

SANDHILLS PUBLIC SCHOOLS
Regular Regular Board of Education August 2025 Meeting
Monday, August 11, 2025
7:00 PM

Sandhills High School Lecture Hall, 107 Gandy Avenue, Dunning, NE 68833

Opening Statement:

Welcome to the Sandhills Public Schools Board of Education Meeting. The agenda sequence is provided as a courtesy only. The board reserves the right to consider each item in any sequence it deems appropriate. Therefore, we encourage visitors to attend the meeting from the beginning.

The Board of Education reserves the right to enter into Executive Session for the protection of the public interest; or the prevention of needless injury to the reputation of an individual, and if the individual has not requested a public meeting.

{{Name: Agenda Item Name}} {{Rationale: Agenda Item Rationale}}

Regular Board Meeting:

1. **Call to order** The regular monthly meeting of the Sandhills Public Schools Board of Education was called to order on _____ at ____ p.m. in the Sandhills High School Lecture Hall.
2. **Mission Statement**
3. **Nebraska Open Meetings Law** Posted in meeting room
4. **Publication of Meetings** Per Policy 204.07-reasonable advanced notification was made of the meeting. Verification of Publication on minutes in the Thomas County Herald
5. **Roll Call**
6. **Pledge of Allegiance**
7. **Approval of Agenda**
8. **Public Comment** *Thank you for attending the board meeting. Comments from the public should be made during this time. Please introduce yourself and refrain from defamatory or personal comments. Comments should be limited to three minutes.*
9. **Consent Agenda**
 - 9.a. Approve the minutes of the July, 14, 2025 regular board meeting
 - 9.b. Approve minutes of the Parental Involvement Policy Hearing July 14, 2025
 - 9.c. Approve the Financial Report
 - 9.d. Approve the payment of bills
10. **Administrative Reports**
 - 10.a. Activities Director's Report
 - 10.b. Principal's Report
 - 10.c. Superintendent
11. **Discussion Items**
 - 11.a. Transportation
 - 11.b. Report on facilities
 - 11.c. Planning and preliminary review of budget for the 2025-2026 school year
12. **Action Items**
 - 12.a. Review of snack availability
 - 12.b. Consider and approve stipend of \$6,000 for Activities Director and \$3,500 for Transportation Director for Jake Trosper for the 2025-2026 school year

- 12.c. Review and approve Sandhills-Thedford Athletic Cooperative Handbook for 2025-2026
 - 12.d. Review and approve Board Policy 508.13 School Wellness and School Wellness Plan
 - 12.e. Review and approve district Emergency Operations Plan (EOP) for the 2025-2026 school year
 - 12.f. Approve the Hazard Mitigation Plan for 2025-2026
 - 12.g. Approve transfers to the Depreciation Fund, School Nutrition Fund, and Activities Fund
 - 12.h. Approve resolution to increase property tax request for 2025-2026 up to an additional 7% above the base growth percentage
13. **Adjourn Official Meetings Notice:** The next regular board meeting will be held on September 8, 2025 in the high school lecture hall at Dunning, NE at 7:00 p.m. The meeting will be open to the public and agendas are kept continually current and available for public inspection in the Superintendent's office during regular business hours with reasonable notice.

NEBRASKA OPEN MEETINGS ACT

84-1407. Act, how cited. Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

84-1408. Declaration of intent; meetings open to public. It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret.

Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

84-1409. Terms, defined. For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders, and (iii) the Judicial Resources Commission or subcommittees or subgroups of the commission;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Virtual conferencing means conducting or participating in a meeting electronically or telephonically with interaction among the participants subject to subsection (2) of section 84-1412.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

(a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;

(b) Discussion regarding deployment of security personnel or devices;

(c) Investigative proceedings regarding allegations of criminal misconduct;

(d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;

(e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or

(f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1) (a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; virtual conferencing authorized; requirements; emergency meeting without notice; appearance before public body.

(1) Until January 1, 2025:

(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website.

(ii) In the case of the governing body of a city of the second class or village or such body's advisory committee or the governing body of a rural or suburban fire protection district, such notice shall be published by:

(A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website; or

(B) Posting written notice in three conspicuous public places in such city, village, or district. Such notice shall be posted in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (1) (b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(iv) In case of refusal, neglect, or inability of the newspaper to timely publish the notice, the public body shall (A) post such notice on its website, if available, and (B) post such notice in a conspicuous public place in such public body's jurisdiction. The public body shall keep a written record of such posting. The record of such posting shall be evidence that such posting was done as required and shall be sufficient to fulfill the requirement of publication.

(c) In addition to a method of notice required by subdivision (1)(b) (i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) Beginning January 1, 2025:

(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (2)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committees, such notice shall be given by:

(A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and (III) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper; or

(B)(I) Posting to the newspaper's website, if available, and (II) posting to a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper.

(ii) In the case of the governing body of a city of the second class or village, any advisory committee of such governing body, or the governing body of a rural or suburban fire protection district, such notice shall be given by:

(A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and (III) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper;

(B)(I) Posting to the newspaper's website, if available, and (II) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper; or

(C)(III) Posting written notice in three conspicuous public places in such city, village, or district. Such notice shall be posted by the public body in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (2) (b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(iv) In case of refusal, neglect, or inability of the newspaper to publish the notice, the public body shall (A) post such notice on its website, if available, (B) submit a post on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (C) post such notice in a conspicuous public place in such public body's jurisdiction. The public body shall keep a written record of such posting. The record of such posting shall be evidence that such posting was done as required and shall be sufficient to fulfill the requirement of publication.

(3)(a) The following entities may hold a meeting by means of virtual conferencing if the requirements of subdivision (3)(b) of this section are met:

(i) A state agency, state board, state commission, state council, or state committee, or an advisory committee of any such state entity;

(ii) An organization, including the governing body, created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act;

(iii) The governing body of a public power district having a chartered territory of more than one county in this state;

(iv) The governing body of a public power and irrigation district having a chartered territory of more than one county in this state;

(v) An educational service unit;

(vi) The Educational Service Unit Coordinating Council;

(vii) An organization, including the governing body, of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act;

(viii) A community college board of governors;

(ix) The Nebraska Brand Committee;

(x) A local public health department;

(xi) A metropolitan utilities district;

(xii) A regional metropolitan transit authority; and

(xiii) A natural resources district.

(b) The requirements for holding a meeting by means of virtual conferencing are as follows:

(i) Reasonable advance publicized notice is given as provided in subsections (1) and (2) of this section, including providing access to a dial-in number or link to the virtual conference;

(ii) In addition to the public's right to participate by virtual conferencing, reasonable arrangements are made to accommodate the public's right to attend at a physical site and participate as provided in section 84-1412, including reasonable seating, in at least one designated site in a building open to the public and identified in the notice, with: At least one member of the entity holding such meeting, or his or her designee, present at each site; a recording of the hearing by audio or visual recording devices; and a reasonable opportunity for input, such as public comment or questions, is provided to at least the same extent as would be provided if virtual conferencing was not used;

(iii) At least one copy of all documents being considered at the meeting is available at any physical site open to the public where individuals may attend the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act; and

(iv) Except as otherwise provided in this subdivision or subsection (4) of section 79-2204, no more than one-half of the meetings of the state entities, advisory committees, boards, councils, organizations, or governing bodies are held by virtual conferencing in a calendar year. In the case of (a) an organization created under the Interlocal Cooperation Act that sells electricity or natural gas, (b) an organization created under the Municipal Cooperative Financing Act, (C) a governing body of a risk management pool and any advisory committee of such governing body, or (D) any advisory committee of any state entity created in response to the Opioid Prevention and Treatment Act, such organization, governing body, or committee may hold more than one-half of its meetings by virtual conferencing if such organization holds at least one meeting each calendar year that is not by virtual conferencing.

(4) Virtual conferencing, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(5) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(6) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by virtual conferencing. The provisions of subsection (5) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(7) A public body may allow a member of the public or any other witness to appear before the public body by means of virtual conferencing.

(8)(a) Notwithstanding subsections (3) and (6) of this section, if an emergency is declared by the Governor pursuant to the Emergency Management Act as defined in section 81-829.39, a public body the territorial jurisdiction of which is included in the emergency declaration, in whole or in part, may hold a meeting by virtual conferencing during such emergency if the public body gives reasonable advance publicized notice as described in subsections (1) and (2) of this section. The notice shall include information regarding access for the public and news media. In addition to any formal action taken pertaining to the emergency, the public body may hold such meeting for the purpose of briefing, discussion of public business, formation of tentative policy, or the taking of any action by the public body.

(b) The public body shall provide access by providing a dial-in number or a link to the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act. Reasonable arrangements shall be made to accommodate the public's right to hear and speak at the meeting and record the meeting. Subsection (5) of this section shall be complied with in conducting such meetings.

(c) The nature of the emergency shall be stated in the minutes. Complete minutes of such meeting specifying the nature of the emergency and any formal action taken at the meeting shall be made available for inspection as provided in subsection (5) of section

84-1413.

(9) In addition to any other statutory authorization for virtual conferencing, any public body not listed in subdivision (3)(a) of this section may hold a meeting by virtual conferencing if:

(a) The purpose of the virtual meeting is to discuss items that are scheduled to be discussed or acted upon at a subsequent non-virtual open meeting of the public body;

(b) No action is taken by the public body at the virtual meeting; and

(c) The public body complies with subdivisions (3)(b)(i) and (ii) of this section.

84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, a camera, video equipment, or any other means of pictorial or sonic reproduction or in writing. Except for closed sessions called pursuant to section 84-1410, a public body shall allow members of the public an opportunity to speak at each meeting.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings, including meetings held by virtual conferencing.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body shall require any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making virtual conferencing available at an in-state location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act; and

(f) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) Each public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at a meeting.

(8) Public bodies shall make available at the meeting or the in-state location for virtual conferencing as required by subdivision (6)(c) of this section, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting, either in paper or electronic form. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

84-1413. Meetings; minutes; roll call vote; secret ballot; when; agenda and minutes; required on website; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written or kept as an electronic record and shall be available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing or keeping the minutes is absent due to a serious illness or emergency.

(6) Beginning July 31, 2022, the governing body of a natural resources district, the city council of a city of the metropolitan class, the city council of a city of the primary class, the city council of a city of the first class, the county board of a county with a population greater than twenty-five thousand inhabitants, and the school board of a school district shall make available on such entity's public website the agenda and minutes of any meeting of the governing body. The agenda shall be placed on the website at least twenty-four hours before the meeting of the governing body. Minutes shall be placed on the website at such time as the minutes are available for inspection as provided in subsection (5) of this section. This information shall be available on the public website for at least six months.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised 07/2024


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PROOF OF PUBLICATION

State of Nebraska)
) ss.
County of Thomas)

Kendra L. Cutler, being first duly sworn, deposes and says she is the Editor of the Thomas County Herald a weekly legal newspaper having a bona fide circulation of more than 300 copies published in Thedford, Nebraska; and said newspaper has been published for at least 52 consecutive weeks prior to publication of attached notice; that said publication is of general circulation; that attached notice was published 1 time(s) on

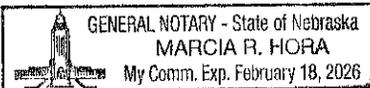
July 10, 2025

Kendra L. Cutler

Subscribed to in my presence and Sworn to before me this 31st day of July, 2025

Marcia R. Hora
Notary Public

Publication Fee \$ 12.45



Sandhills Schools Board

Public Notice

The Board of Education of Sandhills Public Schools will meet Monday, July 14, 2025 at 7:00 p.m. in the Lecture Hall at the high school in Dunning, Nebraska. All meetings are open to the public. Agendas are kept continually current and available for public inspection in the Superintendent's Office during regular business hours with reasonable notice.

Publish: July 10, 2025

ZNEZ

PROOF OF PUBLICATION

State of Nebraska)
) ss.
County of Thomas)

Kendra L. Cutler, being first duly sworn, deposes and says she is the Editor of the Thomas County Herald a weekly legal newspaper having a bona fide circulation of more than 300 copies published in Thedford, Nebraska; and said newspaper has been published for at least 52 consecutive weeks prior to publication of attached notice; that said publication is of general circulation; that attached notice was published 1 time(s) on

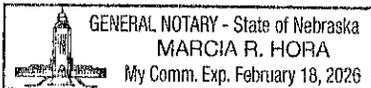
July 24, 2025

Kendra L. Cutler

Subscribed to in my presence and Sworn to before me this 31st day of July, 2025

Marcia R. Hora
Notary Public

Publication Fee \$ 237.30



Sandhills Public Schools Board Of Education Proceedings

SANDHILLS PUBLIC SCHOOLS

Regular Board of Education Meeting Minutes

Monday, July 14, 2025
7:05 P.M.

Sandhills High School Lecture Hall

Regular Board Meeting:

1. Call to order

The regular monthly meeting of the Sandhills Public Schools Board of Education was called to order on July 14, 2025 at 7:15 in the Sandhills High School Lecture Hall by President Rory Zutavern.

2. Mission Statement

"To develop KNIGHTS" Knowledgeable, Noble, Independent, Grateful, Honest, Tenacious, and Successful citizens for an ever-changing world."

3. Nebraska Open Meetings Law Posted in the meeting room. The location of the poster was noted.

4. Publication of Meetings Per Policy 204.07 reasonable advance notification was made of the meeting. Verification of Publication of minutes and meeting notice in the *Thomas County Herald*, June 19, 2025.

5. Roll Call. Board members present: Dillon Simonson, Jeff Martindale, Rory Zutavern, and Reed Larsen. A motion made by Jeff Martindale, seconded by Reed Larsen to excuse Michelle Milleson and Jill Thompson absence. Larsen: Yea, Martindale: Yea, Simonson: Yea, Zutavern: Yea. Motion passed 4-0. Also present was one guest, Superintendent Jamie Isom, Principal Patrick Reco, and Jaylee Simonson, bookkeeper.

6. Pledge of Allegiance

The Pledge of Allegiance was recited by board members and others in attendance.

7. Approval of Agenda

A motion made by Dillon Simonson, seconded by Reed Larsen to approve the agenda: Yea, Nay, Larsen: Yea, Martindale: Yea, Simonson: Yea, Zutavern: Yea. Thompson, absent; Milleson, ab-

8. Public Comment

The Board sets aside time to hear comments or concerns from patrons. No public comments were made.

9. Consent Agenda

A motion made by Jeff Martindale, seconded by Reed Larsen to approve the consent agenda: Yea, Nay, Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern: Yea. Motion passed 4-0.

9.a. Approve the minutes of the June 9, 2025 regular board meeting

9.b. Approve the Financial Report

9.c. Approve the payment of bills

10. Administrative Reports

10.a. Activities Director's Report NCA Coaches clinic will be held July 22. High school conditioning will start August 4 and the first day of fall practice is August 11. The football team will be helping with concessions as part of the Loup 2 Loup race again this year. The volleyball team and boys' basketball team will be helping with the SORC race in Arnold. Troy Saner will serve as the assistant varsity boys' basketball coach in the coming season.

10.b. Principal's Report

Mr. Reco reported that several staff members have attended summer workshops and training. Trainings have included Multi-Tiered Support Systems (MTSS), Power School, and Language Arts training for CKLA Amplify. Year end NDE reporting has been completed and Power School has been rolled over to the new school year. The summer crews are working to clean and prepare the buildings for the new school year. Repair of damage from lightning strike at the elementary has largely been completed. The Sandhills

Open Road Challenge (SORC) will again partner with the school, the school providing meeting space and areas for concessions. Planned weekly information will be sent out to parents and students about the impor-

tance of regular attendance. Even though students are often gone during the school day for school activities, NDE still defines that as an absence. The district has very low unexcused absence rate, but still need to make every attempt to minimize absences.

10.c. Superintendent

Regular review of board policy continues. This month's board agenda includes annual review of a few board policies for review and approval. Handbooks have been reworked and will be available once approved. There was a lightning strike at the elementary that caused minor damage to the storage building, which has been repaired. Estimated cost to replace the worn-out original water/gas faucets in the high school science room is \$2,000 and cost of adding a filter for sand for the building is projected to be \$6,000. Those projects are planned to be completed prior to the beginning of the school year. The Wellness Policy and Plan will be reviewed as part of the August regular meeting. Dr. Isom will also have a preliminary budget available for discussion as part of the August meeting.

11. Discussion Items

11.a. Transportation

Dr. Isom and Mr. Reco shared information about the usage of 12 passenger vans for student transportation, essentially that due to federal regulations and pending Nebraska rule changes, 12 passenger vans should not be used to transport students. Discussion regarding options for student transportation followed and will be a consideration in the upcoming budget process.

11.b. Report on facilities

1. A cooling unit at the high school has been damaged. The damage was originally thought to be caused by lightning, but upon further inspection, the filter had been sucked into the unit, causing damage to bearings and the blower wheel. Waldinger's has providing an estimate of cost to repair, \$10,043.32,

and estimated that work can be completed soon.

2. The insurance adjustor and engineer were here to review the additional gym floor in the activity building to try to determine cause of the raised areas and what options might be to repair or replace this area. Further testing will be done and updates will follow.

11.c. Review of snack availability

Dr. Isom and Mr. Reco inquired about snacks being available at no cost for a large portion of the day at the high school. At this point, it is difficult to determine the cost of providing that option.

Following discussion, no decisions were made but will be revisited at the next board meeting.

12. Action Items

12.a. Approve Staff and Student Handbooks for 2025-2026 Staff and Student Parent Handbooks, and Extracurricular Participation Handbook have been 12.b, 12.c, 12.d, 12.e, 12.f, thoroughly reviewed in preparation for the 2025-2026 school year. The organization of the handbooks has been updated.

A motion was made by Reed Larsen, seconded by Dillon Simonson to approve staff and student handbooks.

Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern:

Yea. Motion passed 4-0.

Review and award fuel bids for the 2025-2026 school year

One bid for fuel was received from Sandhill Oil. The bids were as follows: #1 Diesel \$3,749, #2 Diesel \$3,449, Gasoline \$3,199 with state tax in-

cluded in the price for all fuel types.

Jeff Martindale moved, and seconded by Reed Larsen to award fuel bids for the 2025-2026 school year to Sandhill Oil. Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern: Yea. Motion passed 4-0.

Review and Award Propane Bids for 2025-2026

One bid for propane was received from Sandhill Oil. Prepaid price for 25,000 gallons was offered at \$1,249, and gallons exceeding the prepaid 25,000 was offered at \$1,349.

A motion was made by Reed Larsen, seconded by Dillon Simonson to award the propane bid to Sandhills Oil for the 2025-2026 year.

Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern: Yea. Motion passed 4-0.

Finalize bus routes for the 2025-2026 school year. Bus routes for the 2025-2026 school year were discussed and approved as presented. Dillon Simonson moved, seconded by Reed Larsen to approve bus routes for the 2025-2026 school year as presented.

Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern: Yea. Motion passed 4-0.

Review, final reading, and approval of Board Policies 502.1 Resident Students and 502.2 Non-resident Students/Option Enrollment, 504.06 Student Dress, 504.12 Cell Phones and Electronic Communication, 506.01 Student Activity Eligibility, 507.05 COPPA Student Privacy Notice, 508.18 Administration of Naloxone, 605.05 Religious-Based Exclusion, 604.16 Behavioral Intervention and Classroom Management, 604.17 Use of Artificial Intelligence, 1005.03 Parental and Family Involvement, and 1005.13 Parental Access to Library Materials. A motion was made by Reed Larsen, seconded by Jeff Martindale to approve the final reading and/or review of Board Policies 502.01, 502.02, 504.06, 504.12, 506.01, 507.05, 508.18, 605.05, 604.16, 604.17, 1003.05, and 1005.13.

Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern: Yea. Motion passed 4-0.

Review and approve Board Policies 404.01 Employee Physical Examinations, 404.02 Employee

Injury on the Job, 404.03 Employees Personal Security and Safety, 404.04 Communicable Diseases, 404.05 Hazardous Chemical Disclosure, 404.06 Harassment by Employees, 404.07 Substance Free Workplace, 404.08 Drug and Alcohol Testing, 404.09 Injured Employee Alternative Duty Review, 404.10 Disclosure and Protection of Employee Health Information,

404.11 Facilities for Milk Expression, 404.13 School Closure Under Extraordinary Circumstances

*404.12 Title IX Sexual Harassment, an existing policy, has been moved to the 500 Section so it will be reviewed with that section.

A motion was made by Jeff Martindale, seconded by Dillon Simonson to review and approve Board Policies Board Policies 404.01 Employee Physical Examinations, 404.02 Employee Injury on the Job, 404.03 Employees Personal Security and Safety, 404.04 Communicable Diseases,

404.05 Hazardous Chemical Disclosure, 404.06 Harassment by Employees, 404.07 Substance Free Workplace, 404.08 Drug and Alcohol Testing, 404.09 Injured Employee Alternative Duty

12.g. Review, 404.10 Disclosure and Protection of Employee Health Information, 404.11 Facilities for Milk Expression, 404.13 School Closure Under Extraordinary Circumstances.

Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern: Yea. Motion passed 4-0.

Annual review and approval of Board Policies 504.03 Student Conduct, 504.19 Student Fees, 504.20 Bullying Prevention, and 1005.3 Parental Involvement

A motion was made by Jeff Martindale, seconded by Reed Larsen to approve the annual review and approval of Board Policies 504.03 Student Conduct, 504.19 Student Fees, 504.20 Bullying

Prevention, and 1005.3 Parental Involvement. Larsen: Yea, Martindale: Yea, Milleson: Yea, Simonson: Yea, Thompson: Yea, Zutavern: Yea. Motion passed 4-0.

13. Adjourn
The regular meeting of the Board of Education meeting July 14, 2025 was adjourned at 9:25 p.m. by President Rory Zutavern.

OFFICIAL MEETING NOTICE: The next regular meeting of the Sandhills Public Schools Board of Education will be held at the high school lecture hall in Dunning NE and will begin at 7:0 p.m. on August 11, 2025.

CLAIMS

- Acco Brands.....85.06
Ace Hardware39.98
Activity Fund.....5,000.00
Blick Art
Materials321.53
Cash-Wa
Distributing301.80
Consolidated
Telephone395.37
Corporate Payment
Systems.....3,804.20
Creative Printers..243.38
Custer Public
Power District...1,902.89
DAS State Accounting-
Central Finance ...396.67
Discount School
Supply.....22.30
Dunning Water....365.00
Eakes Office
Solutions1,074.95
Flinn
Scientific Inc.....45.66
Gibbs Smith
Education.....821.13
Grocery Kart..... 69.20
Gumdrop Books...670.31
HD Supply Formerly
Home Depot Pro....29.00
Hometown
Leasing532.28
Hubert Company ...27.90
JAMF
Software LLC.....1,100.00
Kearney Quality Sew &
Vac, Inc:33.49
Lakeshore Learning
Materials459.68
Lunch Fund5,000.00
MCI.....58.00
Midwest Floor
Specialists.....4,155
Midwest Technology
Products98.60
Nebraska Public Health
Environ. Lab15.00
NIBC.....275.00
Presto X Co.....246.65
Pyramid School
Products837.67
Quill856.29
Redcort Software,
Inc.....95.00
School Health.....8.26

- Specialty, Inc.472.94
Software
Unlimited, Inc. ...4,750.00
Staples1,340.32
TEAM Physical
Therapy253.92
Thedford Lumber and
Supply.....838.43
Village Of Halsey..750.00
Village of
Thedford940.90
Payroll &
Liabilities.....183,189.98
Total.....221,921.74
Publish: July 24, 2025
ZNEZ

PROOF OF PUBLICATION

State of Nebraska)
) ss.
County of Thomas)

Kendra L. Cutler, being first duly sworn, deposes and says she is the Editor of the Thomas County Herald a weekly legal newspaper having a bona fide circulation of more than 300 copies published in Thedford, Nebraska; and said newspaper has been published for at least 52 consecutive weeks prior to publication of attached notice; that said publication is of general circulation; that attached notice was published 1 time(s) on

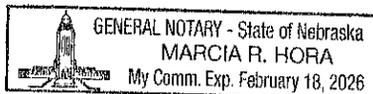
July 31, 2025

Kendra L. Cutler

Subscribed to in my presence and Sworn to before me this 31st day of July, 2025

Marcia R. Hora
Notary Public

Publication Fee \$ 40.00



SANDHILLS PUBLIC SCHOOLS
NOTICE OF MEETING
CONCERNING INCREASE TO SCHOOL
DISTRICT'S PROPERTY TAX
REQUEST AUTHORITY

"NOTICE is hereby given, in compliance with the provisions of Neb. Rev. Stat. § 79-3405, that the Board of Education for Sandhills Public Schools will meet on the 11th day of August, 2025, at 7:00 p.m. at Sandhills High School Lecture Hall, 107 Gandy Ave, Dunning NE to discuss, consider and possibly vote to approve an increase to the school district's property tax request authority by up to an additional seven percent, or other maximum amount as permitted by law, above the base growth percentage."

PUBLISH: JULY 31, 2025

ZNEZ

SANDHILLS PUBLIC SCHOOLS
Regular Board of Education Meeting Minutes
Monday, July 14, 2025
7:05 PM
Sandhills High School Lecture Hall

Regular Board Meeting:

1. Call to order

The regular monthly meeting of the Sandhills Public schools Board of Education was called to order on July 14, 2025 at 7:15 in the Sandhills High School Lecture Hall by President Rory Zutavern.

2. Mission Statement

"To develop KNIGHTS" Knowledgeable, Noble, Independent, Grateful, Honest, Tenacious, and Successful citizens for an ever-changing world."

3. Nebraska Open Meetings Law

Posted in the meeting room. The location of the poster was noted.

4. Publication of Meetings

Per policy 204.07 Reasonable advance notification was made of the meeting. Verification of Publication of minutes and meeting notice in the Thomas County Herald, June 19, 2025.

5. Roll Call

Board members present: Dillon Simonson, Jeff Martindale, Rory Zutavern, and Reed Larsen. A motion made by Jeff Martindale, seconded by Reed Larsen to excuse Michelle Milleson and Jill Thompson absence. Larsen: Yea, Martindale: Yea, Simonson: Yea, Zutavern: Yea. Motion passed 4-0. Also present was one guest, Superintendent Jamie Isom, Principal Patrick Recoy, and Jaylee Simonson, bookkeeper.

6. Pledge of Allegiance

The Pledge of Allegiance was recited by board members and others in attendance.

7. Approval of Agenda

A motion made by Dillon Simonson, seconded by Reed Larsen to approve the agenda: Yea, Nay. Larsen: Yea, Martindale: Yea, Simonson: Yea, Zutavern: Yea. Thompson, absent; Milleson, absent. Motion passed 4-0.

8. Public Comment

The Board sets aside time to hear comments or concerns from patrons. No public comments were made.

9. Consent Agenda

A motion made by Jeff Martindale, seconded by Reed Larsen to approve the consent agenda: Yea, Nay. Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern: Yea. Motion passed 4-0.

9.a. Approve the minutes of the June 9, 2025 regular board meeting

9.b. Approve the Financial Report

9.c. Approve the payment of bills

10. Administrative Reports

10.a. **Activities Director's Report**

NCA Coaches clinic will be held July 22. High school conditioning will start August 4 and the first day of fall practice is August 11. The football team will be helping with concessions as part of the Loup 2 Loup race again this year. The volleyball team and boys' basketball team will be helping with the SORC race in Arnold. Troy Saner will serve as the assistant varsity boys basketball coach in the coming season.

10.b. **Principal's Report**

Mr. Recoy reported that several staff members have attended summer workshops and training. Trainings have included Multi-Tiered Support Systems (MTSS), PowerSchool, and Language Arts training for CKLA Amplify. Year end NDE reporting has been completed and Power School has been rolled over to the new school year. The summer crews are working to clean and prepare the buildings for the new school year. Repair of damage from lighting strike at the elementary has largely been completed. The Sandhills Open Road Challenge (SORC) will again partner with the school, the school providing meeting space and areas for concessions. Planned weekly information will be sent out to parents and students about the importance of regular attendance. Even though students are often gone during the school day for school activities, NDE still defines that as an absence. The district has very low unexcused absence rate, but still need to make every attempt to minimize absences.

10.c. **Superintendent**

Regular review of board policy continues. This month's board agenda includes annual review of a few board policies for review and approval. Handbooks have been reworked and will be available once approved. There was a lightning strike at the elementary that caused minor damage to the storage building, which has been repaired. Estimated cost to replace the worn-out original water/gas facets in the high school science room is \$2,000 and cost of adding a filter for sand for the building is projected to be \$6,000. Those projects are planned to be completed prior to the beginning of the school year. The Wellness Policy and Plan will be reviewed as part of the August regular meeting. Dr. Isom will also have a preliminary budget available for discussion as part of the August meeting.

11. **Discussion Items**

11.a. **Transportation**

Dr. Isom and Mr. Recoy shared information about the usage of 12 passenger vans for student transportation, essentially that due to federal regulations and pending Nebraska rule changes, 12 passenger vans should not be used to transport students. Discussion regarding options for student transportation followed and will be a consideration in the upcoming budget process.

11.b. **Report on facilities**

1. A cooling unit at the high school has been damaged. The damage was originally thought to be caused by lighting, but upon further inspection, the filter had been sucked into the unit, causing damage to bearings and the blower wheel. Waldinger's has providing an estimate of cost to repair, \$10,043.32, and estimated that work can be completed soon.
2. The insurance adjustor and engineer were here to review the additional gym floor in the activity building to try to determine cause of the raised areas and what options might be to repair or replace this area. Further testing will be done and updates will follow.

11.c. **Review of snack availability**

Dr. Isom and Mr. Recoy inquired about snacks being available at no cost for a large portion of the day at the high school. At this point, it is difficult to determine the cost of providing that option. Following discussion, no decisions were made but will be revisited at the next board meeting.

12. **Action Items**

12.a. **Approve Staff and Student Handbooks for 2025-2026**

Staff and Student Parent Handbooks, and Extracurricular Participation Handbook have been

thoroughly reviewed in preparation for the 2025-2026 school year. The organization of the handbooks has been updated.

A motion was made by Reed Larsen, seconded by Dillon Simonson to approve staff and student handbooks.

Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern: Yea. Motion passed 4-0.

12.b. **Review and Award fuel bids for the 2025-2026 school year**

One bid for fuel was received from Sandhill Oil. The bids were as follows: #1 Diesel \$3.749, #2 Diesel \$3.449, Gasoline \$3.199 with state tax included in the price for all fuel types.

Jeff Martindale moved, and seconded by Reed Larsen to award fuel bids for the 2025-2026 school year to Sandhill Oil.

Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern: Yea. Motion passed 4-0.

12.c. **Review and Award Propane Bids for 2025-2026**

One bid for propane was received from Sandhill Oil. Prepaid price for 25,000 gallons was offered at \$1.249, and gallons exceeding the prepaid 25,000 was offered at \$1.349.

A motion was made by Reed Larsen, seconded by Dillon Simonson to award the propane bid to Sandhills Oil for the 2025-2026 year.

Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern: Yea. Motion passed 4-0.

12.d. **Finalize bus routes for the 2025-2026 school year**

Bus routes for the 2025-2026 school year were discussed and approved as presented. Dillon Simonson moved, seconded by Reed Larsen to approve bus routes for the 2025-2026 school year as presented.

Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern: Yea. Motion passed 4-0.

12.e. **Review, final reading, and approval of Board Policies** 502.1 Resident Students and 502.2 Nonresident Students/Option Enrollment, 504.06 Student Dress, 504.12 Cell Phones and Electronic Communication, 506.01 Student Activity Eligibility, 507.05 COPPA Student Privacy Notice, 508.18 Administration of Naloxone, 605.05 Religious-Based Exclusion, 604.16 Behavioral Intervention and Classroom Management, 604.17 Use of Artificial Intelligence, 1005.03 Parental and Family Involvement, and 1005.13 Parental Access to Library Materials

A motion was made by Reed Larsen, seconded by Jeff Martindale to approve the final reading and/or review of Board Policies 502.01, 502.02, 504.06, 504.12, 506.01, 507.05, 508.18, 605.05, 604.16, 604.17, 1003.05, and 1005.13.

Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern: Yea. Motion passed 4-0.

12.f. **Review and approve Board Policies** 404.01 Employee Physical Examinations, 404.02 Employee Injury on the Job, 404.03 Employees Personal Security and Safety, 404.04 Communicable Diseases, 404.05 Hazardous Chemical Disclosure, 404.06 Harassment by Employees, 404.07 Substance Free Workplace, 404.08 Drug and Alcohol Testing, 404.09 Injured Employee Alternative Duty Review, 404.10 Disclosure and Protection of Employee Health Information, 404.11 Facilities for Milk Expression, 404.13 School Closure Under Extraordinary Circumstances *404.12 Title IX Sexual Harassment, an existing policy, has been moved to the 500 Section so it will be reviewed with that section.

A motion was made by Jeff Martindale, seconded by Dillon Simonson to review and approve Board Policies Board Policies 404.01 Employee Physical Examinations, 404.02 Employee Injury on the Job, 404.03 Employees Personal Security and Safety, 404.04 Communicable Diseases, 404.05 Hazardous Chemical Disclosure, 404.06 Harassment by Employees, 404.07 Substance Free Workplace, 404.08 Drug and Alcohol Testing, 404.09 Injured Employee Alternative Duty

Review, 404.10 Disclosure and Protection of Employee Health Information, 404.11 Facilities for Milk Expression, 404.13 School Closure Under Extraordinary Circumstances.

Larsen: Yea, Martindale: Yea, Milleson: absent, Simonson: Yea, Thompson: absent, Zutavern: Yea. Motion passed 4-0.

- 12.g. **Annual review and approval of Board Policies** 504.03 Student Conduct, 504.19 Student Fees, 504.20 Bullying Prevention, and 1005.3 Parental Involvement

A motion was made by Jeff Martindale, seconded by Reed Larsen to approve the annual review and approval of Board Policies 504.03 Student Conduct, 504.19 Student Fees, 504.20 Bullying Prevention, and 1005.3 Parental Involvement.

Larsen: Yea, Martindale: Yea, Milleson: Yea, Simonson: Yea, Thompson: Yea, Zutavern: Yea. Motion passed 4-0.

13. **Adjourn**

The regular meeting of the Board of Education meeting July 14, 2025 was adjourned at 9:25 p.m. by President Rory Zutavern.

OFFICIAL MEETING NOTICE: The next regular meeting of the Sandhills Public Schools Board of Education will be held at the high school lecture hall in Dunning NE and will begin at 7:0 p.m. on August 11, 2025.

SANDHILLS PUBLIC SCHOOLS
Parental Involvement Policy 1005.3 Annual Hearing Minutes
Monday, July 14, 2025
7:00 PM
Sandhills High School Lecture Hall

1. **Call to order**

The hearing was called to order by Board President Rory Zutavern at 7:00 p.m.

2. **Nebraska Open Meetings Law**

The location of the open meetings poster located in the meeting room was noted.

3. **Publication of Hearing**

Notice of Hearing was published in the Thomas County Herald, June 19, 2025.

4. **Roll Call**

Present: Rory Zutavern, Dillon Simonson, Reed Larsen, and Jeff Martindale. Absent: Jill Thompson and Michelle Milleson. A motion made by Reed Larsen, seconded by Dillon Simonson to excuse Michelle Milleson and Jill Thompson absence.. Larsen: Yea, Martindale: Yea, Milleson: Yea, Simonson: Yea, Thompson: Yea, Zutavern: Yea. Motion passed.

5. **Hear support, opposition, or general comments regarding Board Policy 1005.03 Parental Involvement in the Schools**

No comments were received.

6. **Adjourn hearing**

The Parental Involvement Policy 1005.3 Annual Hearing was closed at 7:05 p.m. by President Zutavern.

Cash Receipt Listing by Fund

Fund: 01 GENERAL FUND

| <u>Receipt Number</u> | <u>Received From</u> | <u>Receipt Date</u> | <u>Cash Receipt Description</u> | <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Amount</u> |
|-------------------------------|-----------------------------------|---------------------|---------------------------------|--------------------------------|---------------------------|---------------|
| | THOMASCOUN Thomas County Treasure | 07/16/2025 | Taxes | 01 1100 | LOCAL DISTRICT TAXES | 1,301.14 |
| | BLAINECOUN Blaine County Treasure | 07/11/2025 | Taxes | 01 1100 | LOCAL DISTRICT TAXES | 9,700.74 |
| Account Number Total: 01 1100 | | | | | LOCAL DISTRICT TAXES | 11,001.88 |
| | THOMASCOUN Thomas County Treasure | 07/16/2025 | Taxes | 01 1125 | MOTOR VEHICLE TAX | 885.90 |
| | BLAINECOUN Blaine County Treasure | 07/11/2025 | Taxes | 01 1125 | MOTOR VEHICLE TAX | 3,970.43 |
| Account Number Total: 01 1125 | | | | | MOTOR VEHICLE TAX | 4,856.33 |
| | WESTERNNEB Western Nebraska Bank | 07/31/2025 | Interest | 01 1510 | INTEREST | 522.21 |
| Account Number Total: 01 1510 | | | | | INTEREST | 522.21 |
| | CUSTERCOUN Custer County Treasure | 07/15/2025 | Taxes | 01 1911 | LOCAL LICENSE FEES | 0.10 |
| Account Number Total: 01 1911 | | | | | LOCAL LICENSE FEES | 0.10 |
| | GENERALFUN General Fund | 07/16/2025 | Retirement Reimbursement | 01 1920 | CONTRIBUTIONS & DONATIONS | 114.05 |
| Account Number Total: 01 1920 | | | | | CONTRIBUTIONS & DONATIONS | 114.05 |
| | THOMASCOUN Thomas County Treasure | 07/16/2025 | Taxes | 01 2110 | COUNTY FINES/LICENSE FEES | 55.93 |
| | BLAINECOUN Blaine County Treasure | 07/11/2025 | Taxes | 01 2110 | COUNTY FINES/LICENSE FEES | 350.00 |
| | CUSTERCOUN Custer County Treasure | 07/15/2025 | Taxes | 01 2110 | COUNTY FINES/LICENSE FEES | 10.33 |
| Account Number Total: 01 2110 | | | | | COUNTY FINES/LICENSE FEES | 416.26 |
| | THOMASCOUN Thomas County Treasure | 07/16/2025 | Taxes | 01 3130 | HOMESTEAD EXEMPION | 476.84 |
| | BLAINECOUN Blaine County Treasure | 07/11/2025 | Taxes | 01 3130 | HOMESTEAD EXEMPION | 618.45 |
| | CUSTERCOUN Custer County Treasure | 07/15/2025 | Taxes | 01 3130 | HOMESTEAD EXEMPION | 30.93 |
| Account Number Total: 01 3130 | | | | | HOMESTEAD EXEMPION | 1,126.22 |
| | CUSTERCOUN Custer County Treasure | 07/15/2025 | Taxes | 01 3131 | PROPERTY TAX CREDIT | (46.58) |
| Account Number Total: 01 3131 | | | | | PROPERTY TAX CREDIT | (46.58) |
| | THOMASCOUN Thomas County Treasure | 07/16/2025 | Taxes | 01 3180 | PRO-RATED MOTOR VEHICLE | 139.07 |

Cash Receipt Listing by Fund

Fund: 01 GENERAL FUND

| <u>Receipt Number</u> | <u>Received From</u> | <u>Receipt Date</u> | <u>Cash Receipt Description</u> | <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Amount</u> |
|-----------------------|--------------------------------------|---------------------|---------------------------------|--------------------------------|------------------------------------|---------------|
| | BLAINECOUN Blaine County Treasure | 07/11/2025 | Taxes | 01 3180 | PRO-RATED MOTOR VEHICLE | 632.97 |
| | CUSTERCOUN Custer County Treasure | 07/15/2025 | Taxes | 01 3180 | PRO-RATED MOTOR VEHICLE | 63.80 |
| | BROWNCOUNT Brown County Treasure | 07/28/2025 | Taxes | 01 3180 | PRO-RATED MOTOR VEHICLE | 49.81 |
| | | | | Account Number Total: 01 3180 | PRO-RATED MOTOR VEHICLE | 885.65 |
| ESU101 ESU 10 | | 07/28/2025 | Title II-A 23-24 | 01 4510 | TITLE II PART A | 754.00 |
| | | | | Account Number Total: 01 4510 | TITLE II PART A | 754.00 |
| | BLAINECOUN Blaine County Treasure | 07/11/2025 | Taxes | 01 4706 | PUBLIC GRAZING LAND | 6.37 |
| | | | | Account Number Total: 01 4706 | PUBLIC GRAZING LAND | 6.37 |
| | GENERALFUN General Fund | 07/16/2025 | Transfer to Activity | 01 5200 | TRANSFERS FROM FUNDS (INCOMING) | 5,000.00 |
| | WESTERNNEB Western Nebraska Bank | 07/31/2025 | Transfer Correction Mistake | 01 5200 | TRANSFERS FROM FUNDS (INCOMING) | (5,000.00) |
| | | | | Account Number Total: 01 5200 | TRANSFERS FROM FUNDS (INCOMING) | 0.00 |
| | ANDERSON7 Anderson Jody | 07/28/2025 | Metal Recycling | 01 5300 | PROCEEDS FROM DISPOSAL | 33.75 |
| | | | | Account Number Total: 01 5300 | PROCEEDS FROM DISPOSAL | 33.75 |
| | | | | | Fund Total: 01 | 19,670.24 |

Summary Totals

| <u>Account Type</u> | | <u>Cash Accounts</u> | | <u>Receivable Accounts</u> |
|-------------------------|-----------|----------------------|-----------|----------------------------|
| Subtotal Revenue | 19,670.24 | 01 101 | 19,670.24 | |
| Subtotal Expense | | Total: | 19,670.24 | |
| Subtotal General Ledger | | | | |
| Total: | 19,670.24 | | | |

Cash Receipt Listing by Fund

Fund: 08 BUILDING FUND

| <u>Receipt Number</u> | <u>Received From</u> | <u>Receipt Date</u> | <u>Cash Receipt Description</u> | <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Amount</u> |
|-----------------------|-----------------------------------|---------------------|---------------------------------|--------------------------------|---------------------------|------------------------------|
| | THOMASCOUN Thomas County Treasure | 07/16/2025 | Taxes | 08 1100 | TAXES | 62.55 |
| | BLAINECOUN Blaine County Treasure | 07/11/2025 | Taxes | 08 1100 | TAXES | 466.36 |
| | | | | Account Number Total: 08 1100 | TAXES | <u>528.91</u> |
| | WESTERNNEB Western Nebraska Bank | 07/31/2025 | Interest | 08 1510 | INTEREST | 43.97 |
| | | | | Account Number Total: 08 1510 | INTEREST | <u>43.97</u> |
| | THOMASCOUN Thomas County Treasure | 07/16/2025 | Taxes | 08 3130 | HOMESTEAD EXEMPTION | 22.93 |
| | BLAINECOUN Blaine County Treasure | 07/11/2025 | Taxes | 08 3130 | HOMESTEAD EXEMPTION | 29.73 |
| | CUSTERCOUN Custer County Treasure | 07/15/2025 | Taxes | 08 3130 | HOMESTEAD EXEMPTION | 1.48 |
| | | | | Account Number Total: 08 3130 | HOMESTEAD EXEMPTION | <u>54.14</u> |
| | CUSTERCOUN Custer County Treasure | 07/15/2025 | Taxes | 08 3131 | PROPERTY TAX CREDIT | (2.24) |
| | | | | Account Number Total: 08 3131 | PROPERTY TAX CREDIT | <u>(2.24)</u> |
| | THOMASCOUN Thomas County Treasure | 07/16/2025 | Taxes | 08 3180 | PRO-RATE MOTOR VEHICLE | 6.69 |
| | BLAINECOUN Blaine County Treasure | 07/11/2025 | Taxes | 08 3180 | PRO-RATE MOTOR VEHICLE | 30.43 |
| | CUSTERCOUN Custer County Treasure | 07/15/2025 | Taxes | 08 3180 | PRO-RATE MOTOR VEHICLE | 3.06 |
| | | | | Account Number Total: 08 3180 | PRO-RATE MOTOR VEHICLE | <u>40.18</u> |
| | | | | | | <u>Fund Total: 08 664.96</u> |

Summary Totals

| <u>Account Type</u> | | <u>Cash Accounts</u> | | <u>Receivable Accounts</u> |
|-------------------------|---------------|----------------------|--------|----------------------------|
| Subtotal Revenue | 664.96 | 08 101 | | 664.96 |
| Subtotal Expense | | | Total: | <u>664.96</u> |
| Subtotal General Ledger | | | | |
| Total: | <u>664.96</u> | | | |

Cash Receipt Listing by Fund

Fund: 06 LUNCH FUND

| <u>Receipt Number</u> | <u>Received From</u> | <u>Receipt Date</u> | <u>Cash Receipt Description</u> | <u>Chart of Account Number</u> | <u>Detail Description</u> | <u>Amount</u> |
|-------------------------------|------------------------------|---------------------|---------------------------------|--------------------------------|--|---------------|
| | STATEOFNEB State of Nebraska | 07/18/2025 | Free/Reduced Lunch | 06 4210 | FEDERAL REIMBURSEMENT(OF NUTRIT PRGMS) | 3,333.20 |
| Account Number Total: 06 4210 | | | | | FEDERAL REIMBURSEMENT(OF NUTRIT PRGMS) | 3,333.20 |
| | GENERALFUN General Fund | 07/16/2025 | Transfer | 06 5200 | TRANSFER FROM GENERAL | 5,000.00 |
| Account Number Total: 06 5200 | | | | | TRANSFER FROM GENERAL | 5,000.00 |
| | | | | | Fund Total: 06 | 8,333.20 |

Summary Totals

| <u>Account Type</u> | | <u>Cash Accounts</u> | | <u>Receivable Accounts</u> |
|-------------------------|----------|----------------------|--------|----------------------------|
| Subtotal Revenue | 8,333.20 | 06 101 | | |
| Subtotal Expense | | | Total: | 8,333.20 |
| Subtotal General Ledger | | | | |
| Total: | 8,333.20 | | | |

District Financial Statement

July 31 , 2025
Financial Statement

| | | General | Lunch | Operational | Building | Activity |
|-------------------|-----------|----------------|------------|-------------|--------------|-------------|
| Beginning Balance | 7/1/2025 | \$1,604,151.73 | \$4,901.64 | \$6,000.00 | \$129,119.65 | \$21,807.12 |
| Revenue Received | | \$19,670.24 | \$8,333.20 | \$48,704.20 | \$664.96 | \$5,265.66 |
| Expenditures | | \$217,664.23 | \$4,656.13 | \$48,704.20 | \$3,588.00 | \$1,435.62 |
| Ending Balance | 7/31/2025 | \$1,406,157.74 | \$8,578.71 | \$6,000.00 | \$126,196.61 | \$25,637.16 |

| | 7/1/2025 | Depreciation Fund | Activity Building Loan | Building Floor Loan |
|-------------------|-----------|-------------------|------------------------|---------------------|
| Beginning Balance | | \$124,641.24 | \$425,770.50 | \$101,949 |
| Revenue Received | | \$42.32 | | |
| Expenditures | | \$0.00 | | |
| Ending Balance | 7/31/2025 | \$124,683.56 | \$425,770.50 | |

| | 7/31/2025 | CD #0114 | CD #9867 |
|----------------|-----------|--------------|--------------|
| Ending Balance | | \$116,397.41 | \$109,172.98 |

7/31/2025

| FUND | Budget Amount | YTD \$ spent | % of Budget |
|--------------|---------------|--------------|-------------|
| General | 5,203,060.00 | 2,775,632.86 | 53.35% |
| Lunch | 178,912.00 | 144,622.00 | 80.83% |
| Building | 351,000.00 | 269,824.47 | 76.87% |
| Depreciation | 235,307.00 | 27,900.00 | 11.86% |
| Activities | 180,893.00 | 104,758.49 | 57.91% |
| | | 3,322,737.82 | |

District Financial Statement

Payroll Register - Totals Combined

| | <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> | |
|-----------------------------------|------------------|------------------|------------------------------|------------------------------|--------------------|-----------------|--------------------------------------|---|
| ADD | | | | | | | | |
| CUSTODIAN Custodian | | | 6,530.67 | | | | | |
| EXTRADUTY Extra Duty | | | 2,495.01 | | | | | |
| OT Overtime | | | 285.26 | | | | | |
| SECRETARY Secretary | | | 2,535.64 | | | | | |
| SPEDPARA SPED-Para | | | 556.88 | | | | | |
| SUMHELP Summer Help | | | 3,783.50 | | | | | |
| | | | <u>16,186.96</u> | | | | | |
| CONTRACT | | | | | | | | |
| BSNSMGR Business Mgr | | | 3,862.50 | | | | | |
| COACH Coach | | | 1,783.66 | | | | | |
| COACH1 Coach | | | 2,117.63 | | | | | |
| COACH2 Coach | | | 360.57 | | | | | |
| COACH3 Coach | | | 162.12 | | | | | |
| COOK Cook | | | 1,768.13 | | | | | |
| KITCHENMGR Kitchen Mgr | | | 2,121.87 | | | | | |
| MORNINGSUP Morning Supervisor | | | 113.87 | | | | | |
| PRINCIPAL Principal | | | 7,083.33 | | | | | |
| SPONSOR Sponsor | | | 1,275.25 | | | | | |
| SUPERINT Superintendent | | | 5,666.67 | | | | | |
| TEACHER Teacher | | | 88,380.53 | | | | | |
| | | | <u>114,696.13</u> | | | | | |
| DEDUCTION | | | | | | | | |
| 403B 403B | | 100.00 | | | 100.00 | MGTRUSTCOM | Matrix Trust | A |
| 403BROTH 403BROTH | | 300.00 | | | 300.00 | MGTRUSTCOM | Matrix Trust | A |
| AFLACLAT AFLACLAT | | 73.84 | | | 73.84 | AFLAC | Aflac | |
| COLONIALLI Colonial Life | | 928.00 | | | 928.00 | COLONIALLI | Colonial Life and Accident Insurance | |
| COLONLIFE Col Life | | 388.10 | | | 388.10 | COLONIALLI | Colonial Life and Accident Insurance | |
| DENTAL DENTAL | | 693.02 | 802.63 | | 1,495.65 | BLUECROSSB | Blue Cross Blue Shield of Nebraska | |
| DISABILITY DISABILITY | | 42.95 | 563.10 | | 606.05 | MADISONNA1 | Madison National Life | |
| HEALTH HEALTH | | | 36,045.45 | | 36,045.45 | BLUECROSSB | Blue Cross Blue Shield of Nebraska | |
| NPERSADJUS NPERS ADJUST | 3,857.82 | 114.05 | | | 114.05 | SPS | Sandhills Public Schools | |
| SUPPINS SUPPINS | | 821.92 | | | 821.92 | AFLAC | Aflac | |
| VSP VSP | | 454.21 | | | 454.21 | VISONSERVI | Vison Service Plan | |
| | | <u>3,916.09</u> | <u>37,411.18</u> | <u>0.00</u> | <u>41,327.27</u> | | | |
| RET DEDUCTION | | | | | | | | |
| NPERS RETIREMENT | 122,547.59 | 9,803.80 | 9,901.83 | | 19,705.63 | SANDHILLSP | Sandhills Public School | |
| | | <u>9,803.80</u> | <u>9,901.83</u> | <u>0.00</u> | <u>19,705.63</u> | | | |
| TAX | | | | | | | | |
| FIT FIT | 118,661.11 | 6,646.36 | | | 6,646.36 | SANDHILLSP | Sandhills Public School | |
| FUTA FUTA | 117,015.20 | | | | | SANDHILLSP | Sandhills Public School | |
| MEDICARE MEDICARE | 124,426.72 | 1,804.22 | 1,804.22 | | 3,608.44 | SANDHILLSP | Sandhills Public School | |
| SITNE SIT NE | 118,661.11 | 3,999.00 | | | 3,999.00 | SANDHILLSP | Sandhills Public School | |
| SOCSEC SOC SEC | 124,426.72 | 7,714.45 | 7,714.45 | | 15,428.90 | SANDHILLSP | Sandhills Public School | |
| SUTANE SUTA NE | 118,416.21 | | | | | SANDHILLSP | Sandhills Public School | |
| WCNE WORK COMP NE | 121,333.15 | | | | | SANDHILLSP | Sandhills Public School | |
| | | <u>20,164.03</u> | <u>9,518.67</u> | <u>0.00</u> | <u>29,682.70</u> | | | |
| | | | | | | Net Pay: | 96,999.17 | |
| | | | | | | Cash Total: | 187,714.77 | |
| Non - FIT Taxable Deductions | | 12,221.98 | | | | | | |
| Non - SIT Taxable Deductions | | 12,221.98 | | | | | | |
| Non - SOC SEC Taxable Deductions | | 2,204.13 | | | | | | |
| Non - MEDICARE Taxable Deductions | | 2,204.13 | | | | | | |
| Direct Deposits | | 93,647.06 | | | | | | |
| Automatic Payments | | 400.00 | | | | | | |
| Adds + Contracts + Deduction Adds | | 130,883.09 | | | | | | |

| GENERAL FUND DISBURSEMENT | | | | |
|----------------------------------|-----------------------|-----------------------|--|----------------------------|
| MONTH | 2023-24 | 2024-2025 | DIFFERENCE | |
| SEPTEMBER | \$376,497.78 | \$299,224.94 | \$77,272.84 | |
| OCTOBER | \$265,619.94 | \$261,816.13 | \$3,803.81 | |
| NOVEMBER | \$328,428.91 | \$244,381.81 | \$84,047.10 | |
| DECEMBER | \$235,389.20 | \$248,084.42 | -\$12,695.22 | |
| JANUARY | \$236,630.43 | \$250,888.35 | -\$14,257.92 | |
| FEBRUARY | \$254,757.91 | \$320,663.50 | -\$65,905.59 | includes floor 50% payment |
| MARCH | \$287,954.21 | \$298,167.49 | -\$10,213.28 | |
| APRIL | \$277,113.30 | \$244,237.70 | \$32,875.60 | |
| MAY | \$247,406.07 | \$226,854.00 | \$20,552.07 | |
| JUNE | \$227,251.25 | \$213,580.20 | \$13,671.05 | |
| JULY | \$232,619.98 | \$222,243.15 | \$10,376.83 | |
| AUGUST | \$357,440.91 | \$601,058.35 | -\$243,617.44 | |
| | | | *\$150,000 transfer Depreciation | |
| | | | *\$50,000 transfer to Activity & Lunch | |
| TOTALS | \$3,327,109.89 | \$3,431,200.04 | -\$104,090.15 | |
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| | | | | |
| GENERAL FUND RECEIPTS | | | | |
| MONTH | 2023-2024 | 2024-2025 | DIFFERENCE | |
| SEPTEMBER | \$590,957.29 | \$561,488.63 | -\$29,468.66 | |
| OCTOBER | \$270,736.42 | \$214,645.88 | -\$56,090.54 | |
| NOVEMBER | \$110,524.10 | \$18,837.83 | -\$91,686.27 | |
| DECEMBER | \$77,494.79 | \$161,092.23 | \$83,597.44 | |
| JANUARY | \$479,813.72 | \$433,140.49 | -\$46,673.23 | |
| FEBRUARY | \$324,364.72 | \$622,339.43 | \$297,974.71 | |
| MARCH | \$99,463.53 | \$120,303.27 | \$20,839.74 | |
| APRIL | \$75,948.18 | \$104,224.72 | \$28,276.54 | |
| MAY | \$867,497.18 | \$998,584.88 | \$131,087.70 | |
| JUNE | \$302,737.64 | \$247,665.12 | -\$55,072.52 | |
| JULY | \$36,665.32 | \$19,670.24 | -\$16,995.08 | |
| AUGUST | \$48,402.34 | | | |
| | | | | |
| TOTALS | \$3,284,605.23 | | \$265,789.83 | |

| Vendor Name | Invoice Number | Description | Amount |
|--|----------------|-----------------------------------|-------------------|
| Checking Account ID 1 | Fund Number 01 | GENERAL FUND | |
| Acco Brands | 20250807 | Office Supplies | 77.64 |
| Total Acco Brands | | | <u>77.64</u> |
| Ace Hardware | 20250723 | Custodial Supplies | 80.96 |
| Total Ace Hardware | | | <u>80.96</u> |
| Activity Fund | 20250723 | Co-op Transfer | 10,000.00 |
| Activity Fund | 20250807 | Transfer from General to Activity | 50,000.00 |
| Total Activity Fund | | | <u>60,000.00</u> |
| Amplify Education, Inc | 20250805 | Elementary Curriculum | 53,145.95 |
| Amplify Education, Inc | 20250807 | Amplify Science Curriculum | 1,275.00 |
| Total Amplify Education, Inc | | | <u>54,420.95</u> |
| Apple Financial Services | 20250716 | Computers Lease Payment | 11,579.31 |
| Total Apple Financial Services | | | <u>11,579.31</u> |
| Apple Inc. | 20250801 | Sounds System IPAD | 388.00 |
| Total Apple Inc. | | | <u>388.00</u> |
| CharacterStrong | 20250804 | Curriculum | 999.00 |
| Total CharacterStrong | | | <u>999.00</u> |
| COMPanion Corporation | 20250801 | Library Expenses | 2,924.00 |
| Total COMPanion Corporation | | | <u>2,924.00</u> |
| Consolidated Telephone | 20250730 | Telephone | 393.37 |
| Total Consolidated Telephone | | | <u>393.37</u> |
| Corporate Payment Systems | 20250805 | Credit Card Charges | 1,159.04 |
| Total Corporate Payment Systems | | | <u>1,159.04</u> |
| Cox, Kyle | 20250723 | College Course Reimbursement | 433.18 |
| Total Cox, Kyle | | | <u>433.18</u> |
| Creative Printers, INC | 20250804 | Board Advertising | 289.75 |
| Total Creative Printers, INC | | | <u>289.75</u> |
| Custer Public Power District | 20250721 | Utilities | 2,834.23 |
| Total Custer Public Power District | | | <u>2,834.23</u> |
| DAS State Accounting - Central Finance | 20250711 | Internet | 396.67 |
| Total DAS State Accounting - Central Finance | | | <u>396.67</u> |
| Depreciation Fund | 20250730 | Annual Transfer | 150,000.00 |
| Total Depreciation Fund | | | <u>150,000.00</u> |
| Dunning Water | 20250804 | Utilities | 365.00 |
| Total Dunning Water | | | <u>365.00</u> |
| Eakes Office Solutions | 20250730 | Copier Readings April-July | 760.89 |
| Eakes Office Solutions | 20250804 | Custodial Supplies | 416.26 |

| Vendor Name | Invoice Number | Description | Amount |
|--|----------------|-------------------------------------|------------------|
| Total Eakes Office Solutions | | | <u>1,177.15</u> |
| ESU 10 | 20250801 | ESU 10 Services | 6,820.84 |
| ESU 10 | 20250804 | Trainings | 184.57 |
| Total ESU 10 | | | <u>7,005.41</u> |
| ESU Coordinating Council | 20250806 | Encyclopedia Online | 55.80 |
| ESU Coordinating Council | 20250807 | Securly Network | 568.70 |
| Total ESU Coordinating Council | | | <u>624.50</u> |
| Ewoldts Grocery | 20250807 | Staff Development | 54.92 |
| Total Ewoldts Grocery | | | <u>54.92</u> |
| Flinn Scientific Inc. | 20250805 | Science Supplies | 23.60 |
| Total Flinn Scientific Inc. | | | <u>23.60</u> |
| Hometown Leasing | 20250804 | Copier Lease | 532.28 |
| Total Hometown Leasing | | | <u>532.28</u> |
| Houghton Mifflin Harcourt | 20250730 | MAP Growth Testing | 387.50 |
| Total Houghton Mifflin Harcourt | | | <u>387.50</u> |
| Ingram Library Services | 20250723 | Library Books | 36.29 |
| Total Ingram Library Services | | | <u>36.29</u> |
| Innovative Office Solutions LLC | 20250806 | Supplies | 1,116.64 |
| Innovative Office Solutions LLC | 20250806-0001 | Supplies | 235.07 |
| Total Innovative Office Solutions LLC | | | <u>1,351.71</u> |
| IXL Learning | 20250801 | Subscription English | 199.00 |
| IXL Learning | 20250804 | Subscription | 2,100.00 |
| Total IXL Learning | | | <u>2,299.00</u> |
| JE Water, LLC | 20250724 | Pressure Switch adjust @ Elementary | 150.00 |
| Total JE Water, LLC | | | <u>150.00</u> |
| JourneyEd.com, Inc. | 20250721 | Adobe License renewal | 500.00 |
| Total JourneyEd.com, Inc. | | | <u>500.00</u> |
| Literacy Resources, LLC (dba Heggerty) | 20250804 | Elementary K-2 English Curriculum | 9,465.56 |
| Literacy Resources, LLC (dba Heggerty) | 20250806 | Elementary Curriculum | 101.00 |
| Total Literacy Resources, LLC (dba Heggerty) | | | <u>9,566.56</u> |
| Lunch Fund | 20250807 | Transfer from General to Lunch | 50,000.00 |
| Total Lunch Fund | | | <u>50,000.00</u> |
| MARC | 20250723 | Custodial Supplies | 254.56 |
| Total MARC | | | <u>254.56</u> |
| Mark's | 20250721 | Custodial Supplies | 315.78 |
| Total Mark's | | | <u>315.78</u> |
| MCI | 20250724 | Telephone | 58.60 |

| Vendor Name | Invoice Number | Description | Amount |
|---|----------------|----------------------------------|------------------|
| Total MCI | | | <u>58.60</u> |
| NE State Fire Marshal/Boiler Division | 20250723 | Boiler Inspection | 81.00 |
| Total NE State Fire Marshal/Boiler Division | | | <u>81.00</u> |
| Nebraska Council of School Administrators | 20250801 | Admin Days | 251.00 |
| Total Nebraska Council of School Administrators | | | <u>251.00</u> |
| Nebraska Public Health Environmental Laborato | 20250730 | Routine Elementary | 19.00 |
| Total Nebraska Public Health Environmental Laborato | | | <u>19.00</u> |
| Nebraska Safety Center | 20250716 | Transportation Training | 100.00 |
| Total Nebraska Safety Center | | | <u>100.00</u> |
| NIBC, | 20250804 | Ice Machine Rental | 275.00 |
| Total NIBC, | | | <u>275.00</u> |
| Norms Auto | 20250801 | Vehicle Inspections | 2,637.01 |
| Total Norms Auto | | | <u>2,637.01</u> |
| North Platte Telegraph | 20250807 | Newspaper | 624.00 |
| Total North Platte Telegraph | | | <u>624.00</u> |
| OnToCollege | 20250804 | College Prep | 1,750.00 |
| Total OnToCollege | | | <u>1,750.00</u> |
| PGH&G Attorneys At Law | 20250804 | Legal Services Handbooks etc | 450.00 |
| Total PGH&G Attorneys At Law | | | <u>450.00</u> |
| Presto X Company | 20250716 | Pest Control | 252.65 |
| Total Presto X Company | | | <u>252.65</u> |
| Prime Secured | 20250806 | Network Supplies | 608.29 |
| Total Prime Secured | | | <u>608.29</u> |
| Quill | 20250801 | Copy Paper Supplies Elementary | 196.20 |
| Total Quill | | | <u>196.20</u> |
| Renaissance | 20250804 | AR | 1,538.29 |
| Total Renaissance | | | <u>1,538.29</u> |
| Sandhill Oil Company | 20250801 | Fuel | 1,222.48 |
| Sandhill Oil Company | 20250805 | Prepay Propane | 31,225.00 |
| Total Sandhill Oil Company | | | <u>32,447.48</u> |
| Spur, The | 20250723 | Fuel | 693.90 |
| Total Spur, The | | | <u>693.90</u> |
| Staples | 20250801 | Elementary Supplies & Whiteboard | 206.14 |
| Total Staples | | | <u>206.14</u> |
| Studies Weekly | 20250801 | Teaching Supplies | 112.93 |

| Vendor Name | Invoice Number | Description | Amount |
|--|----------------|------------------------------------|-------------------|
| Total Studies Weekly | | | <u>112.93</u> |
| Sutton, Connor | 20250721 | Detaining Service 7 vehicles | 1,860.00 |
| Total Sutton, Connor | | | <u>1,860.00</u> |
| Teaching Strategies | 20250721 | Renewal | 26.90 |
| Total Teaching Strategies | | | <u>26.90</u> |
| Theford High School | 20250723-0001 | Half of field painter | 1,557.74 |
| Total Theford High School | | | <u>1,557.74</u> |
| Theford Lumber and Supply | 20250723 | Custodial Supplies | 1,076.64 |
| Total Theford Lumber and Supply | | | <u>1,076.64</u> |
| Thomas County Library | 20250804 | Library Services | 150.00 |
| Total Thomas County Library | | | <u>150.00</u> |
| University of Nebraska - Lincoln | 20250806 | Transitional Certification Program | 1,750.00 |
| Total University of Nebraska - Lincoln | | | <u>1,750.00</u> |
| Village of Theford | 20250806 | Utilities | 470.45 |
| Total Village of Theford | | | <u>470.45</u> |
| Waldinger Corporation, The | 20250723 | July payment | 1,060.00 |
| Waldinger Corporation, The | 20250804 | HVAC Maintenance August | 1,060.00 |
| Total Waldinger Corporation, The | | | <u>2,120.00</u> |
| Western Nebraska Bank | 20250807 | Postage Elementary & HS | 200.00 |
| Total Western Nebraska Bank | | | <u>200.00</u> |
| Zearn | 20250723 | Math Materials | 1,210.00 |
| Total Zearn | | | <u>1,210.00</u> |
| Fund Number 01 | | | <u>413,343.58</u> |
| Checking Account ID 1 | | | <u>413,343.58</u> |

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

08/07/2025 12:06 PM

User ID: JJS

| Function Number | | Revised Budget | Expended During Month | Expenditures to Date | % of Budget | Balance at EOM | A/ P Outstanding | P/ O Outstanding | Unencumbered Balance |
|-----------------|--|----------------|-----------------------|----------------------|-------------|----------------|------------------|------------------|----------------------|
| 01 | GENERAL FUND | | | | | | | | |
| 1100 | REGULAR INSTRUCTIONAL PROGRAMS | 0.00 | 195,938.60 | 1,650,172.20 | 0.00 | (1,650,172.20) | 0.00 | 0.00 | (1,650,172.20) |
| 1115 | CAREER ACADEMY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1200 | SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS | 0.00 | 8,394.54 | 115,230.30 | 0.00 | (115,230.30) | 0.00 | 0.00 | (115,230.30) |
| 1291 | SPED PROGRAM AGE 3-5 | 0.00 | 78.18 | 700.58 | 0.00 | (700.58) | 0.00 | 0.00 | (700.58) |
| 1292 | SPED PROGRAM AGE B-2 | 0.00 | 78.18 | 700.57 | 0.00 | (700.57) | 0.00 | 0.00 | (700.57) |
| 2120 | GUIDANCE SERVICES | 0.00 | 5,692.81 | 50,735.88 | 0.00 | (50,735.88) | 0.00 | 0.00 | (50,735.88) |
| 2130 | HEALTH SERVICES | 0.00 | 0.00 | 10,548.04 | 0.00 | (10,548.04) | 0.00 | 0.00 | (10,548.04) |
| 2141 | PSYCHOLOGICAL SERVICES SPED SCHOOL AGE | 0.00 | 1,111.86 | 12,003.72 | 0.00 | (12,003.72) | 0.00 | 0.00 | (12,003.72) |
| 2142 | PSYCHOLOGICAL SERVICES SPED AGE 3-5 | 0.00 | 138.96 | 1,566.10 | 0.00 | (1,566.10) | 0.00 | 0.00 | (1,566.10) |
| 2143 | PSYCHOLOGICAL SERVICES SPED B-2 | 0.00 | 138.96 | 1,566.10 | 0.00 | (1,566.10) | 0.00 | 0.00 | (1,566.10) |
| 2151 | SPEECH PATH & AUDIO SPED SCHOOL AGE | 0.00 | 3,374.19 | 42,884.51 | 0.00 | (42,884.51) | 0.00 | 0.00 | (42,884.51) |
| 2152 | SPEECH PATH & AUDIO SERVICES SPED 3-5 | 0.00 | 3.90 | 43.68 | 0.00 | (43.68) | 0.00 | 0.00 | (43.68) |
| 2153 | SPEECH PATH & AUDIO SERVICES SPED B-2 | 0.00 | 3.90 | 43.68 | 0.00 | (43.68) | 0.00 | 0.00 | (43.68) |
| 2161 | OCCUPAITIONAL THERAPY SPED SCHOOL AGE | 0.00 | 490.04 | 5,953.58 | 0.00 | (5,953.58) | 0.00 | 0.00 | (5,953.58) |
| 2162 | OCCUPATIONAL THERAPY SPED AGE 3-5 | 0.00 | 61.25 | 635.91 | 0.00 | (635.91) | 0.00 | 0.00 | (635.91) |
| 2163 | OCCUPATIONAL THERAPY SPED B-2 | 0.00 | 61.25 | 635.91 | 0.00 | (635.91) | 0.00 | 0.00 | (635.91) |
| 2171 | PHYSICAL THERAPY SPED SCHOOL AGE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2172 | PHYSICAL THERAPY SPED 3-5 | 0.00 | 0.00 | 4,675.92 | 0.00 | (4,675.92) | 0.00 | 0.00 | (4,675.92) |
| 2173 | PHYSICAL THERAPY SPED B-2 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2210 | IMPROVEMENT OF INSTRUCTION | 0.00 | 0.00 | 655.00 | 0.00 | (655.00) | 0.00 | 0.00 | (655.00) |
| 2211 | SCHOOL IMPROVEMENT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2212 | INSTRUCTION/CURR DEV | 0.00 | 0.00 | 400.00 | 0.00 | (400.00) | 0.00 | 0.00 | (400.00) |
| 2213 | INSTRUCTIONAL STAFF TRAINING | 0.00 | 2,504.92 | 5,341.03 | 0.00 | (5,341.03) | 0.00 | 0.00 | (5,341.03) |
| 2220 | LIBRARY/MEDIA SERVICES | 0.00 | 6,139.16 | 43,148.05 | 0.00 | (43,148.05) | 0.00 | 0.00 | (43,148.05) |
| 2224 | EDUCATIONAL TELEVISION SERVICES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2230 | INSTRUCTION RELATED TECHNOLOGY | 0.00 | 19,662.62 | 94,596.13 | 0.00 | (94,596.13) | 0.00 | 0.00 | (94,596.13) |
| 2240 | ACADEMIC STUDENT ASSESSMENT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2310 | BOARD OF EDUCATION | 0.00 | 289.75 | 12,906.36 | 0.00 | (12,906.36) | 0.00 | 0.00 | (12,906.36) |
| 2320 | EXECUTIVE ADMINISTRATION | 0.00 | 13,622.88 | 149,451.75 | 0.00 | (149,451.75) | 0.00 | 0.00 | (149,451.75) |
| 2330 | DISTRICT LEGAL SERVICES | 0.00 | 450.00 | 2,394.50 | 0.00 | (2,394.50) | 0.00 | 0.00 | (2,394.50) |
| 2410 | OFFICE OF PRINCIPAL | 0.00 | 12,413.57 | 127,305.50 | 0.00 | (127,305.50) | 0.00 | 0.00 | (127,305.50) |
| 2510 | FISCAL SERVICES | 0.00 | 1,412.86 | 32,301.27 | 0.00 | (32,301.27) | 0.00 | 0.00 | (32,301.27) |
| 2520 | PURCHASING & WAREHOUSE SERVICES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2560 | PUBLIC INFORMATION SERVICES | 0.00 | 0.00 | 8,950.00 | 0.00 | (8,950.00) | 0.00 | 0.00 | (8,950.00) |
| 2570 | PERSONNEL SERVICES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2580 | ADMINISTRATIVE TECHNOLOGY SERVICE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2600 | OPERATION & MAINTENANCE OF PLANT | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2610 | OPERATON OF BUILDING | 0.00 | 55,471.43 | 391,071.25 | 0.00 | (391,071.25) | 0.00 | 0.00 | (391,071.25) |
| 2620 | MAINTENACE OF BUILDING | 0.00 | 333.65 | 14,102.55 | 0.00 | (14,102.55) | 0.00 | 0.00 | (14,102.55) |
| 2630 | CARE AND UPKEEP OF GROUNDS | 0.00 | 53.97 | 20,964.22 | 0.00 | (20,964.22) | 0.00 | 0.00 | (20,964.22) |
| 2640 | CARE AND UPKEEP OF EQUIPMENT | 0.00 | 1,557.74 | 130,583.40 | 0.00 | (130,583.40) | 0.00 | 0.00 | (130,583.40) |
| 2650 | VEHICLE ACQUISITION AND MAINTENANCE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2660 | SECURITY | 0.00 | 0.00 | 3,809.73 | 0.00 | (3,809.73) | 0.00 | 0.00 | (3,809.73) |
| 2670 | SAFETY | 0.00 | 0.00 | 5,886.50 | 0.00 | (5,886.50) | 0.00 | 0.00 | (5,886.50) |
| 2680 | OPERATION & MAINTENANCE OF PLAN-OTHER | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2710 | REGULAR EDUCATION TRANPORTATION | 0.00 | 153,876.38 | 214,460.72 | 0.00 | (214,460.72) | 0.00 | 0.00 | (214,460.72) |
| 2713 | TRANSPORTATION SPED AGE 3-5 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2730 | VEHICLE SERVICE/MAINTENACE | 0.00 | 2,637.01 | 16,013.14 | 0.00 | (16,013.14) | 0.00 | 0.00 | (16,013.14) |
| 3300 | COMMUNITY SERVICES OPERATIONS | 0.00 | 0.00 | 10.90 | 0.00 | (10.90) | 0.00 | 0.00 | (10.90) |
| 3512 | DISTANCE EDUCATION INCENTIVE PAYMENTS | 0.00 | 433.18 | 2,082.30 | 0.00 | (2,082.30) | 0.00 | 0.00 | (2,082.30) |
| 3535 | HIGH ABILITY LEARNERS | 0.00 | 93.82 | 1,525.44 | 0.00 | (1,525.44) | 0.00 | 0.00 | (1,525.44) |
| 3551 | CAREER EDUCATION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4300 | ARCHITECTURE & ENGINEERING | 0.00 | 0.00 | 7,500.00 | 0.00 | (7,500.00) | 0.00 | 0.00 | (7,500.00) |

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

08/07/2025 12:06 PM

User ID: JJS

| Function Number | | Revised Budget | Expended During Month | Expenditures to Date | % of Budget | Balance at EOM | A/ P Outstanding | P/ O Outstanding | Unencumbered Balance |
|-----------------|---|----------------|-----------------------|----------------------|-------------|----------------|------------------|------------------|----------------------|
| 6200 | TITLE I, PART A NCLB IMPROV THE ACADEM | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6210 | TITLE I NCLB IMPROVING BSC PRGRMS ACCNT | 0.00 | 0.00 | 596.00 | 0.00 | (596.00) | 0.00 | 0.00 | (596.00) |
| 6403 | IDEA PART B(611) BASE ALLOC-SCHOOL AGE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6404 | IDEA PART B(611) BASE ALLOC BIRTH TO 4 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6406 | IDEA PRESCHOOL(619) BASE ALLOC | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6408 | IDEA Part B | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6410 | IDEA ENROLLMENT/POVERTY(611) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6421 | IDEA ARP | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6422 | IDEA PRESCHOOL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6700 | FED VOC & APP TECH ED (CARL PERKINS) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6967 | TITLE IV PART A | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6969 | TITLE IV - A | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6992 | REAP | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6996 | CARES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6997 | ESSERII | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6998 | ESSER III | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8000 | TRANSFERS (OUTGOING) | 0.00 | 110,000.00 | 188,000.00 | 0.00 | (188,000.00) | 0.00 | 0.00 | (188,000.00) |
| 01 | GFNFRAI FUND | 0.00 | 596,519.56 | 3,372,152.42 | 0.00 | (3,372,152.42) | 0.00 | 0.00 | (3,372,152.42) |

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

08/07/2025 12:06 PM

User ID: JJS

| Function Number | Revised Budget | Expended During Month | Expenditures to Date | % of Budget | Balance at EOM | A/ P Outstanding | P/ O Outstanding | Unencumbered Balance |
|-----------------|----------------|-----------------------|----------------------|-------------|----------------|------------------|------------------|----------------------|
| Grand Total: | 0.00 | 596,519.56 | 3,372,152.42 | 0.00 | (3,372,152.42) | 0.00 | 0.00 | (3,372,152.42) |

Board Report - Board

| Vendor Name | Invoice Number | Description | Amount |
|--|----------------------------|-----------------------------------|-----------------|
| Checking Account ID 02 Facility Advocates | Fund Number 02 20250806 | DEPRECIATION 2nd Contract Bill | 55,800.00 |
| Total Facility Advocates | | | <hr/> 55,800.00 |
| Fund Number 02 | | | <hr/> 55,800.00 |
| Checking Account ID 02 | | | <hr/> 55,800.00 |

Board Report - Board

| Vendor Name | Invoice Number | Description | Amount |
|----------------------------|----------------|--------------------------|-----------------|
| Checking Account ID 5 | Fund Number 05 | ACTIVITY FUND | |
| Ewoldts Grocery | 20250807 | Staff Development | 146.40 |
| Total Ewoldts Grocery | | | <hr/> 146.40 |
| Mullen Public School | 20250801 | MNAC Music Contest Entry | 20.00 |
| Total Mullen Public School | | | <hr/> 20.00 |
| Theford High School | 20250723-0002 | Co-op Transfer | 10,000.00 |
| Total Theford High School | | | <hr/> 10,000.00 |
| Fund Number 05 | | | <hr/> 10,166.40 |
| Checking Account ID 5 | | | <hr/> 10,166.40 |

| July 2025 Charges | |
|-------------------|-------------|
| Amount | Description |

| | |
|--------|-----------------------------------|
| 9.95 | Amazon - Business Class Supplies |
| 19.9 | Amazon - Business Class Supplies |
| -29.85 | Amazon - Business Supplies Refund |
| 182.13 | Blick Art Supplies - Art Supplies |
| 9.95 | Amazon - Business Supplies |
| 53.97 | Menards - Grounds Supplies |
| 170.74 | Menards - Custodial Supplies |
| 34.02 | Amazon - Business Supplies |
| 53.73 | Amazon - PE Supplies |
| 18.99 | Amazon - Office Supplies |
| 51.96 | Amazon - PE Supplies |
| 76.11 | Vista Print - Banners |
| 55.89 | Amazon - Office Supplies |
| 451.55 | Blick Art Supplies - Art Supplies |

| | |
|----------|------------------|
| | TOTAL DUE |
| 1,159.04 | Activity |
| | |
| | |

| July/August Charges | | | | |
|---------------------|--------------------|--|---------------|-------------------|
| Date | Vehicle | Repair/Service | Who | Amount |
| 6/23/2025` | #19 | Oil Change/Inspection/brake pads | NORM | \$457.14 |
| 06/23/25 | #19 | Air Filter/Door Handle | NORM | \$333.42 |
| 06/24/25 | #2 | Inspection | NORM | \$79.00 |
| 06/24/25 | #5 | Inspection/Brake Pads etc | NORM | \$241.44 |
| 06/24/25 | #9 | Oil Change/Inspection/Front Shocks | NORM | \$368.84 |
| 06/25/25 | #11 | Oil Change/Inspection | NORM | \$145.93 |
| 06/26/25 | #10 | Oil Change/Inspection | NORM | \$154.67 |
| 06/26/25 | #7 | Oil Change/Inspection | NORM | \$161.66 |
| 06/26/25 | #17 | Oil Change/Inspection | NORM | \$188.87 |
| 07/21/2025 | #16 | Oil Change/Inspection | NORM | \$256.78 |
| 07/30/25 | #6 | Inspection | NORM | \$89.00 |
| 07/31/25 | Lawn Mower | Replace front wheel bearing and oil chang/filter | NORM | \$126.28 |
| 07/30/25 | #4 | 2 whipers | NORM | \$33.98 |
| 07/14/2025 | #7,8,9,10,11,17,19 | Detailing Services | Connor Sutton | \$1,860.00 |
| -07/16/25 | | | | |
| | | | | |
| | | | | |
| | | | TOTAL | \$4,497.01 |
| | | | | |
| # | Year | Description | Capacity | Gas/Diesel |
| 2 | 2007 | Ford Taurus (silver) | 4 | Gas |
| 3 | 1990 | Ford Ranger (red pick up) | | Gas |
| 4 | 2008 | Ford Van (food van) | | Gas |
| 5 | 2012 | Ford 150 Grey Pickup | | Gas |
| 6 | 2004 | All American (bus) | 40 | Diesel |
| 7 | 2023 | White Suburban | 7 | Gas |
| 8 | 2022 | White Suburban | 7 | Gas |
| 9 | 2009 | Ford Van (silver) | 10 | Gas |
| 10 | 2009 | Ford Van (tan) | 10 | Gas |
| 11 | 2021 | Ford White Van | 10 | Gas |
| 12 | 2009 | Blue Bird | 42 | Diesel |
| 13 | 2013 | Blue Bird <i>Vision</i> | 54 | Diesel |
| 14 | 2009 | Coach Bus | 52 | Diesel |
| 16 | 2019 | Blue Bird Vision | 60 | Diesel |
| 17 | 2024 | Ford Van Silver Van | 10 | Gas |
| 19 | 2007 | Suburan (Black Pearl) | 6 | Gas |

Activity/Athletic Director's Report - Jake Trosper

8/11/25

Lane Deisley and Tyrell Blauvelt were hired as assistant football coaches.

Rscool will be replaced with Bound this week. Bound is used just like Rscool but offers many other tools to stay organized, communicate, and file documentation.

The new sports record banners went up in the gym on August 11th.

First day of Fall practice is Monday August 11th.

High school Fall sports pictures will be on Wednesday, August 13th in Thedford.

The high school football and volleyball scrimmage will be on Thursday, August 21st in Thedford.

- Darin Boysen will speak from 5:15-6:00 PM.
- The volleyball parent meeting will be from 6:00-6:30 PM.
- The football parent meeting will be from 6:30-7:00 PM.
- The volleyball scrimmage will begin at 6:30 PM.
- The football scrimmage will begin at 7:15 PM.

The first day of junior high fall sports will be on Monday August 25th.

Junior high sports pictures will be on August 26th.

Principal Report

July came and went quickly.

Administrator Days had lots of good information about the state's literacy act, changes to testing, along with finance and funding. Along with attending Administrator Days I also had meetings with Adam Kuntz the new principal at Thedford. We worked on common expectations for activities directors, and will be working on trying to align some of our student policies.

A big thanks to the summer workers and to Anita and Jody specifically for their work and direction in the summer. The 5th grade building got a fresh coat of paint, the trailer deck got replaced, rock was added to the west of the high school to help with drainage, and of course the rooms got emptied, cleaned and set up again.

I'm excited for the upcoming year and all of the opportunities it presents.



Nebraska Rural Community Schools Association

Member Update

August 7, 2025



Photo Credit: Plattsmouth Community Schools



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/



NRCSA Calendar

NRCSA Events

NRCSA District Meetings

September 2025

South Central

September 2, 2025

ESU 11 in Holdrege (time TBD)

West

September 9, 2025

In Bridgeport (time and location TBD)

Southwest

September 10, 2025 (tentative)

Hershey High School (time TBD)

North Central

10:30 AM September 11, 2025

Jubilee Catering in Ord

Northeast

11:00 AM September 22, 2025

At Wayne State College

Southeast

10:00 AM September 30, 2025

At the NCSA office in Lincoln

NRCSA Legislative Forum

February 26, 2026

Cornhusker Hotel in Lincoln

[More about this event](#)

NRCSA Spring Conference

March 18 & 20, 2026

Crowne Plaza & Younes North Convention Center in

Kearney

[More about this event](#)

NRCSA Golf Tournament

July 28, 2026

Meadowlark Hills Golf Course in Kearney

[More about this event](#)

Committee Meetings

NRCSA Executive Committee

9:00 AM November 19, 2025

At the CHI Center in Omaha (room TBD)

NRCSA Scholarship & Recognition Committee

10:00 AM November 19, 2025

At the CHI Center in Omaha (room TBD)

NRCSA Closing the Achievement Gap Research Team

11:00 AM November 19, 2025

At the CHI Center in Omaha (room TBD)

NRCSA Leaders Lunch

12:00 PM November 19, 2025

At the CHI Center in Omaha (room TBD)

NRCSA Legislative Committee

1:00 PM November 19, 2025

At the CHI Center in Omaha (room TBD)

NRCSA Rural Teacher Committee

3:00 PM November 19, 2025

At the CHI Center in Omaha (room TBD)



NRCSA Search Service

Please let Jack Moles know where superintendent vacancies occur, so that NRCSA Superintendent Search can make direct contact. We need to hear as soon as possible in anticipation of getting promotional materials specific to that board of education ready. It is critical that Board Presidents have the NRCSA contact information so that if they choose to consider a Superintendent Search Service, NRCSA is one they hopefully will consider.

Vacancies will appear once the application period for them is open.

Access the Members area of www.nrcsa.net anytime.

Login: member Password: learning

NRCSA Updates

Welcome back to the start of a new school year! At NRCSA, we also plan for the start of the year. We are preparing for our Fall District meetings, all of which will be in September this year. Dates and locations are located elsewhere in this Member Update. We hope to have our largest numbers yet for the District meetings. The Superintendent search season has started earlier than in the past and we are working toward helping some of our member districts in their searches. We will be preparing for another round of “Non-Traditional” Scholarships for teacher candidates that will go out later in the fall. We also involved in discussions with various groups on Legislative issues. We will prepare for all of the NRCSA committees to meet in conjunction with the NASB/NASA Fall Education Conference in Omaha. Very soon we will start preparing for this year’s Spring Conference, as well as the NRCSA Legislative Forum. Also, preparations are being made for members of the Executive Committee to attend the National Rural Education Conference in Salt Lake City. So, while we are not as deep into “getting ready” for the start of the school year as most of you are, we do still have our attention facing forward. Here’s hoping all of you have your best year yet! If there is anything we can do to help you, please do not hesitate to contact us.

The School Financing Review Commission, which was created this Spring by the Unicameral, has its first meeting on Tuesday, August 12. Information on the meeting can be found in the following communication from NDE. If you click on “School Financing Review Commission” in the next paragraph, you will find access to links to the live broadcast of the meeting.

From Brian Leisy, Executive Assistant in the Commissioner’s office: The first meeting of the [School Financing Review Commission](#) will be held Tuesday, August 12, 2025, at 8:00am, at the Nebraska Department of Education Office Building (500 S 84th St., Lincoln, NE 68510), in the State Board Room. Use the following link to receive the agenda: [Commission Agenda](#) (also attached).

A map for parking and entry to the building is also attached.

[SFRC Agenda](#)

[NDE Building Map](#)

NRCSA’s annual membership drive began on July 1. Annual Dues remain at \$850. Notices were sent in time for your July board meetings. You are welcome to pay your dues in this fiscal year or the next. Last year we had 224 school districts, ESU’s, and State colleges and we expect to continue our annual growth. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support, there is less rural advocacy. Whether we like it or not, the outstate and rural population

NRCSA Leadership

Chris Kuncl, President.
Mullen Public Schools

Dr. Heather Nebesniak, Past Pres.
Ord Public Schools

Stephanie Kaczor, Pres-Elect.
Riverside Public Schools

Jeremy Braden, Secretary.
Doniphan-Trumbull Public Schs

District Representatives:

Ginger Meyer, West
Chadron Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Daryl Schrunk, Northeast
Randolph Public Schools

Andrew Havelka, Southeast
Freeman Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Jessica Bland,
Oakland-Craig Public Schools

Jim Widdifield
Minden Public Schools

does not create a legislative majority anymore. In fact, rural Nebraska lost another seat in the Unicameral in the most recent redistricting. Finding success, whether that be by passing, amending, or stopping legislation, comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is “at the table” and making a difference on behalf of our rural students, schools, and communities.

NRCSA is excited to introduce a new initiative to assist rural schools in educating their communities about digital citizenship. Our partnership with A.Plum Creative will provide members with ready-to-use, research-based resources designed to help districts promote responsible technology use among students and families.

The program has its origins out of a goal by the Hershey Board of Education and Superintendent Jane Davis to work on digital citizenship in their district. The district worked with A.Plum Creative on the initiative, then shared information on the program with the NRCSA Executive Committee.

This research based, legally vetted campaign includes monthly social media graphics and captions that focus on key topics like online safety, respectful communication, digital wellness and appropriate tech use. All content is designed to engage school communities and support districts in meeting digital citizenship education goals.

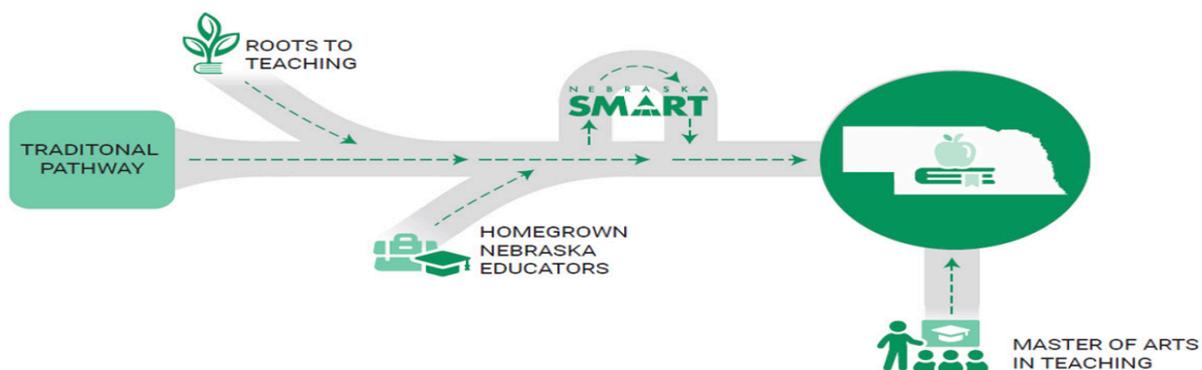
We offer a set of tiered service options for NRCSA Member Districts:

- Tier 1 – NRCSA Branded Content (\$2,500/school year): Monthly graphics and captions with NRCSA branding, aligned to seasonal themes and events.
- Tier 2 – District-Branded Content (\$5,000/school year): Customized graphics and captions tailored to your district’s brand and messaging.
- Tier 3 – Custom Content + Consultation (\$7,500/school year): District-branded content plus three planning calls per year with A.Plum Creative.
- Tier 4 – Full Social Media Management (\$10,000/school year): District-branded content, full posting and scheduling, community engagement and monthly performance reports.

This campaign is available exclusively to NRCSA member districts. To learn more or reserve your spot, contact Anna Weber at anna@a-plum.com or visit www.a-plum.com.

Expanding the Educator Pipeline through Innovative Nebraska State College Initiatives.

Educator Preparation Pathways



The Nebraska State Colleges (Chadron, Peru, and Wayne) are proactively addressing the growing teacher shortage across the state, particularly in rural communities. With their evolution beginning as Normal Schools to present, and approximately 28% of undergraduate students majoring in teacher education (the largest comprehensive major system-wide), the Colleges have long played a central role in preparing future educators.

However, as Nebraska faces increasingly urgent staffing shortages in K–12 classrooms, especially in high-need areas such as special education, early childhood, and STEM, the State Colleges continue to evolve to meet this challenge through four strategic initiatives.

Nebraska Roots to Teaching (NRT), seeks to offer a high school-to-career educator pathway modeled after Washington State’s successful Recruiting Washington Teachers (RWT) program. Anchored in Wayne State College’s STEP (Students to Teachers through Educator Pathways) program, NRT is expanding dual credit options in education across the three colleges. High school students (especially first-generation and underrepresented learners) will be able to complete introductory education courses for dual credit, participate in campus-based experiences, and receive mentorship from teacher-mentors and college “navigators” throughout their transition into college and early teaching careers. Flexible modalities, financial incentives, and future paraeducator credentialing further broaden access for rural students.

The **Homegrown Nebraska Educators Apprenticeship Program** seeks to leverage new flexibility under Nebraska Department of Education Rules 20 and 21 to provide an alternative pathway to certification for paraprofessionals and place-bound adults. Building on Chadron State College’s pilot model, this initiative allows candidates to remain employed in their local districts while completing a bachelor’s degree and teacher certification. Courses are fully online and asynchronous, ensuring flexibility for working adults. The program emphasizes district-identified endorsement areas, such as special education and elementary education, and uses a competency-based credit model to reward relevant experience.

The **Nebraska SMART (Success Made Accessible through Rural Tutoring)** initiative connects teacher education candidates from the three State Colleges with K–12 students in their home districts through virtual tutoring. Focused on supporting rural schools, SMART offers academic help during afternoons and evenings while providing early, meaningful field experience for teacher candidates. By allowing candidates to serve students in their own communities, the program strengthens local ties and broadens access to educational support. SMART not only improves outcomes for K–12 learners but also enhances the preparation of future educators committed to serving Nebraska’s rural schools and communities.

Lastly, the **Master of Arts in Teaching (MAT)** is a distinct, graduate-level program designed for individuals who hold a bachelor’s degree in a core content area and seek teacher certification in Nebraska. Delivered fully online, the 18-credit core of the program ensures that individuals fully meet certification requirements and provides a flexible path to licensure, while the additional 18 credits of the graduate program provide options to complete the required content courses to qualify for teaching dual credit courses or work toward specific endorsement requirements. Individuals can choose to complete the core course which lead to certification without committing to the MAT; however, the completion of the MAT graduate program assists individuals in completing elective coursework that moves them toward their career goals. Unlike the Homegrown Nebraska Educators apprenticeship model, which supports paraprofessionals pursuing a bachelor’s degree, the MAT serves adult career changers and professionals seeking a direct, advanced entry into the teaching profession.

Together, these initiatives form a comprehensive ecosystem of entry points into the teaching profession. From high school dual credit options and rural tutoring roles to full apprenticeship models and flexible graduate pathways, the Nebraska State Colleges are creating scalable solutions to address Nebraska’s critical teacher shortage, ensuring every community has access to well-prepared, locally rooted educators for years to come.

Chris Prososki, formerly the Superintendent at Southern and now at Hastings, has shared a sample Superintendent Checklist that he uses. I thought this was a great instrument, one that I wished I had available to me when I was in the Superintendency. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

[**Superintendent Check List**](#)

NRCSA SPRING CONFERENCE

We continue to celebrate the recipients of the NRCSA “Outstanding Awards” who were recognized at the NRCSA Spring Conference. They were:

- OUTSTANDING ELEMENTARY TEACHER: Kari Schroeder, Syracuse-Dunbar-Avooca
- OUTSTANDING SECONDARY TEACHER: Kimberly Bender, Humphrey
- OUTSTANDING MUSIC TEACHER: Kim Hammer, Weeping Water
- OUTSTANDING ESU STAFF MEMBER: Scott Jones, ESU 16
- OUTSTANDING CLASSIFIED STAFF MEMBER: Juli Klingelhoefner, Amherst
- OUTSTANDING PRINCIPAL: Keri Homan, Crawford
- OUTSTANDING BOARD OF EDUCATION MEMBER: Mike Stracke, Stuart
- OUTSTANDING SUPERINTENDENT: Dale Hafer, Ainsworth



DALE HAFER



KERI HOMAN



SCOTT JONES



JULI KLINGELHOEFER

Nebraska Rural Community Schools Association



KIM HAMMER



*KARI SCHROEDER (ALSO GARY ANDERSON,
2000 NRCSA OUTSTANDING PRINCIPAL)*



KIMBERLY BENDER



MIKE STRACKE

Also at the NRCSA Spring Conference, KSB School Law and the Perry Law Firm were honored as the 2025 NRCSA Friend of Rural Education Award recipients.



REPRESENTATIVES OF KSB SCHOOL LAW & PERRY LAW FIRM—RECIPIENTS OF THE FRIEND OF RURAL EDUCATION AWARD

SUPERINTENDENT SEARCH & PLANNING

As Boards of Education and Superintendents start to plan for the future, there may be a change in Superintendent approaching your district. We would like to remind you that NRCSA has an outstanding Superintendent Search Service and I would encourage your Board of Education to closely consider these services if you are in need of a Superintendent.

Last year, NRCSA assisted the Boards of Education at Lawrence-Nelson, Boyd County, Pawnee City, and Shelton

in their Superintendent searches.

One of the more outstanding features of the NRCSA Superintendent Search Service is that the consultants who assist Boards of Education with their searches are all retired rural school Superintendents who experienced great success in their careers. They know what it takes to be successful in a rural school district and community, and how to work closely with a rural school Board of Education.

If your district finds a need to locate your next school leader, please be sure to keep the NRCSA Superintendent Search Service in mind. For more information you can contact Executive Director Jack Moles at jmoles@nrca.net or by phone at 402-335-7732.

Another service that is offered is a planning service. It is a common practice for Boards of Education and the Superintendent to develop short and long-term plans. We are currently assisting Anselmo-Merna in their planning process. NRCSA does provide a quality service using experienced consultants. If you are interested in more information, please contact Executive Director Jack Moles.

[NRCSA Search Service Brochure](#)

[NRCSA Planning Support Brochure](#)

2025 NRCSA Joe Toczek Golf Tournament

The 2025 NRCSA Joe Toczek Golf Tournament was held on Tuesday, July 22, 2025 at Meadowlark Hills Golf Course in Kearney. The event was a great success, with 188 golfers taking part. The top three teams in each flight are as follows:

CHAMPIONSHIP FLIGHT

Dave Raymond + Larry Cihal + Kent Vitols + Byron Copeland 59
Craig Jones + Derrick Joel + Sean Mallory + Jeff Schneider 59
Bobby Truhe + Steve Williams + Coady Pruett + Karen Haase 59

FIRST FLIGHT

Colin Martin + Matt Hodgson + Steve Dike + Ben Wright 63
Jay Spearman + Darren Soucie + Jake Luhr + Curtis Childers 63
Tobin Buchanan + Mark Wragge + Mark Otten + Jeff Gross 63

SECOND FLIGHT

Troy Keilig + Andy Cronin + Mike Halley + Blake Beebout 66
Ryan Terry + Steve Spurgeon + Beau McConnell + Adam Lambert 66
Blake Brumbaugh + Freddy Lopez + Josh Nutt + Sean Dougherty 66

NRCSA thanks all who participated. This tournament helps to fund the NRCSA Scholarship program.

NRCSA has had the great privilege to work closely with Open Sky Policy Institute over the years.

They provide great information on the fiscal impact of legislation that is very helpful to me in my work as NRCSA's chief lobbyist. I would encourage Superintendents and Board of Education members to sign up to receive Open Sky's email updates.

Open Sky has developed some awesome **Nebraska Public School District Profiles** instruments. The instruments provide much information that can be used to tell the story of your district in comparison to other districts when discussing school finance. The instruments can be accessed at:

<https://www.openskypolicy.org/school-district-profile/>

The mission of OpenSky Policy Institute is to provide impartial and precise research, analysis, education and leadership on fiscal policy-improving opportunities for all Nebraskans. Subscribe to their email updates at <https://bit.ly/OpenSkyUpdates> or contact Todd Henrichs at thenrichs@openskypolicy.org.

As we head into the new legislative session, Open Sky has shared a few more tools that can be especially helpful. A message from Rebecca Firestone, Executive Director for Open Sky shares:

Dear friends,

On behalf of the team at OpenSky, I want to thank you for the work you have done to prepare for the important policy work ahead for all of us this year.

We wanted to take an opportunity to share a few quick reference materials we have developed that we think will be especially useful this session (attached).

- 1. A one-page guide to TEEOSA, the K-12 public school funding formula. With significant changes promised to the formula in pursuit of property tax relief, we felt it was important to share the current state of play.*
- 2. A guide on the budget process, including a timeline, who is involved, and a breakdown of important components of the state budget. With a significant deficit heading into session, lawmakers will grapple with complex decisions regarding spending. At OpenSky, we are ready to work towards a budget that reflects the priorities of Nebraskans and allows everyone a shot at The Good Life, and we look forward to partnering with you in this work.*

I also wanted to introduce you to some new members of our team who you may interact with during the upcoming session:

Lillian Butler-Hale joins our team as Outreach and Engagement Director. She replaces Joey Adler Ruane, who will continue to support OpenSky for some time from his new role with the lobbying firm Lindsay Harr MacDonald. Lillian was most recently in the office of Senator Jen Day and will be a great asset to the team during this session. Please make sure to say hello when you see her in the rotunda.

Noah Rhoades just joined us in a new role as Outreach and Engagement Manager. He will support our legislative work as well as community engagement and outreach efforts, including coalition building. We are excited to have him on board.

We are also launching a refreshed website at www.openskypolicy.org, and last, but not least, we have moved! Same building, bigger office. Please make note that our new address is 1325 H Street, Suite 200 Lincoln, NE 68508. We look forward to welcoming you to our new space soon, when we are a little more settled.

We are excited to work alongside all of you this session, and here to be a resource. Don't hesitate to reach out to me or anyone on the team if you need us.

*Onward,
Rebecca*

[Open Sky TEEOSA Guide](#)
[Open Sky Budget Process Guide](#)

One of the more outstanding student academic activities that I've had the pleasure of working with is Academic Decathlon. The nation-wide program provides a prescribed course of study each year. Teams are made up of students of different academic abilities. Students with an "A" average compete against other students with an "A" average, students with a "B" average compete against other students with a "B" average,

Nebraska Rural Community Schools Association

and students with a “C” average compete against other students with a “C” average. Schools can choose how they prepare for competitions. Some teams meet after school or in the evenings, while some schools offer a class.

There is a regional competition in January, with the State Championships being held in February. Students compete for medals at both events. Scholarships are awarded to members of teams who are successful in the competitions. Three of my four children competed in Academic Decathlon and between them were awarded thousands of dollars in scholarships.

This past year, two NRCSA-member schools qualified for the State Championship: Amherst and Johnson County Central.

Each year there is a central theme for the Academic Decathlon curriculum. For the 2025-25 school year, the theme is “The Roaring 20’s”. Music, art, and literature will cover the Jazz Age.

If you would like get more information on the Nebraska Academic Decathlon, please contact NRCSA Executive Director Jack Moles of one of the Nebraska Academic Decathlon Co-Executive Directors:

Ardis Moody ardis.moody@gmail.com

Cris Hay-Merchant chaymerchant@bellevue.edu



JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM



AMHERST ACADEMIC DECATHLON TEAM



The 2025 regular session of the Unicameral is now completed. The legislature adjourned sine die on Monday, June 2. While there were passed bills still needing the Governor’s signature, he indicated he would not veto any of the remaining adopted bills. NRCSA’s final summary may be accessed here:

NRCSA’s bill summary page may be accessed here:

[NRCSA Bill Summaries](#)

The NRCSA Executive Committee has made a positive move to assist non-traditional educators move toward full teaching certification. As a result of this move, new scholarship opportunities were created for paras who are in a “para to teacher program” and for transitional educators. NRCSA will provide

Nebraska Rural Community Schools Association

three \$1,000 scholarships for the fall semester and three \$1,000 scholarships for the spring semester for the 2024-25 school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU. Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized “para to teacher” program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a transition to teaching program in which a person with a minimum of a bachelor’s degree who is employed to teach in a member school while working through a transitional program, such as offered by the University of Nebraska-Kearney. The applicant could currently be teaching under a transitional certificate. Application materials for Spring scholarships were distributed to member Superintendents and ESU Administrators, who were then asked to share with potential candidates in their buildings. The NRCSA Scholarship and Recognitions Committee selected the three Spring semester scholarship winners.

Applications for the 2026 Spring semester scholarships will be open in the fall, at a date to be determined.

NRCSA Executive Director Jack Moles visited Fairbury, Harvard, and Summerland to make the scholarship presentations of the Fall scholarships. The three recipients are Mary LeFave of Fairbury, Ryan Kile of Harvard, and Shayna Strobe of Summerland.

Ryan Kile is currently a paraeducator at Harvard High School. He is working on a teaching certificate in Secondary Business Education through Chadron State College.

Mary LeFave is currently a paraeducator at Fairbury High School. She is working on a teaching certificate in 7-12 Biology through the University of Nebraska-Kearney.

Shayna Strobe is currently a paraeducator at Summerland Elementary School. She is working on a teaching certificate in Elementary Education through Chadron State College.



FAIRBURY SUPT DEVIN EMBRAY, MARY LEFAVE, JACK MOLES



HARVARD SUPT MICHAEL DERR, RYAN KILE, JACK MOLES



SUMMERLANDE SUPT. MOLLY ASCHOFF, ELEM PRINCIPAL CATHY COOPER, SHAYNA STROPE, JACK MOLES

NRCSA has developed a “resource” document to assist members when they want insight on a particular topic. Often we are contacted and asked if we know of a school that has experience in a topic

of interest. Many times we can point them in the right direction, but often we need to put out a request for information to the members. We have developed a list to begin from and already have some contact information on some of the topics. The plan is to feature this list in each of our monthly updates. Below is a link to a copy of this “early” list. If you would be willing to be listed as a resource or if you would like to suggest other topics for inclusion, please contact Jack Moles.

[NRCSA School Programs](#)

We urge you to consider participation in the NRCSA Partner OneCard program as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 2024-25, over 100 districts/ESUs participated in the program. We currently have **109** entities using the program. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2024-25, the rebate was over \$34,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Jack Moles (jmoles@nrcca.net) or Jeff Bundy (jbundy@nrcca.net).

Board of Education meeting visits. Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 131 such meetings. I most recently attended the Board meeting at Wakefield and Allen on May 12 and Emerson-Hubbard on June 11.

I am scheduled to attend the following Board of Education meetings in the near future:

Monday, August 11: Wauneta-Palisade and Hayes Center

Monday, September 8: Mullen

I have really enjoyed this venture and am willing to attend Board meetings when I can. I take a few minutes to cover NRCSA news and offerings, as well as a legislative update. When I am going to be in a specific area on Board meeting days I may send out a notice to near-by Superintendents to make an offer to visit. I'd like to be able to schedule two or three in the same evening if I can.

If you would be interested in me attending a future Board meeting, please contact me to start the arrangements. I would also be willing to “attend” your Board meetings via Zoom if you preferred. I would still only do one at a time but would be able to do several in the same evening. Let me know and we will try to make the connection.

Nebraska Rural Community Schools Association



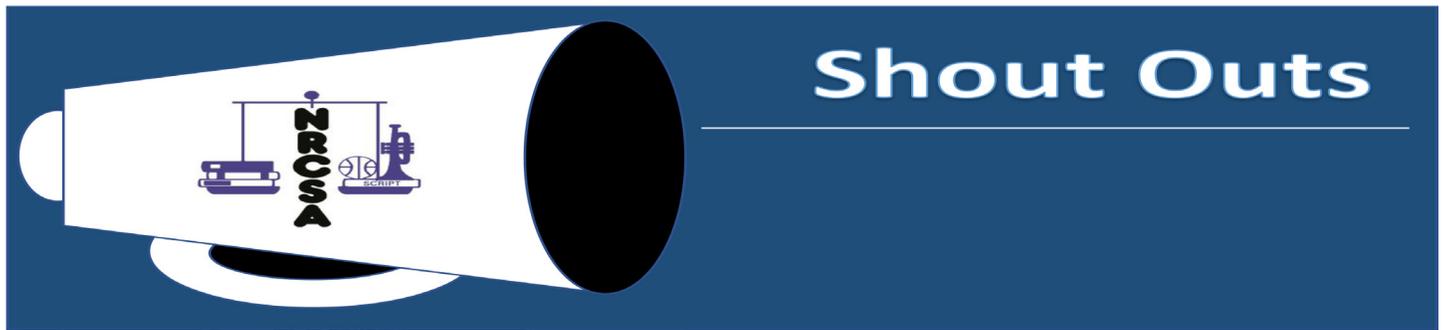
WAKEFIELD BOARD OF EDUCATION AND ADMINISTRATION



ALLEN BOARD OF EDUCATION AND ADMINISTRATION



EMERSON-HUBBARD BOARD OF EDUCATION AND ADMINISTRATION



NRCSA wishes to share in the celebration of the special accomplishments and recognitions going on in our member schools and ESUs.

August 2025:

*** The National Merit Scholarship Corporation recently announced its scholarship recipients. Students from NRCSA-member districts recipients, including:**

NMS Scholarship: Michael Tophoj, Ogallala

College Sponsored Winners:

- Elliott Balcom, Northwest (Wichita State)
- Austin Schmidt, Heartland (University of Nebraska-Lincoln)
- Noah Armstrong, Wayne (Belmont University)

*** The Omaha World-Herald announced its All Sports Rankings. NRCSA-member schools were recognized, including:**

CLASS D COMBINED (BOYS & GIRLS)

- CHAMPION–Central Valley
- RUNNER-UP–Johnson-Brock
- 5TH PLACE–Howells-Dodge

CLASS D BOYS

- RUNNER-UP–Central Valley
- 4TH PLACE–Stuart
- 5TH PLACE–Riverside

CLASS D GIRLS

- CHAMPION–Shelton
- RUNNER-UP–Johnson-Brock
- 3RD PLACE–Central Valley
- 4TH PLACE–Southwest

CLASS C COMBINED (BOYS & GIRLS)

- RUNNER-UP–Minden
- 5TH PLACE–Battle Creek

CLASS C BOYS

- CHAMPION–Central City
- RUNNER-UP–Battle Creek

CLASS C GIRLS

- CHAMPION–Minden
- 3RD PLACE–Gothenburg
- 5TH PLACE–Oakland-Craig

*** The Nebraska Women’s Athletic Leadership Alliance recently released its inaugural slate of award winners. Recognized from NRCSA-member districts were:**

- ASSISTANT COACH OF THE YEAR–Paige Goetzinger, Plainview
- ATHLETIC DIRECTOR OF THE YEAR: Jenny Wagner, Centennial
- UNDER 30/TRAILBLAZER AWARD: Madalynn Fousek, Exeter-Milligan-Friend Volleyball

*** Josie Floyd, Elementary Principal in Gothenburg, received the NCSA Distinguished Service Award during Administrator Days.**



*** Students from NRCSA-member schools who placed in the Top 5 in events at the FBLA National Conference include:**

HIGH SCHOOL

- Austin Schmidt, Heartland–4th place in Business Law
- August Burns, Joe Burns, Arlington–3rd place in Business Management
- Patrick Bursaw, Ravenna–5th place in Human Resource Management

MIDDLE SCHOOL

- Maria Adle, Chase County–1st place in Business Etiquette
- Petra Homan, Elmwood-Murdock–3rd place in Exploring Leadership

COLLEGIATE

- Georgia Ramsey, Heidi Taylor, Wayne State College–3rd place in Community Service Project
- Braxton Dalton, Wayne State College–4th place in Foundation of Entrepreneurship
- Braxton Dalton, Wayne State College–2nd place in Foundations of Selling

Nebraska Rural Community Schools Association

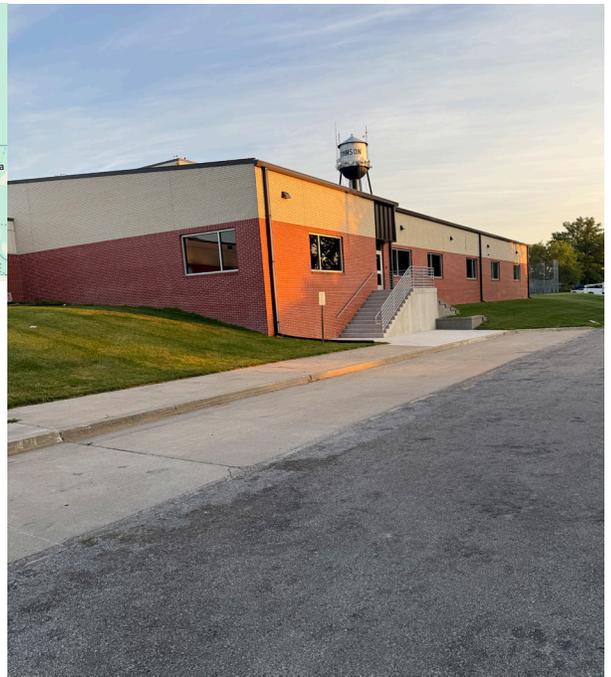
- Mekenna Fisher, Chadron State College–2nd place in Impromptu Speaking
- Lander Imbimbo, Peru State College–Retail Management

*** The Gilder-Lehrman Institute has named Mr. James Hulstein, of Bancroft-Rosalie, as the 2025 Nebraska History Teacher of the Year. As Nebraska's awardee, Mr. Hulstein is now one of 53 finalists for the National History Teacher of the Year, selected from over 7,000 nominations submitted each year across the country.**



MEMBER SPOTLIGHT

Johnson-Brock Public Schools



Superintendent: **Jeffrey Koehler**

Principal: **Lucus Dalinghaus**

Mascot: Eagles

Enrollment: 356

Location(s): Johnson, NE

Interesting Fact: On November 2, 1925, tragedy struck, and the Brock schoolhouse burned, just as students were coming to school in the morning. Some of them helped to save some materials from the school. Before the smoke had cleared, Superintendent M. A. Sams had classes set up in makeshift quarters all over town, and the school became known as the “Main Street Campus.”

The high school met in the Methodist Church basement; chemistry class shared space with the coal supply in the fuel room. Other classes met in the other churches, meeting rooms, all over town. Plays and activities were held at Bennet’s Theater. Music and debate had their programs in the Methodist Sanctuary. With no gym, no lunchroom, no recreation area, free time was spent strolling up and down Main Street. Nebraska’s Governor, Adam McMullen came to Brock for the Graduation Exercises that year - May, 1926, that was held in the Methodist Church.



Board of Education: **Keith Bohling**, President; **Chester Bohling**, Vice President; **Blayne Behrends**; **Brian Meyer**; **Mitch Neddenriep**; & **Bryan Wakinlinski**

Programs

Program 1. FFA – Our FFA program started in 2017 and immediately had interest from our students. In 2020 we hired a second FFA instructor and now our participation rate is over 70 kids in the program. The FFA program has had several state champions, and several represent the school at the national convention each year. The Johnson-Brock FFA was recognized as the Outstanding Secondary Agricultural Program of the Year in 2025 by the Nebraska Agricultural Educators Association.

Program 2. Blue Ribbon School – In 2022 the district celebrated the Blue Ribbon Awarded by the Federal Government. This was the second Blue Ribbon award in 8 years. We believe one of the key reasons for our schools success is the impact of the TeamMates mentoring program. When students have consistent, trusted adult mentors in their lives, they build confidence, stay engaged and more likely to set and reach goals. It can create a ripple effect, strengthening our school culture, support mental well-being and build a foundation for long term success.



MEMBER SPOTLIGHT

Cedar Bluffs Public Schools



Mascots: Wildcats

Enrollment: 486

Location(s): Cedar Bluffs, NE

Superintendent: Harlan Ptomey



Principals: Kristina Headid, Secondary Principal; Curtis Carlson, Elementary Principal; & Thomas Brinkman, Assistant Principal

SCHOOL BOARD MEMBERS



Jeremy Pleskac



Tim Shanahan



Todd Thiesen



Grant Fitzgerald



Garlyn Grosse



Amanda Timmerman

Cedar Bluffs Public Schools

Programs:

Cedar Bluffs Career Academy: The Cedar Bluffs Class of 2025 has a total of 21 students, achieving academic, career, and personal milestones that set them apart. As a group, they've earned over 120 college credits through partnerships with Southeast Community College, Doane University, and Metropolitan Community College. Several students went even further, earning certifications that will launch them directly into high-demand careers, including Certified Nursing Assistant (CNA), Commercial Driver's License (CDL), and Welding. Many also completed multiple OSHA certifications, preparing them for success in the workplace. This group has also been offered over 1 million dollars in scholarships, not including the full-tuition scholarships awarded to several seniors. These awards reflect not only their hard work, but also their potential for future success.

Daycare and Pre-School Program: Cedar Bluffs offers a convenient, high-quality daycare program located on-site, serving both staff members and families in the community. The daycare is open Monday through Friday year-round, including during the summer months, providing reliable care and a nurturing environment for children. In addition to daycare, Cedar Bluffs also offers a full-day preschool program. The preschool runs Monday through Friday and is completely free of charge. Designed to support early learning and school readiness, the program provides young children with engaging, age-appropriate education in a supportive setting.



Updates from Members & Other Entities

From NRCSA Executive Director Jack Moles: *NRCSA is backing the work of the Nebraska State College System and the Nebraska SMART program. This is a unique approach to providing free tutoring services to your students. Information on the program is provided below. This program is beneficial on many levels. Among them are:*

- *The program is FREE for kids and families.*
- *The program provides valuable experience for prospective teachers.*
- *The program provides a paying job for prospective teachers.*
- *The program provides another great connection between Chadron State, Peru State, and Wayne State with NRCSA member school districts. All three of the State Colleges are NRCSA members.*
- *The program provides an opportunity to connect prospective teachers with rural schools. Some of the tutors did not attend rural high schools and this provides an opportunity for them to connect with rural.*
- *The program provides an opportunity to connect YOUR school with prospective teachers. You may be in the market to hire one of these tutors in the future and this connection could help!*



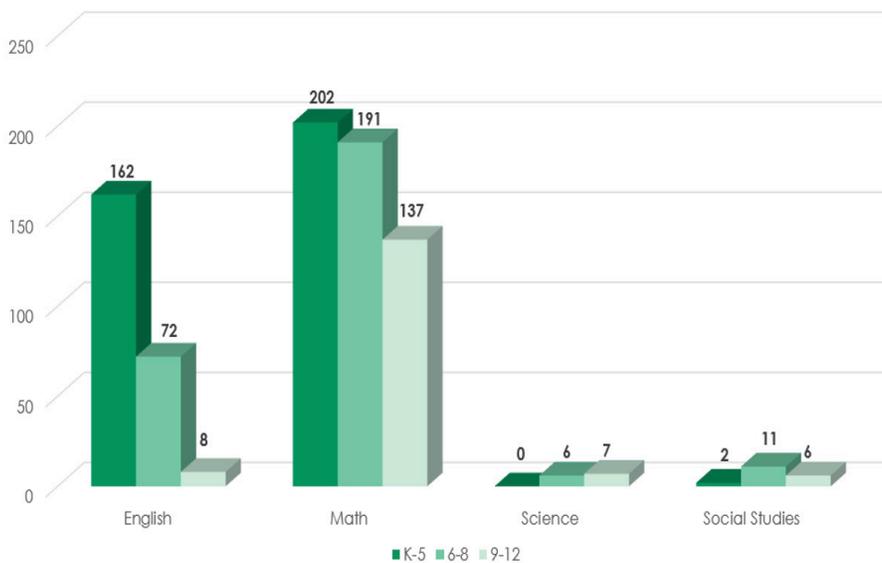
Nebraska SMART Free Online Tutoring for K-12 Students.

Tutoring will resume in **August**.
Stay tuned for updates throughout the summer about Nebraska SMART.

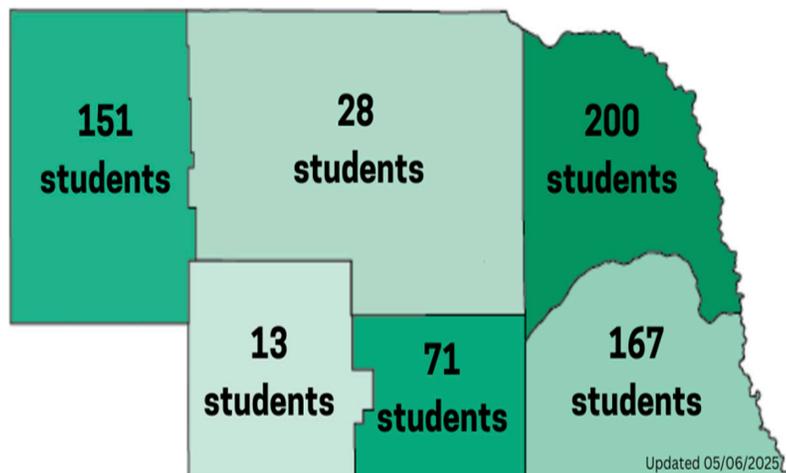
Spring 2025 Semester Impact

Tutoring for the Spring 2025 semester has concluded, with over 810 sessions and 450+ hours of support provided to K–12 students in rural Nebraska—an increase from Fall 2024’s 735 sessions and 405 hours. Notably, **75% of sessions served students from NRCSA member districts.**

The graph below shows a breakdown of tutoring sessions by subject and grade level.



630 students have registered since February 2024, with 74% attending an NRCSA member school district. The map below shows the NRCSA districts where each student is registered.



What parents are saying

Parents have shared their experiences about the impact the tutoring program:

Families across rural Nebraska are seeing the difference Nebraska SMART tutoring is making in their children's learning. Here's what a few had to say:

- *"My son scored 49 points higher on his NSCAS test for the spring. He's started working with [a Tutor] right around Christmas time! He was so proud of that growth and so am I!!!"*
- *"My daughter's comprehension at school has improved a lot and also her math scores went up!"*
- *"His tutor has such patience as he works through word decoding and reading. His tutor is very good at motivating him and keeping him engaged."*
- *"Being able to have one-on-one teaching and tutoring. My son was able to actually understand the information that he could not learn at school. He was able to master and actually understand the concept when working for 15 minutes 1-on-1 with [the Tutor]."*
- *"Repetition is key. Reassurance and patience, kindness and camaraderie. NSCAS Math score went up!! My student said, 'because of my tutor.'"*
- *"[The Tutor] was able to connect with [my son] and keep [my son] engaged while helping him to catch up in math. He was able to introduce new skills and go back and work with [my son] on not only his current homework but skills he was behind on. [My son's] grades and confidence have gone up in all subjects at school since he began this tutoring program."*

How can school districts help?

New promotional posters will be mailed to each school district this summer for use in the upcoming school year. To request additional materials, such as bookmarks, please complete the Nebraska SMART [Promotional Material Request Form](#).

Your help in reaching out to parents within your district is essential to increasing awareness of this program. Here are a few ways you can assist:

Share about Nebraska SMART

- In school, district, or classroom newsletters for parents
- With Teachers, Counselors, Parent/Teacher Associations, and district staff
- Add [Nebraska SMART](#) as a student resource on school district websites

- Connect with Nebraska SMART on social media: [Facebook](#), [Instagram](#), and [X \(Twitter\)](#)
- Share with district technology team the domain [allowlist guide](#)

For more information, visit:

www.nscs.edu/nebraskasmart

Email for inquiries or to request promotional supplies: nebraskasmart@nscs.edu

Thank you for your support in raising awareness of Nebraska SMART!

As we hear concern from rural districts concerning moves in the national front regarding the Department of Education, the National Rural Education Association (NREA) and the National Education Association (NEA) have combined to share a website outlining the amount of federal funding that goes to public schools. The website can be accessed here:

[How Much Funding Does My Public School Get from the Federal Government](#)

Dr. Steven Johnson, a member of the NREA Executive Committee, provided a document entitled, “Strengthening Rural Communities Through Public Education”. Many of you had an opportunity to meet Steve at the NRCSA Spring Conference. His article may be accessed here:

[Strengthening Rural Communities Through Public Education](#)

The Center on Budget and Policy Priorities, along with the Food Research and Action Center, has drawn attention to the possibility that the Community Eligibility Provision (CEP) might be substantially altered. This change could have a negative impact on several school districts in Nebraska. The following website provides a great overview of the concern and allows the viewer to go specifically to Nebraska to see how the change could affect districts.

[State by State Fact Sheet](#)

The ESUCC and ESU 3 have shared a document which outlines all of the trainings and mandates that are required of districts. The document, “School District Plans, Policies, and Annual Trainings Requirements”, is a handy reminder for districts. Thanks to ESUCC Executive Director Kraig Lofquist and ESU 3 Administrator Dan Schnoes for developing and distributing this handy tool. The document may be accessed here:

[School District Plans, Policies, & Annual Trainings](#)

Jeremy Braden, Superintendent at Doniphan-Trumbull, has developed a useful agenda for onboarding new Board of Education members. Many of our districts will bring on new Board members in January. Jeremy’s instrument could be a nice template for Superintendents and Board Presidents to use in working with new Board members. It may be accessed here:

[Board Member Onboarding](#)

From Rebecca Vogt, UNL

Today we are releasing the first of the reports from the 2024 Rural Poll, focusing on the well-being of rural Nebraskans. The report can be accessed online. The press release for this report can be found here.

Well Being of Rural Nebraskans

From Jay Martin, NDE Director of School Safety & Security

Hello All,

Time for the home stretch to the end of another school year! I hope it all goes well with all the events planned this spring.

Below you will find the School Safety Newsletter and information. The main question to look for is a Threat Assessment Survey. We are gaging schools' interest in future Threat Assessment trainings. The last page has a breakdown of the three Threat Assessment trainings offered by UNLPPC. Please take a moment to complete this survey by April 15, 2025.

Remember to apply for your Diamond status Safety Badge to display at your school letting your school community know you "Place School Safety First!"

Thanks for all you do in school safety.

School Safety Newsletter Spring 2025

UNL Extension Center: Embracing Innovation: Exploring the Dynamics of New Partnerships

Developing business & Industry, organizational, and postsecondary partnerships with school districts can play a pivotal role in enriching the educational experience, supporting student achievement, and strengthening connections between schools and their communities. By leveraging external resources, expertise, and support, schools can create a more inclusive, engaging, and supportive learning environment for all students. While partnerships within school districts can bring numerous benefits, there are also challenges that may be encountered. These can be overcome by fostering a culture of collaboration, prioritizing communication and relationship-building, seeking creative funding solutions, and promoting equity and inclusivity in partnership efforts. Additionally, leveraging support from district leadership, community stakeholders, and external resources can help schools overcome obstacles and maximize the benefits of collaborative partnerships.

We in the Institute of Agriculture and Natural Resources (IANR), specifically the College of Agricultural Sciences & Natural Resources (CASNR) and Nebraska Extension 4-H, believe this strategy for K-12 partnerships will result in a strong learning innovation network of support for every learner and every educator in the state of Nebraska. The world of higher education is evolving, driven by changes in technology, demographics, workforce demands, and societal expectations. To meet the needs of today's learners in the 21st century and prepare them for the challenges of tomorrow, we are embracing innovation, collaboration, and a student-centered approach.

In recent years, CASNR has created two new positions to help in this work. Dr. Tammy Mittelstet (tmittelstet@unl.edu) is serving as the CASNR Statewide Education and Career Pathways Coordinator and Bailey Feit (bailey.feit@unl.edu) serves as the LPS/CASNR Early College and Career Pathways Coordinator. They engage in co-creating education and career pathways for students and supporting teachers by:

- creating opportunities and minimizing barriers for all learners in the exploration of education and career pathways,
- investing in and supporting teachers to innovate and integrate cross-curricular concepts of Food, Energy, Water, and Societal Systems (FEWSS) throughout K-12 education,

- encouraging our higher education institutions to share content expertise to build curriculum that will inform best practices in the areas of FEWSS and mentor future systems thinkers for the continuum of learners through our higher education institutions,
- connecting and developing a team of community leaders to build partnerships that combine resources to support student and teacher innovation, and
- building a workforce of tomorrow with the support of the industry of today by developing work-based learning opportunities.

If you would like to get monthly updates, consider signing up for the L.I.N.K.S. newsletter at <https://casnr.unl.edu/k-12-partners>.

Nebraska Extension brings University of Nebraska expertise and research in 8 key areas of impact directly to Nebraskans from all walks of life in each of the state's 93 counties. Nebraskans turn to Nebraska Extension to strengthen their families, inspire their communities, empower young people, conserve and protect natural resources and advance their farms, ranches and businesses. Nebraska 4-H represents one of the eight key areas, and has been a leader in the career and college readiness field by being one of the first in the country to support a statewide educator position and team to provide leadership in program development and delivery.

The College & Career Success Team is led by Dr. Dawn Lindsley (dawn.lindsley@unl.edu) at the State 4-H Office and Jacie Milius (jacie.milius@unl.edu) in Gage County. In 4-H, we believe in the power of young people. With nearly six million members nationwide and 140,000 in Nebraska, we empower youth to lead for a lifetime. In a rapidly changing world, it's crucial for young people to be equipped with the right mix of knowledge, skills, and experiences for their transition from education to the workforce. Through our programming, we provide developmentally appropriate, experiential learning opportunities to help youth and adults explore postsecondary education and career options, preparing them to reach their fullest potential in today's dynamic job market. If you would like to learn more, please visit <https://4h.unl.edu/programs-priorities-career-college-success>.

Nebraska students are the leaders, innovators, and problem-solvers of tomorrow. Through collaboration with business & industry, organizational, and postsecondary partners, school districts can provide students with invaluable real-world experiences, access to resources, and insights into the demands of the workforce. We can bridge the gap between education and employment, equipping students with the skills, knowledge, and connections they need to thrive in the competitive global economy. Together, we can create a brighter future for our students and our communities.

The National Rural Education Association, in partnership with the Rural Schools Collaborative, has issued a study entitled WHY RURAL MATTERS. The report "looks critically at how educational supports and resources for student well-being are being distributed, casting light on which of our rural children are in need of additional support". The study is well done and shows Nebraska in a pretty positive light. I would encourage you to take a look at WHY RURAL MATTERS, which can be accessed here:

[Why Rural Matters](#)

The National Rural Education Association (NREA) partnered with AASA in producing a report on REAP. REAP is a program that benefits many of our smaller districts. The report can be accessed here:

<https://www.aasa.org/docs/default-source/resources/reports/rural-education-achievement-program-survey-report.pdf>

[Understanding REAP](#)

NRCSA is pleased to announce a partnership with New Leaf Teletherapy. New Leaf provides mental health teletherapy services for both staff and students. I became very interested in this possibility especially in terms of staff services. I know our members are working hard to provide services for their students, but there does not appear to be that same capability when looking at staff services.

I look at this service as helping to bolster what your district is already doing, not to take the place of those efforts. I believe this can be a cost effective means of furthering your efforts.

NRCSA recently hosted three introductory Zoom meetings with Mark Goldman and Deb Romano of New Leaf to have them explain what the program would look like. Below you can access the slide show from those meetings, as well as a recording of one of the meetings.

[New Leaf PowerPoint Presentation](#)

[New Leaf Zoom Meeting](#) (recording)



If you would like to be in contact with Mark Goldman or Deb Romano, please feel free to call or email me and I can help make that happen.



[Read the Full Blog](#)

The American Heart Association is committed to partnering with schools in rural Nebraska to improve the health of their communities. A few of these opportunities include:

Tobacco Free Schools. Unfortunately, recent data reveals the ongoing challenges of youth tobacco use. The 2021 National Youth Tobacco Survey showed that: Approximately 2 million MS/HS students reported using e-cigarettes during the pandemic; nearly 85% of them used flavored tobacco products. More than 4 in 10 HS students and nearly 2 in 10 MS students who used e-cigarettes did so 2 out of 3 days and youth showed a strong brand preference.

Many schools have struggled to keep up with the continued innovation of the tobacco industry. To help address that, the American Heart Association created our Tobacco Free Schools Toolkit. The toolkit is designed to help schools update their policies so that now – and in the future – they will cover all products, people, and places while providing mechanisms that support students who are battling tobacco addiction. More information/resources are here.

Improving Cardiac Response in Schools. Did you know that the odds of surviving a cardiac arrest in rural areas is only about half of that in an urban area? In the aftermath of a cardiac emergency - minutes matter. The Chain of Survival starts with those who are present and requires everyone to do their part. The American Heart Association is committed to building a Nation of Lifesavers to and to helping school districts and other entities develop [Cardiac Emergency Response Plans](#). These plans consider: access to functioning AED's, a strong

base of CPR knowledge and training, as well as the identification of a response team and the annual practice of a cardiac emergency. Tim Nikolai, Sr. Rural Health Director at the American Heart Association can help. Please reach out to: Tim.Nikolai@heart.org.

[Learn CPR in 60 Seconds](#)

A note from Mr. Nikolai:

*For those I have not met previously, I am the **American Heart Association's** lead for rural health in the Midwest Region, inclusive of your states. My role allows me to work collaboratively with all manner of organizations that are in a position to impact health in their communities – and schools are certainly near the top of that list.*

*There are many ways our organization has worked to collaborate with schools – supporting access to nutritious, affordable food, helping to address the ongoing challenges of vaping/tobacco use, and more. Today, though I'm focusing primarily on our resources to assist with cardiac readiness / cardiac emergency response planning. Much of the country was watching – or has followed since – the **collapse of Buffalo Bills' safety, Damar Hamlin, on Monday Night Football**. Fortunately, Damar's story had a happy ending. Our goal is to maximize the opportunity for everyone to have a similar outcome should they experience a Sudden Cardiac Arrest. Most organizations will not have the resources that the NFL does to ensure player safety, but there is much that can be done, especially with proper planning.*

*Some data suggests that **nearly 1% of schools will be the site for an out of hospital cardiac arrest annually**. For a variety of reasons, rural areas are disproportionately impacted by both rates of cardiac arrest and poor outcomes. We know that prepared and equipped schools mean better outcomes for staff, students, visitors, and the communities that so often gather in school spaces.*

We have recently built out/updated a variety of tools to assist schools – and other organizations – with their cardiac readiness. These include:

- *Sample Cardiac Emergency Response Guidelines and Plans.*
- *A toolkit to maximize the impact of AED placement and implementation.*
- *Training and awareness tools to help with Hands-Only CPR knowledge for staff and students.*
- *A revamped, training site search feature, for coaches, nurses, and others who need CPR certification.*
- *In some cases, we may have – or be able to help secure – financial resources to help schools with purchasing/maintaining AEDs, CPR mannequins, etc. Hearing the scope of that need can help us secure additional resources, so please let us know!*

Please let me know if you see an opportunity or need to dialogue about these resources further or share them with your member districts. I'm happy to assist with newsletter copy, join or host webinars, or other ideas that fit your standard means of communication.

Finally, at the risk of sharing too much – a few other notes I wanted to highlight.

- *I've attached an invitation for our **Fall Educator Series**. Administrators/Educators from all districts are welcome to attend the sessions they are interested in. You'll see the one in November is on Cardiac Emergency Response Planning.*
- *Last year some 1300+ rural schools in the Midwest participated in our Kids Heart Challenge program. They raised life-saving money for our mission, earned PE equipment for their schools, and helped improve health knowledge in their community. Last year, tens of thousands of families learned Hands-Only CPR through the program.*
- *Thanks to the **Missouri Rural Health Association** for sharing our HeartCorps program on their home page. That opportunity exists for IA, KS, KY, MN, MO, NE, OH, and WI. Happy to chat more!*

[American Heart Association Service Summary](#)



The NCA & Proactive Coaching partner to bring Coach Bruce Brown's legendary insights about the parent's role in education-based athletics to your school & community.

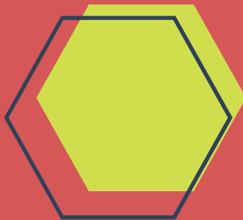
Book your School's Presentation

Parent Meetings or Special Events

THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

"Outstanding information, well delivered. There were times I thought he was talking directly to me, which is a sign of a great communicator. I personally feel I'm better today than yesterday as a sports parent because I was able to listen to this message." – Parent & School Board Member

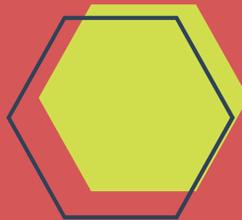


Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

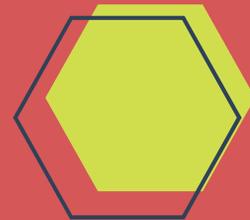


During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice



After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508

402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1





Nebraska School Administrators & School Board Members,

The Nebraska Coaches Association (NCA) is excited to announce a partnership with Proactive Coaching to bring Coach Bruce Brown’s legendary insights about “**The Role of Parents in Education-Based Athletics**” to your school and community. Please see the attached flyer for highlights/focus of the in-person presentation.

NCA Executive Director, Darin Boysen, will begin travel across Nebraska multiple times throughout the 2024-2025 school year to deliver this powerful and passionate message. The NCA, Proactive Coaching and Darin are partnering to bring this message to your school at a **50% discounted rate from the standard Proactive Coaching in-person booking fee.**

Presentation Details:

45-Minute Parent Presentation with One School or Combined Schools

- Single school presentations are recommended but not required
- One presentation = one fee (no additional fee for schools merging)

Audio/Visual Requirements from the Host School:

- Overhead Projector with HDMI Connection
- Screen or Scoreboard Display
- Microphone

Cost – Payable the Day of Presentation:

- Within 75 miles of Lincoln/150 miles Round Trip
 - \$750 flat rate
- Beyond 75 miles of Lincoln/150 miles Round Trip
 - \$750 flat rate
 - 50 Cents per mile Round-Trip -OR- Cost of a Rental Vehicle/Gas
 - In some cases, a rental car may be cheaper for longer distances
 - Hotel Expense – if needed
- ***Please Note:*** Working together with other area schools to book separately on consecutive days of the week can greatly save travel and lodging expenses

The following booklets authored by Bruce Brown will be available for purchase for \$5 each (15% discount) after the presentation or ordered by the school in advance:

- *The Role of Parents in Athletics*
- *Playing with Confidence*
- *Life Lessons for Athletes*

Please let us know if you have any questions regarding the presentation or booking a date.
All the best,

Darin Boysen

Darin Boysen
Nebraska Coaches Association

Official Association Endorsements – as of September 1



The National Rural Education Association's Legislative Committee (of which NRCSA is a member) continues to represent rural education on the Federal level. NRCSA Executive Director Jack Moles and NRCSA Legislative Committee Co-Chair Bryce Jorgenson (Supt. at Southern Valley) attended the NREA Federal Legislative Summit in Washington DC on April 6-8.



JACK MOLES AND BRYCE JORGENSEN AT THE U.S. CAPITOL



NRCSA EXECUTIVE DIRECTOR JACK MOLES & SOUTHERN VALLEY SUPT. BRYCE JORGENSEN WITH NEBRASKA SENATOR DEB FISCHER (1999 NRCSA Outstanding Board of Education Member)

Bryce and Jack met with the offices of each of Nebraska's contingency in Congress. They specifically shared three points of emphasis with them:

- Maintaining funding promises via programs such as REAP, Title I, and e-Rate in light of the changes being made to the US Department of Education.
- Full funding of IDEA was stressed. This would bring about \$171 million more to Nebraska public schools in support of Special Education services.
- Passage of the Secure Rural Schools Reauthorization Act of 2023. This would bring almost \$200,000 to school districts surrounded by tax-exempt public lands.

NREAs Legislative Agenda for 2025 is as follows:

One in five students attends a rural school. Rural schools provide education critical to future productive citizenship for children and youth in rural communities. Rural schools and higher education institutions play important roles beyond teaching and learning as the economic and social hearts of the communities they serve. America can thrive when rural communities thrive, and rural communities cannot succeed without strong preK-12 and postsecondary learning opportunities. As the oldest (1907) education association representing rural educators, the National Rural Education Association (NREA) supports education opportunities for students from early childhood through postsecondary education to include federal support for early childhood education, K-12 education, and a wide range of postsecondary education opportunities.

1. **RURALSCHOOL FUNDING** • NREA urges Congress to sustain and, where possible, increase funding to Title V, Part B of ESSA, the Rural Education Achievement Program, with a specific increase to the Rural Low-Income School program. • NREA supports investments in the Secure Rural Schools Programs (SRS) that provides critical funding for districts impacted by federal lands. NREA supports long-term dedicated SRS funding for 5-10 years and retroactive appropriations to ensure no disruption in funding. • NREA requests that Congress fully fund the Individuals with Disabilities Education Act (IDEA). To honor the commitment to support the education of students with disabilities, Congress should act immediately to restore full funding to IDEA. • NREA opposes efforts to privatize or redirect federal funds to privatize education such as voucher programs, attempts to incentivize federal tax credits for donations to private schools, and proposals to create educational savings accounts for K-12 students.
2. **RURAL EDUCATION DATA AND RESEARCH** • NREA expresses strong support for continuation of the National Center for Education Statistics (NCES). This will ensure collection and reporting of data about all schools including low-income and rural schools (including locale codes). NREA believes that accurate identification of rural schools is necessary to guide federal investments in rural schools and communities. • Data is essential to understand those practices that support rural students and advance rural education. • NREA supports continuing and increasing federal investment in data-driven rural education research.
3. **RURAL TEACHER EDUCATION AND**

WORKFORCE INVESTMENTS • NREA supports increased access and funding to career and technical education (CTE) programs in high school and post-secondary education to ensure a healthy rural workforce. • NREA supports the reauthorization of the Workforce Innovation and Opportunity Act and the National Apprenticeship Act. WIOA increases the availability of services and supports in schools so students have access to youth apprenticeship and pre-apprenticeship programs. • NREA supports the preservation and expansion of federal grant and loan forgiveness programs that support the preparation of teachers and other school personnel, especially those that encourage individuals to work in rural districts and communities.

The Committee for Education Funding (CEF) is a group that the NREA Legislative Committee works with.

Sarah Abernathy, CEF's Executive Director, provided an update following in November's elections. She does provide a decent overview of what the national landscape might look like moving forward. (Please note that all of CEF's views do not necessarily reflect all of the views of NREA or NRCSA.)

FROM SARAH:

I. The election and CEF's mission to support investments in education

Dear CEF Members:

As we digest the results of yesterday's election and wait to find out which party will lead the House in the 119th Congress, I imagine many of you are focused on what this means for governing in general and for education funding and policy in particular. We will certainly be facing a more challenging environment for investing in education and for ensuring that the federal government supports and protects students, educators, and education institutions as the country continues to educate students of all ages. CEF's mission to increase the federal investment in education will not change, but we'll have to focus more on defense against funding cuts. We will continue to point out the results of education investments – for students immediately and for economic growth in the long term. We will need to communicate well, broaden our community of advocates, and target our efforts so they are as effective as possible.

Things to keep in mind – I generally hope for the best but try to prepare for the worst. I wasn't prepared for last night, but just made a list of some things I expect from a Trump Administration's education agenda, and

how likely they are to happen. Key things to keep in mind:

Congress did not enact past Trump budgets that cut education funding – In fact, Congress ignored the Trump Administration's requested steep cuts and increased education funding. I don't expect education funding increases now but do know that Members of Congress do not want to vote for bills that will cost jobs in their district or harm their constituents. One of our jobs will be to continue to highlight why investments in education are so important to those who need to be convinced.

It is hard to make big changes in government quickly – Some Republicans want to eliminate the Department of Education, while continuing many programs at lower funding but in either the Department of Labor or in Health and Human Services. This type of change is hard to enact. There do appear to be some executive actions that would eliminate civil servant positions, and it's easy to shrink a government agency by not hiring behind staff who leave. If Republicans keep control of the House next Congress, they could use the budget reconciliation process to fast-track passage of tax cuts and cuts to entitlements, since reconciliation bills need only a majority in the Senate, not the customary 60-vote margin to pass.

Administrative/regulatory agendas change with each Administration – Since recent presidents have not been able to enact much of their agendas because they often split power with Congress, each successive administration has made changes with executive action, which are then reversed by the next administration. A Trump administration is likely to reverse Biden Administration student loan debt relief executive actions and impose new ones that support their agenda, such as limiting Diversity, Equity, and Inclusion requirements, limiting transgender student participation in sports or protections at the school level, and changes in interpretation of student civil rights protections.

Possible Republican policy agenda focused on the private sector (except for IHEs) – Conservative theory tends to support the private sector as a more efficient than the public sector for accomplishing goals, and I'd expect to see a renewed focus on support for private school vouchers that families could use toward private school education, more tax policy supporting private school tuition, and "local control" for public schools. At the higher education level, Republicans are likely to sharpen their attention to college admission

policies, protections for freedom of speech, policies regarding civil rights, and taxation of endowments. This can occur through appropriations and tax policy (forbidding federal funding if a recipient does a certain thing or requiring a certain action to receive federal funding), and through oversight hearings and federal administrative actions, among other actions.

What's next?

Changes in House and Senate party and committee leadership – We'll know more after all House races are called. The Washington Post has a handy list of the current Republican and Democratic seats most likely to change party, and ACG Advocacy is updating its own list of seats still to call, which I'll share. Meanwhile, I've attached a document that ACG prepared on Friday showing who is in line to head each Senate and House committee for each party depending upon who is in the majority, and who is in line for party leadership positions. Republicans plan to hold leadership elections next week, although the House could push its schedule back depending on what is known about all the remaining elections still to be called.

FY 2025 appropriations likely not finalized in December – The government is operating on an extension of fiscal year (FY) 2024 funding that expires on December 20. I think it is now likely that Congress will not finalize FY 2025 appropriations bills by then and will instead extend funding into next Spring (this is what House Speaker Mike Johnson (R-LA) supported when the current 3-month extension was enacted in September), giving the new Republican Administration and Senate more say in the outcome. That outcome does not bode well for investments in education; the current bipartisan appropriations bill approved by the Senate Appropriations Committee includes \$12 billion more for the Department of Education programs than the Republican bill approved by the House Appropriations Committee.

Three years ago, NRCSA began a Principal Search Service. This service is patterned after our successful Superintendent Search Service. Two options are available. Both options will involve NRCSA consultants recruiting candidates for the position. One option will involve the NRCSA consultant making background calls, while the reduced version of the service will place that role with the Superintendent. If you are interested in getting more information about the service now, please contact Jack. Here is a brochure outlining the service.

[NRCSA Principal Search Brochure](#)

UNL Tuition Discount & GOLD Grant

We have a new tuition discount program aimed at better serving folks from rural districts who are seeking school leadership degrees (MEd – principalship, EdD – superintendency)– or endorsements. The program provides a 15% tuition discount for educators who serve in NRCSA member districts or are in an area classified by NCEES as rural or town. We think this is a small but important step toward helping rural schools be intentional about growing their own leaders. If interested, please contact Dr. Nick Pace at nick.pace@unl.edu

Big Red Leader Website

Big Red Leadership Flyer

Chadron State College Special Education Para-Teacher Program Initiative.

Purpose: This “Grow Your Own” Special Education Teacher program is designed to provide school districts with the opportunity to cultivate and participate in the training of their para-professionals who wish to continue their education to become special education teachers.

Who: Any individual who holds a minimum of an Associate's Degree (or equivalent credit hours) from an accredited higher education institution, and who is employed as a para-professional within a school district. **What:** Chadron State will provide required course work and enrichment activities via online, face-to-face (via Zoom), and on the job experiential learning, leading to a Bachelor's in Education Degree, and a Nebraska Teaching Certificate with an endorsement in Special Education (grades PK-12). With administrator input, program course work will be tailored to best fit your district practices and expectations. Each course will be offered in an 8-week format, with 12-13 credit hours to be completed each 16 week semester.

How: Program participants will be advised, monitored, and supported by CSC faculty/staff, and a CSC Education Program liaison is specifically assigned to facilitate their progress. District para-professionals may enter the program at any time in the academic year.

When: once participants reach their senior academic year they will embark on completing their capstone course work, via online and Zoom class sessions. This course work has been pared down considerably with the understanding and assumption that these student teachers will be learning “on-the-job”. For example, one

section covers classroom management practices. Clearly, one can argue and attest that these student teacher interns are learning more about managing a classroom from being mentored by veteran teachers within your school, and observing them in action. This is the belief and learning approach embraced during this senior year. However, to ensure and assess concept learning, Chadron State faculty will be meeting with your student teacher cohort twice per week for 1.5 hours, via Zoom conferencing technology.

Graduation: At the completion of this program students/candidates graduate from Chadron State College, and apply for teaching licensure resulting in a valid initial teaching certificate with and endorsement in PK-12 Special Education. Chadron State's education program is nationally and State accredited. As such, interstate certification reciprocity is not a problem.

Things for your consideration:

- 1) To qualify for this program participants must hold at least an Associate's Degree or the equivalent in college credit hours. *(CSC will work with those applicants to provide them with the needed coursework leading up to program entry).*
- 2) Districts must agree to maintain para-professional employment throughout the course of the program—including during the student teaching experience.

Please contact Dr. Adam Fette for more program information, at afette@csc.edu.

The UNL Department of Educational Psychology has received a grant from the Swanson Foundation which allows them to offer mental health services to rural schools.

From Dr. Michael Scheel, Chair of the UNL Department of Educational Psychology:

The UNL Department of Educational Psychology would like to offer counseling and psychological services, as well as consultation services to the schools and communities of Southeast Nebraska. We run a mental health counseling and therapy clinic and we are offering counseling and consultation services to teachers, administrators, students, and community members of Southeast Nebraska. Services will be provided through remote and confidential means (i.e., Zoom conferencing). We are hoping that schools, families, and individuals contact us to schedule an

appointment for a telehealth counseling or consultation session.

We have recently learned that a donor will support our work with individuals living in rural Southeast NE by paying all fees for services. Thus, whoever seeks out our services will simply have to indicate they live in Southeast Nebraska, and any services we provide will be paid for through the UNL Foundation. Individual, couple, and family counseling will be provided without financial expense. Additionally, we can provide teachers, school administrators, school counselors, and school social workers consultation services for students of their schools without charge.

We are very excited to enter a partnership with schools and communities of SE Nebraska to promote mental health and well-being. We are aware of the mental health counseling disparities that exist in Nebraska rural areas, and our department, our College of Education and Human Sciences, and UNL are highly interested in offering our expertise and resources with the goal of enhancing the well-being of SE Nebraska individuals, schools, and communities. We are a group comprised of licensed psychologists and psychology graduate students who regularly provide services through our clinic to the Lincoln community. We are seeking to reach beyond Lincoln to connect more with surrounding rural areas. We also are acutely aware of the importance of addressing mental health concerns right now as we all are experiencing the stress of going through the COVID-19 pandemic.

The Counseling and School Psychology Clinic is a training clinic in which graduate students in counseling and school psychology work with clients under the supervision of licensed psychologists. Services are available to all on a sliding scale. For clients from SE Nebraska communities, services will be paid for through UNL Foundation funds supplied by a donor who cares deeply about the welfare of schools and communities in SE Nebraska. Counseling services are offered to improve well-being, improve academic and behavioral issues, stabilize mood, manage stress, and improve life-adjustment issues.

For more information, please visit our clinic website:

<https://cehs.unl.edu/edpsych/clinic/>

A common theme from some of the decision makers on the state level is that “out of control” local spending is to blame for the property tax

problem. NRCSA, along with many other educational entities, maintains that we do not have a school spending issue, but instead have a school funding issue. Attached are two reports, one from NRCSA, the other from Open Sky, that discuss the myth of “out of control” school spending. It is my hope that administrators and Board of Education members will read, then use these reports to counter those claims. When you do please tell your district’s story as that is the most powerful way to get this message across.

[NRCSA Spending Study](#)

[A Look at School Spending in NE from Open Sky](#)

NRCSA developed a corporate sponsorship/partnership program. The program is designed to provide our corporate partners with more opportunities for contact with the decision makers in our member school districts, ESUs, and the colleges through increased exposure. Corporate partners are able to choose among three levels of sponsorship: Purple Ribbon Partners, Blue Ribbon Friends, and Red Ribbon Sponsors. Different forms of contact with our members are made available in each of the three levels.

We are very pleased to partner with our corporate sponsors, and NRCSA is so very thankful that each of you has chosen to partner with us.

Cornhusker International Trucks



Cornhusker International- By Russ Folts, General Manager

It's certainly a privilege to provide an insert into this month's NRCSA Newsletter. As Nebraska's leading school bus distributor, we're pleased to team up with Nebraska Rural Community Schools Association, and proud to be a Purple-Ribbon Sponsor! Rural schools are pretty special to me, having grown up in a rural Nebraska district myself. Make sure to read here about our exclusive discount for all NRCSA member districts!

Alternative Energy Sources for School Buses.

Electric School Buses

Today's news certainly seems focused on alternative energy, especially electric vehicles, or "EVs" as they're often referred to. In fact, you may own an electric or hybrid/electric car yourself. If so, you've likely experienced both the positive, as well as the negative traits of this technology. To be sure, there's plenty of both!

As a company doing business with a large number of Nebraska rural schools, we offer the latest technology, including EV as it becomes available to the school bus industry. While it may be tempting to want to invest in what's perceived as the latest and greatest technology, as a locally owned dealership, we're inclined to fully understand all of the important details before we recommend it to schools. Certainly, we all enjoy clean air, and clean water, but electric school buses do offer some limitations which may not be very palatable to your student transportation services.

- Acquisition cost of \$385,000 - \$450,000 per bus, depending on optional equipment.
- Driving range of around 120-150 miles, less if operated on gravel roads, less if heaters or air conditioners are in use. This is a severe limit if your EV bus is an activity bus!
- Driving range can be limited if the batteries are out of temperature, either extreme heat or cold.

- Limited infrastructure for charging stations. Not all communities have the electric grid to support EV charging stations.
- Clean and safe disposal of expired battery cells. This seems to be an unknown at this time.

Again, we are optimistic to see where EV technology goes, and we're not "anti-electric", however I think our recommendation and endorsement of electric school buses for rural Nebraska schools will need to wait until the technology progresses considerably. Even with the federal monies being thrown around right now, it may not be in your districts best interest at this time.

Propane

Propane is a clean burning fuel that works well in some applications, particularly for shorter routes. Propane engines often times start up easier and produce heat quicker than diesel engines. Routine maintenance costs can also be lower, as far as oil changes, etc. IC Bus offers an 8.8 liter propane engine which has proven itself to be extremely reliable, and is a top performer developing peak torque at much lower engine speeds than competitive propane engines. Here's a couple things to keep in mind as you consider propane:

- Propane buses typically cost close to \$20,000 more than a comparable diesel-fueled bus.
- Many times your local cooperative or fuel supplier will install a fueling station right on your premises.
- If you use the propane bus for out of town trips, refueling can be tougher logistically, as often times propane isn't available at truck stops or fuel stations.
- Propane costs considerably less than diesel, though this savings can be at least partially offset by the lower fuel economy of a propane bus. Customers report to us that their propane bus typically achieves about 5-6 mpg, compared to a diesel getting 9 mpg. Keep in mind the fuel range of a propane bus, and how this might change the way your activity trips are handled.
- Propane engines do not require the exhaust after-treatment systems found on modern diesel engines. As propane is cleaner burning, there are less emissions components required.

Clean Diesel

By far, the most common fuel source for school buses remains diesel. Diesel engine are well built, and have a long life-cycle. They provide more horsepower and torque than either propane or gasoline, and boast fuel economy simply unmatched by either. The diesel fueled buses we provide at Cornhusker International, feature

a top-quality Cummins engine. This engine has been great for our customers, and rarely do we see one in the shop needing repairs. The Cummins diesel is available in a number of configurations. We spec' our buses with the top-performing 250HP, 660 lb/ft rating. This high performance rating allows us to spec' the buses out with a taller rear axle ratio, providing excellent fuel economy, and the power to hold highway speeds and climb hills very well.

- SCR technology (requires Diesel Exhaust Fluid) has helped clean up the exhaust emissions an incredible
- amount, especially when compared to previous generations of diesel engines! You will virtually never see black smoke emitted from the tailpipe of a modern diesel engine.
- Today's diesel exhaust after-treatment systems have proven to be more reliable, requiring less maintenance than engines built even just a couple years ago!
- Today's ultra-low sulfur fuel, particularly when blended with bio-fuels, can pose some cold weather gelling issues. Fuel additives make a world of difference in combatting these problems, and we offer several brands of additives that do a great job and keep your fleet up and running in the cold!

Hydrogen

Recently, we've seen some major advances in the development of hydrogen used as a motor vehicle fuel. At this time, the technology is just in the early stages, and it will be some time before hydrogen will offer a real-life solution. That said, it will be exciting to watch, as the preliminary expectations are quite promising. We're optimistic to see what hydrogen has to offer!

NRCSA Discount

Rural schools face many challenges, everything from tight budgets to opportunities of scale. They also help produce some of the finest young men and women in society today. The common sense and work ethic that's instilled in your students today, cannot be minimized or taken for granted. We appreciate what you do, and to show our commitment to Nebraska Rural Schools, we offer an exclusive incentive to NRCSA member districts. We're pleased to provide your school with a \$1,000 discount on any new or used bus purchased from Cornhusker International! This can be taken as a discount off the cost of the bus, or as a parts and service credit, whichever works best for you.

We look forward to working with you! Please reach out to us by calling 1-888-466-8461 ext 206 or email at bus@cornhuskerinternational.com



Purple Ribbon Partners



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TRUCKS

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FARRIS ENGINEERING

Farris Engineering

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construction | the people you build with

MCL Construction

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Network For Educator Effectiveness (NEE)

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Piper Sandler & Co

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TRANE

TRANE
TECHNOLOGIES

Trane Technologies

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Roofing and Building Maintenance

Tremco Roofing

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tpetersen@tremcoinc.com



Voss Lighting

Randy Herrick
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Wilkins Architecture, Design, Planning

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Legislative Contacts

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[Deb Fischer](#)

[Pete Ricketts](#)

U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

Nebraska Governor

[Jim Pillen](#)

NE State Senators

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[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Stan Clouse, Dist 37](#)

[Danielle Conrad, Dist 46](#)

[Wendy DeBoer, Dist 10](#)

[Barry DeKay, Dist 40](#)

[Myron Dorn, Dist 30](#)

[Robert Dover, Dist 19](#)

[George Dugan, Dist 26](#)

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[Dunixi Guereca, Dist 7](#)

[Bob Hallstrom, Dist 1](#)

[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holderoft, Dist 36](#)

[Jana Hughes, Dist 24](#)

[Megan Hunt, Dist 8](#)

[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Margo Juarez, Dist 5](#)

[Kathleen Kauth, Dist 31](#)

[Loren Lippincott, Dist 34](#)

[Dan Lonowski, Dist 33](#)

[Dan McKeon, Dist 41](#)

[Terrell McKinney, Dist 11](#)

[Glen Meyer, Dist 17](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Jason Prokop, Dist 27](#)

[Dan Quick, Dist 35](#)

[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

[Victor Roundtree, Dist 3](#)

[Rita Sanders, Dist 45](#)

[Tony Sorrentino, Dist 39](#)

[Ashlei Spivey, Dist 13](#)

[Tonya Storer, Dist 43](#)

[Jared, Storm, Dist 23](#)

[Paul Strommen, Dist 47](#)

[Brad Von Gillern, Dist 4](#)

[Dave Wordekemper, Dist 15](#)

Nebraska Rural Community Schools Association



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NRCSA Rural Community Schools Association
440 S 13th St, Suite B
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NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance. All Dates & Locations Tentative & Subject to Change

JOIN US!

LEARN MORE!

Events & Networking - <https://members.nasbonline.org/events>

Where Will NASB be This Month?*



- Ainsworth
- Cozad
- Cross County
- Dundy Co Stratton
- Falls City
- Fullerton
- Gering
- Hampton
- Kansas City, MO
- Kearney
- Norfolk
- Paxton
- Sterling
- The Capitol
- UNL
- Valentine
- Wahoo
- York
- Yutan

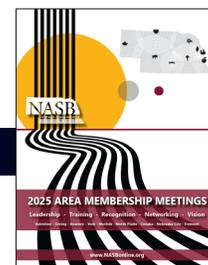
For ... Area Meetings, Advocacy, Board Retreats, Engagement, Events, Strategic Planning, Tailgates, and more!

*Items currently scheduled



Area Membership Meetings begin August 19

- Tuesday, August 19 - Valentine
- Wednesday, August 20 - Gering
- Thursday, August 21 - Kearney
- Tuesday, August 26 - York
- Wednesday, August 27 - Norfolk



Sparq Tailgate @ Arrowhead Stadium (KC) - Thurs, August 28



Area Membership Meetings run through September 24

- Wednesday, September 3 - North Platte
- Tuesday, September 9 - Omaha
- Wednesday, September 10 - Nebraska City
- Wednesday, September 24 - Fremont

Thriving Children, Families, and Communities Conference Thursday, September 16 - Kearney



Labor Relations Conference - October 1-2 - Lincoln



Continued on Page 2

Leadership

Innovation

Vision

Engagement

#liveNASB

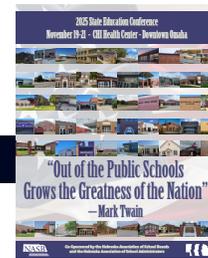
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NASB BOARD QUICKS

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2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

PAGE 2



State Education Conference - November 19-21 - Omaha

“Out of the Public Schools Grows the Greatness of the Nation”

Registration Opens Wednesday, September 10



New Board Member Workshop - Wednesday, December 3 - Kearney

YOUR 2025 PLATINUM AFFILIATES

If your business would like to become an Affiliate Member of NASB, please visit: <https://members.nasbonline.org/about-us/affiliate-members>

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Leadership

Innovation

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Engagement

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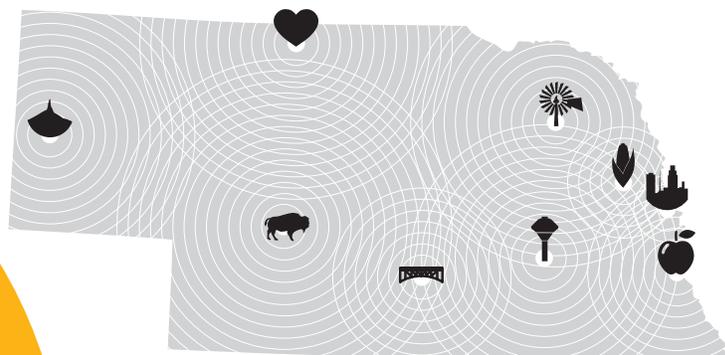
Superintendents Report

August 11, 2025

1. Minimal policy this month – my time has been spent with other things, like budget preparation, but we'll get back to it.
2. The Sandhills Thedford Coop Activity Handbook is part of the agenda for approval. There were minor changes.
3. The new heat exchanger at the high school is scheduled for installation on Monday, August 11. A representative with Facility Advocates will be here for that as well. There is also a claim this month that relates to this. This is being paid out of the Depreciation Fund.
4. The adjustor from ALICAP and an engineer were here to look at the gym floor addition earlier this summer. They will do more testing of concrete, which hasn't happened yet, and at this time, I don't have any news. I have reached out to the adjustor and hopefully will have some news in time for the board meeting.
5. Parts have been ordered for the repairs necessary to the damaged unit at the high school, originally thought to be lightning, but likely not. Hopefully that repair will happen soon so that the air conditioning will be available while it is still warm. I have shared the estimate for repair and the maintenance contract with ALICAP, in the hope that there still may be some that could be covered by insurance, but haven't heard back yet.
6. I will have a preliminary budget attached to the August meeting before the actual meeting and plan to take some time to go through the basics and pieces that will need to be finalized as the deadline approaches. I would also like to schedule a budget work-session at the end of August, after valuations have been finalized, perhaps August 27 or 28? The purpose would be to go through everything again and review what is proposed and hopefully come to a consensus about what the final might be.
7. I have added an agenda item to this meeting regarding an additional 7% in tax request, that could be approved by a majority of the board. My thought is that this is a good thing to do as it helps to keep the Property Tax Request Authority growing, should it be needed. It is important to remember that just because it is there, you have the option to use any or all of it, it's just helps create more options.
8. As part of the 2025-2026 budget, we will add a Cooperative Fund as it will be the year for Sandhills to be the fiscal agent for the coop. I have messaged with NDE about adding that, and it is a very appropriate use of the fund for the athletic coop. Their advice was to build it big so that we don't have to worry about amendments, at least for this first year. Thedford ran it as part of their activity fund, but for me, it seems that the separation would be make things easier to track and be much easier to see what the coop is doing financially.
9. Transfers to the Depr, Activity, and Lunch fund are included as part of the claims in August. Rather than doing transfers to the activity and lunch intermittently as has been done, again, I think it would make it cleaner to do it once, based on previous years needs. Depreciation transfers have been as a one-time transfer previously so that will continue.
10. Transportation conversations continue and as we discussed last month, we can cover regular routes with the Suburbans that are here. Practice travel is another story, but we are thinking that we can use one of the yellow buses, again already here to do that on a fairly regular basis. Drivers for that are

harder to come by but we're working on it and hopefully will be able to add another one, perhaps two during this year. I do think consideration of a small bus would be a good thing going forward, as the driver requirements are less, so long as it is a 14 passenger or less.

11. The sand separator has been installed at the high school. The system was flushed as they worked, but it will take some time to have that work through. The new faucets have been installed in the science room, but still waiting for the propane shutoffs which should be done later this week. We don't have a bill for that yet, so it will be part of September claims.
12. Teachers first day is Monday, same day as the board meeting, with students starting on Wednesday. We are anticipating a great year 😊



NASB
Nebraska Association of
SCHOOL BOARDS

2025 AREA MEMBERSHIP MEETINGS

Leadership - Training - Recognition - Networking - Vision

Valentine - Gering - Kearney - York - Norfolk - North Platte - Omaha - Nebraska City - Fremont

www.NASBonline.org

2025 REGISTRATION

REGISTER NOW FOR THE MEETING NEAREST YOU

| | | |
|-------------------------|---------------|---------------------|
| Tuesday, August 19 | Valentine | Register by Aug 13 |
| Wednesday, August 20 | Gering | Register by Aug 13 |
| Thursday, August 21 | Kearney | Register by Aug 13 |
| Tuesday, August 26 | York | Register by Aug 21 |
| Wednesday, August 27 | Norfolk | Register by Aug 21 |
| Wednesday, September 3 | North Platte | Register by Aug 28 |
| Tuesday, September 9 | Omaha | Register by Sept 4 |
| Wednesday, September 10 | Nebraska City | Register by Sept 4 |
| Wednesday, September 24 | Fremont | Register by Sept 18 |

TO REGISTER

Go to www.NASBonline.org, and log in using your email and password. If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.

Registration fees for each meeting and dinner are as follows:

| | |
|--------------------------|------|
| NASB Member Registration | \$89 |
| Cancellation Fee | \$25 |

No refunds after the registration deadlines.

2025 AGENDA

- 4:30 PM - REGISTRATION, NETWORKING & EXHIBITORS
- 5:00 PM - OPENING SESSION
- 5:10 PM - LEGISLATIVE UPDATE
- 5:35 PM - BREAK & EXHIBITORS
- 5:50 PM - TRAINING SESSIONS #1
- 6:30 PM - BREAK & EXHIBITORS
- 6:45 PM - TRAINING SESSIONS #2
- 7:25 PM - NETWORKING DINNER & AWARDS/RECOGNITION

15 AWARDS OF ACHIEVEMENT POINTS WILL BE EARNED FOR ATTENDING



2025 SESSION BREAKDOWN

5:00 PM - WELCOME & OPENING SESSION

JOHN SPATZ, NASB EXECUTIVE DIRECTOR AND MEMBERS OF THE NASB BOARD OF DIRECTORS

5:10 PM - LEGISLATIVE UPDATE

WHAT THEY ATE, WHAT GOT COLD, AND WHAT'S STILL ON THE TABLE

COLBY COASH, NASB ASSOCIATE EXECUTIVE DIRECTOR AND DIRECTOR OF GOVERNMENT RELATIONS

5:50 PM - TRAINING SESSIONS 1

BRAIN SCIENCE – FEAR AND ANXIETY VS EXECUTIVE FUNCTION ... The mental health of students and staff has taken center stage in recent years, especially as social media and other external influences increasingly affect brain development. This session will explore the neuroscience behind fear and anxiety and how they interact with executive function – the brain's ability to manage emotions, focus attention, and make decisions. We will discuss how toxic stress impacts brain development and how we can develop more resilient school districts, school buildings, classrooms, and students. - *John Spatz, Executive Director*

 **WHAT'S NEW WITH SPARQ DATA SOLUTIONS?** ... Learn about our newest product, Sparq Online Publishing. We will walk you through the functionality and how this new application will increase visibility, improve your ability to update your policies quickly and efficiently, and streamline how you receive updates from NASB. Additionally, we will walk through changes and updates to our Sparq Negotiations and Meetings platforms. - *Darion Miller & Nicole Kobus, Sparq Data Solutions*

 **IT'S NOT JUST WHAT YOU DO ... IT'S HOW YOU DO IT: STRATEGIES TO TAKE YOUR GOVERNANCE TEAM TO THE NEXT LEVEL ...** Evaluation of the superintendent and board is the first step toward reciprocal accountability and contributes to a high functioning board-superintendent relationship. Explore board responsibilities, with a focus on cultivating a high-performing leadership team. Whether you are a new board member or an experienced leader, you will gain practical insights and resources to help the board lead with purpose and model accountability through evaluation and self-assessment. - *Members from NASB's Board Leadership team*

6:45 PM - TRAINING SESSIONS 2

RUN GOVERNMENT LIKE A BUSINESS ... If the state of Nebraska was a business, what Key Performance Indicators (KPIs) would we evaluate to determine success? This session will evaluate our KPIs and identify our performance. - *John Spatz, Executive Director*

 **WHAT MAKES POOLING UNIQUE AND BENEFICIAL FOR SCHOOLS?** ... If you're new to your district, new to serving on the school board, or your district is new to ALICAP, this session is perfect for you! We will cover how being a member owner of a pool is exceptional, but also fiscally savvy, for your public school. Public entities are allowed to self-insure, and ALICAP is a prime example of that permission. Come listen to how pooling works best for you and how your school can maximize membership. - *Megan Boldt, Associate Executive Director, Director of ALICAP/Insurance*

FROM VISION TO IMPACT: DRIVING STRATEGIC ALIGNMENT THROUGH COMMUNITY ENGAGEMENT ... Strategic planning is a visionary roadmap sustained through community trust. We will explore how the board leads and supports a process that is inclusive, transparent, and aligned with district priorities. Learn how to engage stakeholders to ensure goals, initiatives, and resources are connected, and get the tools and strategies to help align vision with action to drive lasting impact. - *Members from NASB's Board Leadership team*

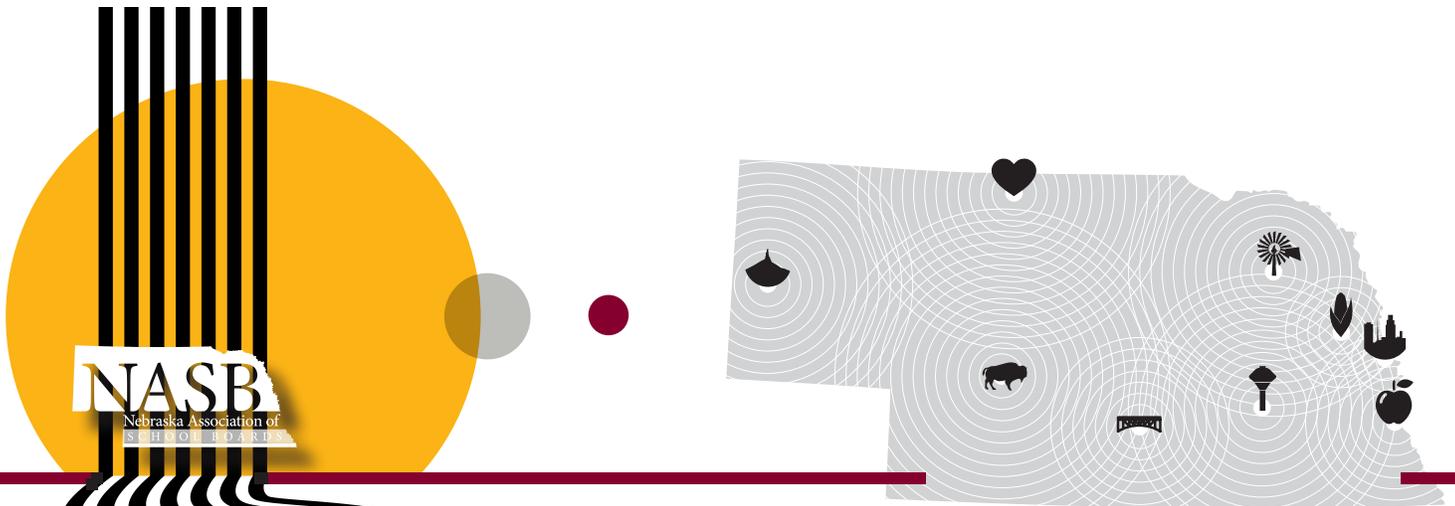
 Perfect for a newer School Board Member





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2025 AREA MEMBERSHIP MEETINGS

Leadership - Training - Recognition - Networking - Vision

Valentine - Gering - Kearney - York - Norfolk - North Platte - Omaha - Nebraska City - Fremont

2025/26 School District Budget Timeline

| Date | Budget Activity |
|-----------------|---|
| January 31 | Deadline for amendments to General, Depreciation & Employee Benefit Funds in order to be included in certification of Budget Authority. |
| February 27 | <ul style="list-style-type: none"> ◆ 2025/26 State Aid Certification ◆ 2025/26 Certified Budget Authority and Allowable Reserve Percentage Certification |
| March 15 | Deadline for notification of availability of the Retirement Incentive Plan (§79-855) and Staff Development Assistance (§79-856) for school districts that are part of a dissolution or merger |
| April 15 | Reduction In Force deadline |
| Mid-June | School District Budget Form, LC-2, Budget Text and related documents available |
| August 20 | Assessed valuations and real growth percentage certified by Counties |
| September 4 | Deadline to notify and submit information to County Assessor if Joint Public Hearing required |
| September 14-24 | Joint Public Hearing scheduled during this time if required |
| September 30 | <p>Filing deadline for Budget and LC-2 to NDE, Auditor of Public Accounts (APA), and County Clerk. <i>(Submit the following documents to NDE through the LC-2 collection)</i></p> <ul style="list-style-type: none"> ◆ Documents from the School District Budget Form <ul style="list-style-type: none"> ✓ Interlocal Form ✓ Cover Page through Page 6 ✓ Schedules A, B, D ✓ Property Tax Resolution ✓ Notices of Budget Hearing ✓ Notice of Special Hearing to Set Final Tax Request ◆ Proof of Publications for: <ul style="list-style-type: none"> ✓ Notice of Budget Hearing ✓ Notice of Special Hearing to Set the Final Tax Request <i>(Eliminated if joint public hearing was required)</i> ✓ Notice of Property Tax Authority, Board Vote to Access the Additional Property Tax Authority ◆ Certification(s) of Taxable Value ◆ Board minutes showing approval of district budget ◆ Board minutes showing 70% board approval to request more property taxes than the certified authority amount. <i>(if applicable)</i> ◆ Election Ballot and Certification of Election Results for a successful election to override the levy limitation <i>(if applicable)</i> ◆ Election Ballot and Certification of Election Results for a successful election to exceed the expenditure limitation <i>(if applicable)</i> ◆ Election Ballot and Certification of Election Results for a successful election to exceed the Property Tax Authority <i>(if applicable)</i> ◆ Lid Computation Form (LC-2) submitted to the Nebraska Department of Education through the NDE Portal ◆ Copy of LC2 & Special Grant Funds list (Auditor of Public Accounts (APA) and your County Clerk) <p>***Budget Submission for Auditor of Public Accounts (APA) and your County Clerk – A list of supporting materials required is on the "Check List" tab of the School District Budget Form.</p> |
| October 15 | Filing deadline to submit Resolutions setting all tax requests |
| November 5 | Tax requests become final |
| December 31 | Filing deadline for the Report of Joint Public Agency & Interlocal Agreements File with the Auditor of Public Accounts, if not already submitted with Budget |

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2025/26 STATE AID CERTIFICATION

SANDHILLS PUBLIC SCHOOLS (05-0071-000)

FORMULA STUDENTS CALCULATION

| | | | | | |
|-------------------------------|---------------------|---|------------------|---|------------------|
| (Fall Membership | ADM/FM Ratio) | + | Contracted Out | = | Formula Students |
| (84 | 0.9998488827) | + | 0 | = | 83.99 |
| KDG Adjustment | (0 students x .5) | | times ADM Factor | = | 0.00 |
| <i>Total Formula Students</i> | | | | | <i>83.99</i> |

FORMULA NEEDS CALCULATION

| | |
|---|-----------|
| Basic Funding | 2,852,295 |
| Poverty Allowance | 0 |
| Limited English Proficiency Allowance | 0 |
| Focus School & Program Allowance | 0 |
| Summer School Allowance | 0 |
| Special Receipts Allowance | 127,595 |
| Transportation Allowance | 90,528 |
| Elementary Site Allowance | 0 |
| Distance Education & Telecommunications Allowance | 11,497 |
| Averaging Adjustment | 0 |
| New School Adjustment | 0 |
| Student Growth Adjustment | 0 |
| Community Achievement Plan Adjustment | 0 |
| Limited English Proficiency Allowance Correction | 0 |
| Student Growth Adjustment Correction | 0 |
| Poverty Allowance Correction | 0 |
| Non Qualified LEP Adjustment | 0 |
| Total Calculated Formula Needs | 3,081,915 |
| Formula Needs Stabilization | 0 |
| Total Formula Needs | 3,081,915 |

FORMULA RESOURCES CALCULATION

| | | |
|--------------------------------------|----------------------------------|-----------|
| Yield From Local Effort Rate | 472,657,576 / 100 x 1.0000000000 | 4,726,576 |
| Net Option Funding | | 0 |
| Allocated Income Tax Funds | | 12,521 |
| Other Actual Receipts | | 254,237 |
| Community Achievement Plan Aid | | 0 |
| Foundation Aid Included in Resources | | 75,589 |
| Total Formula Resources | | 5,068,923 |

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

Note: Due to missing Federal Poverty data for the 2024/25 school year, State Aid was calculated using 2023/24 numbers

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2025/26 STATE AID CERTIFICATION

SANDHILLS PUBLIC SCHOOLS (05-0071-000)

STATE AID CALCULATION

| | |
|--|----------------|
| Equalization Aid | 0 |
| Net Option Funding | 0 |
| Allocated Income Tax Funds | 12,521 |
| Community Achievement Plan Aid | 0 |
| Foundation Aid Included in Resources | 75,589 |
| Foundation Aid Outside of Resources | 50,392 |
| Total State Aid Calculated | 138,502 |
| Prior Year (2025/26) State Aid Correction | 452 |
| Total State Aid | 138,954 |
| Carryover Adjustment from years prior to 2025/26 | 0 |

*prior year state aid -
* 189,939*

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

Note: Due to missing Federal Poverty data for the 2024/25 school year, State Aid was calculated using 2023/24 numbers

2025/26 BUDGET AUTHORITY AND ALLOWABLE RESERVE PERCENTAGE CERTIFICATION

COUNTY: BLAINE
COUNTY-DISTRICT NUMBER: 05-0071-000
DISTRICT NAME: SANDHILLS PUBLIC SCHOOLS

| | | |
|---|--------------------|---------------------|
| Certified Budget Authority | \$4,257,060 | Budget Based |
| Allowable Reserve Percentage | 45 % | |
| Access to Prior Year's Unused Budget Authority | \$614 | |

Certified Budget Authority:

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

Budget Based Calculation: $((GFBE - SGF - SPED - GFLE) \times 1.025)$

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

Formula Needs Calculation: $((FN \times 1.10) - (SPED \times 1.025))$

| | | Data Source |
|---------|--|-------------------------|
| GFBE | 2024/25 General Fund Budget | 2024/25 LC-2 Line B-100 |
| SGF | 2024/25 Special Grant Funds | 2024/25 LC-2 Line B-110 |
| SPED | 2024/25 Special Education Budget | 2024/25 LC-2 Line B-120 |
| GFLE | 2024/25 General Fund Lid Exclusions (Schedule A) | 2024/25 LC-2 Line B-130 |
| SGA | 2025/26 Student Growth Adjustment | 2025/26 State Aid |
| SGACORR | 2025/26 Student Growth Correction | 2025/26 State Aid |
| FN | 2025/26 Formula Needs | 2025/26 State Aid |

2025/26 Basic Allowable Growth Rate (BAGR) is 2.5%.

Access to Prior Year's Unused Budget Authority:

This amount is equal to the lesser of 2% of 2024/25 adjusted expenditures (2% of LC-2 Line B-140) or 2024/25 Total Unused Budget Authority (LC-2 Line B-175) if the district has Unused Budget Authority available.

Please Note: To access this additional budget growth, the amount must be manually entered on Line A-355 of the 2025/26 LC-2.

For further information on how this data was calculated, see the "Budget Text" document available here www.education.ne.gov/fos/budgeting-school-district. For questions, contact School Finance at (402) 540-0649 or (402) 450-1418.

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES

2025/26 PROPERTY TAX REQUEST AUTHORITY CERTIFICATION
SANDHILLS PUBLIC SCHOOLS (05-0071-000)

| | |
|--|-------------|
| Total Certified Property Tax Request Authority | \$3,251,954 |
| Additional Base Growth % Allowed with Board Approval | 7 % |
| Additional Property Tax Request Authority Allowed with Board Approval | \$234,994 |
| Maximum Certified Property Tax Request Authority Including Board Approved Amount | \$3,486,948 |

SECTION A TOTAL BASE REVENUE CALCULATION

| | |
|---------------------------------------|--------------------|
| 2024/25 Property Tax | \$2,898,942 |
| 2022/23 Other Non-Property Tax | \$142,930 |
| 2023/24 SPED | \$125,253 |
| 2024/25 TEEOSA | \$189,939 |
| TOTAL BASE REVENUE CALCULATION | \$3,357,064 |

SECTION B TOTAL BASE GROWTH PERCENTAGE

| | |
|--|-----------------|
| Base Growth | 3.0000 % |
| Membership Growth | 0.0000 % |
| LEP Growth | 0.0000 % |
| Poverty Growth | 0.1786 % |
| TOTAL BASE GROWTH RATE PERCENTAGE | 3.1786 % |

SECTION C TOTAL CALCULATED REVENUE CAP FOR 2025/26

(Section A Total x Section B Total)

| | |
|--------------------------|--------------------|
| TOTAL REVENUE CAP | \$3,463,772 |
|--------------------------|--------------------|

SECTION D TOTAL PROPERTY TAX REQUEST AUTHORITY FOR 2025/26

(Section C Total Revenue Cap minus sum of items listed in this section)

| | |
|---|-----------|
| 2023/24 Other Non-Property Tax (minus) | \$115,388 |
| 2024/25 SPED (minus) | \$131,337 |
| 2025/26 TEEOSA (minus) | \$138,954 |
| 2024/25 Unused Property Tax Authority (add) | \$173,861 |

| | |
|---|--------------------|
| TOTAL CERTIFIED PROPERTY TAX REQUEST AUTHORITY | \$3,251,954 |
|---|--------------------|

SECTIONS E - G ADDITIONAL BOARD APPROVAL INFORMATION

| | |
|---|-----------|
| Additional Base Growth % Allowed with Board Approval | 7 % |
| Additional Property Tax Authority Allowed with Board Approval | \$234,994 |

| | |
|--|--------------------|
| ALMAXIMUM CERTIFIED PROPERTY TAX REQUEST AUTHORITY INCLUDING BOARD APPROVED | \$3,486,948 |
|--|--------------------|

Some numbers may be rounded for presentation. For program contacts and additional information on how data was calculated visit www.education.ne.gov/fos/budgeting-school-district/property-tax-authority

Explanation of 2025/26 Property Tax Authority Calculation

SECTION A – TOTAL PROPERTY TAX & NON-PROPERTY TAX REVENUE

From the General and Special Building Funds only – Data collected and added together from the following sources:

- The property tax requests from the current budget year (2024-25 LC-2)
- Non-property tax revenue reported in the previous year's Annual Financial Report (2022-23 AFR)
- SPED reimbursement totals reported in the current AFR data year (2023-24 AFR)
- TEEOSA reimbursement total from the current fiscal year (to be paid 2024-25)

SECTION B – TOTAL BASE GROWTH %

The sum of the following percentages:

- 3%
- The annual percentage increase in the student enrollment of the school district multiplied by:
 - One if the school district's student enrollment has grown by an average of 3% over the preceding 3 years and 150 students over the 3 years; seven-tenths if the school district's student enrollment has grown by an average of 3% over the preceding 3 years; or four-tenths if growth average below 3%
- The percentage obtained by first dividing the annual increase in the total number of limited English proficiency students in the school district by the student enrollment of the school district and then multiplying the quotient by fifteen hundredths
- The percentage obtained by first dividing the annual increase in the total number of poverty students in the school district by the student enrollment of the school district and then multiplying the quotient by fifteen hundredths

SECTION C – REVENUE CAP

Total Property Tax & Non-Property Tax Revenue (Section A) multiplied by Total Base Growth Percentage total (Section B). This amount is the upcoming year's (2025-26) total revenue subject to the property tax cap authority calculation.

SECTION D – PROPERTY TAX REQUEST AUTHORITY

The sum of the Revenue Cap (Section C)

- LESS: Non-property tax revenue reported in the most recent available year's Annual Financial Report (2023-24 AFR) for the General and Special Building Funds. At certification data is updated for districts that submitted amendments.
- LESS: 2024/25 SPED reimbursement amount (model uses estimate from November 2024 SPED FFR, certification is revised with actual paid through May 2025)
- LESS: TEEOSA to be paid in the upcoming fiscal year including foundation aid and prior year correction amount

- PLUS: Prior years unused property tax authority (2024-25 LC-2)

2025-26 Property Tax Request Authority is the maximum amount a district will be allowed to ask between their General and Building fund tax request. This amount does not take into consideration the levy or spending authority requirements which may limit a districts request to an amount below their property tax request authority.

SECTION E - ADDITIONAL BASE GROWTH PERCENTAGE

With 70% Board approval the following additional percentage will apply:

- 7% with average daily membership of 471 students or less
- 6% with average daily membership of 472-3044 students
- 5% with average daily membership of 3045-10,000 students
- 4% with average daily membership of 10,001 or more students

SECTION F – ADDITIONAL PROPERTY TAX AUTHORITY IF BOARD APPROVED

Total Property Tax & Non-Property Tax Revenue (Section A) from the base year (2024-25) multiplied by Additional Base Growth Percentage (Section E). This is the amount of additional property taxes for the General and Building fund that may be levied if the district obtains 70% board approval.

SECTION G – PROPERTY TAX REQUEST AUTHORITY Including additional board approved amount

Sum of Property Tax Request Authority (Section D) and Additional Property Tax Authority (Section F) for the upcoming year (2025-26) which would be the maximum amount a district could levy in the General and Special Building funds without obtaining a voter approved override.

2021 AFT

Tax, Valuation, and Levy History

| Year | GF Tax Request | % | GF Levy | % | Bldg Tax Request | % | Bldg Levy | % | Total Tax Request | % | Valuation | % | Total Levy | % |
|-------|-----------------|---------|-------------|----------|------------------|-----------|-------------|-----------|-------------------|---------|-------------------|---------|-------------|----------|
| 21-22 | \$ 2,500,000.00 | | \$ 0.570148 | | \$ 151,515.00 | | \$ 0.034554 | | \$ 2,651,515.00 | | \$ 438,482,318.00 | | \$ 0.604703 | |
| 22-23 | \$ 2,555,556.00 | 2.2222% | \$ 0.565973 | -1.1739% | \$ 154,020.00 | 1.6533% | \$ 0.034110 | -1.2847% | \$ 2,709,576.00 | 2.1897% | \$ 451,532,819.00 | 2.9763% | \$ 0.600084 | -0.00764 |
| 23-24 | \$ 2,581,369.00 | 1.0101% | \$ 0.559330 | -1.1739% | \$ 132,995.00 | -13.6508% | \$ 0.028817 | -15.5178% | \$ 2,714,364.00 | 0.1767% | \$ 461,511,150.00 | 2.2099% | \$ 0.588147 | -0.01989 |
| 24-25 | \$ 2,772,022.00 | 7.3857% | \$ 0.586071 | 4.7809% | \$ 132,980.00 | -0.0113% | \$ 0.028115 | -2.4367% | \$ 2,898,942.00 | 6.8000% | \$ 472,984,080.00 | 2.4859% | \$ 0.612905 | 4.2095% |
| 25-26 | \$ 2,906,593.00 | 4.8546% | \$ 0.596624 | 1.8006% | \$ 136,364.00 | 2.5447% | \$ 0.027991 | -0.4420% | \$ 3,042,957.00 | 4.9678% | \$ 487,173,602.40 | 3.0000% | \$ 0.624615 | |

Sandhills Public Schools 05-0071
 2025-2026 Valuation
 2025-2026

| County | School District Taxable Value | School District Real Growth | School District | Real Growth | |
|----------------------------|----------------------------------|--------------------------------|--|---------------|----------------|
| | | | Prior Year Total Real Property Valuation | Percentage | |
| | <i>* Same as 24-25</i> | | | | |
| Blaine | 341,561,217 | 282,748 | 326,324,511 | 0.0009 | 0.0900% |
| Brown | 18,580,217 | 0 | 16,881,700 | 0.0000 | 0.0000% |
| Custer | 24,177,637 | 0 | 22,487,867 | 0.0000 | 0.0000% |
| Logan | 12,702,817 | 0 | 12,538,458 | 0.0000 | 0.0000% |
| Loup | 11,348,120 | 0 | 10,809,665 | 0.0000 | 0.0000% |
| Thomas | 64,614,072 | 335,005 | 55,103,387 | 0.0061 | 0.6100% |
| Total | 472,984,080 | 617,753 | 444,145,588 | 0.0014 | 0.1391% |
| Prior year total | 472,984,080 | | | | |
| | 0.00% | | | | |
| Value of \$0.01 Levy 25-26 | | | | | |
| | 47,298 | | | | |

Thoughts for Depreciation/Building Fund Planning

- Transportation
 - 14 passenger bus, perhaps two?
- HS Roof replacement – (probably about 5-6 yrs)
- Elem Roof Replacement
- Science Room renovation
- Concrete replacement/repair
- Carpet replacement
- Window replacement
- Security cameras

**2025-2026
STATE OF NEBRASKA
SCHOOL DISTRICT BUDGET FORM**

County-District #: 05-0071-000 Class #: 1
Sandhills Public Schools
TO THE COUNTY BOARD AND COUNTY CLERK OF
Blaine County

Draft

This budget is for the Period **SEPTEMBER 1, 2025 through AUGUST 31, 2026**

Upon Filing, The School Certifies the Information Submitted on this Form to be Correct.

**AMOUNT OF PERSONAL AND
REAL PROPERTY TAX REQUIRED FOR:**

| | Principal and Interest on Bonds | All Other Purposes | TOTAL |
|---|------------------------------------|--------------------|-----------------|
| General Fund | \$ - | \$ 2,906,593.00 | \$ 2,906,593.00 |
| Bond Fund(s) <i>[If More Than 1 Bond Fund - Total All Together]</i> | \$ - | | \$ - |
| Special Building Fund | \$ - | \$ 136,364.00 | \$ 136,364.00 |
| Qualified Capital Purpose Undertaking Fund | \$ - | \$ - | \$ - |
| Total All Funds | \$ - | \$ 3,042,957.00 | \$ 3,042,957.00 |

Outstanding Bonded Indebtedness as of September 1, 2025
(Include Bond Fund(s) and Qualified Capital Purpose Undertaking Fund)

| | |
|------|--|
| \$ - | Principal |
| \$ - | Interest |
| \$ - | Total Outstanding Bonded Indebtedness |

County Clerk's Use Only

DRAFT 8/11/25

Total Certified Valuation (All Counties)

(Certification of Valuation(s) from County Assessor **MUST** be attached)

\$ 487,173,602

Report of Joint Public Agency & Interlocal Agreements

Was this Subdivision involved in any Interlocal Agreements or Joint Public Agencies for the reporting period of July 1, 2024 through June 30, 2025?

YES NO

If YES, Please submit Interlocal Agreement Report by September 30th.

Report of Trade Names, Corporate Names & Business Names

Did the subdivision operate under a separate Trade Name, Corporate Name, or other Business Name during the period of July 1, 2024 through June 30, 2025?

YES NO

If YES, Please submit Trade Name Report by September 30th.

Has your School District held a successful election to override the levy limits provided in Statute 77-3442, which is in effect for 2024-2025 school fiscal year?

YES NO

APA Contact Information

Auditor of Public Accounts
PO Box 98917
Lincoln, NE 68509

Telephone: (402) 471-2111 FAX: (402) 471-3301

Website: auditors.nebraska.gov

Submission Information

Budget Due by 9-30-2025

Submit budget to:

1. Auditor of Public Accounts - Electronically on Website or Mail
2. County Board (SEC. 13-508), C/O County Clerk
3. Nebraska Dept. of Education - Upload to NDE Portal only

Questions - E-Mail: Jeff.Schreier@nebraska.gov

Draft

2025-2026 BUDGET ADOPTED

| | TOTAL BEGINNING BALANCE (Column 1) | TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2) | PERSONAL AND REAL PROPERTY TAXES (Column 3) | TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4) | BUDGET OF DISBURSEMENTS - SPECIAL EDUCATION (Column 5) | BUDGET OF DISBURSEMENTS - NON-SPECIAL EDUCATION (Column 6) | TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7) | NECESSARY CASH RESERVE (Column 8) | TOTAL REQUIREMENTS (Col 7 + Col 8) (Column 9) |
|---------------------------------------|------------------------------------|---|---|--|--|--|--|-----------------------------------|---|
| General | 1,368,527.00 | 2,541,619.00 | 2,877,527.00 | 5,419,146.00 | 265,300.00 | 4,388,846.00 | 4,654,146.00 | 765,000.00 | 5,419,146.00 |
| Depreciation | 274,137.00 | 424,137.00 | - | 424,137.00 | - | - | 424,137.00 | - | 424,137.00 |
| Employee Benefit | - | - | - | - | - | - | - | - | - |
| Contingency | - | - | - | - | - | - | - | - | - |
| Activities | 63,200.00 | 183,200.00 | - | 183,200.00 | - | - | 183,200.00 | - | 183,200.00 |
| School Nutrition | 56,601.00 | 204,201.00 | - | 204,201.00 | - | - | 204,201.00 | - | 204,201.00 |
| Bond | - | - | - | - | - | - | - | - | - |
| Special Building | 47,977.00 | 47,977.00 | 135,000.00 | 182,977.00 | - | - | 182,977.00 | - | 182,977.00 |
| Qualified Capital Purpose Undertaking | - | - | - | - | - | - | - | - | - |
| Cooperative | - | 200,000.00 | - | 200,000.00 | - | - | 200,000.00 | - | 200,000.00 |
| Student Fee | - | - | - | - | - | - | - | - | - |
| TOTAL ALL FUNDS | 1,810,442.00 | 3,601,134.00 | 3,012,527.00 | 6,613,661.00 | 265,300.00 | 4,388,846.00 | 5,848,661.00 | 765,000.00 | 6,613,661.00 |

PERSONAL AND REAL PROPERTY TAX RECAP

| | General Fund | Bond Fund(s) [Total Of All Bond Funds] | Special Building Fund | Qualified Capital Purpose Undertaking Fund |
|---|--------------|--|-----------------------|--|
| PERSONAL AND REAL PROPERTY TAXES FROM COLUMN 3 (Line A) | 2,877,527.00 | - | 135,000.00 | - |
| COUNTY TREASURER'S COMMISSION 1% OF TAXES COLLECTED (Line B) | 29,066.00 | - | 1,364.00 | - |
| TOTAL PERSONAL AND REAL PROPERTY TAXES (Line A + Line B) (Line C) | 2,906,593.00 | - | 136,364.00 | - |

CERTIFIED STATE AID MOTOR VEHICLE TAXES

| | | | |
|----|------------|----|-----------|
| \$ | 138,954.00 | \$ | 56,100.00 |
|----|------------|----|-----------|

COUNTY TREASURER'S BALANCE, 9-1-2025

| | | | | |
|--|---|---|-----------|---|
| | - | - | 20,000.00 | - |
|--|---|---|-----------|---|

Draft

| 2024-2025 ACTUAL/ESTIMATED | | | | | | | | | |
|---------------------------------------|------------------------------------|---|---|--|--|--|--|---|--|
| | TOTAL BEGINNING BALANCE (Column 1) | TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2) | PERSONAL AND REAL PROPERTY TAXES (Column 3) | TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4) | TOTAL DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION (Column 5) | TOTAL DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION (Column 6) | TOTAL DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7) | TOTAL ENDING BALANCE (Col 4 - Col 7) (Column 8) | |
| General | 1,425,558.00 | 3,072,073.00 | 1,855,469.00 | 4,927,542.00 | 183,610.00 | 3,375,405.00 | 3,559,015.00 | 1,368,527.00 | |
| Depreciation | 152,037.00 | 302,037.00 | | 302,037.00 | | | 27,900.00 | 274,137.00 | |
| Employee Benefit | - | - | | - | | | - | - | |
| Contingency | - | - | | - | | | - | - | |
| Activities | 28,000.00 | 168,000.00 | | 168,000.00 | | | 104,800.00 | 63,200.00 | |
| School Nutrition | 24,143.00 | 203,701.00 | | 203,701.00 | | | 147,100.00 | 56,601.00 | |
| Bond | - | - | | - | | | - | - | |
| Special Building | 195,897.00 | 196,801.00 | 120,000.00 | 316,801.00 | | | 268,824.00 | 47,977.00 | |
| Qualified Capital Purpose Undertaking | - | - | | - | | | - | - | |
| Cooperative | - | - | | - | | | - | - | |
| Student Fee | - | - | | - | | | - | - | |
| TOTAL ALL FUNDS | 1,825,635.00 | 3,942,612.00 | 1,975,469.00 | 5,918,081.00 | 183,610.00 | 3,375,405.00 | 4,107,639.00 | 1,810,442.00 | |

NOTE: Total Disbursements and Transfers (Column 7) is the sum of Column 5 and Column 6 for the General Fund only. For all other funds, numbers will pull automatically from the Worksheet

MOTOR VEHICLE TAXES
\$ **35,940.00**

Draft

2023-2024 ACTUAL

| | TOTAL BEGINNING BALANCE (Column 1) | TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2) | PERSONAL AND REAL PROPERTY TAXES (Column 3) | TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4) | TOTAL DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION (Column 5) | TOTAL DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION (Column 6) | TOTAL DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7) | TOTAL ENDING BALANCE (Col 4 - Col 7) (Column 8) |
|---------------------------------------|------------------------------------|---|---|--|--|--|--|---|
| General | 1,476,848.00 | 2,422,366.00 | 2,296,216.00 | 4,718,582.00 | 129,229.00 | 3,163,795.00 | 3,293,024.00 | 1,425,558.00 |
| Depreciation | 344,046.00 | 345,276.00 | | 345,276.00 | | | 193,239.00 | 152,037.00 |
| Employee Benefit | - | - | | - | | | - | - |
| Contingency | - | - | | - | | | - | - |
| Activities | 56,390.00 | 164,228.00 | | 164,228.00 | | | 136,228.00 | 28,000.00 |
| School Lunch | 13,712.00 | 166,004.00 | | 166,004.00 | | | 141,861.00 | 24,143.00 |
| Bond | - | - | | - | | | - | - |
| Special Building | 449,200.00 | 468,259.00 | 119,939.00 | 588,198.00 | | | 392,301.00 | 195,897.00 |
| Qualified Capital Purpose Undertaking | - | - | | - | | | - | - |
| Cooperative | - | - | | - | | | - | - |
| Student Fee | - | - | | - | | | - | - |
| TOTAL ALL FUNDS | \$ 2,340,196.00 | 3,566,133.00 | 2,416,155.00 | 5,982,288.00 | 129,229.00 | 3,163,795.00 | 4,156,653.00 | 1,825,635.00 |

NOTE: Total Disbursements and Transfers (Column 7) is the sum of Column 5 and Column 6 for the General Fund only. For all other funds, numbers will pull automatically from the Worksheet

MOTOR VEHICLE TAXES
\$ **69,946.00**

CORRESPONDENCE INFORMATION

ENTITY OFFICIAL ADDRESS

If no official address, please provide address where correspondence should be sent

DRAFT

NAME Sandhills Public School
ADDRESS 107 Gandy Ave
CITY & ZIP CODE Dunning NE 68833
TELEPHONE (308)538-2224
WEBSITE www.sandhillsknights.org

| | BOARD CHAIRPERSON | CLERK/TREASURER/SUPERINTENDENT/OTHER | PREPARER |
|-------------------|-----------------------------------|--|---------------------------------|
| NAME | Rory Zutavern | Michelle Milleson | Jamie Isom |
| TITLE / FIRM NAME | Chairperson | Treasurer | Superintendent |
| TELEPHONE | (308)538-2224 | (308)538-2224 | (308)534-2224 |
| EMAIL ADDRESS | roy.zutavern@sandhillsknights.org | michelle.milleson@sandhillsknights.org | jamie.isom@sandhillsknights.org |

For Questions on this form, who should we contact (please one): Contact will be via email if supplied.

- Board Chairperson
- Clerk / Treasurer / Superintendent / Other
- Preparer

Draft

Sandhills Public Schools

2025-2026 ALLOWABLE GROWTH PERCENTAGE COMPUTATION FORM

CALCULATION OF ALLOWABLE GROWTH PERCENTAGE

Prior Year Non-Bond Property Tax Request GP (1) \$ 2,898,942.00
(Total Personal and Real Property Tax Required for All Other Purposes from prior year budget - Cover Page)

Base Limitation Percentage Increase (2%) 2.00 % (2)

Real Growth Percentage Increase nk-25 / 24-26 = 0.13 % (3)
620,000.00 / 472,984,080.00 = 0.13 % (3)
2025 Real Growth Value per Assessor / Prior Year Total Real Property Valuation per Assessor

Total Allowable Growth Percentage Increase (Line 2 + Line 3) (4) 2.13 %

Allowable Dollar Amount of Increase to Property Tax Request (Line 1 x Line 4) (5) \$ 61,747.46

TOTAL PROPERTY TAX REQUEST (Line 1 + Line 5) (6) \$ 2,960,689.46
(Without needing to attend Joint Public Hearing, or be included on postcard notification)

ACTUAL PROPERTY TAX REQUEST

2025-2026 ACTUAL Non-Bond Property Tax Request GF (7) \$ 3,042,957.00
(Total Personal and Real Property Tax Required for All Other Purposes from Cover Page)

Property Tax Request exceeds allowable growth percentage. Political subdivision MUST complete the postcard notification requirements, and participate in the joint public hearing.

may need 7%?

If line (7) is greater than line (6), your political subdivision is required to participate in the joint public hearing, and complete the postcard notification requirements of §77-1633. You must provide the required information to the County Assessor electronically by September 4th. You are not required to hold the Special Hearing to Set the Final Tax Request outlined in §77-1632. The joint public hearing is completed in lieu of this hearing.

If line (7) is less than line (6), your political subdivision is not required to participate in the joint public hearing, or complete the postcard notification requirements of §77-1633. You are required to hold the Special Hearing to Set the Final Tax Request outlined in §77-1632.

SCHEDULE A GENERAL FUND LID EXCLUSIONS

County-District #

05-0071-000

Sandhills Public Schools

| Line No. | | 2025-2026 Amount Budgeted To Spend |
|----------|--|--|
| 1 | Repairs to Infrastructure Damaged by a Natural Disaster: (List repair) | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | Total Repairs to Infrastructure Damaged by a Natural Disaster (Lines 1 through 8) | \$ - |
| 10 | Judgments: (List the types of judgments obtained against your School District to the extent such judgment is not paid by liability insurance) | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |
| 16 | | |
| 17 | Total Judgments (Lines 11 through 16) | \$ - |
| 18 | Distance Education Courses | |
| 19 | Amounts eligible as exclusion for Voluntary Termination Agreements | |
| 20 | Retirement Contribution Increase | \$ 47,572.00 |
| 21 | Native American Impact Aid | |
| 22 | Total General Fund Lid Exclusions - To LC-2 Form (Line 9 + Line 17 to 21) | \$ 47,572.00 |

Superintendent Pay Transparency Notice—Proposed Contract (Name of current or new superintendent)

Notice is hereby given that Sandhills Public Schools has approved a superintendent employment contract on its agenda for the board meeting held on March 10, 2025 at 7:00 pm at the Lecture Hall in Sandhills High School in Dujning, Nebraska.

0

After the 2025/26 school year, how many years remain on the contract:
(Column F must be completed if additional years remain on contract.)

The estimated costs to the district for the 2025/26 year and future years are listed below:

| | 2025/26 Base Pay, Additional Compensation & Benefits | Future Base Pay, Additional Compensation & Benefits per Contract | TOTAL CONTRACT COST |
|---|--|--|---------------------|
| Base Pay for the Total FTE | \$ 68,000.00 | | \$ 68,000.00 |
| Compensation for activities outside of the regular salary: | | | |
| • Extended contracts / Activities outside of regular salary | | | |
| • Bonus/Incentive/Performance Pay | | | |
| • Stipends | | | |
| • All other costs not mentioned above | | | |
| Benefits and Payroll Costs Paid by district: | | | |
| • Insurances (Health, Dental, Life, Long Term Disability) | \$ 10,185.00 | | \$ 10,185.00 |
| • Cafeteria Plan Stipend | | | |
| • Cash in lieu of insurance | | | |
| • Employee's share of retirement, deferred compensation, FICA and Medicare <u>if paid by the district</u> | | | |
| • District's share of retirement, FICA and Medicare | \$ 10,650.00 | | \$ 10,650.00 |
| • IRS value of housing allowance | | | |
| • IRS value of vehicle allowance | | | |
| • Additional leave days | | | |
| • Annuities | | | |
| • Service credit purchase | | | |
| • Association / Membership dues | | | |
| • Cell Phone/Internet reimbursement | \$ 1,200.00 | | \$ 1,200.00 |
| • Relocation reimbursement | | | |
| • Travel allowance/reimbursement | | | |
| • Mileage Allowance | | | |
| • Educational tuition assistance | | | |
| • All other benefit costs not mentioned above | | | |
| Totals: | \$ 90,035.00 | \$ - | \$ 90,035.00 |

RESOLUTION SETTING THE PROPERTY TAX REQUEST

Draft

RESOLUTION NO. _____

WHEREAS, Nebraska Revised Statute 77-1632 and 77-1633 provides that the Governing Body of Sandhills Public Schools passes by a majority vote a resolution or ordinance setting the tax request; and

WHEREAS, a special public hearing was held as required by law to hear and consider comments concerning the property tax request;

NOW, THEREFORE, the Governing Body of Sandhills Public Schools resolves that:

1. The 2025-2026 property tax request be set at:

| | | |
|---------------------------|----|--------------|
| General Fund: | \$ | 2,906,593.00 |
| Bond Fund: | \$ | - |
| Special Building Fund: | \$ | 136,364.00 |
| Qualified Capital Purpose | \$ | - |
| Undertaking Fund: | | |

Draft

2. The total assessed value of property differs from last year's total assessed value by 3 percent.

3. The tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property would be 0.595053 per \$100 of assessed value.

4. Sandhills Public Schools proposes to adopt a property tax request that will cause its tax rate to be 0.624615 per \$100 of assessed value.

5. Based on the proposed property tax request and changes in other revenue, the total operating budget of Sandhills Public Schools will increase (decrease) last year's budget by 8.63 percent.

6. A copy of this resolution be certified and forwarded to the County Clerk on or before October 15, 2025.

Motion by _____, seconded by _____ to adopt Resolution # _____.

Voting yes were:

Voting no were:

Dated this _____ day of _____, 2025

DRAFT

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Sandhills Public Schools (05-0071-000) in Blaine County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 8 day of September, 2025 at 7:00 o'clock, P.M., at Sandhills High School Lecture Hall for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

| FUNDS | Actual Disbursements & Transfers | Actual/Estimated Disbursements & Transfers | Budgeted Disbursements & Transfers | Necessary Cash Reserve | Total Available Resources Before Property Taxes | Total Personal and Real Property Tax Requirement |
|---------------------------------------|----------------------------------|--|------------------------------------|------------------------|---|--|
| | 2023-2024 (1) | 2024-2025 (2) | 2025-2026 (3) | | | |
| General | \$ 3,293,024.00 | \$ 3,559,015.00 | \$ 4,654,146.00 | \$ 765,000.00 | \$ 2,541,619.00 | \$ 2,906,593.00 |
| Depreciation | \$ 193,239.00 | \$ 27,900.00 | \$ 424,137.00 | \$ - | \$ 424,137.00 | - |
| Employee Benefit | \$ - | \$ - | \$ - | \$ - | \$ - | - |
| Contingency | \$ - | \$ - | \$ - | \$ - | \$ - | - |
| Activities | \$ 136,228.00 | \$ 104,800.00 | \$ 183,200.00 | \$ - | \$ 183,200.00 | - |
| School Nutrition | \$ 141,861.00 | \$ 147,100.00 | \$ 204,201.00 | \$ - | \$ 204,201.00 | - |
| Bond | \$ - | \$ - | \$ - | \$ - | \$ - | - |
| Special Building | \$ 392,301.00 | \$ 268,824.00 | \$ 182,977.00 | \$ - | \$ 47,977.00 | \$ 136,364.00 |
| Qualified Capital Purpose Undertaking | \$ - | \$ - | \$ - | \$ - | \$ - | - |
| Cooperative | \$ - | \$ - | \$ 200,000.00 | \$ - | \$ 200,000.00 | - |
| Student Fee | \$ - | \$ - | \$ - | \$ - | \$ - | - |
| TOTALS | \$ 4,156,653.00 | \$ 4,107,639.00 | \$ 5,848,661.00 | \$ 765,000.00 | \$ 3,601,134.00 | \$ 3,042,957.00 |

| | | | |
|---------------------------|---------------|-------------------|-----------------|
| | Bond Purposes | Non-Bond Purposes | Total |
| Breakdown of Property Tax | \$ - | \$ 3,042,957.00 | \$ 3,042,957.00 |

C

DRAFT

Notice of Special Hearing To Set Final Tax Request

Sandhills Public Schools (05-0071-000) in Blaine County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the governing body will meet on the 8 day of, September 2025 at 7:00 o'clock P.M., at Sandhills High School Lecture Hall for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

+ 3%

| | | | |
|---------------------|--------------------------|--------------------------|--------------|
| Property Valuations | 2024-2025 472,984,080 | 2025-2026 487,173,602 | Change 3% |
|---------------------|--------------------------|--------------------------|--------------|

2024-2025 Budget Information

| Fund | 2024-2025 Operating Budget | 2024-2025 Property Tax Request | 2024 Tax Rate | Property Tax Rate (2023-2024 Request Divided By 2024 Valuation) |
|---|----------------------------|--------------------------------|-----------------|---|
| General Fund | 4,438,060.00 | 2,765,962.00 | 0.584790 | 0.567757 |
| Bond Fund(s) K - 12 | | | 0.000000 | 0.000000 |
| Bond Fund(s) K - 8 | | | 0.000000 | 0.000000 |
| Bond Fund(s) 9 - 12 | | | 0.000000 | 0.000000 |
| Bond Fund | | | 0.000000 | 0.000000 |
| Special Building Fund | 351,000.00 | 132,980.00 | 0.028115 | 0.027296 |
| Qualified Capital Purpose Undertaking Fund K - 12 | | | 0.000000 | 0.000000 |
| Qualified Capital Purpose Undertaking Fund K - 8 | | | 0.000000 | 0.000000 |
| Qualified Capital Purpose Undertaking Fund 9 - 12 | | | 0.000000 | 0.000000 |
| Total | 4,789,060.00 | 2,898,942.00 | 0.612905 | 0.595053 |

2025-2026 Budget Information

| Fund | 2025-2026 Operating Budget | 2025-2026 Proposed Property Tax Request | Proposed 2025 Tax Rate | Change in Tax Rate | Change in Operating Budget |
|---|----------------------------|---|------------------------|--------------------|----------------------------|
| General Fund | 4,654,146.00 | 2,906,593.00 | 0.596624 | 2% | 5% |
| Bond Fund(s) K - 12 | - | - | 0.000000 | #DIV/0! 0 | |
| Bond Fund(s) K - 8 | | | 0.000000 | #DIV/0! 0 | |
| Bond Fund(s) 9 - 12 | | | 0.000000 | #DIV/0! 0 | |
| Bond Fund | | | 0.000000 | #DIV/0! 0 | |
| Special Building Fund | 182,977.00 | 136,364.00 | 0.027991 | 0% | -48% |
| Qualified Capital Purpose Undertaking Fund K - 12 | | | 0.000000 | #DIV/0! 0 | |
| Qualified Capital Purpose Undertaking Fund K - 8 | | | 0.000000 | #DIV/0! 0 | |
| Qualified Capital Purpose Undertaking Fund 9 - 12 | | | 0.000000 | #DIV/0! 0 | |
| Total | 4,837,123.00 | 3,042,957.00 | 0.624615 | 2% | 1% |

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

05-0071-0

draft

| Line No. | GENERAL FUND | Source Number | ACTUAL 9-1-2023 to 8-31-2024 (Column 1) | ACTUAL/ESTIMATED 9-1-2024 to 8-31-2025 (Column 2) | ADOPTED 9-1-2025 to 8-31-2026 (Column 3) |
|----------|---|---|---|---|--|
| 1 | DISBURSEMENTS & TRANSFERS | | | | |
| 2 | All Instruction Except Special Education Instructional Programs | 1000's | 1,514,621.00 | 1,636,260.00 | 1,831,000.00 |
| 3 | Special Education Instructional Programs (Include Pre-School) | 1200's | 112,110.00 | 117,950.00 | 175,000.00 |
| 4 | Support Services - Pupils (SPED Related) | 2100's | 17,119.00 | 65,660.00 | 75,000.00 |
| 5 | | | | | |
| 6 | Support Services - Pupil (Non-SPED Related) | 2100's | 52,313.00 | | 66,300.00 |
| 7 | Support Services - Instructional | 2200's | 113,942.00 | 126,375.00 | 161,802.00 |
| 8 | | | | | |
| 9 | Board of Education | 2310 | 20,105.00 | 13,750.00 | 31,977.00 |
| 10 | Executive Administration Services | 2320 | 224,390.00 | 149,500.00 | 236,941.00 |
| 11 | District Legal Services | 2330 | 9,233.00 | 2,200.00 | 15,988.00 |
| 12 | Office of the Principal | 2410 | 111,889.00 | 128,000.00 | 122,400.00 |
| 13 | General Administration - Business Services | 2500 | 65,314.00 | 43,460.00 | 67,152.00 |
| 14 | Maintenance and Operation of Building(s) & Site(s) | 2600's | 742,645.00 | 750,000.00 | 561,000.00 |
| 15 | Vehicle Acquisition & Maintenance | 2650 | | | 151,000.00 |
| 16 | Regular Pupil Transportation | 2710 / 2720 / 2730 / 2790 | 90,867.00 | 215,000.00 | 280,500.00 |
| 17 | Special Education Pupil Transportation (Include Pre-School) | 2712 / 2713 / 2722 / 2723 / 2732 / 2733 / 2792 / 2793 | | | 15,300.00 |
| 18 | | | | | |
| 19 | Community Services | 3300 | | | 21,000.00 |
| 20 | Categorical Grant from Corporation | 3400 | | | |
| 21 | State Categorical Programs | 3500's | 16,963.00 | 3,360.00 | 5,000.00 |
| 22 | Debt Services | 5000 | | | |
| 23 | Federal Programs | 6000's | 114,013.00 | 50,000.00 | 157,289.00 |
| 24 | Facilities | 4000 | 7,500.00 | 7,500.00 | |
| 25 | Transfers to _____ Fund | 8000 | 80,000.00 | <i>1,800.00</i> | <i>230,236.00</i> |
| 26 | Interfund Loan/Repayment to _____ Fund | | | <i>Budget Authority</i> | <i>199,261.00</i> |
| 27 | Transfer to School Nutrition | | | 50,000.00 | 50,000.00 |
| 28 | Transfer to Activity | | | 50,000.00 | 50,000.00 |
| 29 | Transfer to Depreciation | | | 150,000.00 | 150,000.00 |
| 30 | Total Disbursements & Transfers (Including SPED) | | 3,293,024.00 | 3,559,015.00 | |
| 31 | Total Special Education Disbursements | 1200 + 2100 + 27X2 | 129,229.00 | 183,610.00 | 265,300.00 |
| 32 | Total Non-Special Education Disbursements & Transfers | | 3,163,795.00 | 3,375,405.00 | 4,388,846.00 |
| 33 | TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS (Including SPED) | | | | 4,654,146.00 |
| 34 | NECESSARY CASH RESERVE | | | | 765,000.00 |
| 35 | TOTAL REQUIREMENTS | | | | 5,419,146.00 |
| 36 | | | | | |
| 37 | BEGINNING BALANCES | | | | General Fund (Page 1) |

next

| | | | | | | |
|----|--|--|--|--------------|--------------|--------------|
| 38 | Beginning Balance, 9-1 | | | 913,383.00 | 907,632.00 | 1,368,000.00 |
| 39 | Investments, 9-1 | | | | | |
| 40 | County Treasurer's Balance, 9-1 | | | 563,465.00 | 517,926.00 | |
| 41 | Total Beginning Balance | | | 1,476,848.00 | 1,425,558.00 | 1,368,527.00 |
| 42 | | | | | | |
| 43 | RECEIPTS, & TRANSFERS | | | | | |
| 44 | LOCAL SOURCES | | | | | |
| 45 | Carline Tax | 1115 | | 9,107.00 | 13,250.00 | 10,200.00 |
| 46 | Public Power District Sales Tax | 1120 | | 6,202.00 | | 5,610.00 |
| 47 | Motor Vehicle Taxes | 1125 | | 69,946.00 | 35,940.00 | 56,100.00 |
| 48 | Tuition Received from Other Districts | 1321 / 1323 / 1335 | | | | |
| 49 | Tuition Received from Individuals | 1311-13 / 1370 | | | | |
| 50 | Other Tuition | 1315 / 1320 / 1322 / 1330 / 1331 / 1340 / 1360 | | | | |
| 51 | Transportation Received from Individuals | 1410-1411 | | | | |
| 52 | Transportation Received from Other Districts | 1420-1440 | | | | |
| 53 | Interest | 1510 / 1520 | | 6,101.00 | 3,745.00 | 1,530.00 |
| 54 | Community Service Activities | 1800 | | | | |
| 55 | Other Local Receipts | 1910 / 1920 / 1990 | | 17,476.00 | 6,061.00 | |
| 56 | Local License Fees/Court Fines | 1911 / 1921 | | 1,261.00 | 408.00 | |
| 57 | Nameplate Capacity Tax | 3133 | | | | |
| 58 | Categorical Grants from Corporations / Private | 1925 | | | | |
| 59 | | | | | | 199,261.00 |
| 60 | Postsecondary Receipts | | | | | 4,080.00 |
| 61 | | | | | | 127,000.00 |
| 62 | | | | | | 388,258.00 |
| 63 | | | | | | |
| 64 | COUNTY AND ESU SOURCES | | | | | |
| 65 | Fines and License Fees | 2110 | | 9,941.00 | 9,159.00 | 15,300.00 |
| 66 | Other County Sources | 2130 | | | | |
| 67 | ESU Receipts | 2210 | | | 300.00 | 300.00 |
| 68 | | | | | | |
| 69 | | | | | | |
| 70 | STATE SOURCES | | | | | |
| 71 | State Aid | 3110 | | 257,221.00 | 193,409.00 | 138,954.00 |
| 72 | Special Education Programs | 3120 | | 125,253.00 | 131,337.00 | 135,000.00 |
| 73 | Special Education Transportation | 3125 | | | | |
| 74 | Homestead Exemption | 3130 | | 5,387.00 | 6,274.00 | |
| 75 | Payments for Wards of the State or Court | 3160 / 3161 | | | | |
| 76 | Pro-Rate Motor Vehicles | 3180 | | 3,951.00 | 3,507.00 | 3,500.00 |
| 77 | Payments for High Ability Learners | 3535 | | 2,342.00 | | 3,100.00 |
| 78 | Other State Appropriations | | | | | |

Draft

| | | | | | | | |
|-----|--|--------------------|--|--------------|--|--------------|--------------|
| 79 | | | | | | | |
| 80 | Distance Ed Incentive | | | | | 1,899.00 | 1,500.00 |
| 81 | | | | | | | |
| 82 | | | | | | | |
| 83 | | | | | | | |
| 84 | State Apportionment | 3400 | | 12,820.00 | | 28,636.00 | 20,000.00 |
| 85 | Other | | | | | | |
| 86 | State Categorical Programs | 3500's | | 7,500.00 | | | |
| 87 | Other State Receipts | 3990 | | 500.00 | | | |
| 88 | Property Tax Credit and Personal Property Tax Credit | 3131 / 3132 / 3134 | | 335,151.00 | | 1,092,955.00 | |
| 89 | FEDERAL SOURCES | | | | | | |
| 90 | Title ESSA Programs (Includes ESSA Title I) | 4500-4511 | | 23,909.00 | | 24,480.00 | 22,285.00 |
| 91 | | 4526-4528, 4531 | | | | | 11,534.00 |
| 92 | | | | | | | |
| 93 | | | | | | | |
| 94 | IDEA Programs | 4512-4523 | | 20,681.00 | | 15,800.00 | 21,000.00 |
| 95 | | 4416-4418 | | 1,014.00 | | | |
| 96 | Forest Reserve | | | 4,872.00 | | 670.00 | 2,550.00 |
| 97 | Medicaid in Public Schools | 4708 | | 1,333.00 | | | 1,530.00 |
| 98 | Medicaid Administrative Activities in Public Schools | 4709 | | | | | |
| 99 | Title 8 (Impact Aid) | 4305 | | | | | |
| 100 | Other Federal Non-Categorical Receipts | 4524 | | | | | |
| 101 | | | | | | | |
| 102 | Public Grazing | 4706 | | | | 13.00 | |
| 103 | | | | | | | |
| 104 | Vocational Education (Carl Perkins) | 4525 | | | | | 1,500.00 |
| 105 | Other Federal Categorical Receipts | 4530 | | 1,400.00 | | | |
| 106 | | | | | | 456.00 | |
| 107 | Grants from Corporations & Other Private Interests | 4710 | | | | | |
| 108 | ESSER III | | | | | 72,701.00 | |
| 109 | NON-REVENUE SOURCES | | | | | | |
| 110 | Tax Anticipation Notes | 5150 | | | | | |
| 111 | Long Term Loans | 5400 | | | | | |
| 112 | Insurance Adjustments | 5301 | | 15,616.00 | | 1,883.00 | |
| 113 | Sale of Property | 5300 | | 6,534.00 | | 350.00 | |
| 114 | Transfers from _____ Fund | 5200 | | | | | |
| 115 | Cash Balance from Dissolved/Merged Districts | 5610 | | | | | |
| 116 | | | | | | | |
| 117 | Other Non-Revenue Receipts | 5690 | | | | 3,282.00 | 3,000.00 |
| 118 | Learning Community Property Taxes | | | | | | |
| 119 | Interfund Loan/Repayment From _____ Fund | | | | | | |
| 120 | Total Available Resources Before Property Taxes | | | 2,422,366.00 | | 3,072,073.00 | 2,541,619.00 |

total

| | | | | | |
|-----|----------------------------------|-----|--------------|--------------|--------------|
| 121 | Personal and Real Property Taxes | 110 | 2,296,216.00 | 1,855,469.00 | 2,877,000.00 |
| 122 | TOTAL RESOURCES AVAILABLE | | 4,718,582.00 | 4,927,542.00 | 5,419,146.00 |
| 123 | Less: Disbursements & Transfers | | 3,293,024.00 | 3,559,015.00 | |
| 124 | BALANCE FORWARD | | 1,425,558.00 | 1,368,527.00 | |

PROPERTY TAX RECAP

| |
|--------------|
| 2,877,527.00 |
| 29,066.00 |
| 2,906,593.00 |

1. Tax from Line 121
2. Compute County Treasurer's Commission at 1% of tax collections.
3. Total Personal and Real Property Tax Requirement

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 122 must agree with TOTAL REQUIREMENTS on line 35 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

05-()-000

trap

| Line No. | DEPRECIATION FUND | Object/ Source Number | ACTUAL 9-1-2023 to 8-31-2024 (Column 1) | ACTUAL/ESTIMATED 9-1-2024 to 8-31-2025 (Column 2) | ADOPTED 9-1-2025 to 8-31-2026 (Column 3) |
|----------|---|-----------------------|---|---|--|
| 1 | DISBURSEMENTS & TRANSFERS | | | | |
| 2 | Re-Appropriated Funds | | | | |
| 3 | | | 193,239.00 | 27,900.00 | 424,137.00 |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | Transfers to General Fund | 8000-911 | | | |
| 12 | Total Disbursements & Transfers | | 193,239.00 | 27,900.00 | 424,137.00 |
| 13 | TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS | | | | 424,137.00 |
| 14 | TOTAL REQUIREMENTS | | | | 424,137.00 |
| 15 | BEGINNING BALANCES, RECEIPTS, & TRANSFERS | | | | |
| 16 | Cash Balance, 9-1 | | 344,046.00 | 152,037.00 | 274,137.00 |
| 17 | Investments, 9-1 | | | | |
| 18 | Total Beginning Balance | | 344,046.00 | 152,037.00 | 274,137.00 |
| 19 | LOCAL SOURCES | | | | |
| 20 | Interest | 1510 | 1,230.00 | | |
| 21 | | | | | |
| 22 | NON-REVENUE SOURCES | | | | |
| 23 | Transfers from General Fund | 5200 | | 150,000.00 | 150,000.00 |
| 24 | | | | | |
| 25 | | | | | |
| 26 | | | | | |
| 27 | TOTAL RESOURCES AVAILABLE | | 345,276.00 | 302,037.00 | 424,137.00 |
| 28 | Less: Disbursements & Transfers | | 193,239.00 | 27,900.00 | |
| 29 | BALANCE FORWARD | | 152,037.00 | 274,137.00 | |

NOTE: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 27 must agree with TOTAL REQUIREMENTS on line 14 in the Adopted Column.

NA

| Line No. | EMPLOYEE BENEFIT FUND | Object/Source Number | ACTUAL 9-1-2023 to 8-31-2024 (Column 1) | ACTUAL/ESTIMATED 9-1-2024 to 8-31-2025 (Column 2) | ADOPTED 9-1-2025 to 8-31-2026 (Column 3) |
|----------|---|----------------------|---|---|--|
| 1 | DISBURSEMENTS & TRANSFERS | | | | |
| 2 | Re-Appropriated Funds | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | Transfers to General Fund | 8000-911 | | | |
| 12 | Total Disbursements & Transfers | | - | - | |
| 13 | TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS | | | | |
| 14 | NECESSARY CASH RESERVE | | | | |
| 15 | TOTAL REQUIREMENTS | | | | |
| 16 | BEGINNING BALANCES, RECEIPTS, & TRANSFERS | | | | |
| 17 | Cash Balance, 9-1 | | | | |
| 18 | Investments, 9-1 | | | | |
| 19 | Total Beginning Balance | | - | - | |
| 20 | LOCAL SOURCES | | | | |
| 21 | Interest | 1510 | | | |
| 22 | | | | | |
| 23 | NON-REVENUE SOURCES | | | | |
| 24 | Transfers from General Fund | 5200 | | | |
| 25 | | | | | |
| 26 | | | | | |
| 27 | | | | | |
| 28 | TOTAL RESOURCES AVAILABLE | | - | - | |
| 29 | Less: Disbursements & Transfers | | - | - | |
| 30 | BALANCE FORWARD | | - | - | |

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 28 must agree with TOTAL REQUIREMENTS on line 15 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

05-0

000

NA

| Line No. | CONTINGENCY FUND | Object/Source Number | ACTUAL 9-1-2023 to 8-31-2024 (Column 1) | ACTUAL/ESTIMATED 9-1-2024 to 8-31-2025 (Column 2) | ADOPTED 9-1-2025 to 8-31-2026 (Column 3) |
|----------|---|----------------------|---|---|--|
| 1 | DISBURSEMENTS & TRANSFERS | | | | |
| 2 | Legal Services | 2330 | | | |
| 3 | Judgments/Settlements | 820 | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | Transfers to General Fund | 8000-911 | | | |
| 8 | Total Disbursements & Transfers | | - | - | |
| 9 | TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS | | | | |
| 10 | TOTAL REQUIREMENTS | | | | |
| 11 | BEGINNING BALANCES, RECEIPTS, & TRANSFERS | | | | |
| 12 | Cash Balance, 9-1 | | | | |
| 13 | Investments, 9-1 | | | | |
| 14 | Total Beginning Balance | | - | - | |
| 15 | LOCAL SOURCES | | | | |
| 16 | Interest | 1510 | | | |
| 17 | | | | | |
| 18 | NON-REVENUE SOURCES | | | | |
| 19 | Transfers from General Fund | 5200 | | | |
| 20 | | | | | |
| 21 | TOTAL RESOURCES AVAILABLE | | - | - | |
| 22 | Less: Disbursements & Transfers | | - | - | |
| 23 | BALANCE FORWARD | | - | - | |

Budgeted Calculation of Maximum Total Disbursements & Transfers

\$ 4,654,146.00 x .05 = 232,707.30

(Column 3, Line 9 may not exceed this amount)

(Total Budget of Disbursements & Transfers-General Fund)

[From General Fund Line 33]

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 21 must agree with TOTAL REQUIREMENTS on line 10 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

Draft County-District # **05-0** **000**

| Line No. | ACTIVITIES FUND | Object/Source Number | ACTUAL 9-1-2023 to 8-31-2024 (Column 1) | ACTUAL/ESTIMATED 9-1-2024 to 8-31-2025 (Column 2) | ADOPTED 9-1-2025 to 8-31-2026 (Column 3) |
|----------|---|----------------------|---|---|--|
| 1 | DISBURSEMENTS & TRANSFERS | | | | |
| 2 | | | | | |
| 3 | | | 136,228.00 | 104,800.00 | 183,200.00 |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | Transfers to General Fund | 8000-911 | | | |
| 12 | Total Disbursements & Transfers | | 136,228.00 | 104,800.00 | 183,200.00 |
| 13 | TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS | | | | 183,200.00 |
| 14 | NECESSARY CASH RESERVE | | | | |
| 15 | TOTAL REQUIREMENTS | | | | 183,200.00 |
| 16 | BEGINNING BALANCES, RECEIPTS, & TRANSFERS | | | | |
| 17 | Cash Balance, 9-1 | | 56,390.00 | 28,000.00 | 63,200.00 |
| 18 | Investments, 9-1 | | | | |
| 19 | Total Beginning Balance | | 56,390.00 | 28,000.00 | 63,200.00 |
| 20 | LOCAL SOURCES | | | | |
| 21 | Interest | 1510 | | | |
| 22 | Activities Receipts | 1790 | | | |
| 23 | Admissions | 1710 | 107,838.00 | 100,000.00 | 100,000.00 |
| 24 | | | | | |
| 25 | NON-REVENUE SOURCES | | | | |
| 26 | Transfers from General Fund | 5200 | | 20,000 40,000.00 | 20,000.00 |
| 27 | | | | | |
| 28 | TOTAL RESOURCES AVAILABLE | | 164,228.00 | 168,000.00 | 180,200.00 |
| 29 | Less: Disbursements & Transfers | | 136,228.00 | 104,800.00 | |
| 30 | BALANCE FORWARD | | 28,000.00 | 63,200.00 | |

NOTE: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 28 must agree with TOTAL REQUIREMENTS on line 15 in the Adopted Column.

SCHOOL NUTRITION FUND

| Line No. | Object/Source Number | ACTUAL 9-1-2023 to 8-31-2024 (Column 1) | ACTUAL/ESTIMATED 9-1-2024 to 8-31-2025 (Column 2) | ADOPTED 9-1-2025 to 8-31-2026 (Column 3) |
|--------------------------------------|---|---|---|--|
| DISBURSEMENTS & TRANSFERS | | | | |
| 1 | | | | |
| 2 | Salaries | 47,552.00 | 49,000.00 | 66,143.00 |
| 3 | Employee Benefits | 7,989.00 | 8,100.00 | 12,000.00 |
| 4 | Purchased Services | | | |
| 5 | Supplies & Materials (Excluding Food) | 85,780.00 | 4,000.00 | 8,000.00 |
| 6 | Food | | 86,000.00 | 95,000.00 |
| 7 | Capital Outlay (New & Replacement) | | | |
| 8 | | | | 23,058.00 |
| 9 | | 540.00 | | |
| 10 | | | | |
| 11 | Transfers to General Fund | | | |
| 12 | Total Disbursements & Transfers | 141,861.00 | 147,100.00 | |
| 13 | TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS | | | 204,201.00 |
| 14 | NECESSARY CASH RESERVE | | | |
| 15 | TOTAL REQUIREMENTS | | | 204,201.00 |
| 16 | BEGINNING BALANCES, RECEIPTS, & TRANSFERS | | | |
| 17 | Cash Balance, 9-1 | 13,712.00 | 24,143.00 | 56,601.00 |
| 18 | Investments, 9-1 | | | |
| 19 | Total Beginning Balance | 13,712.00 | 24,143.00 | 56,601.00 |
| 20 | LOCAL SOURCES | | | |
| 21 | Interest | | | |
| 22 | Sale of Lunches/Milk | 33,103.00 | 34,751.00 | 37,000.00 |
| 23 | | | | |
| 24 | STATE SOURCES | | | |
| 25 | State Reimbursement | 505.00 | 500.00 | 600.00 |
| 26 | | | | |
| 27 | FEDERAL SOURCES | | | |
| 28 | Federal Reimbursement | 58,684.00 | 51,307.00 | 60,000.00 |
| 29 | | | | |
| 30 | NON-REVENUE SOURCES | | | |
| 31 | Transfers from General Fund | 60,000.00 | 93,000.00 | 50,000.00 |
| 32 | | | | |
| 33 | TOTAL RESOURCES AVAILABLE | 166,004.00 | 203,701.00 | 204,201.00 |
| 34 | Less: Disbursements & Transfers | 141,861.00 | 147,100.00 | |
| 35 | BALANCE FORWARD | 24,143.00 | 56,601.00 | |

NOTE: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 33 must agree with TOTAL REQUIREMENTS on line 15 in the Adopted Column.

BUDGET ITEM AND CERTIFICATION OF TAX

County-District #

05-00

00

NA

| Line No. | BOND FUND | Object/Source Number | ACTUAL 9-1-2023 to 8-31-2024 (Column 1) | ACTUAL/ESTIMATED 9-1-2024 to 8-31-2025 (Column 2) | ADOPTED 9-1-2025 to 8-31-2026 (Column 3) |
|----------|---|----------------------|---|---|--|
| 1 | DISBURSEMENTS & TRANSFERS | | | | |
| 2 | Bond - Refunded | 831 | | | |
| 3 | Bond - Principal | 831 | | | |
| 4 | Bond - Interest | 832 | | | |
| 5 | | | | | |
| 6 | Transfers to General Fund | 8000-911 | | | |
| 7 | Interfund Loan/Repayment To _____ Fund | | | | |
| 8 | Total Disbursements & Transfers | | - | - | |
| 9 | TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS | | | | - |
| 10 | NECESSARY CASH RESERVE | | | | |
| 11 | TOTAL REQUIREMENTS | | | | - |
| 12 | BEGINNING BALANCES, RECEIPTS, & TRANSFERS | | | | |
| 13 | Cash Balance, 9-1 | | | | |
| 14 | Investments, 9-1 | | | | |
| 15 | County Treasurers Balance, 9-1 | | | | |
| 16 | Total Beginning Balance | | - | - | |
| 17 | LOCAL SOURCES | | | | |
| 18 | Carline Tax | 1115 | | | |
| 19 | Interest | 1510 | | | |
| 20 | | | | | |
| 21 | | | | | |
| 22 | STATE SOURCES | | | | |
| 23 | Homestead Exemption | 3130 | | | |
| 24 | Pro-Rate Motor Vehicle | 3180 | | | |
| 25 | | | | | |
| 26 | Property Tax Credit | | | | |
| 27 | NON-REVENUE SOURCES | | | | |
| 28 | Sales of Bonds (Re-funding) | 5101 | | | |
| 29 | Transfers from General Fund | 5200 | | | |
| 30 | | | | | |
| 31 | Interfund Loan/Repayment From _____ Fund | | | | |
| 32 | Total Available Resources Before Property Taxes | | - | - | |
| 33 | Personal and Real Property Taxes | 1100 | | | |
| 34 | TOTAL RESOURCES AVAILABLE | | - | - | |
| 35 | Less: Disbursements & Transfers | | - | - | |
| 36 | BALANCE FORWARD | | - | - | |

PROPERTY TAX RECAP

| |
|---|
| - |
| - |
| - |

1. Tax From Line 33
2. Compute County Treasurer's Commission at 1% of tax requirement.
3. Total Personal and Real Property Tax Requirement.

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 34 must agree with TOTAL REQUIREMENTS on line 11 in the Adopted Column.

Bond Fund

Draft

School District Total Debt Outstanding as of September 1, 2025

The district officers of any school district in Nebraska shall have power, on the terms and conditions set forth in sections 10-702 to 10-716, to issue the bonds of the district for the purpose of (1) purchasing a site for and erecting thereon a schoolhouse or schoolhouses or a teacherage or teacherages, or for such purchase or erection, or purchasing an existing building or buildings for use as a schoolhouse or schoolhouses, including the site or sites upon which such building or buildings are located, and furnishing the same, in such district, (2) retiring registered warrants, and (3) paying for additions to or repairs for a schoolhouse or schoolhouses or a teacherage or teacherages.

School districts also have the ability to issue bonds as set forth in State Statute Section 79-10,110 for the purpose of paying amounts necessary for the abatement of environmental hazards, accessibility barrier elimination, or modifications for life safety code violations, indoor air quality, or mold abatement and prevention.

The District has the following debt outstanding as of September 1, 2025:
(Include Bond fund(s) and Qualified Capital Purpose Undertaking Fund)

| <u>Fiscal Year</u> | <u>Principal</u> | <u>Interest</u> | <u>Total</u> |
|--------------------------|------------------|-----------------|--------------|
| 2025-2026 | | | \$ - |
| 2026-2027 | | | \$ - |
| 2027-2028 | | | \$ - |
| 2028-2029 and thereafter | | | \$ - |
| Total | | | \$ - |
| All Years | \$ - | \$ - | \$ - |

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

05-0071-0

| Line No. | SPECIAL BUILDING FUND | Object/Source Number | ACTUAL 9-1-2023 to 8-31-2024 (Column 1) | ACTUAL/ESTIMATED 9-1-2024 to 8-31-2025 (Column 2) | ADOPTED 9-1-2025 to 8-31-2026 (Column 3) |
|----------|---|----------------------|---|---|--|
| 1 | DISBURSEMENTS & TRANSFERS | | | | |
| 2 | Purchased Services | 400 | 38,356.00 | | |
| 3 | Supplies | 600 | 42,247.00 | | |
| 4 | Capital Outlay (New Only) | 700's | 206,105.00 | | |
| 5 | Site Acquisition & Improvements | 710 | | | |
| 6 | Building Acquisition & Improvement | 720 | | | |
| 7 | Loan Repayment | 831 / 832 | 105,593.00 | 268,824.00 | 182,977.00 |
| 8 | | | | | |
| 9 | Interfund Loan/Repayment To _____ Fund | | | | |
| 10 | Total Disbursements & Transfers | | 392,301.00 | 268,824.00 | |
| 11 | TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS | | | | 182,977.00 |
| 12 | TOTAL REQUIREMENTS | | | | 182,977.00 |
| 13 | BEGINNING BALANCES & RECEIPTS | | | | |
| 14 | Cash Balance, 9-1 | | 415,742.00 | 169,492.00 | 27,977.00 |
| 15 | Investments, 9-1 | | 33,458.00 | | |
| 16 | County Treasurer's Balance, 9-1 | | | 26,405.00 | 20,000.00 |
| 17 | Total Beginning Balance | | 449,200.00 | 195,897.00 | 47,977.00 |
| 18 | LOCAL SOURCES | | | | |
| 19 | Carline Tax | 1115 | 340.00 | 471.00 | |
| 20 | Interest | 1510 | 833.00 | 427.00 | |
| 21 | | | 129.00 | | |
| 22 | | | 3.00 | | |
| 23 | STATE SOURCES | | | | |
| 24 | Homestead Exemption | 3130 | 275.00 | | |
| 25 | Pro-Rate Motor Vehicles | 3180 | 212.00 | 6.00 | |
| 26 | | | | | |
| 27 | Property Tax Credit | 3131 | 17,267.00 | | |
| 28 | FEDERAL SOURCES | | | | |
| 29 | Total Federal Receipts | 4000's | | | |
| 30 | NON-REVENUE SOURCES | | | | |
| 31 | Sale of Bonds | 5101 | | | |
| 32 | Long Term Loans | 5400 | | | |
| 33 | Sale of Property | 5300 | | | |
| 34 | Learning Community Property Taxes | | | | |
| 35 | Interfund Loan/Repayment From _____ Fund | | | | |
| 36 | Total Available Resources Before Property Taxes | | 468,259.00 | 196,801.00 | 47,977.00 |
| 37 | Personal and Real Property Taxes | 1100 | 119,939.00 | 120,000.00 | 135,000.00 |
| 38 | TOTAL RESOURCES AVAILABLE | | 588,198.00 | 316,801.00 | 182,977.00 |
| 39 | Less: Disbursements & Transfers | | 392,301.00 | 268,824.00 | |
| 40 | BALANCE FORWARD | | 195,897.00 | 47,977.00 | |

PROPERTY TAX RECAP

| |
|------------|
| 135,000.00 |
| 1,364.00 |
| 136,364.00 |

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 38 must agree with TOTAL REQUIREMENTS on line 12 in the Adopted Column.

1. Tax From Line 37
2. Compute County Treasurer's Commission at 1% of tax requirement.
3. Total Personal and Real Property Tax Requirement.

Special Building Fund

AA

| Line No. | QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND | Object/Source Number | ACTUAL 9-1-2023 to 8-31-2024 (Column 1) | ACTUAL/ESTIMATED 9-1-2024 to 8-31-2025 (Column 2) | ADOPTED 9-1-2025 to 8-31-2026 (Column 3) |
|----------|---|----------------------|---|---|--|
| 1 | DISBURSEMENTS & TRANSFERS | | | | |
| 2 | Building & Site Improvement | 720 | | | |
| 3 | Bond - Refunded | 831 | | | |
| 4 | Bond - Principal | 831 | | | |
| 5 | Bond - Interest | 832 | | | |
| 6 | | | | | |
| 7 | Interfund Loan/Repayment To _____ Fund | | | | |
| 8 | Total Disbursements & Transfers | | - | - | |
| 9 | TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS | | | | |
| 10 | NECESSARY CASH RESERVE | | | | |
| 11 | TOTAL REQUIREMENTS | | | | |
| 12 | BEGINNING BALANCES & RECEIPTS | | | | |
| 13 | Cash Balance, 9-1 | | | | |
| 14 | Investments, 9-1 | | | | |
| 15 | County Treasurers Balance, 9-1 | | | | |
| 16 | Total Beginning Balance | | - | - | |
| 17 | LOCAL SOURCES | | | | |
| 18 | Carline Tax | 1115 | | | |
| 18 | Interest | 1510 | | | |
| 20 | | | | | |
| 21 | STATE SOURCES | | | | |
| 22 | Homestead Exemption | 3130 | | | |
| 23 | Pro-Rate Motor Vehicle | 3180 | | | |
| 24 | | | | | |
| 25 | Property Tax Credit | 3131 | | | |
| 26 | FEDERAL SOURCES | | | | |
| 27 | Total Federal Receipts | 4000's | | | |
| 28 | NON-REVENUE SOURCES | | | | |
| 29 | Qualified School Construction Bonds | 5301 | | | |
| 30 | Long Term Loans | 5400 | | | |
| 31 | Interfund Loan/Repayment From _____ Fund | | | | |
| 32 | Total Available Resources Before Property Taxes | | - | - | |
| 33 | Personal and Real Property Taxes | 1100 | | | |
| 34 | TOTAL RESOURCES AVAILABLE | | - | - | |
| 35 | Less: Disbursements & Transfers | | - | - | |
| 36 | BALANCE FORWARD | | - | - | |

PROPERTY TAX RECAP

| |
|---|
| - |
| - |
| - |

1. Tax From Line 33
2. Compute County Treasurer's Commission at 1% of tax requirement.
3. Total Personal and Real Property Tax Requirement.

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 34 must agree with TOTAL REQUIREMENTS on line 11 in the Adopted Column.

Qualified Capital Purpose Undertaking Fund

BUDGET STATEMENT AND CERTIFICATION OF TAX

05-00

County-District #

700

Dr. P. NEW for 25-26

| Line No. | COOPERATIVE FUND | Function/ Source Number | ACTUAL 9-1-2023 to 8-31-2024 (Column 1) | ACTUAL/ESTIMATED 9-1-2024 to 8-31-2025 (Column 2) | ADOPTED 9-1-2025 to 8-31-2026 (Column 3) |
|----------|---|-------------------------|---|---|--|
| 1 | DISBURSEMENTS | | | | |
| 2 | All Instruction | 1000's / 1200's | | | |
| 3 | Support Services - Pupils (SPED and Non-SPED Related) | 2100's | | | |
| 4 | Support Services - Staff | 2200's | | | |
| 5 | Executive Administration Services | 2320 | | | |
| 6 | Office of the Principal | 2410 | | | |
| 7 | General Administration - Business Services | 2500 | | | |
| 8 | Community Services | 3300 | | | |
| 9 | State Categorical Programs | 3500's | | | |
| 10 | Federal Programs | 6000's | | | |
| 11 | | | | | |
| 12 | STK Athletics | | | | 200,000.00 |
| 13 | | | | | |
| 14 | Total Disbursements | | - | - | |
| 15 | TOTAL BUDGET OF DISBURSEMENTS | | | | 200,000.00 |
| 16 | NECESSARY CASH RESERVE | | | | |
| 17 | TOTAL REQUIREMENTS | | | | 200,000.00 |
| 18 | BEGINNING BALANCES, RECEIPTS, & TRANSFERS | | | | |
| 19 | Cash Balance, 9-1 | | | | |
| 20 | Investments, 9-1 | | | | |
| 21 | Total Beginning Balance | | - | - | |
| 22 | LOCAL SOURCES | | | | |
| 23 | Tuition Received from Districts | 1321 | | | 150,000.00 |
| 24 | | | | | |
| 25 | STATE SOURCES | | | | |
| 26 | State Non-Categorical Programs | | | | |
| 27 | State Categorical Programs | 3500 | | | |
| 28 | | | | | |
| 29 | FEDERAL SOURCES | | | | |
| 30 | Federal Programs | 4000's | | | |
| 31 | | | | | |
| 32 | | | | | |
| 33 | NON-REVENUE SOURCES | | | | |
| 34 | Transfers from General Fund | 5200 | | | 50,000.00 |
| 35 | | | | | |
| 36 | TOTAL RESOURCES AVAILABLE | | - | - | 200,000.00 |
| 37 | Less: Disbursements | | - | - | |
| 38 | BALANCE FORWARD | | - | - | |

NOTE: Pages should only be filled out by the school acting as the fiscal agent for the Cooperative. All schools show payment for services in the General Fund.

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 36 must agree with TOTAL REQUIREMENTS on line 17 in the Adopted Column.

NSA

| Line No. | STUDENT FEE FUND | Function/ Source Number | ACTUAL 9-1-2023 to 8-31-2024 (Column 1) | ACTUAL/ESTIMATED 9-1-2024 to 8-31-2025 (Column 2) | ADOPTED 9-1-2025 to 8-31-2026 (Column 3) |
|----------|---------------------------------|-------------------------------|---|---|--|
| 1 | DISBURSEMENTS | | | | |
| 2 | Extracurricular Activities | | | | |
| 3 | Postsecondary Education | | | | |
| 4 | Summer or Night School | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | Total Disbursements | | - | - | |
| 15 | TOTAL BUDGET OF DISBURSEMENTS | | | | - |
| 16 | NECESSARY CASH RESERVE | | | | |
| 17 | TOTAL REQUIREMENTS | | | | - |
| 18 | BEGINNING BALANCES & RECEIPTS | | | | |
| 19 | Cash Balance, 9-1 | | | | |
| 20 | Investments, 9-1 | | | | |
| 21 | Total Beginning Balance | | - | - | - |
| 22 | LOCAL SOURCES | | | | |
| 23 | Interest | 1510 | | | |
| 24 | Extracurricular Activities Fees | 1741 | | | |
| 25 | Postsecondary Education Fees | 1742 | | | |
| 26 | Summer or Night School Fees | 1743 | | | |
| 27 | | | | | |
| 28 | | | | | |
| 29 | | | | | |
| 30 | NON-REVENUE SOURCES | | | | |
| 31 | | | | | |
| 32 | | | | | |
| 33 | | | | | |
| 34 | TOTAL RESOURCES AVAILABLE | | - | - | - |
| 35 | Less: Disbursements | | - | - | - |
| 36 | BALANCE FORWARD | | - | - | - |

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 34 must agree with TOTAL REQUIREMENTS on line 17 in the Adopted Column.

NDE 03-056
Revised 6/2025



District Number: 05-0071-000
District Name: SANDHILLS PUBLIC SCHOOLS
District Phone: (308)538-2224

[Instructions \(https://www.education.ne.gov/fos/budgeting-school-district/\)](https://www.education.ne.gov/fos/budgeting-school-district/)

Checklist

2025/26 Section A: Calculation of Total Allowable Budget Authority

| | | |
|---|-------|-----------|
| Certified Budget Authority | A-101 | 4,257,060 |
| Access to Prior Year's Unused Budget Authority [Maximum Amount: \$614] | A-355 | 614 |
| Total Adjusted Budget Authority | A-361 | 4,257,674 |
| Total Allowable Budget Authority | A-780 | 4,257,674 |

The School District Budget Spreadsheet provided by the Auditor of Public Accounts is uploaded here.

MAKE SURE THE SPREADSHEET IS CLOSED BEFORE YOU UPLOAD.

Choose File No file chosen

Upload Budget Data

Excel file ONLY - 20MB limit

Anytime the budget data is updated, you must click Recalculate LC-2 and Save LC-2 or changes will be lost.

Recalculate LC-2

Save LC-2

2025/26 Section B: General Fund Budget of Disbursements & Transfers and Unused Budget Authority

| | | |
|---|-------|-----------|
| 2025/26 General Fund Budget of Disbursements & Transfers | B-100 | 4,654,146 |
| 2025/26 Special Grant Funds List | B-110 | 83,600 |
| 2025/26 Special Education Budget of Disbursements & Transfers | B-120 | 265,300 |
| 2025/26 General Fund Lid Exclusions | B-130 | 47,572 |
| Total Adjusted General Fund Budget of Disbursements & Transfers | B-140 | 4,257,674 |
| 2025/26 Unused Budget Authority | B-150 | 0 |

Total Unused Budget Authority

| | | |
|---|-------|-----|
| 2024/25 Total Unused Budget Authority | B-160 | 614 |
| 2025/26 General Fund Expenditure Growth | B-162 | 614 |
| Adjusted Unused Budget Authority | B-165 | 0 |

| | | |
|--|-------|--------------------------------|
| 2025/26 Unused Budget Authority | B-170 | <input type="text" value="0"/> |
| Total Unused Budget Authority (Carries forward into future school fiscal years) | B-175 | <input type="text" value="0"/> |

Additional Budget Authority Approved by Patron

Did you hold a successful special election for additional **BUDGET** Authority?
(Not a levy override)

B-180 Yes No

2025/26 Section C: Allowable Reserves and Total Reserves

| | | |
|--|-------|--|
| 2025/26 Applicable Allowable Reserve Percentage | C-170 | <input type="text" value="45.00"/> |
| 2025/26 Total Allowable Reserves | C-180 | <input type="text" value="2,094,366"/> |
| 2025/26 General Fund Necessary Cash Reserve | C-300 | <input type="text" value="765,000"/> |
| 2025/26 Depreciation Fund Total Requirements | C-310 | <input type="text" value="424,137"/> |
| 2025/26 Employee Benefit Fund Necessary Cash Reserve | C-320 | <input type="text" value="0"/> |
| Total Reserves | C-340 | <input type="text" value="1,189,137"/> |

Levy Override Approved by Patron

Did you hold a successful election of your patrons for a levy override that applies to the current year?

B-400 Yes No

| | | | |
|------------------------------|-------|--|-------------------|
| Certified Assessed Valuation | B-490 | <input type="text" value="487,173,602"/> | <i>24-25 + 3%</i> |
|------------------------------|-------|--|-------------------|

2025/26 Section D: Property Tax Request Authority

| | | |
|--|-------|---|
| 2025/26 Property Tax Request Authority | D-110 | <input type="text" value="3,251,954"/> |
| Did 70% of the School Board approve to exceed the Certified Property Tax Request Authority? | D-120 | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Maximum Amount Allowed: | D-130 | <input type="text" value="234,994"/> |
| Enter the amount approved by the School Board. | D-140 | <input type="text" value="0"/> |
| Was a successful election of the patrons held to exceed the Property Tax Request Authority? | D-150 | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Additional Property Tax Authority due to successful levy override (Calculation of B-420 multiplied by Certified Assessed Valuation listed above) | D-170 | <input type="text" value="0"/> |
| Total Property Tax Authority Allowed | D-180 | <input type="text" value="3,251,954"/> |

| | | |
|--|-------|--|
| 2025/26 Property Tax Request General Fund | D-210 | <input type="text" value="2,906,593"/> |
| 2025/26 Property Tax Request Special Building Fund | D-220 | <input type="text" value="136,364"/> |
| 2025/26 Total Property Tax Request | D-230 | <input type="text" value="3,042,957"/> |
| 2025/26 Unused Property Tax Request Authority | D-240 | <input type="text" value="208,997"/> |

| | | |
|--|-------|------------------------------------|
| Total Property Tax reduced as a result of increased SPED & Foundation Aid. | D-310 | <input type="text" value="1,500"/> |
|--|-------|------------------------------------|

Recalculates LC-2 after making changes

Recalculate LC-2

Saves a copy of the LC-2 without submitting to NDE (*Must save before moving to next page*)

Save LC-2

Submit completed LC-2 to NDE.

Upload your Budget Documentation on the next screen.

Mailed or emailed budgets will not be accepted by NDE.

District Approval

Logout of LC-2 system (*If you logout without saving and/or submitting your data, changes will be lost.*)

Logout



NDE 03-056
Revised 6/2025

District Number: 05-0071-000
District Name: SANDHILLS PUBLIC SCHOOLS
District Phone: (308)538-2224

Special Grant Fund List

[Return to LC2](#)

| | |
|---------------------------|-------------|
| Total Special Grant Funds | 3.00 83,600 |
|---------------------------|-------------|

[Save Grants](#)

If you made any changes to the Special Grant Fund List, click here before returning to the LC2.

[Print Grants](#)

*** Items denoted with a * must be approved by the State Board of Education.
Email your request for approval of these items to:
Kelsey Larsen at kelsey.larsen@nebraska.gov (mailto:kelsey.larsen@nebraska.gov)**

| Grant Description | Line | Amount |
|--|-------|--------|
| ACE/Cultural Connections | 1.11 | 0 |
| Adult Education - English Literacy/Civics Grants (WIOA Title II) | 1.115 | 0 |
| Adult Education & Family Literacy Act Grants (WIOA Title II) | 1.12 | 0 |
| Adult Education Volunteer Coordination Program (AEFLA) | 1.125 | 0 |
| Annenberg Foundation Grants (Rural Challenge) | 1.13 | 0 |
| ARP-HCY I & II | 1.135 | 0 |
| Artist-in-Schools/Communities Grants | 1.14 | 0 |
| Beyond School Bells Grant | 1.145 | 0 |
| Building Safe and Responsive Schools Grants | 1.15 | 0 |
| Career and Technical Education Grants (Carl Perkins) | 1.155 | 5,000 |
| Career and Technical Education Grants (State) | 1.157 | 7,500 |
| Career Pathway Advancement Project (CPAP) | 1.16 | 0 |
| Century Link/NETA Grants | 1.165 | 0 |
| Child Care & Development Fund | 1.17 | 0 |
| Clean School Bus FY22-26 | 1.175 | 0 |
| Community 4 Kids Grant | 1.18 | 0 |
| Community Incentive Grants | 1.185 | 0 |
| Comprehensive Literacy State Development Grant (CLSD) | 1.187 | 0 |
| Department of Justice STOP Violence Grant | 1.19 | 0 |
| Distance Learning Grants (Federal) | 1.195 | 0 |
| Early Childhood Education Endowment Program Ages Birth-3 (Sixpence) Grants | 1.2 | 0 |
| Early Childhood Education Program Ages 3-5 Grants | 1.205 | 0 |
| Early Intervention Act and IDEA Part C (Infants/Toddlers with Disabilities) Grants | 1.21 | 0 |

| | | |
|--|-------|-------------------------------------|
| Education Improvement Fund Grants (includes Distance Education Incentive Grants, Expanded Learning Opportunity Grants and Innovation Grants) | 1.215 | <input type="text" value="0"/> |
| EducationQuest Foundation Community Grants | 1.22 | <input type="text" value="0"/> |
| ESEA Title I Grants (includes Accountability, Support for Improvement, Disadvantaged, Migrant Education, and Neglected or Delinquent) | 1.225 | <input type="text" value="40,000"/> |
| ESEA Title II Part A - Support Effective Instruction (Principal and Teacher Training and Recruiting/Class Size Reduction) | 1.23 | <input type="text" value="0"/> |
| ESEA Title III Grants - Immigrant Education Grants | 1.235 | <input type="text" value="0"/> |
| ESEA Title III Grants – Language Instruction for English Learners | 1.24 | <input type="text" value="0"/> |
| ESEA Title IV Part A - Student Support & Academic Enrichment Grants | 1.245 | <input type="text" value="0"/> |
| ESEA Title IV Part B - 21st Century Community Learning Center Grants | 1.25 | <input type="text" value="0"/> |
| ESEA Title VI Grants - Rural and Low-Income (Rural Education Achievement Program (REAP) Grants) | 1.255 | <input type="text" value="0"/> |
| ESEA Title VII Grants - Indian, Native Hawaiian, and Alaska Native Education | 1.26 | <input type="text" value="0"/> |
| ESEA Title IX – McKinney-Vento Homeless Assistance Act Grants | 1.265 | <input type="text" value="0"/> |
| ESSERS III - Elementary and Secondary School Emergency Relief Fund (CARES, CRRSA, ARP) | 1.27 | <input type="text" value="0"/> |
| Forest Service Grants (Conservation Education) | 1.275 | <input type="text" value="0"/> |
| Great Plains Communications Grants (Commitment to the Schools) | 1.285 | <input type="text" value="0"/> |
| Head Start Grants | 1.29 | <input type="text" value="0"/> |
| High Ability Learner Incentive Grants (Gifted) | 1.295 | <input type="text" value="3,100"/> |
| High School Equivalency Assistance Act Grants (AEFLA) | 1.3 | <input type="text" value="0"/> |
| IDEA Part B 611 & Sec 619 Flow-Through Grants (includes Base, Enrollment/Poverty, CEIS, CCEIS, and Proportionate) | 1.305 | <input type="text" value="20,000"/> |
| Idea Part C - Planning Region Team | 1.307 | <input type="text" value="0"/> |

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|---|-------|-------|
| IDEA Special Education Discretionary Grants/Cooperative Agreements (including State Improvement Grants (SpDG/PBIS), Deaf-Blind Grants, Part B Sec 611 & Sec 619 State Set-Aside Grants/Cooperative Agreements, other Office of Special Education Program (OSEP) Grants/Cooperative Agreements, and Teacher Retention) | 1.31 | 0 |
| Immigrant Impact Education Grants | 1.315 | 0 |
| Improving Health & Education Outcomes for Young People | 1.32 | 0 |
| Indian Education Grants | 1.325 | 0 |
| Individuals with Disabilities Education Act/American Rescue Plan Act of 2021 (ARP) | 1.33 | 0 |
| Innovation in Education Program Grants (includes funds from USDE) | 1.335 | 0 |
| Johnson-O'Malley Grants | 1.34 | 0 |
| JROTC | 1.345 | 0 |
| Kiewit Foundation Grants | 1.35 | 0 |
| Magnet School Grants | 1.355 | 0 |
| Medicaid Administrative Activities in Public Schools (MAAPS) | 1.36 | 5,000 |
| Medicaid in Public Schools (MIPS) | 1.365 | 0 |
| Mentoring for Success Grants | 1.37 | 0 |
| National Assessment of Educational Progress (NAEP) | 1.38 | 3,000 |
| National Science Foundation Grants | 1.385 | 0 |
| NDEQ | 1.39 | 0 |
| NE Emerging Technologies Initiative-Pathways to STEM grant | 1.395 | 0 |
| NE Improving Student Health | 1.4 | 0 |
| NE Improving Student Health (CARES Act) | 1.405 | 0 |
| NE Youth Suicide Prevention 21 | 1.41 | 0 |
| Nebraska Arts Council Grants | 1.415 | 0 |

| | | |
|---|-------|--------------------------------|
| Nebraska Community Foundation/TeamMates Grants | 1.42 | <input type="text" value="0"/> |
| Nebraska Environmental Trust Grants | 1.425 | <input type="text" value="0"/> |
| Nebraska Game & Parks Commission Grants (Conservation Education, Outdoor Classroom) | 1.43 | <input type="text" value="0"/> |
| Nebraska Grant for School Emergency Management | 1.435 | <input type="text" value="0"/> |
| Nebraska Humanities Grants | 1.44 | <input type="text" value="0"/> |
| Nebraska Natural Resources Commission Grants | 1.445 | <input type="text" value="0"/> |
| Nebraska STOP School Violence Prevention Training Program | 1.45 | <input type="text" value="0"/> |
| Nebraska STOP School Violence Threat Assessment Program | 1.455 | <input type="text" value="0"/> |
| Preschool Development Grant (PDG) | 1.46 | <input type="text" value="0"/> |
| Project AWARE (Advancing Wellness & Resiliency in Education) | 1.465 | <input type="text" value="0"/> |
| Refugee School Impact Grant | 1.47 | <input type="text" value="0"/> |
| reVISION Action Grant | 1.475 | <input type="text" value="0"/> |
| Safe Routes to Schools Grant | 1.485 | <input type="text" value="0"/> |
| Save the Children Grant | 1.49 | <input type="text" value="0"/> |
| School Climate Transformation Grant | 1.495 | <input type="text" value="0"/> |
| School Health Program Grants | 1.497 | <input type="text" value="0"/> |
| School Safety & Security Act | 1.5 | <input type="text" value="0"/> |
| Smaller Learning Communities Program Grants | 1.505 | <input type="text" value="0"/> |
| Statewide Longitudinal Data System | 1.52 | <input type="text" value="0"/> |
| Stronger Connections Bipartisan Safer Community Grant | 1.523 | <input type="text" value="0"/> |
| Summer Food Service Program | 1.525 | <input type="text" value="0"/> |
| Supplemental Nutrition (CRRSA & ARP?) | 1.53 | <input type="text" value="0"/> |
| Teaching American History (TAH) Grants | 1.535 | <input type="text" value="0"/> |
| Technology Information Infrastructure Assistance Program Grants (U.S. Department of Commerce) | 1.54 | <input type="text" value="0"/> |

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|-------------------------------------|-------|---|
| Textbook Loan Grants (Rule 4) | 1.545 | 0 |
| USDA Nutrition Service Grants | 1.55 | 0 |
| Vocational Rehabilitation Grants | 1.555 | 0 |
| Waste Reduction and Recycling Grant | 1.557 | 0 |
| Young Adult Tobacco Prevention | 1.56 | 0 |

Exclusions listed below require State Board approval

| Grant Description | Line | Amount |
|--|-------|--------|
| *Insurance Settlements | 1.565 | 0 |
| *Interfund Loans | 1.57 | 0 |
| *Reimbursements for Wards of the Court | 1.575 | 0 |
| *Short-Term Borrowings | 1.58 | 0 |
| *Special Supplementary Grants from City or County Governments | 1.585 | 0 |
| *Special Supplementary Grants from City or County Governments | 1.59 | 0 |
| *Special Supplementary Grants from Corporations, Foundations, or Other Private Interests | 1.595 | 0 |
| *Special Supplementary Grants from Corporations, Foundations, or Other Private Interests | 1.6 | 0 |

SANDHILLS-THEDFORD KNIGHTS



**2025-2026
COOPERATIVE AGREEMENT HANDBOOK**

Sandhills-Thedford Knights
2025-2026 Cooperative Agreement Handbook

TABLE OF CONTENTS

| | |
|---|---------|
| Section 1: Intent of Handbook | Page 1 |
| Section 2: History of the Cooperative | Page 1 |
| Section 3: Cooperative Advisory Board | Page 1 |
| Section 4: Cooperative Information | Page 1 |
| Section 5: Sports and Activities Included | Page 1 |
| Section 6: NSAA Membership | Page 2 |
| Section 7: Policies | Page 2 |
| Section 8: Communication | Page 2 |
| Section 9: Cool Down Period | Page 2 |
| Section 10: Complaint Protocol | Page 2 |
| Section 11: Financial Procedures and Operations | Page 3 |
| Section 12: Coaches Compensation Procedures | Page 4 |
| Section 13: Fundraisers | Page 4 |
| Section 14: Donations | Page 4 |
| Section 15: Coaching Positions | Page 5 |
| Section 16: Coaching Expectations | Page 5 |
| Section 17: Alignment Plans | Page 5 |
| Section 18: Coaching Professional Development | Page 5 |
| Section 19: Communication with Students | Page 5 |
| Section 20: Team Social Media | Page 6 |
| Section 21: Parent Meeting | Page 6 |
| Section 22: Student Participation | Page 6 |
| Section 23: Student Physicals | Page 6 |
| Section 24: Concussion Protocol | Page 6 |
| Section 25: Transportation | Page 7 |
| Section 26: Schedules | Page 7 |
| Section 27: Sunday Practices | Page 7 |
| Section 28: Football Scheduling | Page 7 |
| Section 29: Sub-District Hosting | Page 7 |
| Section 30: MNAC Tournament Hosting | Page 8 |
| Section 31: Homecoming Guidelines | Page 8 |
| Section 32: Overnight Trips | Page 8 |
| Section 33: Facilities and Insurance | Page 8 |
| Section 34: Admissions and Passes | Page 9 |
| Section 35: Spectator Guidelines | Page 9 |
| Section 36: Concession Stands | Page 9 |
| Section 37: Letter Awards | Page 9 |
| Section 38: NCPA Guidelines | Page 10 |
| Section 39: Athletic Banquet | Page 10 |
| Section 40: Updates | Page 10 |
| Student and Parent Sign Off Sheet | Page 11 |

Sandhills-Thedford Knights
2025-2026 Cooperative Agreement Handbook

Section 1 - Intent of Handbook: This handbook is intended for students, parents/guardians, coaches, staff, administrators, and board of education members as a guide to the rules, regulations, and general information about the Sandhills-Thedford Knights Cooperative Agreement. All parties are responsible for becoming familiar with the handbook and knowing the information contained in it.

Although the information found in this handbook is detailed and specific on many topics, it is not intended to cover all situations or circumstances that may arise during any season or school year. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make decisions based upon all applicable policies and state and federal regulations.

Section 2 – History of the Cooperative: In May of 2007, the Boards of Education from Sandhills and Thedford voted to enter into a cooperative agreement for all athletic programs in grades 7-12. The beginning date of the cooperative was the start of the 2008-2009 school year.

Section 3 – Cooperative Advisory Board: A cooperative advisory board will consist of two board members from each district and the Administrators from each district. The board will meet three times each year, following each of the athletic seasons. The activities directors from each district will be included in these meetings well.

The advisory board will take no action during their meetings, but will provide recommendations for policies, rules, procedures, and purchases to be approved through each individual district’s Board of Education. The advisory board may bring public concerns about personnel to the meetings, but will leave the responsibility of responding to such concerns with the Administrators.

Section 4 - Cooperative Information:

- Official School Cooperative Name: Sandhills-Thedford
- Official Cooperative Mascot: Knights
- Official Cooperative Colors: Forest Green (base color) and Black (accent color). White will be included for National Federation rules for home and away uniforms.
- Official Fight Song: “Sons of Westwood”
- Official Logos:



Section 5 – Sports and Activities Included: The sports and activities that are included in this cooperative agreement, at all levels 7-12, are:

Fall: Football, Volleyball, Boys & Girls Cross Country
Winter: Boys & Girls Wrestling, Boys & Girls Basketball
Spring: Boys Golf (Girls may participate), Boys & Girls Track and Field

All other activities will be conducted by each individual district according to their policies and rules.

Requests for adding activities must be made through the Administrators. Once the request is made, the Administrators will bring the request, along with fiscal and policy concerns, to the Cooperative Advisory Board. The Board will send a recommendation to each Board to either accept or deny the request.

Section 6 – NSAA Membership: The cooperative and both individual districts are members of the

Sandhills-Thedford Knights
2025-2026 Cooperative Agreement Handbook

Nebraska Schools Activities Association (NSAA) and agree to comply with all of its rules.

Section 7 – Policies: The Administrators of each district will work together to review policies from both districts that affect athletic programs and participation. If any policies are in conflict with each other for any given situation concerning cooperative activities, the stricter of the two policies will be followed. The Administrators will provide policy update recommendations as these situations arise.

Section 8 – Communication: Effective communication is vital to the success of this cooperative. The Administrators at each district are charged with keeping each other, their respective Boards, staff, students, parents, and communities informed of anything concerning this cooperative.

Section 9 – Cool Down Period: We understand that school sports can be an emotional experience for everyone involved. Our coaches are expected to make many decisions during practices and games. It is important to recognize that the coach’s role is to make decisions for the team first and individual players second. We also understand that not everyone will agree with a coach’s decisions. We strongly encourage communication between parents and coaches, but want to make sure it is as positive an interaction as possible.

With that in mind, we will follow a “24hr-Cool Down” rule: Parents (or other community members) are NOT allowed to confront a coach, team, or player with a complaint or to discuss any “negative” situation immediately after a game or practice and for 24hrs after.

If parents respect the Cool Down Period, their concerns are MORE likely to be fully addressed in a reasonable discussion, when emotions are not as high. The intent of this rule is to move an emotional and confrontational discussion away from the presence of the players, and to allow the parties to compose themselves and put the situation in proper perspective before meeting.

Section 10 – Complaint Protocol: Complaints should be handled in the following manner:

- Parents should encourage their child to meet with the coach if there is an issue/complaint. However, this meeting should not take place immediately following a contest.
- If no solution is reached with that meeting or if the issue persists after the meeting, the parent and child should meet with the coach to discuss the issue/complaint. However, this should not take place immediately following a contest
- If no solution is reached or if the issue persists after the meeting, the parent and child should request a meeting with the coach and Administrator of either school.
- If no solution is reached or if the issue persists after the meeting, the parent and child shall appeal, in writing, to the Administrator of the school their child is enrolled in. The appeal shall include the meetings that were held to try to remedy the issue. The Administrators shall then bring the appeal to the appropriate Board of Education at the next regularly scheduled board meeting. They may hold an executive session with the parent(s), child, coach, and Administrator to hear the appeal.

Other rules to keep in mind for meetings with coaches or administration:

- Playing time is solely a coaching decision and will not be an issue that can be appealed to the Board.
- No other students/players will be discussed during any of these meetings. Only the student/player of the parent requesting the meeting will be discussed.
- Either side (parent or coach) can request an administrator be present at the initial meeting if necessary.
- No parent shall confront or address a negative situation immediately following a game or practice.

Sandhills-Thedford Knights
2025-2026 Cooperative Agreement Handbook

Section 11 – Financial Procedures and Operations: Each district will contribute sufficient monetary funds to maintain the operation of the cooperative. The location of the ST Cooperative Account will rotate between Sandhills and Thedford on a five-year basis, unless the need arises to delay the switch and it is approved by both Superintendents. Thedford took over the account at the start of the 2019-2020 school year. It will shift back to Sandhills at the start of the 2025-2026 school year and will continue to rotate every five years.

Transactions from this account will include officials, uniforms, entry fees, and any other cooperative expense approved by the cooperative committee and both Boards of Education. The Administrators will be responsible for approving typical expenses and will maintain open lines of communication with district business managers to ensure purchasing practices are equal and done properly.

Requests for purchases using cooperative funds must be made to the Activities Director, who will bring the requests to the Administrator. The Administrators will then determine if it is necessary to bring the request to the Advisory Board for a recommendation of approval to both Boards of Education based on individual board procedures for purchasing and limits pertaining to Superintendent Authority.

Any time there is a question about whether or not an expense should come out of the Cooperative Account, the Superintendents shall meet to discuss the issue and make a decision together. If the Superintendents are unable to come to an agreement, then the district that is requesting/making the purchase shall cover the cost until it can be discussed with the Advisory Board.

Coach compensation will be shared by the districts based on Section 12 of this handbook.

All gate proceeds are to be deposited in the ST Cooperative Account. Each Administrator and Bookkeeper is responsible to provide the necessary documentation and records related to gate receipts and deposits.

Section 12 – Coaching Compensation Procedures: The following is a summary of current procedures related to compensation of coaches applied toward the sharing of coaching costs by the cooperative.

- Each coach will be compensated as appropriate according to their position on the extra duty schedule in the negotiated agreement of the school which holds the coach's contract.
- Each district will provide the other district with the current approved negotiated agreement with said extra duty schedule.
- Head coaches will be paid "head pay" with assistant coaches receiving the appropriate "assistant pay".
- If either district decides to incur additional costs related to the assistant coach, it will be the sole responsibility of that district and the additional costs will not be eligible for cost sharing within the cooperative. Costs to be eligible for cooperative cost sharing will be for the duty performed and as listed in the appropriate negotiated agreement.
- Each school year, the Administrators will share coaching salary costs and work together to determine the "split" of coaching salaries for the prior school year. The district with less cost than the average will supplement the ST Cooperative Account at an amount which makes their coach salary contribution equal to the average cost between schools.
- The procedures or practices above can be adjusted only by recommendation of the Administrators and Cooperative Advisory Committee for approval by both Boards of Education.

Section 13 – Fundraisers: Any fundraisers, other than concession stands, conducted by a Cooperative Activity must be approved by an Administrators before the fundraiser has begun. Coaches must indicate to the of their district what they plan to sell, what the money will be used for, and what expectations they have for the students involved.

Sandhills-Thedford Knights
2025-2026 Cooperative Agreement Handbook

Section 14 – Donations: While donations are greatly appreciated, they can be difficult to track and can lead to complications with other activities, including Title IX rules. For athletic teams that make it to state, the Cooperative suggests that those that want to donate to the teams should do so by offering to purchase or reimburse meals instead of sending money to the district. Cash donations will be used for state trips and any additional money left over will be moved to the general Cooperative Fund.

Section 15 – Coaching Positions:

- The Administrators will be in charge of assigning candidates for each coaching position. Input will be sought from the Activities Directors at both districts and the Cooperative Advisory Board.
- The Administrators will also be in charge of recommending the number of coaches for each level of each sport based on needs of the program and number of participants.
- All coaches will be evaluated at the end of their season by the Co-op Athletic Directors.
- The Administrators also reserve the right to determine if a coach needs to be removed from a position or declaring a position open. This should be done through consultation with the Activities Directors of both districts and the Cooperative Advisory Board, but the final decision will rest with the Administrators. Parental complaints cannot be the only cause for opening a position.

Section 16 – Coaching Expectations: In addition to the expectations stated in job descriptions, the cooperative board expects the following from all of their coaches:

- To be upstanding, ethical, and moral individuals that set the example of sportsmanship for all of our students.
- To develop practice schedules ahead of time and keep them on file.
- To communicate effectively with the Boards, administration, Activities Directors, staff, students, parents, and communities from both districts.
- To promote all activities at both districts, along with their own.
- To understand that conflicts with other activities may arise and that we need to work together with other cooperative athletics and district activities to give all students a well-rounded educational experience.
- To hold pre-season parent meetings to discuss expectations and rules.
- To allow for equal opportunities for all students.

Section 17 – Alignment Plans: Head Varsity Coaches are expected to provide written guidelines, directions, and overall objectives to all Coaches underneath them. This includes communicating with Assistant and Junior High Coaches. The purpose of providing this written plan is to increase continuity and communication from top to bottom in all athletic programs. Junior High and Assistant Coaches are expected to respect and implement the guidelines and suggestions of their respective Head Varsity Coach. The Activities Directors will be responsible for remind the Head Coaches of this duty. Plans shall include, but not be limited to, the following: Terminology, drills, specific plays, offensive/defensive philosophies, and other information they want to make sure is being covered in lower levels of the program.

Section 18 – Coaching Professional Development: All coaches are encouraged to find opportunities to improve themselves and their coaching. The districts will support this through the following:

- The Cooperative will reimburse all coaches for membership and conference registration to the Nebraska Coaches Association.
- The Cooperative will not reimburse for the Gold Card purchased by any coaches.
- The Cooperative will cover the cost of the hotel rooms and will reimburse one meal per day for the NCA conference.
- Clinics, online trainings, or DVD development courses can be requested through the school district the coach that is requesting is employed by.

Sandhills-Thedford Knights
2025-2026 Cooperative Agreement Handbook

Section 19 – Communication with Students: Coaches are encouraged to use GroupMe or email to communicate with students and parents. Coaches should not use personal applications (Snapchat, Instagram, Facebook, etc.) to communicate with students.

Section 20 – Team Social Media: Coaches may develop social media sites for their teams (ie: Facebook, Twitter, Instagram, etc.) but must share a list of social media accounts they have developed and provide administrative access to either of the Administrators or Activities Directors. Coaches should not allow anyone but school personnel to post information on their sites. The Coaches are solely responsible for the content on their Social Media sites and should do all they can to review or limit comments.

Section 21 – Parent Meetings: Before each season, the Administrators and Activities Directors shall schedule Parent Meetings for all students participating in all activities for that season (7th-12th grade). The following information should be covered during these meetings, although any other information necessary should be included:

- Administrators: Eligibility policies, updated policies, conflict protocol, sign-off procedures, and crowd expectations.
- Activities Directors: Transportation schedules and times, **Bound** and scheduling information.
- **Coaches: All coaches should have a handbook/rule book that includes, but is not limited to: Lettering policy, team rules and expectations, any other information needed.**

Section 22 – Student Participation: All students from Sandhills and Thedford are strongly encouraged to participate in cooperative athletics. The following expectations should be taken into account for all students:

- All students will be given an equal opportunity to participate.
- All students at the junior high level will be allowed to participate at games and contests as much as possible. There is no guarantee for equal playing time, but students should be able to participate in the “A” or “B” games that are scheduled.
- There will be no guarantee for playing time at Junior High Tournaments.
- All students participating in the sub-varsity levels in the high school shall be given opportunities to participate during games/events at the coach’s discretion. Students may not get equal time and may not get to participate in every game/event.
- All students participating at the varsity level shall be given equal opportunities to earn participation time during games/events. Students will not get equal time and may not get to participate in every game/event.
- All Coaches at all levels shall provide guidance and equal opportunities in practices for the athletes to improve their skills and the possibility of earning game time throughout the season.
- The Sandhills-Thedford Cooperative will use a “no cut” policy for all student activities.
- Playing time will be determined solely by the coach in charge of the program. Concerns about playing time should be discussed with the coach. Playing time concerns can also be discussed with the Administrator at either school, but do not fall within the parameters of the Complaint Protocol (Section 32 of this Handbook) and cannot be appealed to the Boards of Education.

Section 23 – Student Physicals: All students will be required to have physicals on file with their respective AD’s by the first official day of practice for any activity they are involved in. Coaches will help the AD’s in the collection of these physicals.

Section 24 – Concussion Protocol:

- Our students’ health and education are the greatest responsibility that we have. We will never put winning a game over the health and safety of our students.
- Every student in grades 7-12 at both districts will take a concussion baseline test with the Activities Directors
- The concussion baseline must be done before any student is allowed to practice.

Sandhills-Thedford Knights
2025-2026 Cooperative Agreement Handbook

- If a concussion is suspected during a contest, that student *shall not return* until they have been cleared by a medical professional.
- If a coach feels the need to “check” for a concussion, the student *shall not return* to the contest or practice until they have been cleared by a medical professional.
- Any students that needs to be subbed out of a game due to a blow to the head or neck area will automatically be suspected of a concussion and shall not return until cleared by a medical professional.
- After a suspected concussion, the athlete needs two pieces of information in order to be cleared to return:
 - A post-concussion baseline test conducted by the Activities Director; and then
 - A medical professional’s clearance to return.
- The coach will be expected to follow the Return to Play plan provided by the medical professional and/or district. The coach will also be expected to document what the students was allowed to do during practice and games as they are in the Return to Play protocol.

Section 25 – Transportation:

- All safety and capacity regulations for the vehicles used will be followed by both districts.
- Transportation for away games/events and practices will be scheduled by the Activities Directors from both districts.
- While scheduling, the Activities Directors will strive to keep the transportation responsibilities of each district as equal as possible.
- All students will be transported via bus or other school vehicle to and from the school for practice, home games held at the other school, away games, and other team activities. Students will not be allowed to drive themselves to any of these events without prior parental and administration approval.
- Students may only be signed out by their legal parent or guardian unless arrangements have been made before the game/event with the appropriate school administrator.
- Coaches may be asked to transport students to practices or games/events.
- Teams will stay overnight at the discretion of both Administrators dependent upon the timing of the event.

Section 26 – Schedules:

- The Activities Directors of each school will be responsible for working together in order to develop a schedule of athletic contests with other school districts for all cooperative athletic teams.
- The Activities Directors will use contracts to finalize details of all contests with other districts.
- Practices and home events will be alternated between schools as evenly as possible.
- The Activities Directors will develop a practice schedule before each season and provide this information to the coaches. This practice schedule will be subject to change on short notice.
- It will be the responsibility of the Activities Directors to develop practice time and travel schedules.
- Coaches may request changes to the practice schedule due to situations which arise from time to time. However, the final decision on practice location, timing, and travel will be up to the administration.
- All practices will be completed and students will be on the buses no later than 6:25 pm for any Monday-Thursday practices. Friday practices shall be completed and students will be on the buses no later than 5:30pm when at Thedford and no later than 5:00pm when practice is at Sandhills. Coaches should be mindful of religious classes on Wednesdays and make sure they are getting the kids going at the appropriate times.

Sandhills-Thedford Knights
2025-2026 Cooperative Agreement Handbook

Section 27 – Sunday Practices: Sunday practices must be approved through the Administrators before scheduling. Sunday practices should only be used for high school programs that have Conference or Sub-District games scheduled on a Monday.

Section 28 – Football Scheduling: Football home games will be split between Thedford and Dunning as equally as possible over the two-year NSAA schedule. Any home playoff games will be split as evenly as possible between the two schools over the same two-year period. The school that is closest to the first visiting playoff opponent will have the choice of hosting the game or sending it to the other school. After the first playoff site is determined, any subsequent home games will be rotated between the schools over the two-year NSAA schedule cycle.

Section 29 – Sub-District Hosting: Hosting Sub-District events for volleyball or basketball will rotate between Thedford and Sandhills as evenly as possible. Once one school has hosted a sub-district event, the other school will get the opportunity to host the next one, regardless of sport. This will be reviewed on a year to year basis.

Thedford hosted Girls Basketball Sub-Districts during the 2021-2022 school year.
Sandhills hosted Girls Basketball Sub-Districts during the 2022-2023 school year.
Thedford hosted Volleyball Sub-Districts during the 2023-2024 school year.
Sandhills hosted Girls Basketball Sub-Districts during the 2023-2024 school year.
Thedford hosted Boys Basketball Sub-Districts during the 2023-2024 school year.
Sandhills hosted Girls Basketball District Finals during the 2023-2024 school year.

Section 30 – MNAC Tournament Hosting: Hosting first round MNAC tournaments for volleyball or basketball will rotate on a separate schedule than Sub-Districts and will be split as evenly as possible. Once one school has hosted an MNAC event, the other school will get the opportunity to host the next one, regardless of sport. This will be reviewed on a year to year basis.

Sandhills hosted Girls Basketball MNAC First Round games during the 2022-2023 school year.
Sandhills hosted Volleyball MNAC First Round games during the 2023-2024 school year.
Thedford hosted Boys Basketball MNAC First Round games during the 2023-2024 school year.
Sandhills hosted Girls Basketball MNAC First Round games during the 2023-2024 school year.

Section 31 – Homecoming Guidelines: The site for the Homecoming game will alternate between Sandhills and Thedford for each two-year schedule cycle based on what works best for both schools. The school that hosts the game will also host the Homecoming dance.

Each school is responsible for its own activities during the week. A joint Homecoming day should be attempted each year where the schools get together for games and a pep rally before the game.

All seniors will be recognized during the Homecoming coronation ceremony held at the end of the football game. Seniors will fill out a personal vitae sheet that allows them to be recognized for their involvement through high school and their plans after graduation.

Each school will crown a Homecoming king and queen which is determined by majority vote of their respective high school student body.

Section 32 – Overnight Trips: Coaches will be expected to provide the Administrators and Activities Directors with an itinerary for all overnight trips at least five days prior to departure. The itinerary will include the following: Departure date and time, hotel information (provided to the coach by the Activities Directors), meal plans/schedules, practice and performance schedules, and potential arrival times. The itinerary must be approved by the Administrators before departure and must be shared with parents of

Sandhills-Thedford Knights
2025-2026 Cooperative Agreement Handbook

participating students. Out of state trips/camps need to be approved by both Boards of Education well in advance.

Meal money will be provided by the Cooperative for all participating students, coaches, and bus drivers. This will only be provided for meals that it is necessary to have the students pay for themselves. No stipend will be given for breakfast if it is included with the hotel. Coaches should distribute the money at each meal as necessary and any money that is not used shall be returned to the cooperative account. The current meal stipend will be \$15.00 per meal.

Section 33 – Facilities and Insurance: Each district certifies that they have adequate facilities to implement this cooperative agreement and adequate insurance protection to cover all applicable provisions and situations that may arise from this cooperative.

Section 34 – Admissions and Passes: Cost of admissions and passes shall be the same for both districts. Currently, the price of admission is \$7 for adults and \$5 for students. All students at Sandhills and Thedford Schools will be allowed into any home game for free. Activity passes will be \$60 per person.

Section 35 – Spectator Guidelines: Spectators are permitted to attend school athletic activities only as guests of the school district, and, accordingly as a condition of such permission, they must comply with the school district's rules and policies.

Spectators will not be allowed to interfere with the enjoyment of the students participating, other spectators, or with the performance of employees and officials supervising the school athletic activity. Spectators, like the students participants, are expected to display mature behavior and sportsmanship. The failure of spectators to do so is not only disruptive but embarrassing to the students, the school district, and the community.

By entering the facility, spectators agree to abide by the following Rules of Conduct set forth by both Sandhills and Thedford Public Schools:

- No insults or personal comments of any kind are to be directed towards game officials, referees, or workers;
- Inappropriate language or profanity will not be tolerated and will result in immediate ejection from the game;
- Taunting or ridiculing of either team or team members is not allowed;
- Comments or insults directed at any students will not be tolerated and will result in immediate ejection from the game;
- Spectators may not enter the court/field during a game;

The Administrators have the authority to eject any spectator from an event if they feel that the above rules have not been followed, or the actions of the spectator have interfered with any other person's enjoyment of the event. The Administrators may also impose season or year-long suspensions as deemed necessary for home and away events.

Section 36 – Concession Stands: Concession stands will be the responsibility of the host school. Both schools use concessions as fundraisers for other activities, so the revenue generated will not be used in the cooperative account. If either school is asked to host an event as a neutral site for sub-state contests, they will be responsible for staffing the concession stand.

Section 37 – Letter Awards: It will be up to the head high school coach of each activity to develop their lettering policy. These rules need to be given to each participant and their parents at the beginning of each season. A copy of their lettering policy also needs to be given to the Administrators and Activities

Sandhills-Thedford Knights
2025-2026 Cooperative Agreement Handbook

Directors.

Section 38 – NCPA Guidelines: When choosing students for academic all-state, the following procedures should be followed:

- The coaches of each activity shall work with the Activities Directors to select the recipients of the Academic All State Award.
- The highest GPA starting with the senior class. If nobody in the senior class qualifies, then they should work their way down to juniors and so on until somebody meets the requirements.
- If more than one student at any level qualifies for the award, then discussion should be held about the possibilities of the students being named for another activity/sport.
- If this cannot be determined or agreed upon by the coach and Activities Directors, then the Administrators shall be consulted to make a final decision.

Section 39 – Athletic Banquet: One cumulative athletic banquet will be held in the spring of each year. The time and location will be determined by the Cooperative Advisory Board. All sports will be given time to be recognized and to hand out awards. Additional banquets may be scheduled for special recognition of achievements as determined by the Administrators or Co-Op Advisory Board.

Section 40 – Participation in Practices: NSAA rules prohibit students that are not a member of the high school's team, an adult, a college student, or alumni from participating in any practice session, drill, scrimmage, or game in which the school team is involved. Therefore, only members of the high school team should participate in high school practices. Junior high managers for volleyball, basketball, cross country, track, and golf are allowed to practice with the high school.

Section 41 – Updating Stats on MaxPreps: For record keeping purposes, coaches should maintain statistics throughout the season and then have them uploaded to MaxPreps. As of 2025, NSAA requires coaches to update stats to max preps at least once a week (no more than 2 weeks without updating). Track and Cross Country coaches shall make sure track meet results are included on Athletic.Net website.

Section 42 – Updates: The effectiveness of this agreement and the regulations contained within will be assessed once per year. Changes will be proposed and discussed during the Cooperative Advisory Board meeting after the spring season. This agreement, and any changes made during the summer, will be approved by each board annually.

Student & Parent Sign-Off 2025-2026 STK Co-Op Handbook

This signed receipt acknowledges receipt of the Sandhills-Thedford Knights 2024-2025 Cooperative Agreement Handbook. This receipt acknowledges that we have read and understand the rules and expectations of the Cooperative.

In particular, we have read and understood the following expectations and agree to abide by all the rules they contain (parent and student please initial):

| Student(s) | Parent(s) | |
|------------|-----------|---|
| _____ | _____ | Section 9: Cool Down Period (Page 2) |
| _____ | _____ | Section 10: Complaint Protocol (Page 2) |
| _____ | _____ | Section 24: Concussion Protocol (Page 6) |
| _____ | _____ | Section 35: Spectator Guidelines (Page 8) |

ALL STUDENTS must have this form initialed, signed, and turned in before the first competition if they are planning on participating in Cooperative Activities. Families with multiple students in activities, please have ALL of your children sign off on this form.

| | |
|-----------------------------|-------------|
| Student(s) Signature: _____ | Date: _____ |
| _____ | Date: _____ |
| _____ | Date: _____ |
| _____ | Date: _____ |

| | |
|-------------------------|-------------|
| Parent Signature: _____ | Date: _____ |
| _____ | Date: _____ |

SCHOOL WELLNESS

The board adopts this policy to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This will assist in providing students with the opportunity to achieve personal, academic, developmental and social success.

1. District Wellness Committee

Committee Role and Membership

The District will convene a representative District Wellness Committee (DWC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this District wellness policy.

The DWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; school nutrition program representatives; physical education teachers; health education teachers; school health staff or representatives, and mental health and social services staff; school administrators, school board members; health professionals; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school site's compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

2. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as

well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at the District's website.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District's Central Administrative Office, and/or on the District's computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Superintendent or Superintendent's designee.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get

involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

3. Nutrition

School Meals

The District is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP). *[Other District nutrition programs in which the district participates may include the Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Nebraska Beef in Schools programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast, or others.]*

[All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- *Are accessible to all students;*
- *Are appealing and attractive to children;*
- *Are served in clean and pleasant settings;*
- *Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)*
- *Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:*
 - *Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).*
 - *Sliced or cut fruit is available daily.*
 - *Daily fruit options are displayed in a location in the line of sight and reach of students.*
 - *All available vegetable options have been given creative or descriptive names.*
 - *Daily vegetable options are bundled into all grab-and-go meals available to students.*

- *All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.*
- *White milk is placed in front of other beverages in all coolers.*
- *Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.*
- *A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).*
- *Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.*
- *Student artwork is displayed in the service and/or dining areas.*
- *Daily announcements are used to promote and market menu options.]*

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined at the end of this policy). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, "will meet or exceed state nutrition

standards”. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards or, if the state policy is stronger, “will meet or exceed state nutrition standards,” including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas or similar resources.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students.

Schools will provide nutrition education and engage in nutrition promotion that:

Is designed to provide students with the knowledge and skills necessary to promote and protect their health;

- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption

- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, "state nutrition standards," such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is

in financially possible over time so that items are in compliance with the marketing policy.)

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

4. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in Let's Move! Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment. The District will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong

healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

All District secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan

- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all days during the school year. This policy may be waived on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather and conditions are feasible for outdoor play. In the event of indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day through a variety of methods. The District will encourage students to be physically active before and after school by offering options such as physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by specifically selecting and engaging in six or more of the activities below or others as added by the District:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

5. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not

duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will develop, enhance, or continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.

Sandhills Public Schools

**P.O. Box 29, 107 Gandy Ave.
Dunning, NE 68833**

**Phone: 308-538-2224
Fax: 308-538-2228**

WELLNESS PLAN

The Sandhills Board of Education shall promote and monitor a local wellness program/policy. The program and policy shall include:

1. The Wellness Policy will include goals for nutrition education, physical activity and other school based activities designed to promote student wellness in a manner which the board of education deems appropriate.

A. Goals for Nutrition Education

- 1) All elementary classroom teachers will teach basic principles of nutrition throughout the school year. Basic principles will be combined with the curriculum and delivered when determined to be appropriate by the elementary staff and the Principal.
- 2) The school district will support teachers in their efforts to incorporate wellness and nutrition resources including online and electronic resources.
- 3) All elementary staff will collaborate in order to provide activity based wellness and nutrition activities across the K-6 curriculum.

B. Goals for Physical Activity

- 1) In addition to daily scheduled Physical Education, all students K-6 will be engaged in activity rich recess under the direct supervision of elementary staff in order to promote appropriate games and activities that physically appropriate in nature.
- 2) The district will work with the school nurse and staff in order to incorporate new programs and materials. It is the goal of the district to combine physical activity with applicable information regarding wellness and nutrition.
- 3) Consider extrinsic and intrinsic reward systems to encourage students to apply wellness, nutrition, and physical activity to their daily lives outside of the school day.
- 4) Support school sponsored open gym time and other community based programs to encourage youth and adult participation in physical activities.

C. Campus Food Provisions

1) Vending Machines

- a) The district will maintain a regulated set of times when the vending machines are available in accordance with school lunch guidelines.

- b) All vending machines will have nutrition and wellness information posted on them to encourage students to make healthy choices when purchasing.
- c) Vending choices will include healthy options such as fruit juices and sport drinks containing less sugar than typical soft drinks.
- d) Water will be provided from the water fountain during the day. The benefits of hydration with water, rather than sport or soft drinks, will be taught and practiced in the high school athletic programs.

2) *Concession Stand*

- a) The concession stand will have less fat content food options available.
- b) Parents will be encouraged to participate in the wellness program by assisting with the concessions and serving items which are considered healthier options than high fat content foods, candy, etc.

3) *School Parties*

- a) Teachers will collaborate with parents to provide healthy snack options in addition to those that are high in sugar content and fat.
- b) School parties will make an effort to provide fruit and vegetable options.
- c) Popcorn will be considered as a healthy alternative to high sugar content snacks and or desserts.

2. The Wellness Plan will include nutritional guidelines for all foods available in each school during the school day. Additionally, the objectives for the guidelines shall be to promote student health and to reduce childhood obesity.

3. The Wellness Plan will assure guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the secretary of Agriculture as those regulations and guidance apply to schools.

4. The Wellness Plan will establish a plan for measuring implementation of the local wellness policy, including designation of one or more district employees who shall be charged with operational responsibility for ensuring the wellness policy is effectively enforced.

A. Measuring the Overall Plan

- 1) Sandhills Public Schools will monitor nutritional components through state site visits.
- 2) Sandhills Public Schools will monitor student wellness through school physicals and examinations as directed by the district's nurse.
- 3) The nutrition staff (kitchen supervisors) will attend nutrition professional development meetings on a regular basis.

B. Designated Individuals to Ensure Policy Enforcement

- 1) Jayla Sheehan, RN, School Nurse
- 2) Tiffany Glidden, Roxannie Payne, Kitchen Supervisors

3) Jamie Isom, Superintendent Sandhills Public Schools

5. The Wellness Plan will involve parents, students, and representatives of the school food authority, the school board, administrators, and the public in the development of the school wellness policy.

Revised: 07/30/2025

Refers to Board Policy 508.13

Sandhills Public Schools

Emergency Operations Plan

Disclaimer:

This template was developed using Federal funds, USDOE PR/Award # S184Q180009 and is available for all Nebraska schools at no cost for the purpose of developing a high-quality school Emergency Operations Plan to be supported by the Nebraska Department of Education School Safety.

Table of Contents

| | |
|--|----|
| Signature Page | 4 |
| Basic Plan | |
| I. Introduction | 5 |
| II. Concept of Operations | 10 |
| III. Organization and Assignment of Responsibilities | 12 |
| IV. Direction, Control, and Coordination | 16 |
| V. Communications | 21 |
| VI. Administration, Finance, and Logistics | 25 |
| VII. Plan Development, Maintenance, and Distribution | 27 |
| VIII. Authorities and References | 29 |
| Functional Systems | |
| Standard Response Protocol (SRP) | 32 |
| Standard Reunification Model (SRM) | 35 |
| Continuity of Operations (COOP) Plans | 41 |
| Recovery: Psychological Healing Procedures/Psychological First Aid | 53 |
| Hazard and Threat Specific System Guidance | 57 |
| Glossary of Terms | 58 |

List of Appendices

- Appendix A: [Current Master Schedule](#)
- Appendix B: [Special Needs Student/Staff List](#)
- Appendix C: [Maps of Buildings and Grounds](#) (District provides)
- Appendix D: [Company/Utilities Record](#)
- Appendix E1: [ICS Organizational Chart](#) (fillable)
- Appendix E2: [ICS Contact List](#)
- Appendix E3: [Finance/Administration Future School Budgets](#) (District provides)
- Appendix F: [Chronological Log of Activities](#)
- Appendix G1: [MOU: Local Business](#)
- Appendix G2: [MOU: Interlocal Agreement](#)
- Appendix G3: [MOU: Emergency Response Entities](#)
- Appendix G4: [MOU: County Sample](#)
- Appendix H: [Media Templates](#)
- Appendix I: [Pre-negotiated Agreements and Contracts](#) (District provides)
- Appendix J: [Recording and Distributing the EOP](#)
- Appendix K1: [Record of Trainings](#)
- Appendix K2: [Schedule/Record of Drills](#)
- Appendix K3: [Record of Exercises](#)
- Appendix L1: [Transport Organization Chart](#) (Fillable)
- Appendix L2: [Offsite Reunification Organization Chart](#) (Fillable)
- Appendix M1: [COOP Example](#)
- Appendix M2: [COOP Form](#) (Fillable)
- Appendix N1: [Threats/Hazards List](#)
- Appendix N2: [Risk Assessment Worksheet](#)
- Appendix N3: [Examples of Threats/Hazards in SRP Areas](#)
- Appendix N4: [Samples of Goals/Objectives and Action Plans](#)
- Appendix N5: [Goals/Objectives and Action Plans](#) (Fillable)

SIGNATURE PAGE

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

Name: Jamie Isom

Title: Sandhills Public Schools (Superintendent)

Date: 7-15-24

Name: Joseph Smith

Title: Thomas County Sheriff

Date: 7-13-23

Name: Tirsh Rodocker

Title: Sandhills Public Schools (4th Grade Teacher)

Date: 7-13-23

Name:

Title:

Date:

Name: Jaylee Simonson

Title: Sandhills Public Schools HS Secretary

Date: 7-13-24

Name:

Title:

Date:

Name: Monique Leach

Title: Sandhills Public Schools EL Secretary

Date: 7-15-23

Name:

Title:

Date:

Name: Tim Sierks

Title: Blaine County Sheriff

Date: 7-13-23

Name:

Title:

Date:

I. INTRODUCTION

A. Purpose of the Plan

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

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

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

B. Scope of the Plan

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

1. Definitions

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

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

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

2. School Board Policy Statement

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

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

The current enrollment of Sandhills Public School is approximately 38 Kindergarten-5th grade students located at the Halsey campus and 45 6th-12th grade students located at the Dunning campus. These students are supported by a committed staff and faculty consisting of:

- 1 Superintendent/Principal
- 18 Teachers
- 2.5 Paraeducators
- 1 School Counselor
- 1 School Nurses (as needed)
- 2 Custodians/Maintenance Personnel
- 2 Office/support staff
- 2 Food Service/Cafeteria staff
- 4 ESU Provided SPED Support staff (as needed)

A master schedule of classes, locations, grade levels, and staff are provided to each classroom and is available in the main offices. The current master schedule of Sandhills Public School is also located in [Appendix A](#) in this plan.

b. Special Needs Population

Sandhills Public School is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Students on the Autism Spectrum,
- Limited English proficiency,
- Blindness or visually impaired,
- Cognitive or emotional disabilities,
- Deaf or hard of hearing,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 0; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff with additional assistance needs, along with assigned staff trained to assist during drills, exercises and incidents are identified in [Appendix B](#).

2. Building Information

Sandhills Public School Dunning campus is located on a lot at the intersection of HWY 2 and Gandy Avenue and includes 5 buildings, 1 football field and surrounding area, and parking lots located on the east and west side of the main building. All classes take place in the main building and the activity building on campus.

Sandhills Public School Halsey campus is located on a lot at the intersection of HWY 2 and Main Street, and includes 5 buildings, 1 activity field/playground, and parking lots located on the east and west side of the main building. Classes take place in the main building, gymnasium, and fine arts building on campus.

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

- *Evacuation routes DUNNING:14 HALSEY: 6
- *Shelter locations DUNNING: 1 HALSEY: 1
- *Fire alarm pull stations DUNNING: 12 HALSEY: 10
- *Fire hydrants DUNNING: 0 HALSEY: 0
- *Fire extinguishers DUNNING: 16 HALSEY: 8
- *First aid kits DUNNING:12 HALSEY: 6
- *AED (Automatic External Defibrillator) DUNNING: 2 HALSEY: 2
- *Hazardous materials storage DUNNING: 2 HALSEY: 3
- *Utility shutoffs
 - Electricity DUNNING: 1 HALSEY 1
 - Gas DUNNING: 1 HALSEY 1
 - Water DUNNING: 1 HALSEY 1
 - HVAC DUNNING: 1 HALSEY 2

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

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

3. Hazard Analysis Summary

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

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

The most recent risk assessment by ALICAP Insurance Company was completed February 2, 2023.

In addition, the table on the following page briefly discusses Sandhills Public School's high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism.

Table 1. High-Priority Hazards

| | |
|---|--|
| <p>Fire</p> | <p>Our location is unique. We are centered in the Sandhills grassland and neighbor the Nebraska National Forest. We face natural fire hazards as well as those structural and chemical fires. Response time for fire departments to reach is lengthy due to the expanse of our district and our sparse population.</p> |
| <p>Severe Weather</p> | <p>Tornado, Winter Weather, Thunder/lightning, Flooding, Power Outages Due to the size of our school district, weather and its impact can be very different within the district.</p> |
| <p>Parent/Custodial Issues</p> | <p>Schools are a natural flashpoint for custodial conflicts. We like all schools, have a wide range of family dynamics that we deal with on a daily basis.</p> |
| <p>Unknown/Unauthorized Person</p> | <p>With both of our campuses being located right off of HWY 2, we find our location to be an easy pulling off point for unknown vehicles and travelers. Because of the emphasis on student and staff safety, we have to work diligently to make sure the only people on school grounds are here for school business.</p> <p>We have had multiple experiences with unknown trucks, campers, vans, etc that park in our school lot and have had to ask to leave. We have called in license plates to local law enforcement for assistance.</p> <p>We have door cameras and intercoms in place to assist with visitors security. But because of our multiple exterior entrances, the security of our grounds is critical.</p> <p>We do have a locked campus.</p> |
| <p>Transportation Emergency</p> | <p>Transportation is a huge part of our school environment.</p> <p>We travel hundreds and hundreds of miles on our daily bus routes. We use 1 bus, 1 van, and 2 suburban on these routes. We have students that are on our vehicles at a very early hours and late hours of the day. Going between our two school campuses is not only for student transportation but for staffing in both buildings is a challenge.</p> <p>The roads that our routes travel are all minimal maintenance roads that are taken care of by our counties road department. Travel can be hazardous even in normal driving conditions.</p> <p>Our school activities take our students to various locations throughout Nebraska. These activities may also be involving transportation with Thedford Public Schools and the use of their vehicles.</p> <p>Emergency Response times are also a concern.</p> |
| <p>Crisis Response</p> | <p>Crisis response can vary depending on the situation. It can range from behavioral issues, death (natural, accidental, and suicide) etc.</p> <p>Because of the size of our community, the school facilities gets used by many entities for various reasons. HQ for emergency response, shelter, staging, command post, funeral site, etc</p> <p>We provide crisis response to other schools as well.</p> |

| | |
|--|--|
| | |
|--|--|

4. Prevention, Preparedness, Response, and Recovery Overview

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

In addition, Sandhills Public School visitors and security protocols have been enhanced. All staff have been trained in our safety and security procedures, (etc.)

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

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

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

D. Planning Assumptions and Limitations

1. Planning Assumptions

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

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.

- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

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

GUIDANCE: Examples:

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

II . CONCEPT OF OPERATIONS

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

A. National Incident Management System (NIMS)

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

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

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

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

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

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Sandhills Public School may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident, during incident, post-incident activities,]**

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

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

SECURE - GET INSIDE, LOCK OUTSIDE DOORS (Threat related)

Secure is called when there is a threat or hazard outside of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Secure uses the security of the physical facility to act as protection.

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

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

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

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

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

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

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

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

GUIDANCE: The principal (and assistant principals) is/are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

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

A. Principal/Building Administrator

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

B. Incident Commander

The Incident Commander responsibilities include:

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

C. Teachers

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

Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.

- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

D. Paraprofessional Educators

Responsibilities include:

- Assisting teachers as directed.

E. School Counselor

The counselor provides assistance with the overall direction of the incident management procedures at the site.

Responsibilities include:

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

F. School Nurse/ Designee EMS/EMT

Responsibilities include:

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

G. Custodians/Maintenance Personnel

Responsibilities include:

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

H. School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.

- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Safety Team.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

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

J. Bus Drivers

Responsibilities include:

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

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

Responsibilities include:

- Reporting to the Incident Commander or ICS supervisor if requested or activated.

L. Students

Responsibilities include:

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

M. Parents/ Guardians

Responsibilities include:

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

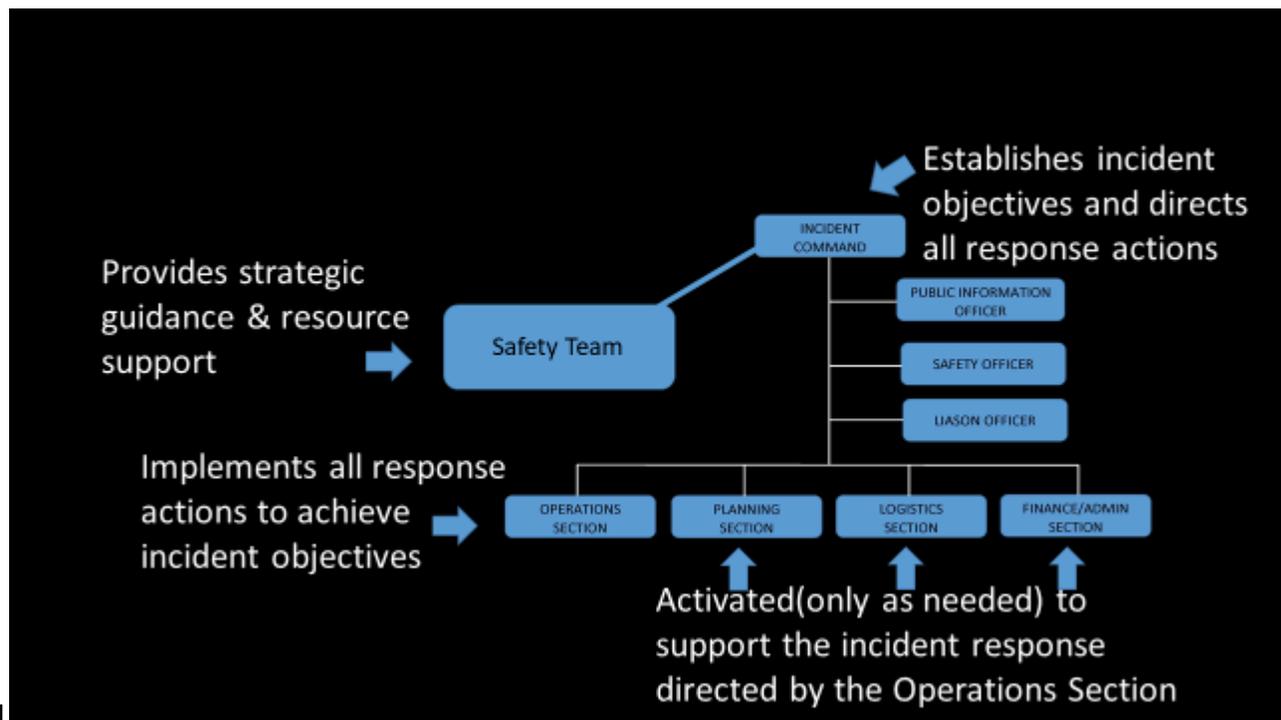
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

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

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

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

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

School-related responsibilities and duties include:

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

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

Specific responsibilities include:

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

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

Table 2 Operations Section Teams

| Operations Team | Potential Responsibilities |
|---|---|
| Fire & Rescue Team | Fire & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Fire & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Fire & Rescue Teams are also responsible for: <ul style="list-style-type: none"> ● Identifying and marking unsafe areas. ● Conducting initial damage assessment. ● Obtaining injury and missing student reports from teachers. ● Provide triage & treatment services as needed. ● Assessing and treating injuries. |
| ALL STAFF First Aid/Health Team | First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for: <ul style="list-style-type: none"> ● Setting up a first aid area for students. ● Stop the bleed. ● Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims. |
| ALL STAFF Evacuation Team PFA/Crisis Response Reunification Team | Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/ Shelter/Care Team is responsible for: <ul style="list-style-type: none"> ● Establish an Incident Command. ● Classroom evacuation. ● Mobilize the reunification team. ● Provide a secure assembly area, greeting area, check in table, reunification area. ● Law Enforcement support and investigations. ● Student/Staff Transport. |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Proper unification paperwork. • Accounting for the whereabouts of all students, staff, and volunteers. • Coordinating with the Logistics Section to secure the needed space and supplies. |
| Safety Team / Facility & Security Response Team | <p>The Facility & Security Response Team is responsible for:</p> <ul style="list-style-type: none"> • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/HazMat. • Assessing and notifying officials of fire/HazMat. • Conducting perimeter control. |
| PFA/Crisis Support Team | <p>The PFA Support Team is responsible for:</p> <ul style="list-style-type: none"> • Assessing the need for onsite mental health support. • Determining the need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of the school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief. |
| ALL STAFF Student Release Team PFA/Crisis Response Reunification Team | <p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> • Setting up a secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs. • Coordinating with the Public Information Officer on external messages. |

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

Duties may include:

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

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

Additional responsibilities include:

- Establish and oversee communications centers and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop group specific communications via Blackboard connect for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities on Chronological Log of Activities. [Appendix F](#)

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

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.
- Schools have to track finances for loss and should track for cost to the district.
- Document all activities on Chronological Log of Activities. [Appendix F](#)

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

B. Coordination With Safety Team

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

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

The Sandhills Public School Superintendent/Principal/Incident Commander will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

The Sandhills Public School District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Sandhills Public School EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Blaine and Thomas County Emergency Manager and Region 26.

D. Coordination With First Responders

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

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

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

E. Source and Use of Resources

Sandhills Public School will use its own resources and equipment to respond to incidents until incident response personnel arrive. Sandhills Public School will reach out to our local entities Region 26, Loup Basin Health Department, and local businesses for resources and support as needed.

V. COMMUNICATIONS

Sample Memorandums of Understanding (MOU)

- [Appendix G1: Local Business](#)
- [Appendix G2: Interlocal Agreement](#)
- [Appendix G3: Emergency Response Entities](#)
- [Appendix G4: County Sample](#)

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

A. Internal Communications

1. Communication Between Staff/Faculty Members

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

- **Blackboard Connect:** A message system is a simple, widely used system for notifying staff of an incident when they are not at school. The message originates with the superintendent/principal, who contacts specific groups as needed.
- **Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.

B. External Communications

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

1. Communication With Parents

Before an incident occurs, Sandhills Public School will:

- Discuss specific strategies with parents of students with special needs or trauma, the best way to support their children during an incident.
- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be referenced in the student handbook which can be found on the school website or by request.
- Be prepared with translation services.

During the incident, Sandhills Public School will:

- Disseminate information via text messages, mass telephone messages, social media, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Inform parents and students when and where school will resume.

After an incident, Sandhills Public School administrators will conduct an after action review and communicate those results with stakeholders.

2. Communication With Media

Incident Commander will:

- Designate a Public Information Officer.

- Establish an off-campus briefing area for media representatives. (Media Briefing Area)
- Coordinate messages with the superintendent/principal, Safety Team and LE/EM.

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

GUIDANCE:

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

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

Media contacts are maintained by the Public Information Officer (PIO). In the case of an incident, these media contacts will broadcast Sandhills Public School's external communications plans.

3. Handling Rumors

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

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted outside of the school.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known may be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- Consistent statement is provided as a response to possible questions.

GUIDANCE: After the immediate incident response period, Sandhills Public School will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication With First Responders

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

5. Communication After an Incident (Recovery Process)

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

The staff/faculty teams will:

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

The school district will:

- Review the use of the ICS and identify areas for modification.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that Sandhills Public School may use include the following:

- **Landline Phone:** This school main phone number will be manned when and if possible during an incident.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff enroute to or from a site. Cell reception is limited in the district.
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website <https://www.sandhillsknights.org/>.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents - for example, fire lockdown or special alert (with instructions to follow). All staff/ faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

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

All pre-negotiated agreements and contracts are included in [Appendix I](#) (District created).

B. Recordkeeping

1. Administrative Controls

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

2. Activity Logs

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

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

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that may be used in preparing future school budgets. [Appendix E3](#) (District Created)

2. Incident Costs

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

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

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

D. Preservation of Records

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

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

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

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

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

A. Approval and Dissemination of the Plan

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

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

1. Record of Changes

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

2. Record of Distribution

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

B. Plan Review and Updates

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

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

C. Training and Exercising the Plan

GUIDANCE: (Definitions)

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

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

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

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

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

Basic training and refresher training sessions will be conducted during the school in-service days.

School EOP training will include:

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

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

[Appendix K1: Record of Trainings](#)

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

[Appendix K3: Record of Exercises](#)

VIII. AUTHORITIES AND REFERENCES

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

Rule 10

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

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

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

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

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

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

GUIDANCE: Authority for this Plan is contained in:

- A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;
- B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;
- C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;
- D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;
- E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;
- F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;
- G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the

- Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;
- H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);
 - I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);
 - J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);
 - K. Homeland Security Presidential Directive (HSPD) 5 “Management of Domestic Incidents,” 28 Feb. 2003;
 - L. Presidential Policy Directive (PPD) 8 “National Preparedness” March 30, 2011;
 - M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

Functional Systems

Note:

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

- Common procedures.
- Specialized procedures.

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

All functional systems should address:

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

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

Standard Response Protocol (SRP)

I. PURPOSE

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

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

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

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

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

II. SCOPE

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

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

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

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

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

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

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

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

IV. SPECIALIZED PROCEDURES

NATURAL AND ACCIDENTAL DISASTERS

Additional Response Information for Specific Types of Emergencies

FIRE

1. *If you observe a fire, activate the nearest fire alarm.*
2. *Notify the Superintendent.*
3. *Have employees close all doors as they evacuate the room.*
4. *Superintendent or maintenance personnel are responsible for locating the fire and directing the fire department to that location.*
5. *If a fire is small, personnel may use a fire extinguisher to stop the fire. Do not risk personal injury or the safety of employees, students or visitors to fight a fire.*

CHEMICAL SPILL/TOXIC FUMES OUTSIDE THE BUILDING

Warning of chemical accident or contamination is usually received from civil authorities when there is a threat to the safety of the building. These accidents may include overturned tankers, broken fuel lines, and those related to the industrial use of chemicals. When the reported accident occurs, the following procedure is required:

1. *Keep employees, students and visitors inside.*
2. *Close and secure windows and doors.*
3. *Superintendent should notify maintenance to disable air ventilation systems, if necessary, and meet with any fire crew called to the scene.*
4. *Call 9-1-1 to ensure community emergency response personnel are aware of the spill or fumes.*
5. *If spill or fumes are observed or detected, employees should contact the Physical Plant Services immediately.*
6. *Superintendent should determine whether the employees, students and visitors are safer in a Lock Down or Campus Evacuation procedure.*
7. *If possible, move crosswind, never directly with or against the wind, if it is necessary to evacuate the area.*
8. *Make sure employees, students and visitors do not come into contact with spilled material.*

CHEMICAL SPILL/

occur in the building or campus, the following procedures should be followed:

2. *Call 9-1-1 if you know a hazardous material is involved.*
3. *Call the Superintendent to inform them of the spill and fumes.*
4. *Superintendent should notify maintenance to disable air ventilation system, if necessary, and meet with any fire crew called to the scene.*
5. *Isolate the area and move employees, students and visitors to another area to prevent injury or exposure.*
6. *If potential fire or explosive hazard exists, evacuate the building immediately.*
 - *Do not use exit routes near the hazardous area.*
 - *Evacuate to a safe area. This means a distance of at least 500 feet away upwind.*
 - *Do not return to the area until directed to do so by authorized personnel.*

POWER OUTAGE/BLACKOUT

In the event of a building wide power outage or blackout, the following procedures should be followed:

1. *Employees, students and visitors are to remain in the room and await further instructions.*
2. *No employee, student or visitor movement should take place until directed to do so by Superintendent or their designee.*
3. *Superintendent or their designee should report the loss of power to:*
 - *Maintenance*
 - *Utility company*

WINTER STORM

Employees should be sensitive to the dangers winter weather can pose to people and prepare accordingly. Winter weather procedures should include:

1. *Superintendent should monitor the weather on a continuing basis. In the event of threatening weather, Superintendent should monitor NOAA weather radio and/or commercial radio and television for local weather updates and predictions.*
2. *The campus should be open as early as possible during cold weather.*

TORNADO SAFETY

- 1. Evacuate room to designated area, if possible. If not possible, move employees, students and visitors away from doors and windows.**
- 2. Initiate the duck, cover and hold procedure after evacuating the room.**
- 3. Employees, students and visitors will be notified either by the Emergency Notification System or with other means that we have been notified of a tornado which has been sighted in the area. When this occurs, the employees should assist in getting students and visitors to the designated area.**
- 4. Employees should be trained in the "duck and cover" procedure.**
 - If indoors:**
 - DUCK - drop to the floor.**
 - COVER - in a bent, crouched-over position, bury your face in the crook of your elbow, and place the other hand over the back of the neck.**
 - If outdoors:**
 - Get away from buildings. Stay clear of walls, power poles, trees, loose wires, and metal fences.**
 - Lie flat on the ground and bury your face in the crook of one elbow while placing the other hand over the back of the neck.**
 - If in a vehicle:**
 - Where possible, the driver will pull out of traffic and park at the side of the road.**
 - Employees and students will drop in the aisles or under the seats for protection if their vehicle is a van/bus.**
 - After checking for injury to individuals and damage to the vehicle, the driver will attempt communication with the Superintendent.**
 - If communication and travel are not possible, the driver will remain with the employees and students to supervise them until such time it is deemed safe.**

IN AN EMERGENCY TAKE ACTION



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

STUDENTS

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

ADULTS

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



SECURE! Get inside. Lock outside doors.

STUDENTS

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

ADULTS

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

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



EVACUATE! (A location may be specified)

STUDENTS

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

ADULTS

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



SHELTER! Hazard and safety strategy.

STUDENTS

| 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

Standard Reunification Method (SRM):

GUIDANCE: There Are Two Teams:

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

I. Purpose

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

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

II. Scope

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

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

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

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

The SRM Process in a Nutshell

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

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

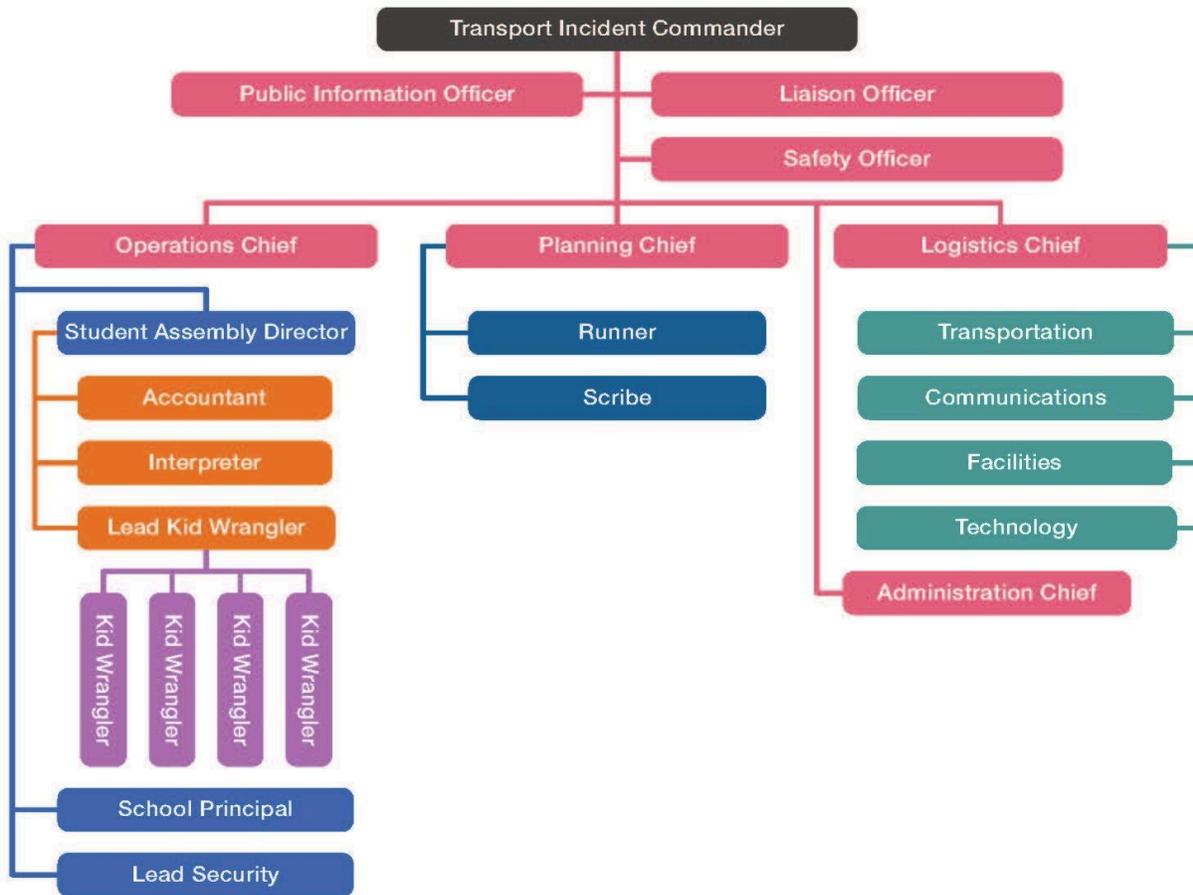
- When it's all said and done, successful reunification is about managing the student and parent experience.

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

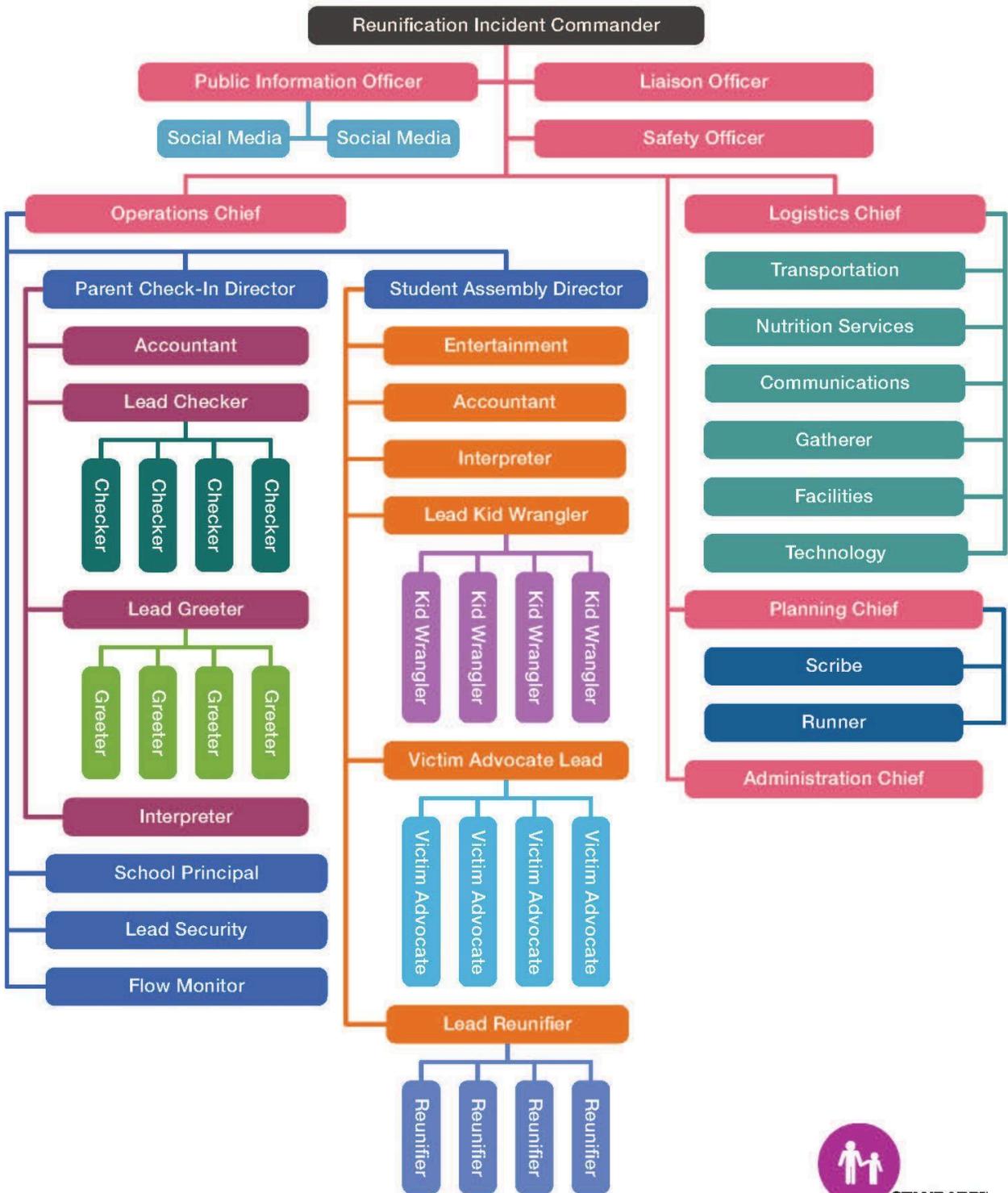
Transport Organization Chart (Fillable) [Appendix L1](#)

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

SAMPLE TRANSPORT ORGANIZATION CHART



SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



SRM Staging the

STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

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



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

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2 CLASSROOM EVACUATION

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



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

STUDENTS WITH DISABILITIES

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



SRM Actions and

COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

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



REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

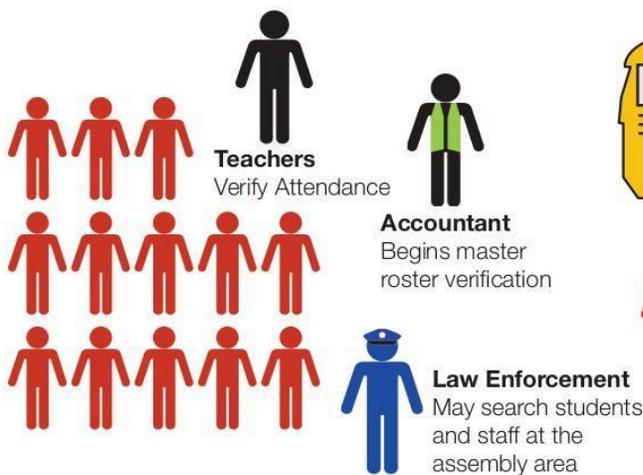
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



School for Transport

STEP 3 SECURE ASSEMBLY AREA

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



STEP 4 STUDENT AND STAFF TRANSPORT

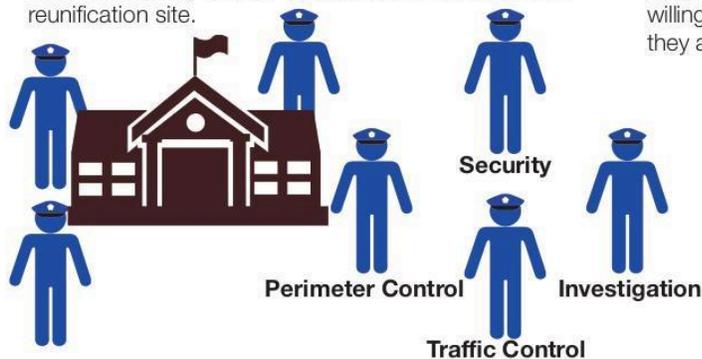
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

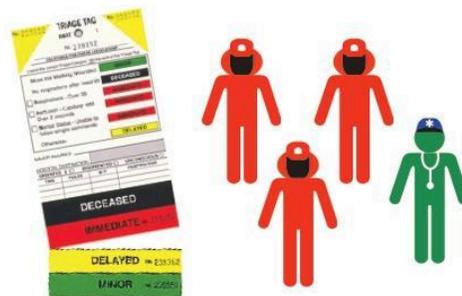
LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

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



FIRE AND EMS CASUALTY CARE

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



CONTINUITY OF OPERATIONS (COOP) PLAN

I. PURPOSE

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

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

II. SCOPE

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

III. RESPONSIBILITIES

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

GUIDANCE: A COOP plan should address the following nine elements to help ensure that after a large emergency that significantly impacts the school occurs, teaching and learning continues; physical aspects of the school and campus are addressed, such as identification of an alternate site and provision of classroom equipment, books, and material; business functions continue to operate; and appropriate emotional and psychological support is provided to students, teachers, and staff.

1. **GUIDANCE:** Define Essential Functions. The planning team should identify all of the functions performed by the district or school and determine which are critical and need to continue during and after an emergency. One essential function the team will likely readily identify is continuity of education, which includes teaching and learning, special education and related services, and school-based medical services and food programs. Other essential functions may include communications (internal and external), computer and systems support, facility use/maintenance, business services (e.g., payroll), and the provision of safety, security, mental and behavioral health services. Examples of non-essential functions may include after-school activities, professional development/educator training, sporting events, and field trips.

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

Essential Functions Performed by COOP Plan Personnel

| Person Responsible | Actions |
|---------------------------|---|
| Superintendent /Principal | <ul style="list-style-type: none">● Determine when to close schools, and/or send students/staff to alternate locations.● Disseminate information internally to students and staff.● Communicate with parents, media, and the larger school community. |

| | |
|--|--|
| | <ul style="list-style-type: none"> Identify a line of succession, including who is responsible for restoring which business functions for schools/districts. |
| Primary Person: Jamie Isom | Phone/Email: 402-376-5781 |
| Alternate: Patrick Recoy | Phone/Email: 308-636-6040 |
| Second Alternate: Trish Rodocker | Phone/Email: 308-872-1145 |
| | |
| Assistant Principal and/or Department Heads | <ul style="list-style-type: none"> Ensure systems are in place for rapid contract execution after an incident. Identify relocation areas for classrooms and administrative operations. Create a system for registering students. (out of district or into alternative schools) Brief and train staff regarding their additional responsibilities. Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests) Reevaluate the curriculum. |
| Primary Person: Patrick Recoy | Phone/Email: 308-636-6040 |
| Alternate: Trish Rodocker | Phone/Email: 308-872-1145 |
| Second Alternate: | Phone/Email: |
| | |
| Custodians/Maintenance Personnel | <ul style="list-style-type: none"> Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping) |
| Primary Person: Jody Anderson | Phone/Email: 308-880-0403 |
| Alternate: Anita Peterson | Phone/Email: 308-872-1331 |
| Second Alternate: | Phone/Email: |
| | |
| School Secretary/Office Staff | <ul style="list-style-type: none"> Maintain inventory. Maintain essential records (and copies of records) including the school's insurance policy. Ensure redundancy of records is kept at a different physical location. Secure classroom equipment, books, and materials in advance. Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. Retrieve, collect, and maintain personnel data. Provide accounts payable and cash management services. |
| Primary Person: Jaylee Simonson | Phone/Email: 308-880-0574 |
| Alternate: Monique Leach | Phone/Email: 308-636-8095 |
| Second Alternate: | Phone/Email: |
| | |
| Counselors, Social Workers, Psychologists | <ul style="list-style-type: none"> Ensure all students have electronic access and equipment. Establish academic and support services for students and staff/faculty. |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Implement additional response and recovery activities according to established protocols. ● Maintain continual contact with families and students. |
| Primary Person: Bobbi Zimmerman | Phone/Email: 308- |
| Alternate: Trish Rodocker | Phone/Email: 308-872-1145 |
| Second Alternate: | Phone/Email: |
| | |
| School Nurses/Health Assistants | <ul style="list-style-type: none"> ● Assist families with medical questions and concerns. ● Connect families/students with medical services. |
| Primary Person: | Phone/Email: 308- |
| Alternate: Loup Basin Public Health Department | Phone/Email: 308-346-5795 |
| Second Alternate: | Phone/Email: |
| | |
| Food Service /Cafeteria Workers | <ul style="list-style-type: none"> ● Determine how transportation and food services will resume. ● Establish food security for any student. |
| Primary Person: Tiffany Glidden | Phone/Email: 308-880-0617 |
| Alternate: | Phone/Email: |
| Second Alternate: | Phone/Email: |
| | |
| Teachers | <ul style="list-style-type: none"> ● Develop Continuity of Learning Plan for students. ● Alternative Education (web-based, electronic) (I.T.) ● Provide educational feedback on completed student work. ● Maintain continual contact with families and students. ● Continue the learning environment as best possible. ● Communicate with counselors any concerns on the well-being of students. |
| Primary Person: Kris Ganoung | Phone/Email: 308-645-7133 |
| Alternate: | Phone/Email: |
| Second Alternate: | Phone/Email: |
| | |
| Transportation | <ul style="list-style-type: none"> ● Assist in the distribution of food/lunches. ● Assist in transportation of people as needed. |
| Primary Person: Jaylee Simonson | Phone/Email: 308-880-0574 |
| Alternate: | Phone/Email: |
| Second Alternate: | Phone/Email: |
| | |
| Emergency Management | <ul style="list-style-type: none"> ● Assist the school with any needs. (i.e., state or federal agencies) ● Coordinate using NIMS and ICS. ● Coordinate personnel to assist in setting up structure. |

| | | |
|----------------------------|--|---------------------------|
| Primary Person: Region 26 | | Phone/Email: 308-942-3435 |
| Alternate: | | Phone/Email: |
| Second Alternate: | | Phone/Email: |
| | | |
| Law Enforcement | <ul style="list-style-type: none"> • Maintain the security of off site location. • Set up traffic flow at an off site location. • Provide traffic control at the off site location. | |
| Primary Person: Tim Sierks | | Phone/Email: 308-870-0459 |
| Alternate: Joseph Smith | | Phone/Email: 308-880-1535 |
| Second Alternate: | | Phone/Email: |
| | | |
| Parents | <ul style="list-style-type: none"> • Support the educational Continuity of Learning Plan provided by schools. • Provide an environment at home conducive to learning. • Provide support and encouragement to children for their continued learning. • Procure food security if needed. | |
| | | |
| Students | <ul style="list-style-type: none"> • Follow the educational Continuity of Learning Plan provided by the school. • Maintain communication with teacher(s). | |
| | | |
| Others (Specific) | | |
| Primary Person: | | Phone/Email: |
| Alternate: | | Phone/Email: |
| Second Alternate: | | Phone/Email: |

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

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

2. GUIDANCE: Create Orders of Succession. Orders of succession define who will play an active leadership role when regular leadership is unavailable. For example, the district may want to determine with the school who will serve as Interim Principal in the absence of the regular Principal. The first step in creating orders of succession is to create a list of alternates who would serve in an interim or acting capacity in the event that an administrator or manager is not available. This list should be approved by the school board and district administration.

Order of Succession

School to determine and place statements or charts here. In the table below, describe how successor(s) will be notified. List key positions, the titles of those who are the primary and secondary in the orders of succession,

and any limitations for those titles. Address who will review and revise succession plans and insert completion date.

| Orders of Succession/Delegation of Authority | | | |
|---|--|--------------------------|---|
| Conditions for Succession | Key position holder(s) are unable to execute their duties for an extended period of time. | | |
| Method of Notification | <i>Phone, Email, or Verbal communication.</i> | | |
| Succession by Position | Key Position Title | Primary Succession Title | Duties of Successor |
| | Superintendent/Principal | Counselor | Academic Decisions/Instructional Leader |
| | Superintendent/Principal | High School Secretary | Logistical Decisions, Communications to stakeholders, supplying and equipping staff |
| | Superintendent/Principal | School Board President | Financial Decisions, school closing decisions |
| | <i>Add rows if needed</i> | | |
| Succession Revision Procedures/ Date Completed | <i>Approved by board action 08-14-2023</i> | | |

3. **GUIDANCE:** Create Delegations of Authority. Delegations of authority identify what can and cannot be done by an acting leader based on his or her role or title. Again, using the Interim Principal as an example, the person should know which decisions she/he is allowed to make in the absence of the Principal. Any document that lays out delegations of authority should be reviewed by the district or school’s general counsel to ensure it meets state law and district and/or local policies (for example, in the event of a pandemic, school closure requirements vary and in some states it is the local health department who has authority while in others the district superintendent has authority to decide whether or not schools stay open or closed and whether or not students are dismissed).

Delegation of Authority

School to determine and place statements or charts here. In the table below, list key positions and their associated authorities. For each authority, identify a primary and alternate position that can assume those authorities if necessary. Include any limitations to authority (i.e., financial decisions).

Included in Table above.

4. GUIDANCE: Identify Alternate Facilities and Locations. Depending on what are considered essential functions of the school or district, alternate locations should be identified that can be used if the primary school or its buildings can't be used. Alternate locations may include schools, administrative buildings, and other facilities. Essential functions or activities that need to be performed at an alternate location should also be identified, such as the provision of lunches through the National School Lunch Program (NSLP) or dispensing of medications. The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

A. Activation and Relocation

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

B. Alert, Notification, and Implementation Process

Each School Safety Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

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

| Alternative Communications | | | | |
|----------------------------|---------------------------|---------------------------|---|-----------------|
| Device type/name | Internal Capability (Y/N) | External Capability (Y/N) | Data/System/Services that can be accessed | Redundant (Y/N) |
| Blackboard Connect | Y | Y | Telephone, Text, Email | Y |
| Social Media | Y | Y | Internet Based | Y |
| Two Way Radios | Y | | Two Way Verbal Communication | Y |
| | | | | |

C. Relocation Sites

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

D. Alternate Facilities and Strategy

If the Dunning facility is out of service for 2 to 14 Days school would transition to remote learning. If the Halsey facility is out of service for 2 to 14 days the elementary school would temporarily be set up in the high school facility in Dunning. For a longer-term arrangement, schools in the immediate vicinity would be utilized if possible. Contingent alternative facilities are listed below

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

5. GUIDANCE: Establish Plans for Communications Continuity. Communicating with stakeholders, such as students, parents/guardians, staff, teachers, the media, and community partners is important in any emergency and can be critical to ensuring continuity of operations. Effective and regular communication allows for all relevant persons to be kept up-to-date on actions the district and school is taking and what is required of them, if anything. To ensure that the district and school will be able to communicate in an emergency, when some lines of communication may not be working, back-up and redundant systems should be identified. For example, if electrical power to the region is lost during an emergency, parents and guardians could be told ahead of time that information will be provided on a notice board in front of the school.

Interoperable Communications/Backup Sites

All functions of the internal office including payroll and personnel decisions will be done remotely if the Dunning facility is out of service.

With a longer term and/or more comprehensive incapacity of the building, the Halsey facility is the first option for relocation. Currently the lines and services for telephones and computers at Halsey elementary are maintained, protected, and backed up offsite by the district office.

6. GUIDANCE: Create a Plan for Accessing Vital Records. Vital records can be organized into two categories: 1) Emergency operations records, which include information such as staff contact information, orders of succession, and delegations of authority; and 2) Legal and financial records, which can include information such as personnel records, payroll records, contracts, and student data information such as emergency contact cards, medical records, and education records.

Vital Records and Retention File

Vital records are archived and/or retained in the school safe at the Dunning facility.

| Vital Records: Emergency Operations Records | |
|--|----------------------|
| Vital Record Name/Database | Location |
| Staff Contact List | Google Drive (Cloud) |
| Orders of Succession | Google Drive (Cloud) |
| Delegation of Authority | Google Drive (Cloud) |
| | |
| | |
| | |

| Vital Records: Legal & Financial Records | |
|---|------------------|
| Vital Record Name/Database | Location |
| Personnel Records | Office File Room |
| Payroll Records | Office File Room |
| Contracts | Office File Room |
| Student Emergency Contact List | Office File Room |
| Student Medical Records | Office File Room |

| | |
|-------------------|------------------|
| Education Records | Office File Room |
| | |
| | |

7. GUIDANCE: Establish a Plan for Human Capital Management. Teachers and staff should be clear about what they are expected to do in an emergency and students and families should know how education would continue during and after a large emergency. Provisions and accommodations should also be provided for students who have an Individualized Education Program (IEP) and eligible students should still be provided medical and food services during prolonged school dismissals. Staff and teachers should have advanced training regarding their assigned essential functions.

Human Capital Management

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

Below, indicate how your school plans to manage human capital while the COOP is activated

Notifying Staff about their role during an emergency

- .Verbal Communication to staff
- .
- .

Notifying Students and Parents/Guardians about the Continuity of Instruction

- Blackboard Connect
- Social Media
- .

Provisions and accommodations for students who have IEPs

- Mrs. Thompson will be responsible for this.
- .
- .

Provisions and accommodations for eligible students to continue receiving medical and food service

- Plan of progression between Pat Recoy and Mellissa Freeman.
- .
- .

COOP training plan for staff

- Yearly professional development
- .
- .

8. GUIDANCE: Establish Plans for Devolution. Devolution occurs when essential functions are handed over to alternate staff and teachers at another location. Although a rare occurrence, schools and districts need to

prepare for a situation where a school needs to close and its administrators, teachers and staff are no longer able or available to provide support in their day-to-day roles. Procedures, guidance, and organizational structure need to be developed so that the transfer of roles and responsibilities to other administrators, staff and teachers at another school or location can go smoothly.

Plan for Devolution

Devolution is the process of transferring operational control of one or more essential functions to a predetermined responsible party or parties. The possibility for hazards, threats, and incidents are constant. Any of these could occur at different times, have variable durations, and may differ in the severity; therefore, full or partial devolution of essential functions may be necessary to continue essential functions and services. The District has established plans and procedures for devolution, which identifies how it will transfer operations, if any of these hazards, threats, or incidents renders leadership and essential staff incapable or unavailable, as determined by the Board of Education.

The school may want to identify the plans and procedures for transfer of operations here or identify where that information is located.

Outline your devolution plan below by answering the questions below:

Who has the authority to order devolution and under what conditions?

- e.g. Superintendent has the authority when school essential functions “fail to operate”.
- .
- .

What are the triggers to activate devolution? (What are the “fail to operate” triggers?)

- Bus drivers are unable or unavailable to transport students to/from school
- Evacuation of buildings to an off-site location
- .

What resources are required should a devolution occur?

- Memorandum of understanding (MOU) with other districts for bussing students
- .
- .

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

Reconstitution

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

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

| Reconstitution Responsibilities | | | |
|--|---------------|----------------------------|------------------------------|
| Phase | Duties | Primary Responsible | Alternate Responsible |
| | | | |

| | | | |
|--|--|--------------------------|------------------|
| Relocation from alternate facility to primary (or replacement) facility | Internal alert and notification | Superintendent/Principal | School Counselor |
| | External alert and notification | Superintendent/Principal | School Counselor |
| | Transfer equipment, vital records, data | Superintendent/Principal | School Counselor |
| | Transfer communications | Superintendent/Principal | School Counselor |
| | Deployment and departure from alternate facility | Superintendent/Principal | School Counselor |
| | Transition to primary operations | Superintendent/Principal | School Counselor |
| | Set up at primary or replacement site | Superintendent/Principal | School Counselor |
| | | | |
| Operations | Execution of essential functions | Superintendent/Principal | School Counselor |
| | Execution of non-essential functions | Superintendent/Principal | School Counselor |
| | Establishment of communications | Superintendent/Principal | School Counselor |
| | Procurement of equipment and supplies | Superintendent/Principal | School Counselor |
| | Conduct a review of COOP execution and effectiveness (After Action Report) | Superintendent/Principal | School Counselor |
| | | | |

10. GUIDANCE: The COOP procedures should be reviewed annually to assure all information is accurate and up-to-date. Staff and personnel who perform essential functions should participate in regular training and exercises to ensure they understand their role when the COOP is activated.

Plan Maintenance, Testing, Training, Exercising

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

| COOP Maintenance | | | |
|---|---------------------------|--------------------|-------------------|
| | Person Responsible | | |
| Activity | Primary | Alternate | Completion |
| Schedule COOP maintenance meeting | Superintendent/Principal | School Counselor | |
| Review list of essential functions | Superintendent/Principal | School Counselor | |
| Identify essential employees and confirm their availability | Superintendent/Principal | School Counselor | |
| Update contact information, emergency call roster, and checklists | Superintendent/Principal | School Secretaries | |
| Establish assistance/ | Superintendent/Principal | School Counselor | |

| | | | |
|---|--------------------------|---------------------|--|
| cooperative agreements with suppliers and vendors | | | |
| Identify computer network interdependencies (such as servers connected to the district network) | Superintendent/Principal | Technology Director | |
| Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings | Superintendent/Principal | School Custodians | |
| Other: | | | |
| Other: | | | |
| Other: | | | |

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

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

I. PURPOSE

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

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

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

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

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

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

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

A. Prevention phase

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

B. Preparedness phase

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

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

C. Response phase

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

D. Recovery phase

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

II. SCOPE

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

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

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

- 1. Contact and Engagement Goal:** To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.
- 2. Safety and Comfort Goal:** To enhance immediate and ongoing safety, and provide physical and emotional comfort.
- 3. Stabilization (if needed) Goal:** To calm and orient emotionally overwhelmed or disoriented students and staff.

4. **Information Gathering:** Current Needs and Concerns Goal: To identify immediate needs and concerns, gather additional information, and tailor Psychological First Aid for Schools interventions to meet these needs.
5. **Practical Assistance Goal:** To offer practical help to students and staff in addressing immediate needs and concerns.
6. **Connection with Social Supports Goal:** To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources.
7. **Information on Coping Goal:** To provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
8. **Linkage with Collaborative Services Goal:** To link students and staff with available services needed at the time or in the future.

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

III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

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

IV. SPECIALIZED PROCEDURES

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

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

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

Hospital/Funeral Arrangements:

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

Post-Incident Procedures:

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

Hazard- and Threat - Specific Systems:

GUIDANCE:

The hazard- and threat- specific systems:

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

Repeating information is not advisable for the following reasons:

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

Refer to the following Appendices:

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

[Appendix N2: Risk Assessment Worksheet](#)

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

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

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

[Appendix N5: Goals/Objectives 2 and Action Plan](#)

[Appendix N5: Goals/Objectives 3 and Action Plan](#)

[Appendix N5: Goals/Objectives 4 and Action Plan](#)

[Appendix N5: Goals/Objectives 5 and Action Plan](#)

[Appendix N5: Goals/Objectives 6 and Action Plan](#)

GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

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

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

Incident Management: The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and

nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



*Protecting Lives, Protecting Property,
Protecting the Future*

Upper Loup

Natural Resources District

39252 Highway 2 Thedford, NE 69166

Phone 308-645-2250 Fax 308-645-2308

www.upperloupnrd.org

ulnrd@upperloupnrd.org

July 21, 2025

Hello,

This letter serves as a reminder regarding the importance of formally adopting your Hazard Mitigation Plan. Formal acceptance is a mandatory for your community to remain eligible for assistance. Effective mitigation planning and implementation build stronger, safer and smarter communities that are better able to withstand and recover from the impacts of potential natural disasters. Please get your adoption resolutions to us as soon as possible.

Thank you,

Connie Knoll

I&E Coordinator/Resource Tech

Upper Loup NRD

RESOLUTION NUMBER _____

WHEREAS, the Federal Disaster Mitigation Act of 2000 was signed into law on October 30, 2000, placing new emphasis on state and local mitigation planning for natural hazards and requiring communities to adopt a hazard mitigation action plan to be eligible for pre-disaster and post-disaster federal funding for mitigation purposes; and

WHEREAS, a Hazard Mitigation Plan was prepared by the Upper Loup Natural Resources District, with assistance from JEO Consulting Group, Inc. of Lincoln, NE.

WHEREAS, the purpose of the mitigation plan was to lessen the effects of disasters by increasing the disaster resistance of the region and participating jurisdictions located within the planning boundary by identifying the hazards that affect _____ and prioritize mitigation strategies to reduce potential loss of life and property damage from those hazards, and

WHEREAS, FEMA regulations require documentation that the plan has been formally adopted by the governing body of _____ in the form of a resolution and further requesting approval of the plan at the Federal Level; and

NOW, THEREFORE, the governing body of _____ does herewith adopt the most recent and FEMA-approved version of the Upper Loup NRD Hazard Mitigation Plan Update in its entirety; and

PASSED AND APPROVED this _____ day of _____, 2025

TITLE: _____

ATTEST

NOTICE is hereby given, in compliance with the provisions of Neb. Rev. Stat. § 79-3405, that the Board of Education for Sandhills Public Schools will meet on the 11th day of August, 2025, at 7:00 p.m. at Sandhills High School Lecture Hall, 107 Gandy Ave, Dunning NE to discuss, consider and possibly vote to approve an increase to the school district's property tax request authority by up to an additional seven percent, or other maximum amount as permitted by law, above the base growth percentage.

RESOLUTION

WHEREAS, the Nebraska Legislature has enacted several measures over the past several legislative sessions, including LB 243 (now Neb. Rev. Stat. § 79-3405), to adjust public school district revenue and finances; and,

WHEREAS, Neb. Rev. Stat. § 79-3405 generally limits a public-school district’s property tax request authority, subject to limited exceptions; and

WHEREAS, Neb. Rev. Stat. § 79-3405 includes an exception to generally allow a school district to otherwise exceed the default property tax request authority if at least seventy percent of the Board of Education votes in favor of the increased request; and

WHEREAS, a Board of Education of a school district with an average daily membership of no more than four hundred seventy-one students may increase its tax request by an additional seven percent above the base growth percentage; and

WHEREAS, the average daily membership of Blaine County School District Number 05-0071, a/k/a Sandhills Public Schools (the “School District”), is no more than four hundred seventy-one students; and

WHEREAS, due to rising enrollment, student and staffing needs, and the need to maintain its budgetary obligations, the Board of Education of the School District hereby desires to increase its base growth percentage by an additional seven percent or other maximum amount as permitted by law; and

WHEREAS, public notice of this possible increase was published in a legal newspaper of general circulation in the School District at least one week prior to this Board meeting.

NOW, THEREFORE, BE IT RESOLVED that, pursuant to Neb. Rev. Stat. § 79-3405, at least seventy percent of the Board of Education of this School District affirmatively votes to increase to the School District’s overall property tax request authority by an additional seven percent above the base growth percentage, or other maximum amount as permitted by law. The Superintendent or designee is hereby authorized and directed to take any action consistent with this Resolution to ensure that the School District’s overall property tax request complies with this Resolution.

The foregoing Resolution having been read in its entirety, Member _____ moved for their passage and adoption. Member _____ seconded same. After discussion and on roll call vote the following members voted in favor of passage and adoption of the above Resolution:

The following members voted against the same:
_____.

The following members were absent or not voting:

_____.

The above Resolution having been consented to by at least seventy percent of the Members of the Board of Education, it was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings law.

DATED this 11th day of August, 2025.

SANDHILLS PUBLIC SCHOOLS

BY: _____
President

ATTEST:

Secretary

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES

2025/26 PROPERTY TAX REQUEST AUTHORITY CERTIFICATION

SANDHILLS PUBLIC SCHOOLS (05-0071-000)

| | |
|--|-------------|
| Total Certified Property Tax Request Authority | \$3,251,954 |
| Additional Base Growth % Allowed with Board Approval | 7 % |
| Additional Property Tax Request Authority Allowed with Board Approval | \$234,994 |
| Maximum Certified Property Tax Request Authority Including Board Approved Amount | \$3,486,948 |

SECTION A TOTAL BASE REVENUE CALCULATION

| | |
|---------------------------------------|--------------------|
| 2024/25 Property Tax | \$2,898,942 |
| 2022/23 Other Non-Property Tax | \$142,930 |
| 2023/24 SPED | \$125,253 |
| 2024/25 TEEOSA | \$189,939 |
| TOTAL BASE REVENUE CALCULATION | \$3,357,064 |

SECTION B TOTAL BASE GROWTH PERCENTAGE

| | |
|--|-----------------|
| Base Growth | 3.0000 % |
| Membership Growth | 0.0000 % |
| LEP Growth | 0.0000 % |
| Poverty Growth | 0.1786 % |
| TOTAL BASE GROWTH RATE PERCENTAGE | 3.1786 % |

SECTION C TOTAL CALCULATED REVENUE CAP FOR 2025/26

(Section A Total x Section B Total)

TOTAL REVENUE CAP \$3,463,772

SECTION D TOTAL PROPERTY TAX REQUEST AUTHORITY FOR 2025/26

(Section C Total Revenue Cap minus sum of items listed in this section)

| | |
|---|-----------|
| 2023/24 Other Non-Property Tax (minus) | \$115,388 |
| 2024/25 SPED (minus) | \$131,337 |
| 2025/26 TEEOSA (minus) | \$138,954 |
| 2024/25 Unused Property Tax Authority (add) | \$173,861 |

TOTAL CERTIFIED PROPERTY TAX REQUEST AUTHORITY \$3,251,954

SECTIONS E - G ADDITIONAL BOARD APPROVAL INFORMATION

| | |
|---|-----------|
| Additional Base Growth % Allowed with Board Approval | 7 % |
| Additional Property Tax Authority Allowed with Board Approval | \$234,994 |

ALMAXIMUM CERTIFIED PROPERTY TAX REQUEST AUTHORITY INCLUDING BOARD APPROVED \$3,486,948

Some numbers may be rounded for presentation. For program contacts and additional information on how data was calculated visit www.education.ne.gov/fos/budgeting-school-district/property-tax-authority

| Section A | | | | Section B | | | | | | | | | | | Section C | | | | Section D | | | 2024/25 | | | | Section E | Section F | Section G | | | | | |
|-----------|-------------|--|--|----------------------|----------------------|-----------------------|---------------|-----------------|---------------------|--------------------|-----------------|-----------------------|--------------------------|---------------------------------------|---------------|--------------------|------------------------|----------------------------|---------------|----------------------------|-------------|------------------|---------------------------|---------------------------|------------------------|--------------------------|------------------------------|---------------------------|---|------------------------------------|---|---|--|
| AgencyID | District | General Fund Tax Asking (2023/24 LC-2) | Special Bldg Tax Asking (2023/24 LC-2) | Property Tax Request | Revenue (2021/2 AFR) | Revenue (2021/22 AFR) | 2021/22 TOTAL | 2022/23 REVENUE | 2022/23 SPECIAL AID | 2022/23 FOUNDATION | 2023/24 REVENUE | 2023/24 REIMBURSEMENT | 2023/24 TEEOSA INCLUDING | TOTAL PROPERTY TAX & Non-Property Tax | Base Growth % | Basic Membership % | Basic Growth % for LEP | Basic Growth % for Poverty | GROWTH RATE % | TOTAL REVENUE X Total Base | CAP Revenue | Non-Property Tax | Special Bldg Property Tax | General Fund Property Tax | TOTAL Non-Property Tax | 2024/25 TEEOSA including | 2024/25 SPED Actual (May 24) | 2024/25 TEEOSA Foundation | Prior Years Unused Property Tax Authority | 2024/25 PROPERTY REQUEST AUTHORITY | Additional Base Growth 70% Board Approval | Amount of Additional Property Tax Authority if Approved | 2024/25 Property Tax Request Authority including Board Approved Amount |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-2025 | 05-0071-000 | SANDHILLS | 2,581,369 | 132,995 | 2,714,364 | 120,471 | 660 | 121,131 | 62,151 | 257,221 | 3,154,867 | 3.00% | 1.48% | 0.00% | 0.3704% | 4.8519% | 3,307,936 | 142,920 | 10 | 142,930 | 123,105 | 189,939 | - | 2,851,963 | 7% | 220,841 | 3,072,804 | | | | | | |
| 2025-2026 | 05-0071-000 | Sandhills | 2,765,962 | 132,980 | 2,898,942 | 142,930 | 125,253 | 189,939 | 3,357,064 | 3.00% | 0 | 0 | 0.1786% | 3.1786% | 3,463,772 | (115,388) | (131,337) | (138,954) | 173,861 | 3,251,954 | 7% | 234,994 | 3,486,948 | | | | | | | | | | |

Explanation of 2025/26 Property Tax Authority Calculation

SECTION A – TOTAL PROPERTY TAX & NON-PROPERTY TAX REVENUE

From the General and Special Building Funds only – Data collected and added together from the following sources:

- The property tax requests from the current budget year (2024-25 LC-2)
- Non-property tax revenue reported in the previous year's Annual Financial Report (2022-23 AFR)
- SPED reimbursement totals reported in the current AFR data year (2023-24 AFR)
- TEEOSA reimbursement total from the current fiscal year (to be paid 2024-25)

SECTION B – TOTAL BASE GROWTH %

The sum of the following percentages:

- 3%
- The annual percentage increase in the student enrollment of the school district multiplied by:
 - One if the school district's student enrollment has grown by an average of 3% over the preceding 3 years and 150 students over the 3 years; seven-tenths if the school district's student enrollment has grown by an average of 3% over the preceding 3 years; or four-tenths if growth average below 3%
- The percentage obtained by first dividing the annual increase in the total number of limited English proficiency students in the school district by the student enrollment of the school district and then multiplying the quotient by fifteen hundredths
- The percentage obtained by first dividing the annual increase in the total number of poverty students in the school district by the student enrollment of the school district and then multiplying the quotient by fifteen hundredths

SECTION C – REVENUE CAP

Total Property Tax & Non-Property Tax Revenue (Section A) multiplied by Total Base Growth Percentage total (Section B). This amount is the upcoming year's (2025-26) total revenue subject to the property tax cap authority calculation.

SECTION D – PROPERTY TAX REQUEST AUTHORITY

The sum of the Revenue Cap (Section C)

- LESS: Non-property tax revenue reported in the most recent available year's Annual Financial Report (2023-24 AFR) for the General and Special Building Funds. At certification data is updated for districts that submitted amendments.
- LESS: 2024/25 SPED reimbursement amount (model uses estimate from November 2024 SPED FFR, certification is revised with actual paid through May 2025)
- LESS: TEEOSA to be paid in the upcoming fiscal year including foundation aid and prior year correction amount

- PLUS: Prior years unused property tax authority (2024-25 LC-2)

2025-26 Property Tax Request Authority is the maximum amount a district will be allowed to ask between their General and Building fund tax request. This amount does not take into consideration the levy or spending authority requirements which may limit a districts request to an amount below their property tax request authority.

SECTION E - ADDITIONAL BASE GROWTH PERCENTAGE

With 70% Board approval the following additional percentage will apply:

- 7% with average daily membership of 471 students or less
- 6% with average daily membership of 472-3044 students
- 5% with average daily membership of 3045-10,000 students
- 4% with average daily membership of 10,001 or more students

SECTION F – ADDITIONAL PROPERTY TAX AUTHORITY IF BOARD APPROVED

Total Property Tax & Non-Property Tax Revenue (Section A) from the base year (2024-25) multiplied by Additional Base Growth Percentage (Section E). This is the amount of additional property taxes for the General and Building fund that may be levied if the district obtains 70% board approval.

SECTION G – PROPERTY TAX REQUEST AUTHORITY Including additional board approved amount

Sum of Property Tax Request Authority (Section D) and Additional Property Tax Authority (Section F) for the upcoming year (2025-26) which would be the maximum amount a district could levy in the General and Special Building funds without obtaining a voter approved override.