



KIMBALL PUBLIC SCHOOLS
Administration Offices
901 South Nadine Street
Kimball, NE 69145

AGENDA

The following is the agenda for the meeting of the Board of Education to be held on Monday, May 10, 2021, at 6:30 PM in the Kimball County Transit Service Meeting Room, 233 South Chestnut Street, Kimball, Nebraska 69145

1. Pledge of Allegiance
2. Call meeting to order (Open Meeting Law announcement)
3. "The Mission of Kimball Public Schools is to educate every student for a lifetime of success."
4. Roll Call
5. Excuse the Absence of Board Member
6. Approval of Agenda
7. Read and Approval of Minutes: Regular Board Meeting April 12, 2021 and Special Board Meeting May 3, 2021
8. Reading and Approval of Board Bills
9. Treasurer's Report
10. Board Reports: Building and Grounds Committee Report
11. Administrator's Reports
12. Superintendent's Report
13. Continuous School Improvement Plan Progress
14. Cabinet Member Report: Activities Director Mr. Ken Smith
15. Presentation: Ms. Heidemann and 20 Time Students
16. Correspondence
17. Recognition of Visitors - Public Comment (Policy 202.05)
18. Action Items:
 - A. Discuss, consider and take all necessary action with regard to approval of teaching contract for Katherine Robinson for the 2021-22 school year.
 - B. Discuss, consider and take all necessary action with regard to naming the Main Gym Floor "Tom and Karen Southard Court".
 - C. Discuss, consider and take all necessary action with regard to joining interlocal agreement for day school/ treatment facility (Panhandle Beginnings Therapeutic Day School).
 - D. Discuss, consider and take all necessary action with regard to approval of staff computer refresh.
 - E. Discuss, consider and take all necessary action with regard to review of board policies: 404.18, 404.19, 404.20, 404.21, 404.22.
19. Discussion Items:
 - A. Discussion Item #1: Facilities Survey Results
 - B. Discussion Item #2: Grading Policy for the 2021-22 School Year
 - C. Discussion Item #3: Kimball Public Schools Emergency Operations Plan

- D. Discussion Item #4: Review of Superintendent Evaluation
- 20. Next Meeting(s)/Opportunities:
 - A. Regular Board Meeting: Monday, June 14, 2021 at 6:30 p.m. in the Meeting Room at the Kimball County Transit Service, 233 South Chestnut Street, Kimball, Nebraska
- 21. Motion to Adjourn

NOTICES:

COPY OF OPEN MEETINGS ACT: The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. The Act is posted on the south wall of the meeting room.

KIMBALL PUBLIC SCHOOLS MISSION STATEMENT: “The Mission of Kimball Public Schools is to educate every student for a lifetime of success.”

NOTICE OF MEETING: Notice of the meeting was published according to Board Policy.

INSTRUCTIONS FOR THOSE WHO WISH TO SPEAK DURING PUBLIC FORUM:

Getting Started: When it is your turn to speak during the public forum portion of the agenda, please come forward to the table situated immediately in front of the Board, sign your name and address on the sign-in sheet and state your name to the Board of Education.

Time Limit: You may speak only one time and must limit comments to 5 minutes or less. Public Forum will not exceed 30 minutes.

Personnel or Student Topic: If you are planning to speak about a personnel or student matter involving an individual, please understand that our policies require such concerns initially be directed to the administration for consideration. Board members will generally not respond to any questions you ask or comments you may make about individual staff members or students. You are cautioned that slanderous comments are not protected just because they are made at a Board meeting.

General Rules: Please remember this is a public meeting for the conduct of the business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated.

CLOSED SESSIONS: Kimball Public Schools Board of Education reserves the right to go into closed session in accordance with Nebraska Statue 84-1410.

BY: KIMBALL PUBLIC SCHOOLS

A meeting of the Board of Education of Kimball Public Schools was convened in open and public session on Monday, April 12, 2021 at 6:30 PM in the Kimball County Transit Service Meeting Room, 233 South Chestnut Street, Kimball, Nebraska 69145.

A notice of the meeting was given in advance by publication and/or posting 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 secretary for the Board maintains a list of the news media, of the time and place of the meeting and the subject to be discussed at the meeting. Availability of the agenda was communicated in the publicized notice. All proceedings of the Board of Education except as may be hereinafter noted were taken while the convened meeting was open to the attendance of the public.

The Pledge of Allegiance was stated by all present.

Present: Travis Cook, Albert Hargreaves, Tom O'Brien, Chauncey Pedersen, Matthew Shoup,

Absent: Lanny Little.

The meeting was called to order by President Matthew Shoup at 6:30 p.m. At the beginning of this meeting the President announced and informed the public that a current copy of the Open Meetings Act is posted on the wall of the meeting room and directed the public to its location. President Shoup read the mission statement of Kimball Public Schools.

The roll was called and the following Board members were present or absent.

Motion was made by Travis Cook, seconded by Albert Hargreaves to excuse the absence of Lanny Little. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little:	Absent
Travis Cook:	Aye
Albert Hargreaves:	Aye
Tom O'Brien:	Aye
Chauncey Pedersen:	Aye
Matthew Shoup:	Aye

Motion was made by Tom O'Brien, seconded by Chauncey Pedersen to approve the agenda. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little:	Absent
Travis Cook:	Aye
Albert Hargreaves:	Aye
Tom O'Brien:	Aye
Chauncey Pedersen:	Aye
Matthew Shoup:	Aye

Motion was made by Albert Hargreaves, seconded by Travis Cook to approve the minutes from. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little:	Absent
Travis Cook:	Aye
Albert Hargreaves:	Aye
Tom O'Brien:	Aye
Chauncey Pedersen:	Aye
Matthew Shoup:	Aye

Motion was made by Travis Cook, seconded by Tom O'Brien to approve the current bills. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little: Absent
 Travis Cook: Aye
 Albert Hargreaves: Aye
 Tom O'Brien: Aye
 Chauncey Pedersen: Aye
 Matthew Shoup: Aye

**Kimball Public Schools
 BOARD REPORT OF EXPENDITURES
 APRIL 12, 2021**

PREPAID

59712	CARD SERVICES	1,355.17
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\$1,355.17

REGULAR MONTHLY EXPENSES

59715	AG PARTS EDUCATION	9.95
59716	ARBOR SCIENTIFIC	2,085.55
59717	BLACK HILLS ENERGY	7,535.24
59718	CAPITAL BUSINESS SYSTEMS, INC.	1,126.40
59719	CITY OF KIMBALL	10,455.12
59720	CULLIGAN	149.55
59721	DAS STATE ACCOUNTING - CENTRAL	232.49
59722	DOLLAR GENERAL-CHARGED SALES	3.19
59724	FIRST NATIONAL CAPITAL MARKETS, INC.	3,000.00
59725	FRENCHMAN VALLEY COOP	1,905.06
59726	GRANITE TELECOMMUNICATIONS	226.08
59727	HERFF JONES, LLC	524.22
59728	HOMETOWN HARDWARE	451.08
59729	IDEAL/BLUFFS FACILITY SOLUTIONS	3,250.24
59730	J.W. PEPPER & SON INC.	142.44
59731	JOHNSON CONTROLS	1,732.27
59732	KIMBALL AUTO PARTS CO	341.26
59733	KIMBALL BAKERY	49.00
59734	KIMBALL HEALTH SERVICES	92.62
59735	KIMBALL PUBLIC SCHOOLS	895.64
59736	NE COLORADO CELLULAR, INC	266.10
59737	NEBRASKA ASSOCIATION OF SCHOOL	390.00
59738	NEBRASKA SAFETY CENTER	125.00

59739	ONE SOURCE	65.00
59740	PANHANDLE COOP ASSOCIATION	504.49
59741	PERRY, GUTHERY, HAASE & GESSFO	414.00
59742	SCHOLASTIC INC	409.28
59743	SCHOOL SPECIALTY INC.	90.24
59744	STP AUTO SERVICE	32.00
59745	VINCE'S CORNER	70.56
59746	VOYAGER FLEET SYSTEMS, INC.	1,301.00
59747	WESTERN NEBRASKA ADMINISTRATORS	100.00
59748	WESTERN NEBRASKA OBSERVER	154.51
		<hr/>
		\$38,129.58

59723	ESU #13	26,008.06
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MONTHLY EXPENSES		\$26,008.06

GENERAL FUND TOTAL **\$65,492.81**

NUTRITION FUND

5883	CASH-WA DISTRIBUTING	7,137.52
5884	HILAND DAIRY FOODS COMPANY, LLC	2,226.49
5885	US FOODS - GRAND ISLAND	6,247.88

NUTRITION FUND TOTAL **\$15,611.89**

Motion was made by Travis Cook, seconded by Albert Hargreaves to approve the Treasurer's Report. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little:	Absent
Travis Cook:	Aye
Albert Hargreaves:	Aye
Tom O'Brien:	Aye
Chauncey Pedersen:	Aye
Matthew Shoup:	Aye

April 12, 2021

Treasurer's report is as follows:

		Apr-21	Apr-20
Amount received from County Treasurer		311,668.80	353,861.37
Bank Balance	March 31, 2021	331,329.92	318,198.84
Savings Account General Funds	March 31, 2021	1,295,690.13	224,809.32
Depreciation Fund	March 31, 2021	269,040.21	341,714.69
Building Fund	March 31, 2021	601,099.86	399,023.98

Total Available Funds	2,808,828.92	1,637,608.20
Payroll Gross	332,721.05	333,608.50
Amount of Bills	65,492.81	133,452.15
Blue Cross Blue Shield/HSA Pmt/UNUM Life	71,885.64	70,402.44
Nebraska School Retirement	30,506.38	31,950.38
FirsTier Bank (FICA)	24,551.15	24,709.06
Total Amount of Expenses	525,157.03	594,122.53
Balance Remaining after Expenses	2,283,671.89	1,043,485.67

The Board reviewed written reports of Mrs. Danielle Reader, Jr-Sr High School Principal and Mrs. Jamie Soper, Mary Lynch Elementary Principal.

The Board reviewed the written report of Mr. Trevor Anderson, superintendent. Motion was made by Travis Cook, seconded by Tom O'Brien to approve teaching contract for Blythe Diamond for the 2021-22 school year. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little: Absent
Travis Cook: Aye
Albert Hargreaves: Aye
Tom O'Brien: Aye
Chauncey Pedersen: Aye
Matthew Shoup: Aye

Motion was made by Chauncey Pedersen, seconded by Albert Hargreaves to approve the resignation of Katlin Knaub. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little: Absent
Travis Cook: Aye
Albert Hargreaves: Aye
Tom O'Brien: Aye
Chauncey Pedersen: Aye
Matthew Shoup: Aye

Motion was made by Travis Cook, seconded by Chauncey Pedersen to approve the extra duty addendum to the 2021-22 negotiated agreement. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little: Absent
Travis Cook: Aye
Albert Hargreaves: Aye
Tom O'Brien: Aye

Chauncey Pedersen: Aye

Matthew Shoup: Aye

Motion was made by Matthew Shoup, seconded by Chauncey Pedersen to approve the purchase of Really Great Reading Phonics program for Mary Lynch Elementary school. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little: Absent

Travis Cook: Aye

Albert Hargreaves: Aye

Tom O'Brien: Aye

Chauncey Pedersen: Aye

Matthew Shoup: Aye

Motion was made by Travis Cook, seconded by Tom O'Brien to approve Chromebook purchase for Mary Lynch Elementary students. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little: Absent

Travis Cook: Aye

Albert Hargreaves: Aye

Tom O'Brien: Aye

Chauncey Pedersen: Aye

Matthew Shoup: Aye

Motion was made by Tom O'Brien, seconded by Albert Hargreaves to approve Jr/ Sr High School roof replacement project. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little: Absent

Travis Cook: Aye

Albert Hargreaves: Aye

Tom O'Brien: Aye

Chauncey Pedersen: Aye

Matthew Shoup: Aye

Motion was made by Travis Cook, seconded by Chauncey Pedersen to approve Auditorium Curtains project. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little: Absent

Travis Cook: Aye

Albert Hargreaves: Aye

Tom O'Brien: Aye

Chauncey Pedersen: Aye

Matthew Shoup: Aye

Motion was made by Travis Cook, seconded by Chauncey Pedersen to approve Board Policy 904 as amended. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little: Absent

Travis Cook: Aye

Albert Hargreaves: Aye

Tom O'Brien: Aye

Chauncey Pedersen: Aye

Matthew Shoup: Aye

Motion was made by Matthew Shoup, seconded by Travis Cook to approve High School Main Gym floor renovation. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little: Absent

Travis Cook: Aye

Albert Hargreaves: Aye

Tom O'Brien: Aye

Chauncey Pedersen: Aye

Matthew Shoup: Aye

Motion was made by Tom O'Brien, seconded by Travis Cook to adjourn the meeting at 7:59 p.m. After discussion and upon roll call vote, the Board voted as follows:

Lanny Little: Absent

Travis Cook: Aye

Albert Hargreaves: Aye

Tom O'Brien: Aye

Chauncey Pedersen: Aye

Matthew Shoup: Aye

ATTEST:

MATTHEW SHOUP
KIMBALL PUBLIC SCHOOLS
BOARD OF EDUCATION

THOMAS O'BRIEN
KIMBALL PUBLIC SCHOOLS
BOARD OF EDUCATION

A meeting of the Board of Education of Kimball Public Schools was convened in open and public session on Monday, May 3, 2021 at 5:30 PM in the Jr-Sr High School: Room W5, 901 South Nadine Street, Kimball, NE 69145.

A notice of the meeting was given in advance by publication and/or posting 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 secretary for the Board maintains a list of the news media, of the time and place of the meeting and the subject to be discussed at the meeting. Availability of the agenda was communicated in the publicized notice. All proceedings of the Board of Education except as may be hereinafter noted were taken while the convened meeting was open to the attendance of the public.

The Pledge of Allegiance was stated by all present.

Present: Travis Cook, Albert Hargreaves, Lanny Little, Tom O'Brien, Chauncey Pedersen, Matthew Shoup.

The meeting was called to order by President Matthew Shoup at 5:32 p.m. At the beginning of this meeting the President announced and informed the public that a current copy of the Open Meetings Act is posted on the wall of the meeting room and directed the public to its location. President Shoup read the mission statement of Kimball Public Schools.

The roll was called and the following Board members were present or absent.

Motion was made by Tom O'Brien, seconded by Travis Cook to approve the agenda. After discussion and upon roll call vote, the Board voted as follows:

Travis Cook: Aye
Albert Hargreaves: Aye
Lanny Little: Aye
Tom O'Brien: Aye
Chauncey Pedersen: Aye
Matthew Shoup: Aye

Motion was made by Chauncey Pedersen, seconded by Lanny Little to approve student overnight trip(s).. After discussion and upon roll call vote, the Board voted as follows:

Travis Cook: Aye
Albert Hargreaves: Aye
Lanny Little: Aye
Tom O'Brien: Aye
Chauncey Pedersen: Aye
Matthew Shoup: Aye

Motion was made by Chauncey Pedersen, seconded by Lanny Little to adjourn the meeting at 5:44 p.m. After discussion and upon roll call vote, the Board voted as follows:

Travis Cook: Aye
Albert Hargreaves: Aye
Lanny Little: Aye
Tom O'Brien: Aye
Chauncey Pedersen: Aye
Matthew Shoup: Aye

ATTEST:

MATTHEW SHOUP
KIMBALL PUBLIC SCHOOLS
BOARD OF EDUCATION

THOMAS O'BRIEN
KIMBALL PUBLIC SCHOOLS
BOARD OF EDUCATION

**Kimball Public Schools
BOARD REPORT OF EXPENDITURES
MAY 10, 2021**

PREPAID

59814	NSASSP REGION V PRINCIPALS	260.00
59815	RIVERSIDE DISCOVERY CENTER AND ZOO	132.75

\$392.75

REGULAR MONTHLY EXPENSES

59765	ACT	216.00
59766	AG PARTS EDUCATION	263.75
59767	AWARD EMBLEM MFG. CO., INC	578.74
59768	BLACK HILLS ENERGY	5,782.06
59769	BLICK ART MATERIALS	235.38
59770	CAPITAL BUSINESS SYSTEMS, INC.	3,332.32
59771	CENTURY LINK BUSINESS SERVICES	296.79
59772	CITY OF KIMBALL	10,612.98
59773	CULLIGAN	99.80
59774	DAS STATE ACCOUNTING - CENTRAL	232.49
59775	DRUMS ON SALE	764.00
59776	EREFLECT - TYPESY	348.70
59778	FRANK PARTS COMPANY	31.96
59779	FRENCHMAN VALLEY COOP	2,057.68
59780	GIBBS SMITH, PUBLISHER	1,800.21
59781	GYNZY INC.	95.00
59782	HERFF JONES, LLC	42.90
59783	HOMETOWN HARDWARE	164.68
59784	IDEAL/BLUFFS FACILITY SOLUTIONS	1,504.81
59785	INNOVATIVE OFFICE SOLUTIONS LLC	1,338.66
59786	IXL LEARNING	3,094.00
59787	JONES SCHOOL SUPPLY CO, INC	441.97
59788	JOSTENS	239.50
59789	KIMBALL AUTO PARTS CO	102.95
59790	KIMBALL BAKERY	101.25
59791	KIMBALL PUBLIC SCHOOLS	850.79
59792	MIDWEST TECHNOLOGY PRODUCTS	206.90
59793	JESSICA MILLER	383.04
59794	NE COLORADO CELLULAR, INC	266.25
59795	NEBRASKA ASSOCIATION OF SCHOOL	910.75
59796	NEBRASKA AG ED ASSOCIATION	235.00
59797	NEBRASKA COFFEE	577.19
59798	NORBERG AUTOMOTIVE AND DIESEL, INC	455.62
59799	OVERDRIVE, INC.	500.00
59800	WESTERN NEBRASKA OBSERVER	318.09
59801	PANHANDLE COOP ASSOCIATION	46.21

59802	PAPER101	234.78
59803	PERRY, GUTHERY, HAASE & GESSFO	573.00
59804	QUILL CORPORATION	71.71
59806	SCHOOL SPECIALTY INC.	583.26
59807	SOAR LEARNING, INC	2,115.00
59808	STAPLES BUSINESS ADVANTAGE	288.36
59809	STAPLES CONTRACT & COMMERCIAL, INC.	92.13
59810	STRAUCH ELECTRIC, LLC	1,145.50
59812	VINCE'S CORNER	58.79
59813	VOYAGER FLEET SYSTEMS, INC.	3,387.95
59816	GRANITE TELECOMMUNICATIONS	328.36
59817	KIDWELL	761.18
59818	STEVE WEISS MUSIC	992.64
59819	J.W. PEPPER & SON INC.	140.70
59820	SCHOOL SPECIALTY INC.	127.15
59821	TEACHERS DISCOVERY	220.75

\$49,649.68

MONTHLY EXPENSES

59777	ESU #13	22,604.71
59805	REALLY GREAT READING COMPANY, LLC	19,705.50
59811	TRAFERA HOLDINGS, LLC	19,836.00

GENERAL FUND TOTAL

\$112,188.64

NUTRITION FUND

5863	CASH-WA DISTRIBUTING	10,531.87
5864	ECOLAB PEST ELIMINATION DIVISION	119.92
5865	HILAND DAIRY FOODS COMPANY, LLC	2,297.87
5869	US FOODS - GRAND ISLAND	5,749.89
5870	PEPSI-COLA OF WESTERN NEBRASKA	1,932.20
5882	VENDNET	248.27

NUTRITION FUND TOTAL

\$20,880.02

Detail Check Register

Checking Account: 01		GENERAL FUND 01-101					
<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>		
Check Number: 59765		Check Type: Check	Check Date: 05/10/2021	Vendor: ACT	ACT	Check Total:	216.00
32330728	04/13/2021		2021 PRACT	01 2214 610 000 000	216.00		
Check Number: 59766		Check Type: Check	Check Date: 05/10/2021	Vendor: AGPARTSED	AG PARTS EDUCATION	Check Total:	263.75
1549202	04/07/2021	9676	LENOVO N21/N22 11.6" LCD	01 2230 650 000 000	54.95		
1549934	04/09/2021	9697	LENOVO 100E G1 / 100E G2 / 100E G2 AST /	01 2230 650 000 000	115.90		
1555828	04/30/2021	9780	LENOVO N21/N22 11.6" LCD	01 2230 650 000 000	59.95		
1555829	04/30/2021	9780	LENOVO N22 (TOUCH & NON) *RECLAIMED* PAL	01 2230 650 000 000	32.95		
Check Number: 59767		Check Type: Check	Check Date: 05/10/2021	Vendor: AWARDEMBLE	AWARD EMBLEM MFG. CO., INC	Check Total:	578.74
413020	04/29/2021	9706	Anatomy Physiology Title Pin	01 1100 890 000 000	3.45		
413020	04/29/2021	9706	Science Title Pin	01 1100 890 000 000	23.70		
413020	04/29/2021	9706	Science Medal	01 1100 890 000 000	16.50		
413020	04/29/2021	9706	Honor Band - Instrumental Pin	01 1100 890 000 000	59.25		
413020	04/29/2021	9706	Quiz Bowl Title Pin	01 1100 890 000 000	27.60		
413020	04/29/2021	9706	Show Choir Title Pin	01 1100 890 000 000	158.00		
413020	04/29/2021	9706	Engrave/Service Charge	01 1100 890 000 000	16.54		
413020	04/29/2021	9706	Accompanist Title Pin	01 1100 890 000 000	3.95		
413020	04/29/2021	9706	Student Council Title Pin	01 1100 890 000 000	94.80		
413020	04/29/2021	9706	Most Improved Title Pin	01 1100 890 000 000	34.50		
413020	04/29/2021	9706	Speech Title Pin	01 1100 890 000 000	79.00		
413020	04/29/2021	9706	Academic Excellence Distinguished Achie	01 1100 890 000 000	38.50		
413020	04/29/2021	9706	Shipping/handling	01 1100 890 000 000	22.95		
Check Number: 59768		Check Type: Check	Check Date: 05/10/2021	Vendor: BLACKHILLS	BLACK HILLS ENERGY	Check Total:	5,782.06
MARCH STAT-0002	05/15/2021		HIGH SCHOOL	01 2610 621 001 000	3,689.01		
MARCH STAT-0002	05/15/2021		SUPERINTENDENTS OFFICE	01 2610 621 001 000	723.43		
MARCH STAT-0002	05/15/2021		VO TECH BUILDING	01 2610 621 001 000	1,369.62		
Check Number: 59769		Check Type: Check	Check Date: 05/10/2021	Vendor: BLICKARTMA	BLICK ART MATERIALS	Check Total:	235.38
6291104	04/26/2021	9748	Soft-Kut Printing Block 4" x 6"	01 1100 610 001 020	42.50		
6291104	04/26/2021	9748	Kemper Pottery Tool Kit	01 1100 610 001 020	15.16		
6291104	04/26/2021	9748	Standard Ceramic 105 White Clay with Gro	01 1100 610 001 020	77.72		
6291104	04/26/2021	9748	Handling Charge	01 1100 610 001 020	100.00		
Check Number: 59770		Check Type: Check	Check Date: 05/10/2021	Vendor: CAPITALBUS	CAPITAL BUSINESS SYSTEMS, INC.	Check Total:	3,332.32
28993747-0002	04/20/2021		COPIER LEASE	01 1100 610 000 000	3,332.32		

Detail Check Register

Checking Account: 01 GENERAL FUND 01-101

Check Number: 59771	Check Type: Check	Check Date: 05/10/2021	Vendor: CENTURLI2	CENTURY LINK BUSINESS SERVICES	Check Total:	296.79
<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>	
221167896-0001	04/20/2021		OUTBOUND VOIP SERVICE	01 2510 530 000 000	296.79	

Check Number: 59772	Check Type: Check	Check Date: 05/10/2021	Vendor: CITYOFKIMB	CITY OF KIMBALL	Check Total:	10,612.98
<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>	
03/09-04/0-0001	04/25/2021		AG SHOP SEWER	01 2610 410 001 000	22.00	
03/09-04/0-0001	04/25/2021		AG SCHOP LANDFILL/COLLECTION	01 2610 410 001 000	51.25	
03/09-04/0-0001	04/25/2021		STADIUM WATER	01 2610 410 001 000	28.70	
03/09-04/0-0001	04/25/2021		BUS BARN COLLECTION AND LANDFILL	01 2610 410 001 000	27.00	
03/09-04/0-0001	04/25/2021		MECHANIC SHOP WATER	01 2610 410 001 000	39.38	
03/09-04/0-0001	04/25/2021		MECHANIC SHOP SEWER	01 2610 410 001 000	359.14	
03/09-04/0-0001	04/25/2021		STADIUM SEWER	01 2610 410 001 000	22.00	
03/09-04/0-0001	04/25/2021		MAIN BLD WATER	01 2610 410 001 000	69.42	
03/09-04/0-0001	04/25/2021		MAIN BLD SEWER	01 2610 410 001 000	321.31	
03/09-04/0-0001	04/25/2021		MAIN BLD COLLECTION/LANDFILL	01 2610 410 001 000	461.25	
03/09-04/0-0001	04/25/2021		#3 EAST WATER	01 2610 410 003 000	46.80	
03/09-04/0-0001	04/25/2021		#3 EAST SEWER	01 2610 410 003 000	40.12	
03/09-04/0-0001	04/25/2021		ML E WARD E-W WATER	01 2610 410 003 000	32.57	
03/09-04/0-0001	04/25/2021		ML E WARD E-W COLLECTION AND LANDFILL	01 2610 410 003 000	307.50	
03/09-04/0-0001	04/25/2021		ML E WARD E-W SEWER	01 2610 410 003 000	52.61	
03/09-04/0-0001	04/25/2021		ML MODULAR WATER	01 2610 410 003 000	35.94	
03/09-04/0-0001	04/25/2021		ML MODULAR SEWER	01 2610 410 003 000	30.12	
03/09-04/0-0001	04/25/2021		STADIUM ELECTRIC	01 2610 621 001 000	489.92	
03/09-04/0-0001	04/25/2021		BUS BARN ELECTRIC	01 2610 621 001 000	41.04	
03/09-04/0-0001	04/25/2021		AG SHOP ELECTRIC	01 2610 621 001 000	542.54	
03/09-04/0-0001	04/25/2021		SOUTH GYM ELECTRIC	01 2610 621 001 000	989.78	
03/09-04/0-0001	04/25/2021		MAIN BLD ELECTRIC	01 2610 621 001 000	4,357.17	
03/09-04/0-0001	04/25/2021		ML MODULAR ELECTRIC	01 2610 621 003 000	599.65	
03/09-04/0-0001	04/25/2021		#3 EAST ELECTRIC	01 2610 621 003 000	493.76	
03/09-04/0-0001	04/25/2021		ML E WARD 3-W ELECTRIC	01 2610 621 003 000	1,152.01	

Check Number: 59773	Check Type: Check	Check Date: 05/10/2021	Vendor: CULLIGAN	CULLIGAN	Check Total:	99.80
<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>	
APRIL SALT-0001	05/01/2021		HS SALT DELIVERY 47780	01 2610 610 001 000	9.95	
APRIL SALT-0001	05/01/2021		HS SALT DELIVERY 47938	01 2610 610 001 000	9.95	
APRIL SALT-0001	05/01/2021		SOFTENER RENTAL	01 2610 610 001 000	69.95	
APRIL SALT-0001	05/01/2021		ML SALT DELIVERY-47547	01 2610 610 003 000	9.95	

Check Number: 59774	Check Type: Check	Check Date: 05/10/2021	Vendor: DASSTATEAC	DAS STATE ACCOUNTING - CENTRAL FINANCE	Check Total:	232.49
<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>	

Detail Check Register

Checking Account: 01		GENERAL FUND 01-101			
APRIL STATEMENT	05/03/2021	APRIL 2021 FOR ACCOUNT 01 0189		01 2710 626 000 000	232.49
Check Number: 59775	Check Type: Check	Check Date: 05/10/2021	Vendor: DRUMSONSAL	DRUMS ON SALE	Check Total: 764.00
<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>
404674	04/21/2021	9700	Gibraltar GRSRR Rolling Rack System	01 1100 733 001 030	379.60
404674	04/21/2021	9700	PH117WDX Pearl Conga Head	01 1100 733 001 030	93.80
404674	04/21/2021	9700	PH70PW Pearl Bongo Head	01 1100 733 001 030	27.90
404674	04/21/2021	9700	GCFSS Floating Snare Drum Stand	01 1100 733 001 030	90.00
404674	04/21/2021	9700	Gibraltar SC-GPRA Power Rack Right Angl	01 1100 733 001 030	18.00
404674	04/21/2021	9700	Gibraltar 6711S Double Chain Bass Drum P	01 1100 733 001 030	74.70
404674	04/21/2021	9700	Shipping costs	01 1100 733 001 030	80.00
Check Number: 59776	Check Type: Check	Check Date: 05/10/2021	Vendor: EREFLECT	EREFLECT - TYPESY	Check Total: 348.70
<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>
INV-2115	04/20/2021	9749	Typing program for ML	01 1100 640 003 000	348.70
Check Number: 59777	Check Type: Check	Check Date: 05/10/2021	Vendor: ESU13	ESU #13	Check Total: 22,604.71
<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>
2021-04 STATEMENT	04/28/2021		ESU - THERAP BEH/MENTAL HEALTH	01 1100 591 003 000	300.00
2021-04 STATEMENT	04/28/2021		SPECIAL EDUCATION INSERVICE	01 1200 330 003 000	94.50
2021-04 STATEMENT	04/28/2021		MERIDIAN TUITION - ESU-HS	01 1200 561 001 003	3,534.30
2021-04 STATEMENT	04/28/2021		SUPERVISION OF PROGRAMS - ESU	01 1200 591 000 005	33.01
2021-04 STATEMENT	04/28/2021		SUPERVISION OF PROGRAMS - ESU	01 1200 591 000 005	622.83
2021-04 STATEMENT	04/28/2021		SPED INSTRUCTION AGES 3-5	01 1291 591 003 000	500.25
2021-04 STATEMENT	04/28/2021		SPED SUPERVISION AGES 3-5	01 1291 591 003 005	40.02
2021-04 STATEMENT	04/28/2021		SPED INSTRUCTION AGES 0-2	01 1292 591 003 000	511.98
2021-04 STATEMENT	04/28/2021		SPED SUPERVISION AGES 0-2	01 1292 591 003 005	40.96
2021-04 STATEMENT	04/28/2021		PSYCH ASSESSMENT HS - ESU	01 2141 591 001 001	1,392.08
2021-04 STATEMENT	04/28/2021		PSYCH COUNSELING HS - ESU	01 2141 591 001 002	771.88
2021-04 STATEMENT	04/28/2021		PSYCH ASSESSMENT ML - ESU	01 2141 591 003 001	4,695.70
2021-04 STATEMENT	04/28/2021		PSYCH COUNSELING ML - ESU	01 2141 591 003 002	831.24
2021-04 STATEMENT	04/28/2021		PSYCH COUNSELING AGES 3-5	01 2141 591 003 003	59.38
2021-04 STATEMENT	04/28/2021		PSYCH ASSESSMENT PK 3-5 - ESU	01 2142 591 003 001	353.22
2021-04 STATEMENT	04/28/2021		SPEECH HS - ESU	01 2151 591 001 003	91.25
2021-04 STATEMENT	04/28/2021		SUPERVISION - SPEECH HS - ESU	01 2151 591 001 005	7.30
2021-04 STATEMENT	04/28/2021		OT HS - ESU	01 2161 591 001 000	1,560.60
2021-04 STATEMENT	04/28/2021		SUPERVISION - OT HS - ESU	01 2161 591 001 005	124.85
2021-04 STATEMENT	04/28/2021		OT ML - ESU	01 2161 591 003 000	3,674.70
2021-04 STATEMENT	04/28/2021		SUPERVISION - OT ML - ESU	01 2161 591 003 005	293.98
2021-04 STATEMENT	04/28/2021		SUPERVISION - OT AGES 0-2	01 2162 591 003 000	576.90
2021-04 STATEMENT	04/28/2021		SUPERVISION - OT AGES 3-5	01 2162 591 003 005	46.15
2021-04 STATEMENT	04/28/2021		OT AGES 0-2	01 2163 591 003 000	112.50
2021-04 STATEMENT	04/28/2021		SUPERVISION - OT AGES 0-2	01 2163 591 003 005	9.00

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Checking Account: 01		GENERAL FUND 01-101				
2021-04 STATEMENT	04/28/2021		P/T SCHOOL AGE HS	01 2171 591 001 000	260.00	
2021-04 STATEMENT	04/28/2021		P/T SCHOOL AGE HS SUPERVISION	01 2171 591 001 005	20.80	
2021-04 STATEMENT	04/28/2021		MIPS	01 2190 591 001 000	140.00	
2021-04 STATEMENT	04/28/2021		DISTANCE LEARNING	01 2510 382 001 000	747.00	
2021-04 STATEMENT	04/28/2021		INTERNET E-RATE CONSORTIUM	01 2510 382 001 000	450.00	
2021-04 STATEMENT	04/28/2021		NEVA	01 2510 530 000 000	708.33	
Check Number: 59778	Check Type: Check	Check Date: 05/10/2021	Vendor: FRANKPARTS	FRANK PARTS COMPANY	Check Total: 31.96	
<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>	
453602	03/30/2021		SUPPLIES	01 1100 610 001 044	31.96	
Check Number: 59779	Check Type: Check	Check Date: 05/10/2021	Vendor: FRENCHMANV	FRENCHMAN VALLEY COOP	Check Total: 2,057.68	
<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>	
APRIL STATEMENT	05/03/2021		CARDTROL PURCHASES	01 2710 626 000 000	2,057.68	
Check Number: 59780	Check Type: Check	Check Date: 05/10/2021	Vendor: GIBBSSMITH	GIBBS SMITH, PUBLISHER	Check Total: 1,800.21	
<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>	
36401	04/29/2021	9772	4th Grade history books	01 2410 890 003 000	1,800.21	
Check Number: 59781	Check Type: Check	Check Date: 05/10/2021	Vendor: GYNZY	GYNZY INC.	Check Total: 95.00	
<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>	
GI20-0331	04/14/2021	9715	on-line resource	01 2211 610 000 000	95.00	
Check Number: 59782	Check Type: Check	Check Date: 05/10/2021	Vendor: HERFFJONES	HERFF JONES, LLC	Check Total: 42.90	
<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>	
451584	04/09/2021	9596	Scholastic Carousel Medallions Letter:	01 2290 890 001 000	26.30	
451584	04/09/2021	9596	Neck Ribbon Color: Red/White	01 2290 890 001 000	5.10	
451584	04/09/2021	9596	MISC CHARGES	01 2290 890 001 000	11.50	
Check Number: 59783	Check Type: Check	Check Date: 05/10/2021	Vendor: HOMETOWNH	HOMETOWN HARDWARE	Check Total: 164.68	
<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>	
503352	04/08/2021	9705	Drain Auger, 1/4X25	01 2610 610 000 000	15.99	
503583	04/12/2021	9719	April Supplies	01 1100 610 001 040	8.98	
503684	04/13/2021	9739	Adhesive, dual system, 10 mil.	01 2610 610 000 000	19.99	
503765	04/14/2021		CUSTODIAL SALARIES	01 2610 110 001 000	5.99	
503791	04/15/2021	9761	Zip ties, bag	01 2610 610 000 000	2.99	
503791	04/15/2021	9761	Zip ties, bag	01 2610 610 000 000	1.79	
503791	04/15/2021	9761	LED light bulbs, 65W, 2pk.	01 2610 610 001 000	8.99	
503875	04/16/2021	9751	LED light bulbs, 65W, 6pk.	01 2610 610 001 000	22.99	
503875	04/16/2021	9751	Interior paint, gal.	01 2620 720 001 000	71.98	
504065	04/20/2021	9762	Cap, galvanized, 1 1/4"	01 2610 610 003 000	4.99	
Check Number: 59784	Check Type: Check	Check Date: 05/10/2021	Vendor: BLUFFSFACI	IDEAL/BLUFFS FACILITY SOLUTIONS	Check Total: 1,504.81	
<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>	

Detail Check Register

Checking Account: 01		GENERAL FUND 01-101				
426503	04/06/2021	9600	Paper towel, 600' rolls, 8/cs.	01 2610 610 001 000	190.23	
426503	04/06/2021	9600	T.T. 865 sheets, 36/cs.	01 2610 610 001 000	212.43	
426503	04/06/2021	9600	Shipping	01 2610 610 001 000	3.00	
426503	04/06/2021	9600	Liners, 40X46, black, 45 gal. 2 mil. 100	01 2610 610 001 000	148.65	
426503	04/06/2021	9600	Liners, 30X36, clear, 250ct.	01 2610 610 001 000	93.78	
426503	04/06/2021	9600	Tissue, facial, 90 sheet/box, 36/cs.	01 2610 610 001 000	92.46	
426507	04/16/2021	9602	Liners, 24X32, white, .45 mil. 500ct.	01 2610 610 003 000	38.93	
426507	04/16/2021	9602	Liners, 40X46, black, 45 gal. 2 mil. 100	01 2610 610 003 000	45.55	
426507	04/16/2021	9602	Liners, 46X50, black, 60 gal. 1.5 mil. 1	01 2610 610 003 000	43.54	
426507	04/16/2021	9602	Eco Air dispenser cabinet, white	01 2610 610 003 000	9.24	
426507	04/16/2021	9602	Eco Air, cotton blossom, 6/cs	01 2610 610 003 000	29.87	
426507	04/16/2021	9602	Eco Air, honeysuckle, 6/cs	01 2610 610 003 000	29.86	
426507	04/16/2021	9602	Shipping	01 2610 610 003 000	3.00	
427371	04/09/2021	9707	Kutol hand soap, 6/cs	01 2610 610 003 000	290.52	
427371	04/09/2021	9707	Zehn-x wipes, 12/cs	01 2610 610 003 000	284.00	
427371	04/09/2021	9707	Consume Bio Bowl, qt. 12/cs	01 2610 610 003 000	63.46	
427371	04/09/2021	9707	Shipping	01 2610 610 003 000	3.00	
OP59440	12/18/2021		CREDIT MEMO	01 2610 610 000 000	(76.71)	
Check Number: 59785	Check Type: Check	Check Date: 05/10/2021	Vendor: INNOVATIVO	INNOVATIVE OFFICE SOLUTIONS LLC	Check Total: 1,338.66	
<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>	
C107862	04/21/2021	9674	Composition Books-Doz	01 1100 610 001 024	110.00	
C107862	04/21/2021	9674	Glue Sticks - Permanent	01 1100 610 001 024	22.80	
C107862	04/21/2021	9674	Bulk Pack - Hi-Lighter Markers- Yellow	01 1100 610 001 024	10.74	
C107862	04/21/2021	9674	Crayola Crayons - Regular Size - Classpa	01 1100 610 001 024	36.80	
C107862	04/21/2021	9674	Crayola Markers - Washable - Classpack -	01 1100 610 001 024	48.78	
C107862	04/21/2021	9674	Book Tape - 3.5 Mil - 2" X 15 Yd. - 3" C	01 1100 610 001 024	13.17	
C107862	04/21/2021	9674	Scissors - School Grade - "Soft-Touch" -	01 1100 610 001 024	19.08	
C107862	04/21/2021	9674	Post-It Easel Pads - 30 1/2" X 25" Size	01 1100 610 001 024	74.54	
C107862-1	04/21/2021	9662	Pocket Folders- Assorted Colors	01 1100 610 001 036	10.20	
C107862-1	04/21/2021	9662	Sandwich Bags- Ziploc	01 1100 610 001 036	13.93	
C107862-1	04/21/2021	9662	Poster Board- 22" X 28"- white	01 1100 610 001 036	22.25	
C107862-2	04/21/2021	9657	Innovative Office Solutions	01 1200 610 001 902	33.10	
C107862-3	04/21/2021	9648	203773 Primary Beginner Pencils	01 1100 610 003 009	23.76	
C107862-4	04/21/2021	9636	Primary Beginner Pencils	01 1100 610 003 010	59.40	
C107862-5	04/21/2021	9631	Laminating Pouches - Letter Size	01 1100 610 003 011	54.00	
C107862-5	04/21/2021	9631	Hi-Lighter - Brite Liner	01 1100 610 003 011	10.20	
C107862-6	04/21/2021	9613	All purpose pencils	01 1100 610 003 014	58.38	
C107862-6	04/21/2021	9613	Pocket Folders with Fasteners - Teal	01 1100 610 003 014	17.98	
C107862-6	04/21/2021	9613	Legal Pads - 5" - 7 1/4"	01 1100 610 003 014	9.10	
C107862-6	04/21/2021	9613	Post-It Notes Dispenser Refills 3x3	01 1100 610 003 014	33.60	
C107862-6	04/21/2021	9613	Pencil Sharpener - Electric Model	01 1100 610 003 014	44.40	

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Checking Account: 01		GENERAL FUND 01-101				
C107862-7	04/21/2021	9603	White Laser Labels 1" x 2 5/8"	01 2410 610 003 000	6.05	
C107862-7	04/21/2021	9603	Manila File Folders - Letter size	01 2410 610 003 000	15.35	
C107862-7	04/21/2021	9603	Manila Envelopes 9 1/2" x 12 1/2"	01 2410 610 003 000	18.60	
C107862-7	04/21/2021	9603	Manila Envelopes 6 1/2" x 9 1/2"	01 2410 610 003 000	14.55	
C107862-7	04/21/2021	9603	Index Cards 3 x 5 Ruled	01 2410 610 003 000	3.60	
C107862-7	04/21/2021	9603	Ring Binder - 3-ring - 1" - red	01 2410 610 003 000	44.64	
C107862-7	04/21/2021	9603	Ring Binder - 3-ring - 2" - red	01 2410 610 003 000	54.96	
C107862-7	04/21/2021	9603	Rollerball Pens - Black - x-fine	01 2410 610 003 000	7.90	
C107862-7	04/21/2021	9603	Kraft Paper - Orange	01 2410 610 003 000	60.47	
C107862-7	04/21/2021	9603	Poster Board - 4-ply 22" x 28"	01 2410 610 003 000	34.60	
C107862-8	04/21/2021	9604	Pencil Sharpener - Electric	01 2410 733 003 000	14.80	
COOP ORDER-JUSTIN	04/26/2021		SUPPLIES	01 1200 610 003 902	39.40	
MISC COOP ORDER	04/26/2021		MISC COOP ORDER	01 1100 610 001 000	297.53	
Check Number: 59786	Check Type: Check	Check Date: 05/10/2021	Vendor: IXLLEARNIN	IXL LEARNING	Check Total: 3,094.00	
<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>	
ANNUAL SUBSCRIPTION	04/23/2021	9725	IXL Site License	01 1100 640 001 000	2,599.00	
S396976	02/20/2021		PD ON DEMAND SITE LICENSE	01 2410 890 000 000	495.00	
Check Number: 59787	Check Type: Check	Check Date: 05/10/2021	Vendor: JONESSCHOO	JONES SCHOOL SUPPLY CO, INC	Check Total: 441.97	
<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>	
1799834	04/13/2021	9713	Biology Lapel Pin	01 1100 890 000 000	3.18	
1799834	04/13/2021	9713	Chemistry Lapel Pin	01 1100 890 000 000	3.18	
1799834	04/13/2021	9713	Advanced Psychology Lapel Pin	01 1100 890 000 000	3.18	
1799834	04/13/2021	9713	"2021" Chenille Letter Jacket Pin	01 1100 890 000 000	16.00	
1799834	04/13/2021	9713	"Band" Chenille Letter Jacket Pin	01 1100 890 000 000	9.60	
1799834	04/13/2021	9713	"Jazz" Chenille Letter Jacket Pin	01 1100 890 000 000	12.80	
1799834	04/13/2021	9713	Student of the Quarter - Personalized Pi	01 1100 890 000 000	57.36	
1799834	04/13/2021	9713	SHIPPING CHARGE	01 1100 890 000 000	21.05	
1799834	04/13/2021	9713	Spanish Photo Image Certificate	01 1100 890 000 000	3.80	
1799834	04/13/2021	9713	Citizenship - Sparkling Achievement Pin	01 1100 890 000 000	23.90	
1799834	04/13/2021	9713	Cert of Special Recognition - Gold Foil	01 1100 890 000 000	6.10	
1799834	04/13/2021	9713	Principal Honor Roll - Gold Foil Cert	01 1100 890 000 000	3.05	
1799834	04/13/2021	9713	Art - Gold Value Medal	01 1100 890 000 000	4.47	
1799834	04/13/2021	9713	Citizenship - Brilliant Foil/Color Cert	01 1100 890 000 000	9.80	
1799834	04/13/2021	9713	"Quiz Bowl" Lapel Pin	01 1100 890 000 000	23.85	
1799834	04/13/2021	9713	"Choir" Lapel Pin	01 1100 890 000 000	47.70	
1799834	04/13/2021	9713	"Honor" (Treble Clef) Pin	01 1100 890 000 000	31.80	
1799834	04/13/2021	9713	Outstanding Musician Pin	01 1100 890 000 000	15.90	
1799834	04/13/2021	9713	Honor Roll Distinguished Achievement Pin	01 1100 890 000 000	129.35	
1799834	04/13/2021	9713	"Spanish" Book Style Pin	01 1100 890 000 000	15.90	

Detail Check Register

Checking Account: 01		GENERAL FUND 01-101				
Check Number: 59788	Check Type: Check	Check Date: 05/10/2021	Vendor: JOSTENS	JOSTENS	Check Total:	239.50
<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>	
26162618	04/13/2021		ACADEMIC GRADUATE	01 1100 890 001 000	47.33	
26288730	04/22/2021		TASSELS X4	01 1100 890 001 000	40.00	
26288730	04/22/2021		SHIPPING	01 1100 890 001 000	7.17	
K307506	04/14/2021	9720	Kinder Graduation Medallions	01 2410 610 003 000	145.00	
Check Number: 59789	Check Type: Check	Check Date: 05/10/2021	Vendor: KIMBALLAUT	KIMBALL AUTO PARTS CO	Check Total:	102.95
<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>	
214948	04/01/2021		SHOP CLASS EQUIPMENT	01 1100 733 001 044	26.98	
214951	04/01/2021		EQUIPMENT	01 1100 733 001 044	30.98	
215436	04/13/2021		EQUIPMENT	01 1100 733 001 044	44.99	
Check Number: 59790	Check Type: Check	Check Date: 05/10/2021	Vendor: KIMBALLBAK	KIMBALL BAKERY	Check Total:	101.25
<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>	
1159	04/30/2021	9787	1 Dozen Donuts	01 2410 610 001 000	14.50	
1494	03/19/2021	9579	Donuts	01 2410 610 001 000	15.25	
1751	04/01/2021	9675	Donuts	01 2410 610 001 000	27.50	
1780	04/24/2021	9767	Donuts	01 2410 610 001 000	15.00	
2 dozen donuts	04/09/2021		DONUTS	01 2410 610 001 000	29.00	
Check Number: 59791	Check Type: Check	Check Date: 05/10/2021	Vendor: KIMBALLPUB	KIMBALL PUBLIC SCHOOLS	Check Total:	850.79
<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>	
2021-04 LUNCH BILLS	05/01/2021		FOUNDATION MEETING MEALS	01 1100 890 000 000	11.25	
2021-04 LUNCH BILLS	05/01/2021		HS COFFEE	01 1100 890 001 000	105.79	
2021-04 LUNCH BILLS	05/01/2021		ML COFFEE	01 1100 890 003 000	19.85	
2021-04 LUNCH BILLS	05/01/2021		HS SUPERVISION MEALS	01 2570 291 001 000	164.15	
2021-04 LUNCH BILLS	05/01/2021		ML SUPERVISION MEALS	01 2570 291 003 000	416.50	
2021-04 LUNCH BILLS	05/01/2021		HS SUBSTITUTE MEALS	01 2570 293 001 000	33.75	
2021-04 LUNCH BILLS	05/01/2021		ML SUBSTITUTE MEALS	01 2570 293 003 000	55.50	
TESTING DAY	04/09/2021		TESTING SNACKS	01 1100 890 001 000	44.00	
Check Number: 59792	Check Type: Check	Check Date: 05/10/2021	Vendor: MIDWESTTEC	MIDWEST TECHNOLOGY PRODUCTS	Check Total:	206.90
<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>	
2120187-00-0001	04/16/2021	9779	Welding helmet	01 1100 733 001 044	140.40	
2120187-00-0001	04/16/2021	9779	Brushes	01 2610 610 000 000	66.50	
Check Number: 59793	Check Type: Check	Check Date: 05/10/2021	Vendor: MILLERJESS	JESSICA MILLER	Check Total:	383.04
<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>	
3RD QTR MILEAGE	04/30/2021		3RD QTR STUDENT MILEAGE	01 2710 332 000 000	383.04	
Check Number: 59794	Check Type: Check	Check Date: 05/10/2021	Vendor: VIAEROWIRE	NE COLORADO CELLULAR, INC	Check Total:	266.25
<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>	
2021-04 IN-0001	05/05/2021		HOT SPOTS	01 2510 530 000 000	266.25	

Detail Check Register

Checking Account: 01

GENERAL FUND 01-101

<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>
Check Number: 59795 Check Type: Check Check Date: 05/10/2021 Vendor: NEASSOSCHO NEBRASKA ASSOCIATION OF SCHOOL BOARDS Check Total: 910.75					
APRIL STATEMENT	05/04/2021		BOARD LEADERSHIP RETREAT	01 2310 890 000 000	910.75
Check Number: 59796 Check Type: Check Check Date: 05/10/2021 Vendor: NEAGEDASSN NEBRASKA AG ED ASSOCIATION Check Total: 235.00					
2021-2022 RENEWAL	03/19/2021	9743	Professional Fees	01 1100 810 001 040	235.00
Check Number: 59797 Check Type: Check Check Date: 05/10/2021 Vendor: NEBRASKACO NEBRASKA COFFEE Check Total: 577.19					
000005	05/04/2021		STAFF APPRECIATION WEEK	01 2310 890 000 000	577.19
Check Number: 59798 Check Type: Check Check Date: 05/10/2021 Vendor: NORBERGAUT NORBERG AUTOMOTIVE AND DIESEL, INC Check Total: 455.62					
4172	04/09/2021	9755	Remove and replace center carrier bearin	01 2710 610 000 000	455.62
Check Number: 59799 Check Type: Check Check Date: 05/10/2021 Vendor: OVERDRIVE OVERDRIVE, INC. Check Total: 500.00					
CD0767019216962	11/08/2019	8448	OD eBook Market Acct.	01 2220 640 001 000	500.00
Check Number: 59800 Check Type: Check Check Date: 05/10/2021 Vendor: WESTERNNEO WESTERN NEBRASKA OBSERVER Check Total: 318.09					
695671	04/29/2021		KINDERGATERN REGISTRATION	01 2310 540 000 000	121.13
695729	04/29/2021		LEGAL NOTICE BOARD MEETING	01 2310 540 000 000	28.22
695731	04/29/2021		LEGAL NOTICE BOARD MINUTES	01 2310 540 000 000	153.45
695735	04/29/2021		LEGAL NOTICE BOARD MEETING	01 2310 540 000 000	7.91
695736	04/29/2021		LEGAL NOTICE SPECIAL BOARD MEETING	01 2310 540 000 000	7.38
Check Number: 59801 Check Type: Check Check Date: 05/10/2021 Vendor: PANHANDLEC PANHANDLE COOP ASSOCIATION Check Total: 46.21					
722614	04/12/2021		SCHOOL BOARD MEAL	01 2310 890 000 000	46.21
Check Number: 59802 Check Type: Check Check Date: 05/10/2021 Vendor: PAPER101 PAPER101 Check Total: 234.78					
196785-00	04/30/2021		PAPER/CARD STOCK	01 1100 610 000 000	234.78
Check Number: 59803 Check Type: Check Check Date: 05/10/2021 Vendor: PERRYGUTHE PERRY, GUTHERY, HAASE & GESSFO Check Total: 573.00					
4963.00	05/05/2021		LEGAL SERVICES	01 2330 317 000 000	573.00
Check Number: 59804 Check Type: Check Check Date: 05/10/2021 Vendor: QUILLCORPO QUILL CORPORATION Check Total: 71.71					
15915833	04/08/2021	9653	Expo Dry Erase Markers, Fine Point, Asso	01 1100 610 003 009	15.81

Detail Check Register

Checking Account: 01		GENERAL FUND 01-101			
15916056	04/08/2021	9620	Dry Erase Markers	01 1200 610 003 902	41.80
15916271	04/08/2021		FOLDERS/SCIENCE	01 1100 610 001 036	14.10
Check Number: 59805	Check Type: Check	Check Date: 05/10/2021	Vendor: REALLYGREA	REALLY GREAT READING COMPANY, LLC	Check Total: 19,705.50
<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>
27694	04/15/2021	9727	Phonics Program - Prek-6th grade	01 1100 640 003 000	19,705.50
Check Number: 59806	Check Type: Check	Check Date: 05/10/2021	Vendor: SCHOOLSPEC	SCHOOL SPECIALTY INC.	Check Total: 583.26
<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>
208127250595	04/09/2021	9654	School Smart Washable Tempera Paint, Gal	01 1100 610 003 009	49.35
208127250596	04/09/2021		COOP ORDER MISC OFFICE	01 1100 610 001 000	172.65
208127250629	04/09/2021	9654	Dowling Magnets Math Two-Color Counters,	01 1100 610 003 009	13.45
208127250629	04/09/2021	9654	School Smart Washable Tempera Paint, Gal	01 1100 610 003 009	9.87
208127250629	04/09/2021	9654	School Smart Washable Tempera Paint, Gal	01 1100 610 003 009	9.87
208127250629	04/09/2021	9654	Do-A-Dot Fruit-Scented Markers, Assorted	01 1100 610 003 009	55.88
208127250635	04/09/2021	9665	Oxford 2 Pocket Folders with Fasteners,	01 1100 610 003 013	58.45
208127274568	04/14/2021	9611	Teacher Daily Record Book Planner 6 x 9	01 2410 610 003 000	81.00
308103734874	04/20/2021	9714	Athletic Recognition Award Cert - Blank	01 1100 890 000 000	10.00
308103734874	04/20/2021	9714	Citizenship Certificate	01 1100 890 000 000	7.27
308103734874	04/20/2021	9714	Award Seals - Excellence Gold Seal	01 1100 890 000 000	3.11
308103734874	04/20/2021	9714	Award Seals - Excellence Silver Seal	01 1100 890 000 000	3.11
308103734874	04/20/2021	9714	Pre-cut Satin Ribbon - Red	01 1100 890 000 000	4.74
57285910	04/21/2021	9607	Lesson Plan Books	01 2410 610 003 000	21.60
57285910	04/21/2021	9607	Sheet Protectors - top loading	01 2410 610 003 000	3.60
57285910	04/21/2021	9607	Class Record Books	01 2410 610 003 000	41.60
57285910	04/21/2021	9607	TAPE SCOTCH	01 2410 610 003 000	5.51
57285910	04/21/2021	9607	TAPE MAVALUS REMOVABLE	01 2410 610 003 000	32.20
Check Number: 59807	Check Type: Check	Check Date: 05/10/2021	Vendor: SOARLEARNI	SOAR LEARNING, INC	Check Total: 2,115.00
<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>
002870	05/04/2021	9781	Study Skills Curriculum for JH Students	01 1100 640 001 000	2,115.00
Check Number: 59808	Check Type: Check	Check Date: 05/10/2021	Vendor: STAPLES	STAPLES BUSINESS ADVANTAGE	Check Total: 288.36
<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>
3474297472	04/09/2021		MISC OFFICE SUPPLIES	01 1100 610 001 000	61.85
3474297473	04/09/2021		MISC OFFICE SUPPLIES	01 1100 610 001 000	4.46
3474297474	04/09/2021		MISC OFFICE SUPPLIES	01 1100 610 001 000	123.24
3474297479	04/09/2021	9664	TRU RED™ Wide Ruled Filler Paper, 8½" x	01 1100 610 003 013	32.86
3474297479	04/09/2021	9664	Ticonderoga The World's Best Pencil Wood	01 1100 610 003 013	20.60
3474297479	04/09/2021	9664	TRU RED™ 3½" x 5½" Index Cards, Lined, W	01 1100 610 003 013	6.81
3474297479	04/09/2021	9664	Staples Gel Pens, Medium Point, Assorted	01 1100 610 003 013	6.80
3474297479	04/09/2021	9664	BIC Velocity Mechanical Pencils, No. 2 H	01 1100 610 003 013	11.21
3474297480	04/09/2021		MISC SCIENCE SUPPLIES	01 1100 610 001 036	16.04

Detail Check Register

Checking Account: 01		GENERAL FUND 01-101			
3474687724	04/15/2021		PAPER CLIPS/SCIENCE	01 1100 610 001 036	4.49
Check Number: 59809	Check Type: Check	Check Date: 05/10/2021	Vendor: STAPLESCON	STAPLES CONTRACT & COMMERCIAL, INC.	Check Total: 92.13
<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>
3474297475	04/09/2021	9655	Teacher Created Resources Better Than Pa	01 1100 610 003 009	11.19
3474297475	04/09/2021	9655	Teacher Created Resources Better Than Pa	01 1100 610 003 009	11.19
3474297476	04/09/2021	9655	Teacher Created Resources Better Than Pa	01 1100 610 003 009	11.19
3474297476	04/09/2021	9655	Teacher Created Resources Better Than Pa	01 1100 610 003 009	11.19
3474297476	04/09/2021	9655	Teacher Created Resources Better Than Pa	01 1100 610 003 009	11.19
3474297476	04/09/2021	9655	Teacher Created Resources Better Than Pa	01 1100 610 003 009	11.19
3474297476	04/09/2021	9655	Teacher Created Resources Better Than Pa	01 1100 610 003 009	11.19
3474297476	04/09/2021	9655	Chenille Kraft® Wiggle Eyes, Black, Asso	01 1100 610 003 009	6.90
3474297477	04/09/2021	9655	Teacher Created Resources Better Than Pa	01 1100 610 003 009	11.19
3474687722	04/15/2021	9655	Chenille Kraft® Wiggle Eyes, Black, Asso	01 1100 610 003 009	6.90
Check Number: 59810	Check Type: Check	Check Date: 05/10/2021	Vendor: STRAUICHELE	STRAUCH ELECTRIC, LLC	Check Total: 1,145.50
<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>
4291	04/21/2021	9773	Replace 2 LED light fixtures, 2 exhaust	01 2620 340 001 000	1,145.50
Check Number: 59811	Check Type: Check	Check Date: 05/10/2021	Vendor: TRAFERAHOL	TRAFERA HOLDINGS, LLC	Check Total: 19,836.00
<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>
1000211654	04/15/2021	9721	HP 11A G8 EE Chromebook	01 6996 734 000 000	13,630.00
1000211654	04/15/2021	9721	Trafera CBN Warranty - Plat - 4 Yr - A	01 6996 734 000 000	4,350.00
1000212049	04/19/2021	9721	Google Chrome Management Perpetual EDU L	01 6996 734 000 000	1,856.00
Check Number: 59812	Check Type: Check	Check Date: 05/10/2021	Vendor: VINCESCORN	VINCE'S CORNER	Check Total: 58.79
<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>
8539	03/31/2021		SUPERINTENDENT COUNCIL	01 2320 890 000 000	58.79
Check Number: 59813	Check Type: Check	Check Date: 05/10/2021	Vendor: VOYAGER	VOYAGER FLEET SYSTEMS, INC.	Check Total: 3,387.95
<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>
2020-11 IN-0002	12/31/2020		FUEL 07-2020	01 2710 626 000 000	284.50
2020-11 IN-0002	12/31/2020		FUEL 09-2020	01 2710 626 000 000	1,062.53
2020-11 IN-0002	12/31/2020		FUEL 10-2020	01 2710 626 000 000	899.72
8691497732118	05/01/2021		FUEL PURCHASES	01 2710 626 000 000	1,222.70
8691497732118	05/01/2021		TAX ADJUSTMENT	01 2710 626 000 000	(81.50)
Check Number: 59816	Check Type: Check	Check Date: 05/10/2021	Vendor: GRANITETEL	GRANITE TELECOMMUNICATIONS	Check Total: 328.36
<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>
520976020	05/01/2021		PHONE LINES	01 2510 530 000 000	328.36
Check Number: 59817	Check Type: Check	Check Date: 05/10/2021	Vendor: KIDWELL	KIDWELL	Check Total: 761.18
<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>
176858	04/30/2021	9807	Troubleshooting and repair/replacement o	01 2620 340 003 000	761.18

Detail Check Register

Checking Account: 01

GENERAL FUND 01-101

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
59818	Check	05/10/2021	STEVEWEISS	STEVE WEISS MUSIC	992.64
<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>
INV1056628.1	05/06/2021	9699	Concert snare drum sticks	01 1100 733 001 030	32.25
INV1056628.1	05/06/2021	9699	SHIPPING AND HANDLING	01 1100 733 001 030	7.95
INV1056629.1	05/06/2021	9704	Pair of Zildjian 18" classic orchestral	01 1100 733 001 030	489.00
INV1056629.1	05/06/2021	9704	Zildjian 18' Classic orchestral suspende	01 1100 733 001 030	244.00
INV1056629.1	05/06/2021	9704	Encore T103 Payson gnereal timpani malle	01 1100 733 001 030	28.95
INV1056629.1	05/06/2021	9704	Grover Pro suspended bymal Arm	01 1100 733 001 030	40.50
INV1056629.1	05/06/2021	9704	Meinl 22" Cymbal Case Trolley	01 1100 733 001 030	149.99
59819	Check	05/10/2021	JWPEPPERSO	J.W. PEPPER & SON INC.	140.70
<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>
9759	04/26/2021	9759	Changes	01 1100 733 001 032	18.00
9759	04/26/2021	9759	Why We Sing	01 1100 733 001 032	62.50
9759	04/26/2021	9759	Superstition	01 1100 733 001 032	60.20
59820	Check	05/10/2021	SCHOOLSPEC	SCHOOL SPECIALTY INC.	127.15
<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>
208127250622	04/09/2021	9778	tape and brushes	01 1100 610 001 044	70.67
208127250664	04/09/2021	9666	Magna-Tiles 3-D Magnetic Building Tiles,	01 1100 733 003 013	56.48
59821	Check	05/10/2021	TEACHERSD2	TEACHERS DISCOVERY	220.75
<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>
165989	04/02/2021	9667	circumlocution Spanish Signs	01 1100 610 001 026	37.95
165989	04/02/2021	9667	Mini Maraca Keychains	01 1100 610 001 026	39.50
165989	04/02/2021	9667	Question Words Spanish Signs (set of 10)	01 1100 610 001 026	36.00
165989	04/02/2021	9667	Sarape Bookmarks Set of 30	01 1100 610 001 026	30.00
165989	04/02/2021	9667	Verbo -AR Verbs	01 1100 610 001 026	25.95
165989	04/02/2021	9667	Verbo -ER/-IR Verbs	01 1100 610 001 026	25.95
165989	04/02/2021	9667	SHIPPING	01 1100 610 001 026	25.40
59826	Check	05/10/2021	Vendor:		
<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>
59827	Check	05/10/2021	Vendor:		
<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>
59828	Check	05/10/2021	Vendor:		
<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>

*Denotes Expensed Invoice Item

Detail Check Register

Checking Account: 05		ACTIVITY FUND 05-101				
<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>	
151614	04/17/2021	9729	Prom royalty gifts	05 2900 610 001 322	90.00	90.00
453376	03/26/2021		ATHLETIC FUND	05 2900 610 001 100	41.98	41.98
504041	04/20/2021		WOODSHOP PROJECTS	05 2900 610 001 220	16.25	16.25
9001445469	04/07/2021	9799	Affiliation renewal for 21-22	05 2900 610 001 218	95.00	95.00
9001455251	04/07/2021	9798	Affiliation renewal for 21-22	05 2900 610 001 219	385.00	385.00
N002919549	04/05/2021		ATHLETIC CHENILLE LETTERS/BARS	05 2900 610 001 100	657.00	657.00
5522449-00	04/14/2021		WILSON YOUTH FOOTBALL	05 2900 610 001 180	159.80	159.80
722584-a	04/05/2021	9102	Prom snacks	05 2900 610 001 321	90.06	223.15
722664/7	04/21/2021	9764	pop, ect	05 2900 610 001 323	116.85	
722665	04/22/2021		JR HIGH TRACK	05 2900 610 001 100	16.24	
308103735904	04/22/2021		SPRAY PAINT/ATHLETIC	05 2900 610 001 100	1,414.00	1,414.00
ARINV-6171-0001	04/19/2021	9735	Helmet decals for next fall	05 2900 610 001 113	196.20	196.20
15565-001-0001	04/20/2021	9744	14 ga	05 2900 610 001 205	470.00	791.00

Detail Check Register

Checking Account: 05		ACTIVITY FUND 05-101				
15565-001-0001	04/20/2021	9744	12 ga	05 2900 610 001 205	321.00	
Check Number: 17893	Check Type: Check	Check Date: 05/10/2021	Vendor: VINCESCORN	VINCE'S CORNER	Check Total:	556.36
<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>	
APRIL STATEMENT	04/01/2021		SCHOLASTIC PROGRAM	05 2900 610 001 501	106.36	
GIFT CARDS FOR RANCH	04/27/2021	9775	\$10 Gift Cards	05 2900 610 001 235	450.00	
Check Number: 17894	Check Type: Check	Check Date: 05/10/2021	Vendor: WESTERNTRA	WESTERN TRAILS CONFERENCE	Check Total:	1,000.00
<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>	
WTC 2021-2022 DUES	05/04/2021		WTC 2021-2022 DUES	05 2900 610 001 100	1,000.00	

*Denotes Expensed Invoice Item

Checking Account ID: 05

Total without Voids: 5,625.74

Detail Check Register

Checking Account: 06

SCHOOL NUTRITUION FUND 06-101

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
12861364	04/01/2021		ML FOOD	06 3100 630 003 000	989.08
12861398	04/01/2021		HS FOOD	06 3100 630 001 000	588.06
12870119	04/08/2021		ML SUPPLIES	06 3100 610 003 000	80.50
12870119	04/08/2021		ML FOOD	06 3100 630 001 000	1,433.58
12870148	04/08/2021		HS SUPPLIES	06 3100 610 001 000	28.20
12870148	04/08/2021		DISTRICT FOOD	06 3100 630 000 000	13.56
12870148	04/08/2021		HS FOOD	06 3100 630 001 000	725.68
12879803	04/15/2021		ML SUPPLIES	06 3100 610 003 000	19.85
12879803	04/15/2021		ML FOOD	06 3100 630 003 000	945.53
12880099	04/15/2021		HS FOOD	06 3100 630 001 000	428.74
12888637	04/22/2021		ML SUPPLIES	06 3100 610 003 000	60.15
12888637	04/22/2021		ML FOOD	06 3100 630 003 000	1,252.01
12888641	04/22/2021		HS SUPPLIES	06 3100 610 001 000	30.10
12888641	04/22/2021		HS FOOD	06 3100 630 001 000	739.27
12894171	04/26/2021		HS SUPPLIES	06 3100 610 001 000	99.45
12894171	04/26/2021		HS FOOD	06 3100 630 001 000	678.26
12898338	04/29/2021		ML SUPPLIES	06 3100 610 003 000	174.50
12898338	04/29/2021		ML FOOD	06 3100 630 003 000	1,248.49
12898436	04/29/2021		HS SUPPLIES	06 3100 610 001 000	164.45
12898436	04/29/2021		HS FOOD	06 3100 630 001 000	832.41

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
4336451	04/22/2021		HS PEST ELIMINATION	06 3100 890 001 000	119.92

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
1713223	04/06/2021		ML MILK	06 3100 630 003 000	313.32
1713224	04/06/2021		HS MILK	06 3100 630 001 000	98.97
1713270	04/09/2021		ML MILK	06 3100 630 003 000	230.84
1713271	04/09/2021		HS MILK	06 3100 630 001 000	32.98
1713312	04/13/2021		ML MILK	06 3100 630 003 000	221.79
1713313	04/13/2021		HS MILK	06 3100 630 001 000	131.93
1713314	04/13/2021		HS MILK CREDIT	06 3100 630 001 000	(16.51)
1713360	04/16/2021		ML MILK	06 3100 630 003 000	230.87
1713399	04/20/2021		ML MILK	06 3100 630 003 000	205.28
1713400	04/20/2021		HS MILK	06 3100 630 001 000	131.91
1713442	04/23/2021		ML MILK	06 3100 630 003 000	197.87
1713487	04/27/2021		ML MILK	06 3100 630 003 000	197.90
1713488	04/27/2021		HS MILK	06 3100 630 001 000	98.96

Detail Check Register

Checking Account: 06		SCHOOL NUTRITUION FUND 06-101				
1713530	04/30/2021		ML MILK	06 3100 630 003 000	221.76	
Check Number: 5869	Check Type: Check	Check Date: 05/10/2021	Vendor: USFOODSGRA	US FOODS - GRAND ISLAND	Check Total:	5,749.89
<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>	
4276814	04/08/2021		ML SUPPLIES	06 3100 610 003 000	71.46	
4276814	04/08/2021		ML FOOD	06 3100 630 003 000	1,115.98	
4276815	04/08/2021		HS FOOD	06 3100 630 001 000	307.55	
4415300	04/14/2021		ML SUPPLIES	06 3100 610 003 000	56.19	
4415300	04/14/2021		ML FOOD	06 3100 630 003 000	830.97	
4415301	04/15/2021		HS FOOD	06 3100 630 001 000	508.56	
4552339	04/22/2021		ML SUPPLIES	06 3100 610 003 000	59.61	
4552339	04/22/2021		ML FOOD	06 3100 630 003 000	764.96	
4552340	04/22/2021		HS SUPPLIES	06 3100 610 001 000	73.50	
4552340	04/22/2021		HS FOOD	06 3100 630 001 000	507.92	
4693527	04/29/2021		ML FOOD	06 3100 630 003 000	799.93	
4693528	04/29/2021		HS SUPPLIES	06 3100 610 001 000	47.19	
4693528	04/29/2021		DISTRICT FOOD	06 3100 630 000 000	92.23	
4693528	04/29/2021		HS FOOD	06 3100 630 001 000	539.68	
5939881	11/24/2020		CREDIT MEMO	06 3100 630 001 000	(25.84)	
Check Number: 5870	Check Type: Check	Check Date: 05/10/2021	Vendor: PEPSICOLA	PEPSI-COLA OF WESTERN NEBRASKA	Check Total:	1,932.20
<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>	
5100055899	03/05/2021		PEPSI DELIVERY	06 3100 630 001 000	193.15	
5100056342	03/12/2021		PEPSI DELIVERY	06 3100 630 001 000	304.10	
5100056736	03/19/2021		PEPSI DELIVERY	06 3100 630 001 000	77.00	
5100057235	03/26/2021		PEPSI DELIVERY	06 3100 630 001 000	489.35	
5100058222	04/09/2021		PEPSI DELIVERY	06 3100 630 001 000	310.00	
5100058713	04/16/2021		PEPSI DELIVERY	06 3100 630 001 000	314.60	
5100059196	04/23/2021		PEPSI DELIVERY	06 3100 630 003 000	244.00	
Check Number: 5882	Check Type: Check	Check Date: 05/10/2021	Vendor: VENDNET	VENDNET	Check Total:	248.27
<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>	
VNI0000867	04/30/2021	9774	Vending Machine coin mechanism	06 3100 340 001 000	248.27	

*Denotes Expensed Invoice Item

Checking Account ID: 06

Total without Voids: 20,880.02

Detail Check Register

Checking Account: 08

BUILDING FUND 08-101

Check Number: 1487	Check Type: Check	Check Date: 05/10/2021	Vendor: FRANKPARTS	FRANK PARTS COMPANY	Check Total:	21.90
<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>	
453541	03/30/2021		BUILDING IMPROVEMENT	08 4700 720 000 000	21.90	
Check Number: 1488	Check Type: Check	Check Date: 05/10/2021	Vendor: HOMETOWNH	HOMETOWN HARDWARE	Check Total:	117.03
<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>	
503275	04/07/2021		BUILDING IMPROVEMENT	08 4700 720 000 000	3.20	
503287	04/07/2021		BUILDING IMPROVEMENT	08 4700 720 000 000	41.45	
503289	04/07/2021		BUILDING IMPROVEMENT	08 4700 720 000 000	(2.48)	
503638	04/13/2021		STUDENT CENTER	08 4700 720 000 000	52.88	
503665	04/13/2021		BUILDING IMPROVEMENT	08 4700 720 000 000	11.99	
504454	04/27/2021		STUDENT CENTER	08 4700 720 000 000	9.99	
Check Number: 1489	Check Type: Check	Check Date: 05/10/2021	Vendor: MENARDS	MENARDS - SCOTTSBLUFF	Check Total:	100.09
<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>	
32600472	04/10/2021		STUDENT CENTER	08 4700 720 000 000	100.09	

*Denotes Expensed Invoice Item

Checking Account ID: 08

Total without Voids: 239.02

Detail Check Register

Checking Account: 01

GENERAL FUND 01-101

Check Number: 59814	Check Type: Check	Check Date: 05/06/2021	Vendor: NSASSP	NSASSP REGION V PRINCIPALS	Check Total:	260.00
<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>	
LEADERSHIP DAY	05/06/2021	9804	Region 5 dues and 5th grade leadership c	01 2410 890 003 000	260.00	
Check Number: 59815	Check Type: Check	Check Date: 05/06/2021	Vendor: RIVERSIDEZ	RIVERSIDE DISCOVERY CENTER & ZOO	Check Total:	132.75
<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>	
1ST GRADE 2021	05/06/2021	9808	Child admittance	01 1100 580 003 011	78.75	
1ST GRADE 2021	05/06/2021	9808	Adult admittance	01 1100 580 003 011	24.00	
1ST GRADE 2021	05/06/2021	9808	Guided Tour expense	01 1100 580 003 011	30.00	

*Denotes Expensed Invoice Item

Checking Account ID: 01

Total without Voids: 392.75



KIMBALL PUBLIC SCHOOLS

Administration Offices
901 South Nadine Street
Kimball, NE 69145

Mr. Trevor Anderson, Superintendent (308) 235-2188
Carmela Graves, Business Manager Fax (308) 235-3269

May 10, 2021

Treasurer's report is as follows:

	May-21	May-20
Amount received from County Treasurer	220,629.80	184,449.52
Bank Balance April 30, 2021	188,428.30	72,036.42
Savings Account General F April 30, 2021	1,201,440.20	79,387.58
Depreciation Fund April 30, 2021	269,040.21	341,714.69
Building Fund April 30, 2021	602,334.24	463,040.82
Total Available Funds	2,481,872.75	1,140,629.03
Payroll Gross	330,479.63	333,608.50
Amount of Bills	112,188.64	133,452.15
Blue Cross Blue Shield/HSA Pmt/UNUM Life	73,034.12	70,402.44
Nebraska School Retirement	31,679.58	31,950.38
FirsTier Bank (FICA)	24,364.22	24,709.06
Total Amount of Expenses	571,746.19	594,122.53
Balance Remaining after Expenses	1,910,126.56	546,506.50

Monthly Finance Report to the Board

May-21

**Reconciled Balances as of April, 2021		
(Balance on Books)		
	2019-2020	2020-2021
General - Checking	\$ 72,036.42	\$ 188,428.30
General - Savings	\$ 79,387.58	\$ 1,201,440.20
Depreciation	\$ 341,714.69	\$ 269,040.21
Activity	\$ 94,905.76	\$ 55,885.62
Nutrition	\$ 15,843.59	\$ 80,470.14
Spec Building	\$ 463,040.82	\$ 602,334.24
FUNDS TOTAL	\$ 1,066,928.86	\$ 2,397,598.71

MAY GF EXPENDITURES		
	2019-2020	2020-2021
GF Bills Payable	\$ 74,041.66	\$ 112,188.64
GF Payroll	\$ 460,670.38	\$ 448,968.62
(including Ins, RET & Tax)	\$ 534,712.04	\$ 561,157.26
APRIL REVENUE		
Beginning Cash	\$ 72,036.42	\$ 331,329.92
GF Transfer	\$ 300,000.00	\$ 315,000.00
State Aid	\$ 54,838.42	\$ 40,230.18
Kimball County	\$ 184,449.52	\$ 220,629.80
Interest	\$ 128.74	\$ 120.27
Total Month Available	\$ 611,453.10	\$ 907,310.17

Three Year Comparison			
GF Revenue			
	2018-2019	2019-2020	2020-2021
September	\$ 1,674,716.17	\$ 1,620,676.61	\$ 1,867,146.19
October	\$ 328,608.83	\$ 370,455.02	\$ 171,495.91
November	\$ 87,288.07	\$ 258,073.12	\$ 136,319.60
December	\$ 136,608.94	\$ 167,672.61	\$ 178,189.90
January	\$ 1,020,532.58	\$ 805,516.30	\$ 897,599.19
February	\$ 428,411.11	\$ 400,889.47	\$ 617,446.50
March	\$ 317,408.46	\$ 535,707.21	\$ 506,036.13
April	\$ 174,383.25	\$ 239,416.68	\$ 279,311.06
May	\$ 2,028,252.91	\$ 2,145,728.69	
June	\$ 373,908.45	\$ 362,631.27	
July	\$ 116,622.63	\$ 89,372.97	
August	\$ 96,551.91	\$ 364,814.36	
Running Total (YTD)	\$ 4,167,957.41	\$ 4,398,407.02	\$ 4,653,544.48
Total Revenue	\$ 6,783,293.31	\$ 7,360,954.31	\$ 4,653,544.48
% OF BUD (YTD)	61.44%	59.75%	
Annual Budget	\$ 6,847,053.62	\$ 7,277,586.14	\$ 7,501,033.00
% of Bud Rec	99.07%	101.15%	62.04%

MAY NUTRITION FUND		
	2019-2020	2020-2021
NF Bills Payable	\$ 8,796.14	\$ 20,880.02
NF Payroll	\$ 6,812.52	\$ 10,588.93
	\$ 15,608.66	\$ 31,468.95
APRIL REVENUE		
Beginning Cash	\$ 56,395.44	\$ 72,522.99
Lunch Vanco Revenue	\$ 35.93	\$ 1,228.69
SFSP Lunch Claim	\$ 4,326.25	\$ 28,241.86
Checks	\$ -	\$ 4,191.08
	\$ 60,757.62	\$ 106,184.62

Three Year Comparison			
GF Expenditures			
	2018-2019	2019-2020	2020-2021
September	\$ 608,238.54	\$ 541,823.80	\$ 487,856.67
October	\$ 611,347.94	\$ 548,075.31	\$ 642,413.79
November	\$ 609,666.54	\$ 519,493.45	\$ 485,564.01
December	\$ 601,069.51	\$ 540,714.86	\$ 519,205.37
January	\$ 583,030.03	\$ 676,424.14	\$ 582,972.59
February	\$ 542,677.99	\$ 511,251.42	\$ 519,928.79
March	\$ 559,945.08	\$ 526,225.98	\$ 514,916.61
April	\$ 643,327.15	\$ 576,718.62	\$ 506,026.92
May	\$ 616,555.11	\$ 514,281.03	
June	\$ 624,133.34	\$ 504,472.75	
July	\$ 518,298.84	\$ 460,962.76	
August	\$ 685,675.68	\$ 471,351.21	
Running Total (YTD)	\$ 4,759,302.78	\$ 4,440,727.58	\$ 4,258,884.75
Total Expenditures	\$ 7,203,965.75	\$ 6,391,795.33	\$ 4,258,884.75
	18-19	19-20	20-21
% of Bud Spent (YTD)	66.07%	69.48%	
Annual Budget	\$ 8,906,874.00	\$ 8,980,315.56	\$ 9,212,197.00
% of Bud Spent	80.88%	71.18%	46.23%

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	FUND BALANCE	(122.78)	0.00	0.00	0.00	(122.78)
05 704 0100	ATHLETIC FUND	(19,165.04)	2,360.08	510.00	0.00	(21,015.12)
05 704 0101	ACTIVITY TICKETS	3,468.40	0.00	0.00	0.00	3,468.40
05 704 0109	UNIFORMS	(530.90)	0.00	0.00	0.00	(530.90)
05 704 0110	FB GATE RECEIPTS	5,660.00	0.00	0.00	0.00	5,660.00
05 704 0111	FB OFFICIALS	(5,144.20)	0.00	0.00	0.00	(5,144.20)
05 704 0112	FB TRAVEL	(258.00)	0.00	0.00	0.00	(258.00)
05 704 0113	FB SUPPLIES/EQUIP/MISC	(6,969.40)	0.00	0.00	0.00	(6,969.40)
05 704 0120	VB GATE RECEIPTS	5,681.76	0.00	0.00	0.00	5,681.76
05 704 0121	VB OFFICIALS	(3,907.00)	0.00	0.00	0.00	(3,907.00)
05 704 0122	VB TRAVEL	(51.96)	0.00	0.00	0.00	(51.96)
05 704 0123	VB SUPPLIES/EQUIP/MISC	(1,326.95)	0.00	0.00	0.00	(1,326.95)
05 704 0130	XC ENTRY FEES	330.00	0.00	0.00	0.00	330.00
05 704 0133	XC SUPPLIES/EQUIP/MISC	(235.40)	0.00	0.00	0.00	(235.40)
05 704 0137	CHEERLEADING TRAVEL	(1,537.80)	0.00	0.00	0.00	(1,537.80)
05 704 0138	CHEERLEADING SUPPLIES/EQUIP/MISC	(1,119.55)	0.00	0.00	0.00	(1,119.55)
05 704 0140	BBB/GBB GATE RECEIPTS	7,990.97	0.00	285.00	0.00	8,275.97
05 704 0141	BBB/GBB OFFICIALS	(10,721.53)	0.00	0.00	0.00	(10,721.53)
05 704 0142	BBB TRAVEL	(161.00)	0.00	0.00	0.00	(161.00)
05 704 0143	BBB SUPPLIES/EQUIP/MISC	(1,246.35)	0.00	0.00	0.00	(1,246.35)
05 704 0147	GBB TRAVEL	(161.00)	0.00	0.00	0.00	(161.00)
05 704 0148	GBB SUPPLIES/EQUIP/MISC	(1,701.04)	0.00	0.00	0.00	(1,701.04)
05 704 0150	WR GATE RECEIPTS	176.00	0.00	0.00	0.00	176.00
05 704 0151	WR OFFICIALS	(900.00)	0.00	0.00	0.00	(900.00)
05 704 0152	WR TRAVEL	(1,953.68)	0.00	0.00	0.00	(1,953.68)
05 704 0153	WR SUPPLIES/EQUIP/MISC	(2,223.04)	0.00	0.00	0.00	(2,223.04)
05 704 0161	TR OFFICIALS	0.00	360.00	0.00	0.00	(360.00)
05 704 0163	TR SUPPLIES/EQUIP/MISC	(1,636.62)	673.40	0.00	0.00	(2,310.02)
05 704 0170	BOYS GOLF ENTRY FEES	0.00	260.00	0.00	0.00	(260.00)
05 704 0173	BOYS GOLF SUPPLIES/EQUIP/MISC	(1,539.49)	0.00	0.00	0.00	(1,539.49)
05 704 0176	GIRLS GOLF ENTRY FEES	(1,218.75)	0.00	0.00	0.00	(1,218.75)
05 704 0177	GIRLS GOLF TRAVEL	(676.00)	0.00	0.00	0.00	(676.00)
05 704 0178	GIRLS GOLF SUPPLIES/EQUIP/MISC	(1,336.70)	0.00	0.00	0.00	(1,336.70)
05 704 0180	JH FOOTBALL	15.10	0.00	0.00	0.00	15.10
05 704 0181	JH VOLLEYBALL	512.01	0.00	0.00	0.00	512.01
05 704 0182	JH BASKETBALL	87.25	0.00	0.00	0.00	87.25
05 704 0183	JH WRESTLING	(246.91)	0.00	0.00	0.00	(246.91)
05 704 0184	JH TRACK	(392.14)	150.00	0.00	0.00	(542.14)

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0198	RANDOM DRUG TESTING	(2,174.64)	0.00	0.00	0.00	(2,174.64)
05 704 0199	STATE/NATIONAL EXPENSES	(9,848.64)	270.75	0.00	0.00	(10,119.39)
05 704 0201	TRANSFER ACCOUNT	(5.10)	0.00	0.00	0.00	(5.10)
05 704 0202	YEARBOOK	(3,745.88)	0.00	180.00	0.00	(3,565.88)
05 704 0203	VO AG PROJECT MATERIALS	89.04	0.00	0.00	0.00	89.04
05 704 0204	AG EQUIPMENT FUND	500.00	0.00	0.00	0.00	500.00
05 704 0205	FFA PLASMACAM FUND	3,838.33	0.00	0.00	0.00	3,838.33
05 704 0206	SPECIAL EDUCATION	38.61	0.00	0.00	0.00	38.61
05 704 0207	JR CLASS CONCESSION EQUIP FUND	1,854.55	0.00	0.00	0.00	1,854.55
05 704 0208	FACILITY USE	430.00	0.00	0.00	0.00	430.00
05 704 0209	POP FUND	(76.80)	0.00	0.00	0.00	(76.80)
05 704 0210	PADLOCK DEPOSITS	781.41	0.00	0.00	0.00	781.41
05 704 0211	BOOK FINES/FEES	2,005.01	0.00	0.00	0.00	2,005.01
05 704 0215	SPEECH	(3,740.77)	0.00	0.00	0.00	(3,740.77)
05 704 0216	WORLD STRIDES TRIP FUND	12.38	0.00	0.00	0.00	12.38
05 704 0218	HS STUDENT COUNCIL	(952.52)	0.00	86.00	0.00	(866.52)
05 704 0219	NATIONAL HONOR SOCIETY	(440.25)	35.00	0.00	0.00	(475.25)
05 704 0220	WOODSHOP PROJECTS	1,286.56	49.97	23.50	0.00	1,260.09
05 704 0222	BACKPACK FOOD PROGRAM	520.16	0.00	0.00	0.00	520.16
05 704 0225	ONE ACTS	(765.68)	0.00	0.00	0.00	(765.68)
05 704 0230	MILK BREAK	559.90	0.00	0.00	0.00	559.90
05 704 0235	THE RANCH	(250.00)	0.00	0.00	0.00	(250.00)
05 704 0240	PALS MENTORING	1,446.08	0.00	0.00	0.00	1,446.08
05 704 0245	HEALTH & WELLNESS FUND	3,463.67	0.00	0.00	0.00	3,463.67
05 704 0250	DISTRICT PROJECT FUND	8,230.19	0.00	0.00	0.00	8,230.19
05 704 0255	SANTA'S ELVES DONATION FUND	62.20	0.00	0.00	0.00	62.20
05 704 0260	HS QUIZ BOWL	124.10	0.00	0.00	0.00	124.10
05 704 0265	JH QUIZ BOWL	1,028.12	0.00	0.00	0.00	1,028.12
05 704 0270	O'BRIEN READING CABINET	941.31	0.00	0.00	0.00	941.31
05 704 0316	CLASS OF 2016	608.32	0.00	0.00	0.00	608.32
05 704 0317	CLASS OF 2017	1,509.60	0.00	0.00	0.00	1,509.60
05 704 0318	CLASS OF 2018	1,090.49	0.00	0.00	0.00	1,090.49
05 704 0319	CLASS OF 2019	162.52	0.00	0.00	0.00	162.52
05 704 0320	CLASS OF 2020	28.68	0.00	0.00	0.00	28.68
05 704 0321	CLASS OF 2021	2,561.24	0.00	0.00	0.00	2,561.24
05 704 0322	CLASS OF 2022	5,278.79	1,471.54	856.55	0.00	4,663.80
05 704 0323	CLASS OF 2023	1,088.05	57.38	0.00	0.00	1,030.67
05 704 0324	CLASS OF 2024	5.69	0.00	0.00	0.00	5.69

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0400	GRADE ACTIVITY MISCELLANEOUS	15,271.28	0.00	0.00	0.00	15,271.28
05 704 0410	GRADE ACTIVITY LEADERSHIP FUND	121.85	0.00	0.00	0.00	121.85
05 704 0420	GRADE ACTIVITY SPECIAL EDUCATION	323.63	0.00	0.00	0.00	323.63
05 704 0450	JANICEK STOCK MARKET FUNDRAISER	650.10	0.00	0.00	0.00	650.10
05 704 0500	HS MISCELLANEOUS FUND	18,694.75	0.00	0.00	0.00	18,694.75
05 704 0501	HS HONOR ROLL CERTIFICATES	(269.08)	114.36	0.00	0.00	(383.44)
05 704 0502	HS INTEREST EARNED ON ACCOUNT	15,218.17	0.00	3.06	0.00	15,221.23
05 704 0601	BAND ACTIVITY	427.43	4.00	0.00	0.00	423.43
05 704 0602	SCHOOL INSTRUMENT & REPAIRS	2,343.46	0.00	0.00	0.00	2,343.46
05 704 0603	CHORUS	292.14	0.00	30.00	0.00	322.14
05 704 0605	MUSICAL PRODUCTIONS	2,195.15	0.00	0.00	0.00	2,195.15
05 704 0606	SHOW CHOIR UNIFORMS	660.12	0.00	0.00	0.00	660.12
05 704 0607	ELEM SHOW CHOIR	326.74	0.00	0.00	0.00	326.74
05 704 0701	FFA FUND	10,796.48	1,886.00	700.00	0.00	9,610.48
05 704 0703	JH CONCESSIONS	200.00	0.00	0.00	0.00	200.00
05 704 0705	CHEERLEADING FUNDRAISING	5,394.45	0.00	0.00	0.00	5,394.45
05 704 0707	INTERACT CLUB	567.92	0.00	0.00	0.00	567.92
05 704 0709	JH STUDENT COUNCIL	696.71	0.00	0.00	0.00	696.71
05 704 0711	HS STUCO FUNDRAISER	1,275.74	0.00	0.00	0.00	1,275.74
05 704 0713	NATIONAL HONOR SOCIETY FUNDRAISER	254.00	0.00	0.00	0.00	254.00
05 704 0715	XC FUNDRAISING	276.35	0.00	0.00	0.00	276.35
05 704 0717	BOYS GOLF FUNDRAISING	12.34	0.00	0.00	0.00	12.34
05 704 0719	GIRLS GOLF FUNDRAISING	2,970.97	0.00	0.00	0.00	2,970.97
05 704 0721	FB FUNDRAISING	154.81	0.00	0.00	0.00	154.81
05 704 0723	VOLLEYBALL FUNDRAISING	4,104.43	0.00	0.00	0.00	4,104.43
05 704 0725	BBB FUNDRAISING	(6.60)	0.00	0.00	0.00	(6.60)
05 704 0727	GBB FUNDRAISING	982.66	0.00	0.00	0.00	982.66
05 704 0729	WRESTLING FUNDRAISING	556.75	0.00	0.00	0.00	556.75
05 704 0731	TRACK FUNDRAISING	884.46	0.00	0.00	0.00	884.46
05 704 0735	WEIGHT LIFTING CLUB	0.00	0.00	0.00	0.00	0.00
05 704 0737	SPORTSMANSHIP FUND	202.73	0.00	0.00	0.00	202.73
05 704 0739	STAND	1,216.54	0.00	0.00	0.00	1,216.54
05 704 0741	ART CLASS PROJECTS	689.24	0.00	0.00	0.00	689.24
05 704 0743	MATH CLUB	16.86	0.00	0.00	0.00	16.86
05 704 0745	SCIENCE CLUB	2.54	0.00	0.00	0.00	2.54
05 704 0747	MITCHELL SCIENCE GRANT	294.35	0.00	0.00	0.00	294.35
05 704 0749	SPANISH CLUB	68.79	0.00	0.00	0.00	68.79
05 704 0751	7-12 RESOURCE RM FUNDRAISING	64.00	0.00	0.00	0.00	64.00

Activity Fund Balance Report - Summary - Exclude Encumbrances

04/2021 - 04/2021

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0753	SPEECH FUNDRAISING	2,305.57	0.00	0.00	0.00	2,305.57
05 704 0755	ONE ACT FUNDRAISING	3,537.79	0.00	0.00	0.00	3,537.79
05 704 0757	LONGHORNS COMMITTED	2,287.14	0.00	0.00	0.00	2,287.14
05 704 0759	CIVICS FUNDRAISER	58.26	0.00	0.00	0.00	58.26
05 704 0761	KIMBALL PREVENTION COALITION	951.23	0.00	0.00	0.00	951.23
05 704 0762	EDUCATION QUEST	(127.53)	46.73	0.00	0.00	(174.26)
05 704 0999	SCHOLARSHIP FUND	0.00	0.00	0.00	0.00	0.00
Fund Total: 05		71,927.70	7,739.21	2,674.11	0.00	66,862.60

BOARD BUDGET REPORT OF REVENUES

Acct #	Acct Description	Current Mo	YTD	Budget	% of Budget	Prev Yr Mo	Prev YTD	Prev Budget	Prev % of Budget
0217									
05 1710 0218	HS STUDENT COUNCIL	86.00	186.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0219	NATIONAL HONOR SOCIETY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0220	WOODSHOP PROJECTS	23.50	3,331.53	0.00	0.00	0.00	12,323.64	2,000.00	616.18
05 1710 0222	BACKPACK FOOD PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0225	ONE ACTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0235	THE RANCH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0255	SANTA'S ELVES DONATION FUND	0.00	0.00	15,000.00	0.00	0.00	0.00	1,500.00	0.00
05 1710 0260	HS QUIZ BOWL	0.00	235.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0265	JH QUIZ BOWL	0.00	0.00	500.00	0.00	0.00	250.00	500.00	50.00
05 1710 0270	O'BRIEN READING CABINET	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0313	CLASS OF 2013	0.00	0.00	500.00	0.00	0.00	0.00	0.00	0.00
05 1710 0317	CLASS OF 2017	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0318	CLASS OF 2018	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0319	CLASS OF 2019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0320	CLASS OF 2020	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0321	CLASS OF 2021	0.00	0.00	2,500.00	0.00	0.00	17,461.30	16,000.00	109.13
05 1710 0322	CLASS OF 2022	856.55	9,721.78	20,000.00	48.61	0.00	420.50	2,500.00	16.82
05 1710 0323	CLASS OF 2023	0.00	1,397.83	500.00	279.57	0.00	460.00	500.00	92.00
05 1710 0324	ACTIVITIES INCOME	0.00	5.69	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0400	GRADE ACTIVITY MISCELLANEOUS	0.00	99.50	1,500.00	6.63	0.00	423.00	1,500.00	28.20
05 1710 0450	JANICEK STOCK MARKET FUNDRAISER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0500	HS MISCELLANEOUS FUND	0.00	870.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0502	HS INTEREST EARNED ON ACCOUNT	3.06	49.33	500.00	9.87	11.73	258.64	500.00	51.73
05 1710 0601	BAND ACTIVITY	0.00	200.00	1,500.00	13.33	0.00	537.65	1,500.00	35.84
05 1710 0602	SCHOOL INSTRUMENT & REPAIRS	0.00	0.00	1,500.00	0.00	0.00	50.00	1,500.00	3.33
05 1710 0603	CHORUS	30.00	30.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0606	SHOW CHOIR UNIFORMS	0.00	375.00	5,000.00	7.50	0.00	5,276.00	5,000.00	105.52
05 1710 0607	ELEM SHOW CHOIR	0.00	367.00	800.00	45.88	0.00	670.25	750.00	89.37
05 1710 0701	FFA FUND	700.00	4,443.40	18,000.00	24.69	0.00	2,703.00	18,000.00	15.02
05 1710 0703	JH CONCESSIONS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0705	CHEERLEADING FUNDRAISING	0.00	100.00	25,000.00	0.40	0.00	2,940.00	25,000.00	11.76
05 1710 0707	INTERACT CLUB	0.00	0.00	2,500.00	0.00	0.00	2,076.20	2,500.00	83.05
05 1710 0709	JH STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0711	HS STUCO FUNDRAISER	0.00	0.00	2,000.00	0.00	0.00	158.00	2,000.00	7.90
05 1710 0713	NATIONAL HONOR SOCIETY FUNDRAISER	0.00	0.00	350.00	0.00	0.00	0.00	350.00	0.00
05 1710 0715	XC FUNDRAISING	0.00	0.00	2,000.00	0.00	0.00	0.00	2,000.00	0.00

BOARD BUDGET REPORT OF REVENUES

Acct #	Acct Description	Current Mo	YTD	Budget	% of Budget	Prev Yr Mo	Prev YTD	Prev Budget	Prev % of Budget
05 1710 0717	BOYS GOLF FUNDRAISING	0.00	0.00	1,000.00	0.00	0.00	0.00	1,000.00	0.00
05 1710 0719	GIRLS GOLF FUNDRAISING	0.00	561.00	1,000.00	56.10	0.00	1,539.03	1,000.00	153.90
05 1710 0721	FB FUNDRAISING	0.00	336.00	2,000.00	16.80	0.00	0.00	2,000.00	0.00
05 1710 0723	VOLLEYBALL FUND	0.00	9,781.08	5,000.00	195.62	0.00	11,288.60	5,000.00	225.77
05 1710 0725	BBB FUNDRAISING	0.00	0.00	500.00	0.00	0.00	800.00	500.00	160.00
05 1710 0727	GBB FUNDRAISING	0.00	1,085.00	3,000.00	36.17	0.00	1,801.00	3,000.00	60.03
05 1710 0729	WRESTLING FUNDRAISING	0.00	246.34	750.00	32.85	0.00	652.00	750.00	86.93
05 1710 0731	TRACK FUNDRAISING	0.00	0.00	4,000.00	0.00	0.00	0.00	4,000.00	0.00
05 1710 0739	STAND	0.00	0.00	2,000.00	0.00	0.00	0.00	2,000.00	0.00
05 1710 0741	ART CLASS PROJECTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0743	MATH CLUB	0.00	0.00	100.00	0.00	0.00	0.00	100.00	0.00
05 1710 0745	SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0753	SPEECH FUNDRAISING	0.00	1,804.74	250.00	721.90	0.00	176.00	250.00	70.40
05 1710 0755	ONE ACT FUNDRAISING	0.00	0.00	1,000.00	0.00	0.00	404.00	1,000.00	40.40
05 1710 0757	LONGHORNS COMMITTED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0759	CIVICS FUNDRAISER	0.00	5,209.03	0.00	0.00	0.00	702.95	0.00	0.00
05 1710 0761	KIMBALL PREVENTION COALITION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0762	EDUCATION QUEST	0.00	(122.78)	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0763	TOM SOUTHARD MEMORIAL	0.00	1,960.00	0.00	0.00	0.00	0.00	0.00	0.00
05 1710 0999	SCHOLARSHIP INCOME	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 5200	TRANSFERS FROM OTHER FUNDS	0.00	0.00	75,000.00	0.00	0.00	0.00	0.00	0.00
		2,674.11	58,797.33	268,500.00	21.90	11.73	83,893.84	171,150.00	49.02
05	ACTIVITIES	2,674.11	58,797.33	268,500.00	21.90	11.73	83,893.84	171,150.00	49.02
06	SCHOOL NUTRITION								
06 1611	STUDENT LUNCHESES	0.00	20,510.53	77,750.00	26.38	(79.80)	62,213.84	75,000.00	82.95
06 1612	STUDENT BREAKFASTS	0.00	0.00	9,000.00	0.00	0.00	5,342.75	8,000.00	66.78
06 1613	SPECIAL MILK PROGRAM	0.00	0.00	500.00	0.00	0.00	154.10	500.00	30.82
06 1620	FOOD PROGRAM ADULT RECEIPTS	0.00	741.77	37,750.00	1.96	0.00	28,869.85	35,000.00	82.49
06 1990	OTHER LOCAL RECEIPTS	5,419.77	21,283.05	0.00	0.00	0.00	0.00	1,000.00	0.00
06 3150	SCHOOL LUNCH-STATE SHARE	28,241.86	159,769.89	130,000.00	122.90	4,326.25	81,478.29	150,000.00	54.32
06 3990	OTHER STATE RECEIPTS	0.00	28,022.12	0.00	0.00	0.00	0.00	0.00	0.00
06 4210	SCHOOL LUNCH (FED ONLY)	0.00	0.00	1,000.00	0.00	0.00	0.00	0.00	0.00
06 5200	TRANSFERS FROM OTHER FUNDS	0.00	15,000.00	5,000.00	300.00	0.00	45,000.00	88,433.64	50.89
		33,661.63	245,327.36	261,000.00	94.00	4,246.45	223,058.83	357,933.64	62.32
06	SCHOOL NUTRITION	33,661.63	245,327.36	261,000.00	94.00	4,246.45	223,058.83	357,933.64	62.32
08	SPECIAL BUILDING FUND								
08 1100	PROPERTY TAXES	3,615.51	74,156.56	105,730.00	70.14	3,294.69	82,966.87	148,500.00	55.87
08 1115	CARLINE TAXES	0.00	0.00	0.00	0.00	0.00	120.17	900.00	13.35
08 1140	PROP TAXES PENALTIES & INTEREST	163.64	548.77	0.00	0.00	167.85	664.44	500.00	132.89
08 1510	INTEREST ON LOCAL REV RECEIPTS	56.16	1,865.25	0.00	0.00	265.86	2,665.75	5,000.00	53.32
08 1920	CONTRIBUTIONS/DONATIONS PRIVATE	0.00	1,280.00	0.00	0.00	0.00	2,500.00	0.00	0.00
08 3130	HOMESTEAD ALLOCATION	273.91	547.82	0.00	0.00	355.14	718.41	0.00	0.00
08 3131	PROPERTY TAX CREDIT	0.00	2,855.32	0.00	0.00	273.73	4,360.01	0.00	0.00
08 3132	PROP TAX CREDIT-RAILROADS/PUBLIC SERVICE	0.00	0.00	0.00	0.00	0.00	937.39	0.00	0.00

BOARD BUDGET REPORT OF REVENUES

Acct #	Acct Description	Current Mo	YTD	Budget	% of Budget	Prev Yr Mo	Prev YTD	Prev Budget	Prev % of Budget
08 3133	NAMEPLATE CAPACITY TAX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
08 3134	PERS PROP PUB SERV & RR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
08 3180	PRO-RATA MOTOR VEHICLE	0.00	240.71	0.00	0.00	0.00	69.44	250.00	27.78
		<u>4,109.22</u>	<u>81,494.43</u>	<u>105,730.00</u>	<u>77.08</u>	<u>4,357.27</u>	<u>95,002.48</u>	<u>155,150.00</u>	<u>61.23</u>
08	SPECIAL BUILDING FUND	4,109.22	81,494.43	105,730.00	77.08	4,357.27	95,002.48	155,150.00	61.23
Grand Total:		<u>319,781.08</u>	<u>5,040,488.79</u>	<u>8,336,263.00</u>	<u>60.46</u>	<u>248,228.13</u>	<u>4,802,272.11</u>	<u>8,166,819.78</u>	<u>58.80</u>

BOARD BUDGET REPORT OF EXPENSES

Object #	Current Mo	YTD	Budget	% of Budget	Prev Yr Mo	Prev YTD	Prev Budget	Prev % of Budget	
01	GENERAL FUND								
000	AMT ABSORB UNUSED BUDGET AUTH	0.00	0.00	1,368,197.00	0.00	0.00	0.00	1,676,535.72	0.00
105	EXECUTIVE ADMINISTRATION SALARIES	9,166.67	73,333.36	160,680.00	45.64	11,666.67	93,333.36	156,000.00	59.83
110	SALARIES NON-INSTRUCTIONAL	36,443.06	266,813.31	419,210.00	63.65	36,622.79	291,281.81	438,000.00	66.50
111	SALARIES TEACHERS/PROF STAFF	197,486.72	1,599,586.36	2,693,847.10	59.38	207,989.85	1,670,493.02	2,542,570.00	65.70
112	SALARIES PARAS	31,202.83	212,490.34	335,975.05	63.25	32,732.17	202,927.07	321,335.00	63.15
114	SALARIES DIRECTOR	2,770.75	14,593.06	18,797.50	77.63	1,612.50	16,680.00	18,250.00	91.40
116	SALARIES PROFESSIONAL NON-CERTIFIED	13,273.88	105,990.38	177,675.00	59.65	14,141.34	113,130.72	172,500.00	65.58
120	SUBSTITUTE NON-INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	93.00	0.00	0.00
122	SUBSTITUTES PARAS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
123	SUBSTITUTES SALARIES - TEACHERS	4,650.00	51,550.85	62,830.00	82.05	3,144.10	30,938.28	61,000.00	50.72
126	SUBSTITUTES SALARIES - PROFESSIONAL	0.00	0.00	1,545.00	0.00	0.00	0.00	1,500.00	0.00
130	OVERTIME NON-INSTRUCTIONAL	111.87	895.38	3,500.00	25.58	195.38	2,215.47	3,500.00	63.30
132	OVERTIME PARAS	0.00	0.22	1,500.00	0.01	0.00	1,405.25	0.00	0.00
150	ADDITIONAL COMP NON-INSTRUCTIONAL	11,976.25	14,300.00	15,450.00	92.56	2,691.63	9,413.04	15,000.00	62.75
151	ADDITIONAL COMP TEACHERS/PROF STAFF	10,900.74	86,255.10	159,650.00	54.03	12,960.48	95,023.84	155,000.00	61.31
152	ADDITIONAL COMP PARAS	232.38	1,859.04	5,150.00	36.10	194.15	1,553.20	5,000.00	31.06
210	GROUP INSURANCE NON-INSTRUCTIONAL	7,570.17	59,276.57	85,886.55	69.02	5,860.54	48,152.29	83,385.00	57.75
211	GROUP INSURANCE TEACHERS/PROF STAFF	52,884.29	433,945.35	822,164.00	52.78	52,575.03	429,181.86	741,300.00	57.90
212	GROUP INSURANCE PARAS	34.47	3,535.31	599.55	589.66	44.36	1,379.27	485.00	284.39
214	GROUP INSURANCE DIRECTOR	0.00	0.00	5.00	0.00	0.00	0.00	0.00	0.00
215	GROUP INSURANCE SUPERINTENDENT	1,865.24	14,291.39	20,260.83	70.54	2.90	23.20	35.00	66.29
216	GROUP INSURANCE PROFESSIONAL NONCERTIFIE	5,649.47	45,811.54	53,663.00	85.37	4,087.27	32,698.16	52,100.00	62.76
220	SOCIAL SECURITY NON-INSTRUCTIONAL	3,491.81	19,629.02	35,744.16	54.92	2,812.80	21,595.68	34,704.50	62.23
221	SOCIAL SECURITY TEACHERS/PROF STAFF	15,734.51	125,025.95	206,141.82	60.65	16,397.89	130,838.53	194,806.61	67.16
222	SOCIAL SECURITY PARAS	2,330.08	15,666.92	25,319.61	61.88	2,450.62	14,793.85	24,582.12	60.18
223	SOCIAL SECURITY SUB TEACHERS	355.74	3,943.77	4,806.51	82.05	240.52	2,366.86	4,666.50	50.72
224	SOCIAL SECURITY DIRECTOR	211.95	1,112.96	1,438.01	77.40	123.36	1,276.06	1,396.13	91.40
225	SOCIAL SECURITY SUPERINTENDENT	697.14	5,577.12	12,292.02	45.37	886.94	6,371.40	11,934.00	53.39
226	SOCIAL SECURITY PROFESSIONAL/NONCERTIFIE	986.67	7,878.01	13,592.14	57.96	1,058.14	8,470.22	13,196.25	64.19
229	SOCIAL SECURITY EARLY RETIREMENT	0.00	4,590.00	0.00	0.00	0.00	0.00	0.00	0.00
230	RETIREMENT NON-INSTRUCTIONAL	3,457.68	26,050.46	44,612.70	58.39	3,635.81	28,843.81	43,314.77	66.59
231	RETIREMENT TEACHERS/PROF STAFF	20,870.55	165,544.81	265,008.36	62.47	21,825.01	174,017.20	250,018.31	69.60
232	RETIREMENT PARAS	3,105.12	19,641.75	31,980.86	61.42	3,073.15	19,938.27	31,049.38	64.21
234	RETIREMENT DIRECTOR	133.82	269.25	1,856.78	14.50	0.00	0.00	1,802.70	0.00
235	RETIREMENT SUPERINTENDENT	905.47	7,243.76	15,871.65	45.64	1,152.41	9,219.28	15,409.37	59.83
236	RETIREMENT PROFESSIONAL NONCERTIFIED	1,311.16	10,299.57	17,550.39	58.69	1,396.86	11,174.88	17,039.20	65.58
237	INCREASED RETIREMENT CONTRIBUTIONS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
239	EARLY RETIREMENT	0.00	60,000.00	60,000.00	100.00	0.00	64,590.00	60,000.00	107.65
270	WORKERS COMP NON-INSTRUCTIONAL	0.00	6,989.00	11,330.00	61.69	0.00	10,161.00	11,000.00	92.37
271	WORKMEN'S COMP TEACHERS/PROF STAFF	0.00	18,976.00	16,000.00	118.60	0.00	11,764.00	16,000.00	73.53
280	HEALTH BENEFIT PAID NON-INSTRUCTIONAL	320.76	2,566.08	2,454.00	104.57	299.85	1,906.09	2,400.00	79.42
281	HEALTH BENEFIT PAID TEACHERS/PROF STAFF	2,839.36	23,730.51	42,246.50	56.17	2,176.08	17,598.54	38,500.00	45.71
286	HEALTH BENEFIT PAID PROF NON-CERTIFIED	0.00	0.00	1,236.00	0.00	94.95	752.56	1,200.00	62.71
291	OTHER BENEFITS TEACHERS/PROF STAFF	619.55	4,422.65	10,500.00	42.12	(313.99)	5,616.05	10,000.00	56.16
293	OTHER BENEFITS SUBSTITUTES	75.00	652.50	1,000.00	65.25	40.15	562.15	1,000.00	56.22
315	AUDIT	0.00	15,517.00	27,000.00	57.47	1,122.00	16,324.76	22,000.00	74.20
317	LEGAL SERVICES	414.00	12,385.80	30,000.00	72.50	1,694.00	21,689.04	20,000.00	108.45
320	PROFESSIONAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
330	EMPLOYEE TRAINING/PROF DEVELOPMENT	3,094.50	19,959.50	11,824.00	168.80	0.00	14,041.58	11,300.00	124.26
332	MILEAGE TO PARENTS	0.00	671.90	11,000.00	9.16	368.73	996.87	6,000.00	16.61
340	OTHER PROFESSIONAL SERVICES	1,384.12	43,794.08	31,750.00	137.93	1,491.50	51,285.50	31,750.00	161.53
350	Technical services	0.00	2,125.65	0.00	0.00	0.00	0.00	0.00	0.00
382	REIMBURSIBLE DISTANCE LEARNING	1,429.49	7,203.25	8,000.00	90.04	229.32	1,984.56	6,000.00	33.08
410	WATER AND SEWER	1,933.83	18,177.15	30,000.00	68.56	1,545.03	15,336.81	26,000.00	58.99
420	CLEANING SERVICES	0.00	0.00	22,196.00	0.00	0.00	0.00	0.00	0.00
490	ASBESTOS ABATEMENT	0.00	0.00	1,000.00	0.00	0.00	0.00	1,000.00	0.00

BOARD BUDGET REPORT OF EXPENSES

Object #	Current Mo	YTD	Budget	% of Budget	Prev Yr Mo	Prev YTD	Prev Budget	Prev % of Budget	
520	INSURANCE OTHER THAN EMPLOYEE BENEFITS	0.00	38,757.82	65,000.00	59.63	0.00	50,865.78	65,000.00	78.26
521	FIDELITY BOND PREMIUMS	0.00	250.00	250.00	100.00	0.00	250.00	250.00	100.00
530	TELEPHONE	984.56	17,082.45	36,000.00	49.78	2,235.25	16,932.17	36,000.00	47.03
531	POSTAGE	96.20	193.55	5,000.00	3.87	0.00	1,989.25	5,000.00	39.79
540	ADVERTISING AND PRINTING	154.51	4,291.03	6,500.00	66.02	34.00	2,801.67	6,000.00	46.69
561	TUITION PAID TO OTHER DISTRICTS	3,534.30	32,181.35	47,600.00	67.61	13,161.40	58,152.12	47,600.00	122.17
569	TUITION OTHER (OUT OF STATE)	0.00	0.00	10,000.00	0.00	0.00	570.00	10,000.00	5.70
580	TRAVEL EXPENSE AND MILEAGE	0.00	780.54	53,650.00	1.45	1,135.99	19,845.10	49,150.00	40.38
591	ESU - MIPS CLERICAL	20,473.93	126,002.81	225,135.00	55.97	17,027.46	124,234.03	217,600.00	57.09
610	SUPPLIES	7,028.13	92,848.77	266,949.91	39.86	60,869.78	133,785.55	232,450.00	57.55
621	NATURAL GAS	16,045.53	110,544.06	207,000.00	58.42	18,087.46	113,357.05	207,000.00	54.76
626	GAS AND OIL	3,692.40	21,545.44	50,000.00	44.59	2,014.13	28,383.13	46,000.00	61.70
640	TEXTBOOKS	423.67	36,382.64	88,050.00	47.39	0.00	55,708.74	88,050.00	63.27
642	AUDIO-VISUAL MATERIALS	0.00	181.50	0.00	0.00	0.00	0.00	0.00	0.00
643	WEB/CLOUD BASED SOFTWARE	0.00	12,070.00	0.00	0.00	0.00	0.00	0.00	0.00
650	SUPPLIES-TECHNOLOGY RELATED	(15.05)	5,324.90	63,825.00	8.37	16,814.66	20,155.16	28,300.00	71.22
720	BUILDINGS AND IMPROVEMENTS	104.88	28,381.00	20,000.00	142.03	0.00	16,119.00	20,000.00	80.60
732	VEHICLE ACQUISITION	0.00	0.00	200,000.00	0.00	0.00	0.00	200,000.00	0.00
733	FURNITURE AND EQUIPMENT	52.98	19,354.07	98,300.00	26.30	(6,799.39)	2,021.81	98,300.00	2.06
734	COMPUTER EQUIPMENT (HARDWARE)	0.00	16,808.73	7,500.00	224.12	344.90	7,564.47	5,000.00	151.29
735	COMPUTER SOFTWARE	0.00	18,187.01	24,000.00	88.28	0.00	12,505.75	21,500.00	58.17
805	DEBT SERVICE (CLEAN HARBORS)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
807	REVALUATION OF TAXABLE PROPERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
810	DUES AND FEES	0.00	7,940.00	18,750.00	42.35	310.00	9,760.00	16,250.00	60.06
890	OTHER MISC OBJECTS	1,529.78	18,706.18	68,350.00	28.56	1,160.69	17,285.51	64,300.00	26.88
912	TRANSFERS TO LUNCH FROM GEN FD	0.00	15,000.00	175,000.00	8.57	0.00	45,000.00	90,000.00	50.00
913	TRANSFERS TO ACTIVITY ACCOUNTS	0.00	0.00	75,000.00	0.00	0.00	0.00	75,000.00	0.00
01	GENERAL FUND	506,026.92	4,256,985.83	9,212,197.00	46.79	576,718.62	4,440,727.58	8,980,315.56	49.45
02	DEPRECIATION FUND								
450	CONSTRUCTION SERVICES	0.00	0.00	400,000.00	0.00	0.00	11,545.14	508,785.55	2.27
610	SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
733	FURNITURE AND EQUIPMENT	0.00	7,472.12	126,975.00	34.61	3,150.00	53,731.18	205,000.00	26.21
02	DEPRECIATION FUND	0.00	7,472.12	526,975.00	8.34	3,150.00	65,276.32	713,785.55	9.15
05	ACTIVITIES								
610	SUPPLIES	7,739.21	348,375.38	424,145.00	83.32	4,095.46	120,685.12	381,060.00	31.67
05	ACTIVITIES	7,739.21	348,375.38	424,145.00	83.32	4,095.46	120,685.12	381,060.00	31.67
06	SCHOOL NUTRITION								
110	SALARIES NON-INSTRUCTIONAL	9,765.82	72,147.74	124,630.00	57.89	9,657.44	70,025.00	121,000.00	57.87
120	SUBSTITUTE NON-INSTRUCTIONAL	0.00	0.00	1,500.00	0.00	0.00	0.00	1,500.00	0.00
130	OVERTIME NON-INSTRUCTIONAL	0.00	0.00	100.00	0.00	0.00	32.25	0.00	0.00
210	GROUP INSURANCE NON-INSTRUCTIONAL	721.88	5,652.07	8,471.75	66.72	680.10	5,435.05	8,225.00	66.08
211	GROUP INSURANCE TEACHERS/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
220	SOCIAL SECURITY NON-INSTRUCTIONAL	743.25	5,387.35	9,534.21	56.51	738.79	5,307.15	9,256.50	57.33
221	SOCIAL SECURITY TEACHERS/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230	RETIREMENT NON-INSTRUCTIONAL	722.58	5,736.80	12,310.70	46.60	867.14	6,349.54	11,952.15	53.12
231	RETIREMENT TEACHERS/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
261	UNEMPLOYMENT TEACHER/PROF STAFF	0.00	0.00	3,000.00	0.00	0.00	0.00	5,000.00	0.00
270	WORKERS COMP NON-INSTRUCTIONAL	0.00	0.00	4,000.00	0.00	0.00	3,821.00	4,000.00	95.53
340	OTHER PROFESSIONAL SERVICES	0.00	0.00	5,000.00	4.97	178.14	178.14	10,000.00	1.78
610	SUPPLIES	1,120.75	9,234.54	11,000.00	83.95	1,392.13	6,927.40	11,000.00	62.98
630	FOOD	14,491.14	124,253.13	162,241.35	76.59	13,118.33	134,039.12	170,000.00	78.85
733	FURNITURE AND EQUIPMENT	0.00	0.00	3,000.00	0.00	37.98	347.62	5,000.00	6.95
890	OTHER MISC OBJECTS	0.00	599.60	1,000.00	59.96	9.02	190.39	1,000.00	19.04
06	SCHOOL NUTRITION	27,565.42	223,011.23	345,788.01	64.57	26,679.07	232,652.66	357,933.65	65.00
08	SPECIAL BUILDING FUND								
720	BUILDINGS AND IMPROVEMENTS	2,874.84	11,476.29	669,241.00	7.55	0.00	205,617.91	550,231.47	37.37
733	FURNITURE AND EQUIPMENT	0.00	0.00	0.00	0.00	0.00	5,649.54	0.00	0.00
08	SPECIAL BUILDING FUND	2,874.84	11,476.29	669,241.00	7.55	0.00	211,267.45	550,231.47	38.40
Grand Total:		544,206.39	4,847,320.85	11,178,346.01	44.56	610,643.15	5,070,609.13	10,983,326.23	46.17

Mary Lynch Elementary School

May 10th, 2021

“Stronger Together”

Principal: Jamie Soper

Wednesday- Professional Development -

April 14th - Mary Lynch- complete writing curriculum

April 21st- Mary Lynch - complete reading curriculum

April 28th- The staff read chapter 6 in Marzano. We focused on the teaching strategies that can arise in our daily lessons. The items we focused on were transitions, homework and quick academic checks. This is where our conversation started on homework. We feel it is important to partner with our parents in order to give our students the best education.

May 5th - Committee Meetings - Mary Lynch and Jr/Sr high PBIS meetings and the quarterly ELITE meeting with staff, admin and ELITE leaders.

Homework

As a Mary Lynch staff, we are having conversations about homework. We want to partner with our parents next year and add some additional homework for our students. I have asked each grade level to bring their thoughts to me, and we will make a building decision. We will increase our parent communication on this topic next school year.

MTSS(Multitiered System of Supports) Team

Our team participated in 2 days of training on April 26th and 27th. The process will improve our Tier 1 instruction and help us to identify students who need additional support.

Mary Lynch Team members - Jamie Soper, Lani Heeg, Cassady Malm, Sarah Lewis, Heidi Chesley
This training was exceptional. We had great conversations about curriculum and instruction in our district. Our goal with this process is to have core instruction reach 80% of our students. The ESU will present the nuts and bolts of MTSS to our staff in August.

Current Enrollment - May 10th, 2021

Prek - 26

Kindergarten - 40

First Grade - 22

Second Grade - 22

Third Grade - 31

Fourth Grade 20

Fifth Grade - 40

Sixth Grade - 27

Total - 228

JR/SR High School Principal Report – May 2021

- Personnel: All teaching positions have been filled for next year. We will still be looking for a special education paraprofessional to start the school year next year.
- After the MTSS workshop last month, we are excited to begin the implementation process this fall. I was pleased to discover that we have many elements already in place thanks to Beyond Textbooks. We would like to purchase Branching Minds for fall implementation. This software provides a repository for all student data (academic and behavior) that will allow for more effective interventions and communication among staff to better serve our students' needs.
- At the beginning of the quarter, I started a Respect challenge with our students. There were too many office referrals for disrespectful behavior (inappropriate language, not following directions, disparaging remarks to and about staff and other students, etc.) I set a goal of 15 or less disrespectful incidents this quarter. If students meet this goal by March 12th, we would have a special schedule with fun activities. Currently we are at 12 incidents. If they meet their goal, Respect Day activities will occur on Wednesday from 8:00-11:00 am. Students will then be released for lunch and the Honors program will follow beginning at 11:30.
- I am still looking for 4-5 more community members to help with one week of enrichment next school year. If you know of anyone with a special skill or hobby that might be willing to share with our students, please let me know and I will reach out to them.
- Graduation is set to proceed as normal on Saturday, May 15th. One student was able to complete missing credits this quarter at VALTS and will be able to graduate with his class.
- Clean-up day went great on April 28th. The students did a terrific job and Mrs. Ferguson and the Civics class provided a great meal afterward.

We heard many positive comments from community members – it is great to give our students a chance to give back to the community which is so supportive of them and our schools!

- Summer school will occur the first two weeks of the summer (May 24th – June 4th). Students who failed a semester with a 60% or higher are eligible to attend. Students who successfully complete their work will earn credit for the class.

- Upcoming Events:
 - Respect Day May 12th
 - Honors Program May 12th 11:30am -1:30 pm
 - Graduation May 15th
 - Last day of school May 21st

May 2021 Superintendent Report

- Financial Update -

- 44.56% of the budget spent; 67% of fiscal year completed. 33% of year remaining and 55.44% of budget unspent.
- Through April 2021, we have spent 44.56% at this point in 2020 46.17%, and in 2019 49.31% had been spent.
- Actual Year-To-Date Expenditures are \$4,847,320.85.
- Compared to \$5,070,609.13 last year, \$5,376,568.47 two years ago and \$5,138,850.20 three years ago.
- The current cash balance in the General Fund is \$1,389,868.50.
- In 2020 at this time the balance was \$151,424, in 2019 the balance was at \$180,726.88.

- KPS School COVID-19 Update -

- The state of Nebraska released an updated Directed Health Measure (DHM) on May 6, 2021. Included in this updated DHM were a couple of changes that impact our district: (1) School-aged individuals may now wear a face covering or mask for 14 days following exposure, practice social distancing, and self-monitor twice daily for fever or other symptoms in lieu of quarantine or isolation. (2) Event plans are no longer required to be submitted to local health districts for approval prior to hosting events at a school district.
- These changes to the state of Nebraska DHMs should permit the district to resume more normal operations this coming school year should they remain in place.

Technology Goal 1: The district will utilize instructional technology to enhance the high levels of learning required for success. (Continued from last month)

C. Action Step

- Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

*This is something that we are constantly working on. Communication is a constant within all our buildings so we do our best to try to make sure the above people see assessment data. At the elementary level, we share this at parent teacher conferences and send reports home with students. The stakeholders were given a brochure created by Mr. Anderson earlier this year.

2. Objective

Educators will facilitate learning with technology to support student achievement.

A. Action Step

- Foster a culture where students take ownership of their learning goals and outcomes.

* All levels are working on this by having Longhorn Time, Busy Kids club, making testing goals to help students see the importance of testing.

B. Action Step

- Manage the use of technology and student learning strategies in digital platforms, virtual environments, and hands-on makerspaces.

* We continue to work on adding digital and virtual environments to all levels of the students' education. From

Pre-K through seniors our students are using technology almost daily.

C. Action Step

- Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

* At the elementary level students do this every other week in our Family Challenges. Here they do STEM activities and work as a class to build cooperative learning and to solve problems.

Grade	Subject	Mean Score	Grade Level Norm
7th	Math	226	227
7th	Reading	219	218
7th	Language Usage	219	217
7th	Science	216	211
8th	Math	224	230
8th	Reading	217	222
8th	Language Usage	217	219
8th	Science	216	213
9th	Math	228	230
9th	Reading	220	221
9th	Language Usage	220	219
9th	Science	216	214
10th	Math	233	232
10th	Reading	222	224
10th	Language Usage	222	221
10th	Science	222	215
11th	Math	225	234
11th	Reading	216	225
11th	Language Usage	219	222
11th	Science	217	***

*** denotes no national average

of Student At or Above Norm Grade Level (#/total)

Average # of Growth Goals Met (4 subjects)

16/27 17/27 15/25 19/27	1.96
9/24 9/24 10/24 15/24	1.46
14/27 14/26 17/26 16/26	1.11
10/23 12/22 12/23 16/23	1.5
6/23 7/22 10/24 ***	1.13

2020-2021 Activities Participation for Kimball Public Schools

9th Grade

29 Total Students 21 Participants for 72%

Basketball 7, Cross Country 3, Football 2, Golf 1, Volleyball 6, Wrestling 1, Cheer 0, Track 10, Vocal Music 8, Instrumental Music 7, Play Production 0, Speech 2, FFA 6

Sports Only Participants 6 for 28%

Sports/Other Participants 10 for 48%

Other Only Participants 5 for 24%

10th Grade

23 Total Students 16 Participants for 70%

Basketball 3, Cross Country 2, Football 4, Golf 2, Volleyball 6, Wrestling 3, Cheer 1, Track 5, Vocal Music 8, Instrumental Music 11, Play Production 0, Speech 4, FFA 2

Sports Only Participants 3 for 19%

Sports/Other Participants 11 for 68 %

Other Only Participants 2 for 13%

11th Grade

26 Total Students 15 Participants for 58%

Basketball 7, Cross Country 2, Football 1, Golf 4, Volleyball 5, Wrestling 0, Cheer 0, Track 2, Vocal Music 9, Instrumental Music 6, Play Production 0, Speech 1, FFA 1

Sports only Participants 1 for 1%

Sports /Other Participants 14 for 98%

Other Only Participants 1 for 1%

12th Grade

27 Total Students 24 Participants for 89%

Basketball 6, Cross Country 2, Football 6, Golf 5, Volleyball 3, Wrestling 1, Cheer 3, Track 6,
Vocal Music 11, Instrumental Music 7, Play Production 0, Speech 4, FFA 4

Sports Only 5 for 20%

Sports/Other 16 for 67%

Other Only 3 for 13%

9-12

105 Total Students 76 Participants for 72%

Break down of the 76 students by activity

Instrumental Music 31 Participants for 41%

Basketball 23 Participants for 30%

Track 23 Participants for 30%

Vocal Music 36 Participants for 47%

FFA 13 Participants for 17%

Volleyball 20 Participants for 20%

Football 13 Participants for 17%

Golf 12 Participants for 16%

Play Production 0 Participants for 0%

Speech 11 Participants for 14 %

Cross Country 9 Participants for 12%

Cheer 4 Participants for .05%

Wrestling 5 Participants for .07%

2020-2021 Junior High Participation

7th Grade

29 Total Students 26 participants for 90%

Instrumental Music 14, Basketball 21, Cross Country 2, Football 8, Volleyball 14, Wrestling 2, Track 19, Vocal Music 24

Sports Only Participants 2 for .076%

Sports /Other Participants 20 for 99%

Other Only Participants 1 for .038%

8th Grade

26 Total Students 21 Participants for 81%

Instrumental Music 8, Basketball 11, Cross Country 4, Football 10, Volleyball 4, Wrestling 3, Track 8, Vocal Music 11

Sports Only Participants 6 for 29%

Sports/Other Participants 15 for 71%

Other Only Participants 0 for 0%

7-8

55 Total Students 47 Participants for 85%

Break down of the 56 students by activity

Track 28 Participants for 60%

Instrumental Music 22 Participants for 47%

Vocal Music 34 Participants for 72%

Basketball 35 Participants for 74%

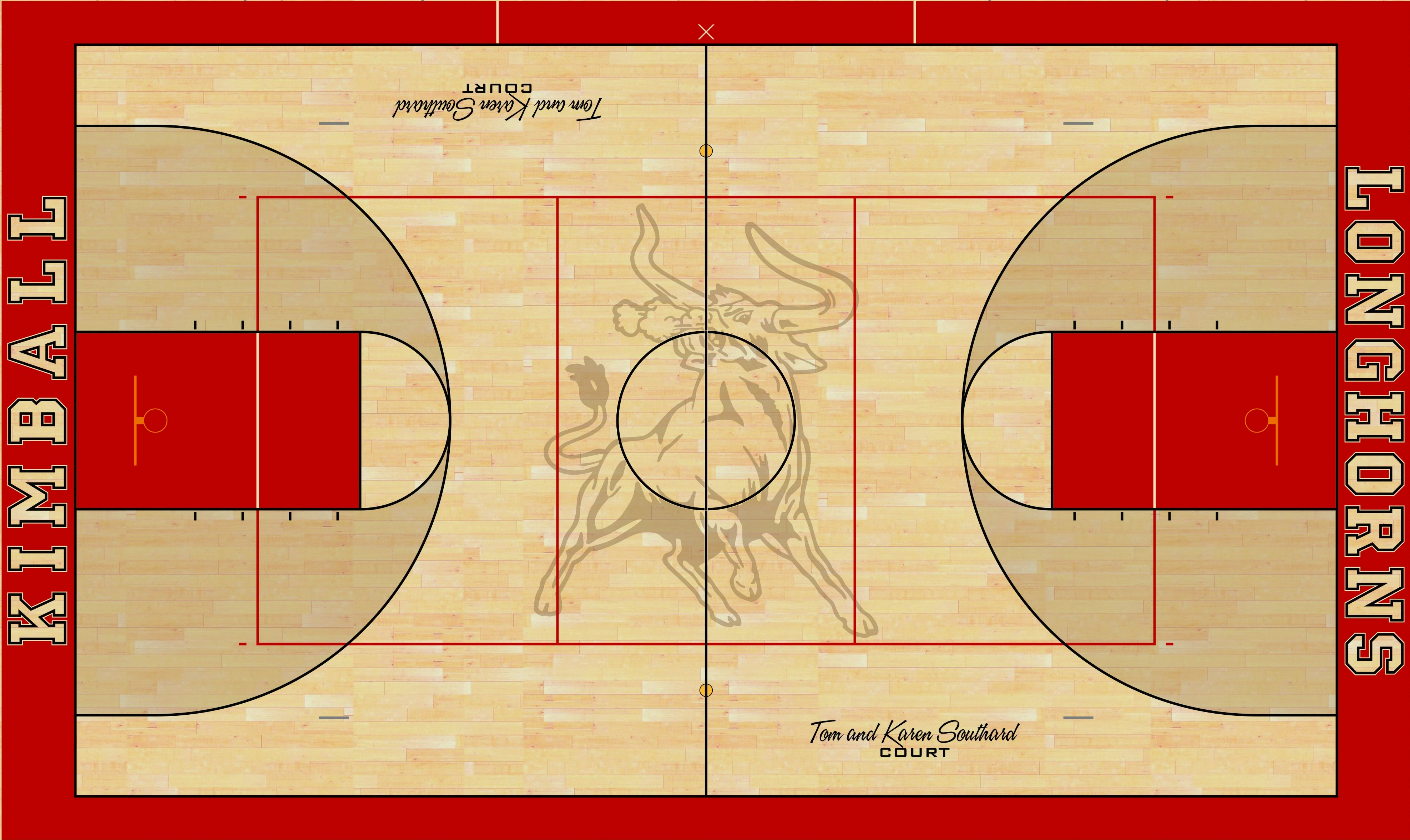
Volleyball 18 Participants for 38%

Football 18 Participants for 38%

Wrestling 5 Participants for 11%

Cross Country 6 Participants for 13%

Kimball Layout #5



Center Logo: 29' x 23'
KIMBALL: 4' x 30'
LONGHORNS: 4' x 34'
Side Court Logo: 2'6" x 14'
End Border: 5'
Side Border: 3'



INTERLOCAL AGREEMENT FOR DAY SCHOOL / TREATMENT FACILITY

This Interlocal Agreement ("Agreement") is made and entered into under the provisions of the Nebraska Interlocal Cooperation Act, NEB. REV. STAT. §§ 13-801 to 13-827 ("Act"), between:

Educational Service Unit No. 13 (hereinafter referred to as "ESU 13"), Alliance Public School District No. 07-0006 (hereinafter referred to as "Alliance"), Banner County Public School District No. 04-0001 (hereinafter referred to as "Banner County"), Bayard Public School District No. 62-0021 (hereinafter referred to as "Bayard"), Bridgeport Public School District No. 62-0063 (hereinafter referred to as "Bridgeport"), Gering Public School District No. 79-0016 (hereinafter referred to as "Gering"), Hay Springs Public School District No. 81-0003 (hereinafter referred to as "Hay Springs"), Hemingford Public School District No. 07-0010 (hereinafter referred to as "Hemingford"), Leyton Public School District No. 17-0003 (hereinafter referred to as "Leyton"), Minatare Public School District No. 79-0002 (hereinafter referred to as "Minatare"), Mitchell Public School District No. 79-0031, (hereinafter referred to as "Mitchell"), Potter-Dix Public School District No. 17-0009 (hereinafter referred to as "Potter-Dix"), Scottsbluff Public School District No. 79-0032 (hereinafter referred to as "Scottsbluff"), and Sidney Public School District No. 17-0001 (hereinafter referred to as "Sidney").

The school districts are referred to collectively as "Districts". ESU 13 and the Districts are referred to collectively as "Parties".

WHEREAS, the Act provides that two or more public agencies may enter into an agreement for joint or cooperative action, and this Agreement is made and entered into pursuant to the provisions of that Act; and

WHEREAS, the Parties are school districts and an educational service unit and, therefore, also public agencies and political subdivisions of the State of Nebraska;

WHEREAS, the Parties desire to make the most efficient use of their taxing authority and other powers to enable them to cooperate with each other and other entities as further agreed on the basis of mutual advantage to provide goods, services, and facilities in a manner and pursuant to forms of governmental organization that will accord the best results in terms of geographic, economic, population, and other factors that will influence the needs and development of the Parties;

WHEREAS, the Parties have passed resolutions authorizing each party to approve and enter into this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants contained herein, it is agreed by the parties as follows:

1. No Separate Legal Entity. This Agreement does not establish a separate legal or joint entity.

2. Purpose. The purpose of this Agreement is to operate a Day School / Treatment Facility, (hereinafter "Facility") which will include specialized therapeutic and educational services on a full time basis for youth that have been determined to meet entrance criteria at ESU 13, and to enter into any arrangements or agreements that are desirable or necessary to achieve this purpose.

3. Term. This Agreement shall commence on June 1, 2020 and shall continue until terminated by the Parties as provided herein, with a minimum term of 5 years.

4. Administration. The ESU 13 Administrator ("Administrator") shall be responsible for jointly administering the cooperative undertaking described in this Agreement, with the input of the superintendents of the Districts. The Administrator and District Superintendents shall meet bi-annually to discuss the operation and budget of the Facility. The Administrator may take any action authorized, either explicitly or implicitly, by the Interlocal Cooperation Act, including any action that may be necessary to perform the duties and functions as provided in this Agreement.

5. Fiscal Agent. ESU 13 shall serve as the fiscal agent for the purposes of this Agreement. The fiscal agent shall segregate funds contributed to a project pursuant to this Agreement from other funds it maintains and shall provide and review bi-annual statements to the Parties of all activity. The fiscal agent will thereafter be authorized to make all necessary and appropriate expenditures in support of the project.

6. Control and Supervision. ESU 13 shall exercise the degree of control and supervision of the Facility as necessary to achieve the purpose(s) of this agreement. Such control and supervision will include the enforcement of any rules and regulations adopted by the Parties for the safety of persons engaged in use of the Facility.

7. Care and Maintenance. ESU 13 shall be responsible for the general maintenance and care of the Facility, subject to financial payments or contributions made by the Districts.

8. Facility Improvements. ESU 13 may make such alterations, improvements, and repairs to the Facility as it desires without other Parties' approval. In circumstances where (1) capital construction additions or improvement expenses will be passed on to the Parties, the other Parties' must approve said facility improvements in writing and (2) the alterations, improvements, or repairs that need to be approved by the appropriate regulatory authority are so approved by that authority.

9. Utilities. ESU 13 shall be responsible for the payment of all utilities.

10. Districts' Contributions. ESU 13 shall, based upon the anticipated costs and outside contributions, determine the Districts' share of the annual facility expenses. Districts shall have the following payment options:

1. Option One – pay an all-inclusive amount proportionate to school district student enrollment;
2. Option Two – pay a flat dollar amount for services for membership in this Agreement (for the first year of this Agreement the flat dollar amount is \$3,333.00) plus a per seat cost.

Exhibit A, attached hereto, identifies each District's Option choice and initial annual cost. Districts shall not change their Option choice within the first 5 years of this Agreement, unless approved by Administrator or allowed pursuant to this paragraph. By June 1st of each year, Administrator will advise Districts of the upcoming school year's costs, which shall become effective September 1st. Administrator may increase the annual Districts' costs by up to 5% per year (due to cost of living/payroll increases, etc.). If the Administrator increases the annual cost by more than 5%, Districts shall have the right to change its Option choice or withdraw from the Agreement by giving notice to Administrator by July 15th.

11. ESU 13 Responsibilities. ESU 13 agrees to act as the Consortium Coordinating Agency, and as such, agrees to:

- A.** Furnish the therapeutic and educational personnel for the Facility as well as administrative personnel to manage all administrative duties in regard to this Agreement.

- B.** Perform all the bookkeeping and financial operations necessary to manage this Agreement.
- C.** Prepare and submit all necessary reports and agreements as required for the management of this Agreement.

12. Expenses. Unless provided otherwise herein, all expenses resulting from this Agreement shall be paid by ESU 13.

13. Manner of Acquiring, Holding, and Disposing of Real and Personal Property. The Parties' respective governing boards shall determine the manner of acquiring, holding, or disposing of real property in the event that such a need arises. In no event shall the Administrator have the authority to acquire real property on behalf of the Parties. The Administrator shall have the authority to acquire and hold any personal property that is needed or required for the implementation of any purpose of this Agreement. The title to all such personal property shall be held in the name of ESU 13. ESU 13 shall have the authority to dispose of such personal property, provided that (a) any such disposal shall comply with state law, and (b) any funds raised from such sale shall be shared by the parties in proportion to their contribution made to obtain the property.

14. Financing and Budgeting. The Administrator, or his or her designee, with input from the Districts' Superintendents will prepare and approve a budget on an annual basis based on a fiscal year that begins on September 1st and ends on August 31st. Each Party will budget separately to pay the costs and expenses that it will reasonably and necessarily incur to fulfill its obligations under this Agreement.

15. Taxes. This Agreement does not grant the Parties any authority to levy, collect, or account for any tax authorized under sections 13-318 through 13-326 or 13-2813 through 2816. The Party owning the Property will be liable for any real estate tax or assessment on such Property.

16. Nondiscrimination. The Parties shall not discriminate against any employee or applicant who is to be employed for performance of this Agreement with respect to his or her hire, tenure, terms, conditions, or privileges of employment, because of his race, color, religion, sex, disability, or national origin.

17. Notice of Participation and Withdrawal of Party. Unless a district notifies ESU 13 of its intent to withdraw from the Day School / Treatment Facility and this Agreement prior to March 1st of the current year, the district is committing to participate in the Facility and this Agreement for two years beyond the current year. Any party may withdraw from this

Agreement by giving written notification to the remaining parties by March 1st of the current year. Such withdrawal shall become effective two years from the end of the year notification is received. A party who has withdrawn shall have no right to accumulated assets of the Interlocal Cooperative Agency, nor shall the withdrawing party have a right to require the remaining parties to liquidate or otherwise dispose of assets of the Interlocal Cooperative Agency.

18. Default. A party shall be in default under this Agreement if it breaches, defaults on or otherwise fails to perform or satisfy any agreement, obligation, term, covenant, condition or provision set forth herein or arising hereunder, and such breach, default or failure to perform continues for a period of thirty (30) days after the party receives written notice of such breach or failure to perform from the other party; or, if such breach cannot reasonably be cured within such 30-day period, and the breaching party fails to commence to cure such breach within such thirty (30) days after notice from the non-breaching party or fails to proceed diligently to cure such breach within a reasonable time thereafter. Upon default by a party, the remaining parties may pursue any remedy provided by law.

19. Liability Insurance. Each party shall obtain and pay for its own liability insurance coverage for their participation in this Agreement. The minimum coverage under such insurance shall be \$1,000,000 for one accident and \$5,000,000 in the aggregate.

20. New Members. The Parties may add additional parties (at the then existing cost/rates) to this Agreement by the majority consent of the then current member Parties.

21. Notice. Each Party giving any Notice ("Notice") under this Agreement must give written Notice by personal delivery, registered or certified Mail (in each case, return receipt requested and postage prepaid), or electronic mail to the School Districts' superintendents and the ESU 13 Administrator at the address on file with the Nebraska Department of Education. Notice is effective only if the party giving the Notice has complied with this section.

22. Reservation of Rights. Each party reserves the right to enforce its own rights, obligations, or benefits of this Agreement.

23. Amendments and Modifications. The Parties may amend or modify this Agreement only by a signed, written unanimous agreement that identifies itself as an amendment or modification to this Agreement. No other alterations in the terms of this agreement shall be valid or binding.

24. Severability. If any provision of this Agreement is determined to be unenforceable, the remaining provisions of this Agreement remain in full force, if the essential terms and conditions of this Agreement for each party remain enforceable.

25. Counterparts. The Parties may execute this Agreement in multiple counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. The signatures of all of the Parties need not appear on the same counterpart, and delivery of an executed counterpart signature page by facsimile or other electronic means is as effective as executing and delivering this Agreement in the presence of the other Parties to this Agreement. This Agreement is effective upon delivery of one executed counterpart from each party to the other party. In proving this Agreement, a party must produce or account only for the executed counterpart of the party to be charged.

26. Assignment. The Parties shall not assign or otherwise dispose of this Agreement or any duty, right, or responsibility contemplated in this Agreement to any other person or entity without the previous written consent of the other Parties.

27. Entire Agreement. The Agreement is the complete and exclusive expression of the Parties' agreement on the matters contained in this Agreement. All prior and contemporaneous negotiations and agreements between the Parties on the matters contained in this Agreement are expressly merged into and superseded by this Agreement.

SIGNATURE PAGES TO FOLLOW

**ALLIANCE PUBLIC SCHOOL
DISTRICT NO. 07-0006**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**BANNER COUNTY PUBLIC SCHOOL
DISTRICT NO. 04-0001**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**BAYARD PUBLIC SCHOOL
DISTRICT NO. 62-0021**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**BRIDGEPORT PUBLIC SCHOOL
DISTRICT NO. 62-0063**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**GERING PUBLIC SCHOOL
DISTRICT NO. 79-0016**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**HAY SPRINGS PUBLIC SCHOOL
DISTRICT NO. 81-0003**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**HEMINGORD PUBLIC SCHOOL
DISTRICT NO. 07-0010**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**LEYTON PUBLIC SCHOOL
DISTRICT NO. 17-0003**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**MINATARE PUBLIC SCHOOL
DISTRICT NO. 79-0002**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**MITCHELL PUBLIC SCHOOL
DISTRICT NO. 79-0031**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**POTTER-DIX PUBLIC SCHOOL
DISTRICT NO. 17-0009**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**SCOTTSBLUFF PUBLIC SCHOOL
DISTRICT NO. 79-0032**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**SIDNEY PUBLIC SCHOOL
DISTRICT NO. 17-0001**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGE TO FOLLOW

EDUCATIONAL SERVICE UNIT NO. 13

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board



Quote

Quote Number: 143

Payment Terms:
Expiration Date: 05/31/2021

Quote Prepared For

Travis Terrill
Kimball Public Schools
 901 S. Nadine
 Kimball, NE 69145
 United States
 Phone:3082352188
 tterrill@kpslonghorns.org

Quote Prepared By

Scott D Phillips
IntraLinks
 2970 10th Street Suite 1
 Gering, NE 69341
 United States
 Phone:3086326590
 Fax:
sphillips@intralinks.net

Item#	Quantity	Item	Unit Price	Adjusted Unit Price	Extended Price
One-Time Items					
1)	51	Dell Dock- WD19 90 PD Dell Dock- WD19 90 PD , 3 year advanced exchange	\$177.57	\$177.57	\$9,056.07
2)	49	Dell Latitude 3510 - 3000081580974.1 10th Generation Intel® Core™ i5-10210U (4 Core, 6M cache, base 1.6GHz, up to 4.2GHz) Windows 10 Pro 64bit English, French, Spanish Integrated Intel UHD for 10th Generation Intel Core i5-10210U 8GB, 1x8GB, DDR4 Non-ECC M.2 256GB PCIe NVMe Class 35 Solid State Drive 15.6" FHD WVA (1920 x 1080) Anti-Glare Non-Touch, Camera & Microphone, WLAN Capable Non-Backlit Power Button with No Fingerprint Reader Single Pointing Non Backlit Keyboard, US English WLAN Driver Intel AX201, CML /9260, KBL-R (with Bluetooth) Intel Dual Band Wi-Fi 6 AX201 2x2 802.11ax 160MHz + Bluetooth 5.1 No Mobile Broadband Card 4 Cell 53Whr ExpressCharge™ Capable Battery 65 Watt AC adapter OS-Windows Media Not Included E4 US Power Cord 5 Years ProSupport Plus with Next Business Day Onsite Service 2 Years Extended Battery Service for Years 2 and 3 of System Life	\$880.61	\$880.61	\$43,149.89
One-Time Total					\$52,205.96
Subtotal					\$52,205.96
Total Taxes					\$0.00
Total					\$52,205.96

Interest Charges on Past Due Accounts and Collection Costs Overdue amounts shall be subject to a monthly finance charge. In addition, customer shall reimburse all costs and expenses for attorney's fees incurred in collecting any amounts past due. Additional training or Professional Services can be provided at our standard rates.

Authorizing Signature _____

Date _____

Interest Charges on Past Due Accounts and Collection Costs Overdue amounts shall be subject to a monthly finance charge. In addition, customer shall reimburse all costs and expenses for attorney's fees incurred in collecting any amounts past due. Additional training or Professional Services can be provided at our standard rates.

BOARD COMMUNICATIONS WITH EMPLOYEES

The Board desires to maintain open communication channels between itself and the staff. The basic line of communication will be through the superintendent. The superintendent will develop and recommend to the Board processes for communications between the Board and district employees such as written and verbal reports at board meetings and serving on district committees.

Communications or reports to the Board or Board committee from any staff member or members should be submitted through the superintendent. This procedure will not be construed as denying the right of any employee to address the Board about issues.

All official communications, policies and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will communicate to keep staff fully informed of the Board's concerns and actions through written memorandums and verbal reports.

Approved: November 11, 2002
Reviewed: February 10, 2014

Gifts to School Personnel

No school employee is to accept any commission or gifts from individuals or companies seeking to sell equipment or materials to our public schools. This includes materials for the construction, repair, and maintenance of the school plant, for the conducting of student classes, for materials and supplies used in school organizations, such as clubs, senior class, etc.

This prohibition shall not be construed to prevent vendors from paying reasonable costs to provide opportunities for school officers and employees to see or hear about new ideas, equipment and/or materials; nor shall it be construed to prevent students from presenting token and inexpensive gifts to staff members.

The board shall consider as always welcome, and in most circumstances more appropriate, the writing of letters to staff members expressing gratitude or appreciation.

Adopted: February 14, 2000

Reviewed: February 10, 2014

Policy 404.20

PERSONNEL

404.20

Workmans' Compensation

The district will participate in workers' compensation as required by statute. All employees of the district will be covered by workers' compensation regardless of type of assignment, length of assignment or hours worked per day.

The selected worker's compensation plan will provide coverage for medical expenses and wages to the extent required by statute to qualifying employees. The amount of workers' compensation wage-replacement and sick leave benefits shall not exceed a regular daily rate of pay.

Legal Reference: Neb Statute 48-101 et seq.

Adopted: November 11, 2002

Reviewed: February 10, 2014

Policy 404.21

TERMS OF EMPLOYMENT

404.21

School Parent Groups

The Board of Education will support and encourage the formation of such School-Parent Community formed groups such as Parent Teacher's Associations.

These groups shall not be policy forming groups, but organized for the purpose of promoting quality education programs on a K-12 basis.

Adopted: November 12, 2007

Reviewed: February 10, 2014

Policy 404.22

TERMS OF EMPLOYMENT

404.22

Privacy of Protected Health Information

The Health Insurance Portability and Accountability Act of 1996 protects certain health information. Prior to obtaining or releasing employees' protected health information, employees may be requested to sign an authorization for the disclosure of health information. If protected health information is requested from a third party, the School District will ensure that protected health information is released only as allowed by federal and state law.

Adopted: April 21, 2003
Reviewed: February 10, 2014

Kimball Public Schools Facilities Survey

run on 05/04/2021



surveys



Kimball Public Schools Facilities Survey

run on 05/04/2021

Custom Survey

Date(s): 12/31/1969 - 12/31/1969

1 survey(s) 50 response(s)
2 school(s) included

Report Filters

School:
N/A

Role:
Staff Member

Tag:
N/A

Kimball Public Schools Facilities Survey

Demographics

Number of Responses | Percentages of Total Responses

1. Role

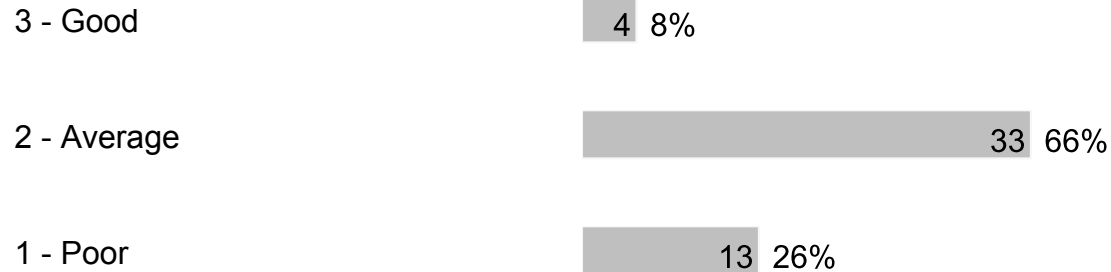
Staff Member



50 respondents

C. Items

1. How would you rate the condition of Mary Lynch Elementary School?



50 respondents

2. How would you rate the condition of the Junior/ Senior High School?

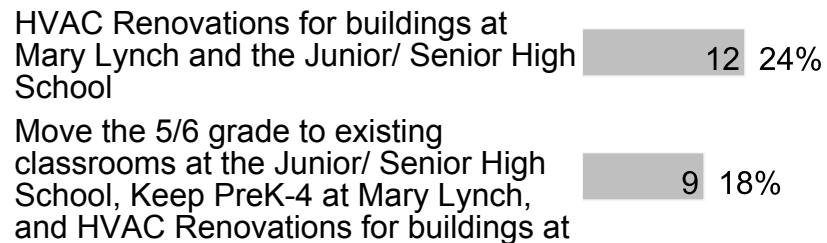


50 respondents

3. Please elaborate on your ranking of each facility:

Free form text answers are available in the exported CSV report

4. Which of the following options would you prefer for our facility?



Mary Lynch and the Junior/ Senior High School
Move PreK-12 to one site at the Junior/ Senior High School, Construct additional classrooms, and HVAC Renovations for the Junior/ Senior High School

26 52%

No Changes to the existing facilities 3 6%

50 respondents

5. If a bond were required to pay for renovations or additions, what amount would you support? (Present levy is \$1.05)

\$1 Million (would raise the levy approximately \$0.01) 8 16%

\$2.5 Million (would raise the levy approximately \$0.025) 13 26%

\$4 Million (would raise the levy approximately \$0.04) 29 58%

50 respondents

6. Additional Comments Pertaining to our Facilities:

Free form text answers are available in the exported CSV report



Kimball Public Schools Facilities Survey

run on 05/04/2021

Custom Survey

Date(s): 12/31/1969 - 12/31/1969

1 survey(s) 50 response(s)
2 school(s) included

Appendix

Schools

Kimball Public Schools
Kimball Jr/Sr High School

Kimball Public Schools Facilities Survey

run on 05/04/2021



surveys



Kimball Public Schools Facilities Survey

run on 05/04/2021

Custom Survey

Date(s): 12/31/1969 - 12/31/1969

1 survey(s) 38 response(s)
2 school(s) included

Report Filters

School:
N/A

Role:
Parent

Tag:
N/A

Kimball Public Schools Facilities Survey

Demographics

Number of Responses | Percentages of Total Responses

1. Role

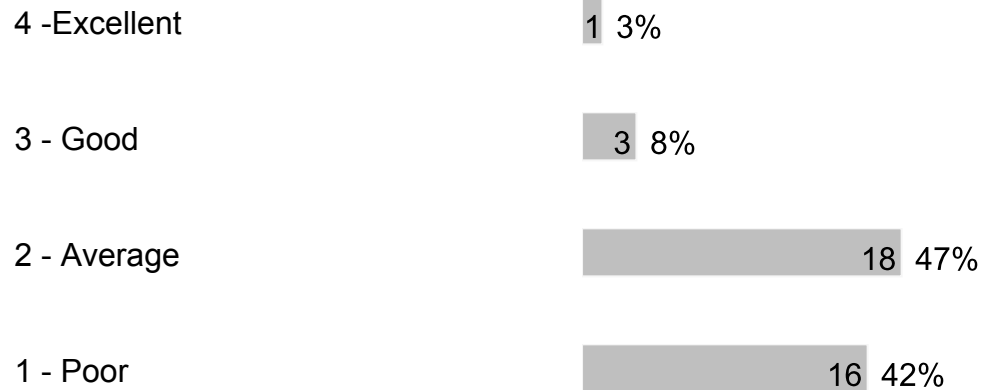
Parent

38 100%

38 respondents

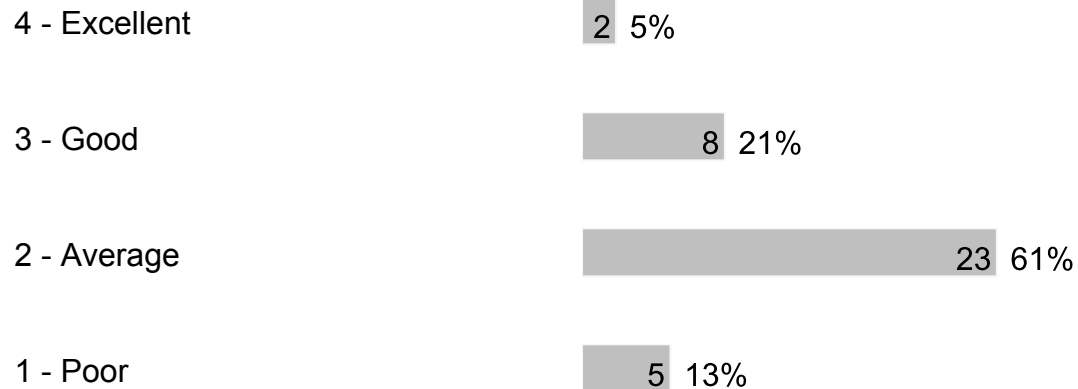
C. Items

1. How would you rate the condition of Mary Lynch Elementary School?



38 respondents

2. How would you rate the condition of the Junior/ Senior High School?

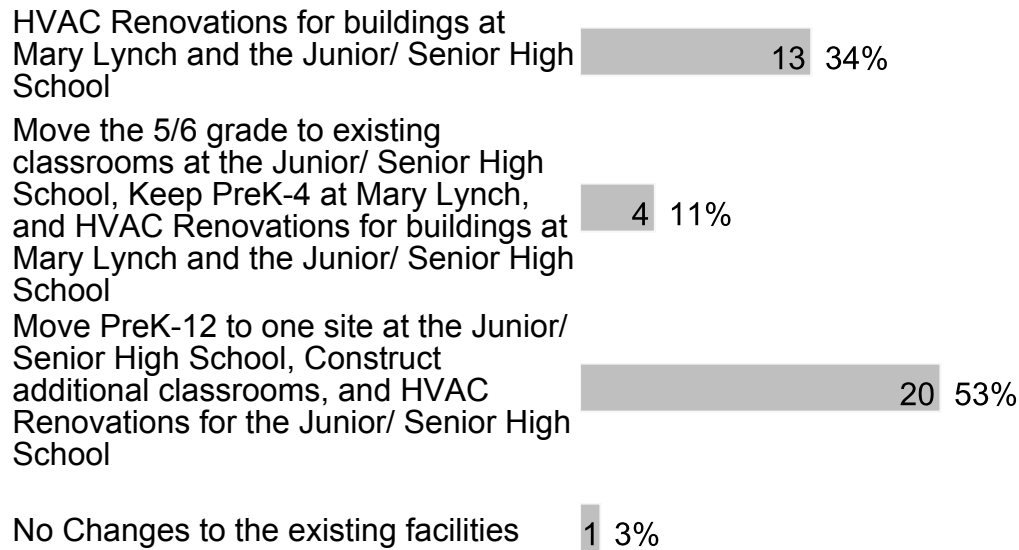


38 respondents

3. Please elaborate on your ranking of each facility:

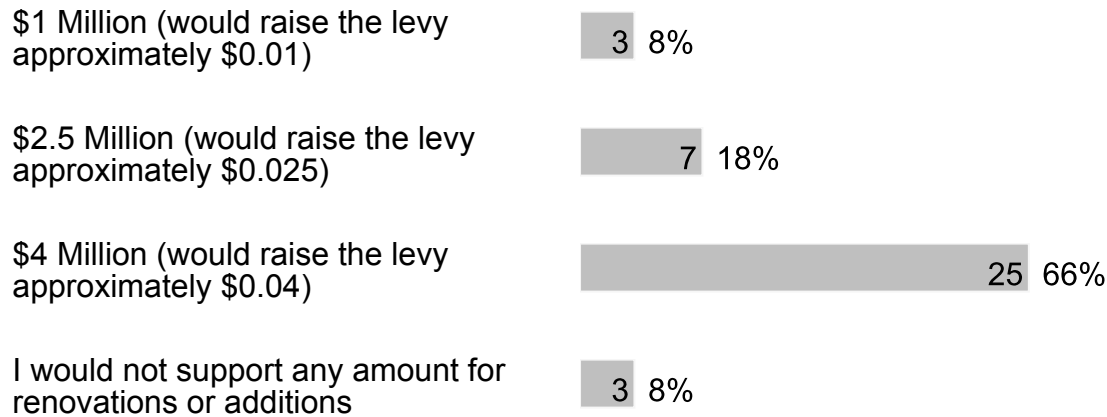
Free form text answers are available in the exported CSV report

4. Which of the following options would you prefer for our facility?



38 respondents

5. If a bond were required to pay for renovations or additions, what amount would you support? (Present levy is \$1.05)



38 respondents

6. Additional Comments Pertaining to our Facilities:

Free form text answers are available in the exported CSV report



Kimball Public Schools Facilities Survey

run on 05/04/2021

Custom Survey

Date(s): 12/31/1969 - 12/31/1969

1 survey(s) 38 response(s)
2 school(s) included

Appendix

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Kimball Public Schools
Kimball Jr/Sr High School

Kimball Public Schools Facilities Survey

run on 05/04/2021



surveys



Kimball Public Schools Facilities Survey

run on 05/04/2021

Custom Survey

Date(s): 12/31/1969 - 12/31/1969

1 survey(s) 91 response(s)
2 school(s) included

Report Filters

School:
N/A

Role:
Student

Tag:
N/A

Kimball Public Schools Facilities Survey

Demographics

Number of Responses | Percentages of Total Responses

1. Role

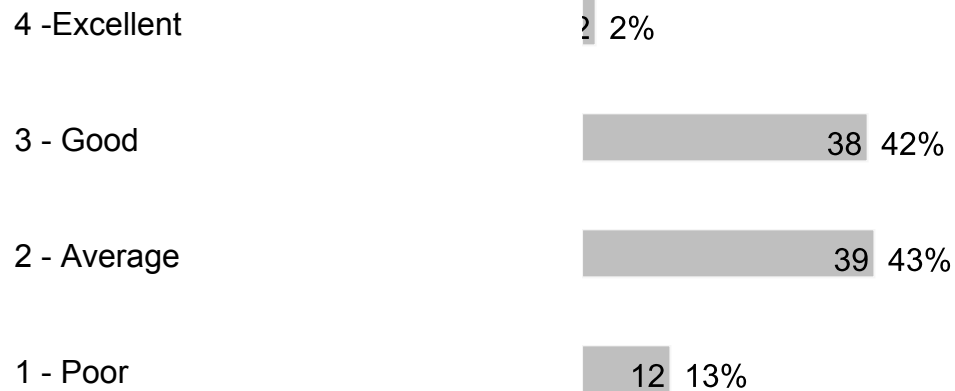
Student

91 100%

91 respondents

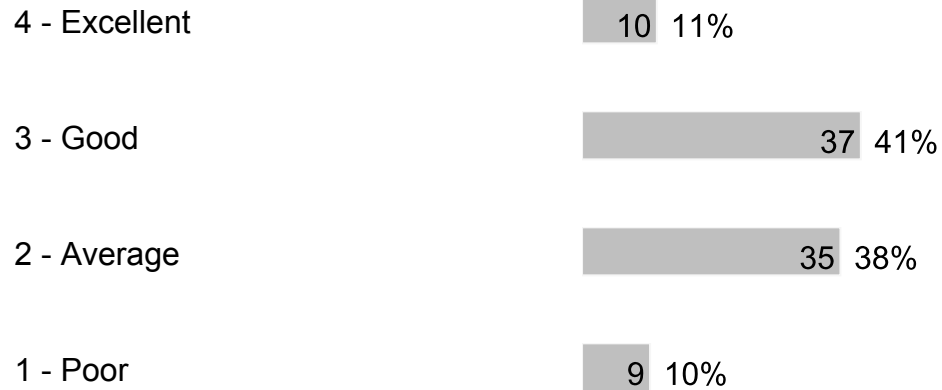
C. Items

1. How would you rate the condition of Mary Lynch Elementary School?



91 respondents

2. How would you rate the condition of the Junior/ Senior High School?

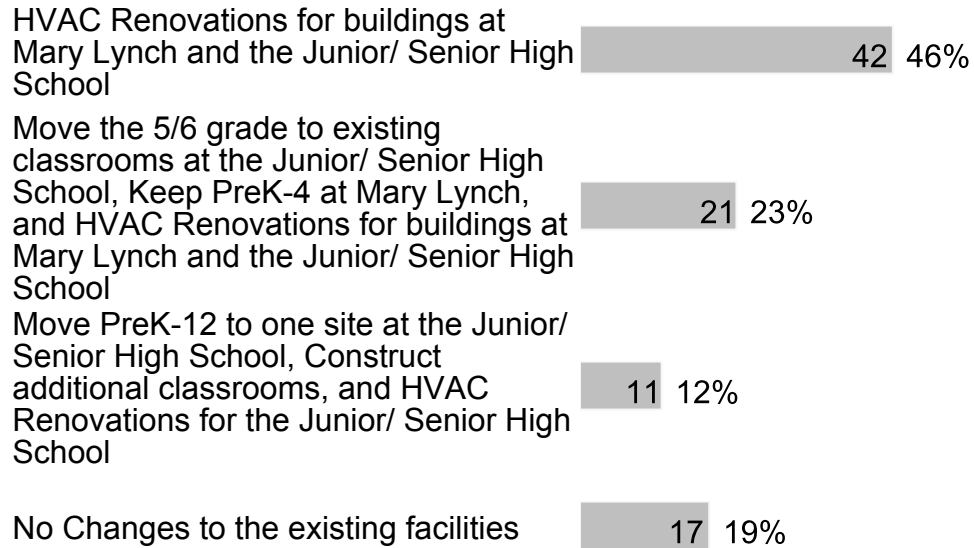


91 respondents

3. Please elaborate on your ranking of each facility:

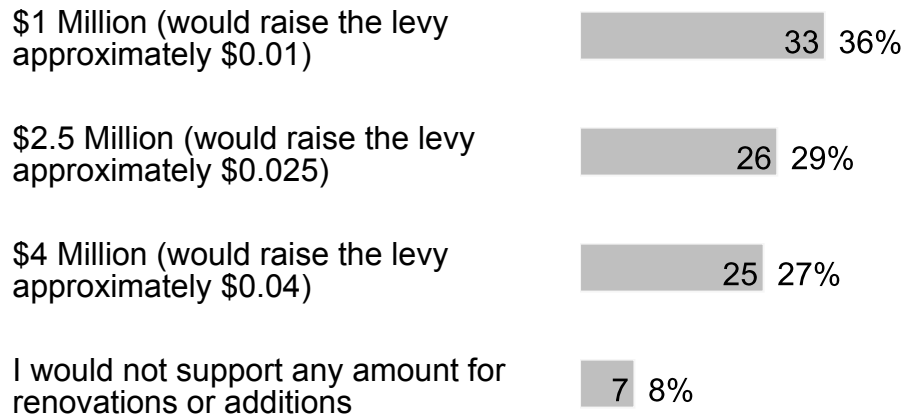
Free form text answers are available in the exported CSV report

4. Which of the following options would you prefer for our facility?



91 respondents

5. If a bond were required to pay for renovations or additions, what amount would you support? (Present levy is \$1.05)



91 respondents

6. Additional Comments Pertaining to our Facilities:

Free form text answers are available in the exported CSV report



Kimball Public Schools Facilities Survey

run on 05/04/2021

Custom Survey

Date(s): 12/31/1969 - 12/31/1969

1 survey(s) 91 response(s)
2 school(s) included

Appendix

Schools

Kimball Public Schools
Kimball Jr/Sr High School

Kimball Public Schools Facilities Survey

run on 05/04/2021



surveys



Kimball Public Schools Facilities Survey

run on 05/04/2021

Custom Survey

Date(s): 12/31/1969 - 12/31/1969

1 survey(s) 34 response(s)
2 school(s) included

Report Filters

School:
N/A

Role:
Community Member

Tag:
N/A

Kimball Public Schools Facilities Survey

Demographics

Number of Responses | Percentages of Total Responses

1. Role

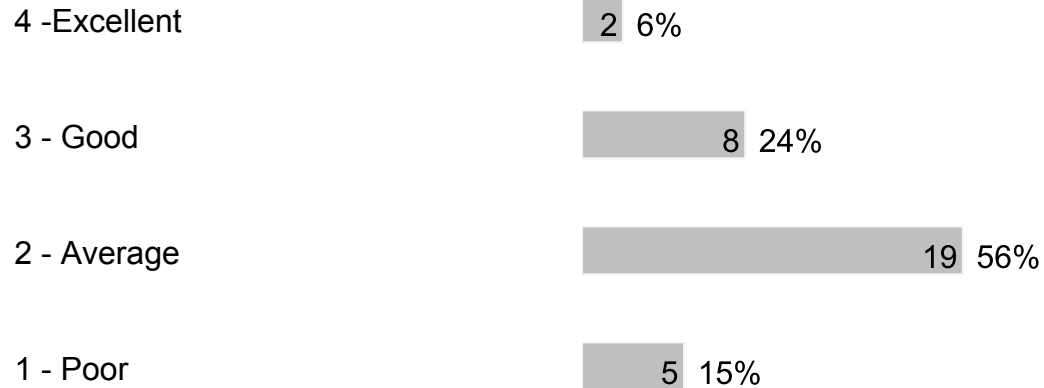
Community Member



34 respondents

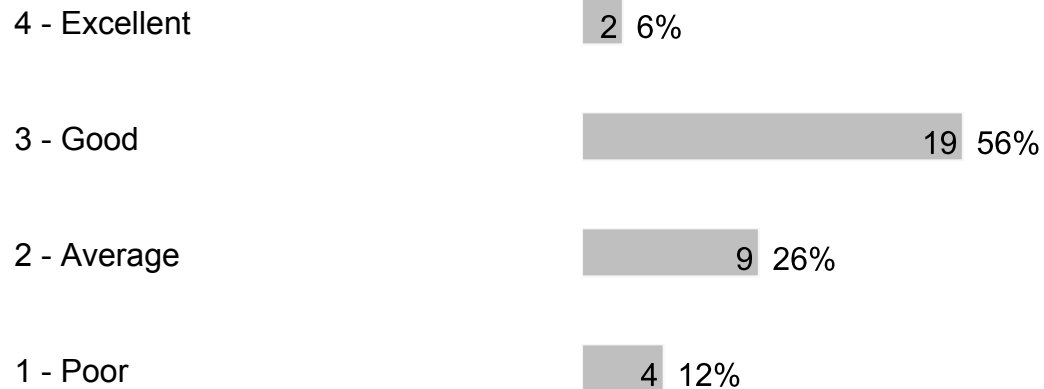
C. Items

1. How would you rate the condition of Mary Lynch Elementary School?



34 respondents

2. How would you rate the condition of the Junior/ Senior High School?

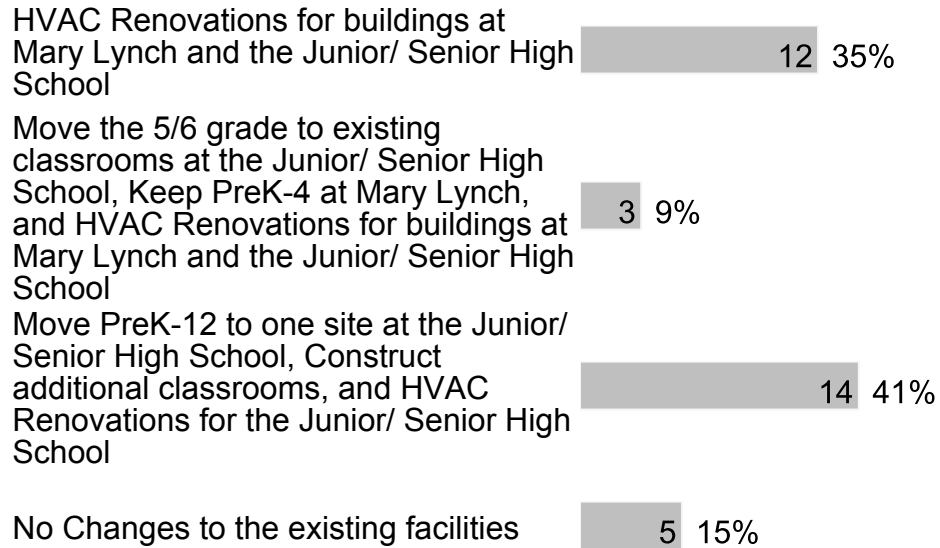


34 respondents

3. Please elaborate on your ranking of each facility:

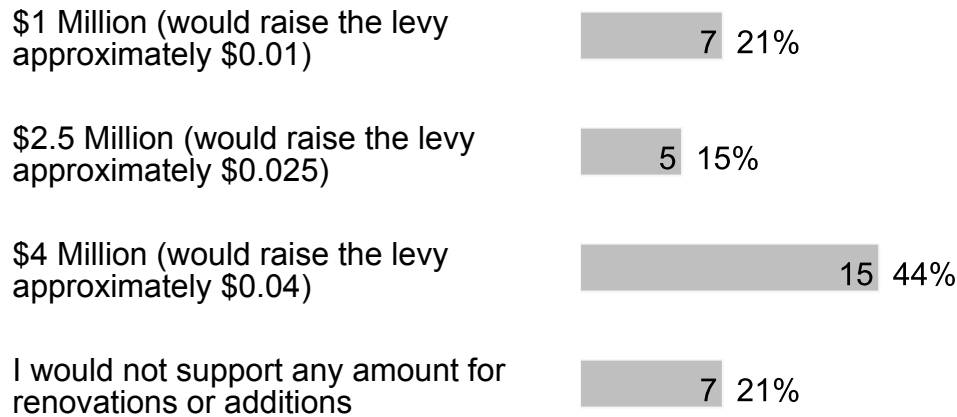
Free form text answers are available in the exported CSV report

4. Which of the following options would you prefer for our facility?



34 respondents

5. If a bond were required to pay for renovations or additions, what amount would you support? (Present levy is \$1.05)



34 respondents

6. Additional Comments Pertaining to our Facilities:

Free form text answers are available in the exported CSV report



Kimball Public Schools Facilities Survey

run on 05/04/2021

Custom Survey

Date(s): 12/31/1969 - 12/31/1969

1 survey(s) 34 response(s)
2 school(s) included

Appendix

Schools

Kimball Public Schools
Kimball Jr/Sr High School

Kimball Public Schools

Emergency Operations Plan

Updated: 3-23-2021

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SIGNATURE PAGE

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

Name: Trevor Anderson
Title: Kimball Public Schools (Superintendent)
Date:

Name: Matthew Shoup
Title: Kimball Public Schools Board President
Date:

Name: Travis Cook
Title: Kimball Public School Board Vice-Pres.
Date:

Name: Ken Smith
Title: Kimball Public Schools Safety Team Team Member
Date:

Name: Brandon Loy
Title: Kimball Co. Emergency Mgmt.
Date:

Name:
Title: Kimball Public Schools Safety Team Member
Date:

Name: Andy Bremmer
Title: Kimball Police Chief
Date:

Name: Harry Gillway
Title: Kimball County Sheriff
Date:

Name: Ron Leal
Title: Region 21 Emergency Mgmt
Date:

Name: Andrew Bohac
Title: Kimball Vol. Fire Department (Fire Chief)
Date:

I. INTRODUCTION

A. Purpose of the Plan

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

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

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

B. Scope of the Plan

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

1. Definitions

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

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

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

2. School Board Policy Statement

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

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

The current enrollment of Kimball Public School is approximately 230 elementary-school students, and 165 junior/ senior high-school students located in two, one-story buildings on two campuses located at 1000 East 6th Street and 901 South Nadine Street in Kimball, Nebraska. These students are supported by a committed staff and faculty consisting of:

3	Superintendent/Principal/Building Administrators
40	Teachers
14	Instructional Assistants
2	Counselors, Social Workers, and Psychologists
1	School Nurses/Health Assistants
5	Custodians/Maintenance Personnel
3	Office/support staff
5	Food Service/Cafeteria staff
7	Other staff (specify 1 Technology Director and 6 Transportation Personnel)

A master schedule of classes, locations, grade levels, and staff are provided to each classroom and is available in the main office. The current master schedule of Kimball Public School is also located in [Appendix A](#) in this plan.

b. Special Needs Population

Kimball Public School is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Students on the Autism Spectrum,
- Limited English proficiency,
- Blindness or visually impaired,
- Cognitive or emotional disabilities,
- Deaf or hard of hearing,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 53; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff with additional assistance needs, along with assigned staff trained to assist during drills, exercises and incidents are identified in [Appendix B](#).

2. Building Information

Kimball Public Schools is located on 2 lots and includes 6 buildings, 2 football fields, and 4 staff parking lots. Classes take place in several buildings on both campuses.

Annotated maps of the buildings and grounds are included in [Appendix C](#);

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

Located in [Appendix D](#) are the list of local utility companies and their contacts for additional assistance.

3. Hazard Analysis Summary

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

In March of 2021 completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The most recent risk assessment by Alicap Insurance Company was completed August 2020.

In addition, the table on the following page briefly discusses Kimball Public School's high-priority hazards including flooding, chemical spill inside or outside the facilities, severe storm or tornado, fire or explosion, intruder, and terroristic or bomb threats.

Table 1. High-Priority Hazards

<p>Flood</p>	<p>Flooding is a natural feature of the climate, topography, and hydrology of Kimball and its surrounding areas. Flooding can occur throughout the winter and early spring due to melting snow, and extreme rain events.</p> <p>Lodgepole Creek, north of Kimball, is capable of causing flooding in the Kimball area. Long periods of rainfall and mild temperatures are normally the cause. Kimball Public Schools are not located in a flood plain, making it less vulnerable to flood damage. During the past 10 years, Kimball Public Schools grounds have not been flooded..</p> <p>Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may also occur as a result of damage to water distribution systems such as a failure of a dam next to the Junior/ Senior High School or outside of Kimball.</p>
<p>Severe Storm/ Tornado</p>	<p>Kimball and its surrounding areas are vulnerable to severe local storms and tornadoes. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Kimball Public School, and the equipment and staff available to perform tasks to lessen the effects of severe local storms and tornadoes</p> <p>There have been multiple occurrences throughout the years of severe storms (snow, hail, wind) or tornadoes in the Kimball area. These storms have caused damage to facilities and equipment as a result.</p>
<p>Fire/ Explosion</p>	<p>Fire hazards can occur in the form of wildfires or in the facilities. There have been multiple instances of wildfires encroaching on school grounds due to abnormally dry conditions in the surrounding pastures. In addition, the science laboratory, industrial arts shop, ag shop, and transportation shop all contain flammable substances.</p> <p>District facilities utilize natural gas for heat and the science laboratory at the junior/ senior high school represent potential explosive hazards. In addition, the school's proximity to the interstate and railroad make it susceptible to hazardous materials transported via each means of transportation.</p>
<p>Chemical Spill Inside or Outside</p>	<p>Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Kimball. Currently, the science storage room and custodial supply rooms are all used to store hazardous chemicals on schools grounds.</p> <p>The district's proximity to the interstate and railroad make it susceptible to hazardous chemical spills that could occur on either.</p>
<p>Intruder</p>	<p>While a hostile intruder incident has never occurred in Kimball Public Schools; Kimball, like any school, is vulnerable to intruders.</p>
<p>Terroristic/ Bomb Threats</p>	<p>Similar to other school districts across the state and country, Kimball Public Schools is vulnerable to terroristic or bomb threats.</p>

4. Prevention, Preparedness, Response, and Recovery Overview

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

In addition, Kimball Public Schools requires all adults and students to display identification badges. The school visitors and security protocols have been enhanced. All staff have been trained in our safety and security procedures, (etc.)

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

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

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

D. Planning Assumptions and Limitations

1. Planning Assumptions

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

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.

- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

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

GUIDANCE: Examples:

<http://disastermh.nebraska.edu/files/archive/DHHS%20Disaster%20Behaviorial%20Health%20Risk%20Messages%20-%20June%202019.pdf>

II . CONCEPT OF OPERATIONS

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

A. National Incident Management System (NIMS)

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

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

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

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

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

B. Implementation of the Incident Command System (ICS)

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

The Superintendent/Principal/Incident Commander at Kimball Public Schools will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the

ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

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

SECURE - GET INSIDE, LOCK OUTSIDE DOORS (Threat related)

Secure is called when there is a threat or hazard outside of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Secure uses the security of the physical facility to act as protection.

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

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

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

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

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

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

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

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

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

A. Principal/Building Administrator

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

B. Incident Commander

The Incident Commander responsibilities include:

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

C. Teachers

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

Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.

- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

D. Instructional Paraprofessional Assistants

Responsibilities include:

- Assisting teachers as directed.

E. Counselors

Counselors provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities include:

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

F. School Nurses/Health Assistants

Responsibilities include:

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

G. Custodians/Maintenance Personnel

Responsibilities include:

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

H. School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.

- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Safety Team.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

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

J. Bus Drivers

Responsibilities include:

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

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

Responsibilities include:

- Reporting to the Incident Commander or ICS supervisor if requested or activated.

L. Students

Responsibilities include:

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

M. Parents/ Guardians

Responsibilities include:

- Follow all SRP procedures (secure, lockout, evacuate, and shelter).
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.

- Understanding their roles during a school emergency.
- Monitor school and community communications (school website, text notifications) for updates.
- Follow all requests and procedures regarding reunification of parents and students.

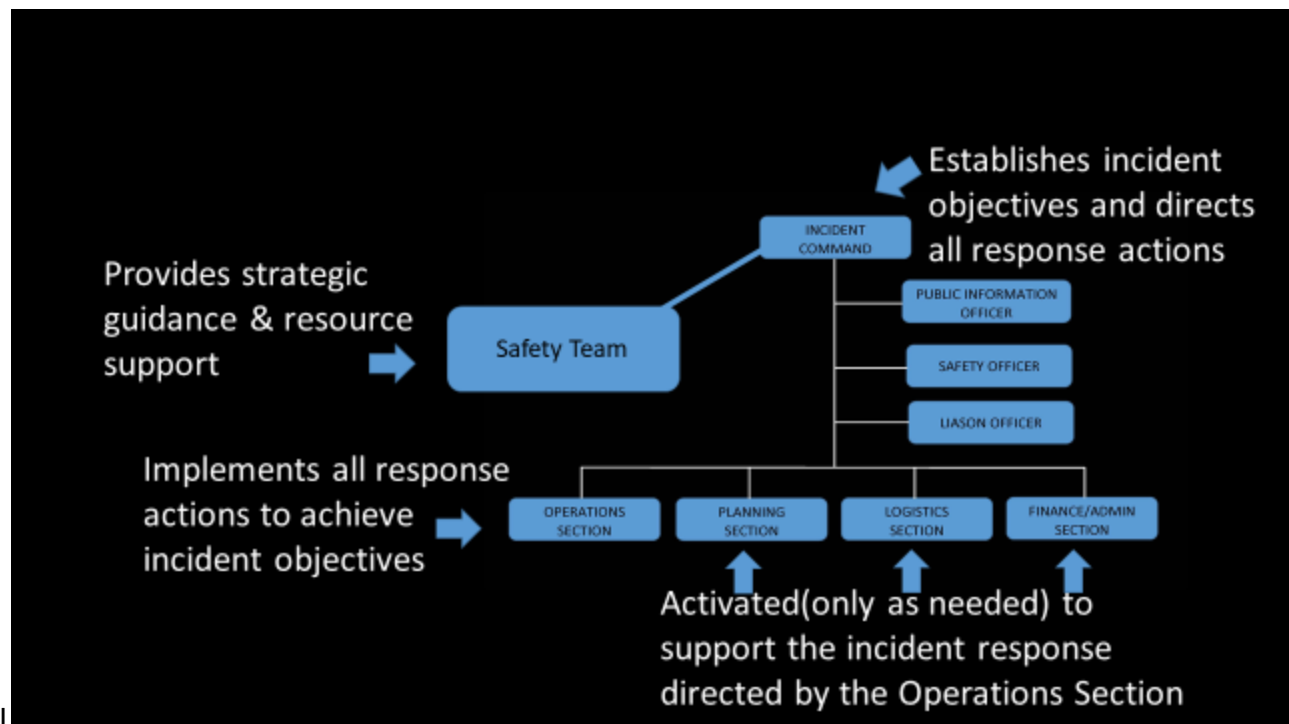
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

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

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

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

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

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants. (including students, staff, volunteers, and responders)
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Keep elected officials and other executives informed of the situation and decisions.

- Document all activities on Chronological Log of Activities. [Appendix F](#)

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

Specific responsibilities include:

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

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

Table 2 Operations Section Teams

Operations Team	Potential Responsibilities
Fire & Rescue Team	Fire & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Fire & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Fire & Rescue Teams are also responsible for: <ul style="list-style-type: none"> • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers. • Provide triage & treatment services as needed. • Assessing and treating injuries.
First Aid/Health Team	First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for: <ul style="list-style-type: none"> • Setting up a first aid area for students. • Stop the bleed. • Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.
Evacuation/ Shelter/Care Team	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/ Shelter/Care Team is responsible for:

Reunification Team	<ul style="list-style-type: none"> ● Establish an Incident Command. ● Classroom evacuation. ● Mobilize the reunification team. ● Provide a secure assembly area, greeting area, check in table, reunification area. ● Law Enforcement support and investigations. ● Student/Staff Transport. ● Proper unification paperwork. ● Accounting for the whereabouts of all students, staff, and volunteers. ● Coordinating with the Logistics Section to secure the needed space and supplies.
Safety Team / Facility & Security Response Team	<p>The Facility & Security Response Team is responsible for:</p> <ul style="list-style-type: none"> ● Locating all utilities and turning them off, if necessary. ● Securing and isolating fire/HazMat. ● Assessing and notifying officials of fire/HazMat. ● Conducting perimeter control.
PFA Support Team	<p>The PFA Support Team is responsible for:</p> <ul style="list-style-type: none"> ● Assessing the need for onsite mental health support. ● Determining the need for outside agency assistance. ● Providing onsite intervention/counseling. ● Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team Reunification Team	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> ● Setting up a secure reunion area. ● Checking student emergency cards for authorized releases. ● Completing release logs. ● Coordinating with the Public Information Officer on external messages.

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

Duties may include:

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

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

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.

- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities on Chronological Log of Activities. [Appendix F](#)

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

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.
- Schools have to track finances for loss and should track for cost to the district.
- Document all activities on Chronological Log of Activities. [Appendix F](#)

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

B. Coordination With Safety Team

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

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

The Kimball Public Schools Superintendent/Principal/Incident Commander will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

The Kimball County School District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Kimball Public Schools EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Region 21 Emergency Management, Region 21 Emergency Management Department.

D. Coordination With First Responders

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

E. Source and Use of Resources

Kimball Public Schools will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: Dollar General, **[Insert Manager]**
- Cots and bedding supplies will be provided by: Kimball County Transit or United Methodist Church, Kristy Warner or Roger Gillming.
- Food/water supplies will be provided by: Main Street Market, **[Insert Manager]**.
- Security will be provided by: Local Law Enforcement, Andy Bremer, Harry Gillway.
- Counseling services will be provided by: Region 1 Mental Health Services or Area School Counselors.
- Communication will be handled by: Kimball County Sheriff's Office, Linda Williams.

Sample Memorandums of Understanding (MOU)

- [Appendix G1: Local Business](#)
- [Appendix G2: Interlocal Agreement](#)
- [Appendix G3: Emergency Response Entities](#)
- [Appendix G4: County Sample](#)

V. COMMUNICATIONS

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

A. Internal Communications

1. Communication Between Staff/Faculty Members

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

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, update information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

2. Communication With the School District Office

The Incident Commander will use any form of Communication available to talk with School Officials, School Staff, and others involved.

B. External Communications

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

1. Communication With Parents

Before an incident occurs, Kimball Public Schools will:

- Discuss specific strategies with parents of students with special needs or trauma, the best way to support their children during an incident.
- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

During the incident, Kimball Public Schools will:

- Disseminate information via text messages, mass telephone messages, radio announcements, social media, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, Kimball Public Schools administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication With Media

Incident Commander will:

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

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

GUIDANCE:

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

<http://disastermh.nebraska.edu/files/archive/DHHS%20Disaster%20Behavioral%20Health%20Risk%20Messages%20-%20June%202019.pdf> [Appendix H](#)

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

3. Handling Rumors

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

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known may be clearly communicated.

- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- Consistent statement is provided as a response to possible questions.

4. Communication With First Responders

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

5. Communication After an Incident (Recovery Process)

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

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise Region 21 Emergency Management.

The school district will:

- Review the use of the ICS and identify areas for modification.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

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

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

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

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

All pre-negotiated agreements and contracts are included in [Appendix I](#) (District created).

B. Recordkeeping

1. Administrative Controls

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

2. Activity Logs

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

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

C. Incident Costs

1. Annual Incident Management Costs

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

2. Incident Costs

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

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.

- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

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

D. Preservation of Records

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

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

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

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

A. Approval and Dissemination of the Plan

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

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

1. Record of Changes

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

2. Record of Distribution

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

B. Plan Review and Updates

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

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

C. Training and Exercising the Plan

GUIDANCE: (Definitions)

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

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

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

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

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

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

School EOP training will include:

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

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

[Appendix K1: Record of Trainings](#)

[Appendix K2: Schedule/Record of Drills](#)

[Appendix K3: Record of Exercises](#)

VIII. AUTHORITIES AND REFERENCES

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

Rule 10

- 011.01B Each school system has a safety and security plan for the schools' in the system. The plan addresses the safety and security of students, staff and visitors. The plan is approved by the local governing body.
- 011.01C Each school system has a school safety committee which includes representatives of faculty, parents and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures including emergency plans and procedures.
- 011.01D The school systems safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. The review will include a visit to school buildings to analyze plans, policies and procedures, and practices and recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety committee to be considered in making revisions to the plan.

79-2,143. State school security director; appointment.

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

79-2,144. State school security director; duties.(those included are specific to EOP)

The state school security director appointed pursuant to section 79-2,143 shall be responsible for providing leadership and support for safety and security for the public schools. Duties of the director include, but are not limited to:

- (1) Collecting safety and security plans, required pursuant to rules and regulations of the State Department of Education relating to accreditation of schools, and other school security information from each school system in Nebraska. School districts shall provide the state school security director with the safety and security plans of the school district and any other security information requested by the director, but any plans or information submitted by a school district may be withheld by the department pursuant to subdivision (8) of section 84-712.05;
- (4) Identifying deficiencies in school security based on the minimum standards adopted by the State Board of Education and making recommendations to school boards for remedying such deficiencies;
- (5) Establishing security awareness and preparedness tools and training programs for public school staff;
- (8) Establishing tornado preparedness standards which shall include, but not be limited to, ensuring that every school conducts at least two tornado drills per year;

GUIDANCE: Authority for this Plan is contained in:

- A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;
- B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;
- C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;
- D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;
- E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;
- F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;

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

Functional Systems

Note:

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

- Common procedures.
- Specialized procedures.

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

All functional systems should address:

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

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

Standard Response Protocol (SRP)

I. PURPOSE

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

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

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

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

II. SCOPE

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

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

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

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

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

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

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

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

IV. SPECIALIZED PROCEDURES

BOMB THREATS

PURPOSE:

Districts should be prepared for handling the most common form of threat to schools such as bomb threats. These threats have evolved from simple notes on bathroom walls to electronic threats through social media and so called “swatting” incidents. These threats are always challenging to determine both the level of threat and validity of the threat. They also contribute to the anxiety of school districts as to what level of response is needed in each situation.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Notify local police and fire.
- Establish a note taker that documents: persons present, what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined, by the principal.
- Notify the Superintendent or designee.
- Follow the specific directions of the police, fire and bomb squad officials.
- Based on guidance from the threat assessment team, decide on appropriate action or combination of actions:
- Search: The scope of the search is dependent on the threat assessment.
- Shelter-in-place: partial or full.
- Evacuation: partial or full.
- Communicate and update staff as soon as possible.
- Communicate and update parents as soon as possible.
- Convene School Level Crisis Response Team.
- Convene Crisis Recovery Team to establish counseling plan to assist student, parent, and staff as needed.
- Implement and develop an aftercare plan for the next day.
- Use of electronic devices should only be used when absolutely necessary and never in close proximity to the device in cases of a bomb scare; consult your local/regional bomb squads for further advice and instruction.
- Control building access.
- Inspect delivered and/or incoming parcels.
- Safeguard confidential material.
- Utilize electronic surveillance.
- Have building floor plans for first responders to help with searches.
- Debrief and plan staff and student recovery, keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate

Threat Assessment

Low Risk Threats

- The threat is vague and indirect.
- Information in the threat is inconsistent, implausible or lacks detail.
- The caller is definitely known and has called numerous times.
- The threat was discovered instead of delivered (i.e, a threat written on a wall).

Medium Risk Threats

- The threat is direct and feasible.
- Wording in the threat suggests that the perpetrator has given some thought to how the act will be carried out.
- Threat may include indications of a possible place and time.
- No strong indication that the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility.

- Indication that the perpetrator has details regarding the availability of components needed to construct a bomb.
- Increased specificity to the threat (e.g. "I'm serious!" or "I really mean this!").

High Risk Threats

- The threat is direct, specific, and realistic and may include names of possible victims, specific time or location of the device.
- The perpetrator provides his/her identity.
- Threat suggests concrete steps have been taken toward carrying out the threat.
- Perpetrator makes statements indicating they have practiced with a weapon or have had the intended victim(s) under surveillance.

Searching the Building

All Risk Levels:

- Always conduct a search.
- Search common areas first (hallways, cafeteria, gym, bathrooms, library).
- Search exterior areas second.
- Search team should include police/fire/school officials.

Medium Risk

- Search more controlled areas, such as classrooms.

High Risk

- Search additional locked and controlled areas, such as the roof and utility areas.

Suspicious vs. Unattended Items

- An unattended item is not automatically a suspicious one. Circumstances make an item suspicious, such as: out of context, making a noise, visible wires or placement witnessed.

If a Suspicious Item Is Found

- Do not touch, tamper with, or move the item.
- Immediately report item to the unified command.
- Public safety controls the scene if a suspicious item is found.
- Refrain from using radio communication in close proximity to the suspicious item.

School Personnel

- School personnel are in the unique position to know their classroom/workspace more familiarly than first responders; therefore, they will most likely recognize items out of place more readily than outsiders.
- When search is initiated by Site Decision-Maker(s), make a quick and complete visual scan of the workplace and any other common areas assigned.
- Conduct a 360 degree visual scan of your room for anything unusual.
- If anything unusual is noticed, move people away from the potential hazard and immediately report the location of the object to the Site Decision-Maker(s).

Shelter-in-Place/Evacuation Decision Tree

It is important not to reward threatening behavior, so unless a threat assessment warrants evacuation, consider search, shelter-in-place, or limited evacuation alternatives first.

- Consider shelter-in-place and conduct a search for a low risk threat.
- Partial evacuation depends on the specificity of the threat (if the threat specifies an area, can evacuate just that area).
- Full evacuation – when a suspected item is located, or there is a high-risk threat.

When Evacuation Is Initiated

- Never pull the fire alarm unless there is a fire. Other means should be used to communicate the evacuation.

- Everyone should take their personal belongings with them when possible.
- Evacuate to a safe and controlled area.

Continuing Actions After Evacuation

- Debrief with emergency services and assist in coordinating further actions.
- Take accountability and report.
- Open media, medical and family areas and provide regular briefings.
- Police/fire/school officials coordinate what can be released publicly. Often the specifics of a threat may need to be kept quiet to aid the investigation and to prevent copycats.
- As appropriate, determine reoccupy, or dismiss action. Time of day and specificity of the threat may dictate this decision. Be cautious about dismissing school as this may reward the threatening behavior.
- School and public safety officials communicate with parents.

TEACHER/STAFF:

- Conduct a 360 degree visual scan of your room for anything unusual.
- If anything unusual is noticed, move people away from the potential hazard and immediately report the location of the object to the principal.
- Do not touch, tamper with, or move the item.
- Refrain from using radio communication in close proximity to the suspicious item.
- If a SHELTER-IN-PLACE, refer to the shelter-in-place section.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the principal or designee of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the reunification section.

THE SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city/town departments.
- Notify the appropriate personnel via school communications.
- Consult law enforcement officials, who will determine when the school can resume normal activities and communicate the information to parents and the public.
- Send information home as soon as possible (by mass communication and/or letter) with the Superintendent or his/her designee approval.

ADDITIONAL INFORMATION:

- Do not touch light switches, lockers, or close windows or doors.
- Restrict the use of telephones.
- Any decision concerning the dismissal of students is the prerogative of the Superintendent or his/her designee.

BULLYING/HARASSMENT

PURPOSE:

The school district expects that all members of the school community will treat each other in a civil manner and with respect for differences. We are committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to

promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

PROCEDURES:

Reference Chapter 79 of the Nebraska Revised Statute

Bullying (including cyber-bullying and harassment) are major distractions from learning. The grades of the victims can suffer. Fear can lead to chronic absenteeism, truancy, or even dropping out of school. Bystanders feel both guilty and helpless for not standing up to the bully.

Bullying behavior often starts in elementary school and peaks in the middle school years. However, it can attract more attention from adults when it appears in high school. The students are older and physically larger and the behavior is recognized as being less tolerable and more inappropriate.

Most bullying by students starts out verbally – teasing and put-downs – and may become progressively worse and assume physical dimensions. Bullying of any type, including cyberbullying, is unacceptable in our schools and our community. The district, in partnership with our students and families, will endeavor to maintain a learning and working environment free of bullying.

Definition:

Bullying, as defined by Chapter 79 of the Nebraska Revised Statute, is any ongoing pattern of a physical, verbal or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events that:

- Causes physical or emotional harm to the victim or damage to the victim's property
- Places the victim in reasonable fear of harm to himself or of damage to his property
- Creates a hostile environment at school for the victim
- Infringes on the rights of the victim at school, or
- Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying also includes:

- The creation of a webpage or blog in which the creator assumes the identity of another person or
- The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions included in the definition of bullying above.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying above.

Jurisdiction: Bullying is prohibited:

- On school grounds and property immediately adjacent to school grounds
- At a school-sponsored or school-related activity, function or program whether on or off school grounds
- At a school bus stop, on a school bus or other vehicle owned, leased or used by the school district
- Through the use of technology or an electronic device owned, leased or used by a school district or school, and
- At a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Note: Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

In addition:

- Retaliation against a person who reports bullying, provides information during an investigation of bullying, witnesses bullying, or has reliable information about bullying shall be prohibited.

District Responsibilities:

Each year, the district shall...

- Provide all staff members with written notice of the bullying policy.
- Provide students and parents/guardians with written notice of the relevant, student-related sections of the bullying policy in age-appropriate terms and in the languages, which are most prevalent in the district.
- Provide age-appropriate instruction on bullying prevention in each grade through an evidence-based curriculum.
- Provide professional development to build the skills of all staff members to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to:
 - developmentally appropriate strategies to prevent bullying incidents
 - developmentally appropriate strategies for immediate, effective interventions to stop bullying incident
 - information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying
 - research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment
 - information on the incidence and nature of cyber-bullying, and
 - Internet safety issues as they relate to cyber-bullying.
- Inform parents and guardians about:
 - the bullying prevention curriculum of the school district
 - how parents and guardians can reinforce the curriculum at home and support the school district
 - the dynamics of bullying, and
 - On-line safety and cyber-bullying.

In addition, the district shall...

- Institute a policy regarding internet safety measures to protect students from inappropriate subject matter and materials that can be accessed via the internet and notify the parents or guardians of all students attending the school of the policy.
- Include the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing in Individualized Education Plans for children with a disability that affects their social skills development and for children who are vulnerable to bullying, harassment or teasing because of the child's disability.

Administrative Guidelines and Procedures:

The principal of each school is responsible for the implementation and oversight of the bullying policy at his or her school, including the following guidelines and procedures.

- Students, parents, and other witnesses will report incidents of alleged bullying or retaliation to any staff member, orally or in writing, in a timely manner. Reports may be made anonymously though no disciplinary action may be taken against a student solely on the basis of an anonymous report.
- Staff members who witness or are informed of alleged bullying or retaliation will report the incident to the principal right away and complete a Student Disciplinary Referral form by the close of the school day (or by the following morning should the incident happen during an after-school activity).
- If a staff member is a possible victim of bullying or retaliation, s/he will be notified immediately if s/he has not initiated the report him/herself.
- Any principal who receives a report of alleged bullying or retaliation will complete an investigation of the alleged incident within 24 hours of having received the report, including meeting(s) with involved students and witnesses.
- If the incident includes a possible criminal offense, the Police Department will be notified immediately.
- If the allegations of bullying or retaliation are substantiated, the principal will determine the appropriate disciplinary response, which may include mediation, detention, suspension (in or out-of-school), or expulsion. The principal will also complete an Incident Report detailing: 1) his/her findings, 2) the disciplinary response, 3) actions that will be taken to prevent further acts of bullying or retaliation, and 4) the procedures and supports that will be used to restore a sense of safety for the victim, as necessary. The principal will attach any related Student Disciplinary Referral form that s/he has received to his or her Incident Report.
- The student(s)' parents or guardians will be immediately notified of the incident and the disciplinary response.

- Repeated incidents of bullying by a student will result in more severe disciplinary actions.
- Any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action, which may include a warning, detention or suspension (in or out-of-school).
- If any perpetrator of bullying is a staff member, appropriate disciplinary actions will be taken and may include a reprimand, suspension or termination depending on the severity of the incident.
- If an incident of bullying or retaliation involves students from more than one school in or outside the district, the school district or school first informed of the bullying or retaliation shall promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.
- If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the district, the Police Department should be contacted immediately.

CHEMICAL ACCIDENT - OUTSIDE OR INSIDE THE SCHOOL

PURPOSE:

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck or railroad accident; water treatment/waste treatment plants and industry or laboratory spills. The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical or hazardous materials spill.

SPECIFIC SCHOOL INFORMATION:

Currently, every building has a comprehensive list of chemicals that are used in each building such as cleaning supplies, chemistry lab, art room, etc. These chemicals are all used and stored on school grounds as required by established federal and state mandates. The school's maintenance team, custodian or designated staff must inspect stored chemicals twice a month.

The District is aware of conditions in the surrounding community that could subject the school to a chemical or hazardous materials spill this list is maintained/updated yearly and kept on file in the superintendent and each principal's office.

RESPONSIBILITIES:

PROCEDURES FOR AN EXTERNAL CHEMICAL OR HAZARDOUS SPILL:

The Principal will determine the need to activate the SEOP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

PRINCIPAL OR DESIGNEE:

- Call 911 and notify local law enforcement, emergency responders and board of health.
- Enlist the School Level Crisis Response Team to assist with the needs of the emergency.
- Determine what procedures should be activated, such as an EVACUATION, REVERSE EVACUATION and SHELTER-IN-PLACE and refer to the corresponding section.
- School Administrators will make an announcement to notify staff and students. Decontamination equipment and personal protective equipment are located in the nurse's office and maintenance area.
- If outside, students and staff might have to move to the nearest interior safe area.
- Relocate students and staff from any mobile classrooms in to the building.
- Notify custodial and buildings & grounds staff to shut off mechanical ventilating systems, if appropriate.
- Take appropriate action to safeguard school property. • Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Notify the superintendent of the status and actions taken and keep him/her updated of any significant changes.

- Activate internal and external communications plan.
- Monitor radio, television, Internet and/or other means of information.
- Keep class together and wait for further instructions.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.
- Disseminate information about the incident and follow up actions such as where students/school has relocated and institute REUNIFICATION procedures, if needed.
- Determine whether school will be closed or remain open.
- Implement additional procedures as instructed by the School and/or emergency responders.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents and Public Information Officer.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

TEACHER/STAFF:

- Move students away from immediate vicinity of danger.
- Close windows.
- If a SHELTER-IN-PLACE, refer to the Shelter-in-Place section.
- If a REVERSE EVACUATION, refer to the reverse evacuation section.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the principal or designee of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.

PROCEDURES FOR AN INTERNAL CHEMICAL OR HAZARDOUS SPILL:

The Principal will determine the need to activate the SEOP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

PERSON DISCOVERING THE SPILL:

- Alert others in immediate area and leave the area.
- Close windows and doors and restrict access to affected area.
- Notify Principal/teacher/safety officer or call 9-1-1, if appropriate.
- Do not attempt to clean the spill.
- Seek first-aid if contact with spill occurs.

PRINCIPAL OR DESIGNEE:

- Call 911 and notify local law enforcement, emergency responders, and board of health.
- Provide the following information:
 - Location of the spill and/or materials released; name of substance, if known.
 - Characteristics of spill (color, smell, visible gases).
 - Injuries, if any.

- Enlist the School Level Crisis Response Team to assist with the needs of the emergency.
- Determine what procedures should be activated, such as an EVACUATION, REVERSE EVACUATION and SHELTER-IN-PLACE and refer to the corresponding section.
- If outside, students and staff might have to move to the predetermined outside relocation area.
- Students and staff from any mobile classrooms may be able to stay in their building.
- Remain in safe area until warning expires or until emergency personnel have issued an “All-Clear.”
- Notify custodial and buildings and grounds staff to shut off mechanical ventilating systems, if appropriate.
- Take appropriate action to safeguard school property.
- Notify the superintendent of the status and actions taken and keep him/her updated of any significant changes.
- Activate internal and external communications plan.
- Consider monitoring radio, television, Internet and/or other means of information.
- Activate an EVACUATION, refer to the evacuation section.
- Avoid exposure to the chemicals or hazardous fumes or materials in any EVACUATION.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Keep class together and wait for further instructions.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.
- Disseminate information about the incident and follow up actions such as where students/school has relocated and institute REUNIFICATION procedures, if needed.
- Address clean up needs and actions with appropriate fire, safety and/or emergency services personnel.
- Determine whether school will be closed or remain open.
- Implement additional procedures as instructed by the School and/or emergency responders.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents and Public Information Officer.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

TEACHER/STAFF:

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Report location and type (if known) of the hazardous material to Incident Commander.
- If a SHELTER-IN-PLACE, refer to the Shelter-in-Place section.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the principal or designee of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.

THE NURSE:

- Take student emergency forms.
- Take emergency medical bag.
- Treat any injuries along with first responders.

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments.
- Notify the appropriate personnel via school communications.
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/guardians as soon as possible (by Mass Communication and/or letter).

CHILD ABUSE/NEGLECT – REPORTING PROCEDURES

PURPOSE:

Occasionally, school personnel find themselves in a difficult situation with students reporting incidents in their lives. The student may report that s/he is being abused physically, emotionally, and/or sexually by a family of staff member. It is this vehicle that school personnel have to report such cases to authorities. Staff should always let the school guidance counselor/ social worker know of the situation and to talk with the child and investigate more. The guidance counselor/social worker will then report this to the building principal and a decision of reporting the incident is made at this time.

Failure to report identified or suspected child abuse is punishable by law as a misdemeanor in the State of Nebraska. (Neb. Rev. Stat. § 28-711)

Be aware of confidentiality issues and take appropriate precautions.

ACCUSATION INVOLVING A STUDENT’S FAMILY MEMBER.

PRINCIPAL OR DESIGNEE:

- Notify police (In accordance with district policy and if applicable depending the level of significance of the allegation).
- Report child abuse/neglect to the Department of Health and Human Services immediately by phone, and follow-up in a written statement of the facts.
- Notify Superintendent of Schools.
- Notify parents/guardians, if deemed appropriate and safe, that a report has been filed with the Department of Children and Families.

ACCUSATION AGAINST SCHOOL PERSONNEL:

PRINCIPAL OR DESIGNEE:

- Notify police (In accordance with district policy and if applicable depending the level of significance of the allegation)
- Report child abuse/neglect to the Department of Health and Human Services immediately by phone and follow-up with a written statement of the facts.
- Notify parents/guardians
- Notify Superintendent of Schools
- Inform the identified staff member of the accusation.

CUSTODY PROCEDURES

PURPOSE:

The district has a procedure for making sure no child is released to anyone that should not have custody of a child. It is imperative that each school document and verify all dismissals of a child with the person that is picking up the child.

RESPONSIBILITIES:

- Principal/designee will maintain a current file of legal documents pertaining to appropriate students in compliance with the current custody law.

- The classroom teacher(s), nurse, guidance counselor, social worker and office administrative assistant connected with the child in question should have a copy of the document/s limiting his/her contacts.
- Never release a child to a parent/guardian that is not authorized on the student emergency contact card in the student information system.
- There should be no communication with the non-custodial parent (parent without physical custody) until/unless official paperwork stating otherwise has been filed with the school.
- The principal/designee will request support from the Police Department if needed.

DEATH OF A STUDENT OR STAFF MEMBER

PURPOSE:

The school district has designed the following planned response to the death of a student or staff member because of accident or illness. This plan addresses the needs of both staff and students in coping with such an event. This protocol also takes into account that the death may have occurred off-site or on campus. This protocol is not a chronology of actions. Rather, it is a planned response highlighting the steps to be addressed in a timely manner, as appropriate for each individual situation. This plan addresses the needs of both staff and students in coping with such an event. While it is important to recognize and deal with the death of a student/staff, we must be careful not to sensationalize such an event. Every effort should be made to maintain as normal a routine as possible.

RESPONSIBILITIES:

THE PERSON MAKING THE DISCOVERY:

- Anyone who becomes aware of a student death should notify the principal/director.

PRINCIPAL OR DESIGNEE:

- If on-site, contact police and fire.
- Principal should attempt to verify the death by confirming with police on scene, following up with police in the event the victim was transported to a hospital, or in the event death occurred off campus - the family of the deceased.
- Call together the School Level Crisis Response Team and the Crisis Recovery Team. Each school should have a telephone list or chain in place. This list should be updated regularly and placed in this manual. Each school should have a mechanism to contact faculty and staff.
- Consider requesting Crisis Recovery Team for additional personnel.
- Coordinate/initiate notification of staff and set up a meeting at the earliest time possible to ensure that all personnel have the same accurate information and so they may lend each other support.
- Contact the bereaved family to extend sympathy. S/he should ask about information that the family is willing to share with the students and school personnel. In the case of a student, permission from the parents must be obtained before information is shared.
- Contact authorities to obtain accurate information about the death of a student including name, time, place and manner of death (if appropriate).
- Prepare a written statement to faculty and students. Depending on the situation, the principal may choose to prepare two statements – one to be read to the students and one for the teachers explaining what happened, giving suggestions on how to handle grief reactions, what reactions to look for, what to do or say, etc.
- With the assistance of the School Level Crisis Response Team, should draft a letter to parents of all children. This letter, signed by the principal, should contain the same information that was shared with staff and students. The letter will inform the parents of what the school has done and will be doing to assist students in dealing with this matter. The letter should encourage the parents to be in touch with the school if they have particular concerns about their child's response to the situation. This letter will be sent home with the children to their families on the same day the crisis is addressed in the school.
- Convene School Level Crisis Response Team as soon as possible and when time allows, prior to the opening of school to make appropriate plans for the day.

- Ensure that all students are notified by the prepared announcement read by individual homeroom/classroom teachers stating the facts as known before the first period of the day or as soon as possible. A public address system or a large assembly should not be utilized to make this announcement unless absolutely necessary. Notification is done in order to dispel any rumors and allay any fears. Upon request, an assigned crisis team member may be present in the classroom with the homeroom/classroom teacher. Out of respect for the family and for other legal considerations, no additional information beyond the announcement may be shared.
 - Ensure that media requests are referred to the superintendent, or their designee, who will be the only official spokesperson for the central office.
- Establish media staging areas so they are kept away from the school setting, but allowed to do their jobs. Teachers and students will be reminded that they need not respond to inquiries from the press or others.
 - Consider contacting local police chief to activate Crisis Recovery Team to help when local staffing and capabilities are overloaded or lack experience in response strategies.
 - Consider counseling periods for after school hours (including weekends) to counsel parents or students during the first 48 hours following a major event.
 - Convene faculty/staff briefings. They should be called together at the beginning and/or end of the school day for a brief meeting. Here, available information will be shared as appropriate. If significant information is received during the day that needs to be shared, a meeting will be arranged for faculty and staff as soon as possible. Faculty must have a chance to briefly absorb and deal with information before being expected to share it with students. The information also should be shared with cafeteria personnel, custodial staff, bus drivers, etc. If the tragic incident occurs when school is not in session, other appropriate means of mass communication can be used to share information with staff. Remind staff to not talk with media and others about the event.
 - Ensure that if any student in the school has been absent due to a close relationship with the deceased, the School Level Crisis Response Team will work with teachers to welcome him/her back and alert students to the need for sensitivity.
 - Safeguard that the utmost sensitivity is used in handling the deceased's belongings. If the death is potentially related to criminal activity, the police having jurisdiction over the crime should be consulted prior to accessing and/or removing any belongings. This includes electronic devices, voicemails, e-mails, etc. The principal or designee should remove the personal belongings and then give them to the family when appropriate. The family's wishes should be considered.
 - Prepare to offer guidance relative to funeral arrangements. In general, students participation in funerals is an individual decision and under the supervision of parents.
 - Convene a brief faculty meeting at end of the school day to discuss how the day went. Warning signs of depression and suicide should be reviewed. Staff will be updated on pertinent information. A designated member(s) of the School Level Crisis Response Team should update staff members who are unable to attend the meeting.
 - To the extent possible, facilitate a normal daily routine to be carried out that includes continuing the educational process to ensure a stable and secure environment for students.
 - Permit staff members and students to attend the funeral that wish to do so. Existing procedures for dismissal/absence should be maintained. Necessary arrangements will be made so that faculty who want to may attend. Faculty and student participation in wakes and/or funerals memorial services is on an individual basis. Student participation should be under parental supervision using normal early release/dismissal policies.
 - Remove the student/staff member from electronic communications home, class rolls, e-mail list, phone answering machine, and mailing list. • Debrief with the team at the conclusion of the event.

SCHOOL LEVEL CRISIS RESPONSE TEAM:

- Identify potentially vulnerable faculty, staff and students and plan for how they will be informed privately of the situation. Examples of vulnerable people would include siblings, best friends, worst enemies, people with a similar illness or death in the family, and faculty with a child the same age of the child that died.
- If the death of a student or staff member occurs in the presence of others, these observers should be considered extremely vulnerable. The team should be particularly attentive to the needs of this group. When

indicated, parents of these students will be contacted by phone and a referral to support services will be made at the parent's request.

- When considering commemoration, students should be a part of the process. This step should take place over a period of time.
- As students and staff begin return to their typical routines, the School Level Crisis Response Team should still be on alert for any potential delayed stress reactions. Staff members need to bring any student whose behavior changes after the death to the attention of the team. Keep in mind that staff members are equally vulnerable to grief and loss.
- The School Level Crisis Response Team will have a follow up meeting to assess how well this protocol responded to the needs of the local school community and to make any needed changes or additions.
- Prepare to offer guidance relative to funeral arrangements. In general, students participation in funerals is an individual decision and under the supervision of parents.
- Meet at the end of each day during the response for the crisis, and at least until the day after the funeral, to review school response, plan for the next day (including any additional information to be shared with students) and to discuss any students about whom they are concerned.
- Counseling areas should be set up by the counseling staff to assist any staff or students who want to discuss the death. Separate locations for staff and students should be maintained. Students should be escorted to and from designated counseling areas.
- Counselors designated to counsel students that are, or appear to be, in crisis or distraught mood should be located in a counseling center (pre-identified room).
- The School Level Crisis Response Team members should make themselves available to assist faculty who would like help in talking with students. One member of the team should follow the daily schedule of the deceased student/faculty member for the first day after the crisis to be available to students who were in the classroom with the student/faculty member.
- Provide an opportunity for students to discuss what has happened. Students are to remain in pre-established counseling area until the Principal or his/her designee determines they are ready to resume their schedules.
- Close friends of the deceased student/staff who seem upset should be monitored closely. Staff should alert members of the School Level Crisis Response Team about these individuals.
- Additional staff/counselors should be assigned to move about the building or campus to counsel groups of students not in crisis

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments. All media contacts should be held away from the school.
- Notify the appropriate personnel via school communications.
- Special attention should be given to those schools at which siblings of the deceased are enrolled. The superintendent should contact the principal of schools that could be affected. This could include in district as well as private/regional schools.
- Notify staff when possible.

DEATH ON CAMPUS

PURPOSE:

A death on campus will be a very difficult situation to handle. Great care is to taken to protect staff and students from witnessing this event and its immediate aftermath. Whether this death is due to a medical emergency or injury, one can experience trauma from witnessing what has occurred.

RESPONSIBILITIES:

THE PERSON MAKING THE DISCOVERY:

- Contact School Nurse and/or 911.
- Secure the scene until administrator arrives (disturb as little as possible, limit access until police arrive).
- Contact principal or designee.

NURSE:

- Report immediately to the scene with emergency medical bag.

PRINCIPAL OR DESIGNEE:

- Notify the Police/Fire Department.
- Secure the building and direct staff and students to remain in assigned areas until further notice (See Shelter-in-Place).
- Notify the superintendent or designee.
- Identify all witnesses and move them to the principal's office, if possible (to the extent possible, witnesses should not talk with each other or anyone else).
- Document all statements made by witness(es); however, do not conduct interview with witness(es).
- Contact the School Level Crisis Response team to enlist the aid of additional staff.
- Ensure proper supervision in all areas.
- See Death of a Student/Staff Member for other vital plans.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal. • Debrief with the team at the conclusion of the event.

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments.
- Notify the appropriate personnel via school communications.
- Notify staff when possible.

DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY INFORMATION TO THE MEDIA. THE SUPERINTENDENT OR DESIGNEE IS RESPONSIBLE FOR ALL COMMUNICATION WITH THE PUBLIC AND MEDIA.

EARTHQUAKE (DROP, COVER, HOLD)**PURPOSE:**

Drop, Cover and Hold procedures may be used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or an earthquake.

RESPONSIBILITIES:**PRINCIPAL OR DESIGNEE:**

- Call or direct staff to call 911 to confirm the alarm is active, identify the school name and location, provide exact location of the damage and/or fire/smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- Activate an EVACUATION; refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas. • Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Notify the superintendent and institute communications plan.
- Activate the School Level Crisis Team and the Crisis Recovery Team if one is in place.
- Upon consultation with superintendent, fire department and law enforcement officials and, if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center. If safe return to the building once the "All Clear" is given.
- If relocation occurs, activate REUNIFICATION; look at Reunification section.

- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents and Public Information Officer
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

TEACHER/STAFF:

Indoor Procedure:

- Initiate the following action steps for themselves as well as students in their care:
- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the Incident Commander/principal of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the Reunification section.

Outdoor Procedure:

- Initiate the following action steps for themselves as well as students in their care:
- Move away from buildings, streetlights and utility wires.
- Drop to the ground.
- Cover their face and head with their arms.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- Notify the principal or designee of any injuries.

Moving Vehicle Procedure:

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

THE NURSE:

- Take student emergency forms.
- Take emergency medical bag.
- Treat any injuries along with first responders.

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments.
- Notify the appropriate personnel via school communications.
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

EVACUATION

PURPOSE:

Evacuation will take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill, etc.) and staff, students and visitors can safely reach the evacuation location without danger (playground, football stadium, or off-site location in the community).

RESPONSIBILITIES:**PRINCIPAL OR DESIGNEE:**

- Convene School Level Crisis Response Team.
- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice the school has been evacuated.
- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants.
- Determine evacuation routes based on location of the incident and type of emergency.
- Communicate changes in evacuation routes based on location and type of emergency.
- Encourage staff and students, through training, to recognize hazards that may impede safe egress through pre-identified routes and encourage them to make decisions to safely seek out alternate routes.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures. • Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Gather headcount information from teachers on missing/extra staff and students.
- Monitor the situation and provide updates and additional instructions as needed.
- Report all injuries to the nurse and other medical personnel that may have responded to the scene, for assessment and/or treatment.
- Notify the superintendent that an evacuation of the school has occurred.
- During inclement weather, consider requesting buses from the pre-established Public Transportation Company for sheltering students.
- Communicate when it is safe to reenter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bullhorn.
- Prioritize evacuations with student populations during a controlled evacuation. Students/staff with disabilities and/or in self-contained classrooms will go first, followed by mainstreamed students in general education classrooms, then by all general education classrooms and staff that were not in classrooms.
- Communicate with parent/guardians as to what is happening and continue to update as necessary.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents, and teachers if needed. (If the district has one, if not extra counselors/school psychologists may be helpful.)
- Meet with staff after school to make any updates that can be made at the time and plan a time to meet the next morning before school for any additional updates if needed.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Staff should not talk to the public or media about this event. Guide staff on what to say/what not to say to students and parent/guardians about the event.
- Develop a reentry plan for the next school day and aftercare program.
- Complete and file an incident report by the end of the school day.

TEACHER/STAFF:

- Instruct students to exit the building using the designated emergency exit routes or as directed by the principal or designee. Emergency exit routes should be diagramed on the school floor plan drawing posted near the light switch inside each room.
- Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the principal or designee at the time of

the emergency and the evacuation, although when safety concerns observable by staff deem it necessary to choose an alternate route, will be followed by teachers and staff.

- Avoid downed power lines, open gas lines, and other unsafe conditions.
- Help those needing special assistance. Students and staff with functional needs that prohibit normal evacuation will be assisted out of the building, if possible, or will be taken to an area of refuge. Emergency Responders will be notified immediately of any individuals in an area of refuge.
- Develop a reentry plan for the next school day and aftercare program for the same day.
- Follow district procedures regarding whether or not to close/lock classroom doors.
- Depending on the emergency, staff and students may be directed regarding personal belongings.
- Take class roster, first-aid kit/"Go-Kit" and other emergency supplies with you.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to the designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building, or other directed evacuations).
- Whether outside the building or inside the building evacuation location, check for injuries. Report any injuries to the principal or designee.
- Account for all students. Immediately report any missing/extra or injured students/staff to the principal or designee. Use the extra and missing staff/students form that is located with your class rosters.
- Unattached students should report to the nearest teacher.
- Wait for additional instructions.

Please note: That certain events may require that you ignore the fire alarms. Please pay attention to all announcements and situations and refer to your training to make a decision.

EVACUATION (OFFICE STAFF)

OFFICE STAFF:

Take "Go-Kit": (Includes but not limited to)

- School Emergency Operations Plan Manual
- Computer Lap Top
- Building Floor Plans
- List of Phone Numbers for Emergency Personnel
- List of Phone Emergency Numbers for School Personnel
- List of Phone Numbers for Students
- Bullhorn
- School Radios
- Class Lists and Room Assignments
- Mass Information System Contact and Login Information
- Flashlight and Extra Batteries
- Flip Chart
- Laminated Grade Level and/or Alphabetical Signage
- Student Photos
- List of Do Not Release Information (Restraining Orders, Custody Documents, etc.)
- Reunification Cards (50 More Than the Students Enrolled in Your School)
- Alphabetical Sheets Breakdown by Grade Level
- Pencils/Pens/Papers
- Clipboards (10)
- Parent Check-in Banner – Laminated
- Directional Signs (12 – To Be Used for Directing People Right, Left, Up and/or Down)
- Duct Tape
- Extension Cord
- Medical Gloves
- Whistles (5)
- Reflective Vests (15)

- List of Individualized Evacuation Plans for Students or Staff with Mobility/Physical Disabilities (Permanent or Temporary)

Other Responsibilities:

- Take Attendance, Visitor Log, Late Sign-in Log, Dismissal Sign-out Log, Staff Sign-in/out Log
- Setup Command Center
- Account for all Staff and Students
- Communicate with Emergency Personnel
- Contact Parents by Electronic Means when Possible
- Determine Location of Restroom Facilities
- Provide Food and Water for Staff and Students with Disabilities/Illnesses

Evacuation Locations:

In the event of an evacuation of the building, initially all persons will evacuate to the predetermined on-campus evacuation location. If the evacuation will be for a prolonged time, requires family reunification, or is due to weather or other considerations, the school will transport students and faculty to one of the three predetermined off campus evacuation locations. It is recommended each school have a second and third site as a backup.

THE SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments.
 - Notify the appropriate personnel via school communications.
 - Notify staff as soon as possible.
 - Notify parents/guardians as soon as possible (by Mass Communication and/or letter).
- *Schools are strongly encouraged to have a memorandum of understanding with the evacuation location site-owner, and pre-determine transportation to the evacuation site.

FIGHTS

PURPOSE:

A fight can happen between students at any point. It is important that certain procedures occur to maintain the safety for all. Many schools have cameras available to be used to investigate the combatants and bystanders that may have contributed to the altercation.

RESPONSIBILITIES:

PERSON DISCOVERING THE FIGHT:

- When approaching the fight yell out combatants' name, identify yourself and order them to stop. Use "ladies" and "gentlemen" if names are not known.
- Dependent on local policy, staff may assist and take an active role in stopping any disruptive activity to the extent that staff safety is not jeopardized
- Advise spectators to disperse immediately.
- If physically intervening, approach the students from the side. Do not step between the combatants. Separate all combatants and refer them to an administrator.
- Ask for assistance from nearby staff members and the Restraint Team if needed.
- Notify the principal or designee immediately or as soon as possible.

PRINCIPAL OR DESIGNEE:

- Ask the nurse to assess combatants and document any injury.
- If necessary, ask nurse to assess intervening teacher(s).
- Interview combatants, teachers, and bystanders and complete necessary paperwork.
- Review camera footage.
- Take appropriate disciplinary action.

FIRE/EXPLOSION

PURPOSE:

The district has a policy and procedures governing fire drills and conducts fire drills as required by law. All staff is trained on how to respond in the event of a fire.

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard.

- Any staff/student/visitor discovering fire/smoke and/or explosion will activate the fire alarm and report the fire to the principal, or call 911 if conditions require and/or injured are in need of medical assistance.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- No one may reenter building(s) until it is declared safe by the fire department.

Once an emergency Incident Commander arrives (fire department), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Call or direct staff to call 911 to confirm the alarm is active, identify the school name and location, provide exact location of the damage and/or fire/smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- If safe and appropriate to do so, in the event of an explosion, direct designated staff to shut off utilities.
- Activate an EVACUATION; refer to the evacuation section. • Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Notify the superintendent and institute communications plan.
- Activate the School Level Crisis Team and the Crisis Recovery Team if one is in place.
- Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center. If safe return to the building once the "All Clear" is given.
- If relocation occurs, activate REUNIFICATION; look at Reunification section.
- If relocation is not necessary, provide information or plan to return to the building and resumption of normal operations.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents, and Public Information Officer
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

TEACHER/STAFF:

- After hearing the fire alarm and/or explosion activate an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Keep class together and wait for further instructions.
- Notify the principal or designee of any injuries.
- Remain in safe area until the "All Clear" signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.

- If relocation occurs, activate REUNIFICATION; refer to the Reunification section.

THE NURSE:

- Bring student emergency forms.
- Bring emergency medical bag.
- Treat any injuries along with first responders

SUPERINTENDENT OR DESIGNEE:

- Notify the appropriate personnel via school communications.
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

FLOOD

PURPOSE:

The district has developed and put into place procedures that ensure that there are procedures in place to protect staff/students and school property are protected in case of a flood.

The Nebraska Emergency Management Agency, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet and telephone. In the event of a flood, the principal or designee will activate the SEOP.

The school public address system acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios being used by the School Level Crisis Response Team, will serve as backup alerting/communication devices.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

Review circumstance and conditions and determine appropriate procedures to be activated.

Call or instruct staff to call 911 to notify local law enforcement, fire and emergency services of intent to evacuate in or out of the building, the location of the relocation site, the route and means to be taken to that site.

Determine if EVACUATION is required and can be safely done. Evacuation may mean moving staff and students to higher floors if leaving the building is not possible.

- Activate an EVACUATION; refer to the evacuation section. • Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Notify the superintendent and institute communications plan.
- Activate the School Level Crisis Team and the Crisis Recovery Team if one is in place.
- Enlist the School Level Crisis Response Team to ensure that all students have been located and/or evacuated.
- Activate internal and external communications plan.
- Designate staff to monitor radio, Internet and media for flood information and report any developments.
- Update staff, administration and emergency responders of any significant changes in operations or conditions.
- Issue transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the superintendent of the status and action taken.

- Notify relocation centers and determine an alternate relocation center, if needed, if primary centers would also be flooded.
- Designate staff to take appropriate action to safeguard school property.
- If relocation occurs, activate REUNIFICATION; look at Reunification section.
- If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.
- Prepare fact sheet and written communication for staff, parents and Public Information Officer
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

TEACHER/STAFF:

- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes (due to building debris), to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas.
- Keep class together and wait for further instructions.
- Notify the Incident Commander/principal of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION; refer to the Reunification section.

BUS DRIVER:

- If evacuation is by bus, do not drive through flooded streets and/or roads.
- Do not attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.
- If caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising abandon the bus and seek higher ground before the situation worsens.
- Use two-way radios to communicate with the principal or designee.

THE NURSE:

- Take student emergency forms.
- Take emergency medical bag/“Go-Kit”.
- Treat any injuries along with first responders.

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments.
- Notify the appropriate personnel via school communications.
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/ guardians as soon as possible (by mass communication and/or letter).

FIELD TRIP (CRISIS DURING)

PURPOSE:

When school staff personnel take students off campus there is a potential for an incident to occur at any time. This could happen where the field trip is taking place or back at the school setting. It is the responsibility of the person coordinating the field trip to contact the school of any incident. It is the responsibility of the principal to

contact the person coordinating the field trip if an incident has occurred at school and to inform the staff and students on the field trip of their next steps for returning to school or not. If the field trip is conducted by a self-contained special education classroom/program, make sure to follow the procedures listed in the Community Outing Protocol.

RESPONSIBILITIES:

TEACHER/FIELD TRIP COORDINATOR:

- Attend to any medical needs if there are any injuries or complaints of pain.
- Notify the local Police/Fire Department or 911 if appropriate.
- Contact principal or designee and provide update and actions being taken.
- Complete detailed incident report on return to school.
- DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY INFORMATION TO THE MEDIA. THE SUPERINTENDENT OR DESIGNEE IS RESPONSIBLE FOR ALL COMMUNICATION WITH THE PUBLIC AND MEDIA.

PRINCIPAL OR DESIGNEE:

- Contact school superintendent or designee and provide update and actions being taken.
- Send school personnel to scene if appropriate.
- If incident is during non-school hours the principal and Crisis Recovery Team may be called in to assist. • Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Convene School Level Crisis Response Team if appropriate.
- Contact parents with update and actions being taken.
- Notify staff when possible.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents, and faculty as needed. (If the district has one, if not extra counselors/school psychologists may be helpful.)
- Implement a plan for aftercare and the next school day.
- Debrief with the team at the conclusion of the event.

SUPERINTENDENT OR DESIGNEE:

- Notify the appropriate personnel via school communication channels if applicable.
- Coordinate the media effort if appropriate.

GANGS/GROUP VIOLENCE/ POLITICAL OR COMMUNITY DEMONSTRATION/ RIOT

PURPOSE:

For school systems that have an issue with gangs and/or groups of students, it is important to have procedures in place to handle potential threats to the school setting. Working hand-in-hand and communicating with the local police department is imperative to staying ahead of any potential problems. This is especially important if an incident were to occur off site, after hours, or during the school day with the potential to carry over into the community after school hours.

RESPONSIBILITIES:

PERSON DISCOVERING THE INCIDENT:

- Report all rumors of or acts of violence to the principal or designee.
- Report strangers to the office.
- Report gang identifiers (clothing, signs, colors, street names) to the office.
- Immediately report acts of violence or rumors to the principal or designee.

PRINCIPAL OR DESIGNEE:

- Notify the police, superintendent or designee.
- Work with and collaborate with police on identifying and preventing gang related issues in and around school setting
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Convene the School Level Crisis Response Team if necessary.
- If necessary, develop a reentry plan for the next day including the Crisis Recovery Team. • Debrief with the team at the conclusion of the event if needed.

TEACHER/STAFF:

- If necessary, keep students in classes and away from crisis area.
- Take attendance.
- Wait for further instructions.

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments.
- Notify the appropriate personnel via school communications
- Notify staff as soon as possible.
- Notify parents/guardians (by phone, e-mail, text, and/or letter) as soon as possible.

GENERAL SECURITY**PURPOSE:**

Daily security procedures and protocols are in place to ensure a safe and secure environment, prevent crime, and to deter persons from gaining unauthorized access to the building.

Each school will encourage all staff, faculty and students to be an active participant in building security and to have crime prevention measures in place. The following list of security measures are in place on a daily basis or at specified times to ensure the safety of the school community and prevent criminal activity or unauthorized access (e.g. badging system, cameras, tip-lines, etc.).

RESPONSIBILITIES:**PRINCIPAL OR DESIGNEE:**

- Ensure that there is a security policy, including when school is not in session, to prevent unauthorized building access at all times and that staff and faculty are familiar with the policy.
- Make requisitions and recommendations for necessary improvement or replacement of inadequate security features of the building.
- Ensure that there is adequate signage directing visitors to the building to the office where they will sign in and out.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

TEACHER/STAFF:

- Make sure that the classroom door is able to be locked from the inside and is functioning normally daily.
- Ensure that the students are aware of the building security policy and do not permit unauthorized persons into the building.
- Report any unusual conditions/observations, including those learned through social media or other electronic means, or persons to the main office.
- Report to the main office any conditions, concerns or problems that were reported to them.
- All visitors that you are responsible for must be escorted to and from your classroom/meeting.

OFFICE STAFF:

- Ensure that all visitors report to the office to sign in when entering the building and sign out when leaving the building.
- Monitor security cameras at the main entrance to ensure only authorized and appropriate persons are allowed into the building.
- Make sure all visitors are escorted to and from the office by an employee of the school.

FACILITIES/MAINTENANCE:

- Maintain all doors, windows and other means of entrance into the building to ensure proper operation and that all locks or other means of securing them are functional.
- Report any deficiencies or failures of the building security to the school principal in a timely manner.
- Landscaping is addressed to ensure a clear line of site into and from the building.
- All outside doors are to be numbered, in sequential order, with large reflective numbers.

STUDENTS:

- Notify a staff or faculty member when an unauthorized or suspicious person is observed inside or around the building.
- Notify a staff or faculty member when doors are found unlocked or propped open.
- Report any security or safety concerns or unusual safety conditions to a staff or faculty member. (i.e., social media posts from other students of a potential threat to the school or people within the school.)
- Students will not permit or allow unauthorized persons to enter the building by opening any locked doors.

GENERAL RESPONSIBILITIES:

- All entrances are locked during hours of operation, including the main entrance.
- Students and staff are trained not to provide unauthorized access to the building.

HOSTAGE**PURPOSE:**

The purpose of this section is to ensure that there are procedures in place to protect staff/students and school property in the event of a hostage situation. It is critical that all staff know what to do in a hostage situation. Hostage situations always result in law enforcement being contacted immediately, and activated; it is critical to follow the instructions of, and cooperate with, the law enforcement official who will be the Incident Commander with jurisdiction at the scene.

RESPONSIBILITIES:

A hostage situation involves one or more persons being held against their will by one or more individuals. The goal is to ensure safety of students, staff and others at the school and prevent the hostage(s) from being moved away from the school. All staff should be aware of what to do in the event of a hostage situation.

- If hostage taker is unaware of your presence, do not intervene.
- Notify the principal or designee, school resource officer, or call 911 if unable to reach school authorities.

If school personnel or students are taken hostage:

- Listen to and report instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

PRINCIPAL OR DESIGNEE:

- Call 911 immediately. Give dispatcher details of situation; description and number of intruders, exact location in the building and whether the school is in Lockdown or taking other action if appropriate (such as EVACUATION if hostage taker has a bomb). Ask for assistance from hostage negotiation team.
- Convene School Level Crisis Response Team.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents, and teachers. • Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Announce Lockdown or other procedure if conditions warrant.
- Ensure staff located outside are notified of the situation and are directed to move students away from the building to the outside assembly areas.
- Isolate the area and try to determine if weapons are involved, if possible.
- Redirect any buses in route to the school to an alternate location.
- Notify superintendent and activate communications plan.
- Give control of scene to police and hostage negotiation team.
- Ensure detailed notes of events are taken.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

TEACHER/STAFF:

- Teachers and staff will implement Lockdown or other directed procedures upon hearing the alert. If outside, move to designated assembly areas and wait for further instructions.
- Everyone should remain in their location until given the “All Clear” unless otherwise instructed to take other action by a law enforcement officer.

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media.
- Notify the appropriate personnel via school communications
- Prepare a formal statement for initial announcement to the entire school system. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries (limit information). Send the information home with the students.

KIDNAPPING

PURPOSE:

A kidnapping or attempted kidnapping is a threat that is often overlooked by schools. This potential is a concern for anyone that is walking to or from school, walking to and from the bus stop, or while waiting for the bus. Proper procedures are important to handle this situation in a timely fashion. Bus drivers should be trained on looking for potential threats as well.

RESPONSIBILITIES:

PERSON WHO SUSPECTS OR WITNESSES THE KIDNAPPING:

- The person witnessing the suspected abduction notifies the Police and principal immediately.

PRINCIPAL OR DESIGNEE:

Find out the following:

- Student's name and description including clothing worn that day by the student.
- Grade/homeroom/teacher.
- Address.
- Bus stop, bus driver and list of other students at the stop if abduction took place there.
- Names of friends and classmates.
- Try to determine the presence of strangers around the area where the child was seen last.

- Description of the abductor including clothing, physical characteristics, make and model of car, license plate.
- Have guidance/social worker and administration meet with students that are close to the missing student for support and to find any information about the disappearance of the student.
- Notify the police if not already contacted.
- Notify the student's parent/guardian.
- Notify the superintendent or designee.
- Convene the School Level Crisis Response Team. • Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents and teachers. (If the district has one, if not, extra counselors/school psychologists may be helpful.)
- Identify Public Information Officer.
- Prepare fact sheet and written communication for staff, parents, and public information officer. Remind staff to not talk with media and others about the event.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Develop a reentry plan for the next school day and aftercare program.

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments.
- Notify the appropriate personnel via school communications
- Send information home as soon as possible (by mass communication and/or letter).
- Inform the staff as soon as possible.

LIGHTNING OR OTHER SEVERE WEATHER EVENT AT OUTDOOR ACTIVITY

PURPOSE:

While the probability of being struck by lightning is extremely low, the odds are significantly greater when a storm is in the area and the proper safety precautions are not followed. The following steps are recommended by the National Severe Storm Laboratory (NSSL) to mitigate the lightning hazard:

PROCEDURES:

- Be aware of National Weather Service-issued (NWS) thunderstorm watches and warnings, as well as the signs of thunderstorms developing nearby. A watch means conditions are favorable for severe weather to develop in an area; a warning means that severe weather has been reported in an area and for everyone to take proper precautions.
- Know where the closest safe structure or location is to the field or playing area, and know how long it takes to get to that safe structure or location.
Safe structure or location is defined as:
 - Any building normally occupied or frequently used by people (i.e., a building with plumbing and/or electrical wiring that acts to electrically ground the structure). Avoid using shower facilities for safe shelter and do not use the showers or plumbing facilities during a thunderstorm.
 - In the absence of a sturdy, frequently inhabited building, any vehicle with a hard metal roof (not a convertible or golf cart) and rolled-up windows can provide a measure of safety. A vehicle is certainly better than remaining outdoors. It is not the rubber tires that make a vehicle a safe shelter, but the hard metal roof, which dissipates the lightning strike around the vehicle. **DO NOT TOUCH THE SIDES OF THE VEHICLE!**
 - Be aware of how close lightning is occurring. The flash-to-bang method is the easiest and most convenient way to estimate how far away lightning is occurring. Thunder always accompanies lightning, even though its audible range can be diminished due to background noise in the immediate environment, and its distance from the observer. To use the flash-to-bang method, count the seconds from the time the lightning is sighted to

when the clap of thunder is heard. Divide this number by five to obtain how far away (in miles) the lightning is occurring. For example, if an individual counts 15 seconds between seeing the flash and hearing the bang, 15 divided by five equals three; therefore, the lightning flash is approximately 3 miles away.

- Lightning awareness should be increased with the first flash of lightning or the first clap of thunder, no matter how far away. This activity must be treated as a wake-up call. The most important aspect to monitor is how far away the lightning is occurring, and how fast the storm is approaching, relative to the distance of a safe shelter.

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SPECIFIC LIGHTNING-SAFETY GUIDELINES HAVE BEEN DEVELOPED:

- As a minimum, NSSL staff strongly recommend that by the time the monitor obtains a flash-to-bang count of 30 seconds, all individuals should have left your location and reached a safe structure or location. Athletic events may need to be terminated.
- The existence of blue sky and the absence of rain are not protection from lightning. Lightning can, and does strike as far as 10 miles away from the rain shaft. It does not have to be raining for lightning to strike.
- If no safe structure or location is within a reasonable distance, find a thick grove of small trees surrounded by taller trees or a dry ditch. Assume a crouched position on the ground with only the balls of the feet touching the ground, wrap your arms around your knees and lower your head. Minimize contact with the ground, because lightning current often enters a victim through the ground rather than by a direct overhead strike. **MINIMIZE YOUR BODY'S SURFACE AREA, AND MINIMIZE CONTACT WITH THE GROUND! DO NOT LIE FLAT!** If unable to reach safe shelter, stay away from the tallest trees or objects (such as light poles or flagpoles), metal objects (such as fences or bleachers), individual trees, standing pools or water and open fields. Avoid being the highest object in a field. Do not take shelter under a single, tall tree.
- A person who feels his or her hair stand on end, or skin tingle, should immediately crouch, as described above.
- Avoid using the telephone, except in emergency situations. People have been struck by lightning while using a landline telephone. A cellular phone or portable remote phone is a safe alternative to landline phones, if the person and the antenna are located within a safe structure or location, and if all other precautions are followed.
- When considering resumption of an athletic or any other activity, it is recommended that everyone should ideally wait at least 30 minutes after the last flash of lightning or sound of thunder before returning to the field or activity.
- People who have been struck by lightning do not carry an electrical charge. Therefore, cardiopulmonary resuscitation (CPR) is safe for the responder. If possible, an injured person should be moved to a safer location before starting CPR. Lightning-strike victims who show signs of cardiac or respiratory arrest need emergency help quickly. Prompt, aggressive CPR has been highly effective for the survival of victims of lightning strikes.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

LOCKDOWN/ENHANCED LOCKDOWN (DENY ENTRY/ACTIVE SHOOTER/INTRUDER)

PURPOSE:

Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise. An active shooter/intruder or armed assailant on school property involves one or more individual's intent to cause physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb, or other harmful device. An active shooter will result in law enforcement and other safety and emergency services responding to the scene. Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing. Schools are encouraged to carefully review and modify when necessary, their policies relative to lockdown/enhanced lockdown. For these response strategies to work their best, careful instruction and routine practicing and drilling must be part of the overall plan.

RESPONSIBILITIES:

- Any staff/student can call 911, identify the name and address of the school, describe the emergency, state the school is locking down, evacuating, etc., provide intruder description and weapon(s) if known, and identify the location of the school command post. Stay on the phone if possible to provide updates and additional information.

PRINCIPAL OR DESIGNEE:

- Make an announcement using the building public address system, 2-way radio, telephone, or megaphone, stating the nature of the emergency and any available information. When feasible, repeat the announcement.
- If safe to do so, secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and student locations, detailed floor plans, and important documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at or near the administration office, evacuate and/or lockdown/barricade and designate an alternate command post.
- Convene School Level Crisis Response Team. If the team cannot be assembled at this time do so after the "All Clear" is given.
- Determine appropriate enhanced lockdown procedure(s) (ALICE; Run, Hide, Fight; SRP; etc.). Training of all staff (substitutes, paraprofessionals, support staff) and students is key. • Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Direct office staff to maintain contact with teachers reporting pertinent emergency information via predetermined phone, e-mail, radio, and/or texting mechanisms.
- Notify the Superintendent's office, when safe to do so.
- Direct staff and students outside the building to move immediately to predetermined assembly area(s) and be prepared to EVACUATE to an off-site relocation center.
- Notify all those connected to student transportation en route to the school and redirect to a designated relocation site. This includes all those away from campus on a field trip.

WHEN THE "ALL CLEAR" IS GIVEN:

- After the active shooter/intruder(s) has been subdued, the principal or designee in consultation with the law enforcement Incident Commander will announce an EVACUATION and relocation to an alternate site for REUNIFICATION.
- If staff or students are injured, emergency medical personnel will take control of the scene and direct services as appropriate.
- The principal or designee will notify officials at the relocation site of the EVACUATION and to activate REUNIFICATION protocols.
- The principal or designee will request bus transportation or alternate transportation to the relocation site.
- Account for all students and staff at on-site or off-site locations.
- Notify parents/guardians.
- Support law enforcement follow up activities.
- Work with collaborating agencies, hospitals, EMS, Health & Human Social Service Agencies.
- Direct the recovery and follow up by:
 - Debriefing and providing support services for staff.
 - Reminding staff to refer all media to the superintendent.
 - Arranging for physical plant cleanup and repair.
 - Monitoring the short and long term impact on staff and students.
 - Implement reunification plans if necessary.
 - Set up designated separate staging areas for media, parents, and injured persons away from each other and the school, if possible.
 - Establish a counseling plan to assist students, parents, and staff.
 - Develop a reentry plan for the next school day and aftercare program.

TEACHER/STAFF:

- If you are the first to note the presence of an armed intruder, immediately CALL 911, then notify the principal or designee and implement enhanced lockdown procedures.
- If safe to do so, clear the hallway and bathrooms by your room, moving everyone into the classroom or bring them with you if evacuating.
- Assess your ability to EVACUATE the building.
- If there is no safe manner to EVACUATE the building, have students remain in Lockdown until personally given the “All Clear” by the principal or designee or a law enforcement officer in uniform.
- Lock your doors.
- Barricade if you can’t evacuate the building.
- Move any large objects in front of the door to barricade door. All moveable items such as chairs should be used as well.
- Take attendance and be prepared to notify principal or designee of missing students or additional students, staff or guests sheltered in your classroom.
- Do not place students in one location within the room. In the event that entry is gained by a shooter or intruder, students should consider exiting by running past the shooter/intruder.
- Staff should next observe their room for objects that are unusual or out of place. Please look high, medium, and low for any unusual object. The principal's office or police are to be notified if you discover anything abnormal.
- Advise the students that there is an emergency occurring and to keep silent and calm.
- Notwithstanding forthcoming changes in fire protocols, local districts are encouraged to have discussions with their fire chief regarding the response to a fire alarm during an active shooter incident.
- Project a calm attitude to maintain student behavior.
- Allow no one outside or inside of the classroom until the Incident Commander gives the “All Clear” signal, and you feel it is safe to do so.
- Have food and water for students/staff with disabilities and other medical issues available in storage ahead of time.
- Staff and students should evacuate the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- Have a bucket, toiletries, and sanitary supplies in storage ahead of time. Establish a private area to use them for long-term situations.
- If an intruder enters and begins attacking, use counter strategies to distract and stop the assailant. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags), yelling to create confusion, exiting windows, and confronting (assault, subdue, choke) to stop the intruder. Tell students to get out by any means possible, and move to another location.
- If students and school personnel are outside of the school building at the time of an enhanced lockdown, teachers or other school personnel will move students to the designated off-site assembly location.

OFFICE STAFF:

- Follow the same enhanced lockdown procedures as in a classroom.
- When the “All Clear” is given a controlled evacuation will be used.
- Only if safe to do so, stay by the phones to wait for additional procedures from district office and principal or designee.
- If safe to do so, remotely check status of classrooms via PA, telephone, computer, or other method.
- Assist the principal or designee to establish the school command post.

PLEASE NOTE:

If staff or students find themselves outside of a secure location, they should move to evacuate quickly or if unable to do so, secure themselves in a nearby room, closet, bathroom etc. It is important to listen to the announcements for the location of the intruder/threat, and move in the opposite direction. If in a bathroom and unable to flee, try and barricade the door and hide as best as possible (stand and crouch on toilet and keep door shut) or prepare to use counter techniques/throw what you can and run away.

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments.
- Notify the appropriate personnel via school communications
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

SECONDARY ISSUES:

- Responding police will have their weapons drawn and ready for use. They may not know exactly who the shooter is and could confuse you for the shooter. Do not point at police. Just remain calm and follow any directions they may give you. You may be asked questions, patted down, and given orders to exit certain ways.
- Responding police are there to stop the active shooter as soon as possible. They will initially bypass injured people and will not help you escape. Only after the shooter is stopped will they begin to provide other assistance.
- Whenever possible, if you come into possession of a weapon, DO NOT touch, carry, or brandish it! Police may think you are the active shooter. If possible, flip a trashcan over put it under the trashcan. As a last resort, if you must remove the weapon, place it in a trashcan, and carry it out of the room. If you come across police, calmly tell them what you are carrying and why. Follow their commands.
- Be prepared to provide first aid. Think outside the box. Remember it may be several hours until the injured person can be safely moved. The actions you take immediately to treat them may save their life.
- If you are in lockdown for a long period of time, give consideration to issues such as bathroom use, keeping people calm, etc.
- Discuss beforehand with people in your office or classes where you will meet up should you have to evacuate and make it a place easily accessible and far away from the scene.
- Talk to your students and co-workers beforehand to determine if they have any specialized training that could be useful in the event of an emergency.
- Consider strategic placement of these people in a classroom or office setting.
- Consider setting up classrooms and offices to make it harder for an active shooter to enter and acquire targets.

MEDICAL EMERGENCY

PURPOSE:

The purpose of this plan is to ensure that there are procedures in place to assist staff and students in the event of a medical emergency.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Direct staff to call 911, if necessary, and provide appropriate information to emergency responders.
- Send nurse or school staff (if there are multiple emergencies, or the nurse is not available, or not close to the emergency) with first responder/first-aid/AED training to the scene if this has not already occurred.
- Decide if the school needs to go into a shelter-in-place. If so, refer to the steps for this procedure.
- Assign a staff member/s to meet emergency medical service responders and lead them to the injured person.
- Consider assigning a staff member to remain with the injured person if they are transported to the hospital.
- If injured person is a member of school personnel or a student, notify parent, guardian, or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure student or staff medical and personal information from administrative records is sent to the hospital.
- Notify the superintendent.

- Notify the school counselor or Crisis Response Team and provide a brief description of the incident if the incident will require supporting staff and students who may need additional support following.
- Advise faculty and staff of the situation, as appropriate.
- Give the “All clear” message to the staff if the school went into shelter-in-place.
- Follow up with appropriate persons and determine if other procedures should be activated such as mental health services or crisis interventions.
- Develop a reentry plan for the next school day and aftercare program. • Debrief with the team at the conclusion of the event if needed.

TEACHER/STAFF:

- Quickly assess the situation. Make sure the situation is safe for you to approach (i.e., live electric wires, gas leak, building damage, etc.).
- Assess the seriousness of the injury or illness.
- Call the school nurse or if a life threatening emergency have someone call 911 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Immediately notify the principal or designee.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first-aid according to your level of training until help arrives.
- Comfort and reassure the injured person. Do not move an injured person unless the scene is unsafe.
- If the injured person is not breathing or there is no pulse, direct someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.
- If the school is placed in a shelter-in-place refer to that section and follow steps listed.

NURSE:

- Respond to the emergency and bring the medical “Go-Kit”.
- Update the principal or designee as needed.

SUPERINTENDENT:

- Notify appropriate personnel via school communication channels
- Coordinate the media effort with the appropriate city departments if necessary.
- Notify the staff when appropriate.
- Notify parents/guardians (mass communication and/or letter) when appropriate.

MENTAL HEALTH FIRST AID AND RECOVERY

PURPOSE:

Mental health and recovery supports are developed to provide an emotional catharsis to students and staff impacted by trauma at school or in the community. Following a traumatic event or incident, students, staff and their families may benefit from a healing process. As soon as the safety of all involved has been addressed, attention should be turned to the healing process.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Staff will be trained to learn how to recognize signs of physical and/or mental stress due to trauma.
- Members of a crisis response team will undergo in-depth training to learn how to assist in managing stress due to trauma.
- Parents and guardians will be offered information on how to recognize signs of physical or mental stress due to trauma.
- Mental health experts will review and provide input into the plan.

- Ensure that a media or public information officer is available and trained to prepare announcements and media releases on the incident and actions taken.
- Principal or designated staff should do the following immediately after a serious injury or death and/or major incident involving a staff member and/or student:
 - Make an initial announcement to the entire school and include minimum details and indicate that additional information will be provided.
 - Issue prepared statements for media, parents and other community inquiries.
 - Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students and families.
 - Set up crisis centers and designate private rooms for private counseling and consider including outside mental health professionals to assist with grief.
 - Provide guidelines to and encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears and concerns shortly after the incident. In the event that a teacher feels uncomfortable, the district should provide support. Any students who are exhibiting unusual behaviors or raise concerns should be referred for counseling.
 - Restore regular school functioning as efficiently and as quickly as possible.
 - In the first hours and days after a major incident, offers of help and goods will probably be plentiful; be mindful of what you actually need and accept. Develop a plan to manage the logistics of the donations.
 - Designate a place for staff, students, and community members to leave well-wishes, messages and items. • Debrief with the team at the conclusion of the event if needed.

TEACHER/STAFF:

- Seek counseling services if experiencing difficulty coping with the incident.
- If comfortable, provide stress reduction during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- Be prepared for outbursts and disruptive behaviors.
- Refer students experiencing stress to counseling.
- Allow for changes in normal routine activities and test schedules, within reasonable limits and with input from mental health professionals.
- Have handouts for staff, students (if appropriate and age appropriate) and parents/guardians on childhood reactions to death and trauma given their developmental age.

OTHER SPECIAL PROCEDURES:

HOSPITAL/FUNERAL ARRANGEMENTS:

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. Staff and students may attend the funeral to provide support for the family and bring closure to the incident. Schools should plan for possible high absenteeism of students and staff.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

POST-INCIDENT PROCEDURES:

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Discuss and approve memorials.
- Prepare for anniversary and other important dates, such as court dates, motions, jury selection, verdict, appeals, etc.
- Debrief with the team at the conclusion of the event if needed.

MISSING STUDENT

PURPOSE:

A missing student could be because of a kidnapping, custody issue, suicide, an accident on the way to or from school, or runaway situation. It is very important to be able to communicate with staff during non-school hours, as staff may have important information about the missing child. Often a student has decided to visit a friend's house without telling the parent/guardian and knowing this information can help to prevent an overreaction.

RESPONSIBILITIES:

PERSON WHO SUSPECTS THAT A CHILD IS MISSING:

- Immediately notify the principal or designee.

PRINCIPAL OR DESIGNEE:

- Assign staff to begin a search of the building and grounds if the student is missing at school.
- Call transportation if the student normally takes some form of transportation provided by the school and the student went missing while en route to, or from school.

Find out the following:

- Student's name and description including clothing worn that day by the student.
- Grade/homeroom/teacher.
- Address.
- Bus stop, bus driver and list of other students at the stop.
- Names of friends and classmates.
- Try to determine the presence of strangers around the area where the child was seen last.
- Notify the student's parent/guardian.
- Notify the Superintendent or designee.
- Have guidance/social worker and administration meet with students that are close to the missing student for support and to find any information about the disappearance of the student.
- If determined that the student is in fact missing, notify the police and assist as needed. • Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Convene the School Level Crisis Response Team if appropriate.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents and teachers. (If the district has one, if not, extra counselors/school psychologists may be helpful.)
- Identify Public Information Officer.
- Prepare fact sheet and written communication for staff, parents and Public Information Officer.
- Debrief and plan staff and student recovery, keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Develop a reentry plan for the next school day and aftercare program.

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments.
- Notify the appropriate personnel via school communication channels
- Notify parents/guardians (by mass communication and/or letter) as soon as possible.
- Notify staff when possible.

OUT-OF-CONTROL STUDENT

PURPOSE:

This type of situation can occur in a general education classroom, as well as any self-contained classroom. A staff well trained in restraint and de-escalation can help to defuse situations quickly and without causing a major response. A reminder that Nebraska has a restraint law that requires documentation, observation, and administration involvement during a restraint. Make sure that all paperwork is readily available and reported to the Department of Education as needed.

RESPONSIBILITIES:**TEACHERS/STAFF:**

- Notify the principal or designee.
- Ask other staff for help until administrator, Restraint Team, BCBA, and/or counselor arrive.
- Assure the safety of other students and staff.
- Try to isolate the out-of-control student either by removing him/her in an escort to a “quiet room”/office or by removing the other students from the area.
- Keep a safe distance from you and the out-of-control student, but close enough to intervene if needed.
- Remain calm and speak in a slow, calm voice.

GENERALLY, PHYSICAL RESTRAINT SHOULD NOT BE USED. HOWEVER, PHYSICAL RESTRAINT MAY BE USED ONLY TO THE EXTENT NECESSARY TO ENSURE THE SAFETY OF THE STUDENT AND/OR OTHERS.

Certain actions can escalate undesirable behavior. Do Not:

- Use threats, even when threatened.
- Threaten with police or legal action.
- Laugh or joke with the out-of-control person.

After the incident:

- Complete an incident report as soon as possible, including a Restraint Form if appropriate.

PRINCIPAL OR DESIGNEE:

- Call the Restraint Team, Board Certified Behavior Analyst (BCBA) and Guidance/Social Worker(s) if necessary.
- Make certain the situation is under control and that everyone is safe and secure.
- Notify Mobile Crisis Unit if it is determined to hospitalize the student. The parent/guardian must give this permission and must be present for this to happen.
- Notify police if appropriate.
- Notify parent.
- Notify superintendent or designee if appropriate.
- Notify staff if appropriate.
- Develop a reentry plan for the next school day and aftercare program if needed. A reentry meeting with the student, parent/guardian and administration is appropriate to map out how to proceed from this point on.
- Debrief with the team at the conclusion of the event if needed.

SUPERINTENDENT OR DESIGNEE:

- Notify appropriate personnel via school communication channels if necessary

RAPID ASSESSMENT OF A THREAT**PURPOSE:**

Procedures and protocols are in place to ensure that there is a method for evaluating and addressing developing threats and the courses of action the school will implement when it is notified or becomes aware of an occurring or impending emergency situation.

PROCEDURES:**ASSESSMENT OF INFORMATION/RAPID ASSESSMENT:**

When information is received that indicates a threat, potential threat or other hazard, the principal or designee, along with other necessary persons or resources will make an assessment of the information and determine the proper actions to be taken. Actions could include, but are not limited to:

- Determination that the information is not a valid threat or hazard and continuation of normal operations.
- Continue to monitor the potential threat or hazard.
- Determination that the information requires activation of the SEOP or a portion of the SEOP.

School officials will make use of all available resources when gathering information and making an assessment of all threats or potential threats. These information sources can include:

- Public media or news sources.
- National Weather Service or other reliable weather information source.
- Social media sources.
- Direct communication with local Emergency Management Agency or public safety agencies.
- Information received by school teachers, staff, students or parents. All information, assessment activities and decisions taken by school officials will be documented.
- Debrief with the team at the conclusion of the event.

SCHOOL BUS or SCHOOL VEHICLE ACCIDENT

PURPOSE:

Vehicle accidents can happen during the normal transporting of students to and from school as well as during field trips. When on a field trip it is important to follow these steps and bring a copy of this section, along with the field trip section while you are off-campus.

RESPONSIBILITIES

DRIVER:

- Notify the police of accident and location.
- Verify the facts (who, what, where, when, how) and attempt to determine who has been injured, extent of injuries and hospital.
- Notify dispatcher of the accident and the location.
- With police and EMS approval, the vehicle will proceed to the planned destination.
- If unable to return to the school, follow the directions of emergency personnel.
- Make a list of all students and staff who are on the vehicle, if anyone was injured, and/or where/who the injured individual/s is/are released to.

IF A STAFF MEMBER IS PRESENT:

- Seek medical evaluation and treatment if needed.
- Verify the facts (who, what, where, when, how) and attempt to determine who has been injured, extent of injuries and hospital.
- Notify principal.
- Do not discuss the situation with the public or release any information to the media. The superintendent or designee is responsible for all communication with the public and media.

DISPATCHER:

- Notify the principal of accident and location.

PRINCIPAL OR DESIGNEE:

- Notify the superintendent or designee.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Convene School Level Crisis Response Team if appropriate.
- Notify the school nurse.
- Report to the scene if appropriate.
- Notify parents/guardian of student(s) involved utilizing the prepared list of student contact information.
- Identify public information officer.
- Prepare fact sheet and written communication for staff, parents and public information officer. Remind staff not to talk to the media about the event and refer all questions to the superintendent.
- Implement Reunification Plan if necessary.

- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Complete an accident report and forward to the superintendent.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents and teachers if needed.
- Develop a reentry plan for the next school day and aftercare program.

SCHOOL NURSE:

- Meet the school vehicle on arrival at the school.
- Immediately assess all students and the school staff aboard for possible injuries or complaints.
- Act as a resource person for emergency personnel.
- Dismiss students presenting signs of injuries or complaints not requiring emergency transport to a parent or other person identified on the emergency form; document any treatment and/or recommendations provided to the caregiver.

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments.
- Notify the appropriate personnel via school communications.
- Prepare a formal statement for initial announcement to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries (limit information). Send the information home with the students.

SEVERE WEATHER/TORNADO WHILE ON A SCHOOL VEHICLE

PURPOSE:

The purpose of this section is to have procedures in place when a Severe Weather/Tornado occurs while on school transportation.

RESPONSIBILITIES:

DRIVER:

When a Severe Weather/Tornado event is occurring in your area:

- Contact dispatch and notify them of situation if possible. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- Return to the school if less than five minutes away and follow the directions of the school administrator.
- If more than five minutes away from school, go to the nearest school and follow the directions of the school administrator.
- If more than five minutes away from the nearest school or there is immediate danger, get to the nearest basement or underground shelter with all students.
- If there is no shelter and there is immediate danger the driver and passengers 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.

TEACHER/ TRIP COORDINATOR:

- Attend to any medical needs if there are any injuries or complaints of pain.
- Notify the local Police/Fire Department or 911 if appropriate.
- Contact principal or designee and provide update and actions being taken.
- Complete detailed incident report on return to school.
- **DO NOT DISCUSS THE SITUATION WITH THE PUBLIC OR RELEASE ANY INFORMATION TO THE MEDIA. THE SUPERINTENDENT OR DESIGNEE IS RESPONSIBLE FOR ALL COMMUNICATION WITH THE PUBLIC AND MEDIA.**

PRINCIPAL OR DESIGNEE:

- Contact school superintendent or designee and provide update and actions being taken.
- Send school personnel to scene if appropriate.
- If incident is during non-school hours the principal and Crisis Recovery Team may be called in to assist. • Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Convene School Level Crisis Response Team if appropriate.
- Contact parents with update and actions being taken.
- Notify staff when possible.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents, and faculty as needed. (If the district has one, if not extra counselors/school psychologists may be helpful.)
- Implement a plan for aftercare and the next school day.
- Debrief with the team at the conclusion of the event.

SUPERINTENDENT OR DESIGNEE:

- Notify the appropriate personnel via school communication channels if applicable.
- Coordinate the media effort if appropriate.

SEXUAL ASSAULT**PURPOSE:**

A sexual assault may include such crimes as indecent assault and battery, rape, rape with force, rape and abuse, assault with intent to rape, and unnatural and lascivious acts (on or off school grounds). Police should be immediately called to investigate so that school personnel do not jeopardize the investigation.

IMPORTANT INFORMATION:

- Once an incident is determined to be a sexual assault, the principal will call the Police Department and the Department of Children and Families will investigate.
- Do not interview the victim, this should be conducted by a trained sexual assault investigator.

RESPONSIBILITIES:**PERSON WHO WITNESSES AN ASSAULT OR TO WHOM THE ALLEGED ASSAULT WAS DISCLOSED:**

- Immediately notify the principal or designee of the alleged assault.

PRINCIPAL OR DESIGNEE:

- Seek medical evaluation by school nurse.
- Contact local police.
- Preserve all evidence, do not touch or disturb. • Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline, and other documentation as determined by the principal.
- Convene School Level Crisis Response Team, as appropriate.
- Contact superintendent.
- Identify public information officer.
- Victim should remain with appropriate (same gender) adult.
- Contact the parent/guardian.
- If appropriate, school professional will accompany victim to the hospital.
- Prepare fact sheet and written communication for staff, parents and public information officer.
- Offer counseling or referral to victim and family.

- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.
- Remind staff not to talk to the public or media about this event. Help staff on what to say/what not to say to students and parent/guardians about the event.
- Consider filing a Child Abuse and Neglect Report (51A) with the Department of Children and Families in accordance with District policy.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents, and teachers. (If the district has one, if not, extra counselors/school psychologists may be helpful.)
- Develop a reentry plan for the next school day and aftercare program.
- Complete and file an incident report by the end of the school day.

MANAGING THE ALLEGED ASSAILANT:

Keep the assailant out of the sight of the victim and his/her family.

- Preserve all evidence, do not touch or disturb.
- If alleged assailant is a student, notify his/her parents/guardians.
- Follow school policy regarding student discipline and proper questioning procedures.
- Offer counseling or appropriate referrals for assailant and family.

SCHOOL NURSE:

- Assess the person for emergency medical treatment.
- Contact guidance/social worker.

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments.
- Notify the appropriate personnel via school communication channels
- Notify staff as soon as possible.
- Notify parents/guardians as soon as possible (by mass communication and/or letter), if appropriate.

SUICIDE INTENT, ATTEMPT, OR POSTVENTION

PURPOSE:

The district is ready to provide assistance to all staff, including mental health staff, on what to do when someone is having thoughts, attempts, or has completed a suicide. The information below will be vital to all on how to handle such cases. In the case of attempted or completed suicide, it may be helpful to refer to the following sections of the SEOP: Death of a Student or Staff Member or Death on Campus. One important aspect of dealing with cases such as this is the extreme private nature of the cause of death. The district should respect the family's wishes in relation to the cause of hospitalization or death.

RESPONSIBILITIES:

SUICIDAL IDEATION:

THE STAFF MEMBER INVOLVED:

- Send someone for help or call for assistance. Guidance counselor/social worker/school nurse/administrator. If able to walk to guidance/social worker, acquire coverage for your classroom.
- Remain calm; remember the student is overwhelmed and confused as well as ambivalent.

WHAT NOT TO DO:

- Don't leave the student alone and don't send the student away.
- Don't minimize the student's concerns or make light of the threat.
- Don't worry about silences; both you and the student need time to think.
- Don't fall into the trap of thinking that all that the student needs is reassurance.
- Don't lose patience.
- Don't promise confidentiality – promise help and privacy.
- Don't argue whether suicide is right or wrong.

PRINCIPAL OR DESIGNEE:

- Respond to the location of the student if needed.

GUIDANCE COUNSELOR/SOCIAL WORKER OR DESIGNEE:

- Complete Suicide/Attempt Risk Checklist.
- Encourage the student to talk. Listen! Listen! Listen! And when you respond, reflect back what you hear the student saying. Clarify, and help him or her to define the problem, if you can.
- Clarify some immediate options (i.e, school and/or community people who can help).
- If feasible, get a contract for safety.
- Be mindful of confidentiality with students over 18.
- Consider involving your local emergency mental health evaluators/services
- Involve parents for decision-making and follow-through and provide for ongoing support and management of care (including checking regularly with parents and teachers).

ADDITIONAL INFORMATION:

- Prior to returning to school, the student should present written documentation from a mental health professional indicating that it is safe for the student to return to school. This information should be shared with the principal during a reentry meeting. The student also must schedule an appointment with the appropriate guidance counselor/social worker.

ATTEMPT:**PERSON WHO BECOMES AWARE OF THE ATTEMPT:**

- Be directive. Tell the student, "Don't do that; stand there and talk with me." "Put that down." "Hand me that." "I'm listening."
- Mobilize someone to inform an Administrator/Guidance/Social Worker and call 911.
- Clear the scene of those who are not needed.
- Look at the student directly. Speak in a calm, low voice tone. Buy time. Get the student to talk.
- Listen. Acknowledge his or her feelings, "You are really angry." "You must be feeling really hurt."
- Secure any weapon or pills; record the time any drugs were taken to provide this information to the emergency medical staff or police.
- Stay with the student; provide comfort.
- As soon as feasible, secure any suicidal note, record when the incident occurred, what the student said and did, etc.
- Ask for a debriefing session as part of taking care of yourself after the event.

What to avoid:

- Don't moralize ("You're young, you have everything to live for.")
- Don't leave the student alone (even if the student has to go to the bathroom).
- Don't move the student.

PRINCIPAL OR DESIGNEE:

- Notify the fire department for ambulance, if not previously done.
- Notify Guidance/Social Worker, if not already done.
- The principal or designee should contact parents to advise them of the situation and to direct the parent where to meet the youngster. • Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Convene School Level Crisis Response Team if appropriate.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents and teachers.
- Develop a reentry plan for the next school day and aftercare program. • Debrief with the team at the conclusion of the event if needed.

GUIDANCE COUNSELOR:

- Assist the nurse and principal.
- Relieve the person who found the student.
- Organize and provide care to staff and students as needed.

SUPERINTENDENT OR DESIGNEE:

- Notify appropriate personnel via school communication channels
- Notify the impacted staff, if appropriate.
- Notify impacted parents/guardians, if appropriate.

SUICIDAL ASSESSMENT -- CHECKLIST

(To be administered only by a trained mental health professional)*

Student's Name: _____ Date: _____

Interviewer:

(1) PAST ATTEMPTS, CURRENT PLANS, AND VIEW OF DEATH

Does the individual have frequent suicidal thoughts?	Y	N
Have there been suicide attempts by the student or significant others in his or her life?	Y	N
Does the student have a detailed, feasible plan?	Y	N
Has s/he made special arrangements as giving away prized possessions?	Y	N
Does the student fantasize about suicide as a way to make others feel guilty or as a way to get to a happier afterlife?	Y	N

(2) REACTIONS TO PRECIPITATING EVENTS

Is the student experiencing severe psychological distress?	Y	N
Have there been major changes in recent behavior along with negative feelings and thoughts?	Y	N

(Such changes often are related to recent loss or threat of loss of significant others or of positive status and opportunity. They also may stem from sexual, physical, or substance abuse. Negative feelings and thoughts often are expressions of a sense of extreme loss, abandonment, failure, sadness, hopelessness, guilt and sometimes inwardly directed anger.)

(3) PSYCHOSOCIAL SUPPORT

Is there a lack of a significant other to help the student survive?	Y	N
Does the student feel alienated?	Y	N

(4) HISTORY OF RISK-TAKING BEHAVIOR

Does the student take life-threatening risks or display poor impulse control?	Y	N
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* Use this checklist as an exploratory guide with students about whom you are concerned. Each yes raises the level of risk, but there is no single score indicating high risk. A history of suicide attempts, of course, is a sufficient reason for action. High risk also is associated with very detailed plans (when, where, how) that specify a lethal and readily available method, a specific time and a location where it is unlikely the act would be disrupted. Further high-risk indicators include the student having made final arrangements and information about a critical, recent loss. Because of the informal nature of this type assessment, it should not be filed as part of a student's regular school records.

AFTER ASSESSING SUICIDAL RISK – CHECKLIST:

1. As part of the process of assessment, efforts will have been made to discuss the problem openly and without judgment with the student. (Keep in mind how seriously devalued a suicidal student feels. Thus, avoid saying anything demeaning or devaluing, while conveying empathy, warmth and respect.) If the student has resisted talking about the matter, it is worth a further effort because the more the student shares, the better off one is in trying to engage the student in problem solving.
 2. Explain to the student your responsibility for breaking confidentiality in the case of suicidal risk. Explore whether the student would prefer taking the lead or at least be present during the process of informing parents and other concerned parties.
 3. If not, be certain the student is in a supportive and understanding environment (not left alone/isolated) while you set about informing others and arranging for help.
 4. Try to contact parents by phone to:
 - Inform about concern
 - Gather additional information to assess risk
 - Provide information about problem and available resources
 - Offer help in connecting with appropriate resources
- Note: if parents are uncooperative, it may be necessary to report child abuse and neglect after taking the following steps.
5. If a student is considered to be in danger, only release her/him to the parent or someone who is equipped to provide help. In high-risk cases, if parents are unavailable (or uncooperative) and no one else is available to help, it becomes necessary to contact local public agencies (i.e, children's services, services for emergency hospitalization, local law enforcement). Agencies will want the following information:
 - Student's name/address/birthdate/social security number
 - Data indicating student is a danger to self (see Suicide Assessment – Checklist)
 - Stage of parent notification
 - Language spoken by parent/student
 - Health coverage plan if there is one
 - Where student is to be found
 6. Follow up with student and parents to determine what steps have been taken to minimize risk.
 7. Document all steps taken and outcomes. Plan for aftermath intervention and support.
 8. Report child abuse and neglect if necessary.

SUICIDE POSTVENTION:

- Mobilize the Crisis Recovery Team.
- Assess the suicide's impact on the school and estimate the level of postvention response.
- Will students learn of the death and find the loss a coping challenge? If so, estimate the number of students who may require postvention.
- Notify other involved school personnel.
- District office
- Other affected school sites
- Staff member at the school(s) affected by the death
- Contact the family of the suicide victim.
- Express sympathy, offer support, verify facts and identify survivors.
- Determine, with the surviving family, what information to share about the death.
- Report verified information only. Directly attack rumors. Do not provide excessive detail.
- Determine how to share information about the death.
- Do not sensationalize, glorify or vilify.
- Identify students significantly affected by the suicide and initiate a referral mechanism.
- Assess physical and emotional proximity to the suicide.
- Conduct a faculty planning session.
- Walk through the suicide victim's class schedule. Meet separately with the suicide victim's teachers/close friends/siblings/dating partner/other impacted individuals, including students with whom the victim did not get along. Remove student from student database and mass communication systems.

- Conduct daily planning sessions with Crisis Recovery Team.
- Memorials.
- Plan for funerals and other memorial activities. Be sure that school memorials do not romanticize or sensationalize the death.
- Debrief the postvention response.
- All media responses should be directed to the superintendent or his/her designee.

AT-RISK STUDENT INTERVENTION CHECKLIST:

Students potentially impacted by a contagion effect, and could be considered for the at-risk checklist after a suicide attempt or completion:

- Rumors and myths that are widespread and damaging.
- Police action/emergency services witnessed by students.
- Attempt survivor's/victim's friends requesting intervention.
- Information providers/recipients informed not to repeat information elsewhere.
- Steps taken to protect attempt survivor's/victim's right to privacy.
- Action taken to quell rumors.
- School Level Crisis Response Team member closest to attempt survivor/victim meet with friends to determine support needed.
- Space provided on site for identified peers to receive support services.
- School reentry procedures followed.
- All records related to incident and services provided stored in confidential file.

SUSPECTED DRUGS/ALCOHOL

PURPOSE:

If a student is suspected of being under the influence of a controlled substance s/he should be properly dealt with in a timely fashion. The health and safety of the staff and students is important as well. If the person suspected of being under the influence of a drug or alcohol is a staff member, then other considerations must be followed as well.

RESPONSIBILITIES:

PERSON SUSPECTING A VIOLATION OF THE DRUG/ALCOHOL POLICY:

- Report all suspicions of drug or alcohol possession, use, and/or distribution to the principal or designee immediately.
- If unable to reach a school administrator, send a sealed note to the office clearly addressed: IMMEDIATE ATTENTION OF AN ADMINISTRATOR.
- Continue to observe person until help arrives.

PRINCIPAL OR DESIGNEE:

- Take the appropriate disciplinary action consistent with school policy, education reform and any other pertinent laws.
- Notify the police if the individual is in possession and/or under the influence.
- Convene School Level Crisis Response Team if appropriate.
- Notify the parent/guardian of any involved student.
- Notify the superintendent or designee. • Debrief with the team at the conclusion of the event if needed.

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments.
- Notify appropriate personnel via school communications

TERRORISM THREAT

PURPOSE:

The district wants to ensure that there are procedures in place to respond to an elevation in the National Terrorism Advisory System. School administrators will be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from US Department of Homeland Security.
- Directly by a law enforcement or Homeland Security official.

There are two terrorism threat levels in the United States: elevated and imminent. An “imminent threat” warns of a credible, specific, and impending terrorist threat against the United States. An “elevated threat” warns of a credible terrorist threat against the United States.

Terrorism threat examples include: chemical, biological, nuclear, radiological, and conventional weapon (explosives, small arms, etc.) attacks and hostage situations.

Schools should expect a heavy law enforcement involvement at the local, state and federal levels following a terrorist attack due to the incident’s criminal nature. Schools should also expect that extensive media coverage, strong public fear and international implications and consequences to continue for a prolonged period.

Schools will pre-determine designated officials who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an Imminent Threat, the Federal Bureau of Investigations (FBI), Local Police Department, Local Fire Department and other public safety officials will confer on the situation. Designated school officials will work with the Local Police Department and agree to open or close schools.

RESPONSIBILITIES:**SCHOOL ADMINISTRATION:**

When there is an imminent threat against a school or its immediate area, the following actions should be taken:

- Convene School Level Crisis Response Team if appropriate.
- Convene Crisis Recovery Team to establish a counseling plan to assist students, parents, and teachers if needed.
- The superintendent will use mass communication to contact district staff. If school is in session, immediately notify building administrators and designated school officials.
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- If an alert is issued before or after school hours, normal school operations will cease, and will remain closed until advised by the designated school officials to reopen. All school activities and events scheduled will be cancelled until further notice.
- If alert is issued during school hours, school buildings will be secured and remain open until regular dismissal time, unless otherwise advised by the designated school officials. Students will be sent home by normal transportation means or released to parents pursuant to district policy.
- All after-school activities will be cancelled, unless otherwise advised by the designated school officials.
- The designated school officials will coordinate with appropriate public safety officials to determine what level of lockdown, SHELTER-IN-PLACE or other procedures are appropriate for the situation.
- REUNIFICATION procedures will be followed in order to coordinate the release of students.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

In the event of an actual terrorist attack, schools should follow appropriate procedures for HOSTAGE SITUATIONS, conventional weapons incidents (i.e, EXPLOSIONS, ACTIVE SHOOTING, BOMB THREAT, etc.), and CHEMICAL/HAZARDOUS SPILLS (biological incidents, chemical incidents and radiological/nuclear incidents).

TEACHER/STAFF:

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.

- Report location and type (if known) of the hazardous material, explosion, fire, intruder, etc., to Incident Commander.
- If a SHELTER-IN-PLACE, refer to the Shelter-in-Place section.
- When directed by the principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.
- If an EVACUATION, refer to the evacuation section.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Keep class together and wait for further instructions.
- Notify the principal or designee of any injuries.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may reenter building(s) until it is declared safe by the fire department.
- If relocation occurs, activate REUNIFICATION, refer to the Reunification section.

THE NURSE:

- Take student emergency forms.
- Take emergency medical bag/”Go-Kit.”
- Treat any injuries along with first responders.

SUPERINTENDENT OR DESIGNEE:

- Coordinate the media effort with the appropriate city departments.
- Notify the appropriate personnel via school communications
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

UNIVERSAL PRECAUTIONS FOR SCHOOL SETTINGS

PURPOSE:

Universal precautions refer to the usual and ordinary steps all school staff needs to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood-borne organisms, such as Hepatitis B virus.

RESPONSIBILITIES:

TEACHER/STAFF:

- Keep other students away from the exposure area.
- Report incident to the principal.
- Report the incident to the school nurse immediately if anyone has come in contact with the fluids.
- Avoid physical contact with blood or other body fluids (use gloves).
- Obtain assistance from nurse for Follow up report.
- Notify custodian to clean area using Universal Precautions and appropriate disinfectant.

NURSE:

- When giving first aid, follow Universal Precautions Procedures
- Notify the principal if not already notified.
- Provide appropriate follow up/assistance with necessary forms.
- Notify parent/guardian if necessary.

PRINCIPAL OR DESIGNEE:

- Notify nurse if not already notified.
- Notify the superintendent if appropriate.

MAINTENANCE:

Appropriate equipment, mops, buckets, germicide, hot water, hand soap, disposable towels and gloves must be readily available to staff members who are responsible for the clean-up of bodily fluid spills.

Standard precautions are used for all contact with blood and other body fluids, secretions and excretions, non-intact skin and mucous membranes. The precautions must be used at all times, regardless of a person's infection status or diagnosis. Standard precautions include:

1. Treat human bodily fluid and blood spills with caution.
2. Clean up spills promptly.
3. Inspect the intactness of skin on all exposed body parts, especially the hands. Cover any and all open cuts or broken skin, or ask another staff member to clean up.
4. Wear gloves (clean, non-sterile) when touching blood, body fluids, non-intact skin or contaminated items. Change gloves between patients and task, and always practice hand hygiene whenever gloves are removed. Gloves are not a substitute for hand hygiene.
5. Clean up blood or bodily fluid spills with the appropriate germicide, pouring the solution around the periphery of the spill. Disinfect mops, buckets and other cleaning equipment with a fresh solution. Disinfect surfaces and equipment contaminated with blood or body fluids using a 1:10 solution of bleach for 30 seconds, or any EPA-approved disinfectant used according to manufacturer's recommendations. Bleach solutions should be mixed on a routine basis in an opaque bottle, clearly marked.
6. Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surface parts of the body. Be especially careful not to touch your eyes before washing up. Soap and water will kill HIV.
7. Clean up other body fluids spills (urine, vomit, feces), unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.
8. Dispose of infectious waste (anything contaminated with blood or body fluids) in a leak-proof sealable bag.

UNPLANNED EARLY RELEASE PROCEDURES

PURPOSE:

School may need to be released because of weather, or other reason at some point during the school day. It is important to remember certain things so that the school is not unnecessarily disrupted. In haste, certain important aspects to the dismissal could be overlooked so following the below procedures will help to provide a smooth and orderly dismissal.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Principal or designee will announce an Unplanned Early Release
- Wait until just before the bell and/or at the end of a class period. Notify staff and students of the reason and time of the dismissal.
- If classes are outside please notify them.
- Call cafeteria staff if leaving before lunch.
- Call the building maintenance supervisor.
- Use electronic forms of communication home to notify parents/guardians of the dismissal reason and time after notifying students and staff.
- Call all after school care partners.
- If the dismissal is only related to one school the building principal/designee will call all transportation providers of the early dismissal.
- If the dismissal is only related to one school the building principal/designee will call the Police Department to inform crossing guards of the early dismissal.
- If releasing due to an emergency, like a bomb threat, cars in the parking lot may not be able to be released with the students and staff. Other transportation arrangements will have to be made.

SUPERINTENDENT OR DESIGNEE:

- Notify all building principals and athletic director
- Notify appropriate personnel via school communication channels
- Notify the cafeteria director and have him/her inform the schools if leaving before lunch.
- Notify district transportation providers.
- Notify the Police Department; inform them and also the supervisor of crossing guards.
- Notify media outlets
- Use electronic communication to inform parents/guardians, only after each building has informed the staff and students in each building.

UTILITIES MALFUNCTION (Gas, Water, Steam, Electricity)

PURPOSE:

In an “All Hazards” approach to school safety we must consider a utilities malfunction as a possibility. Making sure that all are safe during a malfunction is also a priority, especially in the maintenance department as they typically respond to an issue. Great care needs to be taken when opening doors and entering where a hazard may occur. Training should be provided to members of the school community, as to how to handle each of these situations.

RESPONSIBILITIES:

PERSON DISCOVERING THE MALFUNCTION:

- Remove occupants from dangerous area.
- Report the malfunction immediately to the principal or designee.

PRINCIPAL OR DESIGNEE:

- If it can be done safely, conduct an initial investigation, with maintenance staff, to ensure that there is no danger to building occupants.
- Secure the area if necessary.
- Convene School Level Crisis Response Team if appropriate.
- Notify the Supervisor of Buildings and Grounds or designee.

If danger exists:

- Initiate evacuation procedures.
- Notify Fire Department.
- Inform the superintendent of schools or designee. • Debrief with the team at the conclusion of the event if needed.

TEACHERS/STAFF:

- Listen to announcements and follow procedures for Shelter-in-Place and/or Evacuation if instructed to do so. When evacuating pay close attention to the announcements and make a decision as to the best evacuation route. DO NOT go through the danger zone when evacuating.

SUPERINTENDENT OR DESIGNEE:

- Notify appropriate personnel via school communication channels if applicable
- Coordinate the media effort with the appropriate city departments if necessary.
- Notify the staff when appropriate.
- Notify parents/guardians (by phone and/or letter) when appropriate.

VERBAL, WRITTEN, AND ELECTRONIC THREATS

PURPOSE:

The district wants to make sure schools are ready to handle any verbal, written, and/or electronic threats. It has become very common for schools to deal with these threats and electronic threats are on the rise. The types of

electronic threats are constantly changing and the vehicle of the electronic communication is also changing quickly. As the type of electronic communication changes it may be necessary to change what appears below. Threats can occur in or out of school. In today's world the school is now responsible for students 24 hours a day and 7 days a week. If the threat occurs outside of school hours and activities and it is brought into the school setting, the school is now responsible for handling it and dealing with discipline matters related to the threat.

PERSON DISCOVERING AND/OR RECEIVING ELECTRONIC OR PHONE THREAT:

- Notify principal or designee.
- Notify police.

And additionally, consider the type of platform that the threat is delivered by:

Threat via and/or computer crime during school or school related activities (social media, e-mail, instant messaging, threats, child pornography, etc.)

- Do not turn computer off.
- Isolate computer: Do not allow anyone near computer or allow use of computer.
- Do not unplug computer.

Threat via phone, "Skype" or similar VOIP services, or left on voice mail:

- Keep caller on the line as long as possible.
- Record the call if possible.
- Identify call number on caller ID.
- Document date, time and duration of the call.
- Do not transfer the call or interrupt the caller.
- Attempt to determine if caller is an actual person or a computer generated voice.
- Respond using the Bomb Threat Checklist.
- If voicemail, preserve it. Do not delete or forward the voicemail.

Threat via e-mail:

- Save the e-mail, do not delete it.
- Do not forward the e-mail.
- Print, photocopy, take a screenshot, or photograph the e-mail.
- Obtain full e-mail header data via the original e-mail.

RESPONSIBILITIES:

PRINCIPAL OR DESIGNEE:

- Verify threat: verbal, written or electronic.
- Notify police and cooperate with investigative efforts (i.e, coordinate with IT department to assist investigators in obtaining important IP address and data/visitors logs etc.).
- Establish a note taker that documents who is present and when they are no longer part of the process (sign-in and out sheet), what decisions are made, who is responsible for implementing these decisions, timeline and other documentation as determined by the principal.
- Save the threat by printing, taking pictures, or make a copy if it is handwritten.
- Notify parents of students involved.
- If a "Hit List" is used, be sure to notify all parties on the list as well as parent/guardian for the individuals on the list.
- Contact local police.
- In the case of a third party report of a verbal threat, take a statement and appoint a staff member to remain with the reporting party.
- Convene School Level Crisis Response Team as appropriate.
- Contact superintendent and other schools in the district as necessary.
- Prepare fact sheet and written communication for staff, parents and public information officer.
- Debrief and plan staff and student recovery keeping in mind that sometimes witnesses are also traumatized by events and should be monitored utilizing school counselors as appropriate.

- Any student who knowingly makes a false accusation of a threat or retaliation of being accused of a threat shall be subject to disciplinary action, which may include a warning, detention or suspension (in or out-of-school).
- If any perpetrator of a threat is a staff/student member, appropriate disciplinary actions will be taken and may include a reprimand, suspension or termination depending on the severity of the incident.
- A restraining/stay-away order may be issued by the courts or school for parties related to the threat while the investigation continues or after it has been concluded.

TEACHER/STAFF:

- Any staff knowing of a threat must report it to the principal.
- If a student needs to be “protected” or is upset, please escort the students to a guidance counselor, social worker, or administrator.
- The student making the threat, if in school when doing it, must be escorted to the office and, if possible, the confiscation of the threat. This threat should be handed over to the administration.
- If the threat is discovered outside of the school day, every attempt to contact school administration should be taken.

SUPERINTENDENT:

- Coordinate the media effort with the appropriate city departments if necessary.
- Notify the mayor/town manager and school committee if necessary.
- The superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.
- Notify parents/guardians as soon as possible (by mass communication and/or letter).

Refer to the following Appendices:

[Appendix N1: Threats/Hazards List](#)

[Appendix N2: Risk Assessment Worksheet](#)

[Appendix N3: Examples of Threats/Hazards in SRP Areas](#)

IN AN EMERGENCY TAKE ACTION



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

STUDENTS

Remain in the area until the "All Clear" is indicated

ADULTS

Close and lock door
Business as usual
Account for students and adults



SECURE! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual
Monitored entry or controlled release of students as information increases

ADULTS

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Account for students and adults
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Evacuate to specified location
Bring your phone
Instructions may be provided about retaining or leaving belongings

ADULTS

Lead evacuation to specified location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

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

ADULTS

Lead safety strategy
Account for students and adults

Standard Reunification Method (SRM):

GUIDANCE: There Are Two Teams:

- The Impacted Site Team -Their Objective is to Safely Transport Students to the Reunification Site
- The Reunification Site Team -Their Objective is to Reunify Every Student that can be Reunified

I. Purpose

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

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

II. Scope

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

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

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

SRM Operations Guide can be found at: <https://iloveguys.org/srm.html#>

The SRM Process in a Nutshell

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

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers students from the student staging area and delivers to the parent.

- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

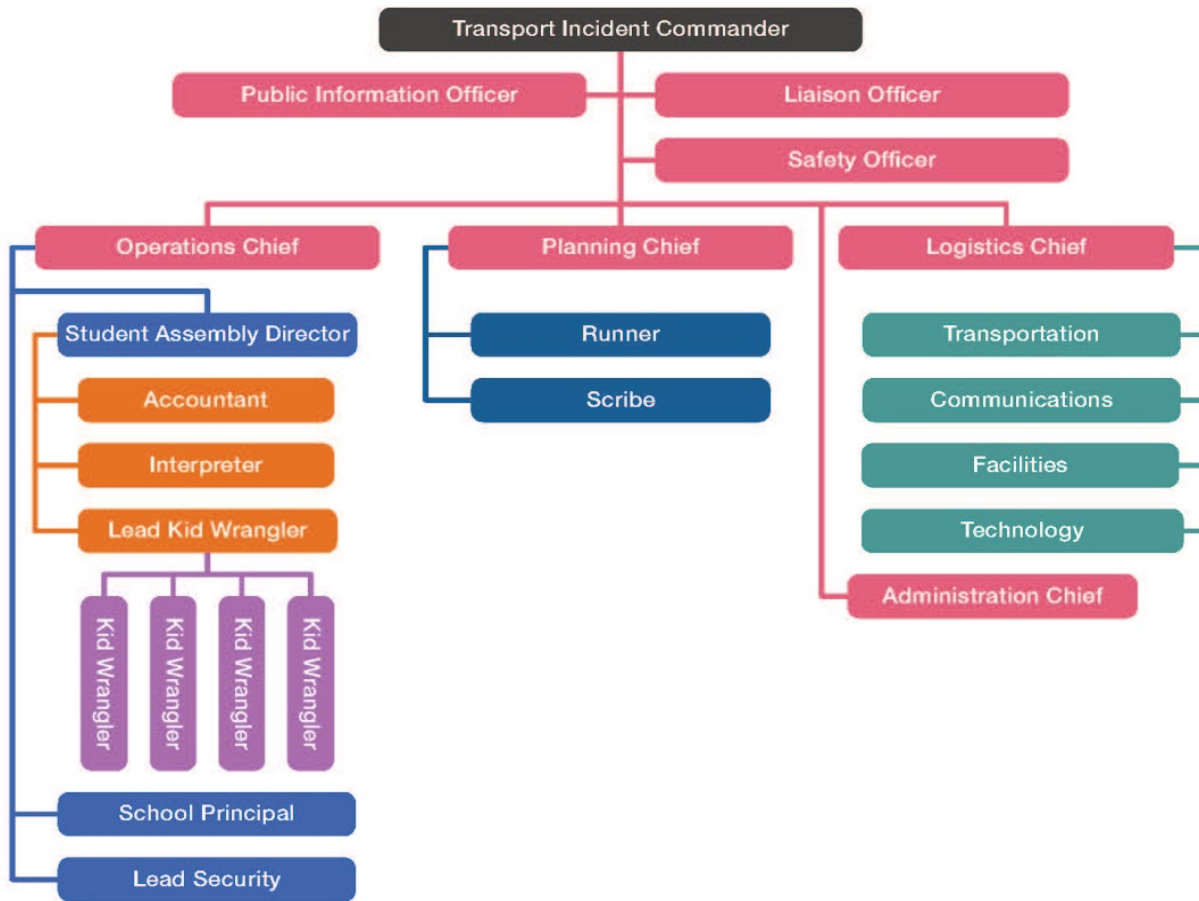
The Reunification Operations Kit (ROK) which are ready made SRM materials can be found at:

<https://iloveguys.org/srm.html#rok>

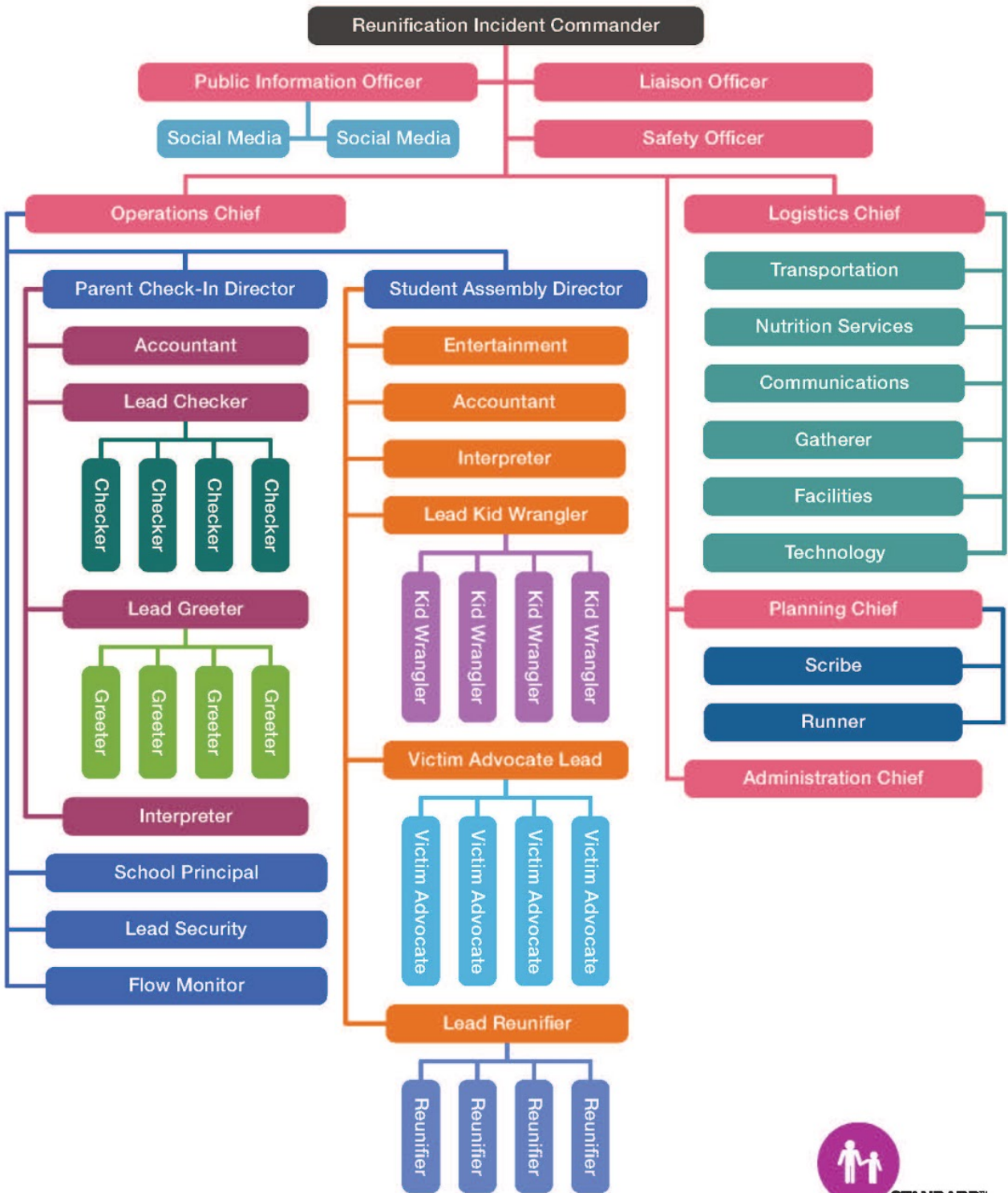
[Transport Organization Chart](#) (Fillable) [Appendix L1](#)

[Offsite Reunification Organization Chart](#) (Fillable) [Appendix L2](#)

SAMPLE TRANSPORT ORGANIZATION CHART



SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



SRM Staging the

STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

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



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

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2 CLASSROOM EVACUATION

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



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

STUDENTS WITH DISABILITIES

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



SRM Actions and

COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

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



REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

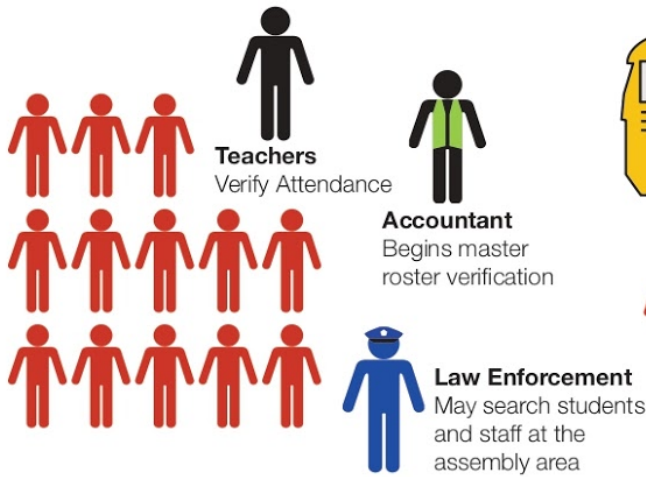
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



School for Transport

STEP 3 SECURE ASSEMBLY AREA

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



STEP 4 STUDENT AND STAFF TRANSPORT

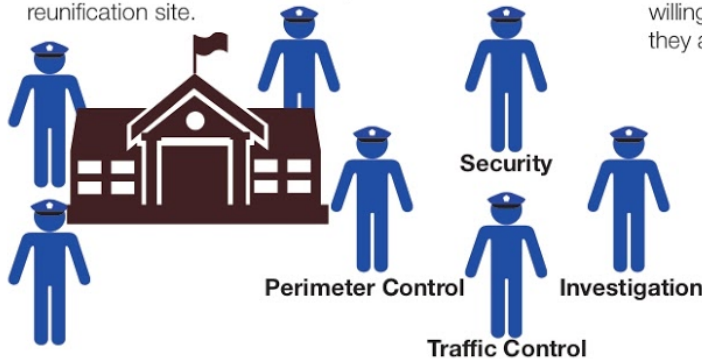
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

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



FIRE AND EMS CASUALTY CARE

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



CONTINUITY OF OPERATIONS (COOP) PLAN

I. PURPOSE

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

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

II. SCOPE

It is the responsibility of Kimball Public Schools officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Kimball Public Schools, Kimball Jr./Sr. High School 901 S Nadine Street Kimball, NE 69145 and Mary Lynch Elementary 1000 East 6th Street Kimball, NE 69145.

III. RESPONSIBILITIES

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

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

Essential Functions Performed by COOP Plan Personnel

Person Responsible	Actions
Superintendent /Principal	<ul style="list-style-type: none"> ● Determine when to close schools, and/or send students/staff to alternate locations. ● Disseminate information internally to students and staff. ● Communicate with parents, media, and the larger school community. ● Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Primary Person:	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email: 308-235-4696/jsoper@kpslonghorns.org
Assistant Principal and/or	<ul style="list-style-type: none"> ● Ensure systems are in place for rapid contract execution after an incident. ● Identify relocation areas for classrooms and administrative operations. ● Create a system for registering students. (out of district or into alternative schools)

Department Heads	<ul style="list-style-type: none"> • Brief and train staff regarding their additional responsibilities. • Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. • Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests) • Reevaluate the curriculum.
Primary Person:	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
Custodians/ Maintenance Personnel	<ul style="list-style-type: none"> • Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)
Primary Person:	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
School Secretary/ Office Staff	<ul style="list-style-type: none"> • Maintain inventory. • Maintain essential records (and copies of records) including the school's insurance policy. • Ensure redundancy of records is kept at a different physical location. • Secure classroom equipment, books, and materials in advance. • Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. • Retrieve, collect, and maintain personnel data. • Provide accounts payable and cash management services.
Primary Person:	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
Counselors, Social Workers, Psychologists	<ul style="list-style-type: none"> • Ensure all students have electronic access and equipment. • Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols. • Maintain continual contact with families and students.
Primary Person:	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:

School Nurses/Health Assistants	<ul style="list-style-type: none"> • Assist families with medical questions and concerns. • Connect families/students with medical services.
Primary Person:	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
Food Service /Cafeteria Workers	<ul style="list-style-type: none"> • Determine how transportation and food services will resume. • Establish food security for any student.
Primary Person:	Phone/Email:
Alternate: Shawna Allen-Bojorquez	Phone/Email: 308-235-4786/sallen@kpslonghorns.org
Second Alternate: Vicki Kaczar	Phone/Email: 308-235-4696/vkaczar@kpslonghorns.org
Teachers	<ul style="list-style-type: none"> • Develop Continuity of Learning Plan for students. • Alternative Education (web-based, electronic) (I.T.) • Provide educational feedback on completed student work. • Maintain continual contact with families and students. • Continue the learning environment as best possible. • Communicate with counselors any concerns on the well-being of students.
Primary Person:	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
Transportation	<ul style="list-style-type: none"> • Assist in the distribution of food/lunches. • Assist in transportation of people as needed.
Primary Person:	Phone/Email:gfossand@kpslonghorns.org
Alternate:	Phone/Email:308-241-1781/tgarrett@kpslonghorns.org
Second Alternate:	Phone/Email:
Emergency Management	<ul style="list-style-type: none"> • Assist the school with any needs. (i.e., state or federal agencies) • Coordinate using NIMS and ICS. • Coordinate personnel to assist in setting up structure.
Primary Person:	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:

Law Enforcement	<ul style="list-style-type: none"> ● Maintain the security of off site location. ● Set up traffic flow at an off site location. ● Provide traffic control at the off site location.
Primary Person:	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
Parents	<ul style="list-style-type: none"> ● Support the educational Continuity of Learning Plan provided by schools. ● Provide an environment at home conducive to learning. ● Provide support and encouragement to children for their continued learning. ● Procure food security if needed.
Students	<ul style="list-style-type: none"> ● Follow the educational Continuity of Learning Plan provided by the school. ● Maintain communication with teacher(s).
Others (Specific)	
Primary Person: Stephanie Kitchens	Phone/Email: 308-235-4861/skitchens@kpslonghorns.org
Alternate: Sarah Lewis	Phone/Email:308-235-4696/slewis@kpslonghorns.org
Second Alternate:	Phone/Email:

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

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

Order of Succession

School to determine and place statements or charts here. In the table below, describe how successor(s) will be notified. List key positions, the titles of those who are the primary and secondary in the orders of succession, and any limitations for those titles. Address who will review and revise succession plans and insert completion date.

Orders of Succession				
Conditions for Succession	Key position holder(s) are unable to execute their duties for an extended period of time.			
Method of Notification	<i>Address how successor(s) will be notified, as well as external and internal personnel</i>			
Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/Organizational Limitations
	Superintendent	High School Principal	Elm. Principal	As long as needed
	High School Principal	Activities Director	Teacher	As long as needed
	Elementary Principal	Teacher	Teacher	As long as needed
	<i>Add rows if needed</i>			
Succession Revision Procedures/ Date Completed	<i>Address who will review and revise the succession plans, and date revision is completed</i>			

Delegation of Authority

School to determine and place statements or charts here. In the table below, list key positions and their associated authorities. For each authority, identify a primary and alternate position that can assume those authorities if necessary. Include any limitations to authority (i.e., financial decisions).

Delegation of Authority			
Delegated Authorities	Position	Authority	
	Superintendent	All Authority	
	High School Principal	High School Complex	
	<i>Elm. Principal</i>	Elm. School Complex	
Delegation Circumstances	Effective: Principal (or other key position holders) out of contact/unable to execute duties, or authority is delegated by the Principal (or other key position holders).		
	Termination: Key position holder can assume duties once again.		
Assigned Authority	Authority	Primary (title)	Alternative (title)
Superintendent	All	High School Principal	Elm. Principal
High School Principal	High School Complex	Activities Director	Teacher
Elm. School Principal	Elem. School Complex	Teacher	Teacher
	<i>Add additional rows if needed</i>		
Limitations			

A. Activation and Relocation

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

B. Alert, Notification, and Implementation Process

Each School Safety Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

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

Alternative Communications				
Device type/name	Internal Capability (Y/N)	External Capability (Y/N)	Data/System/Services that can be accessed	Redundant (Y/N)
Landline Phone	Y	N		N
Cellular Phone	Y	Y		N
Email	Y	Y		N
Text	Y	Y		N

C. Relocation Sites

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

D. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be remote workspace (i.e. from home). For a longer term arrangement, facilities in the immediate vicinity of Kimball would be utilized if possible. Contingent alternative facilities are listed below:

Facility/Site Name	Alternate Sites Name/Location	Alternate Site Contact Information	Existing or Prepositioned Assets & Capabilities at Alternate Facility	Additional Resources Needed at Alternate Facility
Junior/ Senior High School	Alternative Site: Mary Lynch Elementary School	Office: (308)235-4696	--Assets: Set up for schooling --Furniture: All equipment needed is available -- Internet access: Excellent --Office supplies: All supplies are available	All resources would be available, may have to adjust schedules so all students could have in person access

	Secondary Site: Remote Location or Any Available Public Space		--Assets: Device-centered education --Furniture: Device -- Internet access: Dependant on location, hotspots available --Office supplies: None	Internet access would be required
Mary Lynch Elementary School	Alternative Site: Junior/ Senior High School	Office: (308)235-4861	--Assets: Set up for schooling --Furniture: All equipment needed is available -- Internet access: Excellent --Office supplies: All supplies are available	All resources would be available, may have to adjust schedules so all students could have in person access
	Secondary Site: Remote Location or Any Available Public Space		--Assets: Device-centered education --Furniture: Device -- Internet access: Dependant on location, hotspots available --Office supplies: None	Internet access would be required

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

Interoperable Communications/Backup Sites

As noted above, any Mary Lynch Elementary or any available Public Office Space will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

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

Vital Records and Retention File

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

Vital Records: Emergency Operations Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Staff Contact List	District Office	Offsite/Cloud
Orders of Succession	District Office	Offsite/Cloud
Delegation of Authority	District Office	Offsite/Cloud

Vital Records: Legal & Financial Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Personnel Records	District Office	Offsite/Cloud
Payroll Records	District Office	Offsite/Cloud
Contracts	District Office	Offsite/Cloud
Student Emergency Contact List	District Office	Offsite/Cloud
Student Medical Records	School Nurse Offices	Offsite/Cloud
Education Records	District/School Offices	Offsite/Cloud

Human Capital Management

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

Below, indicate how your school plans to manage human capital while the COOP is activated

Notifying Staff about their role during an emergency

- Roles posted in EOP
- In Person
- Electronic/Telephonic Communication

Notifying Students and Parents/Guardians about the Continuity of Instruction

- Electronic/Telephonic Communication
- USPS Mail
- Website/Social Media

Provisions and accommodations for students who have IEPs

- Based on Situation/IEP Recommendations

Provisions and accommodations for eligible students to continue receiving medical and food service

- Based on Situation, services will be provided as/when needed.

COOP training plan for staff

- Annual review and training at start of school year

- Additional training as needed

Reconstitution

In the event of reconstitution available administration, staff and school board members will convene to determine the appropriate course of action.

The goal of reconstitution will be as follows:

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

Plan Maintenance, Testing, Training, Exercising

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

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

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

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

I. PURPOSE

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

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

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

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

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

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

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

A. Prevention phase

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

B. Preparedness phase

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

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

C. Response phase

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

D. Recovery phase

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

II. SCOPE

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

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

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation,

and evaluation of the School EOP as it relates to this system. Additional advice will be sought from outside psychologists and mental health experts.

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

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

III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

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

GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

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

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

applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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