

Cheyenne County School District #17-0003
Leyton Public Schools Board of Education
Regular Meeting - August 14, 2023
7:00 PM

1. Call to Order
 - 1.1. Announcement of Open Meetings Act Posting
 - 1.2. Roll Call
 - 1.3. Communications; Pledge of Allegiance
 - 1.4. Approval of Agenda
2. Hearings and Persons to Address the Board: Hannah Buchert will be present to discuss the Home Town Heroes event they have planned this year.
3. Special Presentations to the Board: Facilities Tour of the Dalton Campus
4. Reports
 - 4.1. Student Board Member's Report
 - 4.2. Board Reports
 - 4.3. Principal's Report
 - 4.4. Superintendent's Report
5. Regular Agenda
 - 5.1. Excusing a Board Member(s);
 - 5.2. Special Recognition;
 - 5.3. Review, consider, and take action regarding minutes of the regular board meeting July 10, 2023, and the budget workshop August 2, 2023
 - 5.4. Review, consider, and take action regarding Claims, Warrants and Transfers.
 - 5.5. Review, consider, and take action regarding Naming the Superintendent as the official representative of the district for state and federal forms.
 - 5.6. Review, consider, and take action in regard to authorizing the payment of bills through the end of August 2023
 - 5.7. Review, consider, and take action regarding the renewal of the 7 mindsets program for the elementary counseling program.
 - 5.8. Review, consider, and take action regarding purchasing the US government curriculum through Savvas Learning: Magruder's American Government
 - 5.9. Review, consider, and take action regarding FFA traveling to National FFA convention in November
 - 5.10. Review, consider, and take action regarding accepting the Emergency Operations Plan for Leyton Public Schools
 - 5.11. Review, consider, and take action regarding waving the memorial from policy 3040 for Harlan Dormann
 - 5.12. Review, consider, and take action regarding Policy 2007 on reimbursement for sponsors and student meals.
 - 5.13. Review, consider, and take action regarding
 - 5.14. Review, consider, and take action regarding
6. Informational Items
 - 6.1. Budget workshop meeting and vote to access additional property tax August 30, 2023 7:00 PM Leyton High School Library
 - 6.2. Budget Hearing: September 11, 2023 at 7:00 PM in the Leyton High School Library

6.3. Next Regular Meeting; September 11, 2023 Immediately following the Budget
Hearing at the Leyton High School Library

7. Adjournment

Should anyone be present and wish to address the Board, the Board Chairman will read the following guidelines:

- 1) Leyton Board of Education recognizes the importance of citizen participation in school district matters;
- 2) Only those speakers recognized by the Board President shall be allowed to speak;
- 3) A time limit of five minutes per speaker is allowed and no more than twenty minutes will be divided among those who wish to address the Board;
- 4) Defamatory or abusive remarks are out of order and a speaker will lose his/her privilege of address if such conduct or remarks occur;
- 5) A speaker at a Board meeting shall NOT orally initiate charges or complaints against District employees OR challenge instructional materials used in the District but shall use the appropriate Board policy to process such complaints;
- 6) The Superintendent and Board are not subject to questioning by the speaker(s);
- 7) To speak to an agenda item an individual must:
 - a. Stand and be recognized by the Board President;
 - b. State your name and address;
 - c. State the agenda item to which you wish to speak;
 - d. Your name will be placed under that agenda item and you will be called upon to speak when that topic is up for discussion;
- 8) If the speaker has written or printed materials to be circulated during a board meeting, he/she must have submitted this information to the Superintendent not later than the Friday immediately preceding the Monday Board meeting. Written materials not submitted by the deadline will not be reviewed or considered by the board at the meeting.

Key Points to Remember:

- 1) The Board takes no action on items brought up during this time;
- 2) Board members or the Superintendent may question a speaker or make comments in response to a speaker. However, the Board and Superintendent are not subject to questioning by speakers.



Leyton Public School Board

Principal Report

Aug 14, 2023

- 1. Teacher work days and professional development started today and will continue the next two days.**
- 2. Fall activities for high school have begun for football, volleyball and cheer.**
- 3. Mr. McLaughlin and myself attended a meeting with the county attorney's office regarding truancy on August 3.**
- 4. Mr. McLaughlin and myself attended Administrator Days in Kearney July 26-28. There were several informative sessions and collaboration time for us.**
- 5. First day with students will be August 17.**

**Presented to the
Board of Education at Leyton Public Schools
August 14, 2023**

Vision, Culture, and Instructional Leadership

The superintendent leads the district by promoting the success of all students, articulating a vision of learning, developing a positive school climate, and demonstrating best practices in instructional programs and staff professional development.

- The staff met this morning to discuss the first couple days of trainings and required meetings.
- Mr. Jones and I are cooking breakfast for the staff the first two days back.
- Our staff has most all instructional materials set for an amazing start to the year
- Our inservice schedule is a lot of training and classroom work time this year. Hoping to have an amazing open house.
- The strategic plan is in full swing, we have done a lot of work in our office to set up surveys, and the meeting on September 14 from 6-9 PM. I hope all board members are able to attend. It will be a public meeting.

Operations, Resources, and Personnel Management

The superintendent demonstrates the knowledge, skills, and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensure the fiscal health of the district, and implement sound personnel practices.

- Building projects are mostly completed, we have a couple things left to do but we are ready to open our doors to students.
- Budget is going great, still working on the details to be ready for the next meeting August 30 at 7:00
- We spent more money this month than any other month compared to the last three years. Our expenses will look extremely high, please note that the reason for this is primarily due to the 200 thousand dollar transfers into the depreciation fund, activity fund and nutrition fund. Take that amount along with carpet and technology and you have a rather large total. When it comes to building our reserves however, I'm not sure that we would do anything differently.

Board Governance and Policy

The superintendent works effectively with the board of education, exhibits a shared understanding of board and superintendent roles, leads and manages the district consistent with board policies, and demonstrates the skills to work effectively with the board.

- The policy review schedule will start in January with the 1000 series
- I believe we are all signed up for the NASB area membership meeting coming up August 23 at the Gering Civic Center.

Communication & Community Relations

The superintendent establishes effective communication with students, parents, staff and community and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs that support the success of all students.

- We did a lot of work on the Emergency operations plan so our staff will be working on getting to a single communication format as the year starts in order to be more efficient with classroom communication.
- When it comes to community relations this month I will continue to work on ensuring our community has opportunities to engage in the school, hopefully we have done enough over the last year to build bridges in our community, but we can't leave this area to chance, we have to be proactive in getting our communities support throughout the year.

Leave Log

- For the 2023-2024 school year: July 5, 14, 17, 18, 19, 20, 21 August, 11

Proceedings of the
Leyton Public Schools
Cheyenne County School District #03
Board of Education Meeting
July 10, 2023 – 7:00 a.m.
High School Library in Dalton, NE

CALL TO ORDER:

President Ryan Borges called the regular school board meeting to order at 7:00 a.m. The public was informed of the Open Meetings Act posted on the wall of the library. Publicized notice of the meeting was posted in the Sidney Sun-Telegraph, Leyton High School, Leyton Elementary/JH, at various businesses in the community, and on the www.leytonwarriors.org website on or before Thursday, July 6, 2023.

Members present: Shad Benish, Ryan Borges, Suzy Ernest, Rol Rushman, Sam Schumacher and Dave Wiedeman. Members absent: None. Also present were Superintendent Matt McLaughlin and K-12 Principal Charles Jones.

The Pledge of Allegiance was recited. Communication was read from Alison Haley and Janella Kruse.

Moved by Ernest, seconded by Rushman to approve the agenda as presented. Roll call vote: Yes: Wiedeman, Benish, Borges, Ernest, Rushman, and Schumacher. No: None. Motion carried 6-0.

HEARINGS:

Motion by Benish, seconded by Schumacher to open the public hearing at 7:04 a.m. for Policy #5018 (Parent Involvement), Policy #5045 (Student Fees), Policy #5054 (Bullying), the Safe Return to School Continuity Plan, and the ARP ESSER III Grand Funding. Roll call vote: Yes: Benish, Borges, Ernest, Rushman, Schumacher, and Wiedeman. No: None. Motion carried 6-0.

There were no public comments.

Motion by Ernest, seconded by Rushman to close the public hearing at 7:05 a.m. for Policy #5018 (Parent Involvement), Policy #5045 (Student Fees), Policy #5054 (Bullying), the Safe Return to School Continuity Plan, and the ARP ESSER III Grand Funding. Roll call vote: Yes: Borges, Ernest, Rushman, Schumacher, Wiedeman, and Benish. No: None. Motion carried 6-0.

REPORTS:

Mr. Borges reported that he attended the two-day Emergency Operations Plan meetings.

Mr. Benish, Mr. Rushman, and Mr. Wiedeman attended a Budget meeting with Mr. McLaughlin.

Mr. McLaughlin presented the Superintendent's Report.

Mr. McLaughlin also presented an update on Extra Duties and Coaching Assignments for the 2023-2024 school year.

REGULAR AGENDA:

Moved by Schumacher, seconded by Ernest to recognize Jaxson Benish and Riley Benish for attending FFA Camp in Curtis, NE; to Riley Benish for being named "Most Improved Camper" for the week; to Deb Wieser for all of her hard work on the handbooks, EOP plan, and job descriptions; and to all staff and community members who attended the two-day Emergency Operations Plan meetings. Roll Call Vote: Yes: Ernest, Rushman, Schumacher, Wiedeman, Benish, and Borges. No: None. Motion carried 6-0.

Moved by Benish, seconded by Wiedeman to approve the minutes of the regular Board Meeting on June 12, 2023. Roll call vote: Yes: Rushman, Schumacher, Wiedeman, Benish, Borges, and Ernest. No: None. Motion carried 6-0.

Moved by Rushman, seconded by Benish to approve bills and financial reports from all funds as presented. Roll call vote: Yes: Schumacher, Wiedeman, Benish, Borges, Ernest, and Rushman. No: None. Motion carried 6-0.

Moved by Ernest, seconded by Borges to approve the annual policy reviews (#5001-Attendance and Excessive Absenteeism, #5045-Student Fees, #5052-Wellness Policy, #5054-Bullying, #5057-Title I Parental Involvement Policy, and #6020 Multicultural Education) as presented; with #2007-Reimbursement and

Miscellaneous Expenditures to be reviewed next month. Roll call vote: Yes: Wiedeman, Benish, Borges, Ernest, Rushman, and Schumacher. No: None. Motion carried 6-0.

Moved by Benish, seconded by Wiedeman to approve the required changes to policies #3001-Budget and Tax Request, #3003.1-Bidding for Construction, Remodeling, Repair or Related Projects Financed with Federal Funds, #3004.1-Fiscal Management for Purchasing and Procurement using Federal Funds, #3033-Lending Textbooks to Children Enrolled in Private Schools, #3036-Purchasing (credit) Card Program, #4003-Drug Testing of Drivers; 4045-Milk Expression, #4059-Behavioral and Mental Health Training, #5003-Admission of Part-Time Students, #5004-Option Enrollment, #5035-Student Discipline, #5045-Student Fees, #5049-Firearms and Weapons, #5052-School Wellness, #5062-Lice and Nits, #3059-Audio and Video Recording, #5064 Title 1 Supplement, Not Supplant, #6003-Instructional Program, #6004-Curriculum Development, #6025-Student Cell Phone and Other Electronic Devices, and #6038-Artificial Intelligence as presented. Roll call vote: Yes: Benish, Borges, Ernest, Rushman, Schumacher, and Wiedeman. No: None. Motion carried 6-0.

Moved by Wiedeman, seconded by Benish to approve the 2023-2024 staff, student, and activity handbooks as presented. Roll call vote: Yes: Borges, Ernest, Rushman, Schumacher, Wiedeman, and Benish. No: None. Motion carried 6-0.

Moved by Rushman, seconded by Schumacher to approve the 2022-2023 audit proposal from Rauner & Associates. Roll call vote: Yes: Ernest, Rushman, Schumacher, Wiedeman, Benish, and Borges. No: None. Motion carried 6-0.

Moved by Rushman, seconded by Benish to approve the transfer from the General Fund to the Activities Fund in the amount of \$80,000.00. Roll call vote: Yes: Rushman, Schumacher, Wiedeman, Benish, Borges, and Ernest. No: None. Motion carried 6-0.

Moved by Rushman, seconded by Ernest to approve the transfer from the General Fund to the Depreciation Fund in the amount of \$100,000.00 for vehicle acquisition. Roll call vote: Yes: Schumacher, Wiedeman, Benish, Borges, Ernest, and Rushman. No: None. Motion carried 6-0.

Moved by Borges, seconded by Schumacher to approve the transfer from the General Fund to the Nutrition Fund in the amount of \$20,000.00. Roll call vote: Yes: Wiedeman, Benish, Borges, Ernest, Rushman, and Schumacher. No: None. Motion carried 6-0.

Moved by Benish, seconded by Schumacher to keep the mural in the high school gym. Roll call vote: Yes: Benish, Borges, Ernest, Rushman, Schumacher, and Wiedeman. No: None. Motion carried 6-0.

Moved by Borges, seconded by Ernest to not renew the SRO contract with Cheyenne County Sheriff's Office for the 2023-2024 school year. Roll call vote: Yes: Borges, Ernest, Rushman, Schumacher, Wiedeman, and Benish. No: None. Motion carried 6-0.

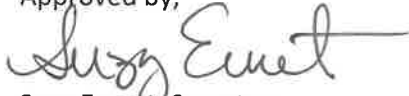
INFORMATIONAL ITEMS:

1. Budget Workshop: Wednesday, August 2, 2023 at 3:00 p.m. in the High School Library
2. American Civics Committee: Monday, August 14, 2023 at 6:00 p.m. in the High School Library
3. Next Regular Meeting: Monday, August 14, 2023 at 7:00 p.m. in the High School Library


ADJOURNMENT:

Moved by Benish, seconded by Ernest to adjourn the meeting at 8:21 a.m. Roll call vote: Yes: Ernest, Rushman, Schumacher, Wiedeman, Benish, and Borges. No: None. Motion carried 6-0.

Approved by,


Suzy Ernest, Secretary
Leyton Board of Education

Respectfully submitted,


Janella Kruse,
Recording Secretary

Proceedings of the
Leyton Public Schools
Cheyenne County School District #03
Board of Education Budget Workshop
August 2, 2023 – 3:00 p.m.
High School Library in Dalton, NE

CALL TO ORDER:

Vice President Sam Schumacher called the budget workshop to order at 3:06 p.m. The public was informed of the Open Meetings Act posted on the wall of the library. Publicized notice of the meeting was posted in the Sidney Sun-Telegraph, Leyton High School, Leyton Elementary/JH, at various businesses in the community, and on the www.leytonwarriors.org website on or before Thursday, July 27, 2023.

Members present: Shad Benish, Rol Rushman, Sam Schumacher, and Dave Wiedeman. Members absent: Ryan Borges and Suzy Ernest. Also present were Superintendent Matt McLaughlin, Principal Charles Jones, and three visitors.

There was no communication. The Pledge of Allegiance was recited.

Moved by Benish, seconded by Wiedeman to approve the agenda as presented. Roll call vote: Yes: Rushman, Schumacher, Wiedeman, and Benish. No: None. Motion carried 4-0.

REGULAR AGENDA:

First National Capital Markets' representative, Carl Dietz, presented the budget and finance workshop.

ADJOURNMENT:

Moved by Benish, seconded by Rushman to adjourn the meeting at 4:14 p.m. Roll call vote: Yes: Schumacher, Wiedeman, Benish, and Rushman. No: None. Motion carried 4-0.

Approved by,



Sam Schumacher, Vice President
Leyton Board of Education

Respectfully Submitted,



Janella Kruse, Recording Secretary

SELECTED Data

Current Unencumbered Summary Report

Arranged by:

Date Range: 07/01/2023 thru 07/31/2023

Group ID and Activity Number

Activity Number and Name	Beginning Balance	Current Receipts	Current Disbursements	Current Adjustments	P/Os	Unencumbered Balance
H High School						
101 Extra Curril	8,094.08	600.00	3,673.44	0.00	0.00	5,020.64
102 Girls Volleyball	869.17	1,665.00	1,280.00	0.00	0.00	1,254.17
104 Wrestling	5,201.02	0.00	0.00	0.00	0.00	5,201.02
105 Football	1,585.82	618.57	0.00	0.00	0.00	2,204.39
106 Boys Basketball	1,611.11	0.00	225.00	0.00	0.00	1,386.11
107 Girls Basketball	1,003.74	0.00	0.00	0.00	0.00	1,003.74
108 Golf	630.80	0.00	0.00	0.00	0.00	630.80
109 Track	363.00	0.00	0.00	0.00	0.00	363.00
201 L Club	131.38	0.00	0.00	0.00	0.00	131.38
202 HS Cheerleaders	26.21	0.00	1,400.91	0.00	0.00	-1,374.70
203 STUCO	3,837.84	0.00	0.00	0.00	0.00	3,837.84
205 Band/Choir	2,595.16	0.00	0.00	0.00	0.00	2,595.16
206 NHS	7,506.31	0.00	0.00	0.00	0.00	7,506.31
209 Speech	1,405.65	0.00	0.00	0.00	0.00	1,405.65
210 One-Acts	1,388.57	0.00	0.00	0.00	0.00	1,388.57
322 2022	0.00	0.00	0.00	0.00	0.00	0.00
323 2023	695.01	0.00	0.00	0.00	0.00	695.01
324 2024	3,919.53	0.00	0.00	0.00	0.00	3,919.53
325 2025	2,827.66	0.00	0.00	0.00	0.00	2,827.66
326 2026	991.28	0.00	0.00	0.00	0.00	991.28
401 Yearbook	2,384.28	0.00	0.00	0.00	0.00	2,384.28
403 FFA	57,900.52	0.00	0.00	0.00	0.00	57,900.52
404 Doors	1,373.46	0.00	0.00	0.00	0.00	1,373.46
408 Shop	259.99	0.00	0.00	0.00	0.00	259.99
409 1:1 Purchase	10,076.01	0.00	0.00	0.00	0.00	10,076.01
410 Entrepreneurship	2,525.04	0.00	0.00	0.00	0.00	2,525.04
411 Fine Arts Club	1,358.85	0.00	0.00	0.00	0.00	1,358.85
H High School Totals:	120,561.49	2,883.57	6,579.35	0.00	0.00	116,865.71
J Jr High / Elem						
601 JH/Elem Activities	-993.64	0.00	0.00	0.00	0.00	-993.64
602 JH STUCO	458.83	0.00	0.00	0.00	0.00	458.83
603 Music/band	1,802.20	0.00	0.00	0.00	0.00	1,802.20
604 Yell Club	968.46	0.00	0.00	0.00	0.00	968.46
609 Needy Students	1,798.24	0.00	0.00	0.00	0.00	1,798.24
611 Book Fair	686.89	0.00	0.00	0.00	0.00	686.89
612 Quiz Bowl	790.79	0.00	0.00	0.00	0.00	790.79
J Jr High / Elem Totals:	5,511.77	0.00	0.00	0.00	0.00	5,511.77
Report Totals:	126,073.26	2,883.57	6,579.35	0.00	0.00	122,377.48

BEGINNING BANK BALANCE	\$ 126,073.26
July Receipts	\$ 2,883.57
July Expenses	\$ 6,579.35
ENDING BANK BALANCE	<u>\$ 122,377.48</u>

Receipt Journal

Receipt Number	Receipt Date	Description	Received From	Total	Sales Tax	Amount Less Tax
Line	Activity	Name		Amount	Sales Tax	Amount Less Tax
Journal Number: 285 July Activity Revenue				Posted: 08/08/2023 01:17:18 PM		
000000	07/18/2023	Butter Braids	Donations			
1		102 Girls Volleyball		1065.00	0.00	1065.00
Receipt Totals:				1065.00	0.00	1065.00
000000	07/26/2023	Fireworks Fundraising	E&H Vendors			
1		105 Football		618.57	0.00	618.57
Receipt Totals:				618.57	0.00	618.57
000000	07/25/2023	Ticket Sales - Gate	Cheyenne County			
1		102 Girls Volleyball		600.00	0.00	600.00
Receipt Totals:				600.00	0.00	600.00
000000	07/21/2023	8040804836	Credit Card Sales			
1		101 Extra Curri		600.00	0.00	600.00
Receipt Totals:				600.00	0.00	600.00
Journal Totals:				2883.57	0.00	2883.57

Check Journal

Check Num	Check Date	Vendor Name	PO Num	Description	Originator	Check Total
Journal Number: 326		July Expenses		Posted: 08/08/2023 01:10:19 PM		
017925	07/07/2023	North Platte Community		VB Camp		405.00
Invoice Line	Activity	Name			Amount	
1	102	Girls Volleyball			405.00	
017926	07/25/2023	South Dakota School of		Boys BB Rooms		225.00
Invoice Line	Activity	Name			Amount	
1	106	Boys Basketball			225.00	
017927	07/25/2023	Harco		Helmets		1300.00
Invoice Line	Activity	Name			Amount	
28213 1	101	Extra Curril			1300.00	
017928	07/25/2023	Top 10 Volleyball		7 players		385.00
Invoice Line	Activity	Name			Amount	
1	102	Girls Volleyball			385.00	
017929	07/25/2023	Victory		Cheer Uniforms		1400.91
Invoice Line	Activity	Name			Amount	
INV-RH 1 BC0517 230	202	HS Cheerleaders			1400.91	
017930	07/25/2023	Mike's Screenprinting		Awards		375.00
Invoice Line	Activity	Name			Amount	
14039 1	101	Extra Curril			375.00	
017931	07/31/2023	Holiday Inn - North Platte		VB Team Camp		490.00
Invoice Line	Activity	Name			Amount	
1	102	Girls Volleyball			490.00	
017932	07/31/2023	Garretson's Sport Center		Helmets; Banner		1374.85
Invoice Line	Activity	Name			Amount	
10302; 1 2168	101	Extra Curril			1299.85	
10302; 2 2168	101	Extra Curril			75.00	
Total Distribution:						1374.85
017933	07/31/2023	Awards Unlimited		FB District Medals		23.59

Check Journal

Check Num	Check Date	Vendor Name	PO Num	Description	Originator	Check Total
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Invoice Line	Activity	Name	Amount
80832 1	101	Extra Curri	23.59

Journal Total: 5979.35

Check Journal

Check Num	Check Date	Vendor Name	PO Num	Description	Originator	Check Total
Journal Number: 327		Credit Card Transfer			Posted: 08/08/2023 01:18:48 PM	
000001	07/31/2023	Leyton General Fund		Transfer to General		600.00

Invoice Line	Activity	Name	Amount
1	101	Extra Curri	600.00

Journal Total: 600.00

SCHOOL LUNCH PROGRAM REPORT

LEYTON PUBLIC SCHOOLS

For the period: July 1, 2023 – July 31, 2023

August 14, 2023

ACCOUNT	BALANCE LAST REPORT	RECEIPTS	EXPENDITURES	BALANCE ON HAND
BALANCE	\$ 40,120.28			
RECEIPTS:				
Federal		\$		
State		\$		
Adult		\$	\$	
Student		\$	\$	
Vending		\$		
Transfer		\$		
Other		\$		
EXPENDITURES:				
Food/Supplies		\$ 114.09	\$	
Training			\$	
Travel			\$ 124.93	
TOTALS	\$ 40,120.28	\$ 114.09	\$ 124.93	\$ 40,109.44
Bank Balance	\$ 40,120.28			
Deposits	\$ 114.09			
Minus checks paid	\$ 124.93			
Balance	\$ 40,109.44			

Signed 
 Title 

EMPLOYEE BENEFITS
SCHOOL: LEYTON PUBLIC SCHOOLS


For the Period: July 1, 2023 – July 31, 2023

Dated: August 14, 2023

ACTIVITY	BALANCE LAST REPORT	RECEIPTS	EXPENSES	BALANCE ON HAND
Beginning Bank Balance	\$ 14,419.41			
Receipts				
Section 125		\$ 939.00		
Interest		\$ 1.92		
Miscellaneous		\$ 0		
Transfer		\$ 0		
Expenses:				
Section 125		\$	\$ 20.39	
Other			\$	
			\$	
TOTALS	\$ 14,419.41	\$ 940.92	\$ 20.39	\$ 15,339.94

SUMMARY OF ALL ACTIVITY ACCOUNTS

Bank Balance	\$ 14,419.41		
Receipts	\$ 940.92		
Minus Checks Paid	\$ 20.39		
Balance	\$ 15,339.94		

Signed 
Title 

Payable Journal

Fiscal Year: 2023

Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number						Encumber	
Journal Number: 438 August Vendor Payables							Posted: 08/10/2023	
8TOGREAT 8 to Great								
1040			07/21/2023		08/02/2023	Supplies		
1	01-2-01100-610-001					Supplies - Regular Instruction	0.00	178.50
						Total Invoice:	0.00	178.50
						Total Vendor:	0.00	178.50
AMPLIFY Amplify Education, Inc.								
	INV-158917		03/01/2023		07/12/2023	ELA 6th-8th		
1	01-2-06998-643-003					ESSER III - Web/Cloud Based Softwar	0.00	2,928.00
2	01-2-06998-610-003					ESSER III - Supplies	0.00	8,329.70
						Total Invoice:	0.00	11,257.70
	INV-158263		02/28/2023		07/12/2023	CKLA K-5th		
1	01-2-06998-610-003					ESSER III - Supplies	0.00	22,535.72
2	01-2-06998-643-003					ESSER III - Web/Cloud Based Softwar	0.00	2,760.00
3	01-2-06998-640-003					ESSER III - Books & Periodicals	0.00	14,535.00
						Total Invoice:	0.00	39,830.72
						Total Vendor:	0.00	51,088.42
BLACK Black Hills Energy								
	08022023		08/02/2023		08/02/2023	Utilities		
1	01-2-02610-621-001					Utility Energy Services - Bldg Op	0.00	294.54
2	01-2-02610-621-003					Utility Energy Services - Bldg Op	0.00	170.52
						Total Invoice:	0.00	465.06
						Total Vendor:	0.00	465.06
BLUUM Bluum USA, Inc.								
	923991		07/11/2023		07/12/2023	Supplies		
1	01-2-02230-610-001					Supplies - Technology	0.00	100.11
						Total Invoice:	0.00	100.11
						Total Vendor:	0.00	100.11
BOMGAARS Bomgaars								
	56745538		07/17/2023		07/25/2023	Supplies		
1	01-2-02620-610-001					Supplies - Building Operations	0.00	23.98
2	01-2-02630-610-001					Supplies - Grounds Care/Upkeep	0.00	54.95
						Total Invoice:	0.00	78.93
	56746411		07/20/2023		07/25/2023	Supplies		
1	01-2-02630-610-001					Supplies - Grounds Care/Upkeep	0.00	36.00
2	01-2-02630-610-003					Supplies - Grounds Care/Upkeep	0.00	35.99

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Vendor ID	Vendor Name				Accrued	
Inv Number	Inv Date	PO Number	PO Date	Description	Encumber	Payable
Line	Account Number		Description			
Total Invoice:					0.00	71.99
Total Vendor:					0.00	150.92
CAPITAL Capital Business						
34549934	07/27/2023		08/07/2023	Copiers		
1	01-2-02410-442-001			Rental Equipment - Copiers - School	0.00	455.05
2	01-2-02410-442-003			Rental Equipment - Copiers - School	0.00	455.05
Total Invoice:					0.00	910.10
Total Vendor:					0.00	910.10
CARLEY Mark Carley						
08022023	08/02/2023		08/02/2023	Mileage		
1	01-2-02620-333-003			Mileage Paid to Staff - Building Op	0.00	103.49
Total Invoice:					0.00	103.49
Total Vendor:					0.00	103.49
CORRELLRE Correll Refrigeratiion						
i3655	07/31/2023		07/31/2023	Freezer - Contactor		
1	01-2-02620-431-001			Repairs & Maintenance - Building Ma	0.00	549.00
Total Invoice:					0.00	549.00
Total Vendor:					0.00	549.00
CRANC&C C&C Fire Protection, LLC						
7643	07/20/2023		07/25/2023	Service		
1	01-2-02620-431-001			Repairs & Maintenance - Building Ma	0.00	691.00
Total Invoice:					0.00	691.00
7642	07/20/2023		07/25/2023	Service		
1	01-2-02620-431-003			Repairs & Maintenance - Building Ma	0.00	662.00
Total Invoice:					0.00	662.00
Total Vendor:					0.00	1,353.00
CRANCALI Calin D. Cranmore						
24955	07/23/2023		07/31/2023	Service		
1	01-2-02620-431-001			Repairs & Maintenance - Building Ma	0.00	60.00
Total Invoice:					0.00	60.00
Total Vendor:					0.00	60.00
CROSSROAD Crossroads Coop Tech						
10000012	08/04/2023		08/09/2023	Repair Door		
1	01-2-02620-431-001			Repairs & Maintenance - Building Ma	0.00	456.00

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Vendor ID	Vendor Name				Accrued	
Inv Number	Inv Date	PO Number	PO Date	Description	Encumber	Payable
Line	Account Number		Description			
Total Invoice:					0.00	456.00
Total Vendor:					0.00	456.00
DALTPHON Dalton Telephone c/o						
08042023	08/04/2023		08/04/2023	Telephone		
1	01-2-02410-530-001			Communications - School Administrat	0.00	295.25
Total Invoice:					0.00	295.25
08092023	08/09/2023		08/09/2023	Telephone		
1	01-2-02410-530-003			Communications - School Administrat	0.00	173.02
Total Invoice:					0.00	173.02
Total Vendor:					0.00	468.27
DASSTATE DAS State Accounting -						
1379806	07/13/2023		07/31/2023	Network Service		
1	01-2-02230-382-001			Distance Education & Telecommunicat	0.00	238.13
Total Invoice:					0.00	238.13
Total Vendor:					0.00	238.13
DICKSFLOOR Brauer Flooring						
07312023	07/31/2023		07/31/2023	Final Flooring Bill		
1	01-2-02620-431-001			Repairs & Maintenance - Building Ma	0.00	10,334.28
2	01-2-02620-431-003			Repairs & Maintenance - Building Ma	0.00	10,334.27
Total Invoice:					0.00	20,668.55
Total Vendor:					0.00	20,668.55
ESU13 E S U 13						
08042023	08/04/2023		08/04/2023	Services		
1	01-2-02213-330-003			Training & Development - Instructio	0.00	80.00
2	01-2-02224-382-001			Educational TV Services - Distance	0.00	770.00
3	01-2-02224-382-001			Educational TV Services - Distance	0.00	350.00
4	01-2-02224-382-001			Educational TV Services - Distance	0.00	708.33
5	01-2-01200-591-001			SPED Profess Services-ESU	0.00	186.90
6	01-2-01200-591-001			SPED Profess Services-ESU	0.00	14.95
Total Invoice:					0.00	2,110.18
Total Vendor:					0.00	2,110.18
FESSOCS Foundation for						
INV001023	07/01/2023		07/17/2023	Web Hostling Royalty		
1	01-2-02230-890-001			Misc. Expenses - Technology	0.00	950.00
2	01-2-02230-890-003			Misc. Expenses - Technology	0.00	950.00

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Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number	Description			Encumber			
Total Invoice:							0.00	1,900.00
Total Vendor:							0.00	1,900.00
FINNEYS Finneys								
328623		06/19/2023	07/11/2023			Maintenance Supplies		
1	01-2-02620-610-001					Supplies - Building Operations	0.00	459.06
Total Invoice:							0.00	459.06
328975		06/29/2023	07/11/2023			Supplies		
1	01-2-02620-610-001					Supplies - Building Operations	0.00	87.97
Total Invoice:							0.00	87.97
329472		07/17/2023	07/25/2023			Supplies		
1	01-2-02620-610-001					Supplies - Building Operations	0.00	17.99
Total Invoice:							0.00	17.99
329610		07/20/2023	07/25/2023			Supplies		
1	01-2-02620-610-001					Supplies - Building Operations	0.00	70.95
Total Invoice:							0.00	70.95
329612		07/20/2023	07/25/2023			Supplies		
1	01-2-02630-610-001					Supplies - Grounds Care/Upkeep	0.00	204.29
2	01-2-02630-610-003					Supplies - Grounds Care/Upkeep	0.00	204.29
Total Invoice:							0.00	408.58
330044		08/02/2023	08/04/2023			Supplies		
1	01-2-02620-610-001					Supplies - Building Operations	0.00	182.47
Total Invoice:							0.00	182.47
Total Vendor:							0.00	1,227.02
FOLLETT Follett School Solutions,								
1507876		05/01/2023	07/18/2023			Ontine Title Service		
1	01-2-02220-650-001					Supplies - Technology Related - Lib	0.00	858.98
Total Invoice:							0.00	858.98
Total Vendor:							0.00	858.98
FRENCHVAL Frenchman Valley Coop								
08022023		08/02/2023	08/02/2023			Fuel		
1	01-2-02710-626-000					Fuel - Student Transportation	0.00	449.96
Total Invoice:							0.00	449.96
Total Vendor:							0.00	449.96
GENESIS2 Genesis Technologies,								

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Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number					Description	Encumber	
2999599			07/06/2023		07/12/2023	Microsoft Office 365 Subscript		
1	01-2-01100-643-001					Web/Cloud Based Software - Instruct	0.00	693.00
2	01-2-01100-643-003					Web/Cloud Based Software - Instruct	0.00	693.00
Total Invoice:							0.00	1,386.00
Total Vendor:							0.00	1,386.00
HOLIDAY	Holiday Inn-Kearney, NE							
08042023			08/04/2023		08/04/2023	Admin Days CJ, MM		
1	01-2-02320-580-000					Travel Expenses - Superintendent	0.00	389.95
2	01-2-02410-580-001					Travel Expenses - School Administra	0.00	194.98
3	01-2-02410-580-003					Travel Expenses - School Administra	0.00	194.77
Total Invoice:							0.00	779.70
Total Vendor:							0.00	779.70
HUGHES	Nicole Hughes							
08082023			08/08/2023		08/08/2023	Supplies-Flower Bed		
1	01-2-02630-610-001					Supplies - Grounds Care/Upkeep	0.00	8.93
2	01-2-02630-610-001					Supplies - Grounds Care/Upkeep	0.00	23.40
3	01-2-02630-610-001					Supplies - Grounds Care/Upkeep	0.00	23.86
Total Invoice:							0.00	56.19
Total Vendor:							0.00	56.19
INNOVATIVE	Innovative Office							
IN4246457			06/30/2023		07/11/2023	Supplies		
1	01-2-01100-610-001					Supplies - Regular Instruction	0.00	1,189.51
Total Invoice:							0.00	1,189.51
IN4276620			07/31/2023		08/07/2023	Printers		
1	01-2-01100-650-001					Supplies - Technology Related - Ins	0.00	868.36
Total Invoice:							0.00	868.36
Total Vendor:							0.00	2,057.87
JMC	JMC							
1734			07/19/2023		07/25/2023	Student Information System		
1	01-2-02110-643-001					Web/Cloud Based Software - Attendan	0.00	2,159.00
2	01-2-02110-643-003					Web/Cloud Based Software - Attendan	0.00	2,159.00
Total Invoice:							0.00	4,318.00
Total Vendor:							0.00	4,318.00
JOURNEYED	JourneyEd.com, Inc.							
10519914			07/18/2023		07/25/2023	Adobe License		

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Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number	Description			Encumber			
1	01-2-02230-735-001	Technology Software - Technology				0.00	500.00	
		Total Invoice:				0.00	500.00	
		Total Vendor:				0.00	500.00	
KESSLER	Lindsey Kessler							
08022023	08/02/2023	08/02/2023	Supplies					
1	01-2-01100-610-003	Supplies - Regular Instruction				0.00	22.50	
		Total Invoice:				0.00	22.50	
		Total Vendor:				0.00	22.50	
LEYTPUB1	Leyton Public School							
07112023	07/11/2023	07/11/2023	Year End Transfer					
1	01-2-08000-913-000	Fund Transfers to Activities Fund				0.00	80,000.00	
		Total Invoice:				0.00	80,000.00	
		Total Vendor:				0.00	80,000.00	
LEYTPUB2	Leyton Public School							
07112023	07/11/2023	07/11/2023	Year End Transfer					
1	01-2-08000-912-000	Fund Transfers to School Nutrition				0.00	20,000.00	
		Total Invoice:				0.00	20,000.00	
		Total Vendor:				0.00	20,000.00	
LEYTPUB3	Leyton Public Schools							
07112023	07/11/2023	07/11/2023	Year End Transfer					
1	01-2-02710-732-000	Vehicles - Student Transportation				0.00	100,000.00	
		Total Invoice:				0.00	100,000.00	
		Total Vendor:				0.00	100,000.00	
MARICKS	Marick's Waste Disposal,							
08022023	08/02/2023	08/02/2023	Trash					
1	01-2-02610-410-003	Utility Services - Building Operat				0.00	137.00	
		Total Invoice:				0.00	137.00	
		Total Vendor:				0.00	137.00	
MATHESON	Matheson Tri-Gas, Inc							
0052204750	07/31/2023	08/02/2023	Supplies					
1	01-2-01100-610-001	Supplies - Regular Instruction				0.00	72.93	
		Total Invoice:				0.00	72.93	
		Total Vendor:				0.00	72.93	

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Vendor ID	Vendor Name				Accrued	
Inv Number	Inv Date	PO Number	PO Date	Description	Encumber	Payable
Line	Account Number		Description			
MCLAUGHLIN Matt McLaughlin						
08022023	08/02/2023		08/02/2023	Mileage		
1	01-2-02320-333-000			Mileage Paid to Staff - Superintend	0.00	272.48
				Total Invoice:	0.00	272.48
				Total Vendor:	0.00	272.48
NAPAAUTO Napa Auto Parts						
113813	07/24/2023		07/25/2023	Supplies		
1	01-2-02620-610-001			Supplies - Building Operations	0.00	21.34
				Total Invoice:	0.00	21.34
				Total Vendor:	0.00	21.34
NASB Nebraska Association Of						
08022023	08/02/2023		08/02/2023	NAEP Membership - Kruse		
1	01-2-02510-810-000			Dues and Fees - Bookkeeper	0.00	40.00
				Total Invoice:	0.00	40.00
				Total Vendor:	0.00	40.00
NASBALIC NASB - ALICAP						
23-24Premium	08/07/2023		08/07/2023	23-24 Premium		
1	01-2-02570-340-000			Personnel Services - Other	0.00	15,497.00
2	01-2-02610-520-000			Insurance - Building Operations	0.00	101,494.00
				Total Invoice:	0.00	116,991.00
				Total Vendor:	0.00	116,991.00
NATARTSUP National Art & School						
29745	07/18/2023		07/31/2023	Supplies		
1	01-2-01100-610-001			Supplies - Regular Instruction	0.00	546.82
				Total Invoice:	0.00	546.82
29672	07/17/2023		07/31/2023	Supplies		
1	01-2-01100-610-003			Supplies - Regular Instruction	0.00	416.96
				Total Invoice:	0.00	416.96
				Total Vendor:	0.00	963.78
NECOUNC2 NE Council of School						
77968	08/01/2023		08/07/2023	Admin Days		
1	01-2-02320-330-000			Training & Development - Superinten	0.00	308.00
2	01-2-02410-330-001			Training & Development - School Adm	0.00	154.00
3	01-2-02410-330-003			Training & Development - School Adm	0.00	154.00
				Total Invoice:	0.00	616.00

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Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number					Description	Encumber	
Total Vendor:							0.00	616.00
NEUMANN Amy Neumann								
07312023		07/31/2023		07/31/2023		Tuition Credit		
1	01-2-01100-251-003					Tuition Reimbursement - Teachers	0.00	700.00
Total Invoice:							0.00	700.00
Total Vendor:							0.00	700.00
NIBC LinPepCo								
9500001013		07/05/2023		07/25/2023		Equipment Rental		
1	01-2-02610-442-001					Rental Equipment - Building Operati	0.00	100.00
Total Invoice:							0.00	100.00
9500001116		08/04/2023		08/07/2023		Equipment Rental		
1	01-2-02610-442-001					Rental Equipment - Building Operati	0.00	100.00
Total Invoice:							0.00	100.00
Total Vendor:							0.00	200.00
ONESOURCE One Source								
2022129985		08/01/2023		08/02/2023		Service		
1	01-2-02310-890-000					Misc. Expenses - Board of Education	0.00	10.00
Total Invoice:							0.00	10.00
Total Vendor:							0.00	10.00
REGIONAL Regional Care, Inc.								
71702		08/01/2023		07/31/2023		Service		
1	01-2-01100-292-001					Other Employee Benefits - Employee	0.00	12.50
2	01-2-01100-292-003					Other Employee Benefits - Employee	0.00	12.50
Total Invoice:							0.00	25.00
Total Vendor:							0.00	25.00
SCHOINC Scholastic Inc								
M7378040		07/25/2023		08/09/2023		Supplies		
1	01-2-01100-610-003					Supplies - Regular Instruction	0.00	705.66
Total Invoice:							0.00	705.66
Total Vendor:							0.00	705.66
SCHOSPEC School Specialty LLC								
308104324324		07/28/2023		08/09/2023		Supplies		
1	01-2-01100-610-003					Supplies - Regular Instruction	0.00	439.80
Total Invoice:							0.00	439.80

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Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number						Encumber	
Total Vendor:							0.00	439.80
SECURLY Securly, Inc.								
120511		08/08/2023		08/07/2023		Web Filtering Software		
1	01-2-02230-643-001					Web/Cloud Based Software -	0.00	709.63
2	01-2-02230-643-003					Web/Cloud Based Software -	0.00	709.62
Total Invoice:							0.00	1,419.25
Total Vendor:							0.00	1,419.25
SIDREGMED2 Cheyenne County								
373		07/31/2023		08/04/2023		OT Services		
1	01-2-02161-340-003					Occupational Therapy - SPED - Schoo	0.00	39.50
2	01-2-02161-340-003					Occupational Therapy - SPED - Schoo	0.00	19.75
3	01-2-02161-340-003					Occupational Therapy - SPED - Schoo	0.00	1.31
Total Invoice:							0.00	60.56
Total Vendor:							0.00	60.56
SIDSUN Sidney Sun-Telegraph								
158821		07/06/2023		07/10/2023		Legal Notice - Meeting Notice		
1	01-2-02310-540-000					Advertising - Board of Education	0.00	11.00
Total Invoice:							0.00	11.00
158990		07/20/2023		07/25/2023		Legal Notice - Payables		
1	01-2-02310-540-000					Advertising - Board of Education	0.00	32.53
Total Invoice:							0.00	32.53
158989		07/20/2023		07/25/2023		Legal Notice-Minutes		
1	01-2-02310-540-000					Advertising - Board of Education	0.00	105.38
Total Invoice:							0.00	105.38
159076		07/27/2023		07/31/2023		Legal Notice-Meeting Notice		
1	01-2-02310-540-000					Advertising - Board of Education	0.00	10.08
Total Invoice:							0.00	10.08
Total Vendor:							0.00	158.99
SIMMONS Simmons Olsen Law Firm								
807688		07/31/2023		08/07/2023		Legal Services		
1	01-2-02330-317-000					District Legal Services	0.00	300.00
Total Invoice:							0.00	300.00
Total Vendor:							0.00	300.00
SMARTWAVE SmartWAVE								
154198		07/27/2023		07/31/2023		Access Points		

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Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number					Description	Encumber	
		1	01-2-02230-734-001			Technology-Related Hardware - Techn	0.00	7,794.50
		2	01-2-02230-734-003			Technology-Related Hardware - Techn	0.00	7,794.50
						Total Invoice:	0.00	15,589.00
						Total Vendor:	0.00	15,589.00
SOAR	Michelle L. Weimer							
		2069	07/05/2023		07/10/2023	PT Services		
		1	01-2-02171-340-003			Physical Therapy - SPED - School Ag	0.00	46.08
						Total Invoice:	0.00	46.08
						Total Vendor:	0.00	46.08
TEACHERDIS	Teacher Direct							
		SO277780	06/26/2023		08/07/2023	Supplies		
		1	01-2-01100-610-003			Supplies - Regular Instruction	0.00	188.04
						Total Invoice:	0.00	188.04
						Total Vendor:	0.00	188.04
TEACHINN	Teacher Innovations							
		888046	06/08/2023		08/09/2023	Planbook Subscription		
		1	01-2-01100-890-001			Misc. Expenses - Instruction	0.00	195.75
		2	01-2-01100-890-003			Misc. Expenses - Instruction	0.00	195.75
						Total Invoice:	0.00	391.50
						Total Vendor:	0.00	391.50
USBANK	US Bank							
		08092023	08/09/2023		08/09/2023	Miscellaneous		
		1	01-2-01100-643-001			Web/Cloud Based Software - Instruct	0.00	120.00
		2	01-2-01100-610-003			Supplies - Regular Instruction	0.00	18.99
		3	01-2-02620-610-001			Supplies - Building Operations	0.00	168.27
		4	01-2-02620-610-001			Supplies - Building Operations	0.00	106.49
		5	01-2-02710-626-000			Fuel - Student Transportation	0.00	45.93
		6	01-2-02410-610-001			Supplies - School Administration	0.00	9.99
		7	01-2-02410-610-001			Supplies - School Administration	0.00	54.59
		8	01-2-02230-610-001			Supplies - Technology	0.00	5.99
		9	01-2-02230-610-001			Supplies - Technology	0.00	89.85
		10	01-2-02620-610-003			Supplies - Building Operations	0.00	121.87
		11	01-2-02410-610-001			Supplies - School Administration	0.00	7.99
		12	01-2-02410-610-001			Supplies - School Administration	0.00	34.50
		13	01-2-02410-610-001			Supplies - School Administration	0.00	20.17
		14	01-2-02410-890-001			Misc. Expenses - School Administrat	0.00	68.75
						Total Invoice:	0.00	873.38

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Vendor ID	Vendor Name				Accrued	
Inv Number	Inv Date	PO Number	PO Date	Description	Encumber	Payable
Line	Account Number			Description		
Total Vendor:					0.00	873.38
VILLDALT Village Of Dalton						
07262023	07/26/2023		07/26/2023	Utilities		
1	01-2-02610-410-001			Utility Services - Building Operat	0.00	34.00
2	01-2-02610-410-001			Utility Services - Building Operat	0.00	135.31
3	01-2-02610-410-001			Utility Services - Building Operat	0.00	432.30
Total Invoice:					0.00	601.61
Total Vendor:					0.00	601.61
VILLGURL Village Of Gurley						
08022023	08/02/2023		08/02/2023	Utilities		
1	01-2-02610-410-003			Utility Services - Building Operat	0.00	689.13
Total Invoice:					0.00	689.13
Total Vendor:					0.00	689.13
VIVACITY Vivacity Tech PBC						
INV1001512	06/29/2023		07/25/2023	Chromebooks		
1	01-2-01100-734-003			Technology-Related Hardware - Instr	0.00	6,600.00
2	01-2-06997-734-003			ESSER II - Technology-related Hardw	0.00	14,499.50
Total Invoice:					0.00	21,099.50
Total Vendor:					0.00	21,099.50
WEYEELEC Eli A. Weyerts						
076455	08/10/2023		08/10/2023	Mower; Bus; Sweeper		
1	01-2-02630-431-001			Repairs & Maintenance - Grounds Car	0.00	231.64
2	01-2-02630-431-003			Repairs & Maintenance - Grounds Car	0.00	231.64
3	01-2-02730-431-000			Repairs & Maintenance - Student Tra	0.00	220.00
4	01-2-02630-431-001			Repairs & Maintenance - Grounds Car	0.00	35.25
5	01-2-02630-431-003			Repairs & Maintenance - Grounds Car	0.00	35.25
Total Invoice:					0.00	753.78
Total Vendor:					0.00	753.78
WHEAPUBL Wheat Belt PPD						
08072023	08/07/2023		08/07/2023	Utilities		
1	01-2-02610-621-001			Utility Energy Services - Bldg Op	0.00	1,965.21
2	01-2-02610-621-001			Utility Energy Services - Bldg Op	0.00	300.60
3	01-2-02610-621-001			Utility Energy Services - Bldg Op	0.00	90.84
4	01-2-02610-621-003			Utility Energy Services - Bldg Op	0.00	1,808.01
5	01-2-02610-621-003			Utility Energy Services - Bldg Op	0.00	50.23
Total Invoice:					0.00	4,214.89

Payable Journal

Fiscal Year: 2023

Vendor ID	Vendor Name				Accrued	
Inv Number	Inv Date	PO Number	PO Date	Description	Encumber	Payable
Line	Account Number		Description			
Total Vendor:					0.00	4,214.89
WNCC	Western Nebraska					
288712	03/07/2023		08/09/2023	Textbook		
1	01-2-01100-640-001			Books & Periodicals - Regular Instr	0.00	79.99
Total Invoice:					0.00	79.99
08102023	08/10/2023		08/10/2023	Fall 2022 Charges		
1	01-2-01100-640-001			Books & Periodicals - Regular Instr	0.00	171.18
Total Invoice:					0.00	171.18
Total Vendor:					0.00	251.17
YOUNGSP	Young's Plumbing And					
4586	07/26/2023		08/02/2023	A/C		
1	01-2-02620-431-003			Repairs & Maintenance - Building Ma	0.00	245.59
2	01-2-02620-431-003			Repairs & Maintenance - Building Ma	0.00	225.00
Total Invoice:					0.00	470.59
Total Vendor:					0.00	470.59
					0.00	460,758.41
Journal Total:					0.00	460,758.41
Fund Summary						
01 - General Fund					0.00	460,758.41
Payroll Summary						
Accrued Fund Summary						

TREASURER'S REPORT
August 14, 2023

Beginning Bank Statement Balance (7-1-2023)		\$	2,018,076.58
Receipts:			
Cheyenne Co. taxes	\$	44,801.70	
Morrill Co. taxes	\$	5,494.96	
Receipts	\$	1,593.67	
NOW Interest on Checking	\$	2,410.85	
	\$	54,301.18	\$ 2,072,377.76
Expenses: Debits Clearing the Bank in July			\$ 282,099.60
Ending Bank Statement Balance (7-31-2023)			\$ 1,790,278.16
Outstanding Checks			\$ 254.99
Reconciliation Book Balance			\$ 1,790,023.17
Outstanding Expenses:			
August Payroll			\$ 110,228.25
August Payroll Withholding			\$ 123,235.27
August Vendor Payable Journal			\$ 460,758.41
			\$ 694,221.93
Book Balance:			\$ 1,095,801.24

DEPRECIATION FUND: (CHECKING)

Beginning bank balance	\$	170,741.88	
Interest Earned	\$	145.01	
Closing Bank Balance	\$	170,886.89	

TIME CERTIFICATES:

General Fund CD

Beginning Bank Balance	\$	119,122.14	
Interest Earned	\$	-	
Closing Bank Balance	\$	119,122.14	

BUILDING FUND: (CHECKING)

Beginning bank balance	\$	345,799.79	
Cheyenne County	\$	699.79	
Morrill County	\$	66.43	
Interest earned	\$	440.99	
Closing Bank Balance	\$	347,007.00	

Through July

Monthly Receipt for Board

Account	Description	22-23 Budgeted	Monthly Receipts	YTD Receipts	Remaining budget	% Spent YTD	% Remaining budget
01-1100	Property Tax	3,775,090.00	37,901.26	3,787,387.90	-12,297.90	100.33	-0.33
01-1115	Carline Tax	15,000.00	0.00	10,424.96	4,575.04	69.50	30.50
01-1125	Motor Vehicle Tax	110,000.00	9,018.61	100,791.88	9,208.12	91.63	8.37
01-1510	Interest	1,500.00	2,410.85	13,755.90	-12,255.90	917.06	-817.06
01-1990	Other Local Receipts	200.00	1,373.54	23,656.10	-23,456.10	11,828.05	-11,728.05
01-2110	Fines and License Fees	10,000.00	929.60	11,103.05	-1,103.05	111.03	-11.03
01-2130	Other County Sources	500.00	0.00	0.00	500.00	0.00	100.00
01-3110	State Aid	179,947.00	0.00	179,947.00	0.00	100.00	0.00
01-3120	SPED Programs	75,000.00	0.00	82,727.00	-7,727.00	110.30	-10.30
01-3125	SPED Transportation	7,000.00	0.00	9,240.00	-2,240.00	132.00	-32.00
01-3180	Pro Rate Motor Vehicle	8,000.00	2,380.76	8,726.27	-726.27	109.08	-9.08
01-3400	State Apportionment	10,000.00	0.00	20,325.31	-10,325.31	203.25	-103.25
01-3500	State Categorical	8,000.00	0.00	8,614.80	-614.80	107.69	-7.69
01-3535	High Ability Learners	3,000.00	0.00	3,371.00	-371.00	112.37	-12.37
01-4500	Title 1	40,000.00	0.00	0.00	40,000.00	0.00	100.00
01-4512	IDEA Programs	30,500.00	0.00	39,045.00	-8,545.00	128.02	-28.02
01-4530	Other Federal Receipts	46,000.00	0.00	115,030.96	-69,030.96	250.07	-150.07
01-4708	Medicaid in Public	5,000.00	0.00	6,742.65	-1,742.65	134.85	-34.85
01-4709	Medicaid Administrative	6,000.00	0.00	5,414.80	585.20	90.25	9.75
		4,330,737.00	54,014.62	4,426,304.58	-95,567.58	102.20	-2.20

Through July

Monthly Expense for Board

Account	Description	22-23 Budgeted	Month Expenses	YTD Expenses	Remaining Budget	%Spent YTD	% Remaining Budget
01-1000	All Instruction Programs	1,794,200.00	143,653.61	1,609,659.46	184,540.54	89.71	10.29
01-1200	SPED Instructional	232,600.00	6,602.32	173,820.57	58,779.43	74.73	25.27
01-2100	Supp Services - Pupils	278,900.00	9,400.23	121,820.61	157,079.39	43.68	56.32
01-2140	SPED Services	92,000.00	6,330.70	73,062.86	18,937.14	79.42	20.58
01-2200	Supp Services - Staff	245,400.00	13,050.56	179,330.91	66,069.09	73.08	26.92
01-2310	Board of Education	57,200.00	571.12	33,095.76	24,104.24	57.86	42.14
01-2320	Executive Administration	185,200.00	8,133.62	99,577.21	85,622.79	53.77	46.23
01-2330	District Legal Services	35,000.00	360.00	5,045.00	29,955.00	14.41	85.59
01-2410	Office of the Principal	376,000.00	29,001.72	304,090.67	71,909.33	80.88	19.12
01-2500	Gen Admin - Business	116,000.00	9,675.44	126,302.34	-10,302.34	108.88	-8.88
01-2600	Bldg Maint/Operation	435,800.00	33,397.04	339,806.43	95,993.57	77.97	22.03
01-2710	Pupil Transportation	167,200.00	3,751.67	217,395.20	-50,195.20	130.02	-30.02
01-2712	SPED Pupil Trans	19,000.00	0.00	1,650.60	17,349.40	8.69	91.31
01-2900	Activity Supplies	0.00	0.00	1,796.34	-1,796.34	0.00	0.00
01-3535	High Ability Learners	10,600.00	0.00	720.00	9,880.00	6.79	93.21
01-6000	Federal Programs	83,400.00	18,000.00	143,698.21	-60,298.21	172.30	-72.30
01-8000	Transfers	85,000.00	0.00	90,000.00	-5,000.00	105.88	-5.88
01-9000	Budget Authority	1,120,182.00	0.00	0.00	1,120,182.00	0.00	100.00
		5,333,682.00	281,928.03	3,520,872.17	1,812,809.83	66.01	33.98

through August

Monthly Expense for Board

Account	Description	22-23 Budgeted	Month Expenses	YTD Expenses	Remaining Budget	% Spent YTD	% Remaining Budget
01-1000	All Instruction Programs	1,794,200.00	151,468.14	1,761,127.60	33,072.40	98.16	1.84
01-1200	SPED Instructional	232,600.00	4,925.41	178,745.98	53,854.02	76.85	23.15
01-2100	Supp Services - Pupils	278,900.00	11,379.31	133,199.92	145,700.08	47.76	52.24
01-2140	SPED Services	92,000.00	106.64	73,169.50	18,830.50	79.53	20.47
01-2200	Supp Services - Staff	245,400.00	33,039.44	212,370.35	33,029.65	86.54	13.46
01-2310	Board of Education	57,200.00	168.99	33,264.75	23,935.25	58.16	41.84
01-2320	Executive Administration	185,200.00	16,064.95	115,642.16	69,557.84	62.44	37.56
01-2330	District Legal Services	35,000.00	300.00	5,345.00	29,655.00	15.27	84.73
01-2410	Office of the Principal	376,000.00	33,554.17	337,644.84	38,355.16	89.80	10.20
01-2500	Gen Admin - Business	116,000.00	24,094.04	150,396.38	-34,396.38	129.65	-29.65
01-2600	Bldg Maint/Operation	435,800.00	152,677.53	492,483.96	-56,683.96	113.01	-13.01
01-2710	Pupil Transportation	167,200.00	100,855.39	318,250.59	-151,050.59	190.34	-90.34
01-2712	SPED Pupil Trans	19,000.00	0.00	1,650.60	17,349.40	8.69	91.31
01-2900	Activity Supplies	0.00	0.00	1,796.34	-1,796.34	0.00	0.00
01-3535	High Ability Learners	10,600.00	0.00	720.00	9,880.00	6.79	93.21
01-6000	Federal Programs	83,400.00	65,587.92	209,286.13	-125,886.13	250.94	-150.94
01-8000	Transfers	85,000.00	100,000.00	190,000.00	-105,000.00	223.53	-123.53
01-9000	Budget Authority	1,120,182.00	0.00	0.00	1,120,182.00	0.00	100.00
		5,333,682.00	694,221.93	4,215,094.10	1,118,587.90	79.02	20.97



Quote Number 00007157 Prepared By Taylor Bement
Quote Date 5/19/2023 Email taylor.bement@7mindsets.com

CONTACT INFORMATION

Contact Name Matt McLaughlin Prepared For: Leyton Public Schools
Contact Email matt.mclaughlin@leytonwarriors.org Billing Address PO Box 297
Dalton, NE 69131
USA

Terms

License Start Date 9/1/2023 License End Date 8/31/2024
Subscription Terms 1 Year Subscription Payment Terms Net 15

Product	Product Description	List Price	Sales Price	Quantity	Total Price
Select Basic	Student + Educator Packages -Full Access to 7 Mindsets Online Platform, 7M Spanish, 7M Mobile App, Resource Hub (Includes parent letters), Lesson Builder, Educator Zone, Leader Dashboard, Signature Practices, Empowering Educators Platform, Better You, Better Together, Resource Hub, Leader Dashboard, BRONZE SERVICE	\$7,350.00	\$5,000.00	1.00	\$5,000.00

Subtotal \$5,000.00
Grand Total \$5,000.00

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Purchase Orders (PO) may be sent directly to orderprocessing@7mindsets.com or faxed to (678) 550-9750. If applicable, please include current tax exempt form.

If a Purchase Order (PO) is *NOT* required, please *Sign Below* and an invoice will be generated and sent via email.

Invoice Instructions

School or District:

Attention:

Special Instructions (Reference PO or Requisition Number, etc):

Email:

Customer Approval

Upon signature by Customer and submission to orderprocessing@7mindsets.com, the Customer acknowledges and accepts the terms of this order, pricing, applicable training dates and deliverables. All billing pertaining to this order form will contain the pricing and payment terms listed above.

Printed Name

Title

Signature

Date



Emergency Operations Plan

Updated: _____ August 14, 2023 Voted on By School Board _____

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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: Mr. Matt McLaughlin
Title: Superintendent
Date:

Name: Ryan Borges
Title: Board President
Date:

Name: Sam Schumacher
Title: Leyton Board Vice-Chair
Date:

Name: Shawn Oakes
Title: Leyton Safety Team Chair/Member
Date:

Name: Lindsey Kessler
Title: Leyton Safety Team Member
Date:

Name: Charles Jones
Title: Leyton Safety Team Member/Principal
Date:

Name: Heidi Rushman
Title: Leyton Safety Team Member
Date:

Name: Nick Newkirk
Title: Leyton Safety Team Member
Date:

Name: Deb Wieser
Title: Leyton Safety Team Member
Date:

Name: Adam Frerichs
Title: County Sheriff
Date:

Name: Gurley Fire Sheila Sterkel
Title: Gurley Fire
Date:

Name: Dalton Fire Ryan Borges
Title: Leyton EMS Chief
Date:

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

I. INTRODUCTION

A. Purpose of the Plan

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

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

Lastly, developing, maintaining, and exercising the School EOP increases Leyton 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 Leyton 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 Leyton Public School Emergency Operations Plan operates within the framework of the Leyton Public School Board policy.

POLICY NO.3041 - CRISIS MANAGEMENT COMMUNICATIONS

Please click on the links for the Board approved policies related to the EOP

Add [3039](#), [3040](#), [3041](#) [3000 Policies](#)

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

May 2023 -- The current enrollment of Leyton Public Schools is approximately 75 elementary-school students, 50 secondary-school students located in two one story buildings in the two towns 6 miles apart. These students are supported by a committed staff and faculty consisting of:

2 Superintendent/Principal/Building Administrators
18 Teachers
5 Instructional Assistants
1 Counselor
.5 School Nurses/Health Assistants
3 Custodians/Maintenance Personnel
2 Office/support staff
4 Food Service/Cafeteria staff
Other

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 Leyton School is also located in [Appendix B1](#), [Appendix B2](#) and [Appendix B3](#) in this plan.

b. Special Needs Population

Leyton PublicSchool is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff whose disabilities may include the following:

- Students on the Autism Spectrum,
- Limited English proficiency,
- Blindness or visually impaired,
- Emotional Disturbances:
- Deaf or hard of hearing,
- Intellectual Disability,
- Multiple Impairments,
- Other Health Impairment,
- Specific Learning Disability,
- Developmental Delay,
- Speech Language Impairment,

The school's current enrollment of students with special needs is approximately 23; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

School staff will communicate with emergency services personnel regarding students and staff who require additional assistance during an incident. [Appendix E](#).

2. Building Information

Leyton Public Schools is located on a 38 acre lot and includes 2 main buildings, 2 storage sheds on football field, 1 football field and press box, 1 bus barn, 1 vehicle garage. All classes take place in the Elementary and High School Buildings, the main buildings on campus. The School also has a storage building at the Igloos west of Gurley.

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

GUIDANCE: All staff members are required to know these locations as well as how to operate the utility shutoffs.

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

3. Hazard Analysis Summary

Leyton 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 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 9/20/2023 and a Rule 10 Safety Review by Allen Gross on 4/12/2023.

In addition, the table on the following page briefly discusses Leyton Public School's high-priority hazards including social media attack, severe storms, utility line breaks, domestic violence, and terroristic threats.

Table 1. High-Priority Hazards

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

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

Table 1. High-Priority Hazards

Severe Weather	The most severe weather in the Gurley and Dalton area is blizzard conditions. In December of 2022 Leyton school district was shut down for six school days and were in session 10 days in the entire month of December. Road conditions are impassable, our bus fleet was unable to deliver kids and the town crews are not able to keep up with the amount of snow. The Windchill factor can also result in unsafe conditions outside. Property damage could be possible
Medical Emergency	When dealing with the public there are inevitably medical issues that will come up. Students, staff and community medical concerns are of great concern to the district. Past experiences have shown that this was a high priority for our list. Most staff are CPR trained
Social Media / Cyber	With the high prevalence of social media use in society, even small incidents can develop into more serious ones and it is important to recognize this as a potential hazard. Also, since we are a “one to one” device school and rely heavily on technology there is always the threat of cyber attack and hacking.
Fighting / Assault	In a school situation the risk of conflicts involving students / staff escalating to a physical nature always requires vigilance.
Behavior Crisis	The unpredictable nature of dealing with kids and managing an emotional regulation is common
Domestic Violence	Estimating and attempting to limit the likelihood that an undesirable act will occur at a P/T conference, sporting event, extra curricular activity or an event at home that carries into the school day.
Terroristic Threats	Preparedness is important. Having a plan in place to deal with things from bomb threats to active shooter threats is imperative.
Unknown or Unauthorized person	Because of the railroad and highway the accessibility to our school locations could possibly put us at risk.

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. Leyton School is committed to taking proactive, prevention measures whenever possible to protect the safety and security of students and staff.

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

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

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

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

D. Planning Assumptions and Limitations

1. Planning Assumptions

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

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

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

GUIDANCE: Examples:

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

II . CONCEPT OF OPERATIONS

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

A. National Incident Management System (NIMS)

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

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

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

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

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

B. Implementation of the Incident Command System (ICS)

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

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

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

[Appendix G1](#)

[Appendix G2](#)

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.

The principal (and other personnel) is/are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

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

A. Principal/Building Administrator (School Identify which admin i.e., Superintendent, Principal, designee.)

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

B. Incident Commander

The Incident Commander responsibilities include:

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

C. Board Members

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

D. Teachers

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

Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students
- 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.

E. Paraprofessionals

Responsibilities include:

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

F. Counselors and Psychologists

Counselors and psychologists 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.
- Convene Crisis Team or administer Psychological First Aid response to initiate recovery.

G. School Nurses/Health Assistants

Responsibilities include:

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

H. Custodians/Maintenance Personnel

Responsibilities include:

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

I. School Secretary/Office Staff

Responsibilities include:

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

J. Technology

Responsibilities include:

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

K. Food Service/Cafeteria Workers

Responsibilities include:

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

L. Transportation Director/Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are 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.
- Provide mutual aid as needed.

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

Responsibilities include:

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

N. Students

Responsibilities include:

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

O. Parents/ Guardians

Responsibilities include:

- Cooperate with Law Enforcement, Emergency Responders, and School Staff.
- Make sure all contact information is up to date with the office at all times.
- Follow all SRP procedures (secure, lockdown, 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. Teach your child their correct address and phone number.
- Understanding their roles during a school emergency.
- Monitor school and community communications (school website, text notifications) for updates.
- Follow all requests and procedures regarding reunification of parents and students.
- Report to the directed location for reunification.

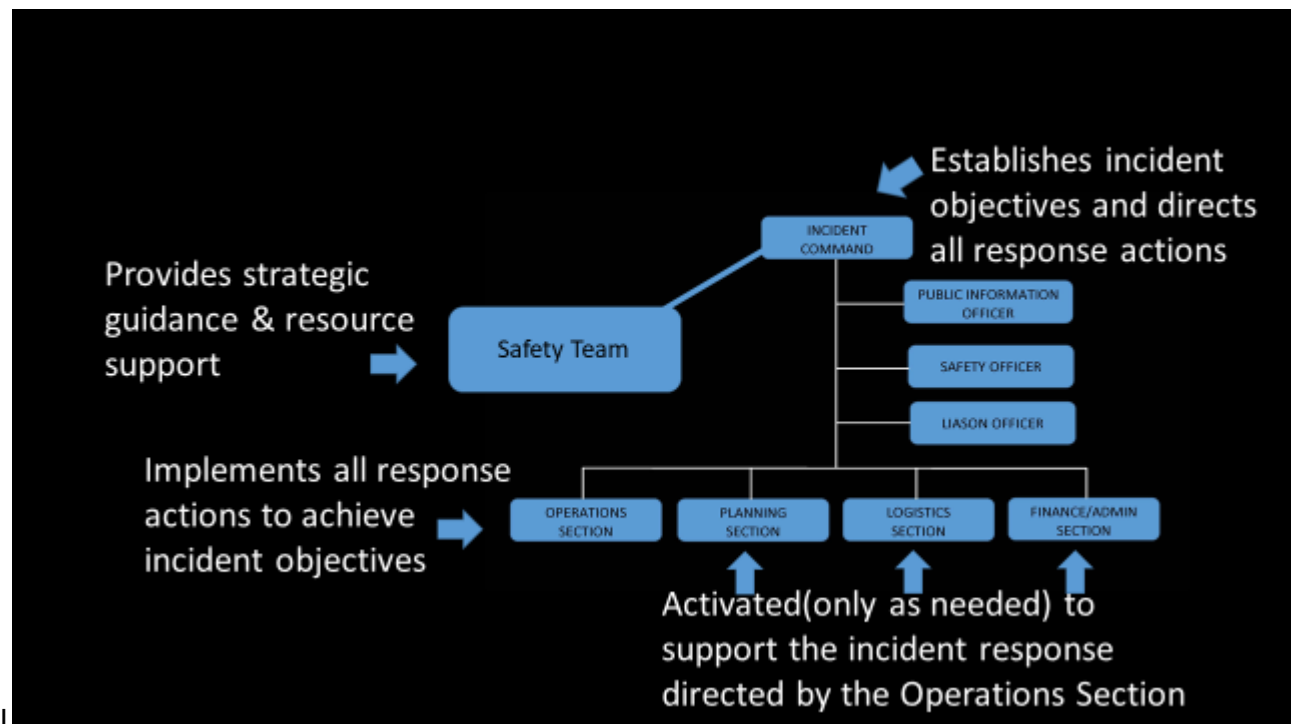
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS). An ICS Organizational Chart is located in [Appendix G1](#). [Appendix G2](#) is a list of your ICS contacts within your school. [Appendix H](#) is provided by the district and includes Finance/Administration Future School Budgets.

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

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

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

School-related responsibilities and duties include:

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

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

Specific responsibilities include:

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

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	<p>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:</p> <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	<p>First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> ● Setting up a first aid area for students. ● Stop the bleed. ● Completing master injury report. <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>

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 a telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities on the Chronological Log of Activities. [Appendix D](#).

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

Additional duties may include:

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

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 Leyton Public School Superintendent/Principal/Incident Commander will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

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

D. Coordination With First Responders

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

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

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

E. Source and Use of Resources

Leyton Public School will use its own resources and equipment to respond to incidents until incident response personnel arrive. 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:
Morrill County Community Hospital, Name of Person Robin Stuart CEO (308) 631-3427.
Sidney Regional Hospital (308)254-5825 Jason Pettit,
- Cots and bedding supplies will be provided by:
Ron Leal Region 21 (308)249-1310
- Food/water supplies will be provided by:
Homestead Market in Dalton Hannah Buchert (308)377-2333
Outlaws Cafe: 308-884-2359
- Security will be provided by:
Cheyenne County Sheriff's Office (308)254-2922
- Counseling services will be provided by:
ESU13 Name of Person: Dr. Laura Barrett 308-635-3696
- Transportation services will be provided by:
Bridgeport Public Schools, Name of Person: George Schlothauer 308-262-1470
Sidney Public Schools: Andrew Farber 308-254-5893
- Portable Restrooms:
Royal Flush 308-250-0818

Sample Memorandums of Understanding (MOU)

- Appendix I1: Local Business
- Appendix I2: Interlocal Agreement
- Appendix I3: Emergency Response Entities
- Appendix I4: County Sample
- Appendix N1: Transportation Organization Chart

V. COMMUNICATIONS

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

A. Internal Communications

1. Communication Between Staff/Faculty Members

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

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

2. Communication With the School District Office

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

B. External Communications

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

1. Communication With Parents

Before an incident occurs, Leyton Public School will:

- Discuss specific strategies with parents of students with special needs or trauma, the best way to support their children during an incident.
- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school mailings and a presentation delivered at Back-to-School Packet.
- 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, Leyton Public School will:

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

After an incident, Leyton Public School administrators will schedule an After Action Review.

2. Communication With Media

Incident Commander will:

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

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

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

<https://www.disastermh.nebraska.edu/wp-content/uploads/2020/05/DHHS-Disaster-Behavioral-Health-Risk-Messages-June-2019.pdf> [Appendix H](#)

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

[Appendix J](#)

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Leyton 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.
- Designate and brief personnel answering calls to help control misinformation.
- Maintain communication with community representatives directly associated with the school.

- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- Consistent statement is provided as a response to possible questions.

4. Communication With First Responders

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

5. Communication After an Incident (Recovery Process)

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

The staff/faculty teams will:

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

The school district will:

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

C. Communication Tools

Some common internal and external communication tools that Leyton Public School may use include the following:

- **Landline Phone:** A designated school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **All-Call System:** Reverse 911 call messaging system.
- **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.
- **App:** **Remind**, Social Media, Leyton Public School's Website,
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker. **Need science lab, gym and shop room intercoms installed**
- **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 Go Bags 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, Leyton Public School will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

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

B. Recordkeeping

1. Administrative Controls

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

2. Activity Logs

The ICS Section Chiefs will maintain accurate Chronological Logs of Activities [Appendix D](#) 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 H](#) (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.

[Appendix O1](#)

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

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

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

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

A. Approval and Dissemination of the Plan

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

- Review and Update the Plan.
- Present the Plan to the local school board. (for 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 L](#)

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

(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 in-service days for all school personnel in coordination with local fire, law enforcement, and emergency managers.

School EOP training will include:

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

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

[Appendix M1: Record of Trainings](#)

[Appendix M2: Schedule/Record of Drills](#)

[Appendix M3: Record of Exercises](#)

VIII. AUTHORITIES AND REFERENCES

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

Rule 10

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

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

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

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

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

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

GUIDANCE: Authority for this Plan is contained in:

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

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

Functional Systems

Note:

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

- Common procedures.
- Specialized procedures.

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

All functional systems should address:

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

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

Standard Response Protocol (SRP)

I. PURPOSE

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

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

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

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

GUIDANCE: SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consulting with local law enforcement to share your specific, simple actions.

II. SCOPE

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

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

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

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

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

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

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

- All staff and students will undergo training and participate in incident management training and drills.

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

IV. SPECIALIZED PROCEDURES

Mobile AED Life Station is available for all outside activities.

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

[Appendix P3: 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/The-Standard-Reunification-Method.html>

The SRM Process in a Nutshell

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

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

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

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

<https://iloveguys.org/The-Standard-Reunification-Method.html#ROK-Box>

[Appendix N1: Transport Organization Chart](#)

[Appendix N2: 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

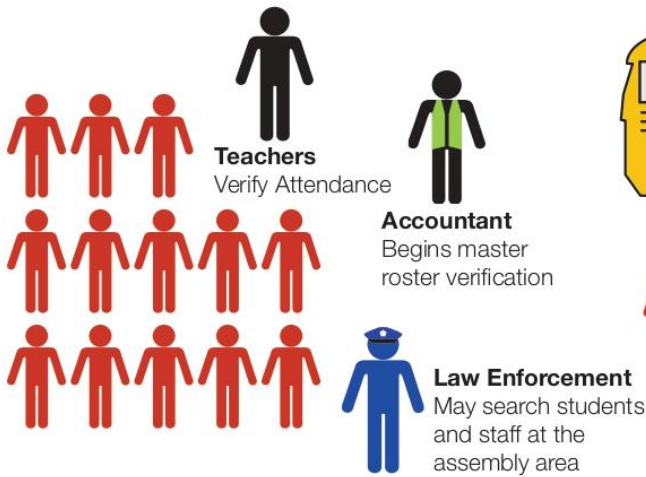
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



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

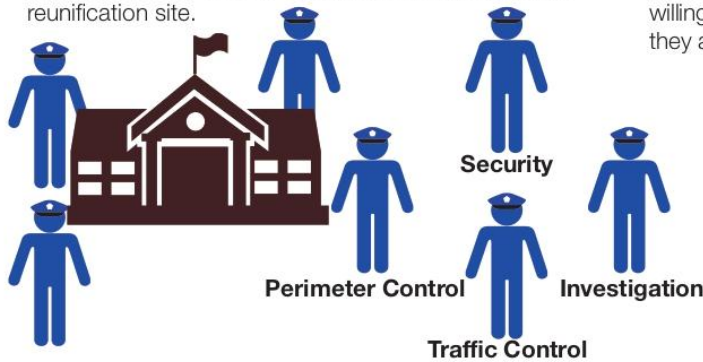
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



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

III. RESPONSIBILITIES

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

GUIDANCE: A COOP plan should address the following nine elements to help ensure that after a large emergency that significantly impacts the school occurs, teaching and learning continues; physical aspects of the school and campus are addressed, such as identification of an alternate site and provision of classroom equipment, books, and material; business functions continue to operate; and appropriate emotional and psychological support is provided to students, teachers, and staff.

1. **GUIDANCE:** Define Essential Functions. The planning team should identify all of the functions performed by the district or school and determine which are critical, and need to continue during and after an emergency. One essential function the team will likely readily identify is continuity of education, which includes teaching and learning, special education and related services, and school-based medical services and food programs. Other essential functions may include communications (internal and external), computer and systems support, facility use/maintenance, business services (e.g., payroll), and the provision of safety, security, mental and behavioral health services. Examples of non-essential functions may include after-school activities, professional development/educator training, sporting events, and field trips.

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

Essential Functions Performed by COOP Plan Personnel

Person Responsible	Actions
Superintendent/ Principal	<ul style="list-style-type: none"> ● Determine when to close schools, and/or send students/staff to alternate locations. ● Disseminate information internally to students and staff. ● Communicate with parents, media, and the larger school community. Brief and train staff regarding their additional responsibilities. ● Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Primary Person: Matt McLaughlin	Phone/Email: 316-833-1354 matt.mclaughlin@Leytonwarriors.org
Alternate: Charles Jones	Phone/Email: (308) 631-6930 charles.jones@Leytonwarriors.org
Second Alternate: Cody Gamble	Phone/Email: 308-250-1567 cody.gamble@leytonwarriors.org
Assistant Principal and/or Department Heads	<ul style="list-style-type: none"> ● Ensure systems are in place for rapid contract execution after an incident. ● Identify relocation areas for classrooms and administrative operations. ● Create a system for registering students. (out of district or into alternative schools) ● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ● Identify strategies to continue teaching. (e.g., remote learning) ● Reevaluate the curriculum.
Primary Person: Shawn Oakes	Phone/Email: 307-761-1241 shawn.oakes@leytonwarriors.org
Alternate: Jesse Henderson	Phone/Email: 970-580-4514 jesse.henderson@leytonwarriors.org
Second Alternate: Paula Wolff	Phone/Email: 308-250-2300 paula.wolff@leytonwarriors.org
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: Jacob Noel	Phone/Email: 308-249-2914 jacob.noel@leytonwarriors.org
Alternate: Mark Carley	Phone/Email: 308-250-6838 mark.carley@leytonwarriors.org
Second Alternate: Ryan Fortune	Phone/Email: 720-934-8630 ryan.fortune@leytonwarriors.org

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: Deb Wieser	Phone/Email: 308-250-9064 deb.wieser@leytonwarriors.org
Alternate: Heidi Rushman	Phone/Email: 308-249-3384 heidi.rushman@leytonwarriors.org
Second Alternate: Janella Kruse	Phone/Email: 308-249-7231 janella.kruse@leytonwarriors.org
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: Paula Wolff	Phone/Email: 308-250-2300 paula.wolff@leytonwarriors.org
Alternate: Alison Haley	Phone/Email: 308-249-4198 alison.haley@leytonwarriors.org
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: Heidi Rushman	Phone/Email: 308-249-3384 heidi.rushman@leytonwarriors.org
Alternate: Jesse Henderson	Phone/Email: 970-580-4514 jesse.henderson@leytonwarriors.org
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: Penny Borchert	Phone/Email: 308-249-5737 penny.borchert@leytonwarriors.org
Alternate: Rhonda Rummel	Phone/Email: 308-250-1190

		rhonda.rummel@leytonwarriors.org
Second Alternate:		Phone/Email:
Teachers	<ul style="list-style-type: none"> • Develop Continuity of Learning Plan for students. • Alternative Education (web-based, electronic) (I.T.) • Provide educational feedback on completed student work. • Maintain continual contact with families and students. • Continue the learning environment as best possible. • Communicate with counselors any concerns on the well-being of students. 	
Primary Person: Megan Rathman		Phone/Email:308-249-2854 megan.rathman@leytonwarriors.org
Alternate: Becky Murray		Phone/Email:308-377-2327 becky.murray@leytonwarriors.org
Second Alternate: Jourdan Schumacher		Phone/Email: 308-250-2141 jourdan.schumacher@leytonwarriors.org
Transportation	<ul style="list-style-type: none"> • Assist in the distribution of food/lunches. • Assist in transportation of people as needed. 	
Primary Person: Heidi Rushman		Phone/Email:308-249-3384 heidi.rushman@leytonwarriors.org
Alternate: Dave Nyffeler		Phone/Email:308-884-2483 dave.nyffeler@leytonwarriors.org
Second Alternate: Jennifer Dobrinski		Phone/Email: 308-262-5490 jennifer.dobrinski@leytonwarriors.org
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: Ron Leal		Phone/Email:(308)249-1310 region21em@region21.net
Alternate: Kay Anderson		Phone/Email:(308) 279-0947
Second Alternate: Tim Newman		Phone/Email: (308) 765-2786 tnewman@scottsbluffcounty.org
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: Adam Frerichs		Phone/Email:(308) 254-2922 adam.frerichs@cheyennecountysheriff.org
Alternate: Milo Cardenas		Phone/Email:(308) 262-0408 mcsheriff1@morrillcountysheriff.org
Second Alternate: Cheree Fisher		Phone/Email: (308) 262-0408 mcsherriff1@morrillcountysheriff.org
Parents	<ul style="list-style-type: none"> • Support the educational Continuity of Learning Plan provided by schools. • Provide an environment at home conducive to learning. • Provide support and encouragement to children for their continued learning. • Procure food security if needed. 	
Students	<ul style="list-style-type: none"> • Follow the educational Continuity of Learning Plan provided by the school. • Maintain communication with teacher(s). 	
Others (Specific)		
Primary Person:	Phone/Email:	
Alternate:	Phone/Email:	
Second Alternate:	Phone/Email:	

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

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

2. **GUIDANCE: Create Orders of Succession.** Orders of succession define who will play an active leadership role when regular leadership is unavailable. For example, the district may want to determine with the school who will serve as Interim Principal in the absence of the regular Principal. The first step in creating orders of succession is to create a list of alternates who would serve in an interim or acting capacity in the event that an administrator or manager is not available. This list should be approved by the school board and district administration.

Order of Succession

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

Orders of Succession				
Conditions for Succession	Key position holder(s) are unable to execute their duties for an extended period of time.			
Method of Notification	<i>If the Superintendent is deemed unable to fulfill his/her duties the Business Manager will notify the board and send memo of succession to the staff and parents.</i>			
Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/Organizational Limitations
	Superintendent	K-12 Principal	Guidance Counselor	Until the Superintendent can return to duty or the Board names someone to the position in either an interim or permanent capacity.
	Elementary Principal	High School Principal	Activities Director	Until the Principal can return to duty or the Superintendent names someone to the position in either an interim or permanent capacity (pending board approval).
	Secondary Principal	Elementary Principal	Activities Director	Until the Principal can return to duty or the Superintendent names someone to the position in either an interim or permanent capacity (pending board approval).
	Special Education Director	ESU 13		Until the Special Education Director can return to duty or the Superintendent names someone to the position in either an interim or permanent capacity (pending board approval).
	Activities Director	K-12 Principal	Glen Lipska	Until the Activities Director can return to duty or the

				Superintendent names someone to the position in either an interim or permanent capacity.
Succession Revision Procedures/ Date Completed	Address who will review and revise the succession plans, and date revision is completed. Updates completed Date			

3. GUIDANCE: Identify Alternate Facilities and Locations. Depending on what are considered essential functions of the school or district, alternate locations should be identified that can be used if the primary school or its buildings can't be used. Alternate locations may include schools, administrative buildings, and other facilities. Essential functions or activities that need to be performed at an alternate location should also be identified, such as the provision of lunches through the National School Lunch Program (NSLP) or dispensing of medications. The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

A. Activation and Relocation

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

B. Alert, Notification, and Implementation Process

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

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

Alternative Communications				
Device type/name	Internal Capability (Y/N)	External Capability (Y/N)	Data/System/Services that can be accessed	Redundant (Y/N)
Hand Held radios	Y	Y	Communications Center	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 will be handled remotely. For a longer term arrangement, schools in the immediate vicinity of Leyton 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
Primary Facility:Leyton Public Schools Elementary	Alternative Site:		--Furniture: -- Internet access: --Office supplies:	
Leyton High School	Secondary Site: r		--Furniture: -- Internet access: --Office supplies	

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 Leyton Public School's backup data.

4. GUIDANCE: Establish Plans for Communications Continuity. Communicating with stakeholders, such as students, parents/guardians, staff, teachers, the media, and community partners is important in any emergency and can be critical to ensuring continuity of operations. Effective and regular communication allows for all relevant persons to be kept up-to-date on actions the district and school is taking and what is required of them, if anything. To ensure that the district and school will be able to communicate in an emergency, when some lines of communication may not be working, back-up and redundant systems should be identified. For example, if electrical power to the region is lost during an emergency, parents and guardians could be told ahead of time that information will be provided on a notice board in front of the school.

Interoperable Communications/Backup Sites

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

5. **GUIDANCE:** Create a Plan for Accessing Vital Records. Vital records can be organized into two categories: 1) Emergency operations records, which include information such as staff contact information, orders of succession, and delegations of authority; and 2) Legal and financial records, which can include information such as personnel records, payroll records, contracts, and student data information such as emergency contact cards, medical records, and education records.

Vital Records and Retention File

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

Vital Records: Emergency Operations Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Staff Contact List	Business Office	Student Information System, EOP document
Orders of Succession	Business Office	EOP Plan Documents, Board Meeting Documents
Delegation of Authority	Business Office	EOP Plan Documents, Board Meeting Documents

Vital Records: Legal & Financial Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Personnel Records	Business Office	Software Unlimited
Payroll Records	Business Office	Software Unlimited
Contracts	Business Office	Google
Student Emergency Contact List	Principal Offices	Infinite Campus
Student Medical Records	Nurse Office	Infinite Campus
Education Records	Principal Office	Safety Deposit Box Western States Bank

6. **GUIDANCE:** Establish a Plan for Human Capital Management. Teachers and staff should be clear about what they are expected to do in an emergency and students and families should know how education would continue during and after a large emergency. Provisions and accommodations should also be

provided for students who have an Individualized Education Program (IEP) and eligible students should still be provided medical and food services during prolonged school dismissals. Staff and teachers should have advanced training regarding their assigned essential functions.

Human Capital Management

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

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

Notifying Staff about their role during an emergency

- Beginning of the school year meeting
- Provide SRP to all staff
- Drills and trainings
-

7. GUIDANCE: Establish a Plan for Reconstitution. Reconstitution occurs when educational programming is restored and teachers and staff are able to continue teaching and providing other support. The process of reconstitution can be rather complex, so districts and schools need to consider how this will be achieved quickly and efficiently.

Reconstitution

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

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

Reconstitution Responsibilities			
Phase	Duties	Primary Responsible	Alternate Responsible
Relocation from alternate facility to primary (or replacement) facility	Internal alert and notification	Superintendent	Principal
	External alert and notification	Superintendent	Principal
	Transfer equipment, vital records, data	Tech Coordinator	Secretary
	Transfer communications	Secretary	Secretary
	Deployment and departure from alternate facility	All Staff	
	Transition to primary operations	All Staff	
	Set up at primary or replacement site	All Staff	

Operations	Execution of essential functions	All Staff	
	Execution of non-essential functions	All Classified Staff	
	Establishment of communications	Secretaries	
	Procurement of equipment and supplies	Administrative Assistant	Business Manager
	Conduct a review of COOP execution and effectiveness (After Action Report)	Superintendent or designee	Principal

8. **GUIDANCE:** The COOP procedures should be reviewed annually to assure all information is accurate and up-to-date. Staff and personnel who perform essential functions should participate in regular training and exercises to ensure they understand their role when the COOP is activated.

Plan Maintenance, Testing, Training, Exercising

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

COOP Maintenance			
	Person Responsible		
Activity	Primary	Alternate	Completion
Schedule COOP maintenance meeting	Superintendent	Safety Chairman	
Review list of essential functions	Safety Chairman	Superintendent	8/2/2022
Identify essential employees and confirm their availability	Safety Chairman	Superintendent	8/2/2022
Update contact information, emergency call roster, and checklists	Safety Chairman	Superintendent	8/2/2022
Establish assistance/cooperative agreements with suppliers and vendors	Safety Chairman	Superintendent	
Identify computer network interdependencies (such as servers connected to the district network)	Tech Coordinator	Superintendent	
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Principal	Superintendent	
Other:			

Other:			
Other:			

[Appendix O1](#) is a COOP form.

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

I. PURPOSE

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

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

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

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

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

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

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

A. Prevention phase

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

B. Preparedness phase

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

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

C. Response phase

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

D. Recovery phase

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

II. SCOPE

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

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

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

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

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

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

III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

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

IV. SPECIALIZED PROCEDURES

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

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

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families. (refer to the communication procedures in the basic plan)
- Set up support rooms. (include PFA team and outside mental health professionals to assist)
- Encourage teachers to read the script about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Avoid specific details of the incident, just basic facts. Any students who are excessively distraught should be referred to the PFA Team.
- Designate a place for staff, students, and community members to leave condolences, well-wishes, messages and items, and determine a standard amount of time for those items to remain.

Hospital/Funeral Arrangements:

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

Post-Incident Procedures:

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

Hazard- and Threat - Specific Systems:

GUIDANCE:

The hazard- and threat- specific systems:

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- Include provisions and applications for warning the public and disseminating emergency public information.
- Only list information one time without repeating from the basic plan or functional systems.

Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards. The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

Refer to the following Appendices:

Appendix P1: Threats/Hazards List

Appendix P2: Risk Assessment Worksheet

Appendix P3: Examples of Threats/Hazards in SRP Areas

Appendix P4: Sample Goals/Objectives and Action Plan

Appendix P5: Goals/Objectives and Action Plan (Fillable)

GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

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

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

applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

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

Local Emergency Operations Plan (LEOP): The School EOP has been developed to fit into the larger local county or local EOP in the case of a large-scale incident. Staff members 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.

Appendix List Leyton

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**LEYTON PUBLIC SCHOOLS
BOARD OF EDUCATION POLICY #3040**

School Safety and Security

In order to fulfill its obligation to provide a safe and secure learning environment, the Board of Education has adopted this School Safety and Security Policy. Although the district will take reasonable steps to protect students and staff, no entity can provide complete safety and security at all times. This policy does not make the district a guarantor of the safety of students, staff or patrons.

I. General Safety and Security

a. NDE Rubric

The District will meet at least the minimum requirement for each school safety and security standard indicator adopted by the Nebraska Department of Education.

b. School Hours

- i. During a crisis situation, the administration will maintain established school hours and proceed with all co-curricular activities as scheduled whenever possible.
- ii. If, during a crisis situation, the parent(s) or guardian of a student decide that the student needs to be absent, this absence will be excused.

c. Access to School Facilities

- i. The school's facilities may not be used for funeral or memorial services during the school day.
- ii. This policy does not discourage the presentation of traditional American Legion memorial services which promote patriotism.

d. Memorials

- i. Memorials often create a visual reminder of a particular crisis that may reintroduce feelings of grief for students. Therefore, memorials are generally not allowed anywhere on school premises.

- ii. Individuals who wish to seek a waiver of the general prohibition against memorials must follow the steps outlined below:
 - a. The individual must first meet with the Superintendent or his/her designee to discuss the request for a memorial.
 - b. If the Superintendent determines that additional review is appropriate, he/she will refer the request for consideration by the crisis team.
 - c. The crisis team will consider:
 - i. The current research regarding the potential psychological harm that could be caused by a memorial;
 - ii. The potential disruption to the school's learning environment;
 - iii. The cost to the district of erecting and/or maintaining a memorial;
 - iv. Whether prior tragedies have been commemorated by a memorial;
 - v. The potential for future tragedies which could necessitate a similar memorial; and
 - vi. Any other factor which the crisis team deems relevant to its recommendation.
 - d. After consideration of the factors outlined above, the crisis team will make a recommendation as to whether the prohibition against memorials should be waived.
 - e. The Superintendent will communicate the crisis team's recommendation to the individual requesting the memorial.

- f. If the crisis team recommends waiver of the prohibition against memorials, the individual who made the initial request must inform the Superintendent if he/she wishes to ask the board to approve the memorial.
 - g. Memorials may only be approved by the board and only after completion of the process outlined in this policy.
- iii. This policy is not intended to discourage the acceptance of memorial funds or specific items.

II. Superintendent's Duties Related to Safety and Security

a. Appointment of Crisis Team

The Superintendent shall appoint members to serve on the school district's crisis team. The superintendent may, but is not required, to include representatives from the following groups on the crisis team:

- Administrators
- Teachers
- Health/mental health
- Facilities staff
- Transportation staff
- Food service staff member
- Information technology staff
- Students
- Parents
- Staff member with expertise on the needs of students with disabilities
- Organizations that serve the disabled
- Organizations that serve the needs of minority populations (ELL, race, etc.)
- Representatives from local early responders (law enforcement, fire and rescue personnel, railroad, factories, etc.)

b. Compliance with Fire and Safety Codes

The Superintendent will ensure that the school district meets all current fire and life safety codes or is in the process of coming into compliance.

c. Annual Safety Audits

The Superintendent will arrange for the performance of an annual safety audits using an external consultants utilizing the standardized audit protocol adopted by the Nebraska Department of Education.

d. Mutual Aid Agreements

The Superintendent will enter into mutual aid agreements to address the academic, physical, operational, psychological, and emotional recovery areas when possible with appropriate local entities.

III. Building Principals' Duties Related to Safety and Security

a. Positive and Safe Learning Environment

Each building principal shall implement a school-wide behavior process to create a positive and safe learning environment.

Each building principal shall conduct training on and require enforcement of the district's anti-bullying and dating violence policies.

Each building principal shall ensure that staff complete the required suicide prevention training as required by board policy.

Each building principal shall require staff to engage in active supervision of students at all times

b. Visitor Protocol.

Each building principal shall adopt a protocol for visitors to his/her school building to sign in upon arrival and departure and to be identified as a visitor while they are in the building during the school day. The protocol must also address visitors in specialized areas of the school such as playgrounds, gyms, cafeterias and the like.

This protocol may be written or unwritten but must be clearly communicated to and enforced by all staff.

The building principal will report individuals who repeatedly violate the visitor protocol to the superintendent for possible exclusion from school facilities pursuant to board policy.

c. Emergency Drills

Each building principal must ensure that the following drills are conducted in his/her building:

- i. Fire drills (evacuation): One fire drill conducted monthly with one additional drill being conducted during the first 30 days of school.
- ii. Evacuation to Location: One drill each year to the designated off-campus safe location.
- iii. Tornado drills (shelter): One drill during the first two weeks of school and the second drill during the month of March.
- iv. Lockdown drills: One drill per semester.
- v. Bus evacuation drills: Two drills during the school year involving all students and appropriate staff. Recommended that one drill occur during the first month of school.

Each building principal must also conduct any non-required drills recommended by crisis team.

Each building principal shall conduct a performance review of each of the drills conducted pursuant to this policy. This review does not have to be in writing.

Adopted on: August 14, 2017
Revised on: June 11, 2018
Reviewed on: November 11, 2019
Reviewed on: March 14, 2022

**LEYTON PUBLIC SCHOOLS
BOARD OF EDUCATION POLICY #2007**

Reimbursement and Miscellaneous Expenditures

1. Board members, employees, and volunteers of the school district are expected to maintain and enhance their effectiveness by being well-informed on issues affecting education. They are encouraged to attend education workshops, conferences, training programs, official functions, hearings, and meetings sponsored by the school district or state and national educational organizations which are helpful to them in performing their duties or which are in the best interests of the school district.
2. This board hereby gives prior approval for board members to attend meetings described in the preceding paragraph. Upon approval by the board president, or the superintendent or designee when the board president is unavailable, such board members may attend authorized meetings without further action or approval by the board, and shall be paid or reimbursed for registration costs, tuition costs, fees or charges, travel expenses, and costs of meals (up to \$24 per day) and lodging as permitted by law.
 - a. The superintendent or the superintendent's designee may authorize employees and volunteers to attend meetings described in the first paragraph and may authorize the payment of such registration costs, tuition costs, fees, charges, travel expenses, costs of meals (up to \$24 per day), and/or costs of lodging as he or she deems appropriate and as permitted by law.
 - b. Expenses for attendance at any of the above activities shall be paid by the school district as allowed by law. The Board shall pay or reimburse attendees for expenses that are actually, necessarily, and reasonably incurred in attending educational seminars, conventions, and workshops; conferences; training programs; official school functions, hearings or meetings, provided that such reimbursement is permitted by law.
 - c. The board authorizes the expenditure of funds for non-alcoholic beverages for individuals attending public meetings of the board and non-alcoholic beverages and

meals for individuals while performing or immediately after performing relief, assistance, or support activities in emergency situations, and for any volunteers during or immediately following their participation in any activity approved by the board.

- d. It is in the best interest of this school district to recognize service by board members, employees, and volunteers. The board authorizes the president, superintendent or the superintendent's designee to determine when and to whom plaques, certificates of achievement, flowers or other items of value should be granted, provided that no such plaque, certificate, flowers or other item of value shall cost more than \$100.00.
- e. Funds may be spent for one recognition dinner each year for elected and appointed officials, employees or volunteers of the school district. The maximum cost per person for such a dinner shall not exceed \$50.00.

Adopted on: July 8, 2013
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