSING CONTENT Design Question 2: Helping Students Interact with New Knowledge *

Check all that apply.

- 6. Identifying Critical Content
- 7. Organizing Students to Interact with New Content
- 8. Previewing New Content
- 9. Chunking Content into "Digestible Bites"
- 10. Helping Students Process New Content
- 11. Helping Students Elaborate on New Content
- 12. Helping Students Record and Represent Knowledge
- 13. Helping Students Reflect on Learning
- Not Observed/Not Applicable

Other: _____

10. (DQ2) #6-13 Comments/Evidence

11. LESSON SEGMENT: ADDRESSING CONTENT Design Question 3: Helping Students Practice and Deepen New Knowledge *

Check all that apply.

- 14. Reviewing Content
- 15. Organizing Students to Practice and Deepen Knowledge
- 16. Using Homework
- 17. Helping Students Examine Similarities and Differences
- 18. Helping Students Examine Their Reasoning
- 19. Helping Students Practice Skills, Strategies, and Processes
- 20. Helping Students Revise Knowledge
- Not Observed/Not Applicable

Other: _____

12. (DQ3) #14-20 Comments/Evidence

13. LESSON SEGMENT: ADDRESSING CONTENT Design Question 4: Helping Students Generate and Test Hypotheses *

Check all that apply.

- 21. Organizing Students for Cognitively Complex Tasks
- 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- 23. Providing Resources and Guidance for Cognitively Complex Tasks
- Not Observed/Not Applicable

Other: _____

14. (DQ4) #21-23 Comments/Evidence

15. LESSON SEGMENT: ENACTED ON THE SPOT: Design Question 5: Engaging Students *

Check all that apply.

- 24. Noticing When Students are Not Engaged
- 25. Using Academic Games
- 26. Managing Response Rates
- 27. Using Physical Movement
- 28. Maintaining a Lively Pace
- 29. Demonstrating Intensity and Enthusiasm
- 30. Using Friendly Controversy
- 31. Providing Opportunities for Students to Talk About Themselves
- 32. Presenting Unusual or Intriguing Information
- Not Observed/Not Applicable

Other: _____

16. (DQ5) #24-32 Comments/Evidence

17. LESSON SEGMENT: ENACTED ON THE SPOT: Design Question 7: Recognizing Adherence to Rules and Procedures *

Check all that apply.

33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures
- Not Observed/Not Applicable

Other: _____

18. (DQ7) #33-35 Comments/Evidence

19. LESSON SEGMENT: ENACTED ON THE SPOT: Design Question 8: Establishing and Maintaining Effective Relationships with Students *

Check all that apply.

36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control
- Not Observed/Not Applicable

Other: _____

20. (DQ8) 36-38 Comments/Evidence

21. LESSON SEGMENT: ENACTED ON THE SPOT: Design Question 9: Establishing and Maintaining Effective Relationships with Students *

Check all that apply.

- 39. Demonstrating Value and Respect for Low Expectancy Students
- 40. Asking Questions of Low Expectancy Students
- 41. Probing Incorrect Answers with Low Expectancy Students
- Not Observed/Not Applicable

Other: _____

22. (DQ9) 39-41 Comments/Evidence

DOMAIN 2: PLANNING & PREPARING

23. Planning and Preparing for Lessons and Units

Check all that apply.

- 42. Effective Scaffolding of Information within Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Other: _____

24. 42 - 44 Comments/Evidence

25. Planning and Preparing for Use of Resources and Technology

Check all that apply.

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Other: _____

26. 45 - 46 Comments/Evidence

27. 47. Planning and Preparing for Needs of English Language Learners

28. 48. Planning and Preparing for Needs of Students Receiving Special Education

29. 49. Planning and Preparing for Needs of Students Who Lack Support for Schooling

DOMAIN 3: REFLECTING ON TEACHING

30. Evaluating Personal Performance

Check all that apply.

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

31. 50 - 52 Comments/Evidence

32. Developing and Implementing a Professional Growth Plan

Check all that apply.

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

33. 53 - 54 Comments/Evidence

DOMAIN 4: COLLEGIALITY & PROFESSIONALISM

34. Promoting a Positive Environment

Check all that apply.

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

35. 55 - 56 Comments/Evidence

36. Promoting Exchange of Ideas and Strategies

Check all that apply.

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

37. 57 - 58 Comments/Evidence

38. Promoting District and School Development

Check all that apply.

- 59. Adhering to District and School Rules and Procedures
- 60. Participating in District and School Initiatives

39. 59 - 60 Comments/Evidence

OBSERVATION FEEDBACK

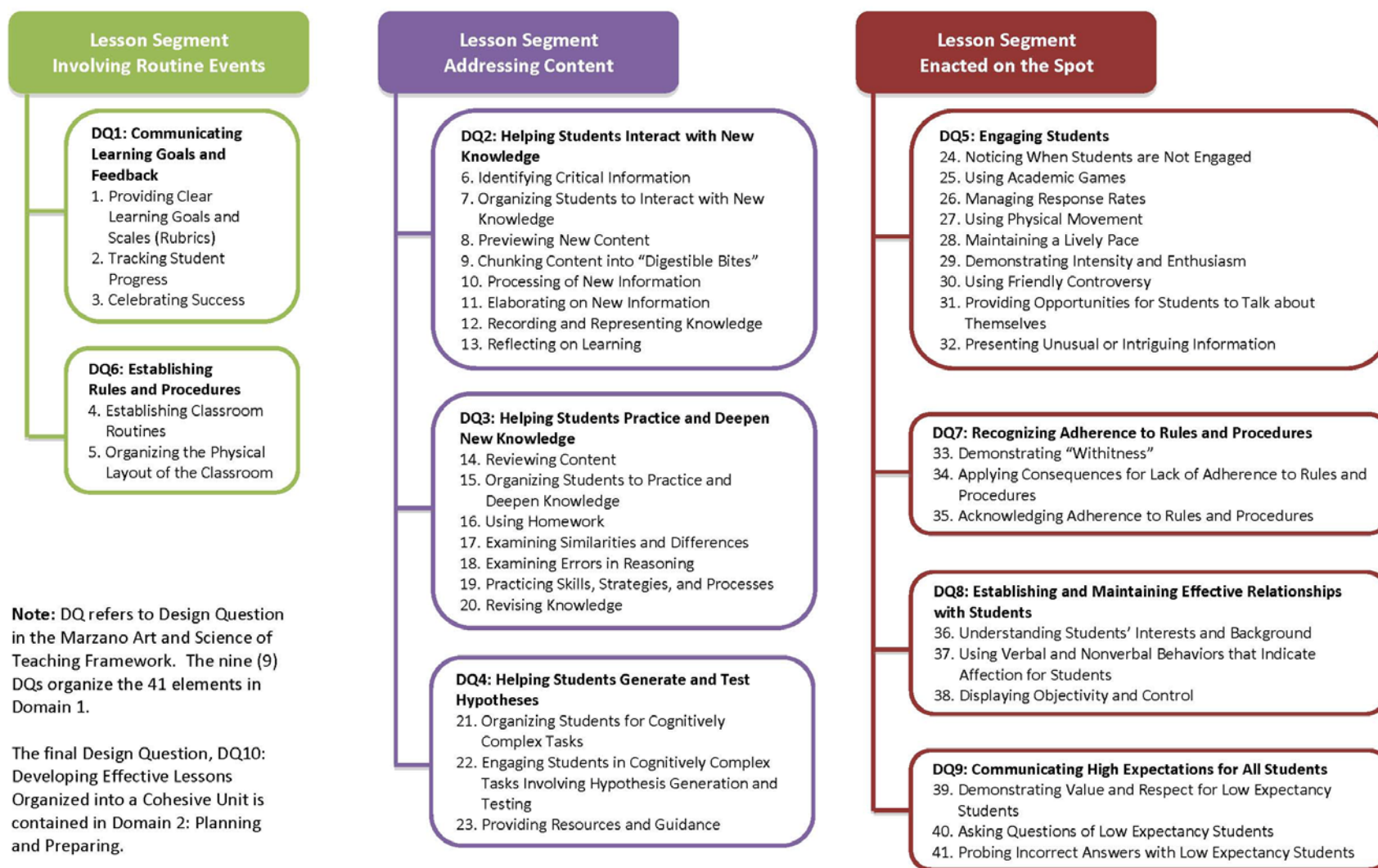
40. Additional Comments *

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Google Forms

Marzano Causal Teacher Evaluation Model Map of Domains 1-4

Domain 1: Classroom Strategies and Behaviors - Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



Teacher	Formal Observation Date	Class / Period

TO ADMINISTRATOR: Rate the teacher on every item using the quantifiers (1-3) provided. Base ratings on your observations or professional knowledge of the teacher's behavior or skill.

UNACCEPTABLE
1

NEEDS IMPROVEMENT
2

SATISFACTORY
3

ORGANIZATION AND PLANNING

Quantifier	Rating	Comments
1. School facilities, classroom, equipment, and materials are well organized and maintained properly.		Meets Expectations. <i>Recommendation:</i>
2. Necessary clerical duties are performed accurately and on schedule (attendance, down lists, lesson plans, grade reports, progress notes, etc.)		Meets Expectations. <i>Recommendation:</i>
3. Plans ahead for scheduled activities, needed instructional facilities and equipment, substitute teacher, etc.		Meets Expectations. <i>Recommendation:</i>
4. Daily plans identify measurable objectives to be learned or skills to be mastered upon completion of instruction.		Meets Expectations. <i>Recommendation:</i>
5. Lesson presentation was organized to provide needed facts and concepts for mastery of instructional material and provides exercise activities or skills practice to apply new information.		Meets Expectations. <i>Recommendation:</i>
6. Makes use of supplementary instructional materials and activities to enhance regular curriculum materials and apply subject material to real-life situations. (e.g. media, field trips, guest speakers, demonstrations, etc.)		Meets Expectations. <i>Recommendation:</i>

INSTRUCTION

Quantifier	Rating	Comments
1. Begins the lesson with a review of what was covered during the last session.		Meets Expectations. <i>Recommendation:</i>

2. Provides a short overview of the objectives and skills to be learned during this period.		Meets Expectations. Recommendation:
3. Demonstrates competent knowledge of subject area through instructional practices and ability to deliver directions and explanations clearly and concisely understood by students. Makes an effort to clarify any questions and ends class with a summary of major points presented during the class period.		Meets Expectations. Recommendation:
4. Provides exercise activities or skills practice for application or mastery of new material.		Meets Expectations. Recommendation:

CLASSROOM MANAGEMENT

Quantifier	Rating	Comments
1. Maintains a positive classroom environment and prevents behavior problems by intervening early (good classroom mobility, classroom is orderly, active student involvement, etc).		Meets Expectations. Recommendation:
2. Maintains student attention (involves students by calling on them by name, encourages participation, redirects student attention to task).		Meets Expectations. Recommendation:

STUDENT RAPPORT AND SOCIAL SKILLS

Quantifier	Rating	Comments
1. Responds to student needs in the classroom and reinforces/rewards appropriate social and academic behavior in the classroom (communicates with students to maintain academic productivity, calls on raised hands, recognizes student progress and success, etc.)		Meets Expectations. Recommendation:
2. Demonstrates positive professional ethics toward students, parents, patrons, and staff (respects others, remains objective and positive in dealing with problems, maintains confidentiality, demonstrates enthusiasm, etc.)		Meets Expectations. Recommendation:

SCHOOL POLICY ENFORCEMENT

Quantifier	Rating	Comments
1. Maintains classroom in accordance with the school system's code of conduct and allows the school system's policies and procedures (communicates rules in written or verbal form and enforces rules).		Meets Expectations. Recommendation:
2. Provides general supervision throughout the school (hallways, cafeteria, bus, playground, etc).		Meets Expectations. Recommendation:
3. Maintains a record of student punctuality and attendance.		Meets Expectations. Recommendation:

COMMUNICATION

Quantifier	Rating	Comments
1. Communicates with parents/guardians regarding student academic and social progress (written reports, phone calls, parent conferences, etc.)		Meets Expectations. Recommendation:
2. Demonstrates competent communication skills in both oral and written language.		Meets Expectations. Recommendation:
3. Makes the time and effort to listen to others.		Meets Expectations. Recommendation:
4. Designs a variety of assessment instruments and techniques to evaluate student mastery of skills and objectives; and provides corrective and informative feedback to students (written, quizzes and tests, verbal, performance based, criterion referenced materials, etc.)		Meets Expectations. Recommendation:
5. Identifies students with learning or behavior problems and adapts instruction for varying needs and abilities (informs staff, parents, and administrators, makes referrals, seeks assistance, etc.)		Meets Expectations. Recommendation:

PROFESSIONAL STANDARDS

Quantifier	Rating	Comments
1. Is in attendance and punctual.		Meets Expectations. Recommendation:
2. Demonstrates ability to solve professional problems independently and uses school resources (confers with school staff, sets up schedules to share equipment, supplies, physical plant, and personnel for meetings).		Meets Expectations. Recommendation:
3. Is actively involved in professionally-related activities and organizations; (faculty meetings, parent conferences, in-service meetings, IEP meetings, etc.)		Meets Expectations. Recommendation:
4. Exhibits professionalism and flexibility by willingness to accept additional responsibilities when unexpected situations arise or adjust schedule and plans as the need arises.		Meets Expectations. Recommendation:
5. Remains current and seeks self-improvement in the educational field through appropriate course work, in-services, workshops, conferences, professional literature, etc.		Meets Expectations. Recommendation:
6. Demonstrates a cooperative attitude toward evaluation and redirection; and initiates changes or adjustments for self-improvement.		Meets Expectations. Recommendation:

Areas of Strengths:

- ORGANIZATION & PLANNING
- INSTRUCTION
- CLASSROOM MANAGEMENT
- STUDENT RAPPORT & SOCIAL SKILLS
- SCHOOL POLICY ENFORCEMENT
- COMMUNICATION
- PROFESSIONAL STANDARDS

Recommendations:

- Continue to expand your pedagogical knowledge and curriculum development/pacing.
- Maintain pacing guides so lesson planning becomes simpler and allows for more time to try new things.
- Identify essential knowledge and skills to allow for more in-depth learning rather than a large breadth of information.

Recommended for Renewal

Teacher's Signature

Date

Observer's Signature

Date

MATH																			
KINDERGARTEN					1ST GRADE					2ND GRADE					3RD GRADE				
	SP21	FALL	WINTER	SPRING		SP21K	FALL	WINTER	SPRING		SP211	FALL	WINTER	SPRING		SP212	FALL	WINTER	SPRING
GRADE LEVEL NORM MEAN RIT	PK		150.1			157.1	160	170.2			176.4	172.3	184.1			189.4	188.5	196.2	
CLASS MEAN RIT	PK		176.5			168.2	162.7	168.9			180.4	181.9	188.8			193.1	194.4	199.4	
STUDENTS AT 50%			15/15			12/16	10/17	7/17			13/20	16/22	14/21			11/15	10/14	9/14	
STUDENTS AT 40%			15/15			12/16	12/17	8/17			15/20	16/22	17/21			12/15	12/14	11/14	
READING																			
KINDERGARTEN					1ST GRADE					2ND GRADE					3RD GRADE				
	SP21	FALL	WINTER	SPRING		SP21K	FALL	WINTER	SPRING		SP211	FALL	WINTER	SPRING		SP212	FALL	WINTER	SPRING
GRADE LEVEL NORM MEAN RIT	PK		146.3			153.1	155.9	165.8			171.4	175	181.2			185.6	186.6	193.9	
CLASS MEAN RIT	PK		164.8			161.1	157.6	164.7			180.1	180.3	192			195.3	190.3	198.6	
STUDENTS AT 50%			15			14/16	11/18	9/17			17/20	16/22	15/21			11/15	8/14	10/14	
STUDENTS AT 40%			15			16/16	12/18	10/17			18/20	18/22	19/21			13/15	11/14	11/14	
4TH GRADE					5TH GRADE					6TH GRADE									
	SP213	FALL	WINTER	SPRING		SP214	FALL	WINTER	SPRING		SP215	FALL	WINTER	SPRING					
GRADE LEVEL NORM MEAN RIT		201.1	199.5	206.1		210.5	210.4	214.7			218.7	214.7	219.6						
CLASS MEAN RIT		203.6	203.6	208.7		214.6	214.2	218.2			222.5	218.2	222.8						
STUDENTS AT 50%		9/16	10/16	9/15		10/16	9/16	11/17			16/23	18/24	15/24						
STUDENTS AT 40%		12/16	12/16	11/15		12/16	11/16	13/17			20/23	19/24	17/24						
4TH GRADE					5TH GRADE					6TH GRADE									
	SP213	FALL	WINTER	SPRING		SP214	FALL	WINTER	SPRING		SP215	FALL	WINTER	SPRING					
GRADE LEVEL NORM MEAN RIT		197.1	196.7	202.5		204.8	204.3	209.1			211	210.2	213.8						
CLASS MEAN RIT		199.6	200.2	204.5		208.3	208.2	211.4			213.8	214.8	218.3						
STUDENTS AT 50%		7/17	10/16	9/15		10/16	9/16	9/17			16/23	14/24	17/24						
STUDENTS AT 40%		14/17	11/16	13/15		11/16	10/16	13/17			18/23	18/24	21/24						

Article 5 - Scholastic Achievement

Section 2 - Graduation Requirements

To participate in commencement exercises and/or receive a Kenesaw Public Schools diploma, a student must fully complete all state and local academic and administrative requirements/conditions prior to the official commencement exercises.

To be eligible for graduation from Kenesaw High School, a student must:

- Earn the required number of semester credit hours in grades 9-12; and
- a minimum of 40 semester credit hours must be earned during the school year in which

the student intends to graduate.

Credit hours will be computed in accordance with the Nebraska Department of Education.

19

The candidates for graduation shall be presented to the Board of Education for approval once the graduate candidate’s record reflects satisfactory completion of the following courses.

English (I, II, III, IV)	40 semester hours
Social Sciences American History – 10 hours American Government – 10 hours Geography or World History – 10 hours	30 semester hours
Science (Integrated I, II, III)	30 semester hours
Math Algebra I – 10 hours Geometry – 10 hours Algebra II – 10 hours	30 semester hours
Physical Education	10 semester hours
Health	5 semester hours
Speech	10 semester hours
College & Career Readiness Requirements Personal Finance – 5 hours ACT Prep – 5 hours	10 semester hours
Career & Technology Education Courses	30 semester hours
Electives	40 semester hours
Total	240 semester hours

Exceptions to these requirements may be made by the Board of Education upon the recommendation of the Superintendent, who will support the recommendation with justifiable

reasons. A complete record of the recommendation and of the action taken upon it by the Board shall be included in the minutes.

A student who has not met the requirements for graduation but who has attended school regularly may, with the recommendation of the Superintendent, be granted a Certificate of Attendance. Students receiving a Certificate of Attendance shall not be eligible to participate in graduation exercises.

Students

Graduation

Requirements for graduation from the Kenesaw High School shall be based on four years of high school work in the 9th, 10th, 11th, and 12th grade with a minimum of 270 semester hours for the Class of 2005, and classes thereafter.

Graduation from Kenesaw High School will be made upon successful completion of the requirements as set forth by the local school board. A student must have successfully completed course work in grades 9 through 12, including the specific following requirements.

English 9, 10, 11, 12.....	40 hours
Social Studies.....	40 hours
(American History.....)	10 hours
(American Government.....)	10 hours
(Geography.....)	10 hours
(World History.....)	10 hours
Science.....	30 hours
(Physical Science.....)	10 hours
(Biology.....)	10 hours
Math.....	30 hours
Business Education.....	20 hours
(Keyboarding Applications.....)	10 hours
Physical Education.....	10 hours
(PE I, Health & First Aid.....)	10 hours
Speech.....	10 hours
Electives.....	90 hours
 TOTAL REQUIRED FOR GRADUATION.....	 270 hours

These are the number of hours required for grade classification:

Sophomore – 65 hours, Junior – 130 hours, Senior – 195 hours.

All 9th and 10th grade students attending Kenesaw Public School must be enrolled in a Language Arts, a Social Studies, a Science, a Mathematics, and an Physical Education class each semester during 9th grade, unless waived by the administration (in writing).

All 11th and 12th grade students attending Kenesaw Public School must be enrolled in a Language Arts and a Social Studies class each semester, unless waived by the administration (in writing).

All students grades 7 through 12 are required to carry seven classes and may sign up for only one study hall.

Individual student abilities may warrant variations, with administrative approval, in student course requirements as outlined in the student handbook.

PE III (Weightlifting) may be taken for only three years during grades 9-12. A senior may not take both PE III and be a student aide.

Legal Reference: Neb. Rev. Stat. § 79-729
 NDE Rule 10

Date of Adoption: August 11, 2014