

Board of Education Regular Meeting  
Monday, October 14, 2019 7:30 PM

Board of Education Room  
302 W. Plum  
Doniphan, NE 68832

## **Agenda**

1. Call to Order
2. Determination of Legality of the Regular Meeting and Roll Call
3. Consent Agenda
  1. Approval or Amendment of Agenda
  2. Approval of the Minutes
  3. Approval of General Fund claims totaling \$102,546.65, Lunch Fund claims totaling \$13,597.61, Special Building Fund claims totaling \$74,638.69 , and QCPUF Fund claims totaling \$0 ;
4. Open Forum
5. Principal & Athletic Director Reports-
6. Old Business
  1. Storage Facility Update
  2. Signage Update
7. Superintendent's Report
8. New Business
  1. Approve electrical bid for signage
  2. Salary stipend for district communication coordinator
  3. DTEA negotiations recognition for 2021-22 school year
  4. Safety Plan
9. Statistical (Financial) Report
  1. Reports
    1. Doniphan-Trumbull School's Treasurer's Report
10. Next Meeting Date
11. Adjournment

**Notice of legality-** Determination of Legality of the Special Hearing and Roll Call – President Vincent acknowledges that the notice of the hearing was given in advance by publication in accordance with the Board approved method for giving notice of meetings or hearings. Notice of this hearing was given in advance to all members of the Board of Education. The availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting or hearing is open to the attendance of the public.

**Doniphan-Trumbull Public School  
September School Board Meeting**

Date: October 14, 2019

Regular Board Meeting 7:30 P.M.

Location: 302 W. Plum St., Board of Education Room

To: Board of Education Members and General Public

Agenda: Regular Meeting

From: Stan Hendricks, Superintendent

**1. Call Regular Meeting to Order;**

**2 Determination of Legality of the Regular Meeting and Roll Call**

Determination of Legality. Vice-President Rainforth acknowledges that the notice of the meeting was given in advance by publication in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given in advance to all members of the Board of Education. The availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as may be hereinafter noted, will be taken while the convened meeting is open to the attendance of the public. Please call the Roll: **Attached: Notice of Legality.**

Brent Rainforth	Present, Absent	Chris Sullivan	Present, Absent
Steph Roach	Present, Absent	Zach Van Diest	Present, Absent
John Schultz	Present, Absent	Craig Vincent	Present, Absent

**3. Consent Agenda**

Recommended Action: Approval of consent agenda as presented.

Note: Items on the consent agenda are considered routine and will be acted under one motion.

There will be no separate discussion of these items at the meeting unless a Board member requests an item to be removed from the agenda for separate action.

**3.1. Approval or Amendment of Agenda**

There have been no additional items added to the agenda since the agenda was distributed to the Board of Education. **Attached: October 14, 2019 BOE Agenda**

**3.2. Approval of the Minutes**

**Attached: September 9, 2019 regular board meeting minutes; Sept. 9, 2019 special budget hearing minutes; Sept. 9, 2019 Hearing to set final tax request minutes.**

3.3. **Approval of: General Fund claims totaling \$102,546.65; Food Service claims totaling \$13,597.61; Building Fund Claims totaling \$74,638.69; Depreciation Fund totaling \$0 and QCPUF claims totaling \$0.**

**Attached: September 2019 Claims**

Brent Rainforth	Yes	No	Chris Sullivan.	Yes	No
Steph Roach	Yes	No	Zach Van Diest	Yes	No
John Schultz	Yes	No	Craig Vincent	Yes	No

4. Open Forum

5. A. **Principal Report's**

- a. Mr. Engel
- b. Mrs. Niles
- c. Mr. Lavaley
- d. Mr. Breckner

**6. Old Business and Reports**

- 6.1 storage facility update: Schematic Drawing of storage facility
- 6.2 Signage: A. Report on electrical power; B. Business and zoning permits

**7. Superintendent Report Attached: Superintendent report October 14, 2019**

8. **New Business: Take all necessary discussion and/or action**

- 8.1 Approve Electrical bid for signage  
Recommended motion: Approve Armbruster Electric bid of \$2,000 for electrical installation of message sign.

Brent Rainforth	Yes	No	Chris Sullivan.	Yes	No
Steph Roach	Yes	No	Zach Van Diest	Yes	No
John Schultz	Yes	No	Craig Vincent	Yes	No

- 8.2 Salary Stipend for District Communication Coordinator  
Motion: Approve stipend of \$1,446 to be paid to district communication coordinator.

Brent Rainforth	Yes	No	Chris Sullivan	Yes	No
Steph Roach	Yes	No	Zach Van Diest	Yes	No
John Schultz	Yes	No	Craig Vincent	Yes	No

8.3 DTEA negotiations recognition for 2021-22 school year

Motion: Approve Doniphan-Trumbull Education Association as the collective bargaining agent for the 2021-22 school year.

Brent Rainforth	Yes	No	Chris Sullivan	Yes	No
Steph Roach	Yes	No	Zach Van Diest	Yes	No
John Schultz	Yes	No	Craig Vincent	Yes	No

8.4 Approve updated Safety Plan

Recommended motion: Approve the updated Doniphan-Trumbull Safety Plan

Brent Rainforth	Yes	No	Chris Sullivan	Yes	No
Steph Roach	Yes	No	Zach Van Diest	Yes	No
John Schultz	Yes	No	Craig Vincent	Yes	No

9. Financials **Attached: September 2019 financials.**

10. Next Board Meeting- Monday, November 11, 2019 at 7:00 p.m.

11. Vice-President Rainforth adjourned the meeting at \_\_\_\_\_ P.M.

Brent Rainforth: Present  
Steph Roach: Present  
John Schultz: Present  
Chris Sullivan: Present  
Zach VanDiest: Present  
Mr. Craig Vincent: Present  
Present: 6.

1. Call to Order

2. Determination of Legality of the Regular Meeting and Roll Call

3. Consent Agenda

3.1. Approval or Amendment of Agenda

3.2. Approval of the Minutes

3.3. Approval of General Fund claims totaling \$73,028.18 , Lunch Fund claims totaling \$14,511.52 , Special Building Fund claims totaling \$74,277.23

4. Open Forum

5. Principal & Athletic Director Reports-  
Mr. Engel, Mr. Lavaley, Ms. Niles, and Mr. Breckner gave a report on all current events.

6. Old Business

6.1. Storage Facility Update

6.2. Love Signs Presentation

7. Superintendent's Report

8. New Business

8.1. tax request resolution

Approve Tax Request Resolution Passed with a motion by John Schultz and a second by Zach VanDiest.

Brent Rainforth: Yea, Steph Roach: Yea, John Schultz: Yea, Chris Sullivan: Yea, Zach VanDiest: Yea, Mr. Craig Vincent: Yea

Yea: 6, Nay: 0

8.2. Approval of Budget Adoption for 2019-20 fiscal year.

Approve Doniphan-Trumbull Public Schools budgets for 2019-20 school year for general fund, depreciation fund, employee benefit fund, activities fund, school nutrition fund, special building fund, qualified capital purpose undertaking fund, and student fee fund as presented Passed with a motion by Brent Rainforth and a second by Mr. Craig Vincent.  
Brent Rainforth: Yea, Steph Roach: Yea, John Schultz: Yea, Chris Sullivan: Yea, Zach VanDiest: Yea, Mr. Craig Vincent: Yea  
Yea: 6, Nay: 0

8.3. Approve final tax request for 2019-20 fiscal year

Approval tax request for 2019-20 Passed with a motion by Chris Sullivan and a second by Brent Rainforth.

Brent Rainforth: Yea, Steph Roach: Yea, John Schultz: Yea, Chris Sullivan: Yea, Zach VanDiest: Yea, Mr. Craig Vincent: Yea  
Yea: 6, Nay: 0

8.4. Approve bid for new gym bleachers

Approve bid from Heartland Seating for \$89,818 plus \$7,950 for removal and disposal of existing gym bleachers as presented Passed with a motion by Steph Roach and a second by Chris Sullivan.

Brent Rainforth: Yea, Steph Roach: Yea, John Schultz: Yea, Chris Sullivan: Yea, Zach VanDiest: Yea, Mr. Craig Vincent: Yea  
Yea: 6, Nay: 0

8.5. approve purchase of updated signage from Love Signs in cooperation with the Doniphan-Trumbull Education Foundation.

Approve purchase of updated signage from Love Signs in cooperation with the Doniphan-Trumbull Education Foundation \$65,743.00 Passed with a motion by John Schultz and a second by Mr. Craig Vincent.

Brent Rainforth: Yea, Steph Roach: Yea, John Schultz: Yea, Chris Sullivan: Yea, Zach VanDiest: Yea, Mr. Craig Vincent: Yea  
Yea: 6, Nay: 0

9. Statistical (Financial) Report

9.1. Reports

9.1.1. Doniphan-Trumbull School's Treasurer's Report

9.2. Action Items

10. Next Meeting Date

11. Adjournment

Next board meeting Monday October 14, 2019 at 7:30pm

President Vincent adjourned the meeting at 9:17pm

Board of Education Special Budget  
Hearing  
Monday, September 9, 2019 7:00 PM Central

Board of Education Room  
302 W. Plum  
Doniphan, NE 68832

Brent Rainforth: Present  
Steph Roach: Present  
John Schultz: Present  
Chris Sullivan: Present  
Zach VanDiest: Present  
Mr. Craig Vincent: Present  
Present: 6.

1. Call Special Budget Hearing to Order

2. Special budget hearing is open for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers related to the proposed 2019-20 budget.

3. Hearing adjourned

Hearing adjourned at 7:15pm

Board of Education Hearing to set final  
tax request  
Monday, September 9, 2019 7:10 PM Central

Board of Education Room  
302 W. Plum  
Doniphan, NE 68832

Brent Rainforth: Present  
Steph Roach: Present  
John Schultz: Present  
Chris Sullivan: Present  
Zach VanDiest: Present  
Mr. Craig Vincent: Present  
Present: 6.

1. Call Hearing to Set Final Tax Request to Order  
Called Hearing to order at 7:16P.M

2. Hearing to set final tax request is open for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers related to setting the final tax request at a different amount than the prior year tax request.

3. Adjourn meeting  
MEETING ADJOURNED 7:24PM

**DONIPHAN-TRUMBULL PUBLIC SCHOOL**

August 1, 2019 to August 31 ,2019

**09/09/2019 Board Meeting**

**GENERAL FUND**

		MTD	YTD						
Beginning Balance		\$3,011,184.19							
Investments (CD's)		\$200,000.00	\$200,000.00						
<b>NSDLAF</b>	\$ 164,054.04	<b>\$255.58</b>	<b>\$164,309.62</b>						
Receipts		\$1,215,048.37							
Disbursements	<table border="1"> <tr> <td>Lst Mo Clai</td> <td align="right">\$73,028.18</td> </tr> <tr> <td>Lst Mo Pay</td> <td align="right">\$524,555.73</td> </tr> <tr> <td></td> <td align="right"><u>\$597,583.91</u></td> </tr> </table>	Lst Mo Clai	\$73,028.18	Lst Mo Pay	\$524,555.73		<u>\$597,583.91</u>	\$597,583.91	
Lst Mo Clai	\$73,028.18								
Lst Mo Pay	\$524,555.73								
	<u>\$597,583.91</u>								
Adjustments	adj								
	<b>Adjusted Exp</b>		\$0.00						
Ending Balance		<b>\$3,628,904.23</b>							

**DEPRECIATION FUND**

		MTD	YTD
Beginning Balance		\$131,277.73	
Investments (CD)		\$0.00	\$0.00
<b>Adjusted Begin Bal</b>		<b>\$131,277.73</b>	<b>\$0.00</b>
Receipts		\$30,000.00	
Interest		\$20.18	
Adjusted Receipts		\$30,020.18	\$0.00
Disbursements			
Ending Balance		<b>\$161,297.91</b>	<b>\$0.00</b>

**EMPLOYEE BENEFIT FUND**

		MTD	YTD
Beginning Balance		\$30,380.13	
Receipts		\$3.87	
Disbursements		\$0.00	\$0.00
Ending Balance		<b>\$30,384.00</b>	<b>\$0.00</b>

<b>BUILDING FUND</b>		
	MTD	YTD
Beginning Balance	\$2,752,642.76	
Receipts	\$144,172.20	
Disbursements	\$74,277.23	
Ending Balance	<b>\$2,822,537.73</b>	<b>\$0.00</b>

**DONIPHAN-TRUMBULL PUBLIC SCHOOL**  
**August 1, 2019 to August 31 ,2019**

**09/09/2019 Board Meeting**

<b>STUDENT FEES FUND</b>		
	7 MTD	YTD
Beginning Balance	\$1,191.43	
Receipts		
Disbursements	\$0.00	
Ending Balance	<b>\$1,191.43</b>	<b>\$0.00</b>

**GRAND TOTAL ALL FUNDS**

<b>QCPUF FUND</b>		
	MTD	YTD
Beginning Balance	\$519,112.12	
Receipts	\$39,070.77	
Check Int		
Disbursements		
Ending Balance	<b>\$558,182.89</b>	<b>\$0.00</b>

25

<b>IMPRESS FUND</b>		
	MTD	YTD
Beginning Balance	\$2,154.71	
Receipts	\$2,776.54	
Expenditures	\$1,966.61	
Ending Balance	<b>\$2,964.64</b>	<b>\$0.00</b>

**FOOD SERVICE FUND**

	MTD	YTD						
Beginning Balance	\$26,763.32							
Audit Adjustment	\$0.00	\$0.00						
Adjusted Beginning Balance	\$26,763.32	\$0.00						
Receipts	\$17,846.33							
Disbursements	\$16,955.69							
	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Lst Mo Clai</td> <td style="text-align: right;">\$14,511.62</td> </tr> <tr> <td>Lst Mo Pay</td> <td style="text-align: right;">\$2,444.07</td> </tr> <tr> <td></td> <td style="text-align: right;">\$16,955.69</td> </tr> </table>	Lst Mo Clai	\$14,511.62	Lst Mo Pay	\$2,444.07		\$16,955.69	
Lst Mo Clai	\$14,511.62							
Lst Mo Pay	\$2,444.07							
	\$16,955.69							
Ending Balance	<b>\$27,653.96</b>	<b>\$0.00</b>						

**HIGH SCHOOL ACTIVITY FUNDS**

	MTD	YTD
Beginning Balance	\$93,220.06	
Receipts	\$30,345.29	
Disbursements	\$53,305.57	
Ending Balance	<b>\$70,259.78</b>	<b>\$0.00</b>

**ELEMENTARY ACTIVITY FUNDS**

	MTD	YTD
Beginning Balance	\$12,873.23	
Receipts	\$1,893.16	
Disbursements	\$2,089.14	
Ending Balance	<b>\$12,677.25</b>	<b>\$0.00</b>

Account Number	Account Description	CURRENT MONTH	YEAR TO DATE	BUDGET	BUDGET BALANCE	% OF BUDGET
01	GENERAL FUND					
01 1100 001	LOCAL PROPERTY TAXES ADAMS CO	\$84,446.16	\$84,446.16	\$0.00	(\$84,446.16)	0.00
01 1100 002	LOCAL PROPERTY TAXES HALL COUNTY	\$750,833.85	\$750,833.85	\$0.00	(\$750,833.85)	0.00
01 1100 003	LOCAL PROPERTY TAXES HAMILTON COUNTY	\$96,323.88	\$96,323.88	\$0.00	(\$96,323.88)	0.00
01 1100 004	LOCAL PROPERTY TAXES CLAY COUNTY	\$142,318.71	\$142,318.71	\$0.00	(\$142,318.71)	0.00
1100	Local property tax	\$1,073,922.60	\$1,073,922.60	\$0.00	(\$1,073,922.60)	0.00
01 1115 001	CARLINE TAX ADAMS COUNTY	\$35.24	\$35.24	\$0.00	(\$35.24)	0.00
01 1115 003	CARLINE TAX HAMILTON COUNTY	\$54.99	\$54.99	\$0.00	(\$54.99)	0.00
01 1115 004	CARLINE TAX CLAY COUNTY	\$56.01	\$56.01	\$0.00	(\$56.01)	0.00
1115	CARLINE TAX	\$146.24	\$146.24	\$0.00	(\$146.24)	0.00
01 1125 001	MOTOR VEHICLE TAXES ADAMS COUNTY	\$3,008.34	\$3,008.34	\$0.00	(\$3,008.34)	0.00
01 1125 002	MOTOR VEHICLE TAXES HALL COUNTY	\$19,474.03	\$19,474.03	\$0.00	(\$19,474.03)	0.00
01 1125 003	MOTOR VEHICLE TAXES HAMILTON COUNTY	\$1,018.17	\$1,018.17	\$0.00	(\$1,018.17)	0.00
01 1125 004	MOTOR VEHICLE TAXES CLAY COUNTY	\$2,107.41	\$2,107.41	\$0.00	(\$2,107.41)	0.00
1125	MOTOR VEHICLE TAXES	\$25,607.95	\$25,607.95	\$0.00	(\$25,607.95)	0.00
01 1370	TUITION-OTHER DISTR(SPED PRE)	\$2,810.00	\$2,810.00	\$0.00	(\$2,810.00)	0.00
1370	TUITION-OTHER DISTR(SPED PRE)	\$2,810.00	\$2,810.00	\$0.00	(\$2,810.00)	0.00
01 1510	INTEREST ON INVESTME	\$1,671.43	\$1,671.43	\$0.00	(\$1,671.43)	0.00
1510	INTEREST on INVESTMENTS	\$1,671.43	\$1,671.43	\$0.00	(\$1,671.43)	0.00
01 1740	FEES (LAPTOPS)	\$7,226.00	\$7,226.00	\$0.00	(\$7,226.00)	0.00
1740	FEES (LAPTOPS)	\$7,226.00	\$7,226.00	\$0.00	(\$7,226.00)	0.00
01 2110 001	COUNTY FINES AND LICENSE FEES ADAMS CO	\$248.31	\$248.31	\$0.00	(\$248.31)	0.00
01 2110 002	COUNTY FINES AND LICENSE FEES HALL CO	\$1,651.00	\$1,651.00	\$0.00	(\$1,651.00)	0.00
2110	COUNTY FINES AND LICENSE FEES	\$1,899.31	\$1,899.31	\$0.00	(\$1,899.31)	0.00
01 3110	STATE AID	\$16,252.00	\$16,252.00	\$0.00	(\$16,252.00)	0.00
3110	STATE AID	\$16,252.00	\$16,252.00	\$0.00	(\$16,252.00)	0.00
01 5690	OTHER NON-REVENUE RECEIPTS	\$4,789.97	\$4,789.97	\$0.00	(\$4,789.97)	0.00
5690	OTHER NON-REVENUE RECEIPTS	\$4,789.97	\$4,789.97	\$0.00	(\$4,789.97)	0.00
01 6200	TITLE I PART A	\$44,061.68	\$44,061.68	\$0.00	(\$44,061.68)	0.00
6200	TITLE I PART A	\$44,061.68	\$44,061.68	\$0.00	(\$44,061.68)	0.00
01 6992	REAP \$	\$36,939.00	\$36,939.00	\$0.00	(\$36,939.00)	0.00
6992	REAP \$	\$36,939.00	\$36,939.00	\$0.00	(\$36,939.00)	0.00
01	GENERAL FUND	\$1,215,326.18	\$1,215,326.18	\$0.00	(\$1,215,326.18)	0.00
02	BUILDING AND SITES FUND					
02 1100 001	LOCAL PROPERTY TAXES ADAMS COUNTY	\$11,341.99	\$11,341.99	\$0.00	(\$11,341.99)	0.00
02 1100 002	LOCAL PROPERTY TAXES HALL COUNTY	\$100,772.87	\$100,772.87	\$0.00	(\$100,772.87)	0.00
02 1100 003	LOCAL PROPERTY TAXES HAMILTON CO	\$12,930.81	\$12,930.81	\$0.00	(\$12,930.81)	0.00
02 1100 004	LOCAL PROPERTY TAXES CLAY COUNTY	\$19,106.90	\$19,106.90	\$0.00	(\$19,106.90)	0.00
1100	Local property tax	\$144,152.57	\$144,152.57	\$0.00	(\$144,152.57)	0.00
02 1115 001	CARLINE TAX ADAMS COUNTY	\$4.73	\$4.73	\$0.00	(\$4.73)	0.00
02 1115 003	CARLINE TAX HAMILTON COUNTY	\$7.38	\$7.38	\$0.00	(\$7.38)	0.00
02 1115 004	CARLINE TAX CLAY COUNTY	\$7.52	\$7.52	\$0.00	(\$7.52)	0.00
1115	CARLINE TAX	\$19.63	\$19.63	\$0.00	(\$19.63)	0.00
02 1510	INTEREST	\$277.81	\$277.81	\$0.00	(\$277.81)	0.00
1510	INTEREST on INVESTMENTS	\$277.81	\$277.81	\$0.00	(\$277.81)	0.00
02	BUILDING AND SITES FUND	\$144,450.01	\$144,450.01	\$0.00	(\$144,450.01)	0.00
03	DEPRECIATION FUND					
03 1510	INTEREST	\$20.18	\$20.18	\$0.00	(\$20.18)	0.00

Account Number	Account Description	CURRENT MONTH	YEAR TO DATE	BUDGET	BUDGET BALANCE	% OF BUDGET
1510	INTEREST on INVESTMENTS	\$20.18	\$20.18	\$0.00	(\$20.18)	0.00
03 5200	TRANSFERS FROM OTHER FUNDS	\$30,000.00	\$30,000.00	\$0.00	(\$30,000.00)	0.00
5200	TRANSFERS FROM OTHER FUNDS	\$30,000.00	\$30,000.00	\$0.00	(\$30,000.00)	0.00
03	DEPRECIATION FUND	\$30,020.18	\$30,020.18	\$0.00	(\$30,020.18)	0.00
08	QUALIFIED CAPITAL PURPOSE FUND					
08 1100 001	LOCAL PROPERTY TAXES-ADAMS	\$3,089.69	\$3,089.69	\$0.00	(\$3,089.69)	0.00
08 1100 002	LOCAL PROPERTY TAXES-HALL	\$27,751.38	\$27,751.38	\$0.00	(\$27,751.38)	0.00
08 1100 003	LOCAL PROPERTY TAXES-HAMILTON	\$3,505.66	\$3,505.66	\$0.00	(\$3,505.66)	0.00
08 1100 004	LOCAL PROPERTY TAXES-CLAY	\$5,204.94	\$5,204.94	\$0.00	(\$5,204.94)	0.00
1100	Local property tax	\$39,551.67	\$39,551.67	\$0.00	(\$39,551.67)	0.00
08 1115 001	CARLINE TAX	\$1.28	\$1.28	\$0.00	(\$1.28)	0.00
08 1115 004	CARLINE TAX	\$2.04	\$2.04	\$0.00	(\$2.04)	0.00
1115	CARLINE TAX	\$3.32	\$3.32	\$0.00	(\$3.32)	0.00
08 1510	INTEREST	\$46.22	\$46.22	\$0.00	(\$46.22)	0.00
1510	INTEREST on INVESTMENTS	\$46.22	\$46.22	\$0.00	(\$46.22)	0.00
08 3130 001	HOMESTEAD EXEMPTION	\$13.13	\$13.13	\$0.00	(\$13.13)	0.00
08 3130 002	HOMESTEAD EXEMPTION	\$184.61	\$184.61	\$0.00	(\$184.61)	0.00
08 3130 003	HOMESTEAD EXEMPTION	\$29.22	\$29.22	\$0.00	(\$29.22)	0.00
08 3130 004	HOMESTEAD EXEMPTION	\$25.47	\$25.47	\$0.00	(\$25.47)	0.00
3130	HOMESTEAD EXEMPTION	\$252.43	\$252.43	\$0.00	(\$252.43)	0.00
08 3131 001	TAX CREDIT	\$44.34	\$44.34	\$0.00	(\$44.34)	0.00
08 3131 002	TAX CREDIT	\$181.99	\$181.99	\$0.00	(\$181.99)	0.00
08 3131 003	TAX CREDIT	\$33.37	\$33.37	\$0.00	(\$33.37)	0.00
08 3131 004	TAX CREDIT	\$56.40	\$56.40	\$0.00	(\$56.40)	0.00
3131	TAX CREDIT	\$316.10	\$316.10	\$0.00	(\$316.10)	0.00
08	QUALIFIED CAPITAL PURPOSE FUND	\$40,169.74	\$40,169.74	\$0.00	(\$40,169.74)	0.00
	Grand Total:	\$1,429,966.11	\$1,429,966.11	\$0.00	(\$1,429,966.11)	0.00

Account Number	Account Description	CURRENT MONTH	YEAR TO DATE	BUDGET	BUDGET BALANCE	% OF BUDGET REMAINING
01	GENERAL FUND					
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$258,285.83	\$258,285.83	\$0.00	(\$258,285.83)	0.00
1150	ENGLISH LANGUAGE LEARNERS	\$661.25	\$661.25	\$0.00	(\$661.25)	0.00
1160	POVERTY PROGRAMS	\$208.26	\$208.26	\$0.00	(\$208.26)	0.00
1190	EARLY CHILDHOOD ED	\$6,820.94	\$6,820.94	\$0.00	(\$6,820.94)	0.00
1200	SPED SCHOOL AGE	\$78,782.97	\$78,782.97	\$0.00	(\$78,782.97)	0.00
1300	SUMMER SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2120	GUIDANCE SERVICES	\$15,560.94	\$15,560.94	\$0.00	(\$15,560.94)	0.00
2130	HEALTH SERVICES	\$3,241.42	\$3,241.42	\$0.00	(\$3,241.42)	0.00
2140	PSYCHOLOGICAL SERVICES	\$7,449.51	\$7,449.51	\$0.00	(\$7,449.51)	0.00
2141	PSY SERV;SPED SCH AGE	\$1,091.58	\$1,091.58	\$0.00	(\$1,091.58)	0.00
2151	SPEECH THERAPY-SCH AGE	\$434.60	\$434.60	\$0.00	(\$434.60)	0.00
2161	OT-SPED SCH AGE	\$62.70	\$62.70	\$0.00	(\$62.70)	0.00
2162	OT-SPED AGE 3-5	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2163	OT-SPED BIRTH-AGE 2	\$384.85	\$384.85	\$0.00	(\$384.85)	0.00
2170	PT - ALL CONDITIONS	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2172	PT - AGE 3-5	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2173	PT- BIRTH - AGE 2	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2190	OTHER PUPIL SUPPORT SERV	\$23,846.71	\$23,846.71	\$0.00	(\$23,846.71)	0.00
2211	REGULAR ED IN-SERVICE	\$727.54	\$727.54	\$0.00	(\$727.54)	0.00
2212	INST STAFF TRNG AND CURR DEV	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2220	LIBRARY/MEDIA	\$7,579.23	\$7,579.23	\$0.00	(\$7,579.23)	0.00
2230	INSTRUCTION RELATED TECH ETC.	\$3,575.13	\$3,575.13	\$0.00	(\$3,575.13)	0.00
2310	GENERAL/BOARD ADMINISTRATION	\$555.00	\$555.00	\$0.00	(\$555.00)	0.00
2320	OFFICE OF THE SUPERINTENDENT	\$18,326.40	\$18,326.40	\$0.00	(\$18,326.40)	0.00
2410	OFFICE OF THE PRINCIPAL	\$29,972.23	\$29,972.23	\$0.00	(\$29,972.23)	0.00
2510	FISCAL SERVICES	\$14,886.72	\$14,886.72	\$0.00	(\$14,886.72)	0.00
2610	BUILDINGS/SITES OPERATIONS	\$27,039.61	\$27,039.61	\$0.00	(\$27,039.61)	0.00
2620	BUILDINGS/SITES MAINTENANCE	\$3,239.85	\$3,239.85	\$0.00	(\$3,239.85)	0.00
2650	VEHICLE - NOT BUSES	\$795.76	\$795.76	\$0.00	(\$795.76)	0.00
2660	SAFETY & SECURITY	\$467.50	\$467.50	\$0.00	(\$467.50)	0.00
2710	REGULAR PUPIL TRANSPORTATION	\$11,466.46	\$11,466.46	\$0.00	(\$11,466.46)	0.00
2712	SCHOOL AGE SPEC ED TRANSPORT	\$1,020.86	\$1,020.86	\$0.00	(\$1,020.86)	0.00
2713	BELOW AGE 5 PUPIL TRANSP-sped	\$248.85	\$248.85	\$0.00	(\$248.95)	0.00
2900	OTHER SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	0.00
3540	NDE GRANT \$\$ AGE3-5	\$0.00	\$0.00	\$0.00	\$0.00	0.00
4300	TITLE V	\$0.00	\$0.00	\$0.00	\$0.00	0.00
4425	PRE SCHOOL FLEX FUNDING	\$0.00	\$0.00	\$0.00	\$0.00	0.00
6200	TITLE I CURRENT YEAR	\$5,759.86	\$5,759.86	\$0.00	(\$5,759.86)	0.00
6404	IDEA PART B BASE AGE 0-4	\$6,563.55	\$6,563.55	\$0.00	(\$6,563.55)	0.00
6406	IDEA PRESCHOOL SPED	\$850.04	\$850.04	\$0.00	(\$850.04)	0.00
6410	IDEA ENROLLMENT/POVERTY FLOW THRU	\$5,989.71	\$5,989.71	\$0.00	(\$5,989.71)	0.00
6414	IDEA PART C BELOW AGE 3	\$0.00	\$0.00	\$0.00	\$0.00	0.00
6992	REAP GRANT	\$0.00	\$0.00	\$0.00	\$0.00	0.00
01	GENERAL FUND	\$535,895.86	\$535,895.86	\$0.00	(\$535,895.86)	0.00
02	BUILDING AND SITES FUND					
2515	BUILDING & SITES	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2620	BUILDINGS/SITES MAINTENANCE	\$74,277.23	\$74,277.23	\$0.00	(\$74,277.23)	0.00
02	BUILDING AND SITES FUND	\$74,277.23	\$74,277.23	\$0.00	(\$74,277.23)	0.00
Grand Total:		\$610,173.09	\$610,173.09	\$0.00	(\$610,173.09)	0.00

Checking Account: 06

lunch acct

Check Number: 10169	Check Type: Check	Check Date: 10/14/2019	Vendor: METBAK	Check Total: 620.58
<u>Invoice Number</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
54333726063		FOOD	06 3100 630 000 0 000	43.40
54333726099		FOOD	06 3100 630 000 0 000	98.35
54333726113		FOOD	06 3100 630 000 0 000	140.50
54333726163		FOOD	06 3100 630 000 0 000	152.30
54333726222		FOOD	06 3100 630 000 0 000	186.03

Check Number: 10170	Check Type: Check	Check Date: 10/14/2019	Vendor: HAMILT	Check Total: 37.71
<u>Invoice Number</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
10521611		PHONE SERVICE	06 3100 340 000 0 000	37.71

Check Number: 10171	Check Type: Check	Check Date: 10/14/2019	Vendor: ROBERT	Check Total: 2,605.44
<u>Invoice Number</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
1115538		FOOD	06 3100 630 000 0 000	371.83
1115591		FOOD	06 3100 630 000 0 000	260.09
1115642		FOOD	06 3100 630 000 0 000	368.39
1115697		FOOD	06 3100 630 000 0 000	297.38
1115746		FOOD	06 3100 630 000 0 000	398.83
1115805		FOOD	06 3100 630 000 0 000	282.88
1115852		FOOD	06 3100 630 000 0 000	381.90
1115906		FOOD	06 3100 630 000 0 000	244.14

Check Number: 10172	Check Type: Check	Check Date: 10/14/2019	Vendor: MASCAR	Check Total: 106.20
<u>Invoice Number</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
9/24/19		CASTERS FOR CART	06 3100 610 000 0 000	106.20

Check Number: 10173	Check Type: Check	Check Date: 10/14/2019	Vendor: PEGLER	Check Total: 5,971.69
<u>Invoice Number</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
261698160		SUPPLIES	06 3100 610 000 0 000	93.59
261698160		FOOD	06 3100 630 000 0 000	1,731.93
261710028		SUPPLIES	06 3100 610 000 0 000	477.70
261710028		FOOD	06 3100 630 000 0 000	1,326.38
261721596		SUPPLIES	06 3100 610 000 0 000	301.25
261721596		FOOD	06 3100 630 000 0 000	1,117.07
261733737		SUPPLIES	06 3100 610 000 0 000	84.38
261733737		FOOD	06 3100 630 000 0 000	839.39

Check Number: 10174	Check Type: Check	Check Date: 10/14/2019	Vendor: PEPCOLA	Check Total: 425.20
<u>Invoice Number</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
51171004		FOOD	06 3100 630 000 0 000	187.76
68063653		FOOD	06 3100 630 000 0 000	237.44

Check Total: 3,830.79

Checking Account:	06						
Invoice Number	Invoice Date	Lunch acct PO Number	Detail Description	Chart of Account Number	Detail Amount		
3311796	10/02/2019	THOMPSON	FOOD	06 3100 630 000 0 000	1,499.31		
3584986	10/02/2019	THOMPSON	FOOD	06 3100 630 000 0 000	673.68		
3718959	10/02/2019	THOMPSON	SUPPLIES	06 3100 610 000 0 000	49.55		
3718959	10/02/2019	THOMPSON	FOOD	06 3100 630 000 0 000	1,127.95		
94118304	10/02/2019	THOMPSON	FOOD	06 3100 630 000 0 000	480.30		

\*Denotes Expensed Invoice Item

Checking Account ID: 06

Total without Voids: 13,597.61

**Checking Account: 01 General Fund**

Check Number: 34207      Check Type: Check      Check Date: 09/26/2019      Vendor: BCBS      BLUE CROSS BLUE SHIELD      Check Total: 1,464.90  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Detail Amount  
 35984      09/26/2019      5019-S      HEALTH INS/SEPT      01 1100 238 002 0 000      732.45  
 35984OCT      09/26/2019      5019-S      HEALTH INS/OCT      01 1100 238 002 0 000      732.45

Check Number: 34208      Check Type: Check      Check Date: 10/14/2019      Vendor: ALLOIL      ALLIED OIL & TIRE CO.      Check Total: 212.75  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Detail Amount  
 459343-00      10/08/2019      1191MT      DEF FOR BUSES      01 2710 610 000 0 000      212.75

Check Number: 34209      Check Type: Check      Check Date: 10/14/2019      Vendor: ALPREH      ALPHA REHABILITATION, P.C.      Check Total: 333.10  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Detail Amount  
 2642      10/08/2019      ALPHA      SLP HRS      01 2151 340 001 0 000      244.53  
 2642      10/08/2019      ALPHA      SLP MLG      01 2151 580 001 0 000      17.19  
 2642      10/08/2019      ALPHA      OT HRS      01 2161 340 001 0 000      66.00  
 2642      10/08/2019      ALPHA      OT MLG      01 2161 580 001 0 000      5.38

Check Number: 34210      Check Type: Check      Check Date: 10/14/2019      Vendor: ARMELE      ARMBRUSTER ELECTRIC      Check Total: 5,365.37  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Detail Amount  
 190904      10/08/2019      ARMBRUSTER      ELECTRICAL REPAIRS      01 2620 430 000 0 000      1,364.92  
 190905      10/08/2019      ARMBRUSTER      ELECTRICAL REPAIRS      01 2620 430 000 0 000      583.14  
 190906      10/08/2019      ARMBRUSTER      ELECTRICAL REPAIRS      01 2620 430 000 0 000      1,398.15  
 190907      10/08/2019      ARMBRUSTER      ELECTRICAL REPAIRS      01 2620 430 000 0 000      1,055.06  
 191003      10/08/2019      ARMBRUSTER      ELECTRICAL REPAIRS      01 2620 430 000 0 000      964.10

Check Number: 34211      Check Type: Check      Check Date: 10/14/2019      Vendor: ATTCOM      ATTAINMENT COMPANY      Check Total: 2,198.70  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Detail Amount  
 305500A      10/08/2019      1005SPED      MARTIN - SEE ATTACHED      01 1200 610 002 0 000      2,198.70

Check Number: 34212      Check Type: Check      Check Date: 10/14/2019      Vendor: BANSHO      BAND SHOPPE      Check Total: 149.50  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Detail Amount  
 SIV118332      10/08/2019      1026-HS      GLOVES      01 1100 610 001 0 000      71.65  
 SIV124018      10/08/2019      1026-HS      SHOES      01 1100 610 001 0 000      77.85

Check Number: 34213      Check Type: Check      Check Date: 10/14/2019      Vendor: BARSTE      STEPHANIE BARTHEL      Check Total: 172.71  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Detail Amount  
 SEPT2019      10/11/2019           MLG      01 1100 332 002 0 000      172.71

Check Number: 34214      Check Type: Check      Check Date: 10/14/2019      Vendor: BECK      GRETCHEN BECK      Check Total: 56.91  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Detail Amount  
 9/24/19      10/08/2019           PADLOCKS      01 1100 610 000 0 000      22.91  
 9/24/19      10/08/2019           CDL      01 2710 890 000 0 000      34.00

Check Number: 34215      Check Type: Check      Check Date: 10/14/2019      Vendor: BHEN      BLACK HILLS ENERGY      Check Total: 308.41  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Detail Amount  
 9.16.19      10/08/2019      BLACKHILLS      NATURAL GAS      01 2610 621 000 0 000      33.99

Checking Account: 01  
 9/16/19  
 10/08/2019  
 General Fund  
 BLACKHILLS  
 NATURAL GAS  
 01 2610 621 000 0 000  
 274.42

Check Number: 34216  
 Invoice Number  
 4053595UG  
 10/08/2019  
 Check Type: Check  
 PO Number  
 1222MT  
 Check Date: 10/14/2019  
 Vendor: BOSENE  
 TANK FILLED  
 BOSSSELMAN ENERGY INC.  
 Chart of Account Number  
 01 2620 610 000 0 000  
 260.21  
 Check Total: 260.21

Check Number: 34217  
 Invoice Number  
 916078  
 10/08/2019  
 Check Type: Check  
 PO Number  
 CAPBUSINSTR  
 Check Date: 10/14/2019  
 Vendor: CAPBUS  
 COPIERS FOR TEACHERS  
 Chart of Account Number  
 01 1100 734 000 0 000  
 92.00  
 Check Total: 905.35

918961  
 10/08/2019  
 CAPBUSINSTR  
 COPIERS FOR TEACHERS  
 01 1100 734 000 0 000  
 192.00

921638  
 10/08/2019  
 CAPBUSINSTR  
 COPIERS FOR TEACHERS  
 01 1100 734 000 0 000  
 385.73

921639  
 10/08/2019  
 CAPBUSINSTR  
 COPIERS FOR TEACHERS  
 01 1100 734 000 0 000  
 235.62

Check Number: 34218  
 Invoice Number  
 25486131  
 10/08/2019  
 Check Type: Check  
 PO Number  
 CAPBUSSUPPT  
 Check Date: 10/14/2019  
 Vendor: CAPLEASE  
 SUPT OFFICE COPIER  
 CAPITAL BUSINESS SYSTEMS, INC.  
 Chart of Account Number  
 01 2320 734 000 0 000  
 216.38  
 Check Total: 216.38

Check Number: 34219  
 Invoice Number  
 67593855  
 10/08/2019  
 Check Type: Check  
 PO Number  
 1022-HS  
 Check Date: 10/14/2019  
 Vendor: CENLEAR  
 Mind-Tap Accounting On-Line  
 Chart of Account Number  
 01 1100 735 001 0 000  
 354.00

67602920  
 10/08/2019  
 1022-HS  
 Mind-Tap Accounting On-Line  
 01 1100 735 001 0 000  
 265.50

Check Number: 34220  
 Invoice Number  
 001711694  
 10/08/2019  
 Check Type: Check  
 PO Number  
 5014-S  
 Check Date: 10/14/2019  
 Vendor: CCCGI  
 WAGNER TRAINING TO TEACH CPR  
 CENTRAL COMMUNITY COLLEGE GI  
 Chart of Account Number  
 01 2130 330 000 0 000  
 142.50  
 Check Total: 142.50

Check Number: 34221  
 Invoice Number  
 08/2019  
 10/08/2019  
 Check Type: Check  
 PO Number  
 5002-S  
 Check Date: 10/14/2019  
 Vendor: GIPHTH  
 OT SPD SCHOOL AGE / HRS  
 Chart of Account Number  
 01 2161 340 000 0 000  
 752.00

08/2019  
 10/08/2019  
 5002-S  
 OT SPD AGE 3-5/ HRS  
 01 2162 340 000 0 000  
 313.00

08/2019  
 10/08/2019  
 5002-S  
 OT SPD AGE 3-5/ MILEAGE  
 01 2162 580 000 0 000  
 14.40

08/2019  
 10/08/2019  
 5002-S  
 PT ALL CONDITIONS/ HRS  
 01 2170 340 000 0 000  
 352.00

08/2019  
 10/08/2019  
 5002-S  
 PT SPD AGE 3-5/ HRS  
 01 2172 340 000 0 000  
 324.00

08/2019  
 10/08/2019  
 5002-S  
 PT SPD AGE 3-5/ MILEAGE  
 01 2172 580 000 0 000  
 44.16

08/2019  
 10/08/2019  
 5002-S  
 PT SPD BIRTH - AGE 2/ HRS  
 01 2173 340 000 0 000  
 226.00

08/2019  
 10/08/2019  
 5002-S  
 PT SPD BIRTH - AGE 2/ MILEAGE  
 01 2173 580 000 0 000  
 27.84

10/03/19  
 10/11/2019  
 GIPHTH  
 SPORTS TRAINERS  
 01 2900 340 001 0 000  
 1,322.18

Check Number: 34222  
 Invoice Number  
 WO-0562  
 10/08/2019  
 Check Type: Check  
 PO Number  
 CEI  
 Check Date: 10/14/2019  
 Vendor: CEI  
 CAMERAS/LOCK SYSTEM REPAIRS  
 COMMUNICATIONS ENGINEERING, INC.  
 Chart of Account Number  
 01 2660 432 000 0 000  
 326.09  
 Check Total: 326.09

Check Number: 34223  
 Invoice Number  
 10/08/2019  
 Check Type: Check  
 PO Number  
 CEI  
 Check Date: 10/14/2019  
 Vendor: COMHAR  
 COMPUTER HARDWARE  
 Chart of Account Number  
 01 2660 432 000 0 000  
 2,450.95  
 Check Total: 2,450.95

Checking Account: 01 General Fund

G13167	10/08/2019	CH1617DP	LAPTOP 355	01 1100 432 000 0 000	50.00
G13168	10/08/2019	CH1617DP	LAPTOP 381	01 1100 432 000 0 000	50.00
G13179	10/08/2019	CH1617DP	LAPTOP 370	01 1100 432 000 0 000	50.00
G13203	10/08/2019	CH1617DP	LAPTOP 255	01 1100 432 002 0 000	50.00
G13217	10/08/2019	CH1617DP	LAPTOP 313	01 1100 432 000 0 000	75.00
G13219	10/08/2019	CH1617DP	LAPTOP396	01 1100 432 000 0 000	75.00
G13220	10/08/2019	CH1617DP	LAPTOP 412	01 1100 432 000 0 000	75.00
G13221	10/08/2019	CH1617DP	LAPTOP 292	01 1100 432 002 0 000	75.00
G13222	10/08/2019	CH1617DP	LAPTOP 364	01 1100 432 000 0 000	75.00
G13232	10/08/2019	CH1617DP	SPEED PARA LAPTOP	01 1100 432 000 0 000	977.00
G13240	10/08/2019	CH1617DP	MINDY LAPTOP	01 1100 432 000 0 000	525.00
G13249	10/08/2019	CH1617DP	LAPTOP 280	01 1100 432 000 0 000	50.00
H26009	10/08/2019	CH1617DP	S.HENDRICKS	01 2320 734 002 0 000	148.95
H26144	10/08/2019	CH1617DP	USB	01 1100 734 002 0 000	175.00

Check Number: 34224 Check Type: Check PO Number: Vendor: CONPLA Check Date: 10/14/2019 Vendor: DINTOM Check Total: 367.38

5160205600	10/09/2019	890SPED	18-19 BUDGET- PREK SUPPLIES	01 1190 610 002 0 000	288.00
5162302100	10/09/2019	929EE	PREK SUPPLIES- SEE ATTACHED	01 1190 610 002 0 000	79.38

Check Number: 34225 Check Type: Check PO Number: Vendor: COOP Check Date: 10/14/2019 Vendor: COOP Check Total: 887.00

9/30/19	10/08/2019	COOP	BUS FUEL	01 2710 626 000 0 000	330.00
9/30/19	10/08/2019	COOP	BATTERIES/TIRES	01 2710 732 000 0 000	557.00

Check Number: 34226 Check Type: Check PO Number: Vendor: CURPASS Check Date: 10/14/2019 Vendor: DINTOM Check Total: 637.39

90610733	10/08/2019	997SPED	NILES - SEE ATTACHED	01 1200 640 001 0 000	637.39
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Check Number: 34227 Check Type: Check PO Number: Vendor: DELTA Check Date: 10/14/2019 Vendor: DESFLI Check Total: 86.42

202501667103	10/09/2019	969E	6TH GRADE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	86.42
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Check Number: 34228 Check Type: Check PO Number: Vendor: DESIGNFL Check Date: 10/14/2019 Vendor: DESFLI Check Total: 73.00

492726	10/09/2019	DESIGNFL	BUS WASH	01 2710 420 000 0 000	21.00
493066	10/09/2019	DESIGNFL	BUS WASH	01 2710 420 000 0 000	31.00
493579	10/09/2019	DESIGNFL	BUS WASH	01 2710 420 000 0 000	21.00

Check Number: 34229 Check Type: Check PO Number: Vendor: DINTOM Check Date: 10/14/2019 Vendor: DINTOM Check Total: 1,520.72

292641	10/09/2019	DINSDALE	REPAIRS ON BUSES AND VANS/CL BUS	01 2710 430 000 0 000	1,143.62
293159	10/09/2019	DINSDALE	REPAIRS ON BUSES AND VANS/MN SEATBLT	01 2710 430 000 0 000	377.10

Checking Account: 01 General Fund

Check Number: 34230 Check Type: Check PO Number: DONHER Check Date: 10/14/2019 Vendor: DONHER  
 Invoice Number: 9/30/19 Invoice Date: 10/09/2019 PO Number: DONHER ADV/SUBSR.  
 Detail Description: DONIPHAN HERALD  
 Chart of Account Number: 01 2510 540 000 0 000  
 Check Total: 337.23  
 Detail Amount: 337.23

Check Number: 34231 Check Type: Check PO Number: DONINS Check Date: 10/14/2019 Vendor: DONINS  
 Invoice Number: 6091-4831 Invoice Date: 10/09/2019 PO Number: 4655-S PROPERTY COVERAGE  
 6091-4832 Invoice Date: 10/09/2019 PO Number: 4655-S WORKMANS COMP POST AUDIT  
 6091-4832 Invoice Date: 10/09/2019 PO Number: 4655-S WORKMANS COMP POST AUDIT  
 Detail Description: DONIPHAN INSURANCE AGENCY  
 Chart of Account Number: 01 2620 520 000 0 000  
 01 2610 240 001 0 000  
 01 2610 240 002 0 000  
 Check Total: 2,667.00  
 Detail Amount: 296.00  
 1,185.50  
 1,185.50

Check Number: 34232 Check Type: Check PO Number: IMPRES Check Date: 10/14/2019 Vendor: IMPRES  
 Invoice Number: 09/2019 Invoice Date: 10/09/2019 PO Number: IMPRESS SUPPLIES  
 09/2019 Invoice Date: 10/09/2019 PO Number: IMPRESS ELE SUPPL  
 09/2019 Invoice Date: 10/09/2019 PO Number: IMPRESS MTSS SPED  
 09/2019 Invoice Date: 10/09/2019 PO Number: IMPRESS NURSE SUPPL  
 09/2019 Invoice Date: 10/09/2019 PO Number: IMPRESS NEW TEACHERS MEALS  
 09/2019 Invoice Date: 10/09/2019 PO Number: IMPRESS POSTAGE  
 HOH19 Invoice Date: 10/09/2019 PO Number: 1030-HS PARADE REGISTRATION  
 Detail Description: DONIPHAN-TRUMBULL IMPRESS FUND  
 Chart of Account Number: 01 1100 610 000 0 000  
 01 1100 610 002 0 000  
 01 1200 580 000 0 000  
 01 2130 610 000 0 000  
 01 2211 610 000 0 000  
 01 2510 531 000 0 000  
 01 2190 340 001 0 000  
 Check Total: 636.36  
 Detail Amount: 20.00  
 69.26  
 144.90  
 134.64  
 84.06  
 58.50  
 125.00

Check Number: 34233 Check Type: Check PO Number: DONHOT Check Date: 10/14/2019 Vendor: DONHOT  
 Invoice Number: FALL2019PTconf Invoice Date: 10/09/2019 PO Number: DONHOT GEN FUND REIMB LUNCH FOR FOOD/PT  
 Detail Description: HOT LUNCH FUND DONIPHAN-TRUMBULL SCHOOL  
 Chart of Account Number: 01 2211 610 000 0 000  
 Check Total: 340.00  
 Detail Amount: 340.00

Check Number: 34234 Check Type: Check PO Number: DUTLAI Check Date: 10/14/2019 Vendor: DUTLAI  
 Invoice Number: 807552-1 Invoice Date: 10/09/2019 PO Number: 28-MT MT  
 Detail Description: DUTTON LAINSON CO  
 Chart of Account Number: 01 2620 610 000 0 000  
 Check Total: 5.29  
 Detail Amount: 5.29

Check Number: 34235 Check Type: Check PO Number: EAKES2 Check Date: 10/14/2019 Vendor: EAKES2  
 Invoice Number: 7845421-0 Invoice Date: 10/11/2019 PO Number: EAKESSUPPL SUPPLIES-DISTR WIDE  
 7865235-0 Invoice Date: 10/11/2019 PO Number: EAKESSUPPL CUSTODIAL  
 7865235-1 Invoice Date: 10/11/2019 PO Number: EAKESSUPPL CUSTODIAL  
 7866753-0 Invoice Date: 10/11/2019 PO Number: EAKESSUPPL COPY PAPTER  
 7869007-0 Invoice Date: 10/11/2019 PO Number: EAKESSUPPL HS SUPPLIES  
 7869329-0 Invoice Date: 10/11/2019 PO Number: EAKESSUPPL HS SUPPLIES  
 INV148560-B Invoice Date: 10/11/2019 PO Number: EAKESSUPPL SUPPLIES-DISTR WIDE  
 Detail Description: EAKES OFFICE PLUS  
 Chart of Account Number: 01 1100 610 000 0 000  
 01 2610 610 000 0 000  
 01 2610 610 000 0 000  
 01 2610 610 000 0 000  
 01 1100 610 000 0 000  
 01 1100 610 001 0 000  
 01 1100 610 001 0 000  
 01 1100 610 000 0 000  
 Check Total: 1,632.02  
 Detail Amount: 36.08  
 6.82  
 95.76  
 1,439.60  
 35.90  
 14.36  
 3.50

Check Number: 34236 Check Type: Check PO Number: ECHO Check Date: 10/14/2019 Vendor: ECHO  
 Invoice Number: S8188775.001 Invoice Date: 10/09/2019 PO Number: 1199MT SUPPLIES SHOP  
 Detail Description: ECHO GROUP INC.  
 Chart of Account Number: 01 1100 610 001 0 034  
 Check Total: 1,664.53  
 Detail Amount: 1,664.53

Check Number: 34237 Check Type: Check PO Number: ECOLAB Check Date: 10/14/2019 Vendor: ECOLAB  
 Invoice Number: Invoice Date: PO Number: Detail Description: ECOLAB PEST ELIMINATION DIVISION  
 Chart of Account Number: Detail Amount: 151.68

Checking Account: 01 General Fund

7692057 10/09/2019 ECOLAB PEST CONTROL 01 2610 431 000 0 000 151.68

Check Number: 34238 Check Type: Check PO Number Vendor: ESUG EDUCATIONAL SERVICE UNIT #6 Check Total: 270.00

Invoice Number 10/11/2019 ESUG REG ED ELE 01 2211 640 002 0 000 270.00  
Detail Amount

Check Number: 34239 Check Type: Check PO Number Vendor: EGANS EGANS 3,577.62

Invoice Number 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 748.78  
Detail Amount

306114 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 363.76  
306114A 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 148.40  
306114B 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 116.92  
306354 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 589.12  
306592 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 187.26  
306592A 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 341.88  
306762 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 297.76  
306813 10/09/2019 EGANS REPAIRS 01 2610 430 000 0 000 220.00  
306842 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 451.74  
307242 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 112.00  
307260 10/09/2019 EGANS SUPPLIES

Check Number: 34240 Check Type: Check PO Number Vendor: ESSSCR ESSENTIAL SCREENS Check Total: 250.00

Invoice Number 10/09/2019 ESSSCR BACKGROUNDCHECKS/JC;RN/AS 01 2510 490 000 0 000 127.00  
Detail Amount

2019080010 10/09/2019 ESSSCR BACKGROUNDCHECKS/MT;WT;CD 01 2510 490 000 0 000 101.00  
2019090033 10/09/2019 ESSSCR BACKGROUNDCHECKS/JM 01 2510 490 000 0 000 22.00

Check Number: 34241 Check Type: Check PO Number Vendor: EWEEEDU Ewell Educational Services Check Total: 175.00

Invoice Number 10/09/2019 846-HS SUBSCRIPTION FOR AET RECORD BOOK FOR THE 01 1100 640 001 0 034 175.00  
Detail Amount

Check Number: 34242 Check Type: Check PO Number Vendor: FAMRES FAMILY RESOURCES OF GREATER NE Check Total: 600.00

Invoice Number 10/09/2019 FAMRES QRTLTY PAYMENTS 01 1100 340 000 0 000 600.00  
Detail Amount

Check Number: 34243 Check Type: Check PO Number Vendor: FLESER FLEET SERVICES Check Total: 3,725.26

Invoice Number 10/09/2019 FLEETSERVICES NON STUDENT VECHICLE FUEL 01 2650 626 000 0 000 1,258.46  
Detail Amount

09/2019 10/09/2019 FLEETSERVICES BUS FUEL 01 2710 626 000 0 000 2,271.11  
09/2019 10/09/2019 FLEETSERVICES SCH AGE SPED VECHICLES 01 2712 626 000 0 000 56.12  
09/2019 10/09/2019 FLEETSERVICES EARL ED BUS FUEL 01 2713 626 000 0 000 139.57

Check Number: 34244 Check Type: Check PO Number Vendor: GRANDI GRAND ISLAND INDEPENDENT Check Total: 369.80

Invoice Number 10/14/2019 Detail Description 01 2610 610 000 0 000 369.80  
Detail Amount

Checking Account: 01      General Fund      4521-S      ADS      01 2310 540 000 0 000      369.80

Check Number: 34245      Check Type: Check      Invoice Number      PO Number      Detail Description      Vendor: GREENLIN      Chart of Account Number      GREEN LINE EQUIPMENT      Check Total: 2,942.25

1030521      10/09/2019      1122MT      MOWER EQ/REPAIRS      01 2620 340 000 0 000      92.90

1030903      10/09/2019      1122MT      MOWER EQ/REPAIRS      01 2620 340 000 0 000      69.33

1033979      10/09/2019      1122MT      MOWER EQ/REPAIRS      01 2620 340 000 0 000      21.42

1036842      10/09/2019      1122MT      REPAIRS      01 2620 340 000 0 000      2,758.60

Check Number: 34246      Check Type: Check      Invoice Number      PO Number      Detail Description      Vendor: HAMILT      Chart of Account Number      HAMILTON TELEPHONE      Check Total: 935.28

10519601      10/09/2019      HAMILTON      EARLY ED      01 1190 530 002 0 000      37.22

10519601      10/09/2019      HAMILTON      BLDG      01 2510 530 000 0 000      393.26

10519605      10/09/2019      HAMILTON      INTERNET      01 2510 530 000 0 000      504.80

Check Number: 34247      Check Type: Check      Invoice Number      PO Number      Detail Description      Vendor: HASTRI      Chart of Account Number      HASTINGS TRIBUNE      Check Total: 90.00

10/3/19      10/09/2019      TRIB      SUBSCR FOR LIBRARY      01 2220 540 000 0 000      90.00

Check Number: 34248      Check Type: Check      Invoice Number      PO Number      Detail Description      Vendor: HATTMEG      Chart of Account Number      MEGAN HATT      Check Total: 80.84

10/8/19      10/09/2019      FOOD FOR BOARD ROOM      01 2320 610 000 0 000      80.84

Check Number: 34249      Check Type: Check      Invoice Number      PO Number      Detail Description      Vendor: HOLDEE      Chart of Account Number      DEE HOLLISTER      Check Total: 16.80

8/31/19      10/09/2019      MLG      01 2710 890 000 0 000      16.80

Check Number: 34250      Check Type: Check      Invoice Number      PO Number      Detail Description      Vendor: HOLDEE      Chart of Account Number      DEE HOLLISTER      Check Total: 122.00

OCT2019      10/09/2019      DEEHOL      MEDICARE DEDUCT/INS BENEFIT      01 2710 280 000 0 000      122.00

Check Number: 34251      Check Type: Check      Invoice Number      PO Number      Detail Description      Vendor: HOMLEA      Chart of Account Number      HOMETOWN LEASING      Check Total: 110.00

10 2019      10/09/2019      HOMLEA1      HS COPIER LEASE NEW 3/2018-S/N 7501724X      01 2410 443 001 0 000      110.00

Check Number: 34252      Check Type: Check      Invoice Number      PO Number      Detail Description      Vendor: HOMLEA      Chart of Account Number      HOMETOWN LEASING      Check Total: 158.19

10/19      10/09/2019      HOMLEA2      MODULAR -S/N 55002166      01 1100 443 001 0 000      52.20

10/19      10/09/2019      HOMLEA2      6TH GRADE HALLWAY-S/N55002166      01 1100 443 002 0 000      53.79

10/19      10/09/2019      HOMLEA2      MODULAR HS SPEED-S/N 55002166      01 1200 443 001 0 000      52.20

Check Number: 34253      Check Type: Check      Invoice Number      PO Number      Detail Description      Vendor: HOMLEA      Chart of Account Number      HOMETOWN LEASING      Check Total: 274.69

10-2019      10/09/2019      HOMLEA3      SHARP COPIERS HS AUG 2019      01 1100 443 001 0 000      274.69

Check Number: 34254      Check Type: Check      Check Date: 10/14/2019      Vendor: HTMC      Check Total: 250.00

Checking Account: 01 General Fund

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
00188455	10/09/2019	HTMC	RADIO ADS	01 2310 540 000 0 000	250.00
<b>Check Number: 34255</b>					<b>Check Total: 993.85</b>

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
5833834365	10/09/2019	HYVEE	INSERVICE FOOD	01 2211 610 000 0 000	138.94
5833875731	10/09/2019	HYVEE	CATERED MEAL FOR INSERVICE	01 2211 610 000 0 000	809.96
5834206519	10/09/2019	HYVEE	HS SCI SUPPL	01 1100 610 001 0 000	5.99
5835204063	10/09/2019	HYVEE	SPEED SUPPL	01 1200 610 000 0 000	38.96
<b>Check Number: 34256</b>					<b>Check Total: 231.98</b>

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
173892797	10/09/2019	1025-HS	MUSIC FOR THE 2019-2020 SCHOOL YEAR	01 1100 610 001 0 000	50.00
176757853	10/09/2019	1025-HS	MUSIC FOR THE 2019-2020 SCHOOL YEAR	01 1100 610 001 0 000	72.99
177256043	10/09/2019	1025-HS	MUSIC FOR THE 2019-2020 SCHOOL YEAR	01 1100 610 001 0 000	108.99
<b>Check Number: 34257</b>					<b>Check Total: 212.45</b>

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
IN0689529	10/11/2019	982E	NURSE SUPPLIES - SEE ATTACHED	01 2130 610 002 0 000	212.45
<b>Check Number: 34258</b>					<b>Check Total: 5,086.33</b>

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
8-28-19	10/08/2019	MC1819DP	HARDWARE DISTR. WIDE	01 1100 734 000 0 000	734.00
8.28.19	10/08/2019	MASTERCARD	SHOUPPT ON INF CAMPUS	01 1100 340 000 0 000	690.00
8/28/19	10/08/2019	1029-HS	MEMBERSHIP DUES	01 1100 340 001 0 000	132.00
8/29/19	10/08/2019	MASTERCARD	HS SUPPL	01 1100 610 001 0 000	1.50
8/29/19	10/08/2019	MASTERCARD	HS ART	01 1100 610 001 0 000	172.11
8/29/19	10/08/2019	MASTERCARD	NURSE SUPPL	01 2130 610 000 0 000	422.72
8/29/19	10/08/2019	MASTERCARD	CPR CLASS	01 2130 890 001 0 000	30.00
8/29/19	10/08/2019	MASTERCARD	POSTAGE	01 2510 531 000 0 000	70.00
8/29/19	10/08/2019	MASTERCARD	CALCULATOR GB	01 2510 610 000 0 000	62.84
8/29/19	10/08/2019	MASTERCARD	DMV CK	01 2710 890 000 0 000	6.00
9.25.19	10/08/2019	1009E	ELEM PE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	1,010.01
9/1/19	10/08/2019	MC1718DP	COMPUTER/IT ORDERS	01 1100 734 000 0 000	304.64
9/1/19	10/08/2019	MC1718DP	PROJECTOR	01 1100 734 000 0 000	693.48
9/1/19	10/08/2019	MC1718DP	BATTERIES	01 1100 734 000 0 000	91.98
9/1/19	10/08/2019	MC1718DP	COMPUTER ORDER	01 1100 734 000 0 000	111.98
9/1/19	10/08/2019	MC1718DP	GOEKEN LAMP	01 1100 734 000 0 000	71.99
9/2019	10/08/2019	MASTERCARD	ELE LIBR SUPPL	01 2220 610 000 0 000	153.78
9/2019	10/08/2019	MASTERCARD	MATS	01 2620 610 000 0 000	327.30

Check Number:	Check Type:	Check Date:	Vendor:	Check Total:
34259	Check	10/14/2019	LINWEL	54.80

Checking Account: 01 General Fund 01 1100 610 001 0 034 54.80

Check Number: 34260 Check Type: Check PO Number MCGRAW HILL Check Total: 486.41

Invoice Number: 109801944001 Invoice Date: 10/09/2019 PO Number: 1002SPED NILES - SEE ATTACHED Detail Amount: 486.41

Check Number: 34261 Check Type: Check PO Number MCGEDU Check Total: 510.11

Invoice Number: 109079067001 Invoice Date: 10/09/2019 PO Number: 985SPED KRAMER SUPPLIES - SEE ATTACHED Detail Amount: 510.11

Check Number: 34262 Check Type: Check PO Number MENARDS Check Total: 373.19

Invoice Number: 84509 Invoice Date: 10/09/2019 PO Number: MENGI MAINTENANCE Chart of Account Number: 01 2620 610 000 0 000 Detail Amount: 17.99

Invoice Number: 84889 Invoice Date: 10/09/2019 PO Number: MENGI CUSTODIAL Chart of Account Number: 01 2610 610 000 0 000 Detail Amount: 51.25

Invoice Number: 86042 Invoice Date: 10/09/2019 PO Number: MENGI MAINTENANCE Chart of Account Number: 01 2620 610 000 0 000 Detail Amount: 230.71

Invoice Number: 86525 Invoice Date: 10/09/2019 PO Number: MENGI CUSTODIAL Chart of Account Number: 01 2610 610 000 0 000 Detail Amount: 73.24

Check Number: 34263 Check Type: Check PO Number MENARDS Check Total: 640.08

Invoice Number: 84715 Invoice Date: 10/09/2019 PO Number: 921-HS 2018-2019 SCHOOL SUPPLIES Chart of Account Number: 01 1100 610 001 0 000 Detail Amount: 36.15

Invoice Number: 84981 Invoice Date: 10/09/2019 PO Number: 921-HS 2018-2019 SCHOOL SUPPLIES Chart of Account Number: 01 1100 610 001 0 000 Detail Amount: 77.53

Invoice Number: 85651 Invoice Date: 10/09/2019 PO Number: 921-HS 2018-2019 SCHOOL SUPPLIES Chart of Account Number: 01 1100 610 001 0 034 Detail Amount: 52.64

Invoice Number: 85889 Invoice Date: 10/09/2019 PO Number: MENHAS CUSTODIAL SUPPLIES Chart of Account Number: 01 2610 610 000 0 000 Detail Amount: 238.72

Invoice Number: 86152 Invoice Date: 10/09/2019 PO Number: 921-HS 2018-2019 SCHOOL SUPPLIES Chart of Account Number: 01 1100 610 001 0 000 Detail Amount: 18.85

Invoice Number: 86664 Invoice Date: 10/09/2019 PO Number: MENHAS MT SUPPLIES Chart of Account Number: 01 2620 610 000 0 000 Detail Amount: 216.19

Check Number: 34264 Check Type: Check PO Number MINEDI Check Total: 2,538.98

Invoice Number: 2105-140 Invoice Date: 10/09/2019 PO Number: MIDNEDISPOSAL GARBAGE SERVICE Chart of Account Number: 01 2610 420 000 0 000 Detail Amount: 656.30

Invoice Number: 2107-179 Invoice Date: 10/09/2019 PO Number: MIDNEDISPOSAL GARBAGE SERVICE Chart of Account Number: 01 2610 420 000 0 000 Detail Amount: 268.31

Invoice Number: 2117-140 Invoice Date: 10/09/2019 PO Number: MIDNEDISPOSAL GARBAGE SERVICE Chart of Account Number: 01 2610 420 000 0 000 Detail Amount: 1,342.04

Invoice Number: 2119-172 Invoice Date: 10/09/2019 PO Number: MIDNEDISPOSAL GARBAGE SERVICE Chart of Account Number: 01 2610 420 000 0 000 Detail Amount: 272.33

Check Number: 34265 Check Type: Check PO Number MISTCO Check Total: 106.65

Invoice Number: 10523775 Invoice Date: 10/09/2019 PO Number: MISTCO CABLE WT RM ONLY Chart of Account Number: 01 1100 340 001 0 000 Detail Amount: 106.65

Check Number: 34266 Check Type: Check PO Number MIDWESTRES Check Total: 440.74

Invoice Number: 0134039 Invoice Date: 10/11/2019 PO Number: SPARE POPCORN POPPER CLEAN/REPAIR Detail Description: Chart of Account Number: 01 2620 340 001 0 000 Detail Amount: 440.74

Check Number: 34267 Check Type: Check PO Number MOSAIC Check Total: 3,558.24

Invoice Number: AXT0919-3 Invoice Date: 10/09/2019 PO Number: 4923-S JB SERVICES Detail Description: Chart of Account Number: 01 1200 340 001 0 000 Detail Amount: 3,558.24

Checking Account: 01 General Fund

Check Number: 34268 Check Type: Check Vendor: MURRAY MURRAY NATURAL HEALTH Check Total: 170.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 9.16.19 10/09/2019 1186MT AS VAN DRIVER EARLY ED 01 1190 330 002 0 000 85.00  
 9.6.19 10/09/2019 1186MT BUS DRIVERS PHYSICALS/CL 01 2710 340 000 0 000 85.00  
 Check Total: 477.40

Check Number: 34269 Check Type: Check Vendor: NIFDI National Institute for Direct Instruction Check Total: 477.40  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 DTS-1369 10/09/2019 998SPED ACADEMIC CORE-4 LEVEL SET 01 1200 640 001 0 000 477.40  
 Check Total: 3,982.36

Check Number: 34270 Check Type: Check Vendor: NEPEFO NE PETERBILT FORD Check Total: 3,982.36  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 233673 10/09/2019 NPF NON STUDENT VEHICLES/13 01 2650 430 000 0 000 146.70  
 233888 10/09/2019 NPF NON STUDENT VEHICLES 01 2650 430 000 0 000 182.12  
 233913 10/09/2019 NPF BUS/2015 01 2710 430 000 0 000 3,345.12  
 234128 10/09/2019 NPF BUS 01 2710 430 000 0 000 308.42  
 Check Total: 120.00

Check Number: 34271 Check Type: Check Vendor: NASINC Nebraska Academy of Sciences Check Total: 120.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 4115 10/09/2019 1034-HS 2019 NATS/NATM Fall Conference 9/19/2019 01 2211 640 001 0 000 120.00  
 Check Total: 121.00

Check Number: 34272 Check Type: Check Vendor: NMCAT NMC Exchange LLC Check Total: 121.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 INV336953 10/09/2019 NECAT EARLY ED BUS 01 2713 430 002 0 000 121.00  
 Check Total: 150.00

Check Number: 34273 Check Type: Check Vendor: PAYFLE PAYFLEX SYSTEMS USA, INC. Check Total: 150.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 20337-1326236 10/09/2019 PAYFL ADMIN FEES FOR PLAN 01 1100 340 000 0 000 150.00  
 Check Total: 30.00

Check Number: 34274 Check Type: Check Vendor: RAINVIR VIRGINIA RAINFORTH Check Total: 30.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 9/17/19CPR 10/09/2019 ONLINE CPR 01 2130 890 001 0 000 30.00  
 Check Total: 78.00

Check Number: 34275 Check Type: Check Vendor: REDBIR RED BIRD BAKERY Check Total: 78.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 1016 10/09/2019 DESSERTS FOR INSERV 01 2211 610 000 0 000 78.00  
 Check Total: 725.90

Check Number: 34276 Check Type: Check Vendor: ROEBUI ROE BUICK, INC. Check Total: 725.90  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 35329 10/09/2019 4913-S RUNNING BDS ON 17 B VAN 01 2710 732 000 0 000 725.90  
 Check Total: 75.00

Check Number: 34277 Check Type: Check Vendor: RSCCHOOL DISTRIBUTED WEBSITE CORP Check Total: 75.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 47247 10/09/2019 4596-S ACTIVITY ALL SCHOOL CALENDAR ON WEB 01 2190 340 001 0 000 37.50  
 47247 10/09/2019 4596-S ACTIVITY ALL SCHOOL CALENDAR ON WEB 01 2190 340 001 0 000 37.50  
 47247 10/09/2019 4596-S ACTIVITY ALL SCHOOL CALENDAR ON WEB 01 2190 340 002 0 000 37.50

Checking Account: 01 General Fund

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Check Number: 34278	Check Type: Check	Check Date: 10/14/2019	Vendor: SCHOLASTIC	SCHOLASTIC CLASSROOM MAGAZINES	Check Total: 886.86
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
M6792079	971E	10/09/2019	K.2.3. WEEKLY READER/SCHOLASTIC MAG	01 1100 610 002 0 000	760.36
M6792079	971E	10/09/2019	PRE K WEEKLY READER	01 1190 610 002 0 000	126.50

Check Number: 34279	Check Type: Check	Check Date: 10/14/2019	Vendor: SCTERE	SCHOLASTIC TEACHER RESOURCE	Check Total: 194.24
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
19849590	972E	10/09/2019	2nd MAP SKILLS FOR TODAY	01 1100 610 002 0 000	194.24

Check Number: 34280	Check Type: Check	Check Date: 10/14/2019	Vendor: SCHOO2	SCHOOL SPECIALTY	Check Total: 99.79
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
208123646923	1006-HS	10/07/2019	SUPPLIES FOR THE 2019-2020 SCHOOL YEAR (	01 1100 610 001 0 000	15.58
208123999371	1003-HS	10/07/2019	SUPPLIES FOR THE 2019-2020 SCHOOL YEAR (	01 1100 610 001 0 000	84.21

Check Number: 34281	Check Type: Check	Check Date: 10/14/2019	Vendor: SCHSPEC	School Specialty	Check Total: 6,916.90
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
208123293631	974E	10/07/2019	STARMAN - SEE ATTACHED	01 1200 610 001 0 000	98.28
208123293764	959E	10/07/2019	2ND GRADE SUPPLIES- SEE ATTACHED	01 1100 610 002 0 000	178.71
208123293773	962E	10/07/2019	3RD GRADE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	266.11
308103419477	951E	10/07/2019	2019-2020 GENERAL SUPPLIES	01 1100 610 002 0 000	1,620.71
308103420223	954E	10/07/2019	KINDERGARTEN SUPPLIES- SEE ATTACHED	01 1100 610 002 0 000	514.40
308103420224	956E	10/07/2019	1ST GRADE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	799.04
308103420226	966E	10/07/2019	5TH GRADE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	322.48
308103420227	970E	10/07/2019	TITLE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	96.23
308103420228	967E	10/07/2019	6TH GRADE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	168.35
308103420262	965E	10/07/2019	4TH GRADE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	427.89
308103420463	988SPED	10/07/2019	MAZOUR/HATT - SEE ATTACHED	01 1200 610 001 0 000	448.32
308103420490	991EE	10/07/2019	PREK SUPPLIES - SEE ATTACHED	01 1190 610 002 0 000	1,976.38

Check Number: 34282	Check Type: Check	Check Date: 10/14/2019	Vendor: SHAANG	ANGIE SHAFER	Check Total: 57.24
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
9/6/19		10/09/2019	TO KEARNEY LEVEL I	01 1190 580 002 0 000	57.24

Check Number: 34283	Check Type: Check	Check Date: 10/14/2019	Vendor: SHERWI	SHERWIN WILLIAMS	Check Total: 498.30
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
0736-5	SHERWINWMS	10/09/2019	SUPPLIES	01 2620 610 000 0 000	498.30

Check Number: 34284	Check Type: Check	Check Date: 10/14/2019	Vendor: SOUTH	SOUTHERN POWER	Check Total: 7,467.00
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
09/2019	SOPOWER	10/09/2019	ELECTRICITY	01 2610 622 000 0 000	7,467.00

Check Number: 34285	Check Type: Check	Check Date: 10/14/2019	Vendor: SPOSAP	SPORT SAFE TESTING SERVICE, INC.	Check Total: 870.00
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>

Checking Account:	01	General Fund							
Check Number:	34286	Check Type:	Check	Check Date:	10/14/2019	Vendor:	STNEAS	Check Total:	229.32
<u>Invoice Number</u>	1182949	<u>Invoice Date</u>	10/09/2019	<u>PO Number</u>	STNE	<u>Detail Description</u>	NETWORK SERVER FEES	<u>Chart of Account Number</u>	01 1100 382 000 0 000
								<u>Detail Amount</u>	229.32
Check Number:	34287	Check Type:	Check	Check Date:	10/14/2019	Vendor:	STUHR	Check Total:	195.50
<u>Invoice Number</u>	6071	<u>Invoice Date</u>	10/09/2019	<u>PO Number</u>	1033-HS	<u>Detail Description</u>	FRESHMEN CLASS TRIP (HATS/FALL ON THE FA	<u>Chart of Account Number</u>	01 2190 890 001 0 000
								<u>Detail Amount</u>	195.50
Check Number:	34288	Check Type:	Check	Check Date:	10/14/2019	Vendor:	TMS	Check Total:	121.36
<u>Invoice Number</u>	227524	<u>Invoice Date</u>	10/09/2019	<u>PO Number</u>	TMS	<u>Detail Description</u>	TIME CLOCK FEES	<u>Chart of Account Number</u>	01 2510 530 000 0 000
								<u>Detail Amount</u>	121.36
Check Number:	34289	Check Type:	Check	Check Date:	10/14/2019	Vendor:	TOBWEN	Check Total:	154.40
<u>Invoice Number</u>	OCT2019	<u>Invoice Date</u>	10/09/2019	<u>PO Number</u>	WENTOB	<u>Detail Description</u>	MEDICARE DEDUCT/INS BENEFIT	<u>Chart of Account Number</u>	01 2710 280 000 0 000
								<u>Detail Amount</u>	154.40
Check Number:	34290	Check Type:	Check	Check Date:	10/14/2019	Vendor:	TRANE	Check Total:	14,627.38
<u>Invoice Number</u>	310215666	<u>Invoice Date</u>	10/09/2019	<u>PO Number</u>	TRANEQTRLY	<u>Detail Description</u>	QTRLY PAYMENTS	<u>Chart of Account Number</u>	01 2620 441 000 0 000
								<u>Detail Amount</u>	4,107.50
	310238497		10/09/2019		TRANEREP		REPAIRS HVAC		494.75
	310254412		10/09/2019		TRANEREP		REPAIRS HVAC		5,915.95
	310255176		10/09/2019		TRANEREP		REPAIRS HVAC		4,109.18
Check Number:	34291	Check Type:	Check	Check Date:	10/14/2019	Vendor:	TURAND	Check Total:	30.00
<u>Invoice Number</u>	9/25/19	<u>Invoice Date</u>	10/09/2019	<u>PO Number</u>		<u>Detail Description</u>	CPR ON LINE	<u>Chart of Account Number</u>	01 2130 330 000 0 000
								<u>Detail Amount</u>	30.00
Check Number:	34292	Check Type:	Check	Check Date:	10/14/2019	Vendor:	TURNIT	Check Total:	2,000.00
<u>Invoice Number</u>	IN11181813	<u>Invoice Date</u>	10/09/2019	<u>PO Number</u>	904-HS	<u>Detail Description</u>	SM SCHOOL LICENSE FEE Q-242981 FEEDBK ST	<u>Chart of Account Number</u>	01 1100 643 001 0 000
								<u>Detail Amount</u>	2,000.00
Check Number:	34293	Check Type:	Check	Check Date:	10/14/2019	Vendor:	VERIZO	Check Total:	327.37
<u>Invoice Number</u>	5051021601909	<u>Invoice Date</u>	10/11/2019	<u>PO Number</u>	VERIZLD	<u>Detail Description</u>	LONG DISTANCE	<u>Chart of Account Number</u>	01 2510 530 000 0 000
								<u>Detail Amount</u>	327.37
Check Number:	34294	Check Type:	Check	Check Date:	10/14/2019	Vendor:	VILOFD	Check Total:	644.00
<u>Invoice Number</u>	10/20/19	<u>Invoice Date</u>	10/11/2019	<u>PO Number</u>	VILLAGE	<u>Detail Description</u>	WATER/SEWER	<u>Chart of Account Number</u>	01 2610 410 000 0 000
								<u>Detail Amount</u>	644.00
Check Number:	34295	Check Type:	Check	Check Date:	10/14/2019	Vendor:	VISA	Check Total:	31.58
<u>Invoice Number</u>	9 24 19	<u>Invoice Date</u>	10/11/2019	<u>PO Number</u>	VISA	<u>Detail Description</u>	SUPT OFFICE SUPPL	<u>Chart of Account Number</u>	01 2320 610 000 0 000
								<u>Detail Amount</u>	31.58

Checking Account: 01 General Fund

Check Number: 34296 Check Type: Check Vendor: VOYSOP  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Check Total:  
 2149868 10/11/2019 1000SPED NILES - SEE ATTACHED 01 1200 610 001 0 000 867.49

Check Number: 34297 Check Type: Check Vendor: WWNOR  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Check Total:  
 435444 10/09/2019 1023-HS BAND MUSIC "What's That Sound" W.W. Norton & Company, Inc. 01 1100 610 001 0 000 120.00

Check Number: 34298 Check Type: Check Vendor: WAGSTE  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Check Total:  
 9/17/19 10/11/2019 SHIPPING FOR AUDIOMETER STEPHANIE WAGNER 01 2130 890 001 0 000 11.11

Check Number: 34299 Check Type: Check Vendor: WALMAR  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Check Total:  
 SEPT2019 10/11/2019 WALMAR FCS 01 1100 610 001 0 000 227.27  
 SEPT2019 10/11/2019 WALMAR HS ART 01 1100 610 001 0 000 70.19  
 SEPT2019 10/11/2019 WALMAR HS SCI 01 1100 610 001 0 000 109.56  
 SEPT2019 10/11/2019 WALMAR CUSTODIAL 01 2610 610 000 0 000 11.05

Check Number: 34300 Check Type: Check Vendor: WINDST  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Check Total:  
 10/3/19 10/11/2019 WINDSTR LONG DISTANCE SERVICE/INTERNET 01 2510 530 000 0 000 712.24

Check Number: 34301 Check Type: Check Vendor: WOOD  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Check Total:  
 8883-775 10/11/2019 WOODW/SHRED SPED SHREDDING 01 1200 420 000 0 000 23.74  
 8883-775 10/11/2019 WOODW/SHRED ALL OTHER SHREDDING 01 2610 420 000 0 000 23.74

Check Number: 34302 Check Type: Check Vendor: YANMUS  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Check Total:  
 415371 10/11/2019 1028-HS BAND SUPPLIES 2019-2020 SCHOOL YEAR YANDAS MUSIC 01 1100 610 001 0 000 104.90  
 416382 10/11/2019 1028-HS BAND SUPPLIES 2019-2020 SCHOOL YEAR 01 1100 610 001 0 000 199.99  
 418304 10/11/2019 1028-HS BAND SUPPLIES 2019-2020 SCHOOL YEAR 01 1100 610 001 0 000 38.00

\*Denotes Expensed Invoice Item

Checking Account ID: 01

Total without Voids: 102,546.65

Checking Account:	02	bldg fund							
Check Number: 1697	Check Type: Check		Check Date: 09/26/2019	Vendor: LOVSIG	LOVE SIGNS OF GRAND ISLAND, LLC	Check Total:	65,743.30		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>	<u>Detail Amount</u>			
12408	09/26/2019		SIGN ON HWY		02 2515 720 000 0 000	65,743.30			
Check Number: 1698	Check Type: Check		Check Date: 10/14/2019	Vendor: RANSPR	RANDY'S SPRINKLER SYSTEMS	Check Total:	379.39		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>	<u>Detail Amount</u>			
96168	10/11/2019		SPRINKLER REMOVAL FOR SHED PROJECT		02 2620 340 000 0 000	379.39			
Check Number: 1699	Check Type: Check		Check Date: 10/14/2019	Vendor: UDEPLU	UDEN PLUMBING & HEATING	Check Total:	8,516.00		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>	<u>Detail Amount</u>			
4393	10/11/2019		WATER HEATER 100 GAL		02 2620 731 000 0 000	8,516.00			

\*Denotes Expensed Invoice Item

Checking Account ID: 02

Total without Voids: 74,638.69

October Board Meeting  
Secondary

1. Homecoming
2. PT conf - 69% of our parents attended.
3. AQuestt
  - a. JH & HS
  - b. TSI - Targeted Support and Improvement
4. MTSS – Lynette Block - Sept 25th
  - a. Observed a couple of teachers go through vocabulary routines.
  - b. Met with reading teachers
5. ReVision - Z-Space
  - a. Had training Sept 11th
  - b. We have 1 machine, should get the other 5 within the next month or so.
  - c. Ag, JH Science, Biology, Med Term, A&P have all used it
6. Upcoming events
  - a. Oct 18 – Fall Break
  - b. Oct 25 - 1:30 out In-Service

## NSCAS

3rd Grade	District Average	State Average
English Language Arts	2491	2486
Mathematics	1206	1195
English Language Arts		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
39%	39%	22%
Mathematics		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
35%	61%	4%

4th Grade	District Average	State Average
English Language Arts	2509	2514
Mathematics	1246	1225
English Language Arts		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
45%	34%	21%
Mathematics		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
32%	61%	8%

<b>5th Grade</b>	<b>District Average</b>	<b>State Average</b>
English Language Arts	2546	2525
Mathematics	1289	1244
Science	110	102
<b>English Language Arts</b>		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
37%	34%	29%
<b>Mathematics</b>		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
20%	57%	23%
<b>Science</b>		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
26%	46%	29%

<b>6th Grade</b>	<b>District Average</b>	<b>State Average</b>
English Language Arts	2554	2538
Mathematics	1278	1252
<b>English Language Arts</b>		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
37%	43%	20%
<b>Mathematics</b>		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
23%	57%	20%

<b>7th Grade</b>	<b>District Average</b>	<b>State Average</b>
English Language Arts	2553	2544
Mathematics	1258	1251
<b>English Language Arts</b>		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
40%	50%	10%
<b>Mathematics</b>		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
40%	57%	3%

<b>8th Grade</b>	<b>District Average</b>	<b>State Average</b>
English Language Arts	2572	2557
Mathematics	1251	1267
Science	91	97
<b>English Language Arts</b>		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
43%	41%	15%
<b>Mathematics</b>		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
63%	37%	0%
<b>Science</b>		
<b>Developing</b>	<b>On Track</b>	<b>CCR Benchmark</b>
43%	54%	2%

**ACT**

	<b>% Meeting Expectations</b>
English Language Arts	47%
Mathematics	63%
Science	74%
<b>English Language Arts</b>	
<b>District Average Scale Score</b>	<b>State Average Scale Score</b>
17.8	17.7
<b>Mathematics</b>	
<b>District Average Scale Score</b>	<b>State Average Scale Score</b>
19.8	18.9
<b>Science</b>	
<b>District Average Scale Score</b>	<b>State Average Scale Score</b>
20.9	19

## **AQuESTT Classification**

### **District Raw Classification: Great**

- 59.88% Scored Proficient on ELA & Math
- 67.23% Scored Proficient on Science
- 100% Participation
- 108/177 students showed growth on ELA
- 110/177 students showed growth on Math
- Chronic Absenteeism rate of 7.36% increase from 5.42% in 2017-18

### **High School Raw Classification: Good**

- 55.13% Scored Proficient on ELA & Math
- 74.36% Scored Proficient on Science
- 100% Participation
- Chronic Absenteeism rate of 13.61% increase from 8.44% in 2017-18



Final classifications will be set once the Evidence Based Analysis Adjustments are finalized.

**Middle School has been identified as a Targeted Support and Improvement**

If student group performance is below the lowest quarter of Title I schools

**Subgroup Identified: Economically Disadvantaged**

Required to develop and implement a school level TSI plan to improve student outcomes.

**October 2019  
Elementary Board Report  
Rodney Engel**

**MTSS**

Our elementary MTSS team attended a workshop today (Monday, October 14) at ESU 9. We continue to focus efforts on intensification of interventions supporting students who are not making adequate growth.

Our MTSS efforts are moving the elementary students in the right direction. Approximately a year ago I reported that we would have had around 40-44 students on a reading plan last fall/winter. This fall when the LB1081 'Nebraska Reads' went into effect we completed our normal fall screening (later than normal) and we had only 27 students qualify for a reading plan.

**LETRS Training**

Our MTSS Consortium has set up LETRS Training (Language Essentials for Teachers of Reading and Spelling) for member schools. LETRS is a nationally recognized professional development program of study that emphasizes the relationship of language and literacy. ESU 9 is using the PEAK grant to support the cost of the training for 2 staff members at each district. A few other schools backed out and we were able to pick up some additional spots. Ms. Niles, Megan Hatt, Lori Rainforth, Adam Pfeifer and I are all participating in the training. We will be hosting regional trainings at the event center on October 23, December 6 (alternate location), February 19 & April 20.

**AQuESTT**

I will provide a verbal update with additional data.

**Parent/Teacher Conferences**

We traditionally have a great turnout for parent/teacher conferences with higher numbers in the fall vs the spring. This year was again similar to past years with over 98% attendance. The teachers have worked hard to make up conferences with those parents who couldn't attend on the night/day of conferences. That is reflected in our overall numbers.

<b>Grade</b>	<b>Students</b>	<b>Conferences</b>	<b>Percentage</b>
PK	25	25	100.00%
K	28	27	96.43%
1	19	19	100.00%
2	27	27	100.00%
3	33	32	96.97%
4	25	25	100.00%
5	35	34	97.14%
6	34	33	97.06%
<b>Totals</b>	<b>226</b>	<b>222</b>	<b>98.23%</b>

**Other Events**

Monday, October 14

MTSS Elementary – ESU 9

Thursday, October 17

End of Quarter

Friday, October 18

No School – Fall Break

Tuesday, October 22

Infinite Campus hosting Ed-Fi Work Day – ESU 10

Wednesday, October 23

Infinite Campus NE User Group Conference – ESU 10

Friday, October 25

1:30 Dismissal – Teacher In-service

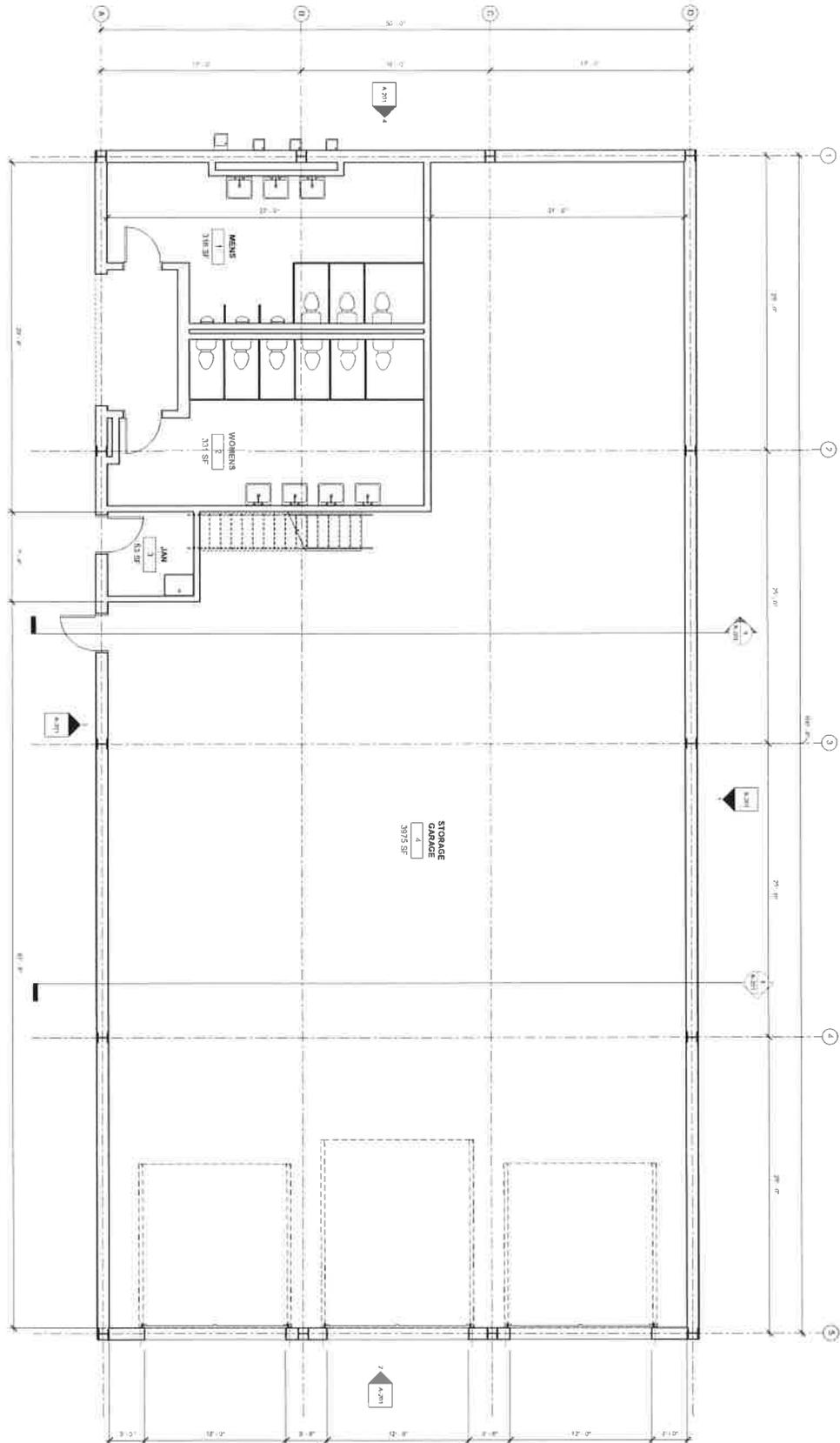








FIRST FLOOR PLAN



DATE 09.11.2019 535-002 A-111	<b>KPE</b> ENGINEERS - ARCHITECTS FORENSIC EXPERTS OMAHA - DES MOINES - BISMARCK	1918 LEAVENWORTH ST OMAHA, NE 68102 PHONE: (402) 251-1144 TOLL FREE: (888) 881-4399 www.kpe-inc.com	<b>STADIUM STORAGE FACILITY</b> DONIPHAN - TRUMBALL PUBLIC SCHOOLS DONIPHAN, NEBRASKA	These plans are specifically created for the project and are not to be used for any other project without the written consent of KPE. The user of these plans is responsible for obtaining all necessary permits and licenses. The user of these plans is also responsible for obtaining all necessary insurance and bonding. The user of these plans is also responsible for obtaining all necessary approvals from the appropriate authorities. The user of these plans is also responsible for obtaining all necessary approvals from the appropriate authorities.	DRAWN: EAS DESIGNED: EAS CHECKED: EAS PLOTTED: EAS
			<b>FLOOR PLAN - FIRST LEVEL</b>		DATE: 09.11.2019 NO: 535-002 DESCRIPTION: STADIUM STORAGE FACILITY

# DTPS Storage Facility

Septic System Location Options

## Legend

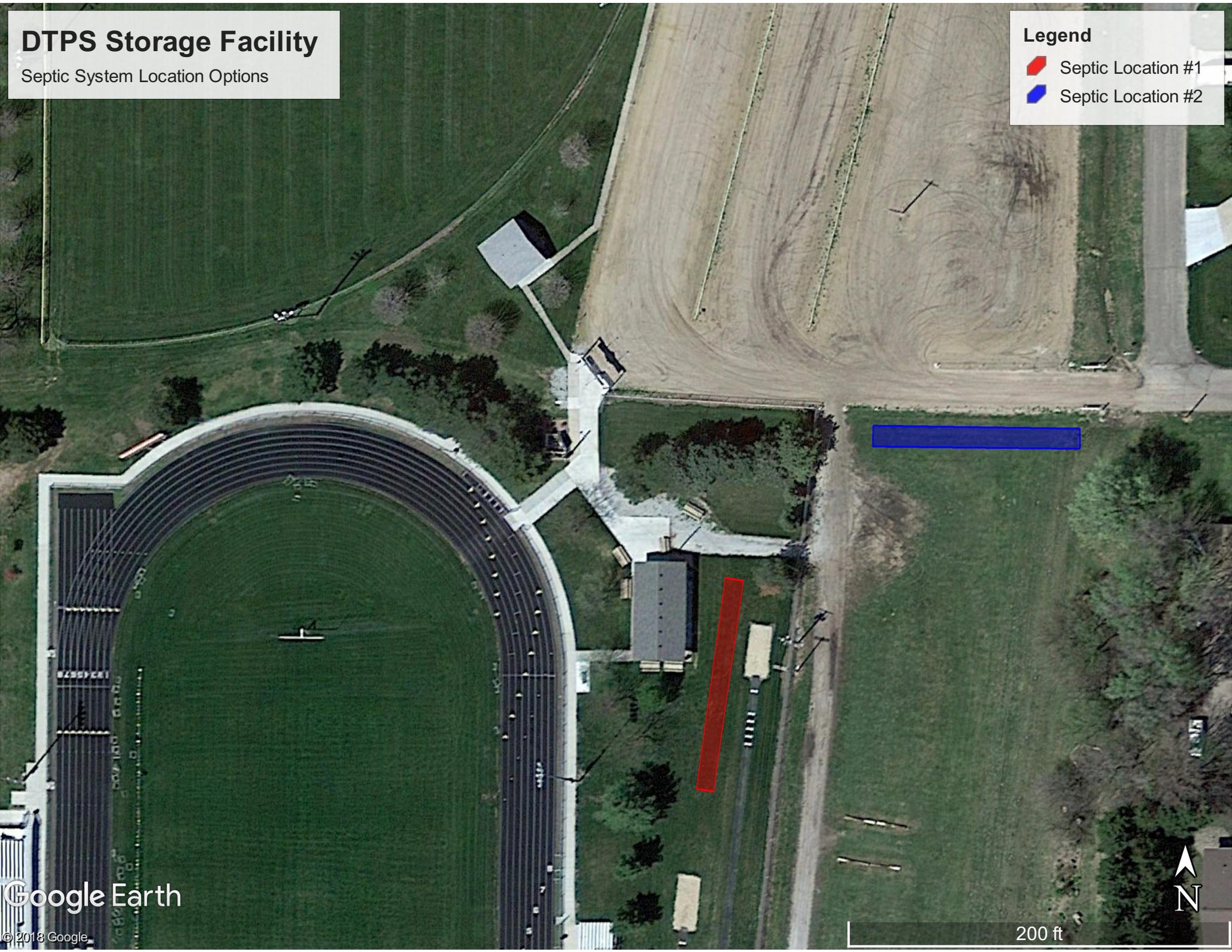
-  Septic Location #1
-  Septic Location #2

Google Earth

© 2018 Google



200 ft



ADAMS	Centrally Assessed			Ag- Building			Total	
	Personal Prop	Personal Prop	Real	Residential	Commercial	Farmsites,		Ag. Land
	\$ 3,599,129	\$ 725,197	\$ 836,797	\$ 16,559,554	\$ 3,506,801	\$ 1,314,405	\$ 49,173,088	\$ 75,714,971
% of total	4.75%	0.96%	1.11%	21.87%	4.63%	1.74%	64.95%	100.00%

CLAY	Centrally Assessed			Ag- Building			Total	
	Personal Prop	Personal Prop	Real	Residential	Commercial	Farmsites,		Ag. Land
	\$ 5,022,067	\$ 694,996	\$ 1,158,472	\$ 17,131,165	\$ 3,534,764	\$ 1,376,215	\$ 79,643,851	\$ 108,561,530
% of total	4.63%	0.64%	1.07%	15.78%	3.26%	1.27%	73.36%	100.00%

HALL	Centrally Assessed			Ag- Building			Total	
	Personal Prop	Personal Prop	Real	Residential	Commercial	Farmsites,		Ag. Land
	\$ 15,289,595	\$ 4,378,343	\$ 1,342,480	\$ 149,705,799	\$ 25,099,513	\$ 4,820,045	\$ 262,284,360	\$ 462,920,135
% of total	3.30%	0.95%	0.29%	32.34%	5.42%	1.04%	56.66%	100.00%

HAMILTON	Centrally Assessed			Ag- Building			Total	
	Personal Prop	Personal Prop	Real	Residential	Commercial	Farmsites,		Ag. Land
	\$ 1,619,602	\$ 332,067	\$ 1,103,487	\$ 6,577,084	\$ 673,021	\$ 1,356,300	\$ 56,006,029	\$ 67,667,590
% of total	2.39%	0.49%	1.63%	9.72%	0.99%	2.00%	82.77%	100.00%

D-T District	Centrally Assessed			Ag- Building			Total	
	Personal Prop	Personal Prop	Real	Residential	Commercial	Farmsites,		Ag. Land
District	\$ 25,530,393	\$ 6,130,603	\$ 4,441,236	\$ 189,973,602	\$ 32,814,099	\$ 8,866,965	\$ 447,107,328	\$ 714,864,226
% of total	3.57%	0.86%	0.62%	26.57%	4.59%	1.24%	62.54%	100.00%

## Doniphan-Trumbull Public Schools

### Superintendent Report

Submitted: October 14, 2019

1. Calendar Updates:
  - a. October 4- LR 63 hearing at Unicameral
  - b. October 7-9- District Audit
  - c. October 18- No School; Fall break
  - d. October 25- 1:30 out In-Service
2. On Sept. 11 zspace training at ESU9. Channel 4 gave good coverage to the event.
3. Supt. Communication Committee: this year's members: Bethany Hoffmann, Kendra Stratton, Drew Bivens and Joy Utecht.
4. P-T Conferences on Sept. 26-27. Had positive feedback about moving it to the Sept. date.
5. Sept. 26: Education Quest presented on FAFSA, scholarships and college search. Approx. 20 parents attended. Thanks to Mrs. Sjuts for arranging this.
6. Tara Kucera, para-educator, resigned effective Sept. 20. Not advertising for the position at this time.
7. Booster Club is purchasing new gym safety/wall mats for the east gym. Working on final artwork now.
8. NASB state education conference Nov. 20-22. Craig and I will be attending.
9. Assessed valuation by county, by category



# ARMBRUSTER ELECTRIC LLC

4048 Buckingham Dr.

Grand Island, NE 68803

402-980-4255

armbrusterelectric@gmail.com

## Electrical Proposal #190904

**Customer:**

Mr. Stan Hendricks  
Doniphan-Trumball School  
302 W Plum St  
Doniphan, NE 68832

**Date:** September 21, 2019

**Project:** Adding new underground power from pole to sign area

**Project Description:** We propose to furnish materials and labor for the electrical installation of the above project. Our proposal includes the following:  
Trench new underground power from the utility pole to the Pepsi sign to accommodate new LED sign.  
Install new panel on LED sign to connect new sign circuits to.

**Permits:**

State of Nebraska Electrical Permit

**Bid price of \$2,000.00 (Two-Thousand Dollars)**

**Warranties:**

Armbruster Electric warranties that its work and performance will be free from defects for a period of one year from the projects completion. Manufacturer's product warranties will apply to all products installed in said project.

**Notes:**

Armbruster Electric will be trenching from pole to sign, and will disturb the grass in the path of this trench.

**Terms and Conditions:**

Final payment must be received within 30 days from project completion

Thank you for the opportunity to provide this quote, please call with any questions or comments.

Respectfully,  
Zach Armbruster  
Armbruster Electric

Accepted:                   Name \_\_\_\_\_  
  Title \_\_\_\_\_  
  Date \_\_\_\_\_

August

	Events	Entries
August	15	6
September	63	8
October	33	10
November	12	7
December	19	8
January	26	8
February	33	8
March	20	9
April	20	9
May	15	6
total events	256	79
total hours	85	

September 23, 2019

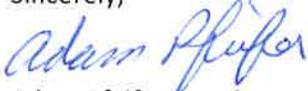
Craig Vincent, President  
Doniphan-Trumbull Public School Board of Education  
302 West Plum  
Doniphan, NE 68832

Dear President Vincent:

The Doniphan-Trumbull Education Association requests that the school board of the Doniphan-Trumbull Public Schools take action to recognize Doniphan-Trumbull Education Association as exclusive bargaining agent for the district's non-supervisory certificated staff for the 2021-22 contract year.

Please direct your response to the undersigned.

Sincerely,



Adam Pfeifer, Head Negotiator  
Doniphan-Trumbull Education Association



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



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Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



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# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## INTRODUCTION

Natural disasters, such as winter storms, tornadoes, floods or other natural disasters, and man-made disasters which can result from chemical spills, noxious fumes, power outages, fires, explosions, etc. are potential hazards for which our school personnel, students, and the community at large, must be prepared. The school district must also prepare for man-made crises, which can come in the form of real or threatened violence, such as weapons on campus and bomb threats or tragedies such as the sudden death of a teacher or student.

The **vision** of the Doniphan-Trumbull Public Schools Safety and Security Management Plan is to provide the maximum possible protection for students and school personnel in the event of crisis.

To meet our **vision**, our **mission** will be to instruct and prepare students and staff in the appropriate and safe procedures to follow in the event of a campus crisis through staff in-service and student drills. The occurrence of a crisis will require prompt response from all personnel as they perform their specific assignments from the Plan.

Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the school's plans to be basic, flexible, and subject to modification as the need arises. Modification will be at the discretion of the Superintendent or civil authority. However, **in any emergency**, the following priorities shall apply:

1. **Protection of life**
2. **Prevention of injury**
3. **Protection of property**
4. **Preparation of the campus for extended stay or evacuation.**

## CLIMATE AND CULTURE

**Our school climate fosters mutual trust and courage through the development of relationships among our constituents. To promote a positive school culture we seek to empower rather than control, and to foster meaning rather than directing. It is grounded more on teaching than on informing, more on learning than on knowing, and more on modeling and clarifying values and beliefs than on telling or giving commands. The standards for our school are in harmony with scientific theories that support the idea that sustainable improvements within social systems will occur only when sought and found by the stakeholders themselves.**



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**SCHOOL DISTRICT CRISIS RESPONSE AND SAFETY AND SECURITY PLAN**

**Emergency Response:** It is everyone's responsibility to take action to avert or respond to circumstances that threaten the security and safety of the school and school personnel, students, visitors and patrons. If you become aware of a crisis situation you should contact appropriate emergency services and the school administration.

1. See, Appendix A 1 for listing of "Emergency Phone Numbers".

**Chain of Command for Crisis Situation:** The Superintendent of Schools is primarily responsible for responding to crisis situations and declaring an emergency. At the Superintendent's discretion, he/she may use the Crisis Response Team established by the Board of Education to assist in assessing the need to declare an immediate emergency. In the absence of the Superintendent, the High School Principal and/or Elementary School Principal will act on behalf of the Superintendent. In a situation where neither is available, the High School Guidance Counselor shall declare the emergency. Unless an obvious and immediate emergency exists, the Crisis Response Team will be utilized in the decision making process.

1. See, Appendix A 2.1 through A 3.1 for listing of Office, Home and Cell phone numbers for "Chain of Command for a Crisis Situation".

**Crisis Response Team:** The Doniphan-Trumbull Public Schools Board of Education shall from time to time establish a crisis response team made up of the designated members of the administration of the school system, nurse, counselor, and staff representatives from each attendance area.

1. **Members of Crisis Response Team:** See, Appendix A 2.1 through A 3.1 for listing of Office, Home and Cell phone numbers for each member of the "Crisis Response Team".
2. **Crisis Response Team Functions:** The crisis response team will be activated when the physical or emotional safety and well-being of students or school personnel are threatened. The Crisis Response Team will assist in assessing the situation, plan and intervene in crises affecting students and staff. The team will provide a preplanned, organized approach to responding to a crisis to alleviate the crisis and mitigate damages and injury, and reduce the emotional and social impact of a crisis. The Crisis Response Team will address situations of:
  - a. Violence in and around school;
  - b. Medical emergencies;
  - c. Natural or accidental disasters/emergencies;
  - d. Death of a student or staff member;
  - e. Suicide of a student (or attempted suicide on school grounds).

**Emergency Staging Areas and Locations:** See, Appendix A 2.2 through A 3.2 for listing.

**Emergency Utility Information:** See, Appendix A 2.3 through A 3.3 for listing



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**APPENDIX A 1  
EMERGENCY PHONE DIRECTORY**

Agency	Phone	Comments
<b>Emergency Services</b>	<b>911</b>	
<b>Doniphan Volunteer Fire Department</b>	<b>402-845-6609 402-845-2200</b>	<b>City Hall Fire Hall</b>
<b>Hall County Sheriff</b>	<b>308-385-5200</b>	
<b>Nebraska State Patrol Troop Area C – Grand Island</b>	<b>308-385-6000</b>	
<b>St Francis Medical Center Grand Island</b>	<b>308-398-5427 308-398-5560</b>	<b>Main Number Emergency Room</b>
<b>St Francis Medical Center Grand Island</b>	<b>308-384-4600</b>	<b>Alcohol &amp; Drug</b>
<b>Mary Lanning Memorial Hospital Hastings</b>	<b>402-463-4521</b>	
<b>Southern Public Power District</b>	<b>308-384-2350</b>	
<b>Black Hills Energy</b>	<b>888-890-5554 Customer Service</b>	<b>800-694-8989 Emergency Assistance</b>
<b>Doniphan Sewer/Water Department</b>	<b>402-845-6609</b>	
<b>Hamilton Telecommunications</b>	<b>402-694-5101</b>	<b>Telephone</b>
<b>Hamilton Telecommunications</b>	<b>402-694-5101</b>	<b>Internet</b>
<b>Animal Control Services</b>	<b>402-845-6609</b>	
<b>Central District Health Department</b>	<b>308-385-5175</b>	
<b>Child Protective Services</b>	<b>800-652-1999</b>	
<b>Nebraska Dept of Environmental Quality</b>	<b>402-471-2186 402-471-4545</b>	<b>Mon-Fri 8am – 5pm After Hours NE State Patrol</b>
<b>National Response Center Hazardous Substance Cleanup Reporting</b>	<b>800-424-8802</b>	
<b>Poison Control Center</b>	<b>800-222-1222</b>	



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan





Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**APPENDIX A 2.1 – HIGH SCHOOL**

<b>Chain of Command for a Crisis Situation</b>			
<b>Name</b>	<b>Office Phone</b>	<b>Cell Phone</b>	<b>Home Phone</b>
<b>Stan Hendricks</b>	<b>402-845-2282</b>	<b>402-613-2731</b>	
<b>Jason Lavaley</b>	<b>402-845-6531</b>	<b>402-984-4589</b>	
<b>Rod Engel</b>	<b>402-845-2730</b>	<b>402-560-0654</b>	
<b>Nancy Niles</b>	<b>402-845-2730</b>	<b>308-325-7149</b>	
<b>CRISIS RESPONSE TEAM MEMBERS</b>			
<b>Name</b>	<b>Cell Telephone</b>	<b>Home Phone</b>	
<b>Stan Hendricks – Chair</b>	<b>402-613-2731</b>		
<b>Nikki Sjuts – Team Leader</b>	<b>402-469-8768</b>	<b>402-743-2357</b>	
<b>Mindy Breckner – Team Leader</b>	<b>402-984-3840</b>		
<b>Jason Lavaley</b>	<b>402-984-4589</b>		
<b>Rod Engel</b>	<b>402-560-0654</b>		
<b>Nancy Niles</b>	<b>308-325-7149</b>		
<b>Gretchen Beck</b>	<b>402-694-8756</b>		
<b>Vickie White</b>	<b>308-379-8465</b>	<b>402-845-6691</b>	
<b>Korrie Heller</b>	<b>402-257-7567</b>		
<b>Brent Breckner</b>	<b>402-469-7670</b>		
<b>Stephanie Wagner</b>	<b>308-379-7447</b>		
<b>Facility Maintenance</b>			
<b>Name</b>	<b>Office phone</b>	<b>Cell Phone</b>	
<b>Garrett Bunde</b>	<b>402-845-2282</b>	<b>402-460-0996</b>	



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**APPENDIX A 2.2 – HIGH SCHOOL  
EMERGENCY STAGING AREAS AND LOCATIONS  
Command Center/Central Organization Site**

	Command Post	Office Telephone	Fax Number	Cell Phone
Primary	Superintendent Office	402-845-2282	402-845-6688	402-613-2731
Back-up	High School Office	402-845-6531	402-845-6688	402-984-4589 Jason
Back-up	Elementary Office	402-845-2730	402-845-6688	402-560-0654 Rod
Off-Site	Catholic Church	402-845-2707		
Off-Site	Methodist Church	402-845-2761		

**Emergency Response Team Roles**

Team Role	Name	Office Telephone	Cell Phone
First Aid	Stephanie Wagner	402-845-2282	308-379-7447
Student Supervision	Jason Lavaley Rod Engel	402-845-6531 402-845-2730	402-984-4589 402-560-0654
Facility & Matenance	Sam Schleicher Garrett Bunde	402-845-2282 402-845-2282	308-379-6516 402-460-0996
Student/Parent Reunification	H.S. Vickie White E.S. Korrie Heller	402-845-6531 402-845-2730	308-379-8465 402-257-7567
School Crisis Recover	H.S. Nikki Sjuts E.S. Mindy Breckner	402-845-6531 402-845-2730	402-469-8768 402-984-3840
First Aid Assistants	Adam Pfeifer	402-845-2730	402-631-3081



**Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan**



**On-Site Outside Assembly Areas**

<b>Assembly Area 1 Location</b>	<b>Asphalt &amp; Playground North Side</b>
<b>Assembly Area 2 Location</b>	<b>East Student Parking Lot</b>
<b>Assembly Area 3 Location</b>	<b>South Faculty/Student Parking Lot</b>
<b>Assembly Area 4 Location</b>	<b>Northeast Student Parking Lot</b>

**Off-Site Evacuation Locations**

	<b>Location Name</b>	<b>Contact</b>	<b>Telephone</b>	<b>Fax Number</b>
<b>1<sup>st</sup> Evacuation</b>	<b>Catholic Church</b>	<b>Father or Secretary</b>	<b>402-845-2707</b>	
<b>2<sup>nd</sup> Evacuation</b>	<b>Methodist Church</b>	<b>Tessa Zehring</b>	<b>402-845-2761</b>	
<b>3<sup>rd</sup> Evacuation</b>	<b>Lutheran Church</b>	<b>Tyler Hauptmeier</b>	<b>402-845-2340</b>	
<b>4<sup>th</sup> Evacuation</b>	<b>Community Center</b>	<b>Kim Finecy</b>	<b>402-845-6609</b>	

**On-Site Persons with Disabilities Areas**

<b>Location</b>	<b>Room Number</b>	<b>Room Number</b>
<b>Basement</b>	<b>Weight Room</b>	<b>Room #1</b>
<b>Ground Floor</b>	<b>7-12 Secretary's Office</b>	<b>Room #129</b>
<b>Second Floor</b>	<b>Art Room</b>	<b>Room #205</b>



**Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan**



**Medical Treatment / Triage**

	<b>Location</b>	<b>Telephone</b>
<b>Primary</b>	<b>7-12 Nurse Office – Room #138</b>	<b>402-845-6531</b>
<b>Back-up</b>	<b>Board Room – Room #122</b>	<b>402-845-2282</b>
<b>Back-up</b>	<b>St Ann’s Parish Hall</b>	<b>402-845-2713</b>

**Staging Areas for First Responders**

	<b>Location</b>	<b>Telephone</b>
<b>Police</b>		
<b>Fire/EMS</b>		
<b>Bomb Squad</b>		
<b>State Patrol</b>		
<b>National Guard</b>		

**Staging Areas for First Responders will be determined at time of the incident**



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**APPENDIX A 2.3 HIGH SCHOOL EMERGENCY UTILITY INFORMATION**

<b>Emergency Utility Disconnect Information – Doniphan-Trumbull Public Schools</b>		
	<b>Main Breaker Panel Location</b>	<b>Secondary Breaker Panel Location</b>
<b>Electricity</b>	Boiler Room Outside in Door #9	
	<b>Main Gas Shut-Off Location</b>	<b>Secondary Gas Shut-Off Location</b>
<b>Natural Gas</b>	Alley behind school Behind old stage	
	<b>Main Water Shut-Off Location</b>	<b>Secondary Water Shut-Off Location</b>
<b>Water</b>	Weight Room SE Corner Outside in Door #16	
<b>NEVER CLOSE WATER VALVES DURING A FIRE</b>		
	<b>Main Steam Shut-Off Location</b>	<b>Secondary Steam Shut-Off Location</b>
<b>Steam</b>	Boiler Room	
	<b>Main Breaker Panel Location</b>	<b>Secondary Breaker Panel Location</b>
<b>HVAC System</b>	Custodial Room Inside door to your left	
	<b>Sprinkler System</b>	<b>Shutoff</b>
<b>Sprinkler System</b>	Weight Room SE Corner of room	Old Gym Stage Title 1 Office



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**APPENDIX A 3.1 – ELEMENTARY SCHOOL**

<b>Chain of Command for a Crisis Situation</b>			
<b>Name</b>	<b>Office Phone</b>	<b>Cell Phone</b>	<b>Home Phone</b>
<b>Stan Hendricks</b>	<b>402-845-2282</b>	<b>402-613-2731</b>	
<b>Rod Engel</b>	<b>402-845-2730</b>	<b>402-560-0654</b>	
<b>Nancy Niles</b>	<b>402-845-2730</b>	<b>308-325-7149</b>	
<b>Jason Lavaley</b>	<b>402-845-6531</b>	<b>402-984-4589</b>	
<b>CRISIS RESPONSE TEAM MEMBERS</b>			
<b>Name</b>	<b>Cell Telephone</b>	<b>Home Phone</b>	
<b>Stan Hendricks – Chair</b>	<b>402-613-2731</b>		
<b>Nikki Sjuts – Team Leader</b>	<b>402-469-8768</b>	<b>402-743-2357</b>	
<b>Mindy Breckner – Team Leader</b>	<b>402-984-3840</b>		
<b>Jason Lavaley</b>	<b>402-984-4589</b>		
<b>Rod Engel</b>	<b>402-560-0654</b>		
<b>Nancy Niles</b>	<b>308-325-7149</b>		
<b>Gretchen Beck</b>	<b>402-694-8756</b>		
<b>Vickie White</b>	<b>308-379-8465</b>	<b>402-845-6691</b>	
<b>Korrie Heller</b>	<b>402-257-7567</b>		
<b>Brent Breckner</b>	<b>402-469-7670</b>		
<b>Stephanie Wagner</b>	<b>308-379-7447</b>		
<b>FACULTY MAINTENANCE</b>			
<b>Name</b>	<b>Office phone</b>	<b>Cell Phone</b>	
<b>Lacy Wright Garrett Bunde</b>	<b>402-845-2282</b>	<b>402-705-0802</b>	
	<b>402-845-2282</b>	<b>402-460-0996</b>	



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**APPENDIX A 3.2 – ELEMENTARY SCHOOL  
EMERGENCY STAGING AREAS AND LOCATIONS  
Command Center/Central Organization Site**

	Command Post	Office Telephone	Fax Number	Cell Phone
Primary	Superintendent Office	402-845-2282	402-845-6688	402-613-2731
Back-up	High School Office	402-845-6531	402-845-6688	402-984-4589 Jason
Back-up	Elementary Office	402-845-2730	402-845-6688	402-560-0654 Rod
Off-Site	Catholic Church	402-845-2707		
Off-Site	Methodist Church	402-845-2761		

**Emergency Response Team Roles**

Team Role	Name	Office Telephone	Cell Phone
First Aid	Stephanie Wagner	402-845-2282 402-845-2282	308-379-7447
Student Supervision	Rod Engel Jason Lavaley	402-845-2730 402-845-6531	402-560-0654 402-984-4589
Facility & Materials	Lacy Wright Garrett Bunde	402-845-2282 402-845-2282	402-705-0802 402-460-0996
Student/Parent Reunification	H.S. Vickie White E.S. Korrie Heller	402-845-6531 402-845-2730	308-379-8465 402-257-7567
School Crisis Recover	H.S. Nikki Sjuts E.S. Mindy Breckner	402-845-6531 402-845-2730	402-469-8768 402-984-3840
First Aid Assistants	Adam Pfeifer	402-845-2730	402-631-3081



**Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan**



**On-Site Outside Assembly Areas**

<b>Assembly Area 1 Location</b>	<b>Asphalt &amp; Playground North Side</b>
<b>Assembly Area 2 Location</b>	<b>East Student Parking Lot</b>
<b>Assembly Area 3 Location</b>	<b>South Faculty/Student Parking Lot</b>
<b>Assembly Area 4 Location</b>	<b>Northeast Student Parking Lot</b>

**Off-Site Evacuation Locations**

	<b>Location Name</b>	<b>Contact</b>	<b>Telephone</b>	<b>Fax Number</b>
<b>1<sup>st</sup> Evacuation</b>	<b>Catholic Church</b>	<b>Father or Secretary</b>	<b>402-845-2707</b>	
<b>2<sup>nd</sup> Evacuation</b>	<b>Methodist Church</b>	<b>Tessa Zehring</b>	<b>402-845-2761</b>	
<b>3<sup>rd</sup> Evacuation</b>	<b>Lutheran Church</b>	<b>Tyler Hauptmeier</b>	<b>402-845-2340</b>	
<b>4<sup>th</sup> Evacuation</b>	<b>Community Center</b>	<b>Kim Finecy</b>	<b>402-845-6609</b>	

**On-Site Persons with Disabilities Areas**

<b>Location</b>	<b>Room Number</b>	<b>Room Number</b>
<b>Basement</b>	<b>None</b>	
<b>Ground Floor</b>	<b>PK-6 Secretary/Nurse Office</b>	<b>Room #245</b>
<b>Second Floor</b>	<b>None</b>	



**Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan**



**Medical Treatment / Triage**

	<b>Location</b>	<b>Telephone</b>
<b>Primary</b>	<b>7-12 Nurse Office – Room #138</b>	<b>402-845-6531</b>
<b>Back-up</b>	<b>Board Room – Room #122</b>	<b>402-845-2282</b>
<b>Back-up</b>	<b>St Ann’s Parish Hall</b>	<b>402-845-2713</b>

**Staging Areas for First Responders**

	<b>Location</b>	<b>Telephone</b>
<b>Police</b>		
<b>Fire/EMS</b>		
<b>Bomb Squad</b>		
<b>State Patrol</b>		
<b>National Guard</b>		

**Staging Areas for First Responders will be determined at time of the incident**



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**APPENDIX A 3.3 ELEMENTARY SCHOOL EMERGENCY UTILITY INFORMATION**  
**Emergency Utility Disconnect Information – Doniphan-Trumbull Public Schools**

	Main Breaker Panel Location	Secondary Breaker Panel Location
<b>Electricity</b>	Boiler Room Outside in Door #9	
	Main Gas Shut-Off Location	Secondary Gas Shut-Off Location
<b>Natural Gas</b>	Alley behind school Behind old stage	
	Main Water Shut-Off Location	Secondary Water Shut-Off Location
<b>Water</b>	Weight Room SE Corner Outside in Door #9	

**NEVER CLOSE WATER VALVES DURING A FIRE**

	Main Steam Shut-Off Location	Secondary Steam Shut-Off Location
<b>Steam</b>	Boiler Room	
	Main Breaker Panel Location	Secondary Breaker Panel Location
<b>HVAC System</b>	Custodial Room Inside door to your left	
	Sprinkler System	Shutoff
<b>Sprinkler System</b>	Weight Room SE Corner of room	Old Gym Stage Title 1 Office



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan





Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**DECLARING AND COMMUNICATING  
AN EMERGENCY SITUATION**



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



### **DECLARING AN EMERGENCY**

**Civil Authorities:** The police, fire officials, or other local, state or federal governmental agencies may declare an emergency which would involve the campus. Notification of such conditions will activate the Crisis Response Team so that an adequate campus response can be engaged.

**Administration:** The administration is primarily responsible for declaring an on campus emergency. Such a declaration will activate the Crisis Response Team so that an adequate campus response can be engaged.



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



### COMMUNICATION DURING AN EMERGENCY

1. **Alarms (Notification of Emergency):** The school alarm system will be utilized to notify every one of room evacuations and lock downs. Campus evacuations will be initiated by verbal commands from Principals on the field after a room evacuation has occurred. All other commands will be delivered verbally by the Administration. The "All Clear" alarm for all drills will be given verbally from the command post by intercom or voice contact.
  - a. See, Appendix B 1 for "Key to Alarm Signals".
  
2. **Intercom:** The Administration may when practicable communicate the existence of an emergency situation and during any such emergency situation via the intercom system. School personnel should use the intercom system to communicate the existence of an emergency situation, if practicable. Students should only use the intercom system when under the direction of a staff member. If not reporting an emergency situation, students and staff should avoid using the intercom system to avoid overwhelming the system and allow its use for school wide communications.
  
3. **Student Runners:** School personnel should use student runners to communicate with the Administration only if no other means of communication is available and it does not place the student in danger.



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## COMMUNICATION PLAN

1. **Critical Situations:** All faculty and staff are responsible to sound the appropriate alarm or notification upon discovering a critical situation. A critical situation includes events such as a fire, violent act, observation of a person on the campus with a gun, or hearing/observing gunshots on campus. In any critical situation, use the intercom system or student runner to immediately notify administration. Obviously, common sense will indicate that in some situations you should immediately proceed with either a Room Evacuation or Lock down for your own classroom or the students around you. A critical situation will usually require calling 911. Any employee may call 911 in a critical situation.
2. **Noncritical Situations:** Noncritical observations and rumors should be reported immediately by intercom, or verbally to the administration without sounding an alarm. An example of this type of situation includes a student's reporting that he saw a student put a knife in his pocket. The Superintendent and/or Crisis Response Team will determine whether to declare a crisis or not.
3. **Crisis Communication Center:** The crisis communication center will be located at the office of the Superintendent, or Guidance Center" Office, or at such other site determined by the Crisis Response Team. This site, if away from the crisis itself, has multiple telephone, electrical outlets and computers available.



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



### COMMUNICATION WITH THE MEDIA

The school district shall provide as much information regarding the emergency situation to the news media as possible. All news media should be directed to the Superintendent's office or other crisis communication center. The Superintendent or his/her designee shall issue press releases, gather updates and arrange interviews, except where the crisis involves multiple law enforcement agencies, in which case the role of the media personnel shall not be allowed at the scene if there is still danger in the area, but should be allowed access when the immediate danger is passed. After the emergency, if the situation warrants, the administration will make arrangements for the media to be escorted to the site of the emergency. The Superintendent, or his/her designee, shall release to the media, as soon as possible, school district decisions relating to the incident, whenever it is deemed necessary.

**All staff members are expected to be helpful and courteous at all times to the news media, but must refer all questions to the Superintendent or his/her designee.**



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



### **GENERAL RESPONSE INFORMATION TO ANY DECLARED EMERGENCY**

1. It is important during an emergency that all school personnel conduct themselves in a professional manner and demonstrate through their actions that degree of expertise which promotes confidence.
2. What you do in the first ten minutes will make a major difference in reducing the panic of your students. Above all else, remain calm. Use the next fifty minutes to perform your assigned tasks and attempt a return to normalcy.
3. Faculty is to remain with their students at all times during an emergency until relieved by administration.
4. Do not release students until authorized to do so by the administration.
5. Faculty and staff are first responsible for the students under their care. As difficult as it is, personnel should not abandon their posts to go check on their own children who may also be students on the campus. Remember that another adult has responsibility for your children and they are doing their job. If you hear that your child has a serious injury, ask your administrator to relieve you from your post.
6. Faculty and staff are much like civil emergency personnel during an emergency. Police and fire crews must remain on the job even though they may have a crisis within their homes. Faculty and staff are charged with the emergency care of children during a crisis and should remain on their assigned post until relieved of all responsibilities. If you become aware of a serious crisis at your home, you may ask your administrator to relieve you from your duties.
7. It is the responsibility of all faculty and staff to report all rumors and observations regarding information which might lead to a campus emergency. Such reports should be made immediately to their supervisor. Supervisors will see that the information is immediately reported to the Superintendent. Faculty and staff are not to make final assessments as to the lethality of the rumor or observation and its potential to evolve into a campus emergency; they are to report. Faculty of early elementary age students is given the flexibility to discern whether or not the situation demands a report.
8. Teach students to understand that jokes and false reports regarding weapons, bomb threats or threats of injury to others are not acceptable under any circumstances and will be taken seriously.
9. In case of an extended stay on campus, maintain an extra supply of personal prescription medication with you at all times.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**APPENDIX B 1**  
**KEY TO ALARM SIGNALS**

<b>Fire Signal</b>	<b>Continuous FEMALE VOICE TELLING OF "FIRE IN THE BUILDING" PLEASE EVACUATE</b>
<b>Severe Weather Signal</b>	<b>Intercom and then loud buzzing sound</b>
<b>Emergency Signal</b>	<b>Intercom announcement that "There is an intruder in the building."</b>



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**CRISIS MANAGEMENT PROCEDURES**



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## GENERAL PROCEDURES: INITIAL RESPONSE IN AN EMERGENCY SITUATION

1. The first responses in a declared emergency are going to be one or more of the following tasks:
  - a. Room Evacuation
  - b. Campus Evacuation
  - c. Lock down
  - d. Lock out
  - **Room Evacuation:** A Room Evacuation may be the result of a fire, tornado, or any other event which requires leaving a room. If a tornado occurs, the Room Evacuation will be followed by the duck, cover procedure in the designated area.
  - **Off campus Evacuation:** An Off Campus Evacuation will occur if the campus is deemed unsafe and uninhabitable by civil authority or by the administration. This will usually be the result of an earthquake, extensive campus fire, range fire, aircraft disaster, chemical threat, or local policy action.
  - **Lock down:** A Lock down procedure will occur if a threat occurs on campus or in the local neighborhood which requires students to be taken indoors where it is less likely that they will be injured. This will usually be the result of an attack by an armed person on campus or gunshots fired on campus (or in the near neighborhood).
  - **Lock out:** A Lock out procedure will occur if a threat occurs in the local neighborhood which requires students to be taken indoors where it is less likely that they will be injured. This will usually be the result of an attack by an armed person or gunshots fired in the near neighborhood.
2. Emergency Exiting Instructions for Room or Campus Evacuation:
  - a. Doniphan-Trumbull Public Schools Buildings, See Appendix C 1.



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



### ROOM EVACUATION PROCEDURES TEACHERS

1. Upon hearing the alarm system, immediately stop instruction and direct student attention to emergency procedure. Refer to the Emergency Response Packet located by the classroom door if necessary.
2. Have students leave the room in an orderly manner.
3. Take your Emergency Response Packet with you.
4. If a student is to be left in the room (seriously injured or trapped), hang the red card from the Emergency Response Packet on the outside door handle. This marks the room as "not clear".
5. If all students have evacuated the room, hang the white card from the Emergency Response Packet on the outside door handle. This marks the room as "all clear".
6. The teacher should exit the room last to ensure all students are out (except those which cannot be moved), taking the Emergency Response Packet and their grade book so that class roll can be taken.
7. Report with the class to the assigned area and quickly take roll or do a head count to see if any additional students are missing.
8. Hold up the red card if a student is missing or a student has been left in the room. Hold up the white card if all students are present with you at the safe designated area.
9. If someone has been left in the room or is missing, notify the administrative team that is checking on attendance at the safe area.
10. Remain with your students and await further instruction.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**ROOM EVACUATION PROCEDURES PRINCIPALS  
(ADMINISTRATIVE TEAM)**

1. Secure visual reports from teachers via the red and white cards to account for all classes.
2. Produce a quick list of teachers who are displaying red cards.
3. After all classes have reported in with either red or white cards, report to Command Center indicating that all classes have reported in and the number of teachers reporting with red cards as well as names of those students absent.
4. Command Center will deliver a listing of those students missing and students left in classrooms immediately to the
  - a. Fire, Search and Rescue Team
  - b. Command Center will retain one copy.
5. Maintain control over your students and faculty, striving to reduce panic and return things to normalcy.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**ROOM EVACUATION PROCEDURES  
MAINTENANCE STAFF**

1. Assigned staff will report to gas shut off valve and await order from the Command Center to shut off the gas.
2. Assigned staff will report to the alarm control panel to silence the alarm and report the alarm location to the Command Center.
3. Assigned staff will report to traffic control positions at intersections adjacent to the school campus. Their duty is to assist emergency vehicles to access the correct part of the campus. The Command Center will assign other personnel to additional locations as necessary.
4. Assigned staff will report to the main power entrance panel and await instructions.
5. Shut down air handling system.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**ROOM EVACUATION PROCEDURES  
COMMAND CENTER**

1. Assess the crisis as information is received. Call civil authorities as deemed necessary.
2. Determine appropriate responses and activate necessary plans.
3. Receive reports from administrative team on the progress of the Room Evacuation.
4. Confirm that the Maintenance Staff is in place.
5. Direct the Emergency Medical Team to locations of the victims.



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## **OFF CAMPUS EVACUATION**

An Off Campus Evacuation will normally follow a Room Evacuation procedure. The directive for an Off Campus Evacuation will be delivered verbally to faculty by each school's administrator. Unless directed otherwise, Off Campus Evacuations will be at the designated location

1. Emergency Exiting Instructions for Room or Campus Evacuation:
  - a. Doniphan-Trumbull Public Schools Buildings, See Appendix C 1.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**OFF CAMPUS EVACUATION  
TEACHERS**

1. Upon hearing the alarm system, immediately stop instruction and direct student attention to emergency procedures. Refer to Emergency Response Packet if necessary.
2. Upon notification from Command Center to evacuate the campus, walk students to designated area. **Take Emergency Response Packet & Grade Book with you.**
3. En route to the evacuation site, recheck the class role. If another student is missing, notify Command Center.
4. Upon arriving at the evacuation site, keep your class together at the assigned area.
5. Follow the instructions of the Evacuation Site Coordinator.
6. Remain with your students and await further instructions.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**OFF CAMPUS EVACUATION  
EVACUATION SITE COORDINATOR**

(Principal)

1. Prior to leaving the school, gather Evacuation Site Team and have one individual lead the groups to the designated area.
2. Upon arrival at the evacuation site, direct arriving classes to specific areas. If the civil authorities have the school evacuated to a location other than **Designated Location**, you should immediately designate areas of the evacuation site for each class.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**OFF CAMPUS EVACUATION  
MAINTENANCE STAFF**

1. Maintain previous posts from Room Evacuation procedure unless reassigned.
2. Await further instructions from the Command Center.
3. When notified go to evacuation site and report to the Evacuation Site Coordinator for further assignments.



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



### **OFF CAMPUS EVACUATION COMMAND CENTER**

1. Work with paramedics to determine how injured persons should be transported.
2. If school buses are needed to transport the injured, determine whether to transport them to a local hospital or to the evacuation site.
3. Work with civil authorities in deciding to declare an Off Campus Evacuation. Determine via administrative team that the roads are accessible between the school and the evacuation site, and that the evacuation site is habitable. Declare an Off Campus Evacuation.
4. Notify staff of an Off Campus Evacuation.
5. Monitor the evacuation from the Command Center.
6. Personally evacuate the campus after the evacuation is completed.
7. See that sign is posted at the front door notifying parents of the location of the evacuation site.
8. Develop a message for broadcast to parents.



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



### **LOCK DOWN TEACHERS AND ALL STAFF**

1. If outside, move students around you (or your class, if you are with them) into the closest classroom or building. Leave behind those who are dead or very seriously injured/immobile; take care of the living in order to prevent further death.
2. Once inside the room, or if you were already in a room when the Lock down was declared, lock all doors and windows, close window blinds, turn off lights, and instruct students to get on the floor. Refer to Emergency Response Packet as necessary.
3. Call 911 if you have vital information and cannot reach the Command Center.
4. Remain with students and await further instructions. Keep students silent to make the room appear vacant. **Do not respond to a fire alarm (room evacuation alarm).** Only evacuate when directed to do so by administration or civil authorities.



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



### **LOCK DOWN COMMAND CENTER**

1. Lock down the area you are in by locking all doors, shutting and locking windows, closing blinds, and getting on the floor.
2. Assess the crisis as information is received. If the Lock Down is warranted and has not been initiated elsewhere, declare the Lock Down via the alarm system. Call 911 to report the situation.
3. Call classrooms and other offices to acquire information.
4. Call the faculty roll to determine the location of people.
5. Inform EMT Medical Team of injuries along with location as necessary after the Lock Down.
6. If the Lock down is not being directed by civil authorities, determine and deliver the instructions to all staff following the end of the Lock down. Give notice as to why the Lock Down occurred and what they are to do next.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**LOCK OUT**  
**TEACHERS AND ALL STAFF**

1. If outside, move students back into the school.
2. Once inside the room, or if you were already in a room when the Lock Out was declared, lock all doors and windows, close window blinds and continue with normal classroom duties
3. Call 911 if you have vital information and cannot reach the Command Center.
4. Remain with students and await further instructions. Only evacuate when directed to do so by administration or civil authorities.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**LOCK OUT  
COMMAND CENTER**

1. Lock all doors, shutting and locking windows and closing blinds.
2. Assess the crisis as information is received. Call 911 to report the situation.
3. Call classrooms and other offices to acquire information.
4. Call the faculty roll to determine the location of people.
5. If the Lock Out is not being directed by civil authorities, determine and deliver the instructions to all staff following. Give notice as to why the Lock Out occurred and what they are to do next.



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## **APPENDIX C 1 DONIPHAN-TRUMBULL PUBLIC SCHOOLS BUILDINGS Emergency Exiting Instructions for Room or Campus Evacuations**

### Fire Drill

Specific instructions for evacuation of the building will be given on the first day of school at the beginning of the fall term.

Students will leave the room immediately on signal. Each classroom has a scheduled location and an exit plan for fire drills. A monthly drill is conducted. Lines should be kept well organized and moving rapidly. Students are expected to stay with their teacher. Roll is taken outside the building.

### Tornado Drill

Specific instructions for evacuation of the building will be given on the first day of school at the beginning of the fall term.

Intercom system will be used to announce a possible tornado. The tornado warning is a constant bell which will ring for 2 minutes. Students are moved to designated areas if possible away from doors and windows. Initiate the "duck, cover and hold" procedure after moving to the designated areas. When danger has passed, students and teachers will be notified by intercom.

### Emergency Exit from School Building

Specific instructions for evacuation of the building will be given on the first day of school at the beginning of the fall term.

Students will leave the building on signal using the same exits as the fire drill. Students and staff will proceed to the **designated location** as quickly as possible. Roll should be taken immediately upon arriving at the **designated location**. Students and staff should remain in the area until further instructions are given.

### Unsafe Situation in Building

Specific instructions for evacuation of the building will be given on the first day of school at the beginning of the fall term.

Students will leave the building on signal using the same exits as the fire drill. Students and staff will proceed to the **designated location** as quickly as possible. Roll should be taken immediately upon arriving at the **designated location**. Students and staff should remain in the area until further instructions are given.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**Additional Response Information  
For Specific Types of Emergencies:  
NATURAL AND ACCIDENTAL DISASTERS**



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## **FIRE**

1. If you observe a fire, activate the nearest fire alarm.
2. Send a runner to the Principal's office or call in on the intercom.
3. Have students close all doors as they evacuate the room.
4. Maintenance is 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 students to fight a fire.



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



### **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 school. 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 students and staff inside
2. Close and secure windows and doors.
3. Administration should notify custodian to disable air ventilations system, if necessary, and meet with any fire crew called to the school.
4. Call 911 to ensure community emergency response personnel are aware of the spill or fumes.
5. If spill or fumes are observed or detected, school personnel should contact the school office immediately.
6. The Administration should determine whether the students 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 students and staff do not come into contact with spilled material.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**CHEMICAL SPILL/TOXIC FUMES  
INSIDE THE BUILDING**

If a toxic spill takes place inside the school building or facility, and/or fumes occur in the school building or facility, the following procedures should be followed:

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



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



### **POWER OUTAGE/BLACKOUT**

In the event of a building wide power outage or blackout, the following procedures should be followed:

1. Teachers with classes are to remain in the classroom with students and await further instructions. Students should not be released during normal passing time.
2. No student movement should take place until directed to do so by an administrator or designee in authority.
3. Office personnel should report the loss of power to:
  - a. Power Company.
4. All teachers who do not have class assignment should report to the office to determine if their assistance is needed in or about the building.
5. If the power failure occurs during the lunch period, all teachers who do not have students assigned to them at the time should report to the cafeteria to assist with supervision.



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



### WINTER STORM

School personnel should be sensitive to the dangers winter weather can pose to children and prepare accordingly. Winter weather procedures should include:

1. The administration should monitor weather on a continuing basis. In the event of threatening weather the administration should monitor NOAA Weather Radio and/or commercial radio and television for local weather updates and predictions.
2. During winter months, children should stay inside during inclement weather, and when:
  - a. The temperature or wind chill factor is 25 degree Fahrenheit or colder.
  - b. Precipitation or playground conditions warrant staying inside.
3. School buildings should be open to students as early as possible during cold weather.



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## TORNADO SAFETY

1. Evacuate room to designated area, if possible. If not possible, move students away from doors and windows.
2. Initiate the duck, cover and hold procedure after evacuating the room.
3. Students and teachers will be notified either by the intercom system or with other loud speaker devices that we have been notified of a tornado which has been sighted in the area. When this occurs, the teachers should assist in getting students to the designated area.
4. Teachers should train the students in the "duck and cover" procedure.
  - a. If indoors:
    1. DUCK - drop to the floor.
    2. 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.
  - b. If outdoors:
    3. Get away from buildings. Stay clear of walls, power poles, trees, loose wires, and metal fences.
    4. 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.
  - c. If on a school bus:
    5. Where possible, the driver will pull out of traffic and park at the side of the road.
    6. Students will drop in the aisles or under the seats for protection.
    7. After checking for injury to students and damage to the bus, the driver will attempt communication with the Superintendent.
    8. If communication and travel are not possible, the driver will remain with the students and supervise them until such time as they are released by the school administration.



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



### FLOODING

**School Buildings:** In the event flooding of a school building, the Off-campus Evacuation procedures shall be followed, and an alternative site for conduct of school operations shall be established as soon as practicable by the administration.

**Highways and Roads:** In the event of flooding of highways and roads in the school district, the administration will determine whether it is safe for school to be open, and if so, whether buses will run on regular or alternate routes. The administration shall inform parents, students and staff through the protocol used for severe weather.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**PROTECTION OF STUDENTS AND STAFF  
FROM ACTS OF OTHERS**



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## **ASSAULTS**

The person observing an assault should follow the following procedures:

1. Report the incident to the main office in the most expeditious manner.
2. Defuse the situation and seek to protect others, but avoid risk of physical injury to anyone; such avoidance may include physical restraint of a person.
3. Deal with immediate medical emergencies by offering first aid or summoning an emergency unit and police as appropriate.
4. Do not leave assailants or victims by themselves.
5. Determine if it is appropriate to maintain custody of participants
6. Take the names of all parties, including bystanders or witnesses. Designate a staff member to take such action if it is necessary for you to leave the scene.
7. Report all assaults occurring on district properties immediately to the administration, who will forward such information to the Cedar County Sheriff's office.



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## BOMB THREATS

1. The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible:
  - a. Ask what time the bomb is set to go off.
  - b. Ask questions regarding the specific location, building, room, closet, locker, hallway, etc.
  - c. Ask about the appearance of the bomb package.
  - d. Listen for background noise, e.g., jukebox, radio, other people, traffic sounds, etc.
    - Was the caller calm or hysterical?
    - Was the caller's voice young or old?
  - e. Notify your Principal or Superintendent.
2. The Superintendent will call the police and declare an emergency and initiate a Room Evacuation procedure of the appropriate buildings or full campus if deemed necessary.
3. School personnel are to remain out of the threatened building. The police will conduct the bomb search.
4. Any student or personnel that believe a box or other type of container to be suspicious should not touch the item and should immediately report it to the School Principal or Superintendent.
5. The Superintendent (and First Response Team) will investigate, declare an emergency, (if deemed necessary) and initiate a Room Evacuation procedure.
6. The Superintendent will call the police at 911.
7. The area where the suspected device is located will be cleared by at least 200 feet.
8. School personnel are to keep away from the suspect device and allow the police to deal with it.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**INTRUDER OR HOSTAGE SITUATION**  
**PRINCIPAL**

Generally in the event an intruder or hostage situation in a school building or on school grounds, school personnel shall follow the following procedures:

1. Conduct an immediate assessment confirming the type of incident - what has happened, what is happening, who is involved, etc.
2. Summon help from law enforcement if the situation represents a danger to students or staff.
  - a. Call 911 and have someone stay on line to explain the current situation and update status.
3. Sound school warning to school staff:
  - a. Announcement of code words to staff indicating presence of intruder alerting them to follow intruder protocol. (An Intruder is in the Building.)
  - b. Notify Superintendent's office.
4. Institute Lock Down Procedure:
  - a. Keep all students in the classroom, ignore all passing bells.
  - b. Move students to the safest place in the classroom. Turn off light and close blinds or drapes.
  - c. Take accurate roll and account for any missing students; if possible, communicate to the office the names of missing students.
  - d. Employ immediate sheltering action for those exposed to danger.
  - e. Ensure that all others are sheltered in place or moved to a safer location if possible.
5. Wait for law enforcement to arrive.
6. Stabilize elements of situation if safe to do so., e.g. gather school staff assigned to emergency duties; direct non-essential staff to safe area; use building level first aid to care for injured; provide staff with instructions and information as soon as possible; and protect crime scene and evidence.
7. Work with law enforcement to resolve situation, e.g. stay at command post, provide information.
8. Work with First Response team.
9. Signal "All Clear" preceded by your last name to notify staff e.g. see that emergency medical care is provided, account for all students and staff on or off site; notify parents/guardians as necessary; support law enforcement follow up activities; debrief staff; arrange for site security if necessary. **[Identify yourself by "your last name" before the "All Clear", if you use "your first name" before the "All Clear" staff will ignore signal.]**
10. Work with specialists e.g. ambulance or hospital staff; law enforcement officials.



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11. Initiate recovery and following up activities e.g. brief staff and provide access to support; plan for resumption of schools; arrange to clean and repair school facilities; establish long term recovery plan.



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**INTRUDER OR HOSTAGE SITUATION**  
**TEACHER'S EMERGENCY PROCEDURE:**  
Upon hearing *"There is an Intruder in the Building"*

1. Initiate Lock down procedure.
2. Shelter in place.
3. Use basic duck and cover techniques; lie flat, face down, on floor; cover head, get under tables/desks if possible.
4. In classrooms, stay away from windows, doors and outer walls; watch for shattered glass. Close drapes/curtains/blinds ONLY if safe to do so.
  - a. Turn out lights
5. In open areas, use objects immediately available in the open (tree, bushes, walls, etc.) for shelter; lie down, stay motionless.
6. Be ready to move students instantly; know possible escape routes, including windows.
7. If current location is judged too dangerous, move to possible alternate locations in other rooms or areas in the building, when it is safe to do so.
8. If possible report status to office.
9. Anytime "first names" are used by First Response Team, the instructions are to be ignored.
10. If you and students are taken hostage:
  - a. Do not be a hero.
  - b. Follow instructions of captor.
  - c. Cooperate, be friendly if possible; do not argue with or antagonize captor or other hostages.
  - d. Inform captors of medical or other needs.
  - e. Be prepared to wait; elapsed time is a good sign.
  - f. Do not try to escape; do not try to resolve situation by force.
  - g. Be observant and remember everything you see and hear.
11. If a rescue takes place, lie on the floor and await instructions from rescuers.



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### **SCHOOL DISTURBANCES DEALING WITH INTRUDERS**

**All School personnel and students should be instructed to report any Intruder on the school campus to the office immediately. When incidents involving an intruder occur, it is imperative that staff and students be observant and attentive, and then determine the appropriate course of action to secure the school premises and protect students and staff. Should a disturbance take place on campus involving individuals who are not students, the following procedures should be followed.**

1. Report the incident to the office;
2. Office personnel should call 911 to report the incident;
  - a. Explain the situation and the type of disturbance;
  - b. Describe the location of the activity;
  - c. A description of the participants and the number;
3. A description of the type and number of weapons possibly in the possession of the participants.
4. While awaiting the arrival of law enforcement:
  - a. Remain calm, use good judgment;
  - b. Tell all students involved in the disturbance to return to their classes. Attempt to keep students in their classrooms but do not use force. Keep halls clear of students.
  - c. Isolate individuals who are not students; however do not put yourself or other staff members at risk.
  - d. Keep hands off students unless restraint is needed to provide safety for individuals who are members of the student body.
5. Once law enforcement officials arrive, follow their instructions.
6. If members of the student body have taken part in this disturbance, determine the extent of their involvement. If students are active participants in the disturbance, follow the school discipline policy to determine consequences for behavior.



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### **TRESPASSERS**

A trespasser is any person found on school premises who has not or will not register as a visitor. All visitors should register in the school office (listing their name and the time entered the building) and be given a visitor identification to wear or carry. Treat those without identification in the following manner:

1. Greet visitor in a polite and non-threatening manner.
2. Identify yourself as a school official.
3. Inquire as to purpose of his/her presence. If the person has a legitimate reason for being on campus, have them report to the office and register.
4. If visitor gives no indication of voluntary reporting to the office, notify law enforcement by call 911.
5. Observe the persons' height, weight, clothing, age and location to relay to the emergency operator.
6. **Do not get in an argument or attempt to challenge the trespasser.**



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### **INTRUDERS OR STUDENTS WITH WEAPONS**

1. School policy prohibits anyone from carrying, exhibiting, or displaying any firearm, dagger, sword, knife or other cutting or stabbing instruments, club or any other weapon on the school property.
2. If staff become aware of the presence of a weapon, the following procedure should be followed:
  - a. Report information to principal office at once.
  - b. In no case should staff endanger themselves or others to secure a weapon.
  - c. The office should contact law enforcement upon information of the existence of a weapon on school grounds.
  - d. Escort the person with the weapon to the school office if possible.
3. When a serious threat of immediate harm to students or staff is identified on campus, the Superintendent will initiate a Lock down. A call will immediately be made to 911.
4. Staff Member or Student Hears Gunshots or Sees someone with a Gun:
  - a. Immediately initiate a Lock Down Procedure, even if the Lock Down alarm has not sounded.
  - b. Notify the administration using your intercom or whatever communication is available inside the locked down room. Do not exit the room in order to send notification; do not send runners to the office.
  - c. Do not exit the room to investigate the situation. Wait for further instructions from the administration or civil authorities.
5. Armed Individual Comes into the Classroom (See also Hostage Situation below):
  - a. If possible, notify the administration of the situation. Do not place yourself or students at risk to notify anyone of the situation. Do as the intruder demands.
  - b. Do not make sudden moves which could frighten the subject (ask permission to move).
  - c. Never argue.
  - d. Take your time.
  - e. Keep your students as calm as possible.
  - f. Physical force should not be used unless someone's life is in imminent danger.
  - g. Talk to the intruder.
  - h. Learn as much as you can about the intruder.
  - i. Keep the intruder's attention on you, not on your students.
  - j. If more than one person is involved, concentrate on only the one person.
  - k. Be observant.
  - l. Do not stare at the intruder in observing him/her.
  - m. Mentally record a detailed description of the individual and the weapon.
  - n. Identify a distinctive feature and continue to concentrate on that one item.
  - o. Remember what objects the intruder touches and preserve them for law enforcement.



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- p. It is critically important to preserve the crime scene and never touch or move or disturb any possible evidence or objects at the site.
- q. If the intruder starts shooting, tell the students to get down and lie on the floor.
- r. Take cover on the floor and/or behind equipment.



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### HOSTAGE SITUATIONS

Hostage Crisis Prevention Plan: Hostage-taking is a criminal offense that must be reported. **Once reported, the police take over the investigations and resolution of the situation.** It is important for school personnel to be aware of this fact for once the police arrive on the scene, **the school staff must work under their authority.** Hostage taking situations in schools usually involve persons who are in conflict with the law, who feel themselves aggrieved, or who are mentally ill. As precautionary measures against a hostage crisis, the school district maintains a positive relationship with local law enforcement officials. In addition, the district has implemented the crisis response plans.

The objective of the crisis response plan is to resolve a hostage crisis while ensuring:

1. The protection of life and prevention of injury.
2. The safety and welfare of hostages.
3. The restoration of order and protection of property.
4. The identification of participants and possible prosecution.

The line of command in the event of a hostage-taking situation is as follows:

1. Superintendent;
2. Principal;
3. Guidance Counselor, or other designated person by Superintendent.

**[It must be noted that orders given by a hostage under conditions of duress (e.g., if the hostage is the principal) are not to be followed, regardless of who gives them and where they fall in the chain of command, except to save lives.]**



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**HOSTAGE SITUATION PROTOCOL**  
**Personnel Responsibilities in a Hostage Situation**

If an employee is taken hostage, he/she should:

- a. Do everything a captor says to do.
  - b. Be especially careful during the first four or five minutes. These minutes are the most critical ones as the captor is probably as desperate and jumpy as the victim.
  - c. Speak only when spoken to and never make wisecracks.
  - b. Try not to show emotions openly. Hostage-takers like to play on emotional weaknesses.
  - c. Sit down, if possible, to avoid appearing aggressive.
  - d. Act relaxed as this posture may relax the captor.
  - e. Weigh carefully any chance to escape to be sure that escape is certain and will not endanger anyone else.
  - f. Have faith in fellow workers and negotiators.
  - g. Get rid of personal effects (e.g., photographs of husband or wife and keys), if possible.
  - h. Do not make any suggestions to the hostage-taker(s). If the victim's suggestions go wrong, the hostage-taker may think that the victim tried to create problems.
  - i. Do not turn away from the captor unless ordered to do so, and try to keep eye contact without staring. People are less likely to harm someone at whom they are looking.
  - j. Be patient.
2. The first employee to identify a hostage-taking situation should:
- a. Secure the immediate area, if possible by removing all nonparticipating persons.
  - b. Secure the door, if appropriate, to isolate the incident.
  - c. Notify by the quickest possible means the administrators, who will notify the police.
  - d. Observe in order to report fully on:
    - the number of hostages taken
    - the type of disturbance
    - the type and number of assailants
    - the type and number of weapons if possible in possession of participants.
  - e. Make specific notes of any threats or demands.
  - f. Do not speak to the media unless authorized to do so.



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### IDENTIFICATION AND REACTION TO A HOSTAGE SITUATION

1. When police and authorities arrive, the following information should be available:
  - a. number of hostages taken
  - b. threats and demands by hostage-takers
  - c. type and number of weapons thought to be in the hostage-taker's possession
  - d. precise area controlled by hostage-taker
  - e. floor plan of the area (available in the Building Crisis Preparedness Kit). Be prepared to identify possible escape routes.
  - f. identification and description of participants, with photographs if possible(both the suspects and the victims)
  - g. location and number of telephones in the area
  - h. any special considerations (room construction, hazardous materials, dangerous gases, etc.)
  
2. Be prepared to identify rooms for use by school administrative staff and the police negotiators; a command room, a hostage debriefing room and a think room. These rooms should be close together and linked by telephone.



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### HOSTAGE NEGOTIATIONS

There are two key factors to keep in mind when dealing with a hostage situation. First, the person is thinking irrationally and will respond with desperate actions. Second, try to calm the situation and provide enough time for a safe conclusion. Negotiations with hostage-takers are best handled by the police who have personnel trained for such negotiations. If the school staff must enter into negotiations with hostage-takers before the police arrive, the following should be borne in mind:

1. Negotiations must be conducted by junior rank personnel in order to assist in the use of delay tactics, such as "I'll ask," or "I'll seek clarification."
2. All demands are to be met with an "I'll do my best," never with a "No".
3. Under no circumstances should drugs be given to any parties involved in a hostage-taking situation.
4. Every effort should be made to regain control of the situation by peaceful means (e.g., through discussion.
5. Staff members on duty should not hesitate to contact those staff members who are familiar with and have some influence over the persons involved in the hostage situation, even though they may not be on duty.
6. The administrator and the police must be the principals in any decision-making process with regard to the handling of the hostage-taking situation.
7. Remain calm
8. Do not use your title, only your name.
9. Determine what the hostage-taker wants.
10. Do not accept demands for alcohol, drugs, weapons, or substitute hostages.
11. Offer alternatives
12. Downplay the seriousness of the incident.
13. Do not bluff.
14. Ask open-ended questions.
15. Repeat any questions or demands the hostage-taker may have (so they can hear what was said and



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to make sure you are clear).

16. Avoid deadlines.

17. Talk to hostages, if possible. (Ask them yes/no questions).



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**CONFIDENTIALITY OF INTRUDER/HOSTAGE PROTOCOLS**

The foregoing protocol for an Intruder or Hostage situation should not be disclosed to students. Detailed crisis response plans involving a suspicious intruder or a hostage situation should be known only to school personnel and local law enforcements authorities. Therefore, this response plan should be available just to building staff members and not shared with students. Students should know that if such a situation occurs they are to abide by the instructions of teachers and administrators who have been instructed in how to deal with these circumstances. Students should be directed how to summon help in the event their teacher becomes incapacitated and unable to seek assistance for himself/herself.



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### **DISTURBANCES AFTER-HOURS/SCHOOL ACTIVITIES**

Students attending after-hour school activities are under the same rules and school policies as those followed during the regular school day.

1. Minor incidents should be isolated and contained, if possible, by available supervisory personnel.
2. Call law enforcement authorities immediately if a series of minor incidents occur, if a minor incident sparks a larger disturbance, or a major crisis develops.



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### DEATH OF A STUDENT OR STAFF MEMBER

In the event of the death of a student or staff members, the Crisis Response Team will be available to assist with the crisis. Throughout the crisis, the response team will work on special student and staff needs and situations, including, keeping parents and staff informed, establishing a plan for helping students and staff cope with the situation, and addressing community concerns and dealing with the media. The goal of the Crisis Response Team is to help the school community (administration, staff, students, parents) to deal with the loss with a minimal disruption to students, staff and school program. In addition to the Crisis Response team, the following procedures should be followed by school personnel:

1. Administration: Upon being informed of the death of a student or staff member (or loss of significant other of a student or staff member), the administrator of the building where the student was enrolled or the staff members employed should follow the following protocol:
  - a. Notify the Superintendent, if not already informed.
  - b. Notify head of Crisis Response Team.
  - c. Together, verify information regarding tragedy.
  - d. Use the schools emergency calling tree to notify staff of the tragedy, as well as time and place for an all-building staff meeting.
    - i. At the all building staff meeting:
      1. Review procedures for referring students to crisis team for counseling and support and location of crisis support area.
      2. Provide statement for staff to read to students once school starts for the day.
      3. Provide statement for secretaries to use in responding to inquiries.
      4. Check emotional needs of staff.
  - e. Determine areas where crisis team members can meet with students; maintain list of students who are counseled for follow- up with parents.
  - f. Cancel meetings/appointments that are not of an urgent nature.
  - g. Keep staff updated on circumstances as new information becomes available.
  - h. Identify staff that is in need of emotional support.
  - i. Emphasize the need to use prepared statements to control rumors.
    - i. Prepare a statement to be sent home with students.
    - ii. Provide brief factual information.
    - iii. Outline support that has been available throughout the day.
    - iv. When deemed appropriate, provide Death of Student or Staff member Response, Appendix D 1, or Suicide Prevention and Response, Appendix D 2-19, Guidelines for Faculty and Staff.
    - v. Provide a contact number for assistance with any student concerns.
    - vi. A meeting time and place for concerned parents if appropriate.
  - j. Reschedule activities when necessary or appropriate.
  - k. Contact the family personally and offer support and condolences.
  - l. Refer media inquiries to Superintendent's office or his/her designee.
  - m. Arrange for appropriate staff to attend services.
  - n. Arrange for remembrance from school (flowers, card, etc.).
  - o. Plan and provide follow-up visits with the family.



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**VICIOUS ANIMAL ON SCHOOL GROUNDS**

In the event there is determined to be a vicious animal (such as a dog) on school grounds, on property immediately adjacent to school grounds, or reported to be in the vicinity of the school campus, all student and personnel should be directed inside the school building. If the animal is observed, local animal control or law enforcement should be called, and informed of the location of the animal, a description of the animal and its conduct. Students and staff should remain in the building until the animal is removed.



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## APPENDIX D 1 DEATH OF STUDENT OR STAFF MEMBER RESPONSE PACKET

### **Crisis Response Team Action Plan:**

#### Day of a Crisis

1. Upon notification of crisis involving a student or staff member, the Crisis Team Leader should be informed immediately so the Team can meet as soon as possible. The team leader will verify all facts about the crisis.
2. The Principal will initiate a "School Reach Message" to all faculty and support staff, informing them of the sudden crisis and requesting their arrival at school 30 minutes earlier to attend a special faculty meeting.
3. The Crisis Team determines the extent of the particular crisis and the effect on the operation of the educational process.
4. The Crisis Team develops strategies needed to handle the situation as it relates to the crisis assistance plan.
5. The Crisis Team will determine the need to involve other agencies or officials.
6. If a crisis should occur immediately before or during the school day:
  - a. The team leader will be notified and he/she will notify team members to report to the crisis center for a meeting as soon as possible.
  - b. The principal will be asked to arrange for substitute teachers to cover for team members immediately.
  - c. The team shall open the crisis center and determine the plan to be followed at that time.
  - d. The principal will meet with team members and review the facts of the crisis to determine if and when a staff meeting will be held to inform the staff of all the facts and the crisis intervention plan.

#### First day After a Crisis

1. Crisis Team meets with school principal 30 minutes before meeting with faculty to explain crisis plan to all staff.
2. Principal reviews the facts available on the case with all staff to dispel rumors, to discuss the plan of the day, and to allow for staff to express feelings. Staff is encouraged to lend support to one another.
3. A member of the district crisis team describes some of the feelings the students may be experiencing following the crisis of a classmate. Disbelief, anger, denial, sadness, loss, etc. suggestions are reviewed on ways to handle expressions of grief in their classes.



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4. A crisis center will be established in the school building. Additional Crisis Team members from other districts may be called in to assist with the crisis. A member of the Crisis Team will make phone calls to parents of students who are particularly upset or may be at risk. The crisis center may be kept open after school hours and into the evening to assist students, parents and staff.
5. Peer helpers may be assembled to work through their feelings and the crisis team will offer them some guidelines for helping troubled students.
6. A letter from the Principal and Crisis Team may be sent home with students notifying parents of the crisis and providing them appropriate information.
7. School staff are assembled at the end of the school day. The Principal or his/her designee conducts the meeting and does the following:
  - a. Allows for expression of feeling and mutual support.
  - b. Reviews the events of the day.
  - c. Reviews the characteristics of high-risk student (those who seem especially upset or depressed or show other signs of not coping well) and compiles a list of staff observations of distressed students' reactions during the day.
  - d. Announces the funeral arrangements if appropriate.

### Days of and Following a Crisis

Crisis team members continue crisis intervention, answer phone calls of anxious parents, and meet with concerned staff as necessary.

### PROCEDURES:

1. Situation reports will be given to the Superintendent of Schools by the Crisis Assistance Team on a regular basis.
2. Limitations may be placed on visitors if it is deemed to be in the best interest of students, staff, or the learning environment.
3. If it is in the best interest of individual student, the learning environment, or the safety of other student, student should be sent to an administrator or counselor by staff members.
4. The entire staff must demonstrate caring, competence, and concern. A calm demeanor is essential. Each staff member must, at every opportunity, work with individual students, communicate with parents, dispel rumors and be visible and available for help as necessary before and after school and during planning periods.
5. Persons other than Niobrara Public Schools Staff may not enter any classroom, student hall or lunch room, or talk with students without permission from an administrator. All visitors must sign in at the Principal's Office.



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6. The usual school rules regarding sending students home apply. Students may not leave during the school day without parental permission and checking out at the office. Parental contact will be made if it is felt that a distressed student should be picked up by the parent.

7. An accurate record is essential. Keep notes concerning any unusual student behavior or significant events.

8. Only authorized person will review privileged information about students. Never discuss students within the hearing of other students or those who do not need to have the information.

9. Especially during a crisis period, staff members should be very careful not to repeat "hearsay" information to any student or other staff members. It is important that this type of information not be conveyed to the general public.

10. Building secretaries will be directed to transfer incoming calls to a member of the Crisis Team. The Crisis Team will have a prepared statement for the media and callers.

11. The Crisis Team and administration will determine whether or not school will convene or be postponed.

Following a traumatic crisis, people can feel a sense of loss for at least two years. School staff can be devastated well into the next school year, and there may be a change in attitude toward teaching. Some staff may increase their emotional distance from students. Students tend to be fearful of getting close to one another fearing the loss of yet another classmate or friend. The need to cope adaptively is necessary. These guidelines were written to help deal with these concerns and to establish procedures.



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## APPENDIX D 2 YOUNG PEOPLE AND GRIEF

The grieving process is a normal, natural, and healing result of loss and pain and is to be expected. Young people of all ages exhibit grief reactions. Guilt, anxiety, anger, fears and sadness may be universal, and the expressions of these emotions may vary from day to day. Helping a young person and yourself through this difficult time may often feel overwhelming; however, knowledge of some relations to loss may help you recognize behavior for what it is - grieving.

### Possible Grief Reactions:

- **Anger**
- **Aggression/acting out** -- starting fights, outbursts of temper, drop in grades, changes of peer affiliation
- **Explosive emotions** -- gentle tears, wrenching sobs, extremes in behavior
- **Physiological changes** -- fatigue, trouble sleeping, lack of appetite, headaches, stomach pains
- **Idealization of the deceased**
- **Sadness/emptiness/withdrawal** -- overwhelmed by feelings of loss when they realize the person is not coming back; feeling extremely vulnerable
- **Guilt/self-blame** -- "if only ... ," "Why didn't I ... "; feels responsible for the loss; self-punishment
- **Disorganization** -- restless, unable to concentrate, uncontrollable tears, difficulty focusing
- **Relief** -- natural feeling after long illness; can be difficult to admit; may think they are the only one who feels guilty
- **Lack of feelings** -- protection from pain; can be a form of numbness; may be difficult to admit and may generate guilt

### How to Help a Young Person Experiencing Grief:

- **Use the terms "died/dead/death" rather than phrases like "passed away, or "taken from us."**  
Give an honest explanation for the person's death, avoiding clichés or such answers. Straightforward, gentle use of words helps a person confront the reality of the death
- **Explain and accept that everyone has different reactions to death at different times.** The reaction might not hit until the funeral or weeks later.
- **Reassure the young person that his/her grief feelings are normal.** There is no "right" way to react to a loss. Give permission to cry, or let them know it's okay not to cry if the young person does not typically react in that way.
- **Permit or encourage the young person to talk about the person who had died.**  
Both at the moment of loss, but especially after the funeral, this is a vital part of the healing process. Often we want to protect the person from the pain of the memories, but experiencing the pain is the first step of acceptance and of healing.
- **Listen with your heart.** Listening to the feelings of the young person is most important. Listen through the silences. Your just being there, showing you care by your listening, is more important than knowing what to say or even saying anything at all.  
**Help the young person decide about attending the funeral.** The funeral can be a way to say good bye, but abide by the young person's wish and express understanding if he/she chooses not to go.



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### **A Grieving Person Needs:**

- To cry.
- To be held.
- To talk.
- To be listened to.
- To feel caring around them, to be with people they care about.
- To understand how others may react.
- To have all questions answered truthfully.



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**APPENDIX D 3**  
**HELPING STUDENTS DEAL WITH GRIEF**

1. Enclosed is a copy of "Young People and Grief" which is recommended to also be sent home to parents. This information may be helpful to you as well, as you work with students to help them deal with their feelings.
2. The purpose for having a Response Center at this time is to have a place set up for those students and staff who need to talk with someone about their feelings. Members of the Crisis Response Team will be available for individual and group support. PLEASE LET STUDENTS KNOW WHERE THEY CAN GO FOR HELP.
3. Please be especially observant of those students who experience a high level of distress and/or whose behavior indicates a strong grief reaction (see description of possible grief reactions in "Young People and Grief"). Bring or have those students escorted by another student to the Crisis Center. Names of students who should be monitored or seen for follow-up support should be given to the Crisis Team.
4. Members of the Crisis Response Team are available to come to classes to talk about common reactions to loss, to give support, to answer questions - whatever you might need.
5. If students ask questions or want to talk about their feelings, it is a good thing to let that happen for an appropriate period of time. During this discussion, some things you might include are:
  - a) Reinforce the idea that people grieve in different ways. All responses are okay -- there is not "normal" way to feel.
  - b) Talk about what they can do with their feelings:
    - Talk with people they trust
    - Encourage talking with parent/guardian
    - Encourage talking to school staff
    - Inform them of the Response Center and give permission to seek help
  - c) Discuss what they can do to help each other: - Reach out to each other/listen to each other.
    - Accompany an upset friend to talk to someone
    - Let an adult know if a friend is very upset and might need to be sought out.
6. Students could be encouraged to write letters or cards which can be given to a member of the Crisis Response Team for delivery to the family.
7. Students may wish to make a memory book.
8. Students may wish to attend a Memorial Service.
9. State and reinforce the stability of a routine: "School will go on." Allow appropriate time for sharing of feelings and discussion, but return to scheduled instructional activities each day.



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### 10. Take care of yourself:

- a) Recognize and acknowledge your own feelings of loss and grief
  - b) Talk to someone you trust about your feelings
  - c) Be realistic about what you can do.
- Maybe you shouldn't be the one to hold a discussion with your classes let someone else do it.
  - Maybe you need to take some time for yourself -- do it. It doesn't help students for you to try to "be strong" and then break down - it adds to their confusion and insecurity right now.
  - Stick to a schedule as much as you can. It provides stability and the comfort of a normal routine when your feelings are out of control.
  - Give yourself permission to mourn. No matter what the nature of your relationship, there is a loss. Give yourself the same latitude you give your students.
  - Be kind to yourself. You don't have to "get it all together" right away. You don't have to do it all, be strong for everyone, or take care of everything.
  - Treat yourself with the same gentleness and understanding you would anybody else.



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## APPENDIX D 4 HOW TO ASSIST GRIEVING STUDENTS

Following the death of a fellow student, those left behind grieve in a variety of ways. This brief handout is intended to provide a guide for your use in assisting the students in your classes through the next few days and weeks as they resolve their feelings related to this death.

Normal grief is generally characterized by progression from an initial state of shock and denial, to anger, to disorganization and despair, and finally to state of acceptance and hope. In this particular situation, many youngsters may arrive to school already "buzzing" with the news. Rumors will have already started before school convenes, but there will also be many youngsters who arrive today with no knowledge of the deceased student's death. Youngsters will be saying, "I just can't believe it!" "Not him/her. It can't be!" "This must be a joke." Other youngsters will quickly move to being angry. They will want to blame anyone and everyone for the death -- other friends, parents, police, teachers, medical personnel, and finally themselves.

Guilt will be a feeling many students may experience and want to discuss. In the aftermath of a death, many young people go back and retrace their last encounter with the person who has died and often blown out of proportion small fights that may have occurred which adds to their guilt.

The death may bring up memories or thoughts of previous losses and the child may not be upset about the person who has died but about a loss they have experienced before.

**The most important thing teachers can do is to allow the opportunity for students to acknowledge and discuss their feelings. By acknowledging the pain and grief they are experiencing, and by reassuring them of the normalcy of their feelings, you can help them through the grief process.**



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## APPENDIX D 5 DO'S AND DON'TS

**On the following pages are some "do's" and "don'ts" for discussing death with your students:**

The most helpful intervention a teacher can use is to encourage and allow for the expression of feelings related to death. Your students will look to you for guidance and modeling. Create an atmosphere of open acceptance that invites questions and fosters confidence and a feeling of safety.

The following are suggestions for things to do as you discuss the death with your students.

- Be available to listen to your students. Listen with your ears, eyes and heart. An excellent way to help students through the grief process is to be an active listener. This technique encourages students to recognize the normalcy of their feelings.
- Share with your students your own feelings when you were told of the death - shock, sadness, confusion.
- Reminisce about your relationship with the deceased student: If you know him/her, it is important. Share with students what you remember about him/her.
- Discuss students' feelings about the loss, including possible feelings of guilt or of responsibility. Let students know these feelings are normal. You may wish to discuss the normal stages of grief. Remember that some students may not know the deceased student that well and may not feel sad or particularly upset. They need to know that this is okay, too.
- Reassure them that they are not responsible for what has happened.
- Ask students to be supportive of one another and to escort any friend who is upset to a teacher or the crisis center. Reassure them that many adults in the building are available to help them.
- Encourage them to discuss their feelings with their parents.
- Encourage expressions of grief (talking, writing, painting, yelling, etc.). Provide appropriate places to express grief.
- Acknowledge the reality that grief HURTS! Do not attempt to rescue the student (or yourself!) from the hurt. Work through the grief.
- Provide a quiet, private place to come to whenever the student needs to be alone.
- Respect a student's need to grieve. Almost anything can trigger grief.
- Have resources available about grief, loss and change.
- Realize that grief causes difficulty in concentrating. Children often experience a shortened attention span. School work is often affected.



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- Do not isolate or insulate children from grief. Grief is a NORMAL AND NATURAL REACTION TO LOSS (of any kind).
- Understand that other losses often accompany the identified loss. A change in residence, caretaker, school or peer group all add to the grief experienced. Loss of trust often compounds grief.
- Try not to single out the grieving student for special privileges or compensations. He still needs to feel a part of his peer group and should be expected to function accordingly.
- Temper your expectations with kindness and understanding. Continue to expect him/her to function.
- Set realistic goals with the student concerning his behavior, school performance and homework. Help the student create his own routines if necessary.
- Become part of a caring team by establishing lines of communication with everyone involved with the student. Keep each other informed about the student's progress.
- If there is a death in the family, understand that grieving children are often "busy" with the task of establishing a new identity. "WHO AM I NOW?" becomes a major concern. Family roles may change as well as identities. This self-search often overshadows all other concerns for many weeks and months.
- Know that grief lasts far longer the ANYONE expects. It may take months or even years before a student displays signs of the full impact of a family change.
- Maintain a daily routine if at all possible. Continuity becomes a safety net for grieving students. The continuity of attending school daily, being required to perform certain tasks in and out of school and having a social routine provides students with some security and a sense of stability in a topsy-turvy world.
- Understand that children and young people will continue to deal with the losses/changes they experience as the GROW THROUGH the grief and discover that LOVE NEVER GOES AWAY.
- Continue to be available long after you think they "should be over it." Continue to reach out and care, just as you do now!
- Handle questions of theology by explaining that people believe many things and encourage them to discuss with their parents.

Students may need to:

- Cry
- Be held and hold each other
- Have questions answered
- Understand how others may react.



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### **Don'ts:**

- Don't say, "It could be worse ....."
- Don't say, "I'll bet you feel ....." "
- Don't say, "Everything is going to be okay."
- Don't say, "But you still have ... "
- Don't say, "You're the man/woman of the house now."
- Don't use these phrases, especially with younger children, as they give mixed messages:
  - 1) "Passed away";
  - 2) "Sleeping";
  - 3) "Taken from us"
  - 4) "Resting";
  - 5) "is sleeping in the arms of God" (children may have subsequent sleep disturbances and be afraid to go to bed);
  - 6) "was so good, God wanted him/her to come live with him" (the child may react with bad behavior to avoid death or develop fear of God);
  - 7) "is just away" (the next person who goes away may not be trusted to come back).



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## **APPENDIX D 6 SUGGESTIONS** **How Students May Comfort Those Who Grieve:**

- 1 **Be there** - visit; spend time with the grieving person; say hello to the person in the halls; ask the person to socialize/play; give the person a compliment.
- 2 **Listen** - grieving people need to talk about this sudden loss in their lives. Ask the person if they want to talk about it or listen if they bring it up. Do not pry or ask them to tell you about it if they say they don't want to talk.
- 3 **Send a note** - notes can share personal memories; keep them short and sweet. Enclosing a picture might be appropriate at the elementary level.
- 4 **Extend an invitation** - consider what the person likes to do and then ask them to - - eat out?, take a drive?, play at recess?, be your partner in PE?, etc.

### **Suggestions for How Students Can Deal With Stress:**

- o Talk to a friend
- o Talk to a counselor
- o Get plenty of rest
- o Get physical exercise
- o Help another person
- o Talk to your parents
- o Talk to a teacher
- o Eat regularly and eat a balanced diet
- o Do something you enjoy



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### **APPENDIX D 7 HELPING A STUDENT HELPING A STUDENT AFTER A DEATH IN THE FAMILY** (and helping a class respect the loss process from a distance)

The literature indicates that during childhood, one of every twenty children in the United States will lose a parent to death, and by the age of 16, one of every five children will have lost at least one parent. If this exposure to death is extended by including the rest of a student's family and close relatives and friends, bereavements among students will occur at least a few times during each school year.

Following are some suggestions for helping students face such losses:

- Remember that adults can make a difference in helping students when they have problems with death, because most of them have faced the death of love ones and other significant losses.
- Listen and empathize. Make sure to hear what is said.
- Maintain a sympathetic, never-shaming attitude toward the student's age appropriate responses.
- Respond with real feelings. The matter in which you express them is irrelevant.
- Allow the student to cry by giving permission: "if you need to leave the room to have some time privately, that is ok - just let me know and we'll find a quiet place for you to go." This may be necessary, since in many families, strong feelings are labeled as being publicly unacceptable and some students are taught to show only a stoical face in public.
- Share personal experiences with death; mention things that helped others during this time. This helps to take away some of the loneliness a student feels.
- Remember that ignoring grief does not cause it to go away. Research has indicated a relationship between antisocial behavior in adolescents and unresolved grief over the death of a loved one.
- Assure younger siblings that they are not responsible for the person's death because they had negative feelings about him or her at some time.
- Be aware of what may be happening at home. Parents and siblings may experience, at least during the stages of grief, physical illness, insomnia, severe depression, period of crying, or illusions in which they see or hear the deceased.
- Expect unusual behavior. Students may evidence an inability to concentrate on school work, or an unusual amount of daydreaming.



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## APPENDIX D 8 SIBLING GRIEF

Parents would like to protect their children from the hard facts of life, but they can't. When death of a sibling comes, the surviving children are affected but will react in different ways depending upon their age and experience. The following points are important for adults to remember.

Children have to be allowed to respond to the death of a sibling in their own way. Their relationship with the deceased would have been different from the parent's relationship to the child. Don't make a child feel guilty if he acts as if nothing is wrong because they don't seem as distraught as parents should be.

Do not exclude the child when grieving. Parents need to talk about their sadness with the child so he does not feel that he is the cause of their sadness. Very young children, especially, will feel adults' anger, frustration, or sadness as being something for which they are responsible. School age children differ in their reaction to death.

Children up to about seven do not see death as being a real change or irreversible. They view death as a separation from mother and may revert to clinging, close, or regressive behavior at the death of a sibling. Because they tend to believe in mystical powers, they tend to feel guilty for the death, especially if they at some time may have wished someone dead.

From about age seven to twelve, children see death as an aggressive personification - bogey- man or a Darth Vader who is coming to get them. To ward off these fears they may engage in ritual or incantation.

Children over twelve can respond to death as adults do. The problem may become religious or philosophical. They question the justice of a God who allowed the death to happen. Some adolescents develop a kind of attitude where they live for the moment. Others may be so affected by a death that they develop important political and religious commitments. Some adolescents may have difficulty in expressing emotions connected with death and develop emotional problems when they have not adequately resolved their grief.

We should not assume that grief is a major problem for many children. It is the same problem for them as for adults. If we see major changes in a child (sleep and eating habits, drop in grades, talk of suicide) within 18 months after a significant death, then it is a good idea for the entire family to seek professional counseling.



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## APPENDIX D 9 TERMINALLY ILL STUDENTS- ANTICIPATORY GRIEF

School personnel are increasingly faced with dealing with terminally ill students. Schooling is vital in that it helps to maintain a student's self-image. Besides, it assures the student that parents and teachers have faith in his or her future.

Knowing about the following basic needs of a dying person will assist school personnel to cope.

- Need to know that he or she is dying
- Need for meaningful communication
- Need to live to the end with dignity
- Need to be listened to without anger and with acceptance
- Need for hope
- Need to know that he or she is a valuable person
- Need not **to** be forgotten
- Need to maintain self-esteem

Some of the strategies that may help teachers and other school personnel in dealing with a terminally ill student:

1. Read about the disease and facilitate classroom discussion that can foster social acceptance.
2. Contact health personnel, parents and professionals who have worked with the student in the past to find out the best ways to meet physical and health needs.
3. Modify the instructional program as needed in light of fatigue, excessive absences and effects of medication.;
4. Reduce instructional goals so that some can be completed and a feeling of success can be achieved.
5. Do not make the student feel an object of pity.
6. Be firm about holding the student to whatever academic and behavioral standards he or she is truly able to meet.
7. Do not isolate the student from activities. There is a need to participate in purposeful activity with peers.



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**APPENDIX D 10**  
**MENTAL HEALTH AND SUICIDE PREVENTION**  
**How to Talk with Students in Crisis Situations**

Prevention Stage:

1. Continue to be genuinely interested in the emotional health of all students in your classes. Keep yourself psychologically healthy and model self-care to your students (how to work out problems, deal with stress, etc.) 'Let students know through the respect you show them in class as well as verbally that you are available to listen. You don't need to have answers, but you do need to listen and empathize with the students as much as you feel you can. Being seen talking with students about non academics builds up the trust level students have in you and makes it more likely that they will break down barriers that prevent teens from talking about emotional problems they are having with adults.
2. Make students aware of the availability of the school counselor, Teen Talk Groups and/or nurse to listen and help with problem-solving of various types. Watch for students who appear to have emotional problems (may be manifested in your classes as depression, anxiety, acting-out behaviors) - please make referrals on these students before or after you talk with the student to support personnel. If possible, make some mention of the student and your concerns as soon as you can - this gives the support personnel some point of reference to intervene or background information if problems begin to escalate for the student.

Intervention Stage:

1. First, ask about depression. You could say something like: "You don't seem to be yourself lately. You seem to be sort of down. Is something bothering you?"
2. If the student answers affirmatively say, "Are you depressed about something?"
3. If yes, ask the student about the length of his/her depression, how bad it gets, how much the person is crying, and how sleep and appetite have been affected.
4. Follow up the student's response with a direct question about whether they have been contemplating suicide. It is important to talk openly about this in order to determine risk.
5. Find out if the student has a plan. How lethal is it? Is the method available to the student? Does anyone know about this?
6. Have they attempted suicide before and by what means?  
Ask: "Why are you thinking about this now? What's bothering you or who are you angry with? What was the last straw?"
7. At this point ask the student if he/she would be willing to talk to a counselor or other support personnel. Tell the student that we will help them.
8. The student must be informed that his/her parents will be called.



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9. It is critical to stay with the student and provide for his/her safety if the risk of suicide is great. Escort the student to one of the support personnel and explain to that person what the student has told you so far.
10. If none of the support personnel are present, you should call the parent if the student seems to be suicidal. If possible, have at least one other staff person present and document the contact with the parent. Inform the administration about the situation and be sure you care for the safety of the student. For example, if the student runs away or takes off in his/her car after indicating they are suicidal, it would be necessary to call the police and the parent. When contacting the parent, it is important to stay calm. What you are trying to accomplish is to get their support in finding help for their child. Be sure to have a list of community resources available to address the mental health needs of the child.
11. In most situations you will simply need to refer the student on to the appropriate support personnel. They will be responsible for assessing the risk of suicide, parent contact, protecting the safety of the child, and setting up a plan for helping the student through the crisis by enlisting the support of parents and community mental health professionals.
12. If you feel uncomfortable or incompetent in working with a child or a particular situation please get assistance, explaining to the student that you will do everything you can to get help for him/her.

### **Additional Do's and Don'ts in Talking with Suicidal Teens**

1. Do not assume that the adolescent is simply trying to get attention.
2. Be supportive and affirm to the student that they are doing the right thing in talking about their problems.
3. Do not tease the adolescent about the seriousness of his or her intent.
4. Offer concrete solutions and steps to be taken and make sure the student understands what you mean.



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### APPENDIX D 11 AFTER A STUDENT'S DEATH

#### Handing A Class After A Student Dies

Nearly every teacher involved with a death in the classroom or school community needs help in handling his or her class. The following strategies, which involve many sharing experiences, will help.

- Don't be impassive about a student's death. Share reactions with the class.
- Let the children talk and write about their feelings.
- Listen to whatever students have to say.
- Make sure the class knows the details of the student's illness. Especially for younger children, separate the illness of the child who dies from any medical problems his or her classmates may experience.
- Never tell young children, "God took Sally away because He loves her," because children will wonder if it's a good idea to be loved by God. Likewise; don't say, "Sally went to sleep", you may create a class of insomniacs.
- You may have students write personal sympathy notes either to the parents or to a student who has suffered a loss. Give an address for these notes or offer to deliver them yourself.
- Older students may want to plan more concrete expressions of concern. Allow them to arrange a schedule for making food such as casseroles and desserts. Help them raise money for a memorial scholarship fund, medical research donations, or a cause especially commemorative of the dead student through functions such as car washes, dances, or basketball games.
- Make sure that visitation times are well publicized, perhaps with a tactful lesson in funeral etiquette.
- Explain how students should treat a bereaved student who is returning to school. Emphasize that trying to avoid or being overly solicitous to the student will not help. Point out the need to resume normal relationships
- Remember that your class may remain quiet and depressed for some time afterward (perhaps even a month), and that at some point students may begin to act out noisily and physically as a way of affirming that they are still alive.



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### **APPENDIX D 12 THE FUNERAL SHOULD MY CHILD GO TO THE FUNERAL?**

The following guidelines were developed to help you and your child when making the decision about attending a funeral. This is a very individual decision and depends on many variables. The list below is offered for you to consider as you decide what is best in your particular situation.

- Is this the first funeral your child will have attended?
- Consider what your usual family practice has been in the past regarding attendance at funerals.
- As a parent, consider whether you should accompany your child to the funeral for support.
- Does your child really want to go - or is he/she responding to peer pressure?
- Remember that the purpose of a funeral service is to provide a way of saying good-bye.
- Discuss with your child what he/she might expect.
- This service may or may not be exactly like other funerals your child has attended.
- It may be helpful to watch others for cues about what one needs to do (kneel, etc.) or how to respond.
- People may be crying, adults as well as children. This is normal and to be expected.
- It is okay to cry and to express grief, loss, etc.
- There may be many people there and some people may have to stand if there is not enough seating for everyone.

If your child does attend the service, take time to discuss his/her thoughts and feelings about it afterwards.



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**APPENDIX D 13 MEMORIAL ACTIVITIES**  
**MEMORIAL ACTIVITIES: SUGGESTED "DO'S" AND "DON'TS"**

**Do:**

- Send flowers and/or cards to the family
- Give monetary contributions to memorials of the family's choice.
- Develop scholarships, scholarship donations, or student assistance programs that help other students.
- Allow any student, with parental permission, to attend the funeral.
- Encourage affected students, with parental permission, to go to the funeral. In case of suicide, mention to families and ministers the need to distance the person who committed suicide from survivors and to avoid glorifying the suicidal act.

**DON'T:**

- Encourage scholarships resulting from a student death that contain the word "memorial" in the title or description along with the student's name.
- Encourage awards named after the deceased.
- Encourage plaques, statues, pictures, or any other tangible items donated in the deceased's name.
- Encourage yearbook, newspaper, song, or sporting event dedications.
- Make special arrangements to send all students from school to funerals.
- Have memorial or funeral services at school. Stop classes for a funeral.
- Fly the flag at half-staff.
- Have a moment of silence in all-school assemblies.
- Especially in the case of a suicide, don't have mass assemblies focusing on the suicide victim.



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**PREVENTATIVE PROCEDURES  
AND PROGRAMS FOR STUDENT PROTECTION**



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**STUDENT AND STAFF CODE OF CONDUCT**  
**STUDENTS**

**General Rules of Conduct:**

1. Students shall obey all rules and regulations of the school district as determined by the administration and Board of Education.
2. Students shall submit to lawful supervisory and disciplinary authority of the district and school
3. Students shall obey classroom and campus rules as developed by the principal and staff members. Campus rules shall further apply to adjacent properties and designated areas neighboring school grounds.
4. Students shall submit to reasonable corrective action imposed by the district or its authorized employees.
5. The rules concerning pupil conduct shall apply to all school related activities on or off campus.
6. Nontraditional students shall observe rules applicable to all students.

**Specific Rules of Conduct:**

1. Disabled students are subject to the same treatment under the rules governing pupil conduct as non-handicapped students with the modifications indicated in the provisions of the IEP.
2. Students participating in interscholastic activities are further subject to the Activity Handbook.
3. Students shall:
  - a. Be regular in attendance, on time to class, remain on school grounds from the time of arrival and attend regularly scheduled classes, unless officially excused.
  - b. Comply with school bus rules of conduct.
  - c. Obey driving and parking regulations.
  - d. Identify themselves upon request to school, district, or public officials.
  - e. Assume the responsibility for restitution of lost or damaged material, equipment, or other school property.
  - f. Students shall use appropriate language when in the classrooms, hallways, on campus, or while at a school activity.
  - g. Students shall not make inappropriate physical contact that would constitute an assault & battery with other students or staff. This includes fondling, hitting, slapping, or poking under any circumstance.
  - h. Students shall refrain from "public displays of affection" while in the classroom, hallways, or on campus.
  - i. During school hours, students should make an effort to be educationally productive. They shall not be in the hallway without a pass.



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**STUDENT AND STAFF CODE OF CONDUCT**  
**STAFF**

**Teachers have the right to:**

1. Administrative support in their efforts to maintain student discipline.
2. Freedom from assault, abuse, interference by force or violence, and intimidation by threat of force or violence.
3. Orientation by the Administration on the maintenance of student discipline.
4. Participate in the development and/or review of the campus rules relating to student conduct. These shall be consistent with district rules relating to student conduct.
5. Receive a copy of the building safety plan and student discipline policies and procedures.

**Teachers shall have the responsibility to:**

1. Enforce building and district discipline.
2. Maintain good order and discipline.
3. Hold pupils accountable for any disorderly or anti-social conduct.
4. Report suspected or alleged incidents of child abuse.
5. Observe the substantive and procedural due process rights of pupils.
6. Provide a written referral to the appropriate administrator when removing a pupil from class.
7. Maintain accurate attendance records.
8. Make a reasonable attempt to involve the parent or guardian and the student in resolution of student discipline problems.
9. Provide active learning throughout the entire class time.
  - a. Students should remain in their seats or on task until the bell rings. (Allowing students to crowd the door is unacceptable.)
10. Adhere to the class schedule; not allowing students to leave prior to the bell.
11. Participate in general supervision in the classroom and halls.

This includes:

  - a. dress code
  - b. appropriate language
  - c. P.D.A. (public displays of affection)
  - d. physical contact (whether in jest or not)
  - e. Visitors

**Teachers shall have the authority to:**

1. Require pupils to submit to disciplinary authority
2. Use prudent and reasonable disciplinary measures.
3. Detain pupils after school with prior provisions made for student transportation needs.
4. Recommend other specific corrective action.
5. Assume responsibility for the behavior of the students in his/her charge when accompanying students on a bus or supervision students at a school activity.



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**CONTROLLED SUBSTANCES, ALCOHOL AND TOBACCO**

1. Student Welfare First: In dealing with student involvement with illegal drugs - including alcohol - school personnel should have as their first concern the welfare of the students involved and other students in the school.
2. Law Enforcement: Although a helping relationship rather than an investigative and punitive approach will be emphasized, necessary and appropriate disciplinary action will be taken when laws or school regulations are violated regardless of law enforcement action. **Law enforcement agencies will be called upon where there is reasonable suspicion that drug activity is occurring on school grounds or involving students of the school district.**
3. Students Under the Influence: If a student appears at school, at a school sponsored activity, or on a school bus demonstrating behavior that indicates the student may be under the influence of alcohol or a controlled substance and/or admits to a school authority that he/she may be under the influence of alcohol or a controlled substance, the school personnel shall follow the following procedure:
  - a. Immediately notify the authority in charge of the classes, activity, or campus security.
  - b. If the student's illegal use of a drug is confirmed, school authorities may request the assistance of law enforcement authorities in investigating the source of the drug.
  - c. Determine if medical assistance is needed.
  - d. Be sure the student's parents are contacted and they become involved in the safe transporting of their child.
  - e. Record happenings in student's file.
4. Student Possession: If a student is found in possession of tobacco, alcohol, or controlled substance at school or school related activities, the items shall be confiscated. Students may not distribute or possess imitation controlled substances commonly known as "look alike" drugs at school or school sponsored activities.
5. Student Discipline: The building administrator shall follow the appropriate rules and regulations regarding student discipline. (See Student Handbook) The administrator shall follow the appropriate rules and regulations regarding student discipline. Students may be disciplined, suspended or expelled for violations of alcohol, tobacco and controlled substance regulations.



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### **VANDALISM AND BURGLARIES**

In the event an incident of vandalism or burglary to school buildings or facilities is observed, discovered or reported to staff, it should be immediately reported to the administration. Under such circumstances staff should follow the following procedures:

1. Vandalism or Burglary in process:
  - a. When students are involved, attempt to stop or prevent further vandalism and apprehend or identify those involved. Get help if necessary.
  - b. When adults are involved, do not attempt to apprehend, but try to identify.
  - c. During school hours contact the office giving locations of vandalism or burglary in progress.
  - d. Write down information (description of person, vehicle, and license numbers, etc.).
2. Discovery of Vandalism or Burglary:
  - a. Do not touch or otherwise disturb anything.
  - b. Notify the administration immediately.
  - c. Write down all available information.
  - d. Reroute personnel and students around affected area.



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### STUDENT "HIT LISTS" OR DEATH THREATS

Student "Hit List" or death threats should be taken seriously. When information of any kind (including rumors) is reported about a "hit list", the following steps should be followed:

1. Document the report or information received regarding comments or other information indicating a student has or is threatening the well-being of others; ask witnesses to any student comment to sign a written statement and date the statement.
2. If the subject is a student, review the student's school records.
  - a. Check discipline files for incidents of threats or aggression;
  - b. Check academic files for IEP or other evaluative material relevant to alleged conduct.
  - c. Interview school personnel for information regarding the subject's background, e.g. home life, drug or alcohol abuse, etc.
  - d. Interview student's friends and teachers to determine if the subject has made threats to others or talked of doing violent acts.
  - e. Interview subject of the investigation, invite subject to tell his/her side of the story; take notes; listen and observe subject's behavior. Such interview should be conducted with another adult present.
  - f. If appropriate to the situation inquire if the subject has access to weapons of any kind.
  - g. If appropriate, conduct a search of student, the student's locker, book bag, etc.
  - h. Contact parents of the subject after completion of the investigation to inform the parents of the information received regarding threats by the subject, the findings of the investigation, and inquire as to the parents' knowledge or concerns related to threatening behavior of the subject and the availability of weapons in the home.
  - i. Follow student discipline due process procedures, and if appropriate, place student on emergency exclusion pending final disposition.
  - j. Report concerns to law enforcement agencies and request an investigation and report. Cooperate by providing such information to law enforcement as is allowed by law.
  - k. Determine if an outside agency should be contacted for support or evaluation.



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**ANTI-BULLYING/HARASSMENT PROGRAM**

School personnel shall instruct students regarding school district policy and practice to prevent harassment of students and staff in any manner. Reference shall be made to the school district anti-discrimination policy, Appendix E 1. Teachers shall reinforce the following maxims to prevent bullying or other harassing conduct by students toward other students:

1. Treat others how you want to be treated;
2. Play fair;
3. Respect teachers and other students;
4. Allow all to play in activities;
5. Help others when needed;
6. Do not hurt kids on the inside or the outside;
7. Be respectful to everyone.



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### SEARCH AND SEIZURE

When the Administration determines that the safety of students and staff depends on determining if a weapon or instrument of harm is on the school premises, a search of a student or school personnel may be conducted. In order to conduct such a search, there must be a basis for "reasonable suspicion" that the person being searched has violated a school rule and that information, facts or circumstances lead a reasonable person to conclude that a search is necessary, the following guidelines should be followed:

1. Under no circumstances should a strip search be conducted.
2. Have another adult witness present at all times during the search, and make a record of the objects secured by the search.
3. Searches of a student's person should be conducted and witnessed by an adult of the same sex as the person subject to the search.
4. Ask the subject to remove all objects from pockets; lay the objects aside until the search is completed.
  - a. Have the subject pull the pocket lining inside out, check the waist band of trousers, check socks and shoes.
  - b. Check items from pockets that could conceal contraband.
  - c. Check back packs and notebooks for contraband.
  - d. Seized contraband should be placed in an envelope and sealed with the information regarding the date, the name of the person conducting the search, any witnesses to the search, the subject's name and the circumstance behind the search and eventual seizure of property.
  - e. Contraband should be turned over to the police as soon as possible.
5. Prior to any search the person to be searched should not be allowed to make any stops at a desk, restroom, locker, or trash can, where contraband may be deposited.
6. The student handbook contains a statement that school lockers are the property of the district and that there should be no expectation of privacy with regard to the contents of such locker.



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**MONITORING INTERNET USE ON SCHOOL EQUIPMENT**

See Appendix E 2-4, E- mail/Internet Access policy.



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**IDENTIFICATION OF POTENTIALLY VIOLENT INDIVIDUALS**

See Appendix E 5, Warning Signs of Violent Behavior.



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## STUDENT ATTIRE

Students shall wear appropriate attire.

Appropriate attire shall exclude any type of dress, apparel, and manner of grooming displayed, reflected or participated in, which school officials believe:

- a. Would disrupt or interfere with the school environment, activities and/or educational process; or,
- b. Would create, in fact, an atmosphere in which a student, staff members or other person's well-being is hindered due to undue pressure, behavior, intimidation, overt gesture or threat of violence.



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**EXCESSIVE ABSENTEEISM AND TRUANCY**

Excessively absent and truant students are often involved in disruptive and illegal behavior. It is school district policy to collaborate with law enforcement and state and local agencies to prevent excessive absenteeism and truancy. The school district has adopted aggressive intervention policies to diminish such occurrences.



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**SUICIDE PREVENTION**

The school district shall provide staff with in-service and materials to assist in the identification of students who exhibit suicidal tendencies. Each teacher will be provided access to a copy of the Suicide Prevention and Response information, which shall include material on student mental health problems, prevention and intervention.



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## MEDICAL EMERGENCIES

A medical emergency includes life-threatening situations such as heart attack, air obstruction, suffocation, trauma, unconsciousness, or severe bleeding. School buildings shall have a First Response Team established by the administration. This team should include those trained in CPR and First Aid procedures. In the event of a medical emergency the following procedures shall be followed:

1. The staff member in charge should notify the school office immediately giving the:
  - a. Location of the victim;
  - b. Name of the victim;
  - c. Type of injury;
  - d. Apparent need for emergency services.
  
2. Upon receipt of the information, the school office shall:
  - a. Announce "We have a situation in the building First Response Team should report to "\_\_\_\_\_" (room number and teacher's classroom, to assist the "First Response" team members)
  - b. If, from the first report, the need for emergency services is immediately apparent, **CALL 911 AND FIRST RESPONSE TEAM!** If, after the "First Response" team arrives at the victim's location, they determine that it is apparent that there is a need for emergency services, a member of the "First Response" team shall notify the office to call 911. In either circumstance, the office personnel shall call 911 and:
    - i. Explain the situation (be calm);
    - ii. Give the name of the school and the address;
    - iii. Inform emergency personnel which door to enter and the room number and/or location;
    - iv. Make sure someone meets the emergency personnel at the door to take them to the victim;
    - v. If it is necessary to send the victim to the hospital by ambulance and the parent is not at the school, a staff member assigned to the "First Response" team should go along to serve as a liaison between the hospital and school/parent. The staff member should stay at the hospital until the parent arrives. As soon as possible, the staff member should relay information regarding the condition of the victim to the school office.



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3. Upon announcement of "We have a situation in the building".
  - a. Classroom teachers should close the doors to their classroom (to minimize confusion) and continue instruction. Teachers are to keep students in their classrooms and **IGNORE** all bells and/or normal passing time until further notice.
  - b. Students in the classroom where the emergency is taking place should be moved to a neighboring classroom as soon as it is possible to do so without creating additional confusion or threat to the victim's well-being.
  - c. The "First Response" team, along with a building administrator shall report to the location of the emergency, assess the situation, and begin necessary treatment within the scope of their training. If the medical emergency involves a serious injury, the following measures should be followed by staff present and the "First Response" team:
    - i. The victim should not be moved unless his/her location is potentially dangerous.
    - ii. The staff member present at the time of occurrence should reassure the victim and keep the victim quiet and lying down until the "First Response" team or emergency personnel arrive.
    - iii. All personnel and students not directly involved with the emergency or administration of first aid should be directed away from the scene.
  - d. All staff should be aware of the personnel assigned to the "First Response" team, and should be prepared to supervise that teacher's students as soon as the "First Response" team member leaves his/her classroom to assist with the medical emergency.
  - e. Office personnel should notify the parents (spouse) of the victim as soon as possible. All known details should be relayed to the family. Be clear, and concise, informing only what is known; do not speculate, but be tactful using a manner to avoid the creation of undue panic.
  - f. Once the medical emergency has been resolved or the victim transported to the hospital, resume whatever schedule is needed for the remainder of the school day.
  - g. Prepare an announcement (for staff members only) to explain the nature of the emergency and the facts as they are known. Within 24 hours, the "First Response" team and administration should meet to review the emergency response. The "First Response" team and administration should prepare a written report of the medical emergency setting forth the facts giving rise to the medical emergency, the victim's conditions, and the action taken by the "First Response" team.
  - h. **The foregoing protocol for Medical Emergencies should be pre-taught to students. Students should know that if a medical emergency takes place in their classroom they should remain seated and quiet until they are directed to move. Students should be directed how to summon help in the event their teacher becomes incapacitated and unable to seek assistance for himself/herself.**



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**APPENDIX E 1**  
**ANTI-DISCRIMINATION POLICY**

Personnel and Students

**1. Elimination of Discrimination**

The Doniphan-Trumbull Public Schools PreK-12 School System hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school system intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination. The Superintendent shall be the Coordinator for anti-discrimination laws (including Title VI, title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504) and complaints or concerns involving discrimination should be addressed to said Coordinator.

**2. Preventing Harassment and Discrimination of Employees and/or Students**

a. **Purpose:** Doniphan-Trumbull Public Schools PreK-12 School System is committed to offering employment and educational opportunity to its employees and any student based on ability and performance, in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, the Doniphan-Trumbull Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, religion, national origin, sex, disability or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

- 1.) In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.
- 2.) Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- 3.) Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.
  - Sexual harassment may exist when:
    - a. Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation,



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promotion, or retention);

- b. Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- c. The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.
- d. Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender- specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

b. **Procedures:**

- 1.) Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problems, the employee or student is encouraged to go to the next level of supervision.
- 2.) If the employee or student's complaint is not resolved to his or her satisfaction with five (5) to ten (10) working days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of Doniphan-Trumbull Public Schools. If a satisfactory arrangement cannot be obtained through the Superintendent of Doniphan-Trumbull Public Schools, the complaint may be processed through the Board of Education.
- 3.) The supervisor, teacher or the Superintendent of Doniphan-Trumbull Public Schools will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with the resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken. Under no circumstances will a supervisor or teacher threaten or retaliate against an employee or student for alleging a violation of this policy.



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## APPENDIX E 2 E-MAIL/INTERNET POLICY

Doniphan-Trumbull Public School's network facilities and/or laptops are to be used in a responsible, efficient, and ethical manner in accordance with the philosophy of Doniphan-Trumbull Public School. Access to the DTPS computer systems is a privilege, not a right. Laptops will be subject to random inspections and will be turned over to district personnel upon request. Students must acknowledge their understanding of this policy as well as the following guidelines. Failure to adhere to these standards may result in suspension or revocation of the offender's laptop and/or network privileges.

### General Guidelines

1. Students will have access to all available forms of electronic media and communication which is in support of education and research and in support of the educational goals and objectives of Doniphan-Trumbull Public School.
2. Students are responsible for their ethical and educational use of the technology resources of Doniphan-Trumbull Public School.
3. Access to the DTPS technology resources is a privilege and not a right. Each employee, student and/or parent will be required to follow the Responsible Use of Technology Resources Policy.
4. Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, threatening or obscene material and computer viruses.
5. Any attempt to alter data, the configuration of a computer, or the files of another user without the consent of the individual, administrator, or technology administrator, will be considered an act of vandalism and is subject to disciplinary action in accordance with the Student Handbook.
6. The School's Internet is to be used for research and as a means of obtaining academically relevant information. Material obtained through research on the Internet and then used in academic work is to be properly documented. Students may not access web sites, newsgroups, or "chat" areas that contain material that is obscene or that promotes illegal activity. If a student does accidentally access this type of information, he or she should immediately notify a teacher.
7. E-mail and all other forms of electronic communication are to be used in a responsible manner. Students may not use vulgar, derogatory, or obscene language. Students may not engage in personal attacks or harass others.
8. Use of the computer (including "Instant Messaging") for anything other than a teacher-directed or approved activity is prohibited during the



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school day.

9. When accessing the school district's Internet network, Internet computer games or any computer games are prohibited in classes, lobby, hallways, etc. unless approved by a teacher.
10. Computer& may not be used to make sound recordings without the consent of all of those being recorded.
11. Installation of peer-t<>-peer file-sharing programs is strictly forbidden. Copyright laws must be respected. If you have any questions about what constitutes a copyright violation, please contact an administrator, media specialist, or teacher.
12. Music will only be allowed on the laptop if it is being used for a teacher directed or approved activity.
13. The school has a limited amount of information that it can transfer at any one time. When downloading large files over the Internet or backing up large files to the server, students should be hard-wired to the network.
14. Files stored within the school computer systems should be limited to those relating to formal school courses or activities. Graphic files or pictures that are not for a school project or activity should not be stored on the school computer systems.
15. Students may access only those files that belong to them or for which they are certain they have permission to use.
16. Deliberate attempts to degrade the network or to disrupt the system performance will result in disciplinary action.
17. School administrators reserve the right to remove student accounts on the network to prevent unauthorized activity. Doniphan-Trumbull Public School reserves the right to define inappropriate use of technology and all other electronic communication devices. These inappropriate uses include, but are not limited to:
  - The user shall not erase, change, rename, or make unusable anyone's computer files, programs, or disks.
  - The user shall not use or try to discover another's password or another person's email or other files.
  - The user shall not use a computer for unlawful purpose, such as illegal copying or installation of software.



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- The user shall not let other persons use his/her name, login, password, or files for any reason.
  - The user shall not deliberately use the computer to annoy or harass others with language, images, innuendoes, or threats. The user shall not deliberately access or create any obscene or objectionable information, language, or images.
  - Do not go into chat rooms or send chain letters without permission.
  - Do not open, use, or change computer files that do not belong to you.
  - Do not reveal your full name, phone number, home address, social security number, credit card numbers, password or passwords to other people.
  - If you inadvertently access a web site that contains obscene, pornographic or otherwise offensive material, notify a teacher or principal immediately so that such sites can be blocked from further access. This is not merely a request; it is a responsibility.
18. Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.
19. Plagiarism is a violation of the Student Handbook. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.

Use or possession of hacking software is strictly prohibited and violators will be subject to consequences. Violation of applicable state or federal law, including the Nebraska Penal Code, Computer Crimes, will result in criminal prosecution or disciplinary action by the District



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## **APPENDIX E 5 WARNING SIGNS** **School Violence Warning Signs: Recognizing Warning Signs of Violence in Others**

Often people who act violently have trouble controlling their feelings. They may have been hurt by others. Some think that making people fear them through violence or threats of violence will solve their problems or earn them respect. This isn't true.

People who behave violently lose respect. They find themselves isolated or disliked, and they still feel angry and frustrated.

If you see these warning signs, imminent violence is a serious possibility:

- loss of temper on a daily basis
- frequent physical fighting
- significant vandalism or property damage
- increase in use of drugs or alcohol
- increase in risk-taking behavior
- detailed plans to commit acts of violence
- announcing threats or plans for hurting others
- enjoying hurting animals
- carrying a weapon

If you notice the following signs over a period of time, the potential for violence exists:

- a history of violent or aggressive behavior
- serious drug or alcohol use
- gang membership or strong desire to be in a gang
- access to or fascination with weapons, especially guns
- threatening others regularly
- trouble controlling feelings like anger
- withdrawal from friends and usual activities
- feeling rejected or alone
- having been a victim of bullying
- poor school performance
- history of discipline problems or frequent run-ins with authority
- feeling constantly disrespected
- failing to acknowledge the feeling or rights of others

Reference: APA and MTV April 19, 1999, <http://helping.apa.org/warningsigns/>

### Early Warning Signs

Why didn't we see it coming? In the wake of violence, we ask this question not so much to place blame, but to understand better what we can do to prevent such an occurrence from ever happening again. We review over and over in our minds the days leading up to the incident - did the child say or do anything that would have cued us into the impending crisis? Did we miss an opportunity to help?

There are early warning signs in most cases of violence to self and others - certain behavioral and



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emotional signs that, when viewed in context, can signal a troubled child. But early warning signs are just that - indicators that a student **may** need help.

Such signs may or may not indicate a serious problem - they do not necessarily mean that a child is prone to violence toward self or others. Rather, early warning signs provide us with the impetus to check out our concerns and address the child's needs. Early warning signs allow us to act responsibly by getting help for the child before problems escalate.

Early warning signs can help frame concern for a child. However, it is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about a child, but it's not okay to overreact and jump to conclusions.

Teachers, administrators, and other school support staff are not professionally trained to analyze children's feelings and motives. However, they are on the front line when it comes to observing troublesome behavior and making referrals to appropriate professionals, such as the counselor, or school nurse. They also play a significant role in responding to diagnostic information provided by specialists. Thus, it is no surprise that effective schools take special care in training the entire school community to understand and identify early warning signs.

When staff members seek help for a troubled child, when friends report worries about a peer or friend, when parents raise concerns about their child's thoughts or habits, children can get the help they need. By actively sharing information, a school community can provide quick, effective responses.

### Principles for Identifying the Early Warning Signs of School Violence

Educators and families can increase their ability to recognize early warning signs by establishing close, caring, and supportive relationships with children and youth - getting to know them well enough to be aware of their needs, feelings, attitudes, and behavior patterns. Educators and parents together can review school records for patterns of behavior or sudden changes in behavior.

Unfortunately, *there is a real danger that early warning signs will be misinterpreted*. Educators and parents - and in some cases, students - can ensure that the early warning signs are not misinterpreted by using several significant principles to better understand them. These principles include:

- ***Do no harm.*** There are certain risks associated with using early warning signs to identify children who are troubled. First and foremost, the intent should be to get help for a child as early as possible. The early warning signs should not be used as a rationale to exclude, isolate, or punish a child. Nor should they be used as a checklist for formally identifying, mislabeling, or stereotyping children. Formal disability identification under federal law requires individualized evaluation by qualified professionals. In addition, all referrals to outside agencies based on the early warning signs must be kept confidential and must be done with parental consent (except referrals for suspected child abuse or neglect).
- ***Understand violence and aggression within a context.*** Violence is contextual. Violent and aggressive behavior as an expression of emotion may have many antecedent factors - factors that exist within the school, the home, and the larger social environment. In fact, for those children who are at risk for aggression and violence, certain environments or situations can set it off. Some children may act out if



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stress becomes too great, if they lack positive coping skills, and if they have learned to react with aggression.

- *Avoid stereotypes.* Stereotypes can interfere with - and even harm - the school community's ability to identify and help children. It is important to be aware of false cues - including race, socioeconomic status, cognitive or academic ability, or physical appearance. In fact, such stereotypes can unfairly harm children, especially when the school community acts upon them.
- *View warning signs within a developmental context.* Children and youth at different levels of development have varying social and emotional capabilities. They may express their needs differently in elementary, middle, and high school. The point is to know what is developmentally typical behavior, so that behaviors are not misinterpreted.
- *Understand that children typically exhibit multiple warning signs.* It is common for children who are troubled to exhibit multiple signs. Research confirms that most children who are troubled and at risk for aggression exhibit more than one warning sign, repeatedly, and with increasing intensity over time. Thus, it is important not to overreact to single signs, words, or actions.

### Early Warning Signs

It is not always possible to predict behavior that will lead to violence. However, educators and parents - and sometimes students - can recognize certain early warning signs. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

We know from research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult - whether it be at home, in school, or in the community - the potential for violence is reduced significantly.

None of these early warning signs alone are sufficient for predicting aggression and violence. Moreover, it is inappropriate - and potentially harmful - to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help. School communities must ensure that staff and students only use the early warning signs for identification and referral purposes. Only trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are presented with the following qualifications: They are not equally significant and they are not presented in order of seriousness. The early warning signs include:

- *Social withdrawal.* In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.



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- *Excessive feelings of isolation and being alone.* Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations.

However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.

- *Excessive feelings of rejection.* In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolate from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways - including violence. Some aggressive children who are rejected by nonaggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- *Being a victim of violence.* Children who are victims of violence - including physical or sexual abuse - in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- *Feelings of being picked on and persecuted.* The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways - including possible aggression or violence.
- *Low school interest and poor academic performance.* Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations - such as when the low achiever feels frustrated, unworthy, chastised, and denigrated - acting out and aggressive behaviors may occur. It is important to assess the emotional cognitive reasons for the academic performance change to determine the true nature of the problem.
- *Expressions of violence in writings and drawings.* Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an over representation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional - such as a school psychologist, counselor, or other mental health specialist - to determine its meaning.
- *Uncontrolled anger.* Everyone get angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- *Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.* Children often



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engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

- *History of discipline problems.* Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- *Past history of violent and aggressive behavior.* Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire-setting. Youth, who show an early pattern of frequent antisocial behavior across multiple settings, are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age twelve (12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.
- *Intolerance for differences and prejudicial attitudes.* All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance - when coupled with other factors - may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems should also be treated as early warning signs.
- *Drug use and alcohol use.* Apart from being unhealthy behaviors, drug use and alcohol use reduce self-control and expose children and youth to violence, either as perpetrators, as victims, or both.
  - *Affiliation with gangs.* Gangs that support antisocial values and behaviors, including extortion, intimidation, and acts of violence toward others, cause fear and stress among students. Youth who are influenced by these groups, those who emulate and copy their behavior, as well as those who become affiliated with them, may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- *Inappropriate access to, possession of, and use of firearms.* Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.



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- *Serious threats of violence.* Idle threats are a common response to frustration. Alternatively, *one* of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat. This threat to use violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

### Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response. No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member - as well as to the child's family

Imminent warning signs may include:

- Serious physical fighting with peers or family members
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and possibly law enforcement officers is needed when a child:

- Has presented a detailed plan (time, place, method) to harm or kill others - particularly if the child has a history of aggression or has attempted to carry out threats in the past.
- Is carrying a weapon, particularly a firearm, and has threatened to use it. In situations where students present other threatening behaviors, parents should be informed of the concerns immediately.

Reference: U.S. Department of Education in cooperation with the AASA and other national groups.  
<http://www.air-dc.org/cecp/guide/files/3htm>



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## APPENDIX E 6 SUICIDE PREVENTION Response Packet

### SUICIDE MYTHS AND FACTS

**Myth:** If you talk to someone about their suicidal feelings, you will cause them to commit suicide.

**Fact:** Actually the opposite is true. Asking someone directly about their suicidal intent will often lower their anxiety level and act as a deterrent to suicidal behavior by encouraging the ventilation of pent-up emotions. Asking someone about their suicidal feelings may make the person feel relieved that someone finally recognized their emotional pain.

**Myth:** When a person talks about killing himself, he's just looking for attention. Ignoring him is the best thing to do.

**Fact:** Ignoring him is the worst thing to do. Without the attention the likelihood of an attempt increases.

**Myth:** People who talk about killing themselves rarely commit suicide.

**Fact:** Most suicidal people are ambivalent. What they are seeking is removal from an intolerable situation in which they feel more stress than they can stand. Suicidal people will frequently call for help during or immediately following an attempt.

**Myth:** If someone attempts suicide, he will always entertain thoughts of suicide.

**Fact:** Most people who are suicidal are that way for only a brief period of time in their lives. If the attempter receives the proper assistance and support, he will probably never be suicidal again. Only about ten percent of attempters later complete the act.

**Myth:** Once a person tries to kill himself and fails, the pain and humiliation will keep him from trying again.

**Fact:** Of every five people who commit suicide four have made one or more previous attempts. The first attempt is the hardest. Once the barrier between thought and action is crossed, subsequent attempts are easier if the conditions that brought about the first attempt haven't improved.

**Myth:** People who kill themselves are insane.

**Fact:** Although many suicidal people are depressed and distraught, only a small percentage of them are psychotic

**Myth:** All suicidal people appear deeply depressed.

**Fact:** Although depression is often associated with suicidal feelings, not all people who kill themselves are obviously depressed. In fact, some suicidal people appear to be happier than they've been in quite a while because they have decided to 'resolve' all of their problems at the same time.

**Myth:** When a depression lifts there is no longer any danger of suicide.

**Fact:** The greatest danger of suicide exists during the first three months after a person recovers from a deep depression.



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Myth: Suicidal people rarely seek medical attention

Fact: Research has consistently shown that about 75 per cent of suicidal people will visit a physician with the three months before they kill themselves.

Myth: People under a psychiatrist's care rarely commit suicide.

Fact: Among adolescent suicides two-thirds have undergone psychiatric or psychological counseling and one-third have been hospitalized.

Myth: "There is a 'typical' kind of person who commits suicide and my (child, spouse, friend) just isn't the type."

Fact: The potential for suicide exists in all of us. There is not a "typical" type of suicidal person. Suicide crosses all socioeconomic groups and no one class is more susceptible to it than another.

Myth: Professional people don't kill themselves.

Fact: Physicians, lawyers, dentists and pharmacists appear to have high suicide rates.

Myth: Suicide is basically a problem that is limited to young people.

Fact: Suicide rates rise with age and reach their peak among older white males. However, between 1955 and 1975, the rate of teen suicide almost tripled.

Myth: The tendency toward suicide is inherited and passed from generation to generation.

Fact: Although suicide does tend to "run in families," it appears that it is not transmitted genetically. Rather, the occurrence of the suicide provides a model for other family members. If they get depressed, they are more likely to imitate the model.

Myth: There is a very low correlation between alcoholism and suicide.

Fact: Alcoholism and suicide often go hand-in-hand. Alcoholics are prone to suicide and even people who do not normally drink will often ingest alcohol shortly before they kill themselves.

Myth: Because it includes the Christmas season, December has a high suicide rate.

Fact: For children and adolescents, April and May have the highest number of completions; September and October are second. In the general population, December has the lowest rate of completions of any month.



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**APPENDIX E 7 WARNING SIGNS**  
**Suicide Verbal and Behavioral Warning Signs for Children and Adolescents**

- "Everybody would be better off if I just weren't around."
- "I hate my life. I hate everyone and everything."
- "I'm the cause of all my family's/friends troubles."
- "I wish I would just go to sleep and never wake up."
- "I've tried everything but nothing seems to help."
- "Nobody can help me."
- "I want to kill myself but I don't have the guts."
- "I'm no good to anyone."
- "If my (father, mother, teacher) doesn't leave me alone I'm going to kill myself."
- "Don't buy me anything. I won't be needing any (clothes, books)."
- "I'm not planning that far ahead right now."
- "I don't know if I'll be around next week/month."
- "I don't want to be here."
- "It doesn't matter now."
- "I won't be around here much longer."
- "I won't have to worry about my grades anymore."
- "I wish I were dead."
- "The only way out is for me to die."
- "I just can't go on any longer."
- "You won't be seeing me around anymore."
- "If I don't see you again, thanks for everything."
- "You're going to be sorry for how you've treated me."
- "Nobody likes/loves me anymore."



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- "How do you make out a will?"
- "If (such and such) happens ( or doesn't happen), I'll kill myself."
- "Here, take this (cherished possession); I won't be needing it anymore."
- "I just called to say goodbye and to tell you thanks for everything."
- "Think of me when you use my (cherished possession just given away)."
- "It's not important anymore."
- "I've decided to kill myself."
- "I feel like calling it quits-living is useless."
- "I'm checking out; I'm tired of life."
- "I love you, remember that."
- "I'm getting rid of a few things." Said after giving away a cherished possession.
- "I really understand how she felt." Said about another student who killed her/himself.

### **SUICIDE - Behavioral Warnings for Children and Adolescents**

- A statement of the wish to die.
- A previous attempt.
- A sudden change in behavior.
  - An outgoing child becomes moody - isolated - withdrawn
  - A shy quiet child becomes aggressive - disobedient - risk taker
- Changes in sleeping patterns.
  - One has insomnia
  - Another sleeps all the time
- Drug or alcohol abuse.
- Accident proneness - risk taking
- Slackening interest in school - decline in grades
- Severe mood swings or a dramatic change in personality
- Loss of, or lack of, an important person or friend.



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- Hopelessness - "I give up, what's the use." Termination of major goals
- Lack of interest in opposite sex, personal appearance or hobbies
- A suicide plan. The person has a plan of how, when and where they will kill themselves
- Evidence of final arrangements
  - Making a will,
  - Giving away prized possessions,
  - Making peace with Friends



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**APPENDIX E 8 STEPS IN DEALING WITH SUICIDAL BEHAVIOR**  
(not necessarily in order of importance)

1. Make sure the student is in a safe and confined area such as a counselor or administrative office. Make sure student is not left alone.
2. Determine the seriousness of the threat.
3. After gathering information about the severity of the threat, notify your supervisor to develop a plan.
4. Attempt through the client's responses, student records, counselor contact, or administrator knowledge to obtain as much information as possible regarding the student's parents. It can prove invaluable to have a prior indication of how the parents react to stressful situations involving their child.
5. Notify the student's parents of the student's behavior and reasons for concern (in person). In addition, inform the parents of behaviors which may signal a threat. Always provide referral sources to the parents and the student.
6. In cases in which it is determined that a suicide attempt is not imminent, elicit a contract from the student - no suicide attempts while working together. Be certain the student and his family can contact referral 'Sources in case of emergency. Refer the student to an outside source. Provide the student with the knowledge that he can be seen by you at a specific time if necessary.
7. Notify school personnel about the suicidal behavior and/or potential for a suicide attempt on a "need to know" basis.
8. If an attempt has occurred or the danger is imminent notify parents immediately and ask them to come to the school at once. Again, have someone remain with the student at all times. Information from the parent will help dictate subsequent steps to be followed. Question the parent about any psychiatric coverage they have in their insurance plan, if they are able to pay for professional services, and if they would like to initiate services through a family physician who can in turn refer them to a psychiatrist. If they don't want to go through the family physician provide them a list of psychiatrists who practice in their area and help to arrange an appointment. Obtain permission to consult with the care giver.

If they have no insurance, or are unwilling to pay for the professional services, consider referral to community resources who use sliding fee scales of payment. Don't let an imminent dangerous situation go without help.

If the informed parent refuses to obtain assistance for their child consider informing Child Protective Services, the police department, and the county attorney.



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9. In regard to confidentiality, the American Psychological Association Ethical Principles of Psychologists states, "Psychologists have primary obligation to respect the confidentiality of information obtained from persons in the course of their works as psychologists. They reveal such information to others only with the consent of the person or the person's legal representative, except in those unusual circumstances in which not to do so would result in clear danger to the person or to others. Where appropriate, psychologists inform their clients of the legal limits of confidentiality." In the circumstance of suicidal risk the psychologist must closely consider when it is appropriate to discuss this issue as to do so prematurely may hamper the psychologist in their attempt to gauge the degree of risk present.
10. Once the immediate crisis has passed, maintain contact with the student since many suicides occur after the onset of treatment or after clinical symptoms begin to improve. Monitor the student's progress. This can be accomplished through frequent contact by the counselor with the student.
11. In case of suicidal behavior in a student not previously referred, the psychologist might be called upon to ask direct questions of, or render services to, the student without parent permission, provided the students' parents are notified at the earliest feasible time.
12. Maintain clinical records indicating:
  - a. That the suicidal risk is recognized.
  - b. That specific measures have been taken to deal with that risk, and
  - c. That the measures have been carried out.
13. If, despite student responses to the contrary, you have a "gut feeling", or intuitive hunch that a student is in imminent danger, act on that feeling.



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**APPENDIX E 9 IMPAC OF A SUICIDE  
VARIABLES TO CONSIDER WHEN ASSESSING THE  
IMPACT OF A SUICIDE ON A SCHOOL**

Variable	Suicide Impact Issues
Popularity of person who committed suicide	If the individual was well known in the school and/ or community, a more significant impact can be expected. For example, if the individual had just moved into the area, the impact is likely to be less severe.
Exposure to or involvement in the suicide	The greater the exposure or involvement of students or staff, the greater will be the impact.
History of similar crises	If other suicides happened in the school in the past, old crisis reactions may be rekindled.
Recency of similar crises	If other crises occurred in the school recently, this may reduce resiliency and result in a more significant crisis reaction. On the other hand, a less dramatic impact can be expected if the suicide is an isolated incident.
Resources available	Fewer personal, family, school, and community resources are likely to result in more significant crisis reactions.
Suicide timing	If the suicide occurred during a vacation, its impact on the school may be less than if it occurred while school was in session; however we will deal with the crisis as if it occurred while school was in session.



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## APPENDIX E 10 CONTAGION FACTORS CONTAGION FACTORS IN SUICIDAL BEHAVIOR

### GENERAL CONSIDERATIONS

The primary cause of "Contagion Suicide" appears to be feelings of guilt about what people had said or done with the deceased child prior to suicide. A second major cause is the modeling of a spectacular way of ending all their problems at the same time, especially for those students who have poor problem solving skills to start with. (Many children in a similar situation to that of the deceased student feel that they have no choice but to also kill themselves.)

One authority has coined the term "survivor-victims" to refer to those people close to a suicide victim who themselves may become at risk for suicide. In the literature this term most often refers to family members. However, the concept also accurately describes friends, classmates, and even acquaintances of a deceased student. Another authority urges professionals to focus on the extended social network of suicide attempters/completers in order to avert further duplications of the initial suicide episode.

Recommendations to reduce the contagious impact of a suicide:

1. The best way not to have contagion is to not have a suicide in the first place. Experts in adolescent suicide prevention believe that most, although not all, suicides could be prevented. Therefore, the best way to reduce contagion is to have effective suicide prevention programs.
2. If a suicidal death does occur, deal openly with all who may be affected. Affected students need to grieve and deal with their guilt feeling or they run the risk of becoming suicidal themselves. Generally speaking, the single best predictor of how students will respond to a frightening event is how the adults around them are reacting. Being able to work through the effects of a suicidal death with caring, supportive adults will decrease the contagion.
3. Be aware there are several categories of children who are at high risk.
4. Most suicidal people feel out of control and badly need consistency and direction. Therefore, the school needs to provide a predictable and supportive structure where adults are still in charge. Discipline with potentially suicidal students is a difficult issue for staff because they do not want to precipitate an attempt. However, the result of not setting limits on suicidal students is that they feel even more out of control and consequently more suicidal. Therefore, discipline should remain the same for those students but should be imposed in a non-judgmental way and with adequate emotional support.
5. Although, it is not recommended to exclude suicidal students from school to decrease the contagion, deal with them privately within the building so they have less opportunity to provide a model for others. Work individually with the high risk students in order to avoid having other students appoint themselves as their "therapists." Self-appointed "therapists" are likely to become high risk themselves if their "client" goes on to attempt or complete.
6. A memorial service at school is. Not recommended because it may glamorize the death in a way that other students would find attractive and perhaps emulate. Having the funeral after school hours conveys that a



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suicide does not stop school. However, all students who are affected by the death may be encouraged to go to the funeral and the school should facilitate that as much as possible.

7. Suicidal behavior is only contagious if other people know about it. If you can keep knowledge of attempts out of a school building it is probably wise to do so. However, the worst situation for continued contagion is for students to have knowledge of either a completed or an attempted suicide, and not deal directly with them.



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**APPENDIX E 11 SUICIDE NOTES**  
**SUICIDE - NOTES ON CONTAGION**

**Probable High Risk Children After Suicide:**

1. Any children who participated in any way with the completed suicide: helped write the suicide note, provided the means, were involved in a suicide pact, etc.
2. Any children who knew of the suicide plan and kept it a secret.
3. Sibling or other relatives, best friends.
4. Any children who were self-appointed therapists to the deceased child, who had made it their responsibility to keep that child alive.
5. Any children with a history of suicidal threats and attempts themselves.
6. Any children who identified with the victim's situation.
7. Any children who had reason to feel guilty about things they had said or done to the student prior to the student's death.
8. Other children, desperate for any reason, who see suicide as a viable alternative.
9. Any children who observed events which they later learned were indicative of the victim's suicidal intent.

**Probable High Risk Adults After Suicide:**

All of the categories listed above apply to adults. In addition, research has identified the following to be at high risk.

1. Parents of victim, but especially those who had prior knowledge of impending suicide and did not take it seriously.
2. School personnel who knew the student had threatened suicide, did not take the threat seriously, and so did not take preventative action.
3. Adults and/or school personnel who had recently punished or threatened to punish the victim for some misdeed.
4. Adults and/or school personnel who had been too busy to take time for the student when the student indicated a need to talk prior to suicide.



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## **Probable High Risk Times:**

1. Anniversary of the suicide death.
2. For the families and friends of the deceased student: birthdays, holidays, expected graduation date, etc.

## **NOTES:**



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## DATING VIOLENCE



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**NOTIFICATION OF DATING VIOLENCE POLICY**

The dating violence policy must be published in any school district handbook, manual or similar publication that sets forth comprehensive rules, procedures and standards of conduct for students at school.

Districts must inform students, parents or legal guardians of the districts dating violence policy. If requested, districts must provide parents or legal guardians a copy of the districts dating violence policy and relevant information.

The dating violence policy should be available to staff, students and parents and published in the manner in which the district's rules, procedures, and standards for conduct are disseminated.



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## DEFINITIONS

**Dating Violence:** A pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control his or her dating partner. (Pursuant to section 79-1,140)

**Dating Partner:** Any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long-term. (Pursuant to Section 79-1,140)

**Dating:** Any romantic relationship between an unmarried couple regardless of duration, commitment level, or physical intimacy. Dating includes hooking up, going out, and being “friends with benefits.”

**Physical Abuse:** Being pushed, shoved, held down, bitten, kicked, slapped, punched, choked, hair pulled. Being thrown against the wall or on the ground, being stabbed or shot, tied up, having something thrown at you, being kept from food, water, sleep etc.

**Sexual Abuse:** Having your sexual past insulted, being called bad sexual names, having bad things said about your body, being forced to do something sexual you don't want to do, being forced to have sex without birth control or safer sex, forced into prostitution or pornography, etc.

**Sexual Assault:** Behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation, or pressure and may include:

- Intentional touching of someone in ways that are unwanted
- Voyeurism
- Undesired exposure to pornography or exhibitionism
- Public display of images that were taken in private context, or when the victim was unaware

**Rape:** Nonconsensual oral, anal, or vaginal penetration of the victim by body parts or objects using force, threats of bodily harm. This includes taking advantage of a victim who is incapacitated or otherwise incapable of giving consent. Incapacitation may include mental or cognitive disability, self-induced or forced intoxication, status as a minor, or any other condition defined by law that voids an individual's ability to give consent.

**Controlling Behavior:** Dating partner expects you to spend all your time with him/her, tells you how to dress, calls, texts or pages you a lot to keep track of you, treats you like a servant, etc.

**Threats:** Dating partner threatens to spread rumors, leave you, commit suicide, and hurt your friends/family, beat you up or kill you. Threatens you with weapons to keep you in line, destroys your property, makes threatening phone calls to you, etc.

**Emotional Abuse:** Being yelled at, called names, and made to feel worthless or crazy. Being told you're stupid, embarrassed you in front of others and being made to feel bad about yourself etc.

**Isolating Behavior:** Not being allowed to go out with friends or see family. Not being allowed to be able to talk to others of the opposite sex, disapproving of all your friends, etc.

**Economic Abuse:** Having your money taken away from you to use for him/her, being prevented from getting or keeping a job, going to school or making you ask for money, etc.



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**Blaming & Denying Behavior:** The perpetrator makes light of the abuse, saying that you cause it or you like it, saying he/she loves you after hurting you. Being told it's your entire fault and you deserve it, etc.

**Stalking:** Being willfully, maliciously and repeatedly followed by the other person with the intent to place your person in reasonable fear of bodily injury.



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**RESPONSIBILITIES OF ADMINISTRATORS**  
**RESPONSIBILITIES AND EXPECTATIONS:**

*Investigations of all teen dating violence reports.*

The principal, or his or her designee, shall investigate all allegations of dating violence, and sexual violence and the parties involved. If the allegation is supported by the outcome of an approved investigation, appropriate disciplinary sanctions, subject to any appropriate due processes procedures will be imposed.

The investigation will include an assessment of what effect the dating violence had on the victim.

When a student discloses dating violence, the principal or his or her designee shall work with the victim, alleged perpetrator and their respective parents or guardians, appropriate staff and possibly a domestic violence advocate to create an individualized safety plan.

Whenever possible, face-to-face contact between the victim and the alleged perpetrator should be avoided.

*If changes need to be made, attention should be given to the victim's preference. The burden for any bus, classroom or other schedule changes should be on the alleged perpetrator, NOT THE VICTIM.*

**Responsibility of School Staff**

School staff shall take all reasonable measures to prevent dating violence. All school staff who witness, hear of, or have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents. In this context, the staff includes volunteers working in the school. Failure of any school staff member to follow these procedures will result in consequences consistent with Niobrara Public Schools School Districts existing policies for non-compliance.

**Responsibility of Students**

Students who observe an act of dating violence or who have reasonable grounds to believe that these behaviors are taking place are obligated to report incidents to school authorities. The victim shall, however, not be subject to discipline for failing to report the offence.



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**PROTOCOLS FOR RESPONDING TO DATING VIOLENCE REPORTS – STAFF MEMBERS**

Doniphan-Trumbull Public Schools hereby incorporates the following response protocol to dating violence into its school district policies.

**Protocol for School-Based Intervention: Staff Members**

Any school staff member who witnesses or learns of an act of dating violence shall take the following steps:

1. Separate the victim from the alleged perpetrator.
2. Speak with the victim and alleged perpetrator separately.
3. Speak with any bystanders who may have been present or involved. Encourage them to speak up directly on the behalf of the victim if they should witness further incidents, or to get help from school personnel.
4. Administer logical and reasonable consequences to the alleged perpetrator when appropriate, including but not limited to making a referral to the principal.
5. Inform the victim of his or her rights to file a complaint of dating violence with any counselor or administrator.
6. Monitor the victim's safety. Increase supervision of the alleged perpetrator as needed.



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### **PROTOCOL FOR SCHOOL-BASED INTERVENTION: ADMINISTRATORS**

Any school administrator, who witnesses or learns of an act of teen dating violence, shall take the following steps:

1. Separate the victim from the alleged perpetrator.
2. Meet separately with the victim.
3. Review the student's complaint form or assist the student in documenting the incident or a complaint form during the meeting.
4. Further investigate the complaint by speaking with the alleged perpetrator and any bystanders separately. Document all information.
5. If the assessment by the counselor or administrator determines that the incident involved physical or sexual assault or threats, the counselor or administrator should notify the School Resource Officer or police immediately.
6. If the assessment by a school psychologist, social worker or counselor determines that the victim's mental health has been placed at risk, make appropriate referrals.
7. Contact the parents/guardians of the victim and the alleged perpetrator to inform them that an incident of dating violence has occurred. Ask the parents/guardians to attend a meeting with the administrator and their child to discuss the incident.
8. Track progress of investigation and intervention to ensure that all important actions are taken.



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### **PROTOCOL FOR WORKING WITH THE VICTIM**

In working with the victim, Doniphan-Trumbull Public Schools requires schools to make every reasonable effort to protect the due process rights of the alleged perpetrator. Administrators shall consider adopting the following methods of intervention with the victim:

- Conference with the victim and parent/guardian.
- Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation.
- Inform the student and parent/guardian of school and community resources available, including their right to file charges or seek legal protection.
- Encourage the student to report further incidents.
- Inform the victim of his or her right of request for a stay-away agreement or other school-based alternative to a protection order.
- If the behavior included a violent criminal offense, the victim will be informed of any school transfer rights he or she may have under the Federal No Child Left Behind Act.
- Monitor the victim's safety as needed. Assist the victim with safety planning for the school day and for after-school hours.
- Document the meeting and any action plans on a complaint form. If the victim or parent/guardian declines to have the incident documented and filed, note this on a complaint form.
- Store all complaint forms in a separate, confidential file and document subsequent follow-up actions and complaints on a complaint form.

Administrators may provide the victim with the right to have a parent, guardian or an adult support person or legal representative present during all stages of the investigation.



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## Protocol for Working with the Alleged Perpetrator

Doniphan-Trumbull Public Schools requires schools to make every reasonable effort to protect the due process rights of the alleged perpetrator. At their discretion, administrators shall consider adopting the following methods of intervention with the perpetrator:

- Conference with the alleged perpetrator and parent/guardian.
- Allow the alleged perpetrator an opportunity to respond in writing to the allegations.
- Identify and implement disciplinary and other actions and consequences that will be taken to prevent further incidents.
- Inform the alleged perpetrator and parents/guardians of help and support available at school or in the community as needed.
- Address the seriousness of retaliation against the victim for reporting the incident or cooperating with the investigation. Inform the alleged perpetrator that retaliation or threats of retaliation in any form designed to intimidate: the victim of dating violence, those who are witnesses, or those who are investigating an incident shall not be tolerated. In most cases retaliation or a threat of retaliation will result in the imposition of a short or long-term suspension and, in appropriate cases, referral to the police.
- Increase supervision of the alleged perpetrator as needed.
- Document the meeting and action plans on a complaint form.



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**PROTOCOL FOR DOCUMENTATION AND REPORTING OF INCIDENTS**

Doniphan-Trumbull Public Schools shall establish, and prominently publicize to students, staff, volunteers and parents, how a report of dating violence may be filed and how this report will be acted upon.

Anyone who has information concerning an incident of abuse may file a report. Niobrara Public Schools School District hereby incorporates the following protocol to document teen dating violence into its school districts policy.

1. Teen dating complaints and investigations are kept in a file separate from academic records. This practice is recommended to prevent inadvertent disclosure of confidential information.
2. Each complaint of teen dating or sexual violence, either written or orally given, must be documented. Documentation includes:
  - a. All allegations regarding the original complaint,
  - b. All evidence, statements, etc. gathered in support of, or contradiction to, the allegations,
  - c. Reports of findings and recommendations for disciplinary action should be shared with the alleged offender, their parent or guardian and to other administrators.
  - d. Safety planning action taken. The document should include changing the alleged perpetrators schedule and school activities to protect the victim.
  - e. Follow-up action, including any responses to disciplinary and safety planning actions and status reports from the victim.
3. In addition to the information specified above, the district shall track and archive aggregate annual data, on the incidence, types and prevalence of dating violence.
4. The principal will provide the Superintendent of Schools and the School Safety Committee with its annual archived aggregate data report on incidents of dating violence which have taken place in the schools under their respective supervision. This report will include a statement describing what remedial action has been taken to address the incidents.



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## SCHOOL/PARENT RELATIONS



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## NON-CUSTODIAL PARENTS

1. Rights: Under the 1974 Federal Educational Rights and Privacy Act, unless there is a court order or other legally binding documents, all parents, custodial and non-custodial, are entitled to have equal access to the school records of their children. When a divorce decree or other legal document restricting access to school records exists, the burden of proof rests with the custodial parent. The following procedures shall be followed to assist with meeting the needs of student(s) who have both a custodial and non-custodial parent.
  - a. School Information: the school calendar, newsletter, etc., shall be made available, upon request, to the non-custodial parent. This information may be either picked up in the school office or mailed.
  - b. Parent/Teacher Conferences and School Records: A non-custodial parent may request a conference with a teacher to discuss student progress and records. The conference will be scheduled at a time convenient to the teacher and parent, unless there is legal documentation prohibiting this. If at all possible, the custodial parent's conference shall take place prior to the non-custodial parent's conference. A non-custodial parent may request to receive a copy of his/her child's report card. A request for a copy of the report card should be made through the principal's office.
  - c. School Visitation/Parental Access: Anyone having a legitimate reason to visit in a classroom will be welcomed after they check in at the office. However, non-custodial parents who are legally restricted from seeing their child will not be permitted to visit a class or speak to their child while the school has responsibility for him/her. The burden of proof for such restriction exists with the custodial parent, however, proof of limited access must be in the form of a court order or other legally binding document and a copy of such must be in the school office.
2. Children in Need of Protection:
  - a. Child Abuse/Domestic Violence:
    - i. Pursuant to Neb. Rev. Statute 28-711, and other state and federal law, school personnel shall report to the administration when they have reasonable cause to believe that a child has been subjected to abuse or neglect, or circumstances which reasonably could result in abuse or neglect.
    - ii. The administration shall report the matter to the proper law enforcement agency.
  - b. In the event the principal's office is informed that a student is under the protection of a state agency, or the student and/or his/her family has been placed in a safe house to provide protection from an abusive parent step- parent or other adult, the following procedures shall be followed:
    - i. No information about the child should be given to any adult other than those identified by agency representatives as "safe".
    - ii. Under no circumstance allow the abusive parent the opportunity to visit with or see the child placed in safekeeping.
    - iii. If the perpetrator appears at school, contact the Hall County Sheriff's office.
    - iv. If an individual calls from out-of-town asking if his/her child has enrolled in school, release no information without permission from the custodial parent. (Access to information regarding students who are placed in a safe environment to avoid domestic



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abuse situations is different than a non-custodial parent right issue).

3. School in Loco Parentis/Release of Children from School: The school district is committed to providing each student with a safe learning environment and protection against identifiably dangerous individuals. To assist in providing that safe environment the school district will adhere to the following procedures:
  - a. The school will ask for information about the marital status of a student's parents when the youngster is enrolled, and annually thereafter.
  - b. Parents should be told this information is requested in order to protect their rights as parents.
  - c. If a student's parents are divorced or legally separated, the custodial parent should be asked if there are any court orders the school needs to be aware of.
  - d. If there is a court order restricting the non-custodial parent's access to his/her child, the files of the student(s) should be flagged.
    - i. A copy of the court document defining the restrictions should be placed in the child's file.
    - ii. The child's teacher(s) should be made aware of this information. Teachers should be instructed to **not** release students to parents unless authorized by the principal's office. Non-custodial parents have attempted to enter schools in order to take their child without the office's knowledge.
  - e. Release from School/School Dismissal: Students will not be released during the school day except for those reasons that constitute valid excuses for nonattendance in accordance with the compulsory attendance rules set by the state.
    - i. When a request to release a child is made, the school secretary should check the files to determine whether the parents are divorced or legally separated and, if so, which parent has legal custody.
    - ii. The school **will not** release a youngster to a non-custodial parent **without** the custodial parent's consent.
    - iii. If a school secretary **does not** recognize the parent she should ask for identification, such as a driver's license.
    - iv. If there are any concerns about releasing a student or about the person picking the child up, the principal should be immediately notified.
    - v. The principal may need to contact the custodial parent before deciding whether to release the student.
    - vi. If there is any doubt, the student **should not** be released.
  - f. Student Dismissal from School: The school district responsibility for supervision of students ends upon dismissal from school and the student leaving the school campus. If school personnel become aware that a student is being picked-up from school by a person other than the student's parent, care giver, or school bus, the following procedures should be followed:
    - i. The school personnel should ask the person or persons to identify themselves.
    - ii. If there are any concerns about releasing a student or about the person picking the



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



- child up after school, the principal should be immediately notified.
- iii. The principal may need to contact the custodial parent before deciding whether to allow the student to leave the campus with the person or persons picking up the student.
  - iv. If there is any doubt, the student **should not** be released, and should be kept at school pending picked up by the student's parent(s).
4. Law Enforcement: If there are any problems with the individual(s) who came to pick up the child, contact the police at 911.

**DO NOT GET IN AN ARGUMENT WITH THE NON CUSTODIAL PARENT OR HIS/HER REPRESENTATIVE. STAY CALM TO AVOID ESCALATING THE SITUATION. IF IT BECOMES OBVIOUS THAT NO RESOLUTION CAN BE REACHED, CALL THE POLICE.**



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Emergency Safety and Security Management Plan



**SAFETY AND EMERGENCY  
PRECAUTIONS AND PREPAREDNESS**

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Revised: October 7, 2019

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**Emergency Response Center**  
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**DRILL PRACTICE SCHEDULES**

1. Room Evacuation drills will be practiced monthly. [Applicable to fire, biological threat, hazardous materials events].
2. Duck, Cover and Hold, and Room Evacuation drills will be practiced annually. [Applicable to severe weather (tornado) events].
3. Lock down drills will be practiced annually. [Applicable to armed intruder, armed student, bomb threats, fight events].



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Emergency Safety and Security Management Plan



**SAFETY AND SECURITY TRAINING OF STAFF**  
**Staff Training and In-service**

1. Safety and Security Plan: The Safety and Security Plan will be reviewed annually by the Administration with all school district staff. All staff shall have a copy of the Safety and Security Plan available.
2. Emergency Response Packet: An Emergency Response Packet will be attached to the inside of the door to each classroom and office. All staff shall review the Emergency Response Packet once each semester.
3. Safety and Security Awareness Curriculum: Staff shall annually be provided safety awareness training on the instructions of the school safety awareness program. This shall include review of the following information:
  - a. Review of Student Code of Conduct;
  - b. Review of school safety and emergency procedures;
  - c. Review of dress code, proper social interaction in schools and conflict management and resolution;
  - d. Instruction on recognition of unsafe behavior and conditions;
  - e. Review of Bullying/Victim behavior responses and harassment policies.
4. Staff Members in Crisis Response Team:
  - a. Review of Safety Procedures in Safety and Security Plan once per semester;
  - b. Training in use of safety equipment.



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Emergency Safety and Security Management Plan



**SAFETY AND SECURITY TRAINING OF STUDENTS**  
Student Training and Instruction

1. Safety and Security Awareness Curriculum: Students shall be provided safety awareness training on the instruction of the school safety awareness program. This shall include the following:
  - a. Review of Student Code of Conduct [annually];
  - b. Review of school safety and emergency procedures [once each semester];
  - c. Review of dress code, proper social interaction in schools and conflict management and resolution [annually];
  - d. Instruction on recognition of unsafe behavior and conditions [annually];
  - e. Review of Bullying/Victim behavior responses and harassment policies [annually];
  - f. Review of content and location of Emergency Response Packet attached to the inside of the door to each classroom and office [monthly with classroom evacuation drills].
  
2. Safety and Emergency Precautions for Students with Special Needs (Generally):
  - a. Make sure students with disabilities understand and can carry out action required in an emergency.
  - b. Have a team in place to assist special needs students in an emergency.
  - c. Use the "buddy system" and train the "buddies" to know the extent of the assistance needed by each special needs student.
  
3. Students with Hearing Impairments:
  - a. Students shall read the school's safety and emergency procedures in the Emergency Response Packet;
  - b. Students shall demonstrate that they understand the procedures;
  - c. Each student will be provided room evacuation and tornado evacuation maps and diagrams;
  - d. A "buddy system" shall be instituted when appropriate e.g. another student or adult will match up with impaired student to assist in crisis situation.
  - e. If necessary, the services of a teacher of the hearing impaired or interpreter shall be used.
  
4. Students with visual impairments:
  - a. Students shall be read the school's safety and emergency procedures in the Emergency Response Packet;
  - b. Students shall demonstrate that they understand the procedures;
  - c. A "buddy system" shall be instituted when appropriate e.g. another student or adult will match up with impaired student to assist in crisis situation.
  - d. If necessary, the services of a teacher of the visually impaired or interpreter should be used.



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### 5. Students with Learning Disabilities, Mild/Moderate or Severe/Profound Mental Impairments or Emotional Impairments:

- a. Students shall be taught the school's safety and emergency procedures in the Emergency Response Packet in a language or manner they understand;
- b. Students shall demonstrate that they understand the procedures;
- c. A "buddy system" shall be instituted when appropriate e.g. another student or adult will match up with impaired student to assist in crisis situation.
- d. If necessary, the services of a special education teacher should be used to teach students emergency procedures.
- e. Crisis planning for classrooms should take into consideration;
  - i. Evacuation of students who use wheel chairs and walkers;
  - ii. Access to medications at evacuation site.
  - iii. During inclement weather, access to school vehicles, coats and blankets to keep medically fragile students warm or cool.

### 6. Students with Orthopedic and Other Health Impairments:

- a. Students shall read the school's safety and emergency procedures in the Emergency Response Packet;
- b. Students shall demonstrate that they understand the procedures;
- c. Each student will be shown room evacuation and tornado evacuation maps and diagrams;
- d. A "buddy system" shall be instituted when appropriate e.g. another student or adult will match up with impaired student to assist in crisis situation.
- e. Assure that no architectural barriers hinder the orthopedically impaired student from exiting the building, and exit time should not be unreasonably longer than the exit time for unimpaired students.

### 7. English as a Second Language (ESL) Students:

Students shall be taught the school's safety and emergency procedures in the Emergency Response Packet in language or manner they understand;

Students shall demonstrate that they understand the procedures;

A "buddy system" shall be instituted when appropriate e.g. another student or adult will match up with impaired student to assist in crisis situation.

If necessary, the services of an ELS teacher should be used to teach students emergency procedures.



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## BUILDING SECURITY

The physical security of the school buildings of the district shall be the responsibility of the Administrations. In establishing and maintaining a secure environment for students without diminishing the learning environment, the Administration shall address the following issues:

1. **Access Control:** Access to school buildings during the school day, for school activities and during non-school hours shall be designed to account for and control all visitors to the school buildings. Basic visitor control shall include:
  - a. Limited access points into the building.
  - b. Posted signs directing visitors to the school office, with directions and/or floor plans.
  - c. School staff should be trained to assertively challenge visitors and strangers observed in their building. Visitors should be greeted, questioned, identified and logged in at the office.
  - d. Provide identification badges and escorts for visitors.
  - e. Sign out visitors in a log book when they leave the school building.
  - f. Train staff to challenge visitors and students to report strangers.
2. **Communications:** The school intercom and alarm systems shall be used for general communications of building security or emergency issues.
3. **Intrusion Detection Systems:** Intrusion detection systems or alarms should be kept in operating order at all times.
4. **Inventory Control:** An inventory of all school district property should be conducted on a regular basis.
5. **Key and Lock Control:** Classroom doors and storage rooms should all have operative locks. Keys to school district buildings and rooms should be issued only to staff. Staff should clearly understand that no duplicates are to be made of school keys. Students are not to be issued or allowed access to keys. All classrooms should be locked when not occupied. Storage rooms should be kept locked at all times.
6. **Perimeter and Outside Security:** Inspections of the perimeter and outside of school buildings should be conducted during the school day and at night. Trees and shrubs should be kept trimmed so as to keep lines of sight open to all portions of the school campus and prevent their use for access on to the top of the building.
7. **Protective Lighting:** The school building exterior shall be lighted in a manner which shall provide school personnel with the ability to monitor all exterior areas at night, and provide a deterrent to prospective vandals and other trespassers. Such lighting should be maintained in operative condition at all times.
8. **Signage:** Outside signs should include notices prohibiting trespassing, identifying drug-free



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



and weapon-free zones, providing directions to visitors, and identifying specific entrances available to the public. Signs inside the school should include clear directions to the office.



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Emergency Safety and Security Management Plan



**SAFETY AND EMERGENCY EQUIPMENT AND SUPPLIES**

1. **Communication Equipment:**
  - a. Alarm System: The maintenance department is responsible for keeping all emergency equipment functioning, including radios and the alarm system. A breakdown in either system is to be considered the top priority above all else.
2. **First Aid Supplies:** The school nurse or superintendent's office shall order and maintain an up to date inventory of the first aid supplies and kits listed on Appendix F 1. Notice of the location of such first aid kits shall be posted with the Emergency Response Packet in each classroom and office.
3. **Emergency Response Packets:** There shall be an emergency Response Packet secured to the inside of each classroom door. Teachers are responsible for making sure that such Emergency Response Packets are in their classroom at all times.



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**COMMAND CENTER  
INCIDENT CHECKLISTS**



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**COMMAND STAFF ACTIONS**

Aircraft Impact

Bomb Threat

Crime Scene Management

Death on School Property

Earthquake

Epidemic & Poison

Evacuation for Off-Site Location Procedures

Evacuation School Property

Fire – Adjacent or Unoccupied Building

Fire – Occupied School Facility

Hazardous Material Release

Hostage Situation

Lockdown

Recovery Procedures – Nearly all of the above refer to this page.

School Shooting

Severe Weather/Tornado

Utilities Failure



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Emergency Safety and Security Management Plan



COMMAND STAFF ACTIONS

**AIRCRAFT IMPACT**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Call 911
- Evacuate all individuals away from danger
- See **Evacuation – Sending School** checklist
- Gather information on any injured and manage their evacuation
- Establish entrance and exit security of school grounds and
- Assign staff to monitor movement of individuals
- Document names of students that required transportation to hospital
- Create a triage area for emergency medical services
- Determine location and extent of impact area
- Determine existence or possibility of fire
- See **Fire** checklist if applicable
- Account for all students, staff & visitors
- Determine if utilities are needed to be shut off or disconnected
  
- **Ongoing Actions**
- Create a monitored accessibility point to the facility by emergency crews
- Treat impact area as a crime scene
- See **Crime Scene Management** checklist
- Assign member of staff with necessary keys to give emergency crews access to secure areas
- Have media liaison establish a media contact area
- Prepare media release
- Communicate with emergency crews and receive updates of damage
- Provide media with information on parent reunification procedures
- Document when students are picked up by parents/caregivers
- Update the superintendent on the status
  
- **Continuity of Operations**
- Determine what immediate resources are needed to return to normal operations
- See **Recovery Procedures**



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COMMAND STAFF

**BOMB THREAT**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

**Immediate Actions**

- If called in by phone, attempt to retrieve as much information as possible from the caller
- Ask where the bomb is right now
- Ask how many bombs are present
- What does the bomb look like
- When is the bomb going to detonate
- What type of explosive is it
- Why was the bomb planted
- Voice characteristics of the caller (gender, accent,
- Ask what their name is
- Carefully document all information retrieved from the caller
- Call 911 and forward the information
- Begin evacuation of affected areas to an offsite location
- See **Evacuation – Sending School** checklist
- Be cognizant of the possibility of secondary explosions at offsite evacuation location
  
- **Ongoing Actions**
- Account for all students & staff at evacuation
- Ensure Law Enforcement or the Bomb Squad has conducted a thorough search of the facility
- If no bomb is located, get the approval of Law Enforcement before reoccupying the building
- Wait until well past the time of detonation if possible before reoccupying the building
- If school is cancelled for the rest of the day, provide media with information regarding parent reunification
- Setup a media staging area if applicable
- Document when students are picked up by parents/caregivers
  
- **Continuity of Operations**
- Through the staff, identify any students who may have been involved in the bomb threat
- Update the Superintendent
- See **Recovery Procedures**



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



COMMAND STAFF

**CRIME SCENE MANAGEMENT**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Notify Law Enforcement
- Remove everyone from the crime scene
- Identify students/staff with an association to the scene and keep them separate but monitored for Law Enforcement interview
- Identify possible witnesses but do not conduct an interview
- Document comments made by witnesses
- Designate at least one employee to monitor crime scene until the arrival of Law Enforcement with these procedures:
  - Do not allow anyone other than medical personnel or Law Enforcement to enter the crime scene
  - Do not enter, touch, or move anything in the area
  - Keep possible suspects isolated and under observation
  - Do not allow them to leave, clean up, change clothes, etc.
  - Notate any comments they make in relation to the scene

○ **Ongoing Actions**

- Make notifications (Principal and/or Superintendent)
- If necessary, create an area for law enforcement to temporarily store items of evidence
- If requested by Law Enforcement, designate one employee as evidence custodian responsible for temporary secure storage of evidence with these procedures:
  - Allow only Law Enforcement into temporary storage area
  - Help document what time each item was brought into temporary storage
  - Do not handle items of evidence

○ **Continuity of Operations**

- When given approval by Law Enforcement, arrange for clean-up of the crime scene
- Notify Law Enforcement immediately if additional items of possible interest are found
- Obtain list of items removed from the scene for future release
- See Recovery Procedures



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COMMAND STAFF

**DEATH ON CAMPUS**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Call 911 to report death
- Treat the scene of death as a possible crime scene
- See **Crime Scene Management**
- Notify Records Manager of school to cease school mailings regarding student and school activities to home of student if needed
- Assemble possible witnesses
- Allow movement of the body only by Emergency Medical Services or Law Enforcement
  
- **Ongoing Actions**
- Speak to student’s emergency contact person
- Contact appropriate Law Enforcement for assistance in making personal contact if unable to communicate with emergency contact person
- Secure deceased’s locker and property
- Update Superintendent
- Provide school contact information to the family to provide more details of incident
  
- **Continuity of Operations**
- Activate school’s emergency CRISIS RESPONSE TEAM
- Inform staff to unobtrusively monitor students for problems of managing the death
- See **Recovery Procedures**

**Death of Student or Staff Member Off-Campus \*See School Safety Plan Death of Student or Staff Member\***

- *Notify head of Crisis Response Team*
- *Together, verify information regarding incident*
- *Activate the Crisis Response Team if Verified*
- *Notify superintendent*
- *Activate Calling Tree to notify staff of incident and meeting time and place*



Doniphan-Trumbull Public Schools  
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COMMAND STAFF

**EARTHQUAKE**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Have students/staff take shelter under desks, sturdy tables, or crouch with hands over head in an inside corner of the building away from glass or windows
- Do not attempt to evacuate outdoors until shaking has stopped
  
- **Ongoing Actions**
- When earthquake has passed, safely evacuate everyone outside to an open area on school grounds, away from power lines
- Be aware of the possibility of aftershocks
- Determine the number and severity of injured students/staff
- Call 911 for injured students/staff
- Assemble all non-injured students/staff and conduct headcount
- Set up triage area depending on number of injured
- Shut off utilities to affected areas of school
- Allow staff to call home
- Notify parents of injured students
- Provide parent/caregiver & student reunification information to media
- Document when students are picked up by parents/caregivers
- Notify Superintendent
  
- **Continuity of Operations**
- Assess needed resources to repair damaged areas
- Determine ability/resources to continue school activities at alternate locations
- See **Recovery Procedures**



Doniphan-Trumbull Public Schools  
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COMMAND STAFF

**EPIDEMIC/POISON**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Notify medical personnel at school; call 911 based on recommendations
- Identify specific symptoms
- Contact Poison Control Center (1-800-222-1222) if necessary
- Determine necessity to evacuate affected areas
- Determine need to quarantine those affected
  
- **Ongoing Actions**
- If poisoning is of suspicious nature, treat area(s) as a crime scene
- See **Crime Scene Management**
- Notify Health Department if necessary
- Determine the possible effects on the student population
- Determine the spread potential of the disease/poison
- Identify the possible sources of contamination
- Notify parents of affected students
- Keep updated on the progression of symptoms
- Isolate infected area(s) and article(s)
- If closing school, arrange for parent/caregiver pickup through media
- Document when students are picked up by parents/caregivers
  
- **Continuity of Operations**
- Thoroughly clean sources of contamination
- Communicate with public health officials on the safety of returning to school
- See **Recovery Procedures**



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COMMAND STAFF

**EVACUATION FOR OFFSITE LOCATIONS PROCEDURES**

Person completing this form \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Determine level of evacuation requested by sending facility
- Partial or Entire evacuation
- Short Term (< 3 hrs) or Long Term
- Establish number of students requested to receive
- Determine movement of internal students to accommodate evacuation
- Gather appropriate number of staff to accommodate evacuation
- Give notice to food services if applicable
- Determine availability of transportation services to offer
  
- **Ongoing Actions**
- Account for students upon arrival at facility
- Arrange for an area for central organization for the sending facility and arrange for communication needs
- Update Superintendent, if not already completed
- Coordinate with sending facility for parent reunification
- Provide consistent information to media for parent reunification
- Assist in documenting when students are picked up by parents/caregivers
  
- **Continuity of Operations**
- See **Recovery Procedure**



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COMMAND STAFF

**EVACUATION – SCHOOL PROPERTY**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Determine level of evacuation:
  - Partial evacuation to within school grounds
  - Entire evacuation to within school grounds
  - Mass evacuation to an offsite location
- Notify receiving school or other offsite evacuation location
- Ensure receiving facility has enough room & arrangements
- Arrange for the appropriate number of staff to facilitate evacuation
- Check all areas (bathrooms, lounges) for unaware students/staff
- Establish types and amount of transportation
- If time permits, gather necessary files & paperwork to be sent
- If safely able to do so, shut off utilities to facility

○ **Ongoing Actions**

- Secure visual reports from teachers via the red and white cards to account for all classes
- Produce a quick list of teachers who are displaying red cards
- Report information to fire, search and rescue-KEEP ONE COPY for yourself
- Document students transported somewhere other than offsite location (hospital, parent pick-up, etc.)
- Account for all students & staff prior to transporting
- Update Superintendent on progress of evacuation
- Ensure facility is empty and secure all buildings
- Transport students & staff as soon as possible
- Account again for all students & staff after evacuation
- Create an area for central organization at the receiving facility
- Establish a parent/caregiver pick-up site
- Prepare a statement for media to provide information to parents and the public
- Document when students are picked up by parents/caregivers

○ **Continuity of Operations**

- Communicate with public safety officials on the safety of returning
- Update Superintendent on conditions and needed resources
- Prepare statement for media to provide information on the return to the facility

○ See **Recovery Procedures**



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COMMAND STAFF

**FIRE – ADJACENT OR UNOCCUPIED BUILDING**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Ensure 911 has been notified
- Determine proximity and direction of fire
- Determine weather conditions such as wind direction, wind speed, heat, etc.
- Assess the risk for large amounts of smoke entering the facility
- Consider the student/staff environment inside the facility and the escalation of fear and/or confusion
- Evaluate the necessity to evacuate or shelter in place
- If evacuating, see **Evacuation – Sending School** checklist
  
- **Ongoing Actions – Sheltering in Place**
- Account for all students and staff
- Turn off HVAC systems
- Cover and seal windows and non-essential doors
- Establish contact with Fire Department
- Ensure exits are staffed to verify accountability of students
- Have staff instruct students on proper procedures if need to evacuate at a later time
- Stay low to the ground
- Cover mouth and nose with damp cloth
- Stay with the group
- If fire reaches the occupied facility, see **Fire – Occupied Facility** checklist
  
- **Continuity of Operations**
- Assess areas needing repair/restoration
- Set time table for returning to normal school activities
- See **Recovery Procedures**



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



COMMAND STAFF

**FIRE – OCCUPIED SCHOOL FACILITY**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Call 911
- Evacuate all students and staff to designated locations
- Attempt to suppress small fires if safely able to do so
- Deploy designated employee to meet fire department
- If able to do so safely, arrange for all utilities **except water** shut off to the facility

- **Ongoing Actions**

- Conduct headcount of all students/staff & visitors
- If an actual fire, move students & staff to offsite location
- Create a media staging area to provide information to the parents and public
- Document when students are picked up by parents or caregivers
- Update Superintendent
- If suspicion of arson exists, treat all damaged areas as crime scenes
- See **Crime Scene Management** checklist
- Make sure State Fire Marshall has been contacted

- **Continuity of Operations**

- Take an assessment of all areas needing repair/restoration
- Update Superintendent on resources needed to repair damaged areas
- Set a timetable for resuming normal school activities
- See **Recovery Procedures**



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



COMMAND STAFF

**HAZARDOUS MATERIALS RELEASE**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Call 911
- Safely, attempt to identify the type and characteristics of material
  - Liquid, gas, solid, or changing state
  - Type of storage containers
  - Placards or labels with numbers
- Update emergency responders with any additional information gained
- Arrange for medical treatment for students/staff already afflicted
- Determine the possibility of the material to enter or spread through the school
  - Wind direction and speed
  - Distance from material release
  - Type of material
- Consider the need and the ability to evacuate or shelter in place
- If evacuating, **See Evacuation Checklist**
- If sheltering in place, **See Shelter in Place Checklist**

○ **Ongoing Actions**

- Maintain headcount of students and staff
- Check for secondary dangers created by materials release
- Arrange for student/parent reunification when safe
- Notify Superintendent of events

○ **Continuity of Operations**

- Determine what areas of the school were affected
- Communicate with public safety officials on the safety of returning to affected areas
- Update Superintendent on outcome of emergency
- See **Recovery Procedures**



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Emergency Safety and Security Management Plan



COMMAND STAFF

## HOSTAGE SITUATION

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

### Immediate Actions

- Call 911 - give as many details as possible
- Remove all students/staff from the area
- Lock all doors in the building so hostage taker cannot have access and/or move to another room
- Gather as much information as possible about the hostage taker and each hostage
- Assemble building layout plans to later give to Law Enforcement
  
- **Ongoing Actions**
- Provide a room with necessary communication equipment for negotiators
- Provide Law Enforcement with layout or blueprints of hostage area
- Update Superintendent
- Determine procedures for student & parent reunification
- Document when students are picked up by parents/caregivers
- With Law Enforcement approval, notify parents of any student hostages
- Determine needed resources for a long-term negotiation (food, water, etc.)
- Provide offsite information area for parents of affected students
  
- **Continuity of Operations**
- Ensure hostages and affected individuals receive medical and psychological services
- Assign counselor or psychologist to attend any hostage interviews
- Provide information to parents on school re-opening
- Instruct staff to monitor student environment and responses
- See **Recovery Procedures**



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COMMAND STAFF

**LOCK DOWN**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- DECLARE AN EMERGENCY
- ANNOUNCEMENT- May I have your attention please: We are currently in an emergency situation-lock-down your classrooms. Please follow your emergency lock down procedures and await further direction. The emergency incident commander is \_\_\_\_\_ REPEAT
- Announce in plain language for all staff and students to lock-down.
- Call 9-1-1 for assistance (call immediately because you don't know how the situation will progress)
- Lock doors in the area you are in
- Shut and lock windows
- Close Blinds
- Collect and distribute SPECIFIC DUTIES CHECKLISTS to those in your area.
- DO NOT LEAVE THE LOCK-DOWN AREA
- Get on floor
- If safe to do so, contact busses, field trips and outside classes to tell them NOT to return to the school
- Assess the crisis as information is received
- Call classrooms and other offices to acquire information
- Call the faculty roll to determine the location of people

**Ongoing actions**

- Establish Incident Command
- Activate the Emergency Operations Center
- Assign Command Staff as needed



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



COMMAND STAFF

**LOCK OUT**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- DECLARE AN EMERGENCY
- ANNOUNCEMENT- May I have your attention please: There is currently an emergency situation-within in our community lock-your classrooms. Please follow your emergency lock out procedures and await further direction. The emergency incident commander is \_\_\_\_\_ REPEAT
- Announce in plain language for all staff and students to lock-out but continue normal school functions but only within the school building.
- Call 9-1-1 if you have information about the incident.
- Lock doors in the area you are in
- Shut and lock windows
- Close Blinds
- Collect and distribute SPECIFIC DUTIES CHECKLISTS to those in your area.
- DO NOT LEAVE THE LOCK-OUT AREA
- If safe to do so, contact busses, field trips and outside classes to tell them NOT to return to the school
- Assess the crisis as information is received
- Call classrooms and other offices to acquire information
- Call the faculty roll to determine the location of people

**Ongoing actions**

- Establish Incident Command
- Activate the Emergency Operations Center
- Assign Command Staff as needed



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



COMMAND STAFF

**RECOVERY PROCEDURES**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Develop a short term Continuity of Operations plan in consultation with superintendent
- Make announcement that the emergency is over
- Account for all students, staff, visitors etc...
- Protect students from the media and avoid student interviews without parents present
- Resolve parent notifications and reunification with students
- Maintain positive relations with the media
- Determine what resources are needed to repair physical aspects of facility

○ **Ongoing Actions**

- Provide rumor control
- Meet with all staff when students are gone to discuss emergency and check psychological needs
- Obtain reports and interviews from key staff
- Review reports for adequacy before signing off
- Provide psychological screening for all key and affected staff
- Arrange for a crisis team to be at the school for students
- Maintain contact with Superintendent's office

○ **Continuity of Operations**

- Determine resumption of normal school activities
  - Date
  - Time
  - Procedure (full-day or half-day)
  - All-school assembly for information and rumor control amongst students
- Designate areas for Emergency Student/Staff Services counseling
- Meet again with all staff and faculty after end of day to review the tone of the school



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



COMMAND STAFF

**SCHOOL SHOOTING**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Call 911
- Announce in plain language of an intruder and the need to lock down, or conduct a reverse evacuation if the shooter is outside.
- If safely possible, evacuate unaffected areas offsite with staff supervision
- Account for all evacuated students
- Those unable to evacuate should
  - Lock their doors
  - Shut off lights
  - Close blinds or place paper over windows
- Retrieve building layout plans for Law Enforcement
- Attempt to retrieve student records of shooter(s), if applicable
- Give updates to 911 the location of the shooter(s) and how many

○ **Ongoing Actions**

- Attempt to assemble witnesses at evacuation site, but keep them separated
- Contact Superintendent
- Setup a media staging area
- Prevent media from interviewing students
- Immediately activate school psychological resources
- Send liaison to hospital to meet with parents of victims & protect them from the media
- Document if/when students are taken to the hospital
- Provide parent reunification information to the media
- Document when students are picked up by parents/caregivers
- Be aware of parents of injured/killed students arriving to pick them up
- Collect names of all that were directly or indirectly involved

○ **Continuity of Operations**

- Determine the names of those injured or killed
- See **Crime Scene Management** checklist
- See **Death** checklist, if applicable
- Set timetable for reopening the school
- See **Recovery Procedures**



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



COMMAND STAFF

**SEVERE WEATHER/TORNADO**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Upon receipt of NOAA alert, direct students/staff to shelter areas
- Be certain announcement to take shelter has reached all areas of school (outside, janitorial areas, bathrooms, etc.)
- If time permits, have staff conduct emergency headcount
- Keep media sources monitored (TV, radio)
- Monitor NOAA Weather Alert Radio
- Check parking lots, playgrounds, practices & buses and have students/staff return to designated safety areas See REVERSE EVACUATION
- Assess need to take shelter even without NOAA alert

○ **Ongoing Actions**

- When severe weather has passed, determine structural integrity of building
- Determine the number and severity of injured students/staff
- Call 911 and set up triage area depending on number of injured
- Shut off utilities to affected areas of school
- Assemble all non-injured students/staff and conduct headcount
- Allow staff to call home
- Notify parents of injured students
- Arrange for blankets, water, etc. if needed
- Provide parent/caregiver & student reunification information to media
- Document when students are picked up by parents/caregivers
- Notify Superintendent

○ **Continuity of Operations**

- Assess needed resources to repair damaged areas
- Determine ability/resources to continue school activities at alternate locations
- See **Recovery Procedures**



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



COMMAND STAFF

**UTILITY FAILURE**

Person completing this form \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time Completed \_\_\_\_\_

Initials \_\_\_\_\_

**Immediate Actions**

- Call 911 if an immediate emergency exists
- Determine what area(s) are affected
- If a severe leakage or health risk is present, shut off appropriate utility using **Utility Information**
- Assess the need to evacuate students and staff
- See **Evacuation – Sending School** checklist if applicable

- **Ongoing Actions**

- Determine cause of failed utility
- Assess if other utilities are at risk of failure
- Determine approximate length of the outage
- Update Superintendent
- If long term outage of essential utility, provide media with information on parent reunification
- Document when students are picked up by parents/caregivers
- Consider resources to accommodate students' needs if long-term outage and parents are not able to pick up students
  - Food & water
  - Medical concerns
  - Supervision

- **Continuity of Operations**

- Assess the damage to affected area(s)
- Set timetable for resuming normal school activities
- See **Recovery Procedures**



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## DUTY ROSTERS



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**INCIDENT COMMAND SYSTEM CENTER DUTY ROSTERS**

Communications Officer

Emergency Coordinator

EOC Liaison Officer

Finance/Administration Section Chief

Incident Commander

Logistics Section Chief

Media Liaison

Operations Section Chief

Public Information Officer (PIO)

Planning Section Chief

Safety Officer

**Parent Reunification**

Front Desk – Inside Greeter

Front desk – Reporting Point Staff



## A NOTE ON NATIONAL INCIDENT MANAGEMENT SYSTEMS (NIMS) TRAINING

This section should not be activated until the NIMS training has been completed. This is available free and online from the Federal Emergency Management Institute.

Information on which classes should be taken by key personnel, and which category each job falls into (i.e. executives, general personnel, etc.) -

<http://www.schoolsafetypartners.org/nims/317-NIMS-Activities---Key-personnel-complete-NIMS-training.html>

For the following online self-study courses, it is suggested that you print out the test first and use it as a study guide as you complete the course

### Command staff should take the following FOUR courses:

- IS-700 NIMS: An Introduction <http://training.fema.gov/emiweb/is/is700alst.asp>
- IS-100: Introduction to Incident Command System, **OR** IS 100.SC: An Introduction to ICS for Schools **OR** IS-100. HE: Introduction to ICS for Higher Education\* [IS-100.SCa Introduction to the Incident Command System for Schools](#)
- IS-800: National Response Framework, An Introduction\*\* [IS-800.b National Response Framework, An Introduction](#)
- IS-200: ICS for Single Resources and Initial Action Incidents [IS-200.b \(ICS 200\) ICS for Single Resources and Initial Action Incidents](#)
- 

### The following additional courses are recommended for Incident Managers:

- ICS-300 Intermediate Incident Command System  
<http://training.fema.gov/STCourses/crsdesc.asp?courseid=G300>
- ICS-400 Advanced Incident Command System  
<http://training.fema.gov/STCourses/crsdesc.asp?courseid=G400>
- 

### Executive Leaders should take the following two courses:

- G-402 Incident Command System (ICS) Overview for Executives/Senior Officials  
[http://training.fema.gov/STCourses/crsdesc\\_spec.asp?courseid=G402](http://training.fema.gov/STCourses/crsdesc_spec.asp?courseid=G402)
- IS-700: NIMS: An Introduction <http://training.fema.gov/emiweb/is/is700alst.asp>
- 

### General personnel should take the following TWO courses:

- IS-700: NIMS: An Introduction <http://training.fema.gov/emiweb/is/is700alst.asp>
- IS-100: Introduction to Incident Command System, **OR** IS-100.SC: An Introduction to ICS for Schools **OR** IS-100.HE: Introduction to ICS for Higher Education\* [IS-100.SCa Introduction to the Incident Command System for Schools](#)



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**COMMUNICATIONS OFFICER**  
**SUPERVISED BY: LOGISTICS CHIEF**

NAME \_\_\_\_\_

PHONE # \_\_\_\_\_ - RADIO # \_\_\_\_\_

LOCATION \_\_\_\_\_

EMERGENCY TYPE \_\_\_\_\_

TITLE	SUBORDINATES NAME	PHONE/RADIO
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**SUGGESTED EQUIPMENT**

- \*Office Supplies \*Bull Horns \*Radios \*Telephones \*Cellular Telephones \*Loud Speakers
- \*Applicable Forms and Logs

**PRIMARY DUTIES**

The person designated by the Logistics Chief to manage telephones, telephone lines, radios for internal and external communications. Acts as liaison to secure additional communications devices

**DUTY CHECKLIST**

Time \_\_\_\_\_ Initials \_\_\_\_\_

- Establish contact with Logistics Chief for initial briefing and assignment
- Initiate Emergency Log to record essential information
- Evaluate communication equipment and personnel requirements to support communications during the emergency



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



## COMMUNICATIONS OFFICER

Prepare to issue and log assigned phone # for the emergency to:

- \*Incident commander
- \*Safety Officer
- \*Public Information Officer
- \*EOC Liaison
- \*Operations Chief
- \*Logistics Chief
- \*Planning Chief
- \*Finance Chief
- \*Others as activated

- Create an EMERGENCY TELEPHONE LOG and disseminate to Incident Commander and all section chiefs
- Contact NEMA to request assistance with alternate communications
- 402-471-7415 or 402-471-7421
- Monitor all communication devices for misuse and problems
  
- Notify Logistics Chief of progress and additional needed resources
  
- Account for all communications equipment upon deactivation in coordination with Facility Support Officer
- Reactivate normal communications upon direction of Incident Commander
  
- Report to the Logistics Chief for further assignment or personal debriefing
  
- Submit all logs and reports upon deactivation
  
- Prepare detailed report concerning communications during the emergency



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**EMERGENCY COORDINATOR**  
ADVISOR TO THE INCIDENT COMMANDER  
**SUPERVISED BY: INCIDENT COMMANDER**

NAME \_\_\_\_\_

PHONE # \_\_\_\_\_ RADIO # \_\_\_\_\_

LOCATION: **Emergency Operations Center (EOC)**

EMERGENCY TYPE \_\_\_\_\_

SUBORDINATES		
TITLE	NAME	PHONE/RADIO
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**SUGGESTED EQUIPMENT**

- \*Office Supplies \* School Emergency Response plan \* Identification VEST \*Radios
- \*Telephones \*Cellular Telephones \*Resource Lists \*Applicable Forms and Logs

**PRIMARY DUTIES**

The person designated by the Incident Commander to manage to continually monitor Emergency response activities directly affecting the school and its employees in order to assist and advise the Incident Commander. This individual serves in an advisory role and subject matter expert in response to emergencies.

**DUTY CHECKLIST**

Time \_\_\_\_\_ Initials \_\_\_\_\_

- Establish contact with the Incident Commander for an initial briefing
- Assist and advise the Incident Commander on the application of the emergency response plan



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



- Verify distribution and use of Emergency Assignment Duties checklists
- Initiate and Emergency Log and Assignment Roster to record essential information
- Coordinate Safety Officer duties during the emergency to address hazardous issues (e.g. fire, chemical spill, health and safety concerns, etc.)
- Collect progress reports from assigned emergency positions
- Assist the Incident Commander in the use of applicable reports, emergency checklists, equipment and resources
- Identify needed mutual aid agreements between the Department of Education and other facilities and activate as directed by the Incident Commander
- Advise the Incident Commander of Staff recalls and information distribution
- Monitor Incident command Staff during an extended emergency
- \*Ongoing Security \*Food \*Staff Relief \*Medical \*Maintenance \*Other Services
- Provide updates on the emergency situation to subordinates as directed
- Assist the Incident Commander in the development of an Action Plan to resolve the emergency
- Submit all reports and logs to Incident Commander when relieved or when the emergency has been resolved
- Assist command staff in the development of a short and long term deactivation plan and process
- Assist the Incident Commander with the debriefing and after emergency review with all staff
- Assist in the development of a Post-Emergency Plan to return the agency to routine operations
- Assess the effectiveness of the Emergency Response Plan with the command staff
- Assist in preparing a critical incident stress debriefing and any additional Post-trauma staff program



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**EOC LIAISON OFFICER**  
**SUPERVISED BY: INCIDENT COMMANDER**

**May assign assistant liaison officers as needed**

NAME \_\_\_\_\_

PHONE # \_\_\_\_\_ - RADIO # \_\_\_\_\_

LOCATION: **Emergency Operations Center (EOC)**

EMERGENCY

TYPE \_\_\_\_\_

TITLE	SUBORDINATES NAME	PHONE/RADIO
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**SUGGESTED EQUIPMENT**

- \*Office Supplies \* School Emergency Response Plan \* Identification VEST \*Radios
- \*Telephones \*Cellular Telephones \*Resource Lists \*Applicable Forms and Logs

**PRIMARY DUTIES**

The person designated by the Incident Commander responsible for coordinating with representatives from cooperating and assisting agencies. Assists the Incident Commander by serving as the point of contact for other response organizations participating in the operation.

**DUTY CHECKLIST**

Time \_\_\_\_\_ Initials \_\_\_\_\_

- Establish contact with the Incident Commander for an initial briefing



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



- Assist and advise the Incident Commander on the application of the Emergency Response Plan
- Initiate and Emergency Log and Assignment Roster to record essential information
- Identify mutual aid agreements between the Department of Education and other facilities and activate as directed by the Incident Commander
- Make contact with cooperating agency liaisons
- Provide briefings to other agencies involved in the operation/emergency
- Respond to requests from incident personnel for contacts among the assisting agencies
- Monitor incident operations
- Identify any current or potential problems between the department and responding agencies.
- Report problems to the Incident Commander
- Provide updates on the emergency situation to subordinates as directed
- Assist the Incident Commander in the development of an Action Plan to resolve the emergency
- Submit all reports and logs to Incident Commander when relieved or when the emergency has been resolved
- Assist command staff in the development of a short and long term deactivation plan and process
- Assist the Incident Commander with the debriefing and after emergency review with all staff
- Assist in the development of a Post-Emergency Plan to return the agency to routine operations
- Assess the effectiveness of the DEEPLAN with the command staff
- Assist in preparing a critical incident stress debriefing and any additional Post-trauma staff program



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**FINANCE/ADMINISTRATION SECTION CHIEF**  
**SUPERVISED BY: INCIDENT COMMANDER**

**May assign Deputy Finance/Administration Section Chiefs if needed**

NAME \_\_\_\_\_

PHONE # \_\_\_\_\_ RADIO # \_\_\_\_\_

LOCATION: \_\_\_\_\_

EMERGENCY TYPE \_\_\_\_\_

SUBORDINATES

TITLE	NAME	PHONE/RADIO
Deputy Finance/Administration Section Chief	_____	_____
Deputy Finance/Administration Section Chief	_____	_____
Deputy Finance/Administration Section Chief	_____	_____
Procurement Unit	_____	_____
Time Unit	_____	_____
Cost Unit	_____	_____
Compensation/Claims Unit	_____	_____

**SUGGESTED EQUIPMENT**

- \* School Safety Plan \*Clock \* ID Vest \*Applicable Forms and Logs \*Office Supplies
- \*Radios \*Telephones \*Cellular Telephones \*Resource Lists



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**FINANCE SECTION CHIEF**

PRIMARY DUTIES

The person designated by the Incident Commander (if needed) responsible for paying for the cost of the response efforts. This individual works closely with the Logistics Section Chief to ensure the ability to contract for and procure the resources necessary to manage the incident.

DUTY CHECKLIST

TIME \_\_\_\_\_ INITIALS \_\_\_\_\_

- Establish contact with the Incident Commander for an initial briefing
- Initiate and Emergency Log to record essential information
- Assign duties to subordinates as needed using Assignment Roster
- Assist the Incident Commander in establishing goals and Objectives
- Negotiate Contracts as needed-monitor work
- Track personnel and equipment time
- Process claims for injury or property damage
- Track financial cost analysis
- Keep a running tally of the costs associated with the incident
- Work closely with LOGISTICS to ensure needs and costs are met
- Work closely with other command staff to keep informed of progress, and needed resources
- Report to the Incident Commander for other assignments or personal debriefing
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



- Assist the Incident commander in the Deactivation process
  
- Debriefing
- Emergency Reports
- Post Emergency Plans
- Internal Incident Review
- Critical Incident Stress Debriefing
- Serious Incident Review



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**INCIDENT COMMANDER**  
**SUPERVISED BY: BOARD OF EDUCATION**

**MAY ASSIGN one or more DEPUTY INCIDENT COMMANDER as NEEDED**

NAME \_\_\_\_\_

PHONE # \_\_\_\_\_ RADIO # \_\_\_\_\_

LOCATION: **Emergency Operations Center (EOC)**

EMERGENCY TYPE \_\_\_\_\_

SUBORDINATES

TITLE	NAME	PHONE NUMBER
Safety Officer	_____	_____
Public Information Officer	_____	_____
EOC Liaison Officer	_____	_____
Operations Section Chief	_____	_____
Logistics Sections Chief	_____	_____
Planning Section Chief	_____	_____
Finance Section Chief	_____	_____

SUGGESTED EQUIPMENT

- \*Office Supplies
- \* School Safety Plan
- \*Radios
- \*Telephones
- \*Cellular Telephones
- \*Resource Lists
- \*Applicable Forms and Logs



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



PRIMARY DUTIES

This position is ALWAYS filled. The Incident Commander has overall responsibility for managing the incident by establishing objectives, planning strategies and implementing tactics. Responsible for all Incident Command System (ICS) management functions until he or she delegates the functions to someone.

**INCIDENT COMMANDER**

DUTY CHECKLIST

TIME \_\_\_\_\_ INITIALS \_\_\_\_\_

- Provide overall leadership for incident response
- Approve all information that is released by the Public Information Officer (PIO)
- Establish incident objectives based on the situation
- Develop a written Incident Action Plan (IAP) for long term complex incidents:
- **IAP must include:**
  - What we want to do
  - Who is responsible for doing it
  - How do we communicate with each other
  - What is the procedure if someone is hurt
- Establish and maintain liaison with other agencies participating in the incident
- Assess the need for staff depending on complexity and time frame
- Activate and delegate Command Staff functions as needed
- Provide updates on the emergency situation to subordinates as directed
- Review all reports and logs when the emergency has been resolved
- Lead the command staff in the development of a short and long term deactivation plan and process



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



- Lead the debriefing and after emergency review with all staff
- Assist in the development of a Post-Emergency Plan to return the agency to routine operations
- Assess the effectiveness of the School Safety Plan with the command staff
- Assist in preparing a critical incident stress debriefing and any additional Post-trauma staff program
- **TRANSFER OF COMMAND MAY TAKE PLACE WHEN:**
  - A jurisdiction or agency is legally required to take command
  - A more qualified Incident commander arrives and assumes command
  - Incident complexity changes
  - The current Incident Commander needs to rest
- **REQUIREMENT FOR TRANSFER OF COMMAND:** Incoming Incident Commander
  - Perform an assessment of the incident situation with the existing Incident Commander
  - Receive a face-to-face briefing from existing IC and Command Staff which includes:
    - Incident History
    - Current plan
    - Resource assignments
    - Resources ordered
    - Resources needed
    - Delegation of authority
    - Priorities and Objectives
    - Incident organization
    - Status of communication
    - Facilities established
    - Any constraints or limitations
    - Incident potential
- Determine an appropriate time for transfer of command
- **Notification of transfer of command to:**
  - Agency headquarters
  - General Staff members
  - Command Staff members
  - All incident personnel



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**LOGISTICS SECTION CHIEF**

**SUPERVISED BY: INCIDENT COMMANDER**

**May assign a Deputy Logistic Section Chief if needed**

NAME \_\_\_\_\_

PHONE # \_\_\_\_\_ RADIO # \_\_\_\_\_

LOCATION: \_\_\_\_\_

EMERGENCY TYPE \_\_\_\_\_

TITLE	SUBORDINATES	
	NAME	PHONE/RADIO
Deputy Logistics Section Chief	_____	_____
Services Branch	_____	_____
Support Branch	_____	_____

**SUGGESTED EQUIPMENT**

\* School Safety Plan \*Computer \*Television \*Whiteboard \*Recording Devices \* Poster Board  
\* Am/Fm Portable Radio \*Department Photo's , Maps And Videos \*Clock \*TV/VCR/DVD  
Player \*ID Vest \*Applicable Forms and Logs \*Office Supplies \*Radios \*Telephones \*Cellular  
Telephones \*Resource Lists

**PRIMARY DUTIES**

The person designated by the Incident Commander (if needed) responsible for all of the services and support needs. This individual ensures that there are adequate resources (personnel, supplies, and equipment) for meeting the incident objectives.

- Establish contact with the Incident Commander for an initial briefing
- Initiate and Emergency Log to record essential information
- Assign duties to subordinates as needed using Assignment Roster
- Assist the Incident Commander in establishing goals and Objectives
- Order, obtain, maintain and account for essential personnel, equipment and supplies
- Provide communication planning and resources



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



- Set up food services
- Set up and maintain incident facilities
- Provide medical services to INCIDENT PERSONNEL (not event victims)
- Work closely with other command staff to keep informed of progress, and needed resources
- Report to the Incident Commander for other assignments or personal debriefing
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing
- Assist the Incident commander in the Deactivation process
  - Debriefing
  - Emergency Reports
  - Post Emergency Plans
  - Internal Incident Review
  - Critical Incident Stress Debriefing
  - Serious Incident Review



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**MEDIA LIAISON**  
**SUPERVISED BY: PUBLIC INFORMATION OFFICER**

NAME \_\_\_\_\_

PHONE # \_\_\_\_\_ RADIO # \_\_\_\_\_

LOCATION:

EMERGENCY TYPE

\_\_\_\_\_

SUBORDINATES

TITLE	NAME	PHONE/RADIO
-------	------	-------------


SUGGESTED EQUIPMENT

\*Office Supplies \* Coffee Cups \* Applicable Forms and Logs \*Radios \*Telephones \*Cellular Telephones \*Resource Lists \*Snacks \* Beverages

PRIMARY DUTIES

The person designated by the Public Information Officer (PIO) to communicate and provide approved information to the media. Responds to and records inquires (via telephone and personal contact) from representatives of the media. Coordinates all activities of the media in the Media Center

DUTY CHECKLIST

Time \_\_\_\_\_ Initials \_\_\_\_\_

- Establish contact with the Public Information Officer for an initial briefing
- Provide only information approved by the PIO
- Establish media parking area
- Activate the Media Center



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



- Post a sign to identify the Media Center and restrict unauthorized personnel from entry
- Check the security of the media center before allowing admittance of media representatives
- Check all media personnel for appropriate media credentials and log them in using the **Emergency Log**
- Review security guidelines for the Media Center
- \*Media will NOT be left alone in Media Center
- \*Media representatives will remain in the Center at all times
- \*Media may return to their vehicles under escort from the building but will not be allowed anywhere else in the building with the exception of the restroom and break room for refreshments.
- \*Professionalism and courtesy are the expected behaviors
- \*Food and Coffee should be provided at Media Center
- Supervise Media Center for appropriate conduct
- Initiate emergency log to record essential information
- Log all incoming media calls by time, date, media source, reporter and purpose of request
- Provide approved news releases to newly arriving media or telephone inquires
- Provide PIO with periodic updates and any special needs for the media
- Assist in the deactivation process by turning in all logs and records
- Return the Media Center to its initial state
- Report to the PIO for further assignments or personal debriefing
- Assist the PIO with media tours around the Department once the emergency has been resolved



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**OPERATIONS SECTION CHIEF**  
**SUPERVISED BY: INCIDENT COMMANDER**  
**May assign a Deputy Operations Section Chief if needed**

NAME \_\_\_\_\_

PHONE # \_\_\_\_\_ RADIO # \_\_\_\_\_

LOCATION: \_\_\_\_\_

EMERGENCY TYPE \_\_\_\_\_

TITLE	SUBORDINATES NAME	PHONE/RADIO
Emergency Staff Services Coordinator		
Recorder		
Sergeant-at-Arms		
Divisions Supervisor		
Groups Supervisor		
Branches Supervisor		
Department Support Coordinator		

**SUGGESTED EQUIPMENT**

\* School Safety Plan \* computer \*whiteboard \*recording devises \* poster board \* AM/FM portable radio \*department photos, maps & videos \*clock \*TV/ VCR/DVD player \*Applicable Forms and Logs \*Office Supplies \*Radios \*Telephones \*Cellular Telephones \*Resource Lists

**PRIMARY DUTIES**



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



The person designated by the Incident Commander to conduct operations to reach the incident objectives. The Operations Section chief establishes the tactics and directs all operational resources. The Operations Section Chief is normally the person with the greatest technical and tactical expertise in dealing with the problem at hand.

### **QUALIFICATIONS to operate this general staff position**

- Past Experience as incident responder
- Completion of ICS training
- Ability to:
  - Size up the situation and make rapid decisions
  - Communicate clear directions
  - Balance response initiatives with safety concerns
  - Lead and motivate responders
  - Assess the effectiveness of tactics/strategies
  - Be flexible and modify plans as necessary
    - Establish contact with the Incident Commander for an initial briefing
    - Initiate and Emergency Log to record essential information
    - Assign duties to subordinates as needed using Assignment Roster
    - Assist the Incident Commander in establishing an incident action plan
    - Assist the Incident Commander in assessment of the emergency based on available information
    - Identify information deficiencies and assign staff to gather needed information
    - Activate the Operations Center as directed by the Incident Commander
    - Announce the location of the Operations Center to Subordinates
    - Establish and manage the Staging area if needed
    - Request and supervise **single resources** (individual, piece of equipment or a crew or team of individuals)
    - Request and supervise **task forces** (mixed resources)
    - Request and supervise **strike teams** (similar resources)
    - Teams that may be activated: search and rescue, first aid, evacuation/shelter/care, facilities & security response, crisis intervention, staff release team.
    - Evacuate volunteers, contractors, visitors and reassign staff as needed
    - Provide intelligence information, medical coordination needs, food service distribution, maintenance, emergency staff services, internal security, communications and personnel support to the Incident Commander



**Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan**



- Ensure the Department support coordinator is meeting those operational needs not related to the affected area.
- Manage all support functions of the emergency
- Obtain progress reports from subordinates
- Provide status reports to the Incident Commander
- Respond to staff request for personnel, equipment, supplies on a priority basis
- Facilitate food, beverages, restroom relief etc. in extended emergencies
- Work closely with other command staff to keep informed of progress, and needed resources
- Report to the Incident Commander for other assignments or personal debriefing
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing
- Assist the Incident commander in the Deactivation process
- Debriefing

**PUBLIC INFORMATION OFFICER  
(PIO)**

**SUPERVISED BY: INCIDENT COMMANDER**

**May assign one or more assistants as needed**

NAME \_\_\_\_\_

PHONE # \_\_\_\_\_ RADIO # \_\_\_\_\_

LOCATION: \_\_\_\_\_

EMERGENCY TYPE \_\_\_\_\_

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Assistant PIO-Staff Family Liaison		
Assistant PIO-Schools Liaison		
Media Liaison		



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## SUGGESTED EQUIPMENT

\*Office Supplies \* Coffee Cups \* Applicable Forms and Logs \*Radios \*Telephones \*Cellular Telephones \*Resource Lists \*Snacks \* Beverages

## PRIMARY DUTIES

The person designated by the Incident Commander as the primary contact for anyone who wants information about the incident and NDE’s response to it. To provide approved information to the media. Coordinate communication with internal audiences including both incident staff and school personnel

## DUTY CHECKLIST

Time \_\_\_\_\_ Initials \_\_\_\_\_

- Establish contact with the Incident Commander for an initial briefing
- Provide only information approved by the Incident Commander
- Assign a Media Liaison
- Establish contact with other agency PIO’s to ensure accurate and non-conflicting information is shared
- Write all media statement
- Receive approval from the Incident Commander before release of media
  
- Provide routine media statement to media in the Media Center
- Assist in the deactivation process by turning in all logs and records
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing
- Assist the Incident commander in the Deactivation process :
- Debriefing ○ Emergency Reports
- Critical Incident Stress Debriefing ○ Post Emergency Plans
- Serious Incident Review ○ Internal Incident Review



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**PLANNING SECTION CHIEF**  
**SUPERVISED BY: INCIDENT COMMANDER**

**May assign a Deputy Planning Section Chief if needed**

NAME \_\_\_\_\_  
PHONE # \_\_\_\_\_ RADIO # \_\_\_\_\_  
LOCATION: \_\_\_\_\_  
EMERGENCY TYPE \_\_\_\_\_

SUBORDINATES

TITLE	NAME	PHONE/RADIO
Deputy Planning Section Chief	_____	_____
Resources Unit	_____	_____
Situation Unit	_____	_____
Documentation Unit	_____	_____
Demobilization Unit	_____	_____
Technical Specialists	_____	_____

SUGGESTED EQUIPMENT

- \* School Safety Plan \*Computer \*Television \*Whiteboard \*Recording Devices
- \*Poster Board \*Am/Fm Portable Radio \*Department Photo's , Maps And Videos \*Clock
- \*TV/ VCR/DVD Player \*ID Vest \*Applicable Forms and Logs \*Office Supplies \*Radios
- \*Telephones \*Cellular Telephones \*Resource Lists

PRIMARY DUTIES



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Emergency Safety and Security Management Plan



The person designated by the Incident Commander (IF NEEDED) to help ensure responders have accurate information pertaining to the emergency event and those affected by the incident.

Provide resources and provide chronology of incident events for legal, analytical, fiscal and historical purposes.

DUTY CHECKLIST

Time \_\_\_\_\_ Initials \_\_\_\_\_

- Establish contact with the Incident Commander for an initial briefing
- Initiate and Emergency Log to record essential information
- Assign duties to subordinates as needed using Assignment Roster
- Assist the Incident Commander in establishing goals and Objectives
- Collect, evaluate and display incident intelligence and information
- Prepare and document Incident Action Plans (IAP)
- Maintain incident documentation
- Develop plans for demobilization
- Work closely with other command staff to keep informed of progress, and needed resources
- Report to the Incident Commander for other assignments or personal debriefing
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing
- Assist the Incident commander in the Deactivation process :



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



- Debriefing
- Emergency Reports
- Post Emergency Plans
- Internal Incident Review
- Critical Incident Stress Debriefing
- Serious Incident Review



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**SAFETY OFFICER**

SUPERVISED BY: INCIDENT COMMANDER  
May assign one or more assistants as needed

NAME \_\_\_\_\_  
 PHONE # \_\_\_\_\_ RADIO # \_\_\_\_\_  
 LOCATION: \_\_\_\_\_  
 EMERGENCY TYPE \_\_\_\_\_

TITLE	SUBORDINATES NAME	PHONE/RADIO
Sergeant-At-Arms	_____	_____
Assistant Safety Liaison-Operations	_____	_____
Assistant Safety Liaison-Logistics	_____	_____
Assistant Safety Liaison-Finance	_____	_____
Assistant Safety Liaison-Planning	_____	_____
Assistant Safety Liaison-Staging Area	_____	_____
Assistant Safety Liaison	_____	_____

**SUGGESTED EQUIPMENT**

- \*Office Supplies \* Applicable Forms and Logs \*Radios \*Telephones \*Cellular Telephones
- \*Resource Lists \* Identification Vest \*Safety ID name/photo badge

**PRIMARY DUTIES**

The person designated by the Incident Commander as the primary contact for safety and security concerns for all areas and activities of the emergency event.

Has the authority to stop any and all unsafe activities that are observed



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



### DUTY CHECKLIST

- Establish contact with the Incident Commander for an initial briefing
- Conduct Risk assessments
- Determine the safety of the site before work begins
- Develop and implement measures for assuring the safety of all response personnel
  
- Stop activities if the scene becomes unsafe
- Assist in the deactivation process by turning in all logs and records
  
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing
- Assist the Incident commander in the Deactivation process :
- Debriefing Emergency Reports
- Post Emergency Plans
- Internal Incident Review
- Critical Incident Stress Debriefing
- Serious Incident Review



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**PARENT REUNIFICATION  
FRONT DESK INSIDE GREETER**

**Job:**

Ensure parents/authorized individuals have a valid photo identification  
Help parents start the process by explaining how to fill out the release form.

**Equipment:**

- 1) Make sure release forms and pencils are available on front tables
- 2) Wear your District Identification tag

**Duties:**

- 1) Watch as parents/authorized individuals come into the Relocation site; make sure they understand a photo identification and parent authorization is needed to proceed.
- 2) Point out the release forms
- 3) Explain that filling out the release form is the first step.
- 4) Explain that if they are there to pick up multiple children, they need to **fill out a form for each child.**
- 5) Help with any questions about the process. • Complete the form
  - Move to side release point
  - Exit out doors on either side of main entrance

**If you need help, contact the Front Desk/Reporting Point Supervisor**

**Important:**

Take care of yourself. Take breaks and be sure to drink plenty of fluids.



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**PARENT REUNIFICATION TEAM  
FRONT DESK/REPORTING POINT STAFF**

**Job:** You act as the first step to screen and ensure only authorized individuals are reunified with students.

**Equipment needed:**

- Laptop
- Signs displayed on windows above doors to sanctuary: A-F, G-M, N-S, T-Z
- Wear your District photo ID

**Duties:**

- 1) Make sure the laptop is logged onto the schools emergency contact information site. If not, ask the Front Desk/Reporting point supervisor to help you log on.
- 2) Look at the top form of the Student Release Form
- 3) Check the name of the adult picking up student and verify with their photo identification.
- 4) **If they have no photo ID, or it does NOT match** with their name, explain that, for the safety of students, they can NOT proceed through the process.
- 5) Check the name(s) of the student(s). Parents can pick-up multiple children; **they need a release form for each child.**
- 6) Use emergency contact information to ensure the adult is authorized to pick-up the student.
- 7) From the emergency contact main page
- 8) Make sure you are on the school's listing
- 9) Select the Search Button
- 10) Select Search by Student
- 11) Enter the student's last name and press Go.
- 12) This will bring up a screen with corresponding last names for all students in the school.
- 13) Check the form and select the first name of the student.
- 14) This brings up a General Student page.
- 15) Scroll down to a Parent Reunification Box.
- 16) There are four choices:
  - Ø Y means Yes, Parents, those listed as Parent Reunification AND Emergency contacts are authorized to pick up child.
  - Ø N means **only** Parent and those specifically identified as Parent Reunification are authorized. Emergency Contacts are NOT authorized.
  - Ø O means **only the parents** are authorized to pick up the student
  - Ø Blank means the release form was not completed and signed by the parent, only parents can pick up the child.
- 17) Now enter the next student's name and start the process again.
- 18) **If they are NOT authorized**, explain that, for the safety of students, they can NOT proceed through the process.
- 19) **If parents become combative, ask them to step aside to speak to your supervisor and ask next person in line to come forward.**
- 20) If photo ID and authorization is complete, check yes on proof of ID on the form.
- 21) Give the form to a runner and point out the name of student on the form.
- 22) Ask the parent to move around the building to a side release point table. As you face the building doors: A-M to the Left, N-Z to the right.

**If you need help contact the Front Desk Reporting Point Supervisor**

**Important:** Take care of yourself. Take breaks and be sure to drink plenty of fluids.





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Emergency Safety and Security Management Plan



**ATHLETICS AND ACTIVITIES  
SAFETY AND SECURITY**

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Revised: October 7, 2019

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**Emergency Response Center**  
a product of School Security Services

**UNDER NEBRASKA STATE STATUTE 84-712.05 THIS PLAN IS NOT A PUBLIC DOCUMENT**



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**DONIPHAN-TRUMBULL PUBLIC SCHOOLS ACTIVITIES SECURITY PLAN  
FOR SCHOOL YEAR \_\_\_\_\_**

SCHOOL \_\_\_\_\_  
(Please indicate junior high or senior high school)

\_\_\_\_\_  
**(Superintendent)**

\_\_\_\_\_  
**(Principal)**

\_\_\_\_\_  
**(Athletic Director)**

Preparation of this plan should involve the following: all administrators (including athletic directors), coaches, cheerleader sponsors, band director(s), security personnel and game announcer. This plan is for ALL sports; however, the MAJOR sports (i.e., football and basketball) will require MORE supervision. The superintendent, principal and athletic director MUST PERSONALLY sign the security plan. Copies of the security plan should be given to ALL personnel involved with game administration.

**THIS PLAN SHOULD BE COMPLETED BEFORE THE FIRST ATHLETIC EVENT.**

The plan should include security precautions:

Before the game – During the game – After the contest.

The following may be used as a guideline for your plan. Below each item are suggested personnel for this area.



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## BEFORE THE GAME

Discuss with the student body in an assembly the need for exhibiting good sportsmanship to visitors. A sportsmanship campaign is required for the beginning of each school year and should be continued throughout the school year. A concern at the present time is the behavior of many of our adult fans. A school may feel it necessary to send home to parents and other adults in their community, information concerning good sportsmanship. This should include the proper courtesies shown to out-of-town guests and game officials. Fans need to understand the penalties imposed for their misbehavior, including being banned from future contests.

Student body \_\_\_\_\_ (date)

Parents/Community \_\_\_\_\_ (date)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

Provide necessary game information to visiting schools. Include game time, directions to the game site and parking, location of ticket booths, seating arrangements and ticket prices.

\_\_\_\_\_ (date)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

Provide adequate police supervision for major sports and playoff contests. Police should be visible **inside** and **outside** the stadium. **(Plan their physical location before, during and after the game for the sports of football and basketball. Ensure that you have adequate security in areas that you know could be trouble spots.)**

\_\_\_\_\_ (date)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

Provide protection and courtesy to game officials.

Arrange for a school representative to meet the officials and have a special room where the officials can have their pre-game conference.

Provide escort on and off the field or court.

Ensure that officials are treated well after the game and escorted to their car or have a place of safety as soon as the contest is over.

\_\_\_\_\_ (date)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



The game announcer should read the statements on sportsmanship, alcohol and drug use, as well as on throwing objects and unruly behavior. Artificial noise-makers should not be used in gymnasiums. Air horns are not permitted at any athletic event. Any of these violations will lead to expulsion from the game, and could lead to being banned from all future contests.

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title

Whenever possible, provide special seating for students, bands, adults and visitors. Student bodies should be kept separated at **ALL** times.

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title

Provide **supervised parking**. A special supervised area should be provided for buses of visiting teams. (Use of service clubs or youth organizations is suggested. This will free your law enforcement officials to be in other possible trouble areas.)

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title

All supervising personnel and "on duty" faculty members should be identified (special T-shirts, arm bands, caps, etc.).

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title

A manager's conference should be held thirty minutes prior to a varsity contest in the sports of football, softball, basketball, soccer, and baseball. The game administrator is **required** to conduct a pre-game meeting with game officials, **both** head coaches, and security. A game manager's conference needs to be held prior to all sporting playoff contests, including all major sports, as well as minor sports (such as volleyball, swimming, etc.)

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**DURING THE GAME**

Personnel should be stationed in key areas. They should remain at their station throughout the contest and after the game until the areas have cleared.

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title

The visiting school's administration or principal's designee should supervise their students and fans. The host school should also supervise the visiting side and provide assistance to visitors. They should also prevent students from crossing to the opponent's side.

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title

All coaches are expected to conduct themselves in an orderly and good sportsmanship like manner at all times. A coach must model the good behavior that we expect from our student/athletes and their fans.

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title

Bands should provide an entertaining half-time program. (Schools that do not have bands should also plan an interesting half-time program. Involve the PTA groups and others for ideas, and work together to develop an interesting program.)

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title

A medical doctor should be in attendance at all athletic contests whenever possible.  
(We know that it is difficult for some of our schools to obtain the services of a doctor for all contests, but feel that if it is possible there should be one in attendance at football games.)

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title

The public address announcer should give instructions concerning concession stands, restrooms, and any information that will assist the visiting fans. No partiality should be shown announcing the athletic contest.

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**AFTER THE GAME**

Planning for after the contest is probably the **most important** of the three stages in crowd control. Most incidents and encounters occur after the game when the students and fans are leaving the playing area.

Develop a procedure for the exit of teams, officials, and spectators. You will need to keep personnel on duty in the trouble spots until the area clears. Cameras recording the contest should be kept on until the teams clear the competition area. (Usual problem – security is released near the end of the game to direct traffic. It is suggested that security be kept in problem areas.)

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title

Direct the route for movement of all visiting school buses and all home team buses. Also include band, pep buses, spectator buses. When possible, provide an escort for these buses for several blocks as they leave the site.

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title

Use the P. A. system to:  
Caution spectators not to walk on the floor or field  
Give directions for leaving the area  
Drive safely.

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title

To facilitate orderly movement of traffic, provide direction supervision for cars exiting the parking area. (Local police may assist in this area. You may want to use faculty members or service clubs to better utilize police and security.)

\_\_\_\_\_ (date) \_\_\_\_\_  
Signature Title

*The principal and athletic director should discuss all details of the completed security plan with their superintendent. By implementing this plan and after taking every possible precaution, we may not stop all of the problems but at least we will be in a position to react. Better planning by all concerned can help avoid many of the problems that have occurred in the past.*



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**ATHLETIC FACILITIES AND EQUIPMENT SAFETY REVIEW**

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_ Submitted to Superintendent date: \_\_\_\_\_

<b>Athletic Facilities</b>	YES	NO	N/A
1. Are appropriate handrails or perimeter railings installed on all spectator seating facilities that may require such protection?			
2. Are floors in the shower areas regularly cleaned and not slippery?			
3. Are lockers in good working order, properly secured and with no jagged edges present?			
4. Are shower and/or training rooms provided with mechanical means for exhausting odors and humid air in good working order and kept on at all times when the room is in use?			
5. Are the bleachers in good condition and structurally adequate, both indoors and outdoors? Loose bolts, nuts or rusted parts, splintered boards, damaged railings, etc. are typical items to periodically check.			
6. Are the conditions of the playing fields satisfactory, e.g., no holes, rocks, glass, etc.?			
7. Are the sinks and shower hot water controls working properly?			
8. Have bleachers been inspected recently by outside experts to confirm structural soundness? (It is recommended that this be done at least once every two years.)			
9. Is athletic equipment properly stored?			
10. Is padding provided around the bottom area of the basketball backboards mounted on the playing surface?			
11. Is there adequate lighting in the locker rooms?			
12. Is use of playing surfaces following chemical applications restricted?			
A.			
B.			

<b>Baseball/Softball/Soccer/Lacrosse/Field Hockey</b>	YES	NO	N/A
13. Are fences collapsible?			
14. Are fields cleared when there is the threat of lightning?			
15. Are goal posts properly padded and in working order?			
16. Are outdoor playing surfaces inspected regularly to assure that rocks, glass, uneven surfaces, holes, sprinkler heads, loose lids or uncovered valve boxes, excessive wet areas, or other hazards are not present?			
17. Are properly designed, constructed and counter-weighted soccer goals used?			
18. If there is a fence enclosing the outfield, is there a warning surface or clearly marked area that indicates to a running player that he or she is almost to the fence?			
19. Is the vehicle parking area located a sufficient distance to prevent windshield damage to parked cars?			
20. Is there a protective backstop or high fence placed between home plate and the spectator area?			
C.			
D.			

If you answered "NO" to any of the above, please explain (attach another sheet if necessary):



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



<b>Basketball</b>	YES	NO	N/A
21. Are all clocks, lights and windows properly protected against breakage?			
22. Are folding basketball backstops/boards secured with safety straps or safe locks?			
23. Have crank-up backboards been inspected recently?			
24. Is padding provided around the bottom area of the basketball backboards mounted on the playing surface?			
25. Is the area behind the backboards free of glass or unprotected solid walls?			
E.			
F.			

<b>Cheerleading</b>	YES	NO	N/A
26. Are trained “spotters” required and used on routines that may be considered hazardous?			
27. Has your school adopted the policy to eliminate pyramiding functions performed by cheerleaders?			
G.			
H.			

<b>Coaches</b>	YES	NO	N/A
28. Are coaching staff and trainers certified in first aid and CPR?			
29. Is there a need for crowd control at athletic events, and, if so, is it provided?			
I.			
J.			

<b>Gymnasium</b>	YES	NO	N/A
30. Are obstructions removed before playing games, gymnastics, wrestling, etc.?			
31. Are the bleachers in good condition and structurally adequate, both indoors and outdoors? Structural soundness of bleachers should be confirmed by a structural engineer at least every two years.			
32. Are the floors in good condition?			
33. If metal halide or mercury vapor lamps fixtures are used, are they protected or screened from damage and regularly inspected to determine whether the outer protective bulb is perforated, cracked or missing? (These deficiencies can result in exposure to dangerous ultraviolet light and severe health consequences such as conjunctivitis and skin burns.)			
34. Is gymnasium equipment in good condition?			
35. Is lighting adequate for all events occurring in the gymnasium?			
K.			
L.			

If you answered “NO” to any of the above, please explain (attach another sheet if necessary):



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



<b>Gymnastics</b>	YES	NO	N/A
36. Are climbing ropes properly secured and in good working order?			
37. Are portable walls on their tracks, secured and in good working order?			
38. Are sufficient mats, in good condition, maintained around the balance beam, parallel bars, horse and trampoline in the gymnastic area?			
39. Are walls padded where appropriate?			
40. Do all gymnastic functions have adequate "spotters" to assist in the activities?			
41. Is gymnastic equipment in good condition, properly installed and secured?			
42. Is the use of gymnastic equipment always supervised, or, if not in use, stored in a locked room where it is not available for unauthorized or unsupervised use?			
M.			
N.			

<b>Student Athletes</b>	YES	NO	N/A
43. Are all participants (and parent(s) if the participant is a minor) required annually to sign a detailed warning and consent form prior to participation in each sport?			
44. Are all participants required to have a pre-participation physical examination prior to participation in any sport?			
45. Are students given safety orientation for all athletics/physical education activities? Does the coach or athletic director discuss the warnings associated with each sport to all participants prior to the first workout?			
O.			
P.			

<b>Swimming Pools</b>	YES	NO	N/A
46. Are all electrical receptacles close to grounded objects or near wet or damp areas protected by GFCI devices?			
47. Are proper safeguards in place to ensure the pool is not used at all times when it is unsupervised?			
48. Are swimming pool rules and warning signs properly posted?			
49. Are the facilities provided with the proper and well-maintained rescue equipment?			
50. Are the swimming pool ladders and guard stands constructed of suitable materials and maintained in a safe condition?			
51. Are trained and approved pool supervisors provided at all times the pool is being used?			
52. Does the swimming pool area have a non-slip surface?			
53. Is the chemical balance maintained at the recommended level?			
54. Is the chlorine system changed or serviced only during facility non-use hours?			
55. Is the water depth clearly marked around the swimming pool area?			
Q.			
R.			

If you answered "NO" to any of the above, please explain (attach another sheet if necessary):



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



<b>Track and Field</b>	YES	NO	N/A
56. Are field events suitably roped off to separate the spectators from any landing or impact areas, allowing for an adequate safety zone in the event of a misdirected throw?			
57. Is it the policy of the school to have an official in charge to ensure that no one throws an implement until the officials have completed the measurement of the previous throw and further ensures that no spectators or other participants have entered into the impact area?			
58. Is there sufficient safe space between each field event, including javelin, shot-put and discus areas and the running track?			
59. Is track surface in good condition?			
S.			
T.			

<b>Weight Training and Wall Climbing Facilities</b>	YES	NO	N/A
60. Are "spotters" used in the weight training room when necessary?			
61. Are climbers properly secured with protected devices during the activity?			
62. Are weight training room rules and adequate warning signs posted in the area?			
63. For wall climbing, is there a safe, secured and cushioned surface beneath the climbing structure?			
64. Is appropriate supervision provided in the weight training room at all times when the room is being used?			
65. Is proper supervision always present when wall climbing apparatus is in use?			
66. Is the weight equipment properly bolted to the floor or sufficiently counterweighted to prevent movement or tipping?			
67. Are weight rooms inspected at least weekly to ensure that the integrity of the equipment and floor area is properly maintained? Cables, pulleys, guards, nuts, bolts and floor mats are items that must be checked often. Any defective equipment must be removed from the area. It is not sufficient to place a "Do Not Use" or "Out of Order" tag on faulty equipment.			
U.			
V.			

<b>Wrestling</b>	YES	NO	N/A
68. Are wrestling mats used that have the approved warning labels?			
69. Are wrestling mats checked daily for cleanliness, cuts and taping?			
70. Are ¾ inch wide strip wrestling tape used?			
71. Are wrestling mats disinfectant daily?			
72. Are wrestling mats stored flat?			
73. Is proper supervision always present when wrestling mates are in use?			
74. Participants do not wear jewelry, nor have long fingernails or long loose hair?			
75. Participants taught the proper fundamental/safety rules?			
W.			
X.			

If you answered "NO" to any of the above, please explain (attach another sheet if necessary):



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**SAFE STUDENT TRANSPORTATION PLAN**



Doniphan-Trumbull Public Schools  
Emergency Safety and Security Management Plan



**SAFE STUDENT TRANSPORTATION PLAN**

This Safe Student Transportation Plan sets forth the District's plan for providing safe transportation to students being transported in student transportation vehicles.

1. **Weapons** – Upon becoming aware of a weapon aboard a student transportation vehicle, the driver will make every attempt to:
  - a. Notify the District Office of the situation if possible.
  - b. Activate emergency flashers.
  - c. Pull the vehicle over to a safe and secure area.
  - d. Confiscate the weapon (if it doesn't jeopardize student or driver safety).
  - e. Give description of weapon to District Office or if situation requires to 9 1 1.
  - f. The District Office will notify 9 1 1 and the Principal/Superintendent of situation.
  
2. **Student Behavior** – Students are expected to follow student conduct rules while in a student transportation vehicle. The student transportation driver is responsible for controlling behavior which affects safety and for reporting rule violations to school administration. In the event a student's behavior jeopardizes safety, the driver will make every attempt to:
  - a. Notify the District Office of the situation.
  - b. Activate emergency flashers.
  - c. Bring the vehicle to a safe stop.
  - d. First seek to resolve incident through discussion with the student(s) involved.
  - e. Use physical force only as necessary to protect students or yourself.
  - f. Report and document discipline problems to the Principal/Superintendent on a Bus Conduct Report/Incident Form.
  
3. **Terrorist Threats** – A person commits a terroristic threat if the person threatens to commit a crime of violence with the intent to terrorize another or with the intent of causing evacuation of a building, place of assembly or facility of public transportation or in reckless disregard of the risk of causing such terror or evacuation. Upon becoming aware of a terroristic threat relating to student transportation vehicle, the driver will make every attempt to:
  - a. Notify the District Office of the situation.
  - b. Activate emergency flashers.
  - c. Make every attempt to keep students calm (this may mean complying with the terrorist).
  - d. The District Office will immediately notify 9 1 1 and the Principal/Superintendent.
  - e. The driver should wait for instructions from the District Office or Principal/Superintendent if possible.
  
4. **Severe Weather** – Upon becoming aware of severe weather while aboard a student transportation vehicle, the driver will make every attempt to:
  - a. Notify the District Office of the situation.
  - b. Activate emergency flashers.
  - c. Return to the school if less than 5 minutes away and follow the directions of the Principal/Superintendent or if there is immediate danger, get to the nearest basement or underground shelter will all students.



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



- d. If more than 5 minutes away from the nearest school or if there is immediate danger, get to the nearest basement or underground shelter with all students.
  - e. If there is no shelter and there is immediate danger the driver and students are to follow evacuation procedures and get everyone off the vehicle into the nearest ditch or culvert at least 100 feet away from the vehicle.
5. **Hazardous Materials** – Upon becoming aware of a hazardous material aboard a student transportation vehicle, the driver will make every attempt to:
- a. Notify the District Office of the situation.
  - b. Activate emergency flashers.
  - c. Pull the vehicle over to a safe and secure area.
  - d. Evacuate all students at least 100 feet from the vehicle in a safe secure area (more distant if the driver feels the situation dictates).
  - e. Obtain as much information about the hazard as possible (**DO NOT TOUCH ANY HAZARD**)
  - f. The District Office will immediately notify **9 1 1** and the Principal/Superintendent.
  - g. The driver should wait for instruction from the District Office or Principal/Superintendent if possible.
6. **Medical Emergencies** – Upon becoming aware of a medical emergency aboard a student transportation vehicle, the driver will make every attempt to:
- a. Notify the District Office of the situation.
  - b. Activate emergency flashers.
  - c. Pull the vehicle over to a safe and secure area.
  - d. The District Office will immediately notify **9 1 1** and the Principal/Superintendent.
  - e. The driver will follow instructions of the District Office, Principal/Superintendent or first responders.
  - f. Provide emergency first aid or CPR if the situation dictates.
  - g. **ONLY IF NECESSARY**, the driver should move students only enough to get them out of danger of traffic or fire.
  - h. The driver should try to keep students as calm as possible.
  - i. Only upon instructions from the Principal/Superintendent will the driver release students to any parents.
7. **Procedures In The Event Of Mechanical Breakdowns** – Upon becoming aware of the mechanical breakdown aboard a student transportation vehicle, the driver will make every attempt to:
- a. Notify the District Office of the situation.
  - b. Activate emergency flashers.
  - c. Pull the vehicle over to a safe and secure area.
  - d. Place warning flares/reflectors in accordance with safety guidelines if parked on shoulder of a roadway or if parked on the roadway.
  - e. The driver should try to keep students as calm as possible.
  - f. Depending on the location of the disable vehicle, the driver may have to evacuate the students to a safe and secure area.
  - g. The District Office will arrange for assistance and if necessary a relief vehicle is dispatched.



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



8. **Vehicle Accident** – Upon becoming involved in an accident with the student transportation vehicle, the driver will make every attempt to:
  - a. Notify the District Office of the situation and depending on type of accident notify 9 1 1.
  - b. Activate emergency flashers.
  - c. Account for all students and their injuries.
  - d. The driver will provide emergency first aid and/or CPR.
  - e. The driver will ensure that the scene is safe and understand that the accident might be involved in a secondary crash.
  - f. Depending on the situation, evacuate the students to a safe and secure location.
  - g. District Office will notify the Principal/Superintendent.
  - h. Follow the directions of the Principal/Superintendent or first responders.
  - i. Write down the name, address and telephone number of all witnesses.
  - j. Do not make any statements related to the accident to anyone other than to law enforcement officials that are investigating the accident or the Principal/Superintendent.
  - k. The driver should try to keep students as calm as possible.
  - l. Unless instructed by the Principal/Superintendent, students will not be released to parents.
  - m. Depending on situation, the driver will ensure the safety of the students before assisting other individuals involved in the accident.
  - n. After the accident, do not respond to inquiries from insurance companies, attorneys, news media or student's parents related to the accident unless directed to do so by the Principal/Superintendent.
  
9. **Transportation Of Unsafe Items** – Drivers shall not permit student transportation vehicles to transport any items, animals, materials, weapons or look-a-like weapons or equipment which in any way would endanger the lives, health or safety of the students or driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of the Principal/Superintendent. Any item that would break or could produce injury if tossed about inside the student transportation vehicle when involved in an accident or sudden stop shall be secured.
  - a. Notify the District Office of the situation.
  - b. If the vehicle is in movement, activate emergency flashers.
  - c. Pull the vehicle over to a safe and secure area.
  - d. The driver should try to keep students as calm as possible.
  - e. If the situation dictates, the District Office will notify 9 1 1.
  - f. The driver will follow the instructions of the Principal/Superintendent before moving the vehicle.
  
10. **Documentation Under Safe Student Transportation Plan** – Each student transportation driver is required to complete and submit to the Principal/Superintendent a Bus Conduct Report/Incident Form involving the student transportation vehicle operated by the driver or any students transported in it. Documentation is to include the occurrence of any of the following events: weapons, student behavior which affects safety, terroristic threats, severe weather, hazardous materials, medical emergencies, vehicle accidents, mechanical breakdowns or transportation of



## Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



unsafe items. Documentation of such events shall be completed and submitted as soon as practicable after the incident.

11. **Supplemental Information** – a copy of this plan shall be placed in each student transportation vehicle, kept at each school building, and made available upon request.



# Doniphan-Trumbull Public Schools Emergency Safety and Security Management Plan



## REFERENCES

Practical School Security: Basic Guidelines for Safe and Secure Schools, Kenneth S. Trump, Copyright 1998, Corwin Press, Inc.

Safe Schools: A Security and Loss Prevention Plan, J. Barry Hylton, copyright 1996, Butterworth-Heinemann.

Crisis Response Manual, Grand Island Public Schools, Grand Island, Nebraska.

The Crisis Intervention Resource Manual, Office of Psychological Services, Bartow County School system, Cartersville, Georgia.  
[www.bartow.k12.ga.us/psych/crisis/cimanual.html](http://www.bartow.k12.ga.us/psych/crisis/cimanual.html)

U.S. Department of Education in cooperation with the AASA and other national groups.  
<http://www.air-dc.org/cecp/guide/files/3.htm>

APA and MTV April 19, 1999, <http://helping.apa.org/warningsigns/>

Resources & Information to Assist With the Prevention of Dating Violence in Nebraska School Districts: Implementing the Lindsay Ann Burke Act Nebraska Legislative Bill 63 May 28, 2009 and the Nebraska Department of Education.

[http://www.education.ne.gov/safety/Dating\\_Violence\\_Prevention/Dating\\_Violence.html](http://www.education.ne.gov/safety/Dating_Violence_Prevention/Dating_Violence.html)

Coaching For Safety a Risk Management Handbook for High School Coaches, by Richard P. Borkowski ED.D., C.A.A. for members of the Southwest Washington Risk Management Insurance Cooperative ESD 12.

Transforming School Leadership with ISLLC and ELCC, Neil J. Shipman, J. Allen Queen, Henry A. Peel copyright 2007 Eye On Education, Inc.

<http://www.eyeoneducation.com/bookstore/productdetails.cfm?sku=7034-7&title=transforming-school-leadership-with-isllc-and-elcc>

Standard Reunification Method version 0.9.5 Copyright 2012 All rights reserved. The "I Love U Guys" Foundation. Bailey, CO 80421

<http://iluvuguys.org/srm.html>

**DONIPHAN-TRUMBULL PUBLIC SCHOOL**

August 1, 2019 to August 31 ,2019

**09/09/2019 Board Meeting**

**GENERAL FUND**

		MTD	YTD						
Beginning Balance		\$3,011,184.19							
Investments (CD's)		\$200,000.00	\$200,000.00						
<b>NSDLAF</b>	\$ 164,054.04	<b>\$255.58</b>	<b>\$164,309.62</b>						
Receipts		\$1,215,048.37							
Disbursements	<table border="1"> <tr> <td>Lst Mo Clai</td> <td align="right">\$73,028.18</td> </tr> <tr> <td>Lst Mo Pay</td> <td align="right">\$524,555.73</td> </tr> <tr> <td></td> <td align="right"><u>\$597,583.91</u></td> </tr> </table>	Lst Mo Clai	\$73,028.18	Lst Mo Pay	\$524,555.73		<u>\$597,583.91</u>	\$597,583.91	
Lst Mo Clai	\$73,028.18								
Lst Mo Pay	\$524,555.73								
	<u>\$597,583.91</u>								
Adjustments	adj								
	<b>Adjusted Exp</b>		\$0.00						
Ending Balance		<b>\$3,628,904.23</b>							

**DEPRECIATION FUND**

		MTD	YTD
Beginning Balance		\$131,277.73	
Investments (CD)		\$0.00	\$0.00
<b>Adjusted Begin Bal</b>		<b>\$131,277.73</b>	<b>\$0.00</b>
Receipts		\$30,000.00	
Interest		\$20.18	
Adjusted Receipts		\$30,020.18	\$0.00
Disbursements			
Ending Balance		<b>\$161,297.91</b>	<b>\$0.00</b>

**EMPLOYEE BENEFIT FUND**

		MTD	YTD
Beginning Balance		\$30,380.13	
Receipts		\$3.87	
Disbursements		\$0.00	\$0.00
Ending Balance		<b>\$30,384.00</b>	<b>\$0.00</b>

<b>BUILDING FUND</b>		
	MTD	YTD
Beginning Balance	\$2,752,642.76	
Receipts	\$144,172.20	
Disbursements	\$74,277.23	
Ending Balance	<b>\$2,822,537.73</b>	<b>\$0.00</b>

**DONIPHAN-TRUMBULL PUBLIC SCHOOL**  
**August 1, 2019 to August 31 ,2019**

**09/09/2019 Board Meeting**

<b>STUDENT FEES FUND</b>		
	7 MTD	YTD
Beginning Balance	\$1,191.43	
Receipts		
Disbursements	\$0.00	
Ending Balance	<b>\$1,191.43</b>	<b>\$0.00</b>

**GRAND TOTAL ALL FUNDS**

<b>QCPUF FUND</b>		
	MTD	YTD
Beginning Balance	\$519,112.12	
Receipts	\$39,070.77	
Check Int		
Disbursements		
Ending Balance	<b>\$558,182.89</b>	<b>\$0.00</b>

25

<b>IMPRESS FUND</b>		
	MTD	YTD
Beginning Balance	\$2,154.71	
Receipts	\$2,776.54	
Expenditures	\$1,966.61	
Ending Balance	<b>\$2,964.64</b>	<b>\$0.00</b>

**FOOD SERVICE FUND**

	MTD	YTD						
Beginning Balance	\$26,763.32							
Audit Adjustment	\$0.00	\$0.00						
Adjusted Beginning Balance	\$26,763.32	\$0.00						
Receipts	\$17,846.33							
Disbursements	\$16,955.69							
	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Lst Mo Clai</td> <td style="text-align: right;">\$14,511.62</td> </tr> <tr> <td>Lst Mo Pay</td> <td style="text-align: right;">\$2,444.07</td> </tr> <tr> <td></td> <td style="text-align: right;">\$16,955.69</td> </tr> </table>	Lst Mo Clai	\$14,511.62	Lst Mo Pay	\$2,444.07		\$16,955.69	
Lst Mo Clai	\$14,511.62							
Lst Mo Pay	\$2,444.07							
	\$16,955.69							
Ending Balance	<b>\$27,653.96</b>	<b>\$0.00</b>						

**HIGH SCHOOL ACTIVITY FUNDS**

	MTD	YTD
Beginning Balance	\$93,220.06	
Receipts	\$30,345.29	
Disbursements	\$53,305.57	
Ending Balance	<b>\$70,259.78</b>	<b>\$0.00</b>

**ELEMENTARY ACTIVITY FUNDS**

	MTD	YTD
Beginning Balance	\$12,873.23	
Receipts	\$1,893.16	
Disbursements	\$2,089.14	
Ending Balance	<b>\$12,677.25</b>	<b>\$0.00</b>

Account Number	Account Description	CURRENT MONTH	YEAR TO DATE	BUDGET	BUDGET BALANCE	% OF BUDGET
01	GENERAL FUND					
01 1100 001	LOCAL PROPERTY TAXES ADAMS CO	\$84,446.16	\$84,446.16	\$0.00	(\$84,446.16)	0.00
01 1100 002	LOCAL PROPERTY TAXES HALL COUNTY	\$750,833.85	\$750,833.85	\$0.00	(\$750,833.85)	0.00
01 1100 003	LOCAL PROPERTY TAXES HAMILTON COUNTY	\$96,323.88	\$96,323.88	\$0.00	(\$96,323.88)	0.00
01 1100 004	LOCAL PROPERTY TAXES CLAY COUNTY	\$142,318.71	\$142,318.71	\$0.00	(\$142,318.71)	0.00
1100	Local property tax	\$1,073,922.60	\$1,073,922.60	\$0.00	(\$1,073,922.60)	0.00
01 1115 001	CARLINE TAX ADAMS COUNTY	\$35.24	\$35.24	\$0.00	(\$35.24)	0.00
01 1115 003	CARLINE TAX HAMILTON COUNTY	\$54.99	\$54.99	\$0.00	(\$54.99)	0.00
01 1115 004	CARLINE TAX CLAY COUNTY	\$56.01	\$56.01	\$0.00	(\$56.01)	0.00
1115	CARLINE TAX	\$146.24	\$146.24	\$0.00	(\$146.24)	0.00
01 1125 001	MOTOR VEHICLE TAXES ADAMS COUNTY	\$3,008.34	\$3,008.34	\$0.00	(\$3,008.34)	0.00
01 1125 002	MOTOR VEHICLE TAXES HALL COUNTY	\$19,474.03	\$19,474.03	\$0.00	(\$19,474.03)	0.00
01 1125 003	MOTOR VEHICLE TAXES HAMILTON COUNTY	\$1,018.17	\$1,018.17	\$0.00	(\$1,018.17)	0.00
01 1125 004	MOTOR VEHICLE TAXES CLAY COUNTY	\$2,107.41	\$2,107.41	\$0.00	(\$2,107.41)	0.00
1125	MOTOR VEHICLE TAXES	\$25,607.95	\$25,607.95	\$0.00	(\$25,607.95)	0.00
01 1370	TUITION-OTHER DISTR(SPED PRE)	\$2,810.00	\$2,810.00	\$0.00	(\$2,810.00)	0.00
1370	TUITION-OTHER DISTR(SPED PRE)	\$2,810.00	\$2,810.00	\$0.00	(\$2,810.00)	0.00
01 1510	INTEREST ON INVESTME	\$1,671.43	\$1,671.43	\$0.00	(\$1,671.43)	0.00
1510	INTEREST on INVESTMENTS	\$1,671.43	\$1,671.43	\$0.00	(\$1,671.43)	0.00
01 1740	FEES (LAPTOPS)	\$7,226.00	\$7,226.00	\$0.00	(\$7,226.00)	0.00
1740	FEES (LAPTOPS)	\$7,226.00	\$7,226.00	\$0.00	(\$7,226.00)	0.00
01 2110 001	COUNTY FINES AND LICENSE FEES ADAMS CO	\$248.31	\$248.31	\$0.00	(\$248.31)	0.00
01 2110 002	COUNTY FINES AND LICENSE FEES HALL CO	\$1,651.00	\$1,651.00	\$0.00	(\$1,651.00)	0.00
2110	COUNTY FINES AND LICENSE FEES	\$1,899.31	\$1,899.31	\$0.00	(\$1,899.31)	0.00
01 3110	STATE AID	\$16,252.00	\$16,252.00	\$0.00	(\$16,252.00)	0.00
3110	STATE AID	\$16,252.00	\$16,252.00	\$0.00	(\$16,252.00)	0.00
01 5690	OTHER NON-REVENUE RECEIPTS	\$4,789.97	\$4,789.97	\$0.00	(\$4,789.97)	0.00
5690	OTHER NON-REVENUE RECEIPTS	\$4,789.97	\$4,789.97	\$0.00	(\$4,789.97)	0.00
01 6200	TITLE I PART A	\$44,061.68	\$44,061.68	\$0.00	(\$44,061.68)	0.00
6200	TITLE I PART A	\$44,061.68	\$44,061.68	\$0.00	(\$44,061.68)	0.00
01 6992	REAP \$	\$36,939.00	\$36,939.00	\$0.00	(\$36,939.00)	0.00
6992	REAP \$	\$36,939.00	\$36,939.00	\$0.00	(\$36,939.00)	0.00
01	GENERAL FUND	\$1,215,326.18	\$1,215,326.18	\$0.00	(\$1,215,326.18)	0.00
02	BUILDING AND SITES FUND					
02 1100 001	LOCAL PROPERTY TAXES ADAMS COUNTY	\$11,341.99	\$11,341.99	\$0.00	(\$11,341.99)	0.00
02 1100 002	LOCAL PROPERTY TAXES HALL COUNTY	\$100,772.87	\$100,772.87	\$0.00	(\$100,772.87)	0.00
02 1100 003	LOCAL PROPERTY TAXES HAMILTON CO	\$12,930.81	\$12,930.81	\$0.00	(\$12,930.81)	0.00
02 1100 004	LOCAL PROPERTY TAXES CLAY COUNTY	\$19,106.90	\$19,106.90	\$0.00	(\$19,106.90)	0.00
1100	Local property tax	\$144,152.57	\$144,152.57	\$0.00	(\$144,152.57)	0.00
02 1115 001	CARLINE TAX ADAMS COUNTY	\$4.73	\$4.73	\$0.00	(\$4.73)	0.00
02 1115 003	CARLINE TAX HAMILTON COUNTY	\$7.38	\$7.38	\$0.00	(\$7.38)	0.00
02 1115 004	CARLINE TAX CLAY COUNTY	\$7.52	\$7.52	\$0.00	(\$7.52)	0.00
1115	CARLINE TAX	\$19.63	\$19.63	\$0.00	(\$19.63)	0.00
02 1510	INTEREST	\$277.81	\$277.81	\$0.00	(\$277.81)	0.00
1510	INTEREST on INVESTMENTS	\$277.81	\$277.81	\$0.00	(\$277.81)	0.00
02	BUILDING AND SITES FUND	\$144,450.01	\$144,450.01	\$0.00	(\$144,450.01)	0.00
03	DEPRECIATION FUND					
03 1510	INTEREST	\$20.18	\$20.18	\$0.00	(\$20.18)	0.00

Account Number	Account Description	CURRENT MONTH	YEAR TO DATE	BUDGET	BUDGET BALANCE	% OF BUDGET
1510	INTEREST on INVESTMENTS	\$20.18	\$20.18	\$0.00	(\$20.18)	0.00
03 5200	TRANSFERS FROM OTHER FUNDS	\$30,000.00	\$30,000.00	\$0.00	(\$30,000.00)	0.00
5200	TRANSFERS FROM OTHER FUNDS	\$30,000.00	\$30,000.00	\$0.00	(\$30,000.00)	0.00
03	DEPRECIATION FUND	\$30,020.18	\$30,020.18	\$0.00	(\$30,020.18)	0.00
08	QUALIFIED CAPITAL PURPOSE FUND					
08 1100 001	LOCAL PROPERTY TAXES-ADAMS	\$3,089.69	\$3,089.69	\$0.00	(\$3,089.69)	0.00
08 1100 002	LOCAL PROPERTY TAXES-HALL	\$27,751.38	\$27,751.38	\$0.00	(\$27,751.38)	0.00
08 1100 003	LOCAL PROPERTY TAXES-HAMILTON	\$3,505.66	\$3,505.66	\$0.00	(\$3,505.66)	0.00
08 1100 004	LOCAL PROPERTY TAXES-CLAY	\$5,204.94	\$5,204.94	\$0.00	(\$5,204.94)	0.00
1100	Local property tax	\$39,551.67	\$39,551.67	\$0.00	(\$39,551.67)	0.00
08 1115 001	CARLINE TAX	\$1.28	\$1.28	\$0.00	(\$1.28)	0.00
08 1115 004	CARLINE TAX	\$2.04	\$2.04	\$0.00	(\$2.04)	0.00
1115	CARLINE TAX	\$3.32	\$3.32	\$0.00	(\$3.32)	0.00
08 1510	INTEREST	\$46.22	\$46.22	\$0.00	(\$46.22)	0.00
1510	INTEREST on INVESTMENTS	\$46.22	\$46.22	\$0.00	(\$46.22)	0.00
08 3130 001	HOMESTEAD EXEMPTION	\$13.13	\$13.13	\$0.00	(\$13.13)	0.00
08 3130 002	HOMESTEAD EXEMPTION	\$184.61	\$184.61	\$0.00	(\$184.61)	0.00
08 3130 003	HOMESTEAD EXEMPTION	\$29.22	\$29.22	\$0.00	(\$29.22)	0.00
08 3130 004	HOMESTEAD EXEMPTION	\$25.47	\$25.47	\$0.00	(\$25.47)	0.00
3130	HOMESTEAD EXEMPTION	\$252.43	\$252.43	\$0.00	(\$252.43)	0.00
08 3131 001	TAX CREDIT	\$44.34	\$44.34	\$0.00	(\$44.34)	0.00
08 3131 002	TAX CREDIT	\$181.99	\$181.99	\$0.00	(\$181.99)	0.00
08 3131 003	TAX CREDIT	\$33.37	\$33.37	\$0.00	(\$33.37)	0.00
08 3131 004	TAX CREDIT	\$56.40	\$56.40	\$0.00	(\$56.40)	0.00
3131	TAX CREDIT	\$316.10	\$316.10	\$0.00	(\$316.10)	0.00
08	QUALIFIED CAPITAL PURPOSE FUND	\$40,169.74	\$40,169.74	\$0.00	(\$40,169.74)	0.00
	Grand Total:	\$1,429,966.11	\$1,429,966.11	\$0.00	(\$1,429,966.11)	0.00

Account Number	Account Description	CURRENT MONTH	YEAR TO DATE	BUDGET	BUDGET BALANCE	% OF BUDGET REMAINING
01	GENERAL FUND					
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$258,285.83	\$258,285.83	\$0.00	(\$258,285.83)	0.00
1150	ENGLISH LANGUAGE LEARNERS	\$661.25	\$661.25	\$0.00	(\$661.25)	0.00
1160	POVERTY PROGRAMS	\$208.26	\$208.26	\$0.00	(\$208.26)	0.00
1190	EARLY CHILDHOOD ED	\$6,820.94	\$6,820.94	\$0.00	(\$6,820.94)	0.00
1200	SPED SCHOOL AGE	\$78,782.97	\$78,782.97	\$0.00	(\$78,782.97)	0.00
1300	SUMMER SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2120	GUIDANCE SERVICES	\$15,560.94	\$15,560.94	\$0.00	(\$15,560.94)	0.00
2130	HEALTH SERVICES	\$3,241.42	\$3,241.42	\$0.00	(\$3,241.42)	0.00
2140	PSYCHOLOGICAL SERVICES	\$7,449.51	\$7,449.51	\$0.00	(\$7,449.51)	0.00
2141	PSY SERV;SPED SCH AGE	\$1,091.58	\$1,091.58	\$0.00	(\$1,091.58)	0.00
2151	SPEECH THERAPY-SCH AGE	\$434.60	\$434.60	\$0.00	(\$434.60)	0.00
2161	OT-SPED SCH AGE	\$62.70	\$62.70	\$0.00	(\$62.70)	0.00
2162	OT-SPED AGE 3-5	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2163	OT-SPED BIRTH-AGE 2	\$384.85	\$384.85	\$0.00	(\$384.85)	0.00
2170	PT - ALL CONDITIONS	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2172	PT - AGE 3-5	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2173	PT- BIRTH - AGE 2	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2190	OTHER PUPIL SUPPORT SERV	\$23,846.71	\$23,846.71	\$0.00	(\$23,846.71)	0.00
2211	REGULAR ED IN-SERVICE	\$727.54	\$727.54	\$0.00	(\$727.54)	0.00
2212	INST STAFF TRNG AND CURR DEV	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2220	LIBRARY/MEDIA	\$7,579.23	\$7,579.23	\$0.00	(\$7,579.23)	0.00
2230	INSTRUCTION RELATED TECH ETC.	\$3,575.13	\$3,575.13	\$0.00	(\$3,575.13)	0.00
2310	GENERAL/BOARD ADMINISTRATION	\$555.00	\$555.00	\$0.00	(\$555.00)	0.00
2320	OFFICE OF THE SUPERINTENDENT	\$18,326.40	\$18,326.40	\$0.00	(\$18,326.40)	0.00
2410	OFFICE OF THE PRINCIPAL	\$29,972.23	\$29,972.23	\$0.00	(\$29,972.23)	0.00
2510	FISCAL SERVICES	\$14,886.72	\$14,886.72	\$0.00	(\$14,886.72)	0.00
2610	BUILDINGS/SITES OPERATIONS	\$27,039.61	\$27,039.61	\$0.00	(\$27,039.61)	0.00
2620	BUILDINGS/SITES MAINTENANCE	\$3,239.85	\$3,239.85	\$0.00	(\$3,239.85)	0.00
2650	VEHICLE - NOT BUSES	\$795.76	\$795.76	\$0.00	(\$795.76)	0.00
2660	SAFETY & SECURITY	\$467.50	\$467.50	\$0.00	(\$467.50)	0.00
2710	REGULAR PUPIL TRANSPORTATION	\$11,466.46	\$11,466.46	\$0.00	(\$11,466.46)	0.00
2712	SCHOOL AGE SPEC ED TRANSPORT	\$1,020.86	\$1,020.86	\$0.00	(\$1,020.86)	0.00
2713	BELOW AGE 5 PUPIL TRANSP-sp	\$248.85	\$248.85	\$0.00	(\$248.95)	0.00
2900	OTHER SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	0.00
3540	NDE GRANT \$\$ AGE3-5	\$0.00	\$0.00	\$0.00	\$0.00	0.00
4300	TITLE V	\$0.00	\$0.00	\$0.00	\$0.00	0.00
4425	PRE SCHOOL FLEX FUNDING	\$0.00	\$0.00	\$0.00	\$0.00	0.00
6200	TITLE I CURRENT YEAR	\$5,759.86	\$5,759.86	\$0.00	(\$5,759.86)	0.00
6404	IDEA PART B BASE AGE 0-4	\$6,563.55	\$6,563.55	\$0.00	(\$6,563.55)	0.00
6406	IDEA PRESCHOOL SPED	\$850.04	\$850.04	\$0.00	(\$850.04)	0.00
6410	IDEA ENROLLMENT/POVERTY FLOW THRU	\$5,989.71	\$5,989.71	\$0.00	(\$5,989.71)	0.00
6414	IDEA PART C BELOW AGE 3	\$0.00	\$0.00	\$0.00	\$0.00	0.00
6992	REAP GRANT	\$0.00	\$0.00	\$0.00	\$0.00	0.00
01	GENERAL FUND	\$535,895.86	\$535,895.86	\$0.00	(\$535,895.86)	0.00
02	BUILDING AND SITES FUND					
2515	BUILDING & SITES	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2620	BUILDINGS/SITES MAINTENANCE	\$74,277.23	\$74,277.23	\$0.00	(\$74,277.23)	0.00
02	BUILDING AND SITES FUND	\$74,277.23	\$74,277.23	\$0.00	(\$74,277.23)	0.00
Grand Total:		\$610,173.09	\$610,173.09	\$0.00	(\$610,173.09)	0.00

Checking Account: 06 Lunch acct

Check Number	Check Type	Check Date	Vendor	Check Total
54333726063	Check	10/02/2019	MEITBAK	620.58
54333726099	Check	10/02/2019	MEITBAK	43.40
54333726113	Check	10/02/2019	MEITBAK	98.35
54333726163	Check	10/02/2019	MEITBAK	140.50
54333726222	Check	10/02/2019	MEITBAK	152.30
				186.03

Check Number	Check Type	Check Date	Vendor	Check Total
10521611	Check	10/02/2019	HAMILT	37.71
				37.71

Check Number	Check Type	Check Date	Vendor	Check Total
10171	Check	10/14/2019	ROBERT	2,605.44
1115538	Check	10/02/2019	ROBERT	371.83
1115591	Check	10/02/2019	ROBERT	260.09
1115642	Check	10/02/2019	ROBERT	368.39
1115697	Check	10/02/2019	ROBERT	297.38
1115746	Check	10/02/2019	ROBERT	398.83
1115805	Check	10/02/2019	ROBERT	282.88
1115852	Check	10/02/2019	ROBERT	381.90
1115906	Check	10/02/2019	ROBERT	244.14

Check Number	Check Type	Check Date	Vendor	Check Total
10172	Check	10/14/2019	MASCAR	106.20
9/24/19	Check	10/02/2019	MASCAR	106.20

Check Number	Check Type	Check Date	Vendor	Check Total
10173	Check	10/14/2019	PEGLER	5,971.69
261698160	Check	10/02/2019	PEGLER	93.59
261698160	Check	10/02/2019	PEGLER	1,731.93
261710028	Check	10/02/2019	PEGLER	477.70
261710028	Check	10/02/2019	PEGLER	1,326.38
261721596	Check	10/02/2019	PEGLER	301.25
261721596	Check	10/02/2019	PEGLER	1,117.07
261733737	Check	10/02/2019	PEGLER	84.38
261733737	Check	10/02/2019	PEGLER	839.39

Check Number	Check Type	Check Date	Vendor	Check Total
10174	Check	10/14/2019	PEPCOLA	425.20
51171004	Check	10/02/2019	PEPCOLA	187.76
68063653	Check	10/02/2019	PEPCOLA	237.44
				3,830.79

Checking Account:	06						
Invoice Number	Invoice Date	Lunch acct PO Number	Detail Description	Chart of Account Number	Detail Amount		
3311796	10/02/2019	THOMPSON	FOOD	06 3100 630 000 0 000	1,499.31		
3584986	10/02/2019	THOMPSON	FOOD	06 3100 630 000 0 000	673.68		
3718959	10/02/2019	THOMPSON	SUPPLIES	06 3100 610 000 0 000	49.55		
3718959	10/02/2019	THOMPSON	FOOD	06 3100 630 000 0 000	1,127.95		
94118304	10/02/2019	THOMPSON	FOOD	06 3100 630 000 0 000	480.30		

\*Denotes Expensed Invoice Item

Checking Account ID: 06

Total without Voids: 13,597.61

**Checking Account: 01 General Fund**

Check Number: 34207      Check Type: Check      Check Date: 09/26/2019      Vendor: BCBS      BLUE CROSS BLUE SHIELD  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Check Total:  
 35984      09/26/2019      5019-S      HEALTH INS/SEPT      01 1100 238 002 0 000      732.45  
 35984OCT      09/26/2019      5019-S      HEALTH INS/OCT      01 1100 238 002 0 000      732.45

Check Number: 34208      Check Type: Check      Check Date: 10/14/2019      Vendor: ALLOIL      ALLIED OIL & TIRE CO.  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Check Total:  
 459343-00      10/08/2019      1191MT      DEF FOR BUSES      01 2710 610 000 0 000      212.75

Check Number: 34209      Check Type: Check      Check Date: 10/14/2019      Vendor: ALPREH      ALPHA REHABILITATION, P.C.  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Check Total:  
 2642      10/08/2019      ALPHA      SLP HRS      01 2151 340 001 0 000      244.53  
 2642      10/08/2019      ALPHA      SLP MLG      01 2151 580 001 0 000      17.19  
 2642      10/08/2019      ALPHA      OT HRS      01 2161 340 001 0 000      66.00  
 2642      10/08/2019      ALPHA      OT MLG      01 2161 580 001 0 000      5.38

Check Number: 34210      Check Type: Check      Check Date: 10/14/2019      Vendor: ARMELE      ARMBRUSTER ELECTRIC  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Check Total:  
 190904      10/08/2019      ARMBRUSTER      ELECTRICAL REPAIRS      01 2620 430 000 0 000      1,364.92  
 190905      10/08/2019      ARMBRUSTER      ELECTRICAL REPAIRS      01 2620 430 000 0 000      583.14  
 190906      10/08/2019      ARMBRUSTER      ELECTRICAL REPAIRS      01 2620 430 000 0 000      1,398.15  
 190907      10/08/2019      ARMBRUSTER      ELECTRICAL REPAIRS      01 2620 430 000 0 000      1,055.06  
 191003      10/08/2019      ARMBRUSTER      ELECTRICAL REPAIRS      01 2620 430 000 0 000      964.10

Check Number: 34211      Check Type: Check      Check Date: 10/14/2019      Vendor: ATTCOM      ATTAINMENT COMPANY  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Check Total:  
 305500A      10/08/2019      1005SPED      MARTIN - SEE ATTACHED      01 1200 610 002 0 000      2,198.70

Check Number: 34212      Check Type: Check      Check Date: 10/14/2019      Vendor: BANSHO      BAND SHOPPE  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Check Total:  
 SIV118332      10/08/2019      1026-HS      GLOVES      01 1100 610 001 0 000      71.65  
 SIV124018      10/08/2019      1026-HS      SHOES      01 1100 610 001 0 000      77.85

Check Number: 34213      Check Type: Check      Check Date: 10/14/2019      Vendor: BARSTE      STEPHANIE BARTHEL  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Check Total:  
 SEPT2019      10/11/2019           MLG      01 1100 332 002 0 000      172.71

Check Number: 34214      Check Type: Check      Check Date: 10/14/2019      Vendor: BECK      GRETCHEN BECK  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Check Total:  
 9/24/19      10/08/2019           PADLOCKS      01 1100 610 000 0 000      22.91  
 9/24/19      10/08/2019           CDL      01 2710 890 000 0 000      34.00

Check Number: 34215      Check Type: Check      Check Date: 10/14/2019      Vendor: BHEN      BLACK HILLS ENERGY  
Invoice Number      Invoice Date      PO Number      Detail Description      Chart of Account Number      Check Total:  
 9.16.19      10/08/2019      BLACKHILLS      NATURAL GAS      01 2610 621 000 0 000      33.99

Checking Account: 01  
 9/16/19  
 10/08/2019  
 General Fund  
 BLACKHILLS  
 NATURAL GAS  
 01 2610 621 000 0 000  
 274.42

Check Number: 34216  
 Invoice Number  
 4053595UG  
 10/08/2019  
 Check Type: Check  
 PO Number  
 1222MT  
 Check Date: 10/14/2019  
 Vendor: BOSENE  
 Detail Description  
 TANK FILLED  
 BOSSELMAN ENERGY INC.  
 Chart of Account Number  
 01 2620 610 000 0 000  
 260.21  
 Check Total: 260.21

Check Number: 34217  
 Invoice Number  
 916078  
 10/08/2019  
 Check Type: Check  
 PO Number  
 CAPBUSINSTR  
 10/08/2019  
 Check Date: 10/14/2019  
 Vendor: CAPBUS  
 Detail Description  
 COPIERS FOR TEACHERS  
 CAPITAL BUSINESS SYSTEMS, INC.  
 Chart of Account Number  
 01 1100 734 000 0 000  
 92.00  
 Check Total: 905.35

918961  
 10/08/2019  
 CAPBUSINSTR  
 COPIERS FOR TEACHERS  
 01 1100 734 000 0 000  
 192.00

921638  
 10/08/2019  
 CAPBUSINSTR  
 COPIERS FOR TEACHERS  
 01 1100 734 000 0 000  
 385.73

921639  
 10/08/2019  
 CAPBUSINSTR  
 COPIERS FOR TEACHERS  
 01 1100 734 000 0 000  
 235.62

Check Number: 34218  
 Invoice Number  
 25486131  
 10/08/2019  
 Check Type: Check  
 PO Number  
 CAPBUSSUPPT  
 Check Date: 10/14/2019  
 Vendor: CAPLEASE  
 Detail Description  
 SUPT OFFICE COPIER  
 CAPITAL BUSINESS SYSTEMS, INC.  
 Chart of Account Number  
 01 2320 734 000 0 000  
 216.38  
 Check Total: 216.38

Check Number: 34219  
 Invoice Number  
 67593855  
 10/08/2019  
 Check Type: Check  
 PO Number  
 1022-HS  
 10/08/2019  
 Check Date: 10/14/2019  
 Vendor: CENLEAR  
 Detail Description  
 Mind-Tap Accounting On-Line  
 CENGAGE LEARNING  
 Chart of Account Number  
 01 1100 735 001 0 000  
 354.00

67602920  
 10/08/2019  
 1022-HS  
 Mind-Tap Accounting On-Line  
 01 1100 735 001 0 000  
 265.50

Check Number: 34220  
 Invoice Number  
 001711694  
 10/08/2019  
 Check Type: Check  
 PO Number  
 5014-S  
 Check Date: 10/14/2019  
 Vendor: CCCGI  
 Detail Description  
 WAGNER TRAINING TO TEACH CPR  
 CENTRAL COMMUNITY COLLEGE GI  
 Chart of Account Number  
 01 2130 330 000 0 000  
 142.50  
 Check Total: 142.50

Check Number: 34221  
 Invoice Number  
 08/2019  
 10/08/2019  
 Check Type: Check  
 PO Number  
 5002-S  
 10/08/2019  
 Check Date: 10/14/2019  
 Vendor: GIPHTH  
 Detail Description  
 OT SPED SCHOOL AGE / HRS  
 CENTRAL NEBRASKA REHABILITATION  
 SERVICES  
 Chart of Account Number  
 01 2161 340 000 0 000  
 752.00

08/2019  
 10/08/2019  
 5002-S  
 OT SPED AGE 3-5/ HRS  
 01 2162 340 000 0 000  
 313.00

08/2019  
 10/08/2019  
 5002-S  
 OT SPED AGE 3-5/ MILEAGE  
 01 2162 580 000 0 000  
 14.40

08/2019  
 10/08/2019  
 5002-S  
 PT ALL CONDITIONS/ HRS  
 01 2170 340 000 0 000  
 352.00

08/2019  
 10/08/2019  
 5002-S  
 PT SPED AGE 3-5/ HRS  
 01 2172 340 000 0 000  
 324.00

08/2019  
 10/08/2019  
 5002-S  
 PT SPED AGE 3-5/ MILEAGE  
 01 2172 580 000 0 000  
 44.16

08/2019  
 10/08/2019  
 5002-S  
 PT SPED BIRTH - AGE 2/ HRS  
 01 2173 340 000 0 000  
 226.00

08/2019  
 10/08/2019  
 5002-S  
 PT SPED BIRTH - AGE 2/ MILEAGE  
 01 2173 580 000 0 000  
 27.84

10/03/19  
 10/11/2019  
 GIPPT-HS  
 SPORTS TRAINERS  
 01 2900 340 001 0 000  
 1,322.18

Check Number: 34222  
 Invoice Number  
 WO-0562  
 10/08/2019  
 Check Type: Check  
 PO Number  
 CEI  
 Check Date: 10/14/2019  
 Vendor: CEI  
 Detail Description  
 CAMERAS/LOCK SYSTEM REPAIRS  
 COMMUNICATIONS ENGINEERING, INC.  
 Chart of Account Number  
 01 2660 432 000 0 000  
 326.09  
 Check Total: 326.09

Check Number: 34223  
 Invoice Number  
 Check Type: Check  
 PO Number  
 Check Date: 10/14/2019  
 Vendor: COMHAR  
 Detail Description  
 COMPUTER HARDWARE  
 COMPUTER HARDWARE  
 Chart of Account Number  
 Check Total: 2,450.95

Checking Account: 01 General Fund

G13167	10/08/2019	CH1617DP	LAPTOP 355	01 1100 432 000 0 000	50.00
G13168	10/08/2019	CH1617DP	LAPTOP 381	01 1100 432 000 0 000	50.00
G13179	10/08/2019	CH1617DP	LAPTOP 370	01 1100 432 000 0 000	50.00
G13203	10/08/2019	CH1617DP	LAPTOP 255	01 1100 432 002 0 000	50.00
G13217	10/08/2019	CH1617DP	LAPTOP 313	01 1100 432 000 0 000	75.00
G13219	10/08/2019	CH1617DP	LAPTOP396	01 1100 432 000 0 000	75.00
G13220	10/08/2019	CH1617DP	LAPTOP 412	01 1100 432 000 0 000	75.00
G13221	10/08/2019	CH1617DP	LAPTOP 292	01 1100 432 002 0 000	75.00
G13222	10/08/2019	CH1617DP	LAPTOP 364	01 1100 432 000 0 000	75.00
G13232	10/08/2019	CH1617DP	SPEED PARA LAPTOP	01 1100 432 000 0 000	977.00
G13240	10/08/2019	CH1617DP	MINDY LAPTOP	01 1100 432 000 0 000	525.00
G13249	10/08/2019	CH1617DP	LAPTOP 280	01 1100 432 000 0 000	50.00
H26009	10/08/2019	CH1617DP	S.HENDRICKS	01 2320 734 002 0 000	148.95
H26144	10/08/2019	CH1617DP	USB	01 1100 734 002 0 000	175.00

Check Number: 34224 Check Type: Check PO Number: Vendor: CONPLA Check Date: 10/14/2019 Vendor: DINTOM Check Total: 367.38

5160205600	10/09/2019	890SPED	18-19 BUDGET- PREK SUPPLIES	01 1190 610 002 0 000	288.00
5162302100	10/09/2019	929EE	PREK SUPPLIES- SEE ATTACHED	01 1190 610 002 0 000	79.38

Check Number: 34225 Check Type: Check PO Number: Vendor: COOP Check Date: 10/14/2019 Vendor: COOP Check Total: 887.00

9/30/19	10/08/2019	COOP	BUS FUEL	01 2710 626 000 0 000	330.00
9/30/19	10/08/2019	COOP	BATTERIES/TIRES	01 2710 732 000 0 000	557.00

Check Number: 34226 Check Type: Check PO Number: Vendor: CURPASS Check Date: 10/14/2019 Vendor: DINTOM Check Total: 637.39

90610733	10/08/2019	997SPED	NILES - SEE ATTACHED	01 1200 640 001 0 000	637.39
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Check Number: 34227 Check Type: Check PO Number: Vendor: DELTA Check Date: 10/14/2019 Vendor: DESFLI Check Total: 86.42

202501667103	10/09/2019	969E	6TH GRADE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	86.42
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Check Number: 34228 Check Type: Check PO Number: Vendor: DESIGNFL Check Date: 10/14/2019 Vendor: DESFLI Check Total: 73.00

492726	10/09/2019	DESIGNFL	BUS WASH	01 2710 420 000 0 000	21.00
493066	10/09/2019	DESIGNFL	BUS WASH	01 2710 420 000 0 000	31.00
493579	10/09/2019	DESIGNFL	BUS WASH	01 2710 420 000 0 000	21.00

Check Number: 34229 Check Type: Check PO Number: Vendor: DINTOM Check Date: 10/14/2019 Vendor: DINTOM Check Total: 1,520.72

292641	10/09/2019	DINSDALE	REPAIRS ON BUSES AND VANS/CL BUS	01 2710 430 000 0 000	1,143.62
293159	10/09/2019	DINSDALE	REPAIRS ON BUSES AND VANS/MN SEATBLT	01 2710 430 000 0 000	377.10

Checking Account: 01 General Fund

Check Number: 34230 Check Type: Check PO Number: DONHER Check Date: 10/14/2019 Vendor: DONHER  
 Invoice Number: 9/30/19 Invoice Date: 10/09/2019 PO Number: DONHER ADV/SUBSR.  
 Detail Description: DONIPHAN HERALD  
 Chart of Account Number: 01 2510 540 000 0 000  
 Check Total: 337.23  
 Detail Amount: 337.23

Check Number: 34231 Check Type: Check PO Number: DONINS Check Date: 10/14/2019 Vendor: DONINS  
 Invoice Number: 6091-4831 Invoice Date: 10/09/2019 PO Number: 4655-S PROPERTY COVERAGE  
 6091-4832 Invoice Date: 10/09/2019 PO Number: 4655-S WORKMANS COMP POST AUDIT  
 6091-4832 Invoice Date: 10/09/2019 PO Number: 4655-S WORKMANS COMP POST AUDIT  
 Detail Description: DONIPHAN INSURANCE AGENCY  
 Chart of Account Number: 01 2620 520 000 0 000  
 01 2610 240 001 0 000  
 01 2610 240 002 0 000  
 Check Total: 2,667.00  
 Detail Amount: 296.00  
 1,185.50  
 1,185.50

Check Number: 34232 Check Type: Check PO Number: IMPRES Check Date: 10/14/2019 Vendor: IMPRES  
 Invoice Number: 09/2019 Invoice Date: 10/09/2019 PO Number: IMPRESS SUPPLIES  
 09/2019 Invoice Date: 10/09/2019 PO Number: IMPRESS ELE SUPPL  
 09/2019 Invoice Date: 10/09/2019 PO Number: IMPRESS MTSS SPED  
 09/2019 Invoice Date: 10/09/2019 PO Number: IMPRESS NURSE SUPPL  
 09/2019 Invoice Date: 10/09/2019 PO Number: IMPRESS NEW TEACHERS MEALS  
 09/2019 Invoice Date: 10/09/2019 PO Number: IMPRESS POSTAGE  
 HOH19 Invoice Date: 10/09/2019 PO Number: 1030-HS PARADE REGISTRATION  
 Detail Description: DONIPHAN-TRUMBULL IMPRESS FUND  
 Chart of Account Number: 01 1100 610 000 0 000  
 01 1100 610 002 0 000  
 01 1200 580 000 0 000  
 01 2130 610 000 0 000  
 01 2211 610 000 0 000  
 01 2510 531 000 0 000  
 01 2190 340 001 0 000  
 Check Total: 636.36  
 Detail Amount: 20.00  
 69.26  
 144.90  
 134.64  
 84.06  
 58.50  
 125.00

Check Number: 34233 Check Type: Check PO Number: DONHOT Check Date: 10/14/2019 Vendor: DONHOT  
 Invoice Number: FALL2019PTconf Invoice Date: 10/09/2019 PO Number: DONHOT GEN FUND REIMB LUNCH FOR FOOD/PT  
 Detail Description: HOT LUNCH FUND DONIPHAN-TRUMBULL SCHOOL  
 Chart of Account Number: 01 2211 610 000 0 000  
 Check Total: 340.00  
 Detail Amount: 340.00

Check Number: 34234 Check Type: Check PO Number: DUTLAI Check Date: 10/14/2019 Vendor: DUTLAI  
 Invoice Number: 807552-1 Invoice Date: 10/09/2019 PO Number: 28-MT MT  
 Detail Description: DUTTON LAINSON CO  
 Chart of Account Number: 01 2620 610 000 0 000  
 Check Total: 5.29  
 Detail Amount: 5.29

Check Number: 34235 Check Type: Check PO Number: EAKES2 Check Date: 10/14/2019 Vendor: EAKES2  
 Invoice Number: 7845421-0 Invoice Date: 10/11/2019 PO Number: EAKESSUPPL SUPPLIES-DISTR WIDE  
 7865235-0 Invoice Date: 10/11/2019 PO Number: EAKESSUPPL CUSTODIAL  
 7865235-1 Invoice Date: 10/11/2019 PO Number: EAKESSUPPL CUSTODIAL  
 7866753-0 Invoice Date: 10/11/2019 PO Number: EAKESSUPPL COPY PAPTER  
 7869007-0 Invoice Date: 10/11/2019 PO Number: EAKESSUPPL HS SUPPLIES  
 7869329-0 Invoice Date: 10/11/2019 PO Number: EAKESSUPPL HS SUPPLIES  
 INV148560-B Invoice Date: 10/11/2019 PO Number: EAKESSUPPL SUPPLIES-DISTR WIDE  
 Detail Description: EAKES OFFICE PLUS  
 Chart of Account Number: 01 1100 610 000 0 000  
 01 2610 610 000 0 000  
 01 2610 610 000 0 000  
 01 2610 610 000 0 000  
 01 1100 610 000 0 000  
 01 1100 610 001 0 000  
 01 1100 610 001 0 000  
 01 1100 610 000 0 000  
 Check Total: 1,632.02  
 Detail Amount: 36.08  
 6.82  
 95.76  
 1,439.60  
 35.90  
 14.36  
 3.50

Check Number: 34236 Check Type: Check PO Number: ECHO Check Date: 10/14/2019 Vendor: ECHO  
 Invoice Number: S8188775.001 Invoice Date: 10/09/2019 PO Number: 1199MT SUPPLIES SHOP  
 Detail Description: ECHO GROUP INC.  
 Chart of Account Number: 01 1100 610 001 0 034  
 Check Total: 1,664.53  
 Detail Amount: 1,664.53

Check Number: 34237 Check Type: Check PO Number: ECOLAB Check Date: 10/14/2019 Vendor: ECOLAB  
 Invoice Number: Invoice Date: PO Number: Detail Description: ECOLAB PEST ELIMINATION DIVISION  
 Chart of Account Number: Check Total: 151.68  
 Detail Amount:

Checking Account: 01 General Fund

7692057 10/09/2019 ECOLAB PEST CONTROL 01 2610 431 000 0 000 151.68

Check Number: 34238 Check Type: Check PO Number Vendor: ESUG EDUCATIONAL SERVICE UNIT #6 Check Total: 270.00  
 Invoice Number 10/11/2019 ESUG REG ED ELE 01 2211 640 002 0 000 Detail Amount 270.00

Check Number: 34239 Check Type: Check PO Number Vendor: EGANS EGANS Check Total: 3,577.62  
 Invoice Number 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 Detail Amount 748.78  
 306114 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 363.76  
 306114A 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 148.40  
 306114B 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 116.92  
 306354 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 589.12  
 306592 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 187.26  
 306592A 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 341.88  
 306762 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 297.76  
 306813 10/09/2019 EGANS REPAIRS 01 2610 430 000 0 000 220.00  
 306842 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 451.74  
 307242 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000 112.00  
 307260 10/09/2019 EGANS SUPPLIES 01 2610 610 000 0 000

Check Number: 34240 Check Type: Check PO Number Vendor: ESSSCR ESSENTIAL SCREENS Check Total: 250.00  
 Invoice Number 10/09/2019 ESSSCR BACKGROUNDCHECKS/JC;RN/AS Detail Amount 127.00  
 2019080010 10/09/2019 ESSSCR BACKGROUNDCHECKS/MT;WT;CD 101.00  
 2019090033 10/09/2019 ESSSCR BACKGROUNDCHECKS/JM 22.00

Check Number: 34241 Check Type: Check PO Number Vendor: EWEEEDU Ewell Educational Services Check Total: 175.00  
 Invoice Number 10/09/2019 846-HS SUBSCRIPTION FOR AET RECORD BOOK FOR THE Chart of Account Number 01 1100 640 001 0 034 Detail Amount 175.00

Check Number: 34242 Check Type: Check PO Number Vendor: FAMRES FAMILY RESOURCES OF GREATER NE Check Total: 600.00  
 Invoice Number 10/09/2019 FAMRES QRTLTY PAYMENTS 01 1100 340 000 0 000 Detail Amount 600.00

Check Number: 34243 Check Type: Check PO Number Vendor: FLESER FLEET SERVICES Check Total: 3,725.26  
 Invoice Number 10/09/2019 FLEETSERVICES NON STUDENT VECHICLE FUEL Chart of Account Number 01 2650 626 000 0 000 Detail Amount 1,258.46  
 09/2019 10/09/2019 FLEETSERVICES BUS FUEL 01 2710 626 000 0 000 2,271.11  
 09/2019 10/09/2019 FLEETSERVICES SCH AGE SPED VECHICLES 01 2712 626 000 0 000 56.12  
 09/2019 10/09/2019 FLEETSERVICES EARL ED BUS FUEL 01 2713 626 000 0 000 139.57

Check Number: 34244 Check Type: Check PO Number Vendor: GRANDI GRAND ISLAND INDEPENDENT Check Total: 369.80  
 Invoice Number 10/14/2019 Detail Description Chart of Account Number Detail Amount

Checking Account: 01      General Fund      4521-S      ADS      01 2310 540 000 0 000      369.80

Check Number: 34245      Check Type: Check      Invoice Date: 10/09/2019      PO Number: 1122MT      Detail Description: MOWER EQ/REPAIRS      Vendor: GREENLIN      Chart of Account Number: 01 2620 340 000 0 000      Check Total: 2,942.25

1030521      10/09/2019      1122MT      MOWER EQ/REPAIRS      01 2620 340 000 0 000      92.90

1030903      10/09/2019      1122MT      MOWER EQ/REPAIRS      01 2620 340 000 0 000      69.33

1033979      10/09/2019      1122MT      MOWER EQ/REPAIRS      01 2620 340 000 0 000      21.42

1036842      10/09/2019      1122MT      REPAIRS      01 2620 340 000 0 000      2,758.60

Check Number: 34246      Check Type: Check      Invoice Date: 10/14/2019      PO Number: HAMILTON      Detail Description: HAMILTON TELEPHONE      Vendor: HAMILT      Chart of Account Number: HAMILTON TELEPHONE      Check Total: 935.28

10519601      10/09/2019      HAMILTON      EARLY ED      01 1190 530 002 0 000      37.22

10519601      10/09/2019      HAMILTON      BLDG      01 2510 530 000 0 000      393.26

10519605      10/09/2019      HAMILTON      INTERNET      01 2510 530 000 0 000      504.80

Check Number: 34247      Check Type: Check      Invoice Date: 10/14/2019      PO Number: HASTRI      Detail Description: HASTINGS TRIBUNE      Vendor: HASTRI      Chart of Account Number: HASTINGS TRIBUNE      Check Total: 90.00

10/3/19      10/09/2019      TRIB      SUBSCR FOR LIBRARY      01 2220 540 000 0 000      90.00

Check Number: 34248      Check Type: Check      Invoice Date: 10/14/2019      PO Number: MEGAN HATT      Detail Description: MEGAN HATT      Vendor: HATTMEG      Chart of Account Number: MEGAN HATT      Check Total: 80.84

10/8/19      10/09/2019      PO Number: 01 2320 610 000 0 000      Detail Description: FOOD FOR BOARD ROOM      80.84

Check Number: 34249      Check Type: Check      Invoice Date: 10/14/2019      PO Number: DEE HOLLISTER      Detail Description: DEE HOLLISTER      Vendor: HOLDEE      Chart of Account Number: DEE HOLLISTER      Check Total: 16.80

8/31/19      10/09/2019      PO Number: 01 2710 890 000 0 000      Detail Description: MLG      16.80

Check Number: 34250      Check Type: Check      Invoice Date: 10/14/2019      PO Number: DEE HOLLISTER      Detail Description: DEE HOLLISTER      Vendor: HOLDEE      Chart of Account Number: DEE HOLLISTER      Check Total: 122.00

OCT2019      10/09/2019      DEEHOL      MEDICARE DEDUCT/INS BENEFIT      01 2710 280 000 0 000      122.00

Check Number: 34251      Check Type: Check      Invoice Date: 10/14/2019      PO Number: HOMLEA1      Detail Description: HS COPIER LEASE NEW 3/2018-S/N 75017224X      Vendor: HOMLEA      Chart of Account Number: HOMLEA1      Check Total: 110.00

10/2019      10/09/2019      HOMLEA1      HS COPIER LEASE NEW 3/2018-S/N 75017224X      01 2410 443 001 0 000      110.00

Check Number: 34252      Check Type: Check      Invoice Date: 10/14/2019      PO Number: HOMLEA2      Detail Description: MODULAR -S/N 55002166      Vendor: HOMLEA      Chart of Account Number: HOMLEA2      Check Total: 158.19

10/19      10/09/2019      HOMLEA2      MODULAR -S/N 55002166      01 1100 443 001 0 000      52.20

10/19      10/09/2019      HOMLEA2      6TH GRADE HALLWAY-S/N55002166      01 1100 443 002 0 000      53.79

10/19      10/09/2019      HOMLEA2      MODULAR HS SPEED-S/N 55002166      01 1200 443 001 0 000      52.20

Check Number: 34253      Check Type: Check      Invoice Date: 10/14/2019      PO Number: SHARP COPIERS HS AUG 2019      Detail Description: SHARP COPIERS HS AUG 2019      Vendor: HTMC      Chart of Account Number: HTMC      Check Total: 274.69

10-2019      10/09/2019      HOMLEA3      SHARP COPIERS HS AUG 2019      01 1100 443 001 0 000      274.69

Check Number: 34254      Check Type: Check      Invoice Date: 10/14/2019      Vendor: HTMC      Check Date: 10/14/2019      Vendor: HTMC      Check Total: 250.00

Checking Account: 01 General Fund

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
00188455	10/09/2019	HTMC	RADIO ADS	01 2310 540 000 0 000	250.00

Check Number: 34255 Check Type: Check Vendor: HYVEE  
 Check Date: 10/14/2019  
 Check Total: 993.85

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
5833834365	10/09/2019	HYVEE	INSERVICE FOOD	01 2211 610 000 0 000	138.94
5833875731	10/09/2019	HYVEE	CATERED MEAL FOR INSERVICE	01 2211 610 000 0 000	809.96
5834206519	10/09/2019	HYVEE	HS SCI SUPPL	01 1100 610 001 0 000	5.99
5835204063	10/09/2019	HYVEE	SPED SUPPL	01 1200 610 000 0 000	38.96

Check Number: 34256 Check Type: Check Vendor: JWPEPPER  
 Check Date: 10/14/2019  
 Check Total: 231.98

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
173892797	10/09/2019	1025-HS	MUSIC FOR THE 2019-2020 SCHOOL YEAR	01 1100 610 001 0 000	50.00
176757853	10/09/2019	1025-HS	MUSIC FOR THE 2019-2020 SCHOOL YEAR	01 1100 610 001 0 000	72.99
177256043	10/09/2019	1025-HS	MUSIC FOR THE 2019-2020 SCHOOL YEAR	01 1100 610 001 0 000	108.99

Check Number: 34257 Check Type: Check Vendor: MACGILL  
 Check Date: 10/14/2019  
 Check Total: 212.45

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
IN0689529	10/11/2019	982E	NURSE SUPPLIES - SEE ATTACHED	01 2130 610 002 0 000	212.45

Check Number: 34258 Check Type: Check Vendor: MASCAR  
 Check Date: 10/14/2019  
 Check Total: 5,086.33

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
8-28-19	10/08/2019	MC1819DP	HARDWARE DISTR. WIDE	01 1100 734 000 0 000	734.00
8.28.19	10/08/2019	MASTERCARD	SHOUTPT ON INF CAMPUS	01 1100 340 000 0 000	690.00
8/28/19	10/08/2019	1029-HS	MEMBERSHIP DUES	01 1100 340 001 0 000	132.00
8/29/19	10/08/2019	MASTERCARD	HS SUPPL	01 1100 610 001 0 000	1.50
8/29/19	10/08/2019	MASTERCARD	HS ART	01 1100 610 001 0 000	172.11
8/29/19	10/08/2019	MASTERCARD	NURSE SUPPL	01 2130 610 000 0 000	422.72
8/29/19	10/08/2019	MASTERCARD	CPR CLASS	01 2130 890 001 0 000	30.00
8/29/19	10/08/2019	MASTERCARD	POSTAGE	01 2510 531 000 0 000	70.00
8/29/19	10/08/2019	MASTERCARD	CALCULATOR GB	01 2510 610 000 0 000	62.84
8/29/19	10/08/2019	MASTERCARD	DMV CK	01 2710 890 000 0 000	6.00
9.25.19	10/08/2019	1009E	ELEM PE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	1,010.01
9/1/19	10/08/2019	MC1718DP	COMPUTER/IT ORDERS	01 1100 734 000 0 000	304.64
9/1/19	10/08/2019	MC1718DP	PROJECTOR	01 1100 734 000 0 000	693.48
9/1/19	10/08/2019	MC1718DP	BATTERIES	01 1100 734 000 0 000	91.98
9/1/19	10/08/2019	MC1718DP	COMPUTER ORDER	01 1100 734 000 0 000	111.98
9/1/19	10/08/2019	MC1718DP	GOEKEN LAMP	01 1100 734 000 0 000	71.99
9/2019	10/08/2019	MASTERCARD	ELE LIBR SUPPL	01 2220 610 000 0 000	153.78
9/2019	10/08/2019	MASTERCARD	MATS	01 2620 610 000 0 000	327.30

Check Number: 34259 Check Type: Check Vendor: LINWEL  
 Check Date: 10/14/2019  
 Check Total: 54.80

Checking Account: 01 General Fund 10/09/2019 487-HS Welding supplies for HS SHOP 01 1100 610 001 0 034 54.80

Check Number: 34260 Check Type: Check PO Number 1002SPED Check Date: 10/14/2019 Vendor: MCGRAW MCGRAW HILL 01 1200 610 001 0 000 486.41

Invoice Number 109801944001 Invoice Date 10/09/2019 PO Number 1002SPED Detail Description NILES - SEE ATTACHED 01 1200 610 001 0 000 486.41

Check Number: 34261 Check Type: Check PO Number 985SPED Check Date: 10/14/2019 Vendor: MCGEDU McGraw Hill Education 01 1100 610 002 0 000 510.11

Invoice Number 109079067001 Invoice Date 10/09/2019 PO Number 985SPED Detail Description KRAMER SUPPLIES - SEE ATTACHED 01 1100 610 002 0 000 510.11

Check Number: 34262 Check Type: Check PO Number 10/09/2019 MENGI 01 2620 610 000 0 000 17.99

Invoice Number 84509 Invoice Date 10/09/2019 PO Number 10/09/2019 MENGI 01 2610 610 000 0 000 51.25

84889 10/09/2019 MENGI 01 2620 610 000 0 000 230.71

86042 10/09/2019 MENGI 01 2610 610 000 0 000 73.24

86525 10/09/2019 MENGI 01 2610 610 000 0 000 73.24

Check Number: 34263 Check Type: Check PO Number 10/09/2019 921-HS 01 1100 610 001 0 000 36.15

Invoice Number 84715 Invoice Date 10/09/2019 PO Number 10/09/2019 921-HS 01 1100 610 001 0 000 77.53

84981 10/09/2019 921-HS 01 1100 610 001 0 034 52.64

85651 10/09/2019 MENHAS 01 2610 610 000 0 000 238.72

85889 10/09/2019 921-HS 01 1100 610 001 0 000 18.85

86152 10/09/2019 921-HS 01 2620 610 000 0 000 216.19

86664 10/09/2019 MENHAS 01 2620 610 000 0 000 216.19

Check Number: 34264 Check Type: Check PO Number 10/09/2019 MIDNEDISPOSAL 01 2610 420 000 0 000 656.30

Invoice Number 2105-140 Invoice Date 10/09/2019 PO Number 10/09/2019 MIDNEDISPOSAL 01 2610 420 000 0 000 268.31

2107-179 10/09/2019 MIDNEDISPOSAL 01 2610 420 000 0 000 1,342.04

2117-140 10/09/2019 MIDNEDISPOSAL 01 2610 420 000 0 000 272.33

2119-172 10/09/2019 MIDNEDISPOSAL 01 2610 420 000 0 000 272.33

Check Number: 34265 Check Type: Check PO Number 10/09/2019 MISTCO 01 1100 340 001 0 000 106.65

Invoice Number 10523775 Invoice Date 10/09/2019 PO Number MISTCO Detail Description CABLE WT RM ONLY 01 1100 340 001 0 000 106.65

Check Number: 34266 Check Type: Check PO Number 10/11/2019 SPARE POPCORN POPPER CLEAN/REPAIR 01 2620 340 001 0 000 440.74

Invoice Number 0134039 Invoice Date 10/11/2019 PO Number SPARE POPCORN POPPER CLEAN/REPAIR 01 2620 340 001 0 000 440.74

Check Number: 34267 Check Type: Check PO Number 10/09/2019 JB SERVICES 01 1200 340 001 0 000 3,558.24

Invoice Number AXT0919-3 Invoice Date 10/09/2019 PO Number 4923-S Detail Description JB SERVICES 01 1200 340 001 0 000 3,558.24

Check Total: 2,538.98

Check Total: 106.65

Check Total: 440.74

Check Total: 3,558.24

Checking Account: 01 General Fund

Check Number: 34268 Check Type: Check Vendor: MURRAY MURRAY NATURAL HEALTH Check Total: 170.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 9.16.19 10/09/2019 1186MT AS VAN DRIVER EARLY ED 01 1190 330 002 0 000 85.00  
 9.6.19 10/09/2019 1186MT BUS DRIVERS PHYSICALS/CL 01 2710 340 000 0 000 85.00  
 Check Total: 477.40

Check Number: 34269 Check Type: Check Vendor: NIFDI National Institute for Direct Instruction Check Total: 477.40  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 DTS-1369 10/09/2019 998SPED ACADEMIC CORE-4 LEVEL SET 01 1200 640 001 0 000 477.40  
 Check Total: 3,982.36

Check Number: 34270 Check Type: Check Vendor: NEPEFO NE PETERBILT FORD Check Total: 3,982.36  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 233673 10/09/2019 NPF NON STUDENT VEHICLES/13 01 2650 430 000 0 000 146.70  
 233888 10/09/2019 NPF NON STUDENT VEHICLES 01 2650 430 000 0 000 182.12  
 233913 10/09/2019 NPF BUS/2015 01 2710 430 000 0 000 3,345.12  
 234128 10/09/2019 NPF BUS 01 2710 430 000 0 000 308.42  
 Check Total: 120.00

Check Number: 34271 Check Type: Check Vendor: NASINC Nebraska Academy of Sciences Check Total: 120.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 4115 10/09/2019 1034-HS 2019 NATS/NATM Fall Conference 9/19/2019 01 2211 640 001 0 000 120.00  
 Check Total: 121.00

Check Number: 34272 Check Type: Check Vendor: NMCAT NMC Exchange LLC Check Total: 121.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 INV336953 10/09/2019 NECAT EARLY ED BUS 01 2713 430 002 0 000 121.00  
 Check Total: 150.00

Check Number: 34273 Check Type: Check Vendor: PAYFLE PAYFLEX SYSTEMS USA, INC. Check Total: 150.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 20337-1326236 10/09/2019 PAYFL ADMIN FEES FOR PLAN 01 1100 340 000 0 000 150.00  
 Check Total: 30.00

Check Number: 34274 Check Type: Check Vendor: RAINVIR VIRGINIA RAINFORTH Check Total: 30.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 9/17/19CPR 10/09/2019 ONLINE CPR 01 2130 890 001 0 000 30.00  
 Check Total: 78.00

Check Number: 34275 Check Type: Check Vendor: REDBIR RED BIRD BAKERY Check Total: 78.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 1016 10/09/2019 DESSERTS FOR INSERV 01 2211 610 000 0 000 78.00  
 Check Total: 725.90

Check Number: 34276 Check Type: Check Vendor: ROEBUI ROE BUICK, INC. Check Total: 725.90  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 35329 10/09/2019 4913-S RUNNING BDS ON 17 B VAN 01 2710 732 000 0 000 725.90  
 Check Total: 75.00

Check Number: 34277 Check Type: Check Vendor: RSCCHOOL DISTRIBUTED WEBSITE CORP Check Total: 75.00  
Invoice Number Invoice Date PO Number Detail Description Chart of Account Number Detail Amount  
 47247 10/09/2019 4596-S ACTIVITY ALL SCHOOL CALENDAR ON WEB 01 2190 340 001 0 000 37.50  
 47247 10/09/2019 4596-S ACTIVITY ALL SCHOOL CALENDAR ON WEB 01 2190 340 001 0 000 37.50  
 47247 10/09/2019 4596-S ACTIVITY ALL SCHOOL CALENDAR ON WEB 01 2190 340 002 0 000 37.50

Checking Account: 01 General Fund

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Check Number: 34278	Check Type: Check	Check Date: 10/14/2019	Vendor: SCHOLASTIC	SCHOLASTIC CLASSROOM MAGAZINES	Check Total:	886.86
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
M6792079	971E	10/09/2019	K.2.3. WEEKLY READER/SCHOLASTIC MAG	01 1100 610 002 0 000	760.36	
M6792079	971E	10/09/2019	PRE K WEEKLY READER	01 1190 610 002 0 000	126.50	

Check Number: 34279	Check Type: Check	Check Date: 10/14/2019	Vendor: SCTERE	SCHOLASTIC TEACHER RESOURCE	Check Total:	194.24
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
19849590	972E	10/09/2019	2nd MAP SKILLS FOR TODAY	01 1100 610 002 0 000	194.24	

Check Number: 34280	Check Type: Check	Check Date: 10/14/2019	Vendor: SCHOO2	SCHOOL SPECIALTY	Check Total:	99.79
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
208123646923	1006-HS	10/07/2019	SUPPLIES FOR THE 2019-2020 SCHOOL YEAR (	01 1100 610 001 0 000	15.58	
208123999371	1003-HS	10/07/2019	SUPPLIES FOR THE 2019-2020 SCHOOL YEAR (	01 1100 610 001 0 000	84.21	

Check Number: 34281	Check Type: Check	Check Date: 10/14/2019	Vendor: SCHSPEC	School Specialty	Check Total:	6,916.90
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
208123293631	974E	10/07/2019	STARMAN - SEE ATTACHED	01 1200 610 001 0 000	98.28	
208123293764	959E	10/07/2019	2ND GRADE SUPPLIES- SEE ATTACHED	01 1100 610 002 0 000	178.71	
208123293773	962E	10/07/2019	3RD GRADE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	266.11	
308103419477	951E	10/07/2019	2019-2020 GENERAL SUPPLIES	01 1100 610 002 0 000	1,620.71	
308103420223	954E	10/07/2019	KINDERGARTEN SUPPLIES- SEE ATTACHED	01 1100 610 002 0 000	514.40	
308103420224	956E	10/07/2019	1ST GRADE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	799.04	
308103420226	966E	10/07/2019	5TH GRADE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	322.48	
308103420227	970E	10/07/2019	TITLE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	96.23	
308103420228	967E	10/07/2019	6TH GRADE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	168.35	
308103420262	965E	10/07/2019	4TH GRADE SUPPLIES - SEE ATTACHED	01 1100 610 002 0 000	427.89	
308103420463	988SPED	10/07/2019	MAZOUR/HATT - SEE ATTACHED	01 1200 610 001 0 000	448.32	
308103420490	991EE	10/07/2019	PREK SUPPLIES - SEE ATTACHED	01 1190 610 002 0 000	1,976.38	

Check Number: 34282	Check Type: Check	Check Date: 10/14/2019	Vendor: SHAANG	ANGIE SHAFER	Check Total:	57.24
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
9/6/19		10/09/2019	TO KEARNEY LEVEL I	01 1190 580 002 0 000	57.24	

Check Number: 34283	Check Type: Check	Check Date: 10/14/2019	Vendor: SHERWI	SHERWIN WILLIAMS	Check Total:	498.30
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
0736-5	SHERWINWMS	10/09/2019	SUPPLIES	01 2620 610 000 0 000	498.30	

Check Number: 34284	Check Type: Check	Check Date: 10/14/2019	Vendor: SOUTH	SOUTHERN POWER	Check Total:	7,467.00
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
09/2019	SOPOWER	10/09/2019	ELECTRICITY	01 2610 622 000 0 000	7,467.00	

Check Number: 34285	Check Type: Check	Check Date: 10/14/2019	Vendor: SPOSAP	SPORT SAFE TESTING SERVICE, INC.	Check Total:	870.00
<u>Invoice Number</u>	<u>PO Number</u>	<u>Invoice Date</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	

Checking Account:	01	General Fund							
Check Number: 34286	10/09/2019	SPOSAS	SUBSTANCE ABUSE TESTING	Vendor: STNEAS	01 1100 340 001 0 000		870.00		229.32
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>		<u>Detail Amount</u>		
1182949	10/09/2019	STNE	NETWORK SERVER FEES		01 1100 382 000 0 000		229.32		
Check Number: 34287	10/09/2019	1033-HS	FRESHMEN CLASS TRIP (HATS/FALL ON THE FA	Vendor: STUHR	01 2190 890 001 0 000		195.50		195.50
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>		<u>Detail Amount</u>		
6071	10/09/2019	1033-HS	FRESHMEN CLASS TRIP (HATS/FALL ON THE FA		01 2190 890 001 0 000		195.50		
Check Number: 34288	10/09/2019	TMS	TIME CLOCK FEES	Vendor: TMS	01 2510 530 000 0 000		121.36		121.36
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>		<u>Detail Amount</u>		
227524	10/09/2019	TMS	TIME CLOCK FEES		01 2510 530 000 0 000		121.36		
Check Number: 34289	10/09/2019	WENTOB	MEDICARE DEDUCT/INS BENEFIT	Vendor: TOBWEN	01 2710 280 000 0 000		154.40		154.40
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>		<u>Detail Amount</u>		
OCT2019	10/09/2019	WENTOB	MEDICARE DEDUCT/INS BENEFIT		01 2710 280 000 0 000		154.40		
Check Number: 34290	10/09/2019	TRANEQTRLY	QTRLY PAYMENTS	Vendor: TRANE	01 2620 441 000 0 000		4,107.50		14,627.38
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>		<u>Detail Amount</u>		
310215666	10/09/2019	TRANEQTRLY	QTRLY PAYMENTS		01 2620 441 000 0 000		4,107.50		
310238497	10/09/2019	TRANEREP	REPAIRS HVAC		01 2620 430 000 0 000		494.75		
310254412	10/09/2019	TRANEREP	REPAIRS HVAC		01 2620 430 000 0 000		5,915.95		
310255176	10/09/2019	TRANEREP	REPAIRS HVAC		01 2620 430 000 0 000		4,109.18		
Check Number: 34291	10/09/2019	CPR ON LINE	ANDREA TURNER	Vendor: TURAND	01 2130 330 000 0 000		30.00		30.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>		<u>Detail Amount</u>		
9/25/19	10/09/2019		CPR ON LINE		01 2130 330 000 0 000		30.00		
Check Number: 34292	10/09/2019	904-HS	SM SCHOOL LICENSE FEE Q-242981 FEEDBK	Vendor: TURNIT	01 1100 643 001 0 000		2,000.00		2,000.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>		<u>Detail Amount</u>		
IN11181813	10/09/2019	904-HS	SM SCHOOL LICENSE FEE Q-242981 FEEDBK		01 1100 643 001 0 000		2,000.00		
Check Number: 34293	10/11/2019	VERIZLD	LONG DISTANCE	Vendor: VERIZO	01 2510 530 000 0 000		327.37		327.37
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>		<u>Detail Amount</u>		
5051021601909	10/11/2019	VERIZLD	LONG DISTANCE		01 2510 530 000 0 000		327.37		
Check Number: 34294	10/11/2019	VILLAGE	VILLAGE OF DONIPHAN	Vendor: VILOFD	01 2610 410 000 0 000		644.00		644.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>		<u>Detail Amount</u>		
10/20/19	10/11/2019	VILLAGE	VILLAGE OF DONIPHAN		01 2610 410 000 0 000		644.00		
Check Number: 34295	10/11/2019	VISA	CARDMEMBER SERVICE VISA	Vendor: VISA	01 2320 610 000 0 000		31.58		31.58
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>		<u>Detail Amount</u>		
9 24 19	10/11/2019	VISA	SUPT OFFICE SUPPL		01 2320 610 000 0 000		31.58		

Checking Account: 01		General Fund							
Check Number: 34296	Check Type: Check	Check Date: 10/14/2019	Vendor: VOYSOP	VOYAGER SOPRIS	Chart of Account Number	Check Total:	867.49		
Invoice Number: 2149868	PO Number: 1000SPED	Detail Description: NILES - SEE ATTACHED		01 1200 610 001 0 000		Detail Amount:	867.49		
Check Number: 34297	Check Type: Check	Check Date: 10/14/2019	Vendor: WWNOR	W.W. Norton & Company, Inc.	Chart of Account Number	Check Total:	120.00		
Invoice Number: 435444	PO Number: 1023-HS	Detail Description: BAND MUSIC "What's That Sound"		01 1100 610 001 0 000		Detail Amount:	120.00		
Check Number: 34298	Check Type: Check	Check Date: 10/14/2019	Vendor: WAGSTE	STEPHANIE WAGNER	Chart of Account Number	Check Total:	11.11		
Invoice Number: 9/17/19	PO Number:	Detail Description: SHIPPING FOR AUDIOMETER		01 2130 890 001 0 000		Detail Amount:	11.11		
Check Number: 34299	Check Type: Check	Check Date: 10/14/2019	Vendor: WALMAR	WALMART COMMUNITY	Chart of Account Number	Check Total:	418.07		
Invoice Number: SEPT2019	PO Number: WALMAR	Detail Description: FCS		01 1100 610 001 0 000		Detail Amount:	227.27		
SEPT2019	WALMAR	HS ART		01 1100 610 001 0 000			70.19		
SEPT2019	WALMAR	HS SCI		01 1100 610 001 0 000			109.56		
SEPT2019	WALMAR	CUSTODIAL		01 2610 610 000 0 000			11.05		
Check Number: 34300	Check Type: Check	Check Date: 10/14/2019	Vendor: WINDST	WINDSTREAM	Chart of Account Number	Check Total:	712.24		
Invoice Number: 10/3/19	PO Number: WINDSTR	Detail Description: LONG DISTANCE SERVICE/INTERNET		01 2510 530 000 0 000		Detail Amount:	712.24		
Check Number: 34301	Check Type: Check	Check Date: 10/14/2019	Vendor: WOOD	WOODWARD'S	Chart of Account Number	Check Total:	47.48		
Invoice Number: 8883-775	PO Number: WOODWSHRED	Detail Description: SPED SHREDDING		01 1200 420 000 0 000		Detail Amount:	23.74		
8883-775	WOODWSHRED	ALL OTHER SHREDDING		01 2610 420 000 0 000			23.74		
Check Number: 34302	Check Type: Check	Check Date: 10/14/2019	Vendor: YANMUS	YANDAS MUSIC	Chart of Account Number	Check Total:	342.89		
Invoice Number: 415371	PO Number: 1028-HS	Detail Description: BAND SUPPLIES 2019-2020 SCHOOL YEAR		01 1100 610 001 0 000		Detail Amount:	104.90		
416382	1028-HS	BAND SUPPLIES 2019-2020 SCHOOL YEAR		01 1100 610 001 0 000			199.99		
418304	1028-HS	BAND SUPPLIES 2019-2020 SCHOOL YEAR		01 1100 610 001 0 000			38.00		

\*Denotes Expensed Invoice Item

Checking Account ID: 01

Total without Voids: 102,546.65

Checking Account:	02	bldg fund							
Check Number: 1697	Check Type: Check		Check Date: 09/26/2019	Vendor: LOVSIG	LOVE SIGNS OF GRAND ISLAND, LLC	Check Total:	65,743.30		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>	<u>Detail Amount</u>			
12408	09/26/2019		SIGN ON HWY		02 2515 720 000 0 000	65,743.30			
Check Number: 1698	Check Type: Check		Check Date: 10/14/2019	Vendor: RANSPR	RANDY'S SPRINKLER SYSTEMS	Check Total:	379.39		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>	<u>Detail Amount</u>			
96168	10/11/2019		SPRINKLER REMOVAL FOR SHED PROJECT		02 2620 340 000 0 000	379.39			
Check Number: 1699	Check Type: Check		Check Date: 10/14/2019	Vendor: UDEPLU	UDEN PLUMBING & HEATING	Check Total:	8,516.00		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>		<u>Chart of Account Number</u>	<u>Detail Amount</u>			
4393	10/11/2019		WATER HEATER 100 GAL		02 2620 731 000 0 000	8,516.00			

\*Denotes Expensed Invoice Item

Checking Account ID: 02 Total without Voids: 74,638.69