

BOX BUTTE COUNTY SCHOOL DISTRICT #07-0010
HEMINGFORD PUBLIC SCHOOLS
BOARD OF EDUCATION MEETING AGENDA
Monday, June 16, 2025
South Campus

The Board of Education of School District 07-0010 will meet on Monday, June 16, 2025 in the South Campus as duly advertised in the Alliance Times-Herald.

- I. Pledge of Allegiance
- II. Notices
- III. Call Meeting to Order
 - III.A. Roll Call
 - III.B. Excuse Absent Board Member(s)
- IV. Report from Board Committee(s)
- V. Regular Meeting Agenda
 - V.A. Recognition of Student Achievement (Bobcat Excellence)
 - V.B. Public Participation (Maximum of 30 Minutes Allotted for this Portion of the Meeting)
 - V.C. Correspondence
 - V.D. Consent Agenda
 - Approve Minutes of Prior Meeting(s)
 - Approve Treasurer's Report
 - Approve School Activity Fund Report
 - Approve Control Budget
 - Report Required by State Statute 79-506
 - V.E. Payment of Claims
 - V.F. Discuss, Consider, and Take All Necessary Action Regarding Approval of the Proposed Bobcat Brand Business Education Initiative to Start and Operate Educational Student-Led School-Based Business
 - V.G. Discuss, Consider, and Take All Necessary Action Regarding the Following Policies on First Reading: 504.12 - CELL PHONES AND OTHER REGULATED ELECTRONIC DEVICES, 504.12R1 - CELL PHONES AND OTHER ELECTRONIC DEVICE REGULATIONS, Proposed Revised 505.03 - STUDENT DISCIPLINE, Proposed Policy 604.16 - BEHAVIORAL INTERVENTION AND CLASSROOM MANAGEMENT, Proposed Policy 604.16R1 - BEHAVIORAL INTERVENTION, CLASSROOM MANAGEMENT, STUDENT CONDUCT AND DISCIPLINE GUIDELINES, Proposed 611.05R GRADING PRACTICES GUIDELINES, Proposed Revised 611.06 - HONORS RECOGNIZED AT HIGH SCHOOL GRADUATION AND GRADE POINT AVERAGE
 - V.H. Discuss, Consider, and Take All Necessary Action Regarding Adoption of the Following Policies: 504.06 - DRESS CODE, GROOMING, AND STUDENT APPEARANCE, 504.06R1 - DRESS CODE AND STUDENT APPEARANCE REGULATIONS, 1005.021 - PARENTAL/COMMUNITY INVOLVEMENT IN SCHOOLS, 1005.021R1 - INSTRUCTIONAL MATERIALS AND ACTIVITIES COMPLAINT FORM
 - V.I. Discuss, Consider, and Take All Necessary Action Regarding a Proposal for Replacement of Doors on Modular Classrooms
 - V.J. Discuss, Consider, and Take All Necessary Action Regarding Evaluation of the Superintendent
- VI. Discussion/Possible Action Items
- VII. Administration Reports
- VIII. Superintendent Report
- IX. Policy Review

- X. Items For Next Board Meeting
- XI. Adjournment



Welcome to the Hemingford Public Schools Board of Education Meeting.

The board welcomes citizens to attend board meetings to become acquainted with the programs and operations of the district. Members of the public are also encouraged to share their ideas and opinions with the Board during the agenda item labeled **"Public Comment"**. Comments or questions from the audience at any other time during the meeting except for the agenda item "Public Comment" will be declared out of order.

School board meetings are a meeting held **in** public; however, the meetings are **not** public meetings.

TALKING POINTS FOR BOARD MEETING

3 MINUTES PER INDIVIDUAL/30 MINUTES ON TOPIC

The board chair will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board chair shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments, or other individuals causing disruption may be asked to leave the board meeting.

The purpose of public participation is a forum for the public to provide information and be heard by the members of the board. By law, the board is not allowed to respond, discuss, or take action on items that are not included in the published agenda.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the **Thursday** preceding a Monday night meeting. (Per policy # 0204.12)

*If you want to speak, you must fill out a Public Comment Request Card. When you have completed this, please submit the card to the superintendent. The cards will be numbered as they are received by the superintendent. You will be called on, by the board president, according to the number on your completed Public Comment Request Card. The board president will signal when the speaker has 30 seconds remaining.

*By law, you must state your name, address, and we ask that you state the topic you are addressing, before you begin.

*If you are planning to speak about personnel or student matters involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members **may not** respond to any questions you ask or comments you make about individual staff members or students.

+++++tear off+++++tear off+++++tear off+++++

Number	
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Hemingford School District—Board of Education
Public Comment Request Card
Name:
District resident: ____ Yes ____ No
Address:
City/State/Zip Code:
Agenda Item or Topic to address:
Signature:

Standard Procedures for Executive (Closed) Session

Hemingford Public Schools Board of Education

[Closed Session Procedures \(Checklist\)](#)

[Reference/Background Information](#)

[Before the Meeting](#)

[Identify Lawful Purpose\(s\) for Closed Session](#)

[Make a Proper Motion in Open Session](#)

[Vote on the Motion \(In Open Session\)](#)

[Conduct the Closed Session Properly](#)

[Return to Open Session and Record in Minutes](#)

[Document Compliance:](#)

[Formal Action:](#)

Closed Session Procedures (Checklist)

- ☐ Make a proper motion in open session
 - ☐ Specific subject matter – A brief description of the topic to be discussed **and**
 - ☐ Stated purpose – A statement of which section of the Nebraska Open Meetings Act applies
 - ☐ protection of the public interest; **or**
 - ☐ prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting.
- ☐ Vote on the motion in open session)
- ☐ The Presiding Officer restates the limitation of the closed session
- ☐ Record the time going to the closed session
- ☐ The Board locks/leaves all electronic devices and proceeds to the school library
- ☐ Conduct the closed session properly
- ☐ Return to South Campus
- ☐ The Presiding Officer declares return to open session,
- ☐ The Presiding Officer restates the limitations of the closed session
- ☐ Record the time returning to open session
- ☐ If necessary, take formal action and vote in open session

Reference/Background Information

Before the Meeting

- Confirm whether the planned subject matter is eligible for a closed session under Nebraska law. (e.g., superintendent or board president consultation with legal counsel).
- Prepare a brief summary of the topic to be cited in the motion.

Identify Lawful Purpose(s) for Closed Session

- Under the Nebraska Open Meetings Act, a public body (such as a school board) may convene in closed (executive) session only for specific, lawful purposes. Closed/Executive Session must be clearly necessary to ensure:
 - protection of the public interest; or
 - prevention of needless injury to the reputation of an individual and if such an individual has not requested a public meeting.
- Common reasons include:
 - Strategy sessions with respect to litigation, real estate purchases, pending or imminent.
 - Discussion regarding collective bargaining negotiations.
 - Discussion regarding the evaluation or job performance of a staff member (like the Board evaluation of the Superintendent), or for the prevention of needless injury to an individual's reputation (if that individual has not requested an open meeting).
 - Discussion concerning security personnel or devices.

Make a Proper Motion in Open Session

- Before moving into a closed session, a board member must make a motion in open session. The motion should include:
 - Specific Subject Matter – A brief description of the topic to be discussed (e.g., “to discuss litigation strategy regarding the [XYZ] lawsuit,” “to discuss negotiations with the local teachers’ association,” etc.) and
 - Stated Purpose – A statement of which section of the Nebraska Open Meetings Act applies (e.g., “to prevent needless injury to the reputation of a staff member” if evaluating job performance).
 - Example: “I move to go into closed session to discuss negotiations (subject matter) for the protection of the public's interest (reason necessitating the closed session).” “I move to go into closed session to discuss a performance evaluation to protect the reputation of an individual and that individual has been notified and has not requested a public meeting.”

Vote on the Motion (In Open Session)

- Once the motion is made, the board president (or presiding officer) must call for a vote in open session.
- A majority of board members present must vote in favor of the motion for the board to legally enter closed session.

- The vote must be recorded in the meeting minutes.
- If the motion to close passes, the presiding officer shall restate for the record the limitation of the subject matter of the closed session immediately and prior to moving into closed session.
- Make a note of the time the board entered closed session (Board meeting minutes must include the entire motion, the vote of each member, time in which the closed session started and ended.)

Conduct the Closed Session Properly

- Board Members will close/lock any laptops and will leave their cell phones and any other media or recording devices at South Campus.
- The Board will move to another location to conduct closed sessions (typically the school library in the elementary school).
- Admit Only Necessary Individuals: During the closed session, typically, the board members, required staff (e.g., superintendent, board secretary), legal counsel, or others with relevant input may remain present. Anyone not necessary for the closed-session discussion is welcome to remain at South Campus until the board returns to open session.
- Discuss Only the Announced Topic: The board must limit the discussion strictly to the purpose(s) identified in the motion. Venturing into unrelated topics violates the Open Meetings Act.
- No Formal Action: The board cannot take final action (e.g., vote to approve a policy) during the closed session. Any vote or final decision must be conducted in open session.
- If, during the closed session, a member believes the discussion has strayed away from the reason or motion for the closed session, the board member may challenge the continuation of the closed session. If the board member believes the discussion is inappropriate, next steps:
 - If a challenge is made, the board will return to open session, note the time, and vote in public.
 - If a majority of the board members vote against the challenge to terminate [i.e., motion failed], the board will return to the closed session referencing the original motion to enter closed session, note the time, and continue.
 - If the challenge is made, it shall be reflected in the minutes, and it will list how each member voted.
 - If a challenge is made by a member and the board votes against it, the member making the motion should consider leaving the meeting if he/she believes the board is discussing material that is not relevant to the reason for the closed session. The board member may also return to the closed session.

Return to Open Session and Record in Minutes

- When the board finishes its closed-session discussion:
 - Reconvene in Open Session: The board president (or presiding officer) announces the end of the closed session, restates the limitations of the closed session, and reconvenes the open meeting.
 - Record the Time: The start and end times of the closed session must be noted in the minutes.

Document Compliance:

- The minutes should reflect:
 - The motion to go into closed session, including who made and seconded it.
 - The vote (roll call or otherwise) on the motion.
 - The statutory reason for the closed session.
 - The start time of the closed session and the end time when the board returned to open session.

Formal Action:

- If any formal action (e.g., a decision or vote) results from the closed-session discussion, that action must be taken in the open session so that it is publicly recorded.

2024

American Civics/Curriculum : Cullan, Randolph, Votruba

Finance : Randolph, Ansley, Cullan

Negotiations : Ansley, Schumacher, Votruba

Transportation : Horstman, Cullan, Ansley

Building and Grounds : Schumacher, Randolph, Horstman

HEMINGFORD PUBLIC SCHOOLS

Board Committee Report

Date of Report:

Committee:

Items Reviewed Discussed:

Information for the Full Board:

Recommendations to the Full Board:



Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
January 5:00 PM			• Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) • Appoint Superintendent as Authorized Representative for Federal, State, and Local Matters.	• Adopt Board and Superintendent Goals • Review Board Member Code of Ethics • Review/Revise Policies	• Discussion and/or Appointment of Board Committees • NASB Legislative Issues Conference • Community Engagement Session • Board Retreat/Workshop • Strategic Plan Review/Board Self-Assessment	• Oath of Office • Board Officer Elections • Designate Depository • Designate Legal Firm • Designate Treasurer • Designate Auditor for the District • Review Report Required by State Statute 79-506
February 5:00 PM		• Review Report on Multicultural Education	• Approve Negotiated Agreement with HEA (Upon Mutual Acceptance)	• Review/Revise Policies	• NASB Presidents' Retreat	• Monitor Proposed Legislation
March 7:00 PM	• Review State Aid Certification (When Available) • Establish Technology Budget for Following Year	• Curriculum Committee Review of Curriculum Materials Proposed for Adoption (as needed) • Committee on American Civics Meeting	• Establish Salaries for Administrators • Approve Negotiated Agreement with HEA (Upon Mutual Acceptance)	• Adopt Resolution Pertaining to Non-Resident Students • Review/Revise Policies	• NRCSA Spring Conference	• Discuss School Calendar • Monitor Proposed Legislation
April 7:00 PM	• Review State Aid Certification (When Available)	• Consider Adoption of Curriculum and/or Textbooks for Subsequent Year		• Review/Revise Policies		• Adopt School Calendar • Review Report Required by State Statute 79-506
May 7:00 PM	• Review State Aid Certification (When Available)	• Review Statewide Assessment Results (Writing)		• Review/Revise Policies	• Attend Graduation Ceremony	

Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
June 7:00 PM		• Year End Assessment and Curriculum Review • Review School Improvement Plan • Committee on American Civics Meeting	• Superintendent Evaluation (end of year)	• Review Bullying Prevention Policy • Approve Student, Athletic, and Staff Handbooks	• Board Self-Assessment and Goal Planning • NASB School Law Seminar	
July 7:00 PM	• Budget Committee Work Session • Review Budget Authority and Allowable Reserve Percentage Certification	• Review Summer School Program Report		• Student Fees Policy • Parent Involvement Policy	• NASB School Finance Workshop • Review NASB Board Awards of Achievement • NASB School Law Workshop	• Adopt Board Goals • Review Report Required by State Statute 79-506
August 7:00 PM	• Review Proposed Budget • Review Certifications of District's Assessed Valuation				• NASB Area Membership Meeting	• Facilities Tour
September 7:00 PM	• Budget Hearing • Adopt Budget • Tax Request Hearing • Approve Tax Request for Fund Levies	• Review ACT Results • Review School Improvement Plan • Review Statewide Assessment Results (Reading, Math, Science)	• Consider HEA Request for Recognition as Bargaining Agent (if delivered to Board)		• NASA/NASB Labor Relations Conference	• Review Statewide Assessment Results (when available)
October 7:00 PM	• Review Fall Enrollment Figures • Prepare for Negotiations		• Consider HEA Request for Recognition as Bargaining Agent			• Review Annual Emergency Safety Plan • Review Report Required by State Statute 79-506
November 5:00 PM	• Audit Committee Review of Audit Report	• Review District Annual Report	• Distribute/Complete Superintendent Evaluation • Begin Negotiations		• NASB/NASA State Education Conference	
December 5:00 PM	• Approve Fiscal Year Audit Report	• Review School Improvement Plan	• Approve Negotiated Agreement with HEA (Upon Mutual Acceptance)		)	• Host Board/Staff Recognition Dinner

Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
	(November or December)		• Superintendent Evaluation			

Revised February 2023

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Number	
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Hemingford School District—Board of Education
Public Comment Request Card
Name:
District resident: ____ Yes ____ No
Address:
City/State/Zip Code:
Agenda Item or Topic to address:
Signature:



May 2, 2025

Hemingford Public School District
c/o President of Board of Education
913 Niobrara
PO Box 217
Hemingford, NE 69348

Re: Tax Increment Financing Redevelopment Project Progress Report

To the Governing Body of Box Butte County:

Enclosed is the Village of Hemingford's Tax Increment Financing Redevelopment Project Progress Report dated April 30, 2025. If you have any questions or concerns regarding the information in the report, please do not hesitate to contact me.

Barb Straub

Village of Hemingford

Administrator/Clerk Treasurer

700 Box Butte Ave, PO Box 395

Hemingford, NE. 69348

308-487-3465 (p)

308-487-3462 (f)

bstraub@bbc.net

"Hemingford is a small town with a huge heart. Our people are hardworking, patriotic, and family focused. Come experience a great education, a safe environment, and a thriving business district. Hemingford, purposeful past, growing present, and promising future."



Village of Hemingford

Tax Increment Financing ("TIF") Projects

Dated Effective 4/30/2025

General Information:

Total Number of Active TIF Projects:	1
Projects Paid in full during 2024	0
Projects Approved in 2024	0
Projects Approved in 2025 (through 4/30/2025)	0
Percentage of City Area Blighted	100.00%

Active Projects

Redeveloper	Project Type	Estimated Project Costs (TIF Eligible)*	Estimated Project Costs (Total)*	Base Assessed Valuation	Initial Projected Valuation	Total Assessed Value (2025)**	Financing Approved***	Estimated Outstanding Indebtedness	Estimated Paid in Full/End Date
Lux, LLC	Salon and Commercial Rental Space	\$ 61,641.00	\$ 188,876.00	\$ 21,625.00	\$ 115,720.00	\$ 347,833.00	\$ 55,281.35	\$ 36,838.00	12/31/2035

*Numbers are approximated and rounded and may vary substantially.

**Numbers have not been finalized for 2025; may be subject to change

***Actual financing is based on and limited to TIF Revenues received and actual eligible costs incurred, plus interest

Report Required by State Statute 79-506

Regarding Board Member Purchase of Health Insurance

Hemingford Public Schools

One member of the Board of Education currently participates in the District's health insurance program. Trish Schumacher is a participant.

Trish Schumacher pays the full cost of the insurance in accordance with State Statute 79-506. There is no cost to the district associated with her participation in this program.

BOX BUTTE COUNTY SCHOOL DISTRICT 07-0010
HEMINGFORD PUBLIC SCHOOLS
HEMINGFORD, NEBRASKA

May 12, 2025
Board of Education Regular Meeting Minutes

A regular meeting of the Board of Education of School District 07-0010 was called to order at 7:01 PM at South Campus by Justin Ansley. Notice of the meeting was given in advance through the Alliance Times-Herald. Board members were notified in advance of the meeting.

Justin Ansley: Present, Brett Cullan: Present, Rick Horstman: Present, Blanche Randolph: Absent, Trish Schumacher: Present, Micki Votruba: Absent.

Motion by Brett Cullan Motion to excuse Blanche Randolph and Micki Votruba Seconded by Rick Horstman
Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Absent, Schumacher: Aye, Votruba: Absent
4-0 Motion carried

The Board recognized the following students for Bobcat Excellence: State eSports Runners-up in Fortnite: Jacob Garner, Dyson Fritzler, Michael Helmink, Jacob Bryner, Jonathan Moreno. State eSports Champions in Mario Kart: Andrew Miller, Cash Keane, Yohan Bae, Keirith Yale, Parker Wright. NSAA Student Board Representative: Josh Miller. State Science Olympiad Competitors: David Armenta, Kirra Bergen, Kolten Covey, Jazlyn Ferguson, Andrew Miller, Fletcher Moseman, Porter Sorensen, Ainslee Woltman, Raelee Woltman

Mrs. Natalie Wood presented to the board regarding a proposed "Bobcat Brand" business education initiative that would provide an opportunity for students to develop a school-based business as part of the career and technical education components of the school district's strategic plan.

Motion by Brett Cullan to approve the Consent Agenda Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Absent, Schumacher: Aye, Votruba: Absent 4-0 Motion carried

Motion by Brett Cullan claims for May be approved as presented in the amount of General Fund: \$108,445.06, Building Fund: \$3,169.00 Seconded by Rick Horstman Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Absent, Schumacher: Aye, Votruba: Absent

Motion by Trish Schumacher Motion to approve the employment of Mr. Kenneth Wyland in partnership with JAG-Nebraska Seconded by Justin Ansley Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Absent, Schumacher: Aye, Votruba: Absent 4-0 Motion carried

Administrative reports were provided by Mr. Arneson, Mrs. Plog, Mrs. Hanks, and Dr. Miller.

Policy review for the month was conducted for policies 705.03 through 716.00. The board will review policies 800 series of policies for next month.

Meeting was adjourned at 7:59 PM.

The next regular meeting of the Hemingford Board of Education will be held on June 16th at 7:00 PM at South Campus.

Dr. Travis Miller
Superintendent

Blanche Randolph
Board Secretary

GENERAL FUND INVOICES/CLAIMS:

21ST CENTURY EQUIPMENT, 60.98, ACTION COMMUNICATIONS INC./DBA C&R ELEC., 71.01, ADAMSON AUTOMOTIVE, 2,037.28, ALLIANCE TIMES HERALD, 123.08, AMAZON, 4,102.08, B & C STEEL CORP., 121.21, BEST WESTERN PLUS NORTH PLATTE, 660.00, BLACK HILLS ENERGY, 3,332.14, BLOEDORN'S LUMBER CO., 591.94, BLUUM OF TEXAS LLC, 40,048.76, BUD'S PEST CONTROL, 175.00, CRESCENT ELECTRIC SUPPLY CO., 514.90, CROSSROADS MUSIC, 63.32, CULLIGAN WATER CONDITIONING, 221.22, DARREN'S CARQUEST AUTO PARTS, 36.00, DOCUSHRED, 80.00, EAKES OFFICE SOLUTIONS, 2,147.30, ED PUZZLE, 11.50, EDUCATIONAL SERVICE UNIT #13, 6,861.72, EMBASSY SUITES- LINCOLN, 298.00, ESU #16, 75.00, FREDDYS,

52.65, FUEL TRIPS- ELAN, 630.87, H & H SANITATION, 150.00, HEMINGFORD CO-OP TELEPHONE CO, 1,057.39, HEMINGFORD MUNICIPAL UTILITIE, 7,316.78, HERNANDEZ, ALISHA, 119.70, HOBBY LOBBY, 9.44, HOMETOWN LEASING, 365.83, HUSS AUTO REPAIR, 530.27, IDEAL LINEN AND UNIFORM, 216.78, IDEAL/BLUFFS FACILITY SOLUTIONS, 4,199.55, INNOVATIVE OFFICE SOLUTIONS, LLC, 1,102.73, KITTLEMAN, TRAVIS, 189.52, KSB School Law PC, LLO, 275.00, KULLY SUPPLY INC., 4.62, LAKESHORE LEARNING MATERIALS, 91.98, LAQUINTA INN & SUITES KEARNEY, 885.00, LEGACY COOP, 97.81, LINCOLN JOURNAL STAR, 30.99, LISA BRIGGS, OT, LLC, 3,538.50, MAILCHIMP, 13.00, MCCLURE, SHARI, 37.52, MCGRAW-HILL, LLC, 1,060.06, MENARDS, 84.40, MILES, MEGAN, 64.00, MYSTERY SCIENCE INC, 1,695.00, NE ALE WORKS, 59.17, NE COUNCIL OF SCHOOL ADMINISTRATORS, 3,113.00, OMNIFY BENEFITS, 82.60, ONE SOURCE BACKGROUND CHECK CO, 20.00, PANDA EXPRESS, 14.37, PLT4M, 1,000.00, PRAIRIE STORAGE CONTAINERS, 150.00, QDOBA, 49.40, QUILL CORPORATION, 259.89, RABEN'S MARKET, 404.54, RAISING CANES, 299.07, REIF ENTERPRISE, 233.95, ROCKY MOUNTAIN AIR SOLUTIONS, 960.28, ROTH, MIKAELA, 119.70, SCHOOL NURSE SUPPLY, INC., 661.52, SCOTTSBLUFF SCREENPRINTING & EMB LLC, 78.00, SOAR PEDIATRIC THERAPY, LLC, 2,415.75, SONNY'S BIKE & FITNESS, 2,555.29, STUKENT, INC., 2,510.00, U.S. POSTAL SERVICE, 438.00, VALOR GENERAL STORE, 822.65, WESTCO, 6,673.08, WILLIAM V. MACGILL & CO, 72.97, TOTAL, **108,445.06**

BUILDING FUND INVOICES/CLAIMS:

ENVIRONMENTAL SERVICES, INC., 3,169.00, **TOTAL, 3,169.00**

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2024 - 06/2025

Regular; Beginning Month 09/2024; Processing Month 06/2025; Accounts to Include Accounts with Activity; Fund
Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	FUND BALANCE	753,122.25	0.00	0.00	(753,122.25)	0.00
05 704 1010	ATHLETICS / ACTIVITIES	(386,032.54)	104,253.35	407,161.81	112,607.74	29,483.66
05 704 1015	UNIFORMS	(7,000.00)	20,591.51	20,000.00	5,563.44	(2,028.07)
05 704 1020	ATHLETIC CLUB / CONCESSION STAND	0.00	17,947.66	19,940.75	6,069.73	8,062.82
05 704 1025	RANDOM DRUG TESTING	(2,000.00)	3,741.56	6,000.00	108.86	367.30
05 704 1030	CHEERLEADERS - FUNDRAISING	(3,011.94)	3,071.52	6,330.19	0.00	246.73
05 704 1035	FOOTBALL FUNDRAISING	0.00	4,940.33	200.00	12,575.54	7,835.21
05 704 1036	FOOTBALL	(12,000.00)	16,180.61	20,500.00	98.79	(7,581.82)
05 704 1040	VOLLEYBALL - FUNDRAISING	0.00	1,337.12	3,076.60	3,732.05	5,471.53
05 704 1041	VOLLEYBALL	(3,000.00)	7,533.16	9,500.00	771.61	(261.55)
05 704 1042	BOYS BASKETBALL FUNDRAISING	0.00	0.00	680.00	337.79	1,017.79
05 704 1043	BASKETBALL	0.00	11,081.38	11,000.00	0.00	(81.38)
05 704 1044	WRESTLING	(11,000.00)	18,697.80	25,888.65	356.06	(3,453.09)
05 704 1045	BOYS WRESTLING FUNDRAISER	0.00	6,838.81	6,338.81	5,019.82	4,519.82
05 704 1046	GIRLS WRESTLING FUNDRAISER	0.00	1,627.70	2,213.31	690.14	1,275.75
05 704 1050	XC FUNDRAISER	0.00	1,778.10	748.00	4,971.71	3,941.61
05 704 1051	XC	(3,800.00)	1,702.09	5,300.00	271.44	69.35
05 704 1052	GOLF	(3,800.00)	1,034.22	3,800.00	154.35	(879.87)
05 704 1053	GOLF FUNDRAISING	0.00	0.00	105.00	0.00	105.00
05 704 1054	TRACK	(12,000.00)	10,589.03	15,025.00	359.66	(7,204.37)
05 704 1055	TRACK FUNDRAISING	0.00	320.78	1,350.00	173.81	1,203.03
05 704 1056	GIRLS ATH FUNDRAISING	0.00	410.00	4,878.88	6,983.92	11,452.80
05 704 1057	GIRLS ON THE RUN	0.00	0.00	0.00	360.19	360.19
05 704 1060	UNIFIED BOWLING	0.00	917.69	1,000.00	0.00	82.31
05 704 1999	GRADUATED CLASSES	0.00	0.00	0.00	8,783.66	8,783.66
05 704 2023	CLASS OF 2023	0.00	0.00	0.00	69.81	69.81
05 704 2024	CLASS OF 2024	0.00	599.50	0.00	1,775.24	1,175.74
05 704 2025	CLASS OF 2025	0.00	1,402.51	0.00	3,583.40	2,180.89
05 704 2026	CLASS OF 2026	0.00	2,327.32	1,916.79	3,617.47	3,206.94
05 704 2027	CLASS OF 2027	0.00	0.00	1,060.48	2,087.66	3,148.14
05 704 2028	CLASS OF 2028	0.00	100.00	1,506.91	494.00	1,900.91
05 704 2029	CLASS OF 2029	0.00	0.00	358.58	351.56	710.14
05 704 2030	CLASS OF 2030	0.00	0.00	814.67	140.00	954.67
05 704 3010	WORLDSTRIDES	0.00	25,101.19	23,761.10	5,178.79	3,838.70
05 704 3012	ESPORTS	(2,000.00)	264.60	2,538.00	305.95	579.35
05 704 3013	eSPORTS FUNDRAISING	0.00	82.58	0.00	413.26	330.68

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2024 - 06/2025

Regular; Beginning Month 09/2024; Processing Month 06/2025; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 3015	SPEECH	(2,800.00)	862.49	2,800.00	123.42	(739.07)
05 704 3016	SPEECH FUNDRAISING	0.00	0.00	0.00	60.03	60.03
05 704 3020	ONE ACT	(1,474.52)	3,929.07	5,879.52	0.00	475.93
05 704 3021	ONE ACT - FUNDRAISING	0.00	5,633.58	4,161.21	4,265.14	2,792.77
05 704 3030	FFA	0.00	26,051.32	29,654.57	28,847.22	32,450.47
05 704 3035	FFA - SHOP MATERIALS	0.00	668.60	2,930.80	8,563.14	10,825.34
05 704 3040	FCCLA	0.00	2,078.99	2,886.35	121.17	928.53
05 704 3050	NHS - HONOR SOCIETY	0.00	67.99	133.00	1,192.68	1,257.69
05 704 3070	MUSIC	0.00	263.47	189.20	4,767.75	4,693.48
05 704 3080	SCHOLARSHIPS	0.00	0.00	1,226.00	2,671.00	3,897.00
05 704 3090	STUCO - MIDDLE SCHOOL	0.00	2,460.12	2,643.05	3,604.05	3,786.98
05 704 3100	STUDENT COUNCIL - HS	0.00	3,565.16	1,459.05	3,097.77	991.66
05 704 3110	HEALTH PROFESSIONS CLUB	0.00	0.00	0.00	989.17	989.17
05 704 3120	YEARBOOK	0.00	9,203.12	3,185.00	7,753.22	1,735.10
05 704 3150	4TH GRADE - JESPERSEN	0.00	246.08	0.00	3,647.05	3,400.97
05 704 3151	4TH GRADE FUNDRAISING	0.00	342.23	1,347.60	0.00	1,005.37
05 704 3200	SCIENCE	0.00	0.00	0.00	1,256.07	1,256.07
05 704 3535	SCIENCE OLYMPIAD	0.00	1,477.08	2,827.35	1,169.63	2,519.90
05 704 4010	COURTESY FUND	0.00	135.89	240.00	2,396.02	2,500.13
05 704 4020	ELEMENTARY TEACHERS	0.00	0.00	16.00	8,939.70	8,955.70
05 704 4021	ELEM PRINCIPAL FUND	0.00	89.40	0.00	1,911.51	1,822.11
05 704 4025	HIGH SCHOOL TEACHERS	0.00	0.00	0.00	8,077.81	8,077.81
05 704 4026	HS PRINCIPAL FUND	0.00	761.08	0.00	2,311.86	1,550.78
05 704 4040	MISC/STUDENT OPPORTUNITIES	0.00	706.36	1,306.50	3,256.59	3,856.73
05 704 4045	BOOKFAIR	0.00	3,468.60	3,486.39	5,433.31	5,451.10
05 704 4050	FINE ARTS & CULTURE CLUB	0.00	4,637.28	6,349.86	817.60	2,530.18
05 704 4060	HOPE SQUAD	(1.00)	2,213.12	735.97	5,296.64	3,818.49
05 704 4070	BOBCAT CARES	0.00	1,152.02	1,000.00	940.25	788.23
05 704 4075	CULTURE & CLIMATE	(2,000.00)	628.83	2,000.00	1,686.00	1,057.17
Fund Total: 05		301,202.25	335,114.00	679,450.95	(451,919.00)	193,620.20

Expenditure Report by Function/Object -
Summary

06/16/2025 09:02 AM

Regular; Processing Month 06/2025

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01	GENERAL FUND								
0500	0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	3,553,924.00	298,884.72	2,872,070.63	81.51	681,853.37	0.00	24,561.82	657,291.55
1120	1120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1130	1130	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1140	1140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1150	VO AG PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1160	PROVERTY PROGRAMS	75,000.00	13,553.27	122,273.04	163.03	(47,273.04)	0.00	0.00	(47,273.04)
1170	1170	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1180	1180	0.00	0.00	601.25	0.00	(601.25)	0.00	895.05	(1,496.30)
1190	EARLY CHILDHOOD ED PROGRAMS	163,804.00	9,939.83	117,131.98	71.81	46,672.02	0.00	500.00	46,172.02
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	627,389.00	58,070.31	476,452.86	75.99	150,936.14	0.00	293.97	150,642.17
1212	1212	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1213	1213	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1252	1252	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1253	1253	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1291	SPED AGES 3-5	808.00	0.00	0.00	0.00	808.00	0.00	0.00	808.00
1292	SPED AGES 0-2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1300	SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2120	GUIDANCE SERVICES	169,301.00	10,456.65	115,229.64	68.87	54,071.36	0.00	1,365.38	52,705.98
2130	HEALTH SERVICES	65,650.00	275.00	15,925.22	24.26	49,724.78	0.00	0.00	49,724.78
2140	PSYCHOLOGICAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2141	PSYCHOLOGICAL SERVICES SPED SCHOOL AGE	32,091.00	1,811.70	16,305.30	50.81	15,785.70	0.00	0.00	15,785.70
2142	PSYCHOLOGICAL SERVICES SPED AGE 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2150	SPEECH & AUDIOLOGY SERVICES	1,016.00	0.00	0.00	0.00	1,016.00	0.00	0.00	1,016.00
2151	SPEECH & AUDIOLOGY SERV SPED SCHOOL AGE	51,540.00	10,149.31	101,682.26	197.29	(50,142.26)	0.00	0.00	(50,142.26)
2152	SPEECH & AUDIOLOGY SERV SPED AGE 3-5	31,556.00	0.00	0.00	0.00	31,556.00	0.00	0.00	31,556.00
2153	SPEECH & AUDIOLOGY SERV SPED AGE 0-2	15,782.00	0.00	0.00	0.00	15,782.00	0.00	0.00	15,782.00
2161	OT SERVICES SPED SCHOOL AGE	27,991.00	1,433.90	23,308.12	83.27	4,682.88	0.00	0.00	4,682.88
2162	OT SERVICES SPED AGE 3-5	1,518.00	0.00	37.00	2.44	1,481.00	0.00	0.00	1,481.00
2163	OT SERVICES SPED AGE 0-2	3,542.00	0.00	74.00	2.09	3,468.00	0.00	0.00	3,468.00
2171	PT SERVICES SPED SCHOOL AGE	15,655.00	2,371.75	18,164.85	116.03	(2,509.85)	0.00	0.00	(2,509.85)
2172	PT SERVICES SPED AGE 3-5	2,780.00	47.25	911.92	32.80	1,868.08	0.00	0.00	1,868.08
2173	PT SERVICES SPED AGE 0-2	3,542.00	0.00	1,071.30	30.25	2,470.70	0.00	0.00	2,470.70
2180	VISION SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2181	VISION SERVICES SPED SCHOOL AGE	13,113.00	1,201.35	7,187.05	54.81	5,925.95	0.00	0.00	5,925.95
2182	VISION SERVICES SPED AGE 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2190	OTHER PUPIL SUPPORT SERVICES	5,000.00	493.30	5,670.70	113.41	(670.70)	0.00	0.00	(670.70)
2210	IMPROVEMENT OF INSTRUCTION	3,722.00	0.00	75.00	2.02	3,647.00	0.00	0.00	3,647.00
2211	SCHOOL IMPROVEMENT	13,289.00	0.00	1,850.93	13.93	11,438.07	0.00	0.00	11,438.07
2212	INST STAFF CURR DEV	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2213	INST STAFF TRAINING	7,380.00	750.00	8,901.06	120.61	(1,521.06)	0.00	0.00	(1,521.06)
2214	IMPLEMENTATION OF STANDARDS	2,421.00	0.00	0.00	0.00	2,421.00	0.00	0.00	2,421.00
2220	LIBRARY/MEDIA SERVICES	46,011.00	11,612.06	96,365.84	209.44	(50,354.84)	0.00	0.00	(50,354.84)
2224	EDUCATIONAL TELEVISION SERVICES	25,117.00	2,450.07	21,492.00	85.57	3,625.00	0.00	0.00	3,625.00
2230	INSTRUCTION-RELATED TECHNOLOGY	88,832.00	14,170.28	61,239.37	88.99	27,592.63	0.00	17,811.43	9,781.20
2240	ACADEMIC STUDENT ASSESSMENT	14,607.00	936.00	1,211.22	16.37	13,395.78	0.00	1,180.00	12,215.78
2310	BOARD OF EDUCATION	59,971.00	934.79	31,672.61	57.73	28,298.39	0.00	2,945.74	25,352.65
2320	EXECUTIVE ADMINISTRATION	192,782.00	16,077.62	155,329.43	80.61	37,452.57	0.00	79.99	37,372.58
2330	DISTRICT LEGAL SERVICES	25,349.00	395.00	7,169.00	28.28	18,180.00	0.00	0.00	18,180.00
2410	OFFICE OF PRINCIPAL	298,454.00	25,473.60	251,743.23	84.78	46,710.77	0.00	1,286.24	45,424.53
2440	2440	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2500	2500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2510	GENERAL ADMIN-BUSINESS SERVICE	147,153.00	7,948.41	113,115.59	77.31	34,037.41	0.00	655.62	33,381.79

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
2530	PRINT, PUB, DUP SERVICES	7,000.00	365.83	9,394.28	134.20	(2,394.28)	0.00	0.00	(2,394.28)
2560	PUBLIC INFO SERVICE	2,069.00	0.00	0.00	0.00	2,069.00	0.00	0.00	2,069.00
2570	PERSONNEL SERVICES	10,103.00	0.00	0.00	0.00	10,103.00	0.00	0.00	10,103.00
2580	ADMIN TECH SERVICES	3,963.00	0.00	0.00	0.00	3,963.00	0.00	0.00	3,963.00
2610	SUPPORT SERVICES OPERATION OF BUILDING	381,166.00	31,847.77	349,594.96	92.16	31,571.04	0.00	1,675.73	29,895.31
2620	SUPPORT SERVICES-MAINT OF BUILDING	217,560.00	22,404.17	145,648.59	74.32	71,911.41	0.00	16,045.00	55,866.41
2630	2630	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2650	VEHICLE OPP, ACQUISITION AND MAINTENANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2670	SAFETY	25,000.00	0.00	24,258.21	112.39	741.79	0.00	3,840.50	(3,098.71)
2710	VEHICLE OPP & PURCH REG ED	720,785.00	40,830.53	571,330.07	79.26	149,454.93	0.00	0.00	149,454.93
2711	VEHICLE OPP & PURCH LCC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2712	VEHICLE OPP & PURCH SCHOOL AGE SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2713	VEHICLE OPP & PURCH AGE 0-5 SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2730	VEHICLE SERV & MAINT REG ED	86,105.00	1,430.06	60,739.51	70.54	25,365.49	0.00	0.00	25,365.49
2732	VEHICLE SERV & MAINT SCHOOL AGE SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2760	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2790	OTHER TRANS REG STUDENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2792	OTHER TRANS SCHOOL AGE SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3300	COMMUNITY SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3500	STATE CATEGORICAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3512	DISTANCE EDUCATION INCENTIVE PAYMENTS	25,612.00	2,437.93	29,686.45	115.91	(4,074.45)	0.00	0.00	(4,074.45)
3535	HIGH ABILITY LEARNERS	9,140.00	445.97	7,763.79	87.39	1,376.21	0.00	224.00	1,152.21
3551	CAREER EDUCATION	0.00	0.00	2,277.00	0.00	(2,277.00)	0.00	0.00	(2,277.00)
4320	4320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4700	BUILDING IMPROVEMENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6000	6000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6200	TITLE I, PART A ESSA IMP BASIC BY LOCAL	116,293.00	5,938.15	69,799.81	60.02	46,493.19	0.00	0.00	46,493.19
6210	TITLE I PART A ACCT ESSA IMPROV BASIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6212	TITLE I PART A SUPPORT IMPROVEMENT	0.00	0.00	22,900.00	0.00	(22,900.00)	0.00	0.00	(22,900.00)
6310	TITLE II, PART A ESSA SUPP EFF INSTUCT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6401	6401	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6402	IDEA PART B(611) BASE ALLOC TRANS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6403	IDEA PART B(611) BASE ALLOC-SCHOOL AGE	27,884.00	0.00	0.00	0.00	27,884.00	0.00	0.00	27,884.00
6404	IDEA PART B(611) BASE ALLOC BIRTH TO 4	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6406	IDEA PRESCHOOL(619) BASE ALLOC	4,481.00	334.07	3,918.21	87.44	562.79	0.00	0.00	562.79
6408	IDEA PTB 611 BASE	75,000.00	53.98	95,602.21	127.47	(20,602.21)	0.00	0.00	(20,602.21)
6410	IDEA ENROLLMENT/POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6412	IDEA PART B PROPORTIONATE SHARE	3,000.00	324.22	3,233.30	107.78	(233.30)	0.00	0.00	(233.30)
6421	IDEA PART-B ARP-BASE&ENROLLMENT POVERTY BIRTH-21	27,026.00	0.00	0.00	0.00	27,026.00	0.00	0.00	27,026.00
6422	IDEA PRESCHOOL (619) ARP-BASE/ENROLLMENT POVERTY (619)	2,351.00	0.00	0.00	0.00	2,351.00	0.00	0.00	2,351.00
6455	6455	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6500	6500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6590	6590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6610	6610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6630	6630	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6700	FED VOC & APP TECH ED (CARL PERKINS)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6810	6810	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6960	6960	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6985	6985	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6990	OTHER FED CATEGORICAL RECEIPTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6992	REAP	48,463.00	14,965.50	57,810.48	119.29	(9,347.48)	0.00	0.00	(9,347.48)
6996	6996	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6997	ESSER II	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Expenditure Report by Function/Object -
Summary

06/16/2025 09:02 AM

Regular; Processing Month 06/2025

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
6998	ESSER III	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	53,664.00	0.00	70,000.00	130.44	(16,336.00)	0.00	0.00	(16,336.00)
8002	XFER FROM G/F TO DEPRECIATION FD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8010	TRANSFER FROM G/F TO COOP FD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9000	NON-PROGRAM EXPENDITURES	1,089,175.00	898.75	8,987.50	0.83	1,080,187.50	0.00	0.00	1,080,187.50
01	GENERAL FUND	8,721,930.00	611,713.10	6,177,206.77	71.66	2,544,723.23	0.00	73,360.47	2,471,362.76

Expenditure Report by Function/Object -
Summary

06/16/2025 09:02 AM

Regular; Processing Month 06/2025

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
02	DEPRECIATION FUND								
4700	BUILDING IMPROVEMENTS	395,545.00	0.00	0.00	0.00	395,545.00	0.00	0.00	395,545.00
02	DEPRECIATION FUND	395,545.00	0.00	0.00	0.00	395,545.00	0.00	0.00	395,545.00

Expenditure Report by Function/Object -
Summary

06/16/2025 09:02 AM

Regular; Processing Month 06/2025

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
03	EMPLOYEE BENEFIT FUND								
0101	0101	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	107,010.00	0.00	19,661.34	18.37	87,348.66	0.00	0.00	87,348.66
2900	OTHER SUPPORT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9000	NON-PROGRAM EXPENDITURES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9999	9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
03	EMPLOYEE BENEFIT FUND	107,010.00	0.00	19,661.34	18.37	87,348.66	0.00	0.00	87,348.66

Expenditure Report by Function/Object -
Summary

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Regular; Processing Month 06/2025

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
05	ACTIVITY FUND								
0500	0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2900	OTHER SUPPORT SERVICES	617,628.00	0.00	335,114.00	61.88	282,514.00	0.00	47,089.63	235,424.37
05	ACTIVITY FUND	617,628.00	0.00	335,114.00	61.88	282,514.00	0.00	47,089.63	235,424.37

Expenditure Report by Function/Object -
Summary

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Regular; Processing Month 06/2025

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
06	NUTRITION FUND								
0500	0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2300	2300	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3000	3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3100	FOOD SERVICE OPERATIONS	395,000.00	10,846.28	288,112.99	73.32	106,887.01	0.00	1,508.00	105,379.01
4000	4000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5000	DEBT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06	NUTRITION FUND	395,000.00	10,846.28	288,112.99	73.32	106,887.01	0.00	1,508.00	105,379.01

Expenditure Report by Function/Object -
Summary

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Regular; Processing Month 06/2025

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
08	BUILDING FUND								
0500	0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2670	SAFETY	0.00	0.00	0.00	0.00	0.00	0.00	6,540.00	(6,540.00)
3552	SAFETY & SECURITY GRANT	38,000.00	0.00	37,602.45	98.95	397.55	0.00	0.00	397.55
4200	LAND IMPROVEMENT	100,000.00	14,782.00	65,582.00	65.58	34,418.00	0.00	0.00	34,418.00
4300	ARCHITECTURE & ENGINEERING	75,000.00	0.00	62,996.00	83.99	12,004.00	0.00	0.00	12,004.00
4600	SITE IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	17,440.35	(17,440.35)
4700	BUILDING IMPROVEMENTS	221,434.00	5,130.17	87,728.45	39.62	133,705.55	0.00	0.00	133,705.55
9000	NON-PROGRAM EXPENDITURES	2,580,448.00	0.00	0.00	0.00	2,580,448.00	0.00	0.00	2,580,448.00
9999	9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
08	BUILDING FUND	3,014,882.00	19,912.17	253,908.90	9.22	2,760,973.10	0.00	23,980.35	2,736,992.75

Expenditure Report by Function/Object -
Summary

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Regular; Processing Month 06/2025

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
09	QCPUF								
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2670	SAFETY	75,000.00	0.00	0.00	0.00	75,000.00	0.00	0.00	75,000.00
9999	9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
09	QCPUF	75,000.00	0.00	0.00	0.00	75,000.00	0.00	0.00	75,000.00

Expenditure Report by Function/Object -
Summary

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User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
10	COOPERATIVE FUND								
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	85.24	639.25	0.00	(639.25)	0.00	0.00	(639.25)
3512	DISTANCE EDUCATION INCENTIVE PAYMENTS	155,763.00	8,297.40	82,974.03	53.27	72,788.97	0.00	0.00	72,788.97
10	COOPERATIVE FUND	155,763.00	8,382.64	83,613.28	53.68	72,149.72	0.00	0.00	72,149.72

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Function Number

Grand Total:

Expenditure Report by Function/Object -
Summary
Regular; Processing Month 06/2025

User ID: KAH

Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
13,482,758.00	650,854.19	7,157,617.28	54.17	6,325,140.72	0.00	145,938.45	6,179,202.27



Account Statement

For the Month Ending **May 31, 2025**

Hemingford Public Schools - Hemingford Public Schools - 9300699

Trade Date	Settlement Date	Transaction Description	Share or Unit Price	Dollar Amount of Transaction	Total Shares Owned
NLAF					
Opening Balance					453,714.61
05/30/25	06/02/25	Accrual Income Div Reinvestment - Distributions	1.00	1,559.91	455,274.52
Closing Balance					455,274.52

	Month of May	Fiscal YTD September-May
Opening Balance	453,714.61	440,897.58
Purchases	1,559.91	14,376.94
Redemptions (Excl. Checks)	0.00	0.00
Check Disbursements	0.00	0.00
Closing Balance	455,274.52	455,274.52
Cash Dividends and Income	1,559.91	14,376.94

Closing Balance	455,274.52
Average Monthly Balance	453,815.25
Monthly Distribution Yield	4.05%

HEMINGFORD PUBLIC SCHOOLS

June 16, 2025

GENERAL FUND:

Statement Balance 05-31-25	\$ 2,653,284.72
G/F MM Statement Balance 05-31-25	\$ 2,189,593.27
3 Month CD-2094 Mat. 07-29-25	\$ 321,107.51
3 Month CD-0776 Mat. 08-28-25	\$ 324,717.88
3 Month CD-0962 Mat. 06-27-25	\$ 321,167.32
- Outstanding Checks	<u>\$ 2,345.27</u>
Balance 05-31-25	\$ 5,807,525.43
+ May Tax Receipts	\$ 191,493.83
+ State Aid	<u>\$ 124,326.00</u>
Subtotal	\$ 6,123,345.26
June Bills: \$ 108,800.74	
June Payroll: \$ 528,147.96	
- Total June Expenses	<u>\$ 636,948.70</u>
General Fund Balance:	<u><u>\$ 5,486,396.56</u></u>

BUILDING FUND:

Statement Balance 05-31-25	\$ 523,484.85
Liquid Asset Fund (\$1,559.91 Dividend)	\$ 455,274.52
3 CD's : 6 Month CD-2604 Mat. 07-30-25	\$ 870,876.44
3 Month CD-0954 Mat. 06-27-25	\$ 535,278.87
3 Month CD-0784 Mat. 08-28-25	\$ 541,196.47
May Tax Receipts:	\$ 8,331.13
- Outstanding Checks	<u>\$ 19,912.17</u>
Building Fund Balance:	<u><u>\$ 2,914,530.11</u></u>

QCPUF:

Statement Balance 05-31-25	\$ 55,976.62
May Tax Receipts:	<u>\$ 2,080.47</u>
QCPUF Fund Balance:	<u><u>\$ 58,057.09</u></u>

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User ID: KAH

Vendor Name	Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
ACT	PREACT SCORING	432.00
ACT	PREACT PAPER SCORING	504.00
Check Number 7706 Total ACT		936.00
ADAMSON AUTOMOTIVE	BUS SERVICE/REPAIR	1,430.06
Check Number 7707 Total ADAMSON AUTOMOTIVE		1,430.06
ALLIANCE TIMES HERALD	BOE LEGALS	75.84
ALLIANCE TIMES HERALD	BOE LEGALS/ADVERTISEMENTS	631.31
Check Number 7708 Total ALLIANCE TIMES HERALD		707.15
AMAZON	Elem Office Hanging files	47.32
AMAZON	Silicone molds 4 Lilly	5.99
AMAZON	AG ED SUPPLIES	130.42
AMAZON	ELEM OFFICE SUPPLY	69.78
AMAZON	High School Art Supply Refills	554.26
AMAZON	Elem Office Supplies	109.04
AMAZON	MATH BOOKS REFUND	(265.16)
AMAZON	Safety Barriers	259.90
AMAZON	Spring Library Book Order	110.62
AMAZON	Elem office supply	72.04
AMAZON	A/R Store items	251.18
AMAZON	BNA CLASS SUPPLIES	111.33
AMAZON	JH Math Books	1,376.29
Check Number 253 Total AMAZON		2,833.01
APPLE INC.	Superintendent computer	1,818.00
APPLE INC.	iPad Setup for Jim Miles	1,118.00
APPLE INC.	iPad Setup for Jim Miles	119.00
Check Number 7709 Total APPLE INC.		3,055.00
B & C STEEL CORP.	AG ED SUPPLY	65.66
B & C STEEL CORP.	AG ED SUPPLY	272.93
Check Number 7710 Total B & C STEEL CORP.		338.59
BLACK HILLS ENERGY	GAS	1,747.24
BLACK HILLS ENERGY	GAS-SUPT HOUSE	80.73
Check Number 7711 Total BLACK HILLS ENERGY		1,827.97
BLOEDORN'S LUMBER CO.	MAINTENANCE SUPPLY	29.21
BLOEDORN'S LUMBER CO.	HEAVY DUTY STAPLES	5.39
BLOEDORN'S LUMBER CO.	MAINTENANCE SUPPLY	309.81
BLOEDORN'S LUMBER CO.	PRE-ASBESTOS PREP SUPPLIES	359.18
BLOEDORN'S LUMBER CO.	PAINT/SUPPLIES	213.34
BLOEDORN'S LUMBER CO.	PAINT/SUPPLIES	247.30
BLOEDORN'S LUMBER CO.	PAINT	482.59
BLOEDORN'S LUMBER CO.	DISCUS FENCING; BLEACHER BOARDS;CEILING	1,715.85
BLOEDORN'S LUMBER CO.	Summer Custodial Supplies	194.63
BLOEDORN'S LUMBER CO.	JOINT COMPOUND AND TAPE	17.65
BLOEDORN'S LUMBER CO.	MAINTENANCE SUPPLIES	314.36
BLOEDORN'S LUMBER CO.	PAINTING SUPPLIES	122.06
BLOEDORN'S LUMBER CO.	NEW DOOR LEVER & KEYPAD ENTRY	190.98
BLOEDORN'S LUMBER CO.	PAINTING SUPPLIES	186.41
BLOEDORN'S LUMBER CO.	PAINT	51.09

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Vendor Name	Description	Amount
BLOEDORN'S LUMBER CO.	MAINTENANCE SUPPLIES	891.59
Check Number 7713 Total	BLOEDORN'S LUMBER CO.	5,331.44
BLUUM OF TEXAS LLC	25-26 Remaining Device Purchase	14,965.50
BLUUM OF TEXAS LLC	Power Strip for Newline Display	37.00
Check Number 7714 Total	BLUUM OF TEXAS LLC	15,002.50
BOX BUTTE AG SERVICE, INC	PIPE FOR DISCUS RING	351.82
Check Number 7715 Total	BOX BUTTE AG SERVICE, INC	351.82
BOX BUTTE CO. TREASURER	NEW BUS REGISTRATION	12.00
Check Number 254 Total	BOX BUTTE CO. TREASURER	12.00
BRAINPOP LLC	BrainPOP Annual Subscription	3,600.00
Check Number 7716 Total	BRAINPOP LLC	3,600.00
CHADRON MOTOR CO. INC.	BOBCAT PARTS	743.77
CHADRON MOTOR CO. INC.	OIL	107.94
Check Number 7717 Total	CHADRON MOTOR CO. INC.	851.71
CHICK-FIL-A	NASBO	13.64
Check Number 254 Total	CHICK-FIL-A	13.64
CRESCENT ELECTRIC SUPPLY CO.	LIGHTS	36.32
CRESCENT ELECTRIC SUPPLY CO.	BALLASTS	358.30
CRESCENT ELECTRIC SUPPLY CO.	LIGHTS	251.65
CRESCENT ELECTRIC SUPPLY CO.	LIGHTS	360.75
Check Number 7718 Total	CRESCENT ELECTRIC SUPPLY CO.	1,007.02
CULLIGAN WATER CONDITIONING	WATER/RENTAL	188.42
CULLIGAN WATER CONDITIONING	REVERSE OSMOSIS	6.95
Check Number 7719 Total	CULLIGAN WATER CONDITIONING	195.37
DARREN'S CARQUEST AUTO PARTS	MAINTENANCE SUPPLY	138.41
Check Number 7720 Total	DARREN'S CARQUEST AUTO PARTS	138.41
DAS STATE ACCOUNTING - CENTRAL FINANCE	APRIL PARTICIPATION FEE	292.87
DAS STATE ACCOUNTING - CENTRAL FINANCE	MAY PARTICIPATION FEE	292.87
Check Number 7721 Total	DAS STATE ACCOUNTING - CENTRAL FINANCE	585.74
ECRA GROUP, INC.	25-26 STRATEGIC DASHBOARD	1,050.00
Check Number 7722 Total	ECRA GROUP, INC.	1,050.00
ED PUZZLE	MONTHLY SUBSCRIPTION	11.50
Check Number 253 Total	ED PUZZLE	11.50
EDUCATIONAL SERVICE UNIT #10	MAY SPED WORKSHOPS	120.00
Check Number 7723 Total	EDUCATIONAL SERVICE UNIT #10	120.00
EDUCATIONAL SERVICE UNIT #13	DL;PYSCH;INT;NEVA;PBDS;MIPS;COUNSEL	7,037.33
EDUCATIONAL SERVICE UNIT #13	Western Nebraska School Mental Health Co	160.00
Check Number 254 Total	EDUCATIONAL SERVICE UNIT #13	7,197.33

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Vendor Name	Description	Amount
ESU #16	SIENCE OLYMPIAD COMPETITION	170.00
Check Number 7725 Total ESU #16		170.00
EXPRESS PARCS	PARKING NASBO	27.00
Check Number 254 Total EXPRESS PARCS		27.00
FOLLETT SCHOOL SOLUTIONS, LLC	DESTINY RENEWAL 2025-26	1,560.24
Check Number 7726 Total FOLLETT SCHOOL SOLUTIONS, LLC		1,560.24
FRONTIER AIRLINES	FLIGHT - CREDIT BACK	(602.92)
Check Number 254 Total FRONTIER AIRLINES		(602.92)
FUEL TRIPS- ELAN	FUEL	294.71
FUEL TRIPS- ELAN	FUEL	671.86
Check Number 254 Total FUEL TRIPS- ELAN		966.57
GLASER CERAMICS	New Clay for Elementary	621.65
Check Number 254 Total GLASER CERAMICS		621.65
H & H SANITATION	ROLL OFF BOX	150.00
Check Number 7727 Total H & H SANITATION		150.00
HAMPTON INN	NAESP LEADERSHIP ACADEMY	119.00
Check Number 254 Total HAMPTON INN		119.00
HEMINGFORD CHAMBER OF COMMERCE	BAND ON THE BUTTE SPONSORSHIP	50.00
Check Number 7728 Total HEMINGFORD CHAMBER OF COMMERCE		50.00
HEMINGFORD CO-OP TELEPHONE CO	TELEPHONE/INTERNET	1,432.64
Check Number 7729 Total HEMINGFORD CO-OP TELEPHONE CO		1,432.64
HEMINGFORD MUNICIPAL UTILITIE	UTILITIES	7,148.17
Check Number 7730 Total HEMINGFORD MUNICIPAL UTILITIE		7,148.17
HOMETOWN LEASING	COPIER LEASE PAYMENT	365.83
Check Number 7731 Total HOMETOWN LEASING		365.83
IDEAL LINEN AND UNIFORM	CUSTODIAL SUPPLIES	108.39
IDEAL LINEN AND UNIFORM	CUSTODIAL SUPPLIES	108.39
Check Number 7732 Total IDEAL LINEN AND UNIFORM		216.78
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	1,128.84
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	992.92
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	405.72
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	538.82
Check Number 7733 Total IDEAL/BLUFFS FACILITY SOLUTIONS		3,066.30
IMAGINE LEARNING LLC	Edgenuity Subscription	9,955.00
Check Number 7734 Total IMAGINE LEARNING LLC		9,955.00
JACKS REFRIGERATION SERVICE	PLEATED FILTERS & SPRING MAINTENACE	3,270.32
Check Number 7735 Total JACKS REFRIGERATION SERVICE		3,270.32

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Vendor Name			Description	Amount
JOSTEN'S INC.			GRADUATION HONOR MEDALS	95.04
Check Number	7736	Total	JOSTEN'S INC.	95.04
KARNEY, GORDON			VR IN AG WORKSHOP - MILEAGE REIMB	408.80
Check Number	7737	Total	KARNEY, GORDON	408.80
KAY ANDERSON			CPR,FIRST AID,AED TRAINING-9TH GR	125.00
Check Number	7738	Total	KAY ANDERSON	125.00
KITTLEMAN, TRAVIS			MAY MILEAGE REIMBURSEMENT	139.65
Check Number	7739	Total	KITTLEMAN, TRAVIS	139.65
KSB School Law PC, LLO			LEGAL SERVICES	395.00
Check Number	7740	Total	KSB School Law PC, LLO	395.00
LAKESHORE LEARNING MATERIALS			Draw and Write journals	91.98
Check Number	7741	Total	LAKESHORE LEARNING MATERIALS	91.98
LASHLEY, JENNIFER			DOT LICENSE RENEWAL	60.00
Check Number	7742	Total	LASHLEY, JENNIFER	60.00
LEARNING WITHOUT TEARS			School supplies	326.70
Check Number	7743	Total	LEARNING WITHOUT TEARS	326.70
LEGACY COOP			MID SUMMER LAWN FERTILIZER	347.15
LEGACY COOP			MAINTENANCE - LAWN/GROUNDS	455.96
LEGACY COOP			CRABGRASS PREVENTER	39.99
LEGACY COOP			HEX BOND	10.99
LEGACY COOP			MAINTENANCE SUPPLY	76.23
LEGACY COOP			FASTENER	4.99
LEGACY COOP			BULK FASTENERS	4.68
LEGACY COOP			FOAM PAINT BRUSHES	3.74
LEGACY COOP			WHITE CAULK	10.98
Check Number	7744	Total	LEGACY COOP	954.71
LINCOLN JOURNAL STAR			MONTHLY SUBSCRIPTION	30.99
Check Number	253	Total	LINCOLN JOURNAL STAR	30.99
LISA BRIGGS, OT, LLC			OT SERVICE/MILEAGE	1,433.90
Check Number	7745	Total	LISA BRIGGS, OT, LLC	1,433.90
MAILCHIMP			MONTHLY SUBSCRIPTION	13.00
Check Number	253	Total	MAILCHIMP	13.00
MID-AMERICAN RESEARCH CHEMICAL			CUSTODIAL SUPPLIES	763.00
Check Number	7746	Total	MID-AMERICAN RESEARCH CHEMICAL	763.00
NASCO EDUCATION			kindergarten supplies	421.75
Check Number	7747	Total	NASCO EDUCATION	421.75
NE COUNCIL OF SCHOOL ADMINISTRATORS			25-26 MEMBERSHIP	630.00
NE COUNCIL OF SCHOOL ADMINISTRATORS			LEGAL IMPLICATIONS ZOOM	150.00
Check Number	7748	Total	NE COUNCIL OF SCHOOL	780.00

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Vendor Name	Description	Amount
ADMINISTRATORS		
NORTH LINCOLN COMFORT SUITES	STATE SCIENCE OLYMPIAD	947.52
Check Number 254 Total	NORTH LINCOLN COMFORT SUITES	947.52
OMNIFY BENEFITS	COBRA/FSA PARTICIPATION FEE	82.60
Check Number 7749 Total	OMNIFY BENEFITS	82.60
ONE SOURCE BACKGROUND CHECK CO	BACKGROUND CHECKS	40.00
Check Number 7750 Total	ONE SOURCE BACKGROUND CHECK CO	40.00
OPEN RANGE	NASBO	16.04
Check Number 254 Total	OPEN RANGE	16.04
POWERSCHOOL GROUP LLC	25-26 ECOLLECT FORMS	1,605.00
Check Number 7751 Total	POWERSCHOOL GROUP LLC	1,605.00
PRAIRIE STORAGE CONTAINERS	STORAGE CONTAINER RENT	150.00
Check Number 7752 Total	PRAIRIE STORAGE CONTAINERS	150.00
QDOBA	NASBO	18.16
Check Number 254 Total	QDOBA	18.16
QUICKCARE MEDICAL SERVICES	DOT PHYSICAL	125.00
Check Number 7753 Total	QUICKCARE MEDICAL SERVICES	125.00
QUILL CORPORATION	AAA batteries for Elem. and HS office	123.24
Check Number 254 Total	QUILL CORPORATION	123.24
RABEN'S MARKET	FCS Groceries	286.42
RABEN'S MARKET	CUSTODIAL SUPPLIES	13.99
RABEN'S MARKET	Tongue Supplies	30.46
RABEN'S MARKET	3rd science experiment	23.28
Check Number 7754 Total	RABEN'S MARKET	354.15
REALLY GOOD STUFF, INC.	Classroom Supplies	79.93
Check Number 7755 Total	REALLY GOOD STUFF, INC.	79.93
REDDEN, JOSHUA	24-25 TUITION REIMBURSEMENT	750.00
Check Number 7756 Total	REDDEN, JOSHUA	750.00
ROCKY MOUNTAIN AIR SOLUTIONS	GAS-RENTAL	37.50
Check Number 7757 Total	ROCKY MOUNTAIN AIR SOLUTIONS	37.50
ROES FARMS TRUCKING LLC	ROCK FILL FOR GROUNDS	3,408.55
Check Number 7758 Total	ROES FARMS TRUCKING LLC	3,408.55
ROTH, MIKAELA	MAY MILEAGE REIMBURSEMENT	89.77
Check Number 7759 Total	ROTH, MIKAELA	89.77
RUBY TUESDAY	NCTA VISIT	76.92
Check Number 254 Total	RUBY TUESDAY	76.92

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Vendor Name	Description	Amount
SCHOOL SPECIALTY LLC	Const. Paper Storage that FITS 12x18	736.68
SCHOOL SPECIALTY LLC	25-26 Classroom Supplies	364.30
Check Number 7760 Total	SCHOOL SPECIALTY LLC	1,100.98
SKYBOX SPORTS NETWORK DBA RISE DISPLAY	Stock ticker renewal	480.00
Check Number 7761 Total	SKYBOX SPORTS NETWORK DBA RISE DISPLAY	480.00
SMARTPASS	Hall passes	995.00
Check Number 7762 Total	SMARTPASS	995.00
SOAR PEDIATRIC THERAPY, LLC	P/T SERVICE/MILEAGE	2,419.00
Check Number 7763 Total	SOAR PEDIATRIC THERAPY, LLC	2,419.00
STAPLES BUSINESS ADVANTAGE	DESKTOP CALENDARS	599.40
Check Number 7764 Total	STAPLES BUSINESS ADVANTAGE	599.40
STAR HERALD	25-26 ELEM RENEWAL	285.59
Check Number 7765 Total	STAR HERALD	285.59
STEPH'S STUDIO	SENIOR COMPOSITE	471.25
Check Number 7766 Total	STEPH'S STUDIO	471.25
TAESE / USU	2025 SPED LAW CONFERENCE REG	305.00
Check Number 7767 Total	TAESE / USU	305.00
TANDY LEATHER, INC.	Leather pattern for 4th Quarter Project	24.98
Check Number 254 Total	TANDY LEATHER, INC.	24.98
TEACHER DIRECT	25-26 CLASSROOM SUPPLIES	327.70
Check Number 7768 Total	TEACHER DIRECT	327.70
THINGS REMEMBERED	Retirement recognition items	250.00
Check Number 254 Total	THINGS REMEMBERED	250.00
TIME MANAGEMENT SYSTEMS, INC.	25-26 TMS RENEWAL	5,873.28
Check Number 7769 Total	TIME MANAGEMENT SYSTEMS, INC.	5,873.28
U.S. POSTAL SERVICE	1 YEAR PO BOX RENEWAL	266.00
U.S. POSTAL SERVICE	MAILING POSTAGE	11.00
Check Number 254 Total	U.S. POSTAL SERVICE	277.00
UNIVERSITY OF OMAHA	AP Institute	800.00
Check Number 7771 Total	UNIVERSITY OF OMAHA	800.00
UNMC CENTER FOR CONTINUING EDUCATION	EMS TRAINING	150.00
Check Number 7772 Total	UNMC CENTER FOR CONTINUING EDUCATION	150.00
VALENTINOS	NASBO	17.49
Check Number 254 Total	VALENTINOS	17.49
VALOR GENERAL STORE	CUSTODIAL SUPPLIES	7.50
Check Number 7773 Total	VALOR GENERAL STORE	7.50

06/11/2025 02:37 PM

Posted - All; Batch Description 3 Records Selected

User ID: KAH

Vendor Name	Description	Amount
VILLAGE PIZZA	ACT Pizza Lunch	181.00
Check Number 254 Total VILLAGE PIZZA		181.00
WALMART	potting soil	6.97
WALMART	Baby wipes for quick Elementary Cleanup	23.38
WALMART	EOY items	94.54
Check Number 254 Total WALMART		124.89
WESTCO	FUEL	4,606.19
Check Number 7774 Total WESTCO		4,606.19
WPCI	DOT TESTING	38.00
Check Number 7775 Total WPCI		38.00
ZANER-BLOSER INC	3rd gr. Cursive Books	409.75
Check Number 7776 Total ZANER-BLOSER INC		409.75
Fund Number 01		108,800.74
Checking Account ID 1		108,800.74

Vendor Name		Description		Amount
Checking Account ID	8	Fund Number	08 BUILDING FUND	
R&J INDUSTRIES		CONCRETE WORK - SUPT HOUSE		14,782.00
Check Number	1554	Total	R&J INDUSTRIES	14,782.00
SCHOOLOUTLET.COM		MS Science tables		5,130.17
Check Number	1555	Total	SCHOOLOUTLET.COM	5,130.17
Fund Number		08		19,912.17
Checking Account ID	8			19,912.17

06/11/2025 02:38 PM

Posted - All; Batch Description 2025-05 LUNCH FUND.

User ID: KAH

Vendor Name	Description	Amount
Checking Account ID 6	Fund Number 06 NUTRITION FUND	
BENZEL, SUE	LUNCH ACCOUNT REFUND	9.60
Check Number 7234	Total BENZEL, SUE	9.60
CASH-WA DISTRIBUTING	FOOD SUPPLIES	1,021.38
CASH-WA DISTRIBUTING	FOOD SUPPLIES	1,431.66
CASH-WA DISTRIBUTING	FOOD SUPPLIES	867.94
CASH-WA DISTRIBUTING	FOOD SUPPLIES	1,560.15
CASH-WA DISTRIBUTING	FOOD SUPPLIES	1,306.47
CASH-WA DISTRIBUTING	FOOD SUPPLIES	2,959.88
CASH-WA DISTRIBUTING	FOOD SUPPLIES	403.42
CASH-WA DISTRIBUTING	FOOD SUPPLY CREDIT	(18.14)
Check Number 7235	Total CASH-WA DISTRIBUTING	9,532.76
CENTRAL RESTAURANT PRODUCTS	Hobart Blower Motor for Industrial Oven	985.00
Check Number 7236	Total CENTRAL RESTAURANT PRODUCTS	985.00
DELSING, APRIL	LUNCH ACCT REFUND	35.05
Check Number 7237	Total DELSING, APRIL	35.05
HANCOCK, BRANDI	LUNCH ACCT REFUND	6.10
Check Number 7238	Total HANCOCK, BRANDI	6.10
HILAND DAIRY	MILK	144.85
HILAND DAIRY	MILK	556.58
HILAND DAIRY	MILK	313.97
HILAND DAIRY	MILK	546.32
HILAND DAIRY	MILK	311.02
HILAND DAIRY	MILK	429.60
HILAND DAIRY	MILK	358.38
Check Number 7239	Total HILAND DAIRY	2,660.72
HUDDLE, PAM	LUNCH ACCOUNT REFUND	66.80
Check Number 7240	Total HUDDLE, PAM	66.80
JACKSON, TANYA	LUNCH ACCT REFUND	7.75
Check Number 7241	Total JACKSON, TANYA	7.75
LORENSEN, JENNY	LUNCH ACCT REFUND	16.90
Check Number 7242	Total LORENSEN, JENNY	16.90
NSNA	NSNA CONFERENCE REGISTRATION	975.00
Check Number 7243	Total NSNA	975.00
RABEN'S MARKET	APRIL HOT LUNCH STMT	6.55
Check Number 7244	Total RABEN'S MARKET	6.55
US FOODS	FOOD SUPPLIES	4,438.72
US FOODS	FOOD SUPPLIES	204.36
Check Number 7245	Total US FOODS	4,643.08
WALKER, JUDY	LUNCH ACCT REFUND	70.00
Check Number 7246	Total WALKER, JUDY	70.00

Board Report - Board

Posted - All; Batch Description 2025-05 LUNCH FUND.

Description

Amount
19,015.31
19,015.31

Proposed 611.05R1 GRADING PRACTICES GUIDELINES

Purposes and Roles of Grades

Grades serve as indicators of students' mastery of learning targets. They reflect students' ability to reason, problem-solve, demonstrate performance skills, and integrate content knowledge and product development. The primary purpose of grades is to assess student learning in a manner that is closely tied to clear and concise learning targets. These targets enable students to easily track their progress and self-assess their growth.

Weighting of Assessments and Daily Work: Emphasis on Learning Targets

When determining the weight of daily work and assessments, the focus should remain on learning targets and specific skills. A major emphasis must be placed on understanding content knowledge and mastering skills. Assessments and quizzes within the classroom directly reflect mastery of learning targets and should contribute the most to the overall grade. While daily work plays a crucial role in practice and reinforcement, it should contribute to the overall grade without becoming the major component. The final grades should accurately represent students' ability to showcase mastery of learning targets.

Frequency and Timeliness of Grades and Assessments

Grades should align with learning targets and the progressive practices that aid the development of target mastery. Assigning grades is appropriate whenever students demonstrate content knowledge, apply reasoning, solve problems, display performance skills, or create products. Grading must offer timely feedback, allowing students ample time to seek assistance before formal assessments on learning targets occur. The frequency of grading varies by content but should document growth and progress toward benchmarks that scaffold the learning targets. While the frequency of grades in each category may change, these grading categories apply consistently across all classes.

Managing Due Dates, Late Work, and Absence-related Submissions

Due dates will be assigned for assignments. A placeholder "0" with "missing" or "absent" will be entered into the grade book until the missing work is completed or turned in, as long as it is done before the quarter's end.

In cases of student absences, a 2-day window will be provided to make up missed work before a "0" and "missing" is recorded. Once the work is submitted, a grade will be entered, given that it's completed before the quarter concludes.

Late assignments may incur an academic penalty of up to a 30% reduction in percentage/points, based on educator discretion and frequency of student submission of late assignments. Late assignments may also result in students losing privileges or free time. Teachers and students share the responsibility to collaborate during designated support times or outside of class to complete assignments. Teachers will actively assist students in finishing late or missing work.

Should a student refuse to cooperate or maintain consistently low performance, the teacher will engage guardians to formulate a support plan.

Redos and Retesting

All assessments should align with standards and learning targets, measuring student mastery of specific skills. Teachers will collaborate with students to identify areas of deficiency, providing opportunities for relearning prior to retesting.

Customized retests and revisions will be offered to students after relearning has taken place, allowing additional chances to demonstrate mastery.

Retesting opportunities can be scheduled during regular class hours or outside of class, depending on the agreement between the teacher and student.

The highest mastery level achieved will be recorded in the gradebook. The initial grade may be omitted or noted in the test section.

Teachers will promptly contact parents when students consistently face challenges in their studies.

Mastery Learning and Alignment to Standards

Grades should exclusively reflect mastery of skills, standards, and learning targets, not attitude, effort, behavior, or attendance, which may be considered under a separate 'Behavior' Grade that is not factored into the report card or GPA.

Assessments and assignments gauge student mastery of skills, not mere compliance. Regularly, students will receive clear explanations of learning targets, course standards, and objectives.

Summative Assessments and assignments are designed to evaluate student mastery of communicated learning targets that align with course standards.

Formative assessments, closely tied to the skills being taught, will occur frequently with a clear purpose.

Struggling students will have opportunities for growth through reassessment and individualized instructional time provided by support systems.

Open communication on assessments and assignments between teachers and parents will establish a strong partnership to ensure student success.

Role and Purpose of Homework

When assigned, homework should align with course standards, reinforcing skills learned in class. Its purpose is to practice skills and knowledge directly related to classroom content.

Homework offers valuable feedback to students prior to summative assessments. Homework assignments should be introduced during class, with the majority being achievable during class time or within a reasonable duration. Formative assessments and observations help identify students needing assistance with homework completion.

Teachers will provide additional learning opportunities and support to students who require assistance with homework assignments.

Homework should be limited to items that reinforce the skills and standards taught in the lesson. Homework should not become a mechanism for assigning extra work without a meaningful purpose and connection to learning targets.

Approved:

Reviewed:

Revised:

611.06 - HONORS RECOGNIZED AT HIGH SCHOOL GRADUATION AND GRADE POINT AVERAGE

The official grade point average (GPA) of graduating students is based on all high school credit hours in order to allow students sufficient opportunity to demonstrate achievement. Temporary GPA's will be sent to colleges and universities who request information for admission.

The official GPA will be furnished to post-secondary institutions upon request.

Hemingford High School will use the cum laude system to recognize academic excellence at graduation with the following GPA standards for levels of achievement and recognition.

97% and above = Summa Cum Laude (gold medallion)

95-96.99% = Magna Cum Laude (silver medallion)

93-94.99% = Cum Laude (bronze medallion)

Beginning with the 2027 graduating class, valedictorian and salutatorian will no longer be determined or recognized.

Students may wear honor cords and other regalia as approved by the high school principal. As a general guideline, honor cords will only be recognized when associated with school-sponsored programs. Medals will be reserved for academic achievements. Stoles will be reserved for nationally recognized honors programs.

The following procedures will also remain in effect until after the commencement of the class of 2026, at which time they will be eliminated:

The district will name a Valedictorian (Rank 1st in class) and Salutatorian (Rank 2nd in class) based solely upon class rank. Students must have attended Hemingford Schools for a minimum of 3 consecutive semesters to be eligible. If there is a tie in GPA for 1st or 2nd ranking, then students tied will be honored.

Legal Reference: Neb. Statute 79-526

Cross Reference: 507 Student Records

Approved:

Reviewed: 04/17/2023, 03/10/2025

Revised: 8-14-23

504.12R1 - CELL PHONES AND OTHER ELECTRONIC DEVICE REGULATIONS

All students are prohibited from accessing or using an electronic communication device while on school property or attending a school instructional function, unless:

1. When required by a student's Individualized Education Program or 504 Plan;
2. When authorized by the District for educational purposes during instructional time;
3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care; or
5. When determined appropriate by the Superintendent or Superintendent's Designee.

Students may not use cell phones and electronic devices (including watches, wearables, and earbuds) while at school, except as permitted in the student handbook.

- Personal cell phones and electronic devices (including watches, wearables, and earbuds) will remain off and out of sight and may only be used during class time for educational purposes. Students must comply with each teacher's classroom rules regarding cell phone/electronic device use in class.
- Students may use cell phones and electronic devices (including earbuds) on the school sidewalks and in the common areas of the school before and after school, so long as they do not create a distraction or a disruption.
- Students may not use cell phones and electronic devices (including earbuds) or other electronic devices while they are in locker rooms or restrooms.
- Students may not use cell phones and electronic devices (including earbuds) while riding in a school vehicle unless they have express permission to do so from the vehicle's driver.

Students are personally and solely responsible for the security of their cell phones and/or electronic devices (including earbuds) or any other electronic devices. The school district is not responsible for the theft, loss, or damage of a cell phone or any communication made to or from a cell phone.

Students who violate this policy may have their cell phones and electronic devices (including watches, wearables, and earbuds) or other electronic devices confiscated immediately. The administration will return confiscated devices to the offending student's parent or guardian after meeting with the parent or guardian to discuss the violation. Students who violate this policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.

Students shall not use electronic devices for recording or transmitting photographs, images or sounds of other persons without direct administrative approval and consent of all person(s) being recorded, other than the recording of persons participating in school activities that are open to the public. Students shall not use electronic devices at any time where there is an

expectation of privacy. Violations of this policy may result in disciplinary action, including, but not limited to, suspension and expulsion from school. The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise may constitute a crime under state and/or federal law. This includes “deep fakes” or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct. Any student found to be in possession of obscene, pornographic, lewd, or otherwise illegal images or photographs will be promptly referred to law enforcement and/or other state or federal agencies, which may result in arrest, criminal prosecution, and possible inclusion on sex offender registries.

Infractions:

During school hours, students' personal cell phones and electronic devices (including watches, wearables, and earbuds) will remain off and out of sight or will only be allowed for educational purposes at the discretion of the teacher. If contact needs to be made with a student during school hours please call the office.

Consequences for Infractions:

1. Level One: One verbal warning (per class). Once a student is given a verbal warning, any future noncompliance may become a Level Two offense, whether on the same day/class or on future days.

Standard Procedure: A staff member will give the student a verbal reminder that their device needs to be off and out of sight.

2. Level Two: The device is taken away for the class period (per class). If a device is taken away during a class any future non-compliance during that class may become a Level Three offense.

Standard Procedure: : A staff member will take away the student's device and keep it on their desk until the end of the class period.

3. Level Three: The device is taken to the office and the student must pick it up there at the end of the day.

Standard Procedure: : A staff member will take away the student's device and it will be given to the office. The student may pick up the device at the end of the school day.

4. Level Four: The device is taken to the office and a parent/guardian must pick it up, it will remain at the school office until a parent/guardian picks up the device.

Standard Procedure: : A staff member will take away the student's device and it will be

given to the office. A parent/guardian must pick up the cell phone at the school office.

5. Level Five +: A parent meeting may be held to develop a behavior plan which may include student device restrictions including cell phone and electronic devices (including earbuds) check-in/check-out daily in the office.

Standard Procedure: : The student will leave their cell phone, electronic device, or earbuds at the front office upon arrival at school and may pick up the cell phone prior to leaving for the day.

Cross Reference: 505 Student Discipline

Approved:

Reviewed:

Revised:

504.12 - CELL PHONES AND OTHER REGULATED ELECTRONIC DEVICES

All students are prohibited from accessing or using an electronic communication device while on school property or attending a school instructional function, unless:

1. When required by a student's Individualized Education Program or 504 Plan;
2. When authorized by the District for educational purposes during instructional time;
3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care; or
5. When determined appropriate by the Superintendent or Superintendent's Designee.

All exceptions listed herein must be approved in advance by the appropriate school staff member.

Any student who violates this Policy may be subject to discipline under the District's Student Discipline Policy.

Any prohibited items or devices brought to school or school events may be confiscated by district staff. Prohibited items will be turned over to the student's parents or guardian on request unless the object seized is dangerous, contrary to law, or has been turned over to legal authorities.

Prohibited devices shall include any item which is sufficiently annoying, offensive, unpleasant, or obnoxious that it substantially interferes with or materially disrupts the educational process. Students shall be advised annually through the Student Handbook of items that are prohibited on school grounds or at school activities.

In addition to any prohibitions on electronic devices defined in the student handbook, students shall not use electronic devices for recording or transmitting photographs, images or sounds of other persons without direct administrative approval and consent of all person(s) being recorded, other than the recording of persons participating in school activities that are open to the public. Students shall not use electronic devices at any time where there is an expectation of privacy. Violations of this policy may result in disciplinary action, including, but not limited to, suspension and expulsion from school.

Legal Reference: 2025 Neb. Legislative session LB140

Cross Reference: 505 Student Discipline

Approved:

Reviewed: 10/10/2022, 10/14/2024

Revised:

505.03 - STUDENT DISCIPLINE

Student Discipline

A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
- b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.

- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.
- e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

3. Expulsion:

a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.

b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to,

examinations, missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.

c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.

d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the

student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.

h. Exception for Pre-Kindergarten through Second Grade Students.

Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this Policy's disciplinary procedures.

i. Religious Freedom. The District will not substantially burden a student's right to religious exercise unless the student's religious exercise is disruptive to the school environment, not permitted by staff, may pose a safety risk, or would otherwise interfere with the school day.

4. Emergency Exclusion: A student may be excluded from school in the following circumstances:

- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
- b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing is to be held and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of

students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.

C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (see also board policy on weapons and firearms) or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.;

6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age or sexual conduct. This includes "deep fakes" or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member.
8. Engaging in bullying as defined in section 79-2,137 and in these policies which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults that occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten. or;
11. A repeated violation of any of the following rules, or a single violation if the conduct amounts to a criminal act, if such violations constitute a substantial interference with school purposes:
 - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, sex, national origin, or religion;
 - ~~b. Dressing or grooming in a manner that violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and~~

~~safety of others, or is disruptive, distracting, or indecent to the extent that it interferes with the learning and educational process;~~

- c. Violating school bus rules as set by the school district or district staff;
- d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, or a tobacco imitation substance or packaging, regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor pens, etc.;
- e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
- f. Possession of pornography;
- g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
- h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent;
- i. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades, or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual stimulation and sexual assault;
- j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones and electronic devices (including earbuds) or other devices to send, post, or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send emails to someone who has said they want no further contact with the sender; sending or

posting threats, sexual remarks, or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

- k. Violation of the district's computer acceptable computer use policy is subject to discipline, up to and including expulsion; and
 - l. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
- ~~13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.~~
- ~~14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.~~
- ~~15. Willfully violating the behavioral expectations for riding school buses or vehicles.~~
16. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
- a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
17. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18

U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

For purposes of this policy, the term "dangerous weapon" includes any personal safety or security device (such as tasers, mace and pepper spray). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device on school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student's locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that ~~is dangerous to the health and safety of anyone or is reasonably forecasted to interfere~~ with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be

considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

- a. Clothing or jewelry that is gang-related
- b. Clothing that shows an inappropriate amount of bare skin or underwear (~~midriffs, spaghetti straps, sagging pants~~) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground
- c. Clothing or jewelry that advertises alcohol, tobacco, or illegal drugs
- d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
- e. Headwear including hats, caps, bandannas, hoodie hoods, scarves, and non-prescription glasses/sunglasses; Hats/headcover/glasses (none prescription) may be allowed under circumstances where a medical condition is present with approval of the building principal
- f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
- g. Clothing or jewelry displaying words or images that carry double meanings or profanity (bad words) in writing, pictures or slogans.
- ~~h. Visible body piercing (other than ears)~~
- i. Shorts of mid-thigh length, or longer, may be worn during the periods of daylight savings time only for K-6. Grades 7-12 may wear shorts that meet this guideline year-round.
- j. Costumes and/or clothing intended for entertaining or special occasions may only be worn on days approved by the building principal.
- k. Sleepwear of any kind (no slippers, pajama pants, or blankets). These items may only be worn or brought on days approved by the building principal.

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration. Further, students will also be permitted to wear attire, including religious attire, natural and protective hairstyles, adornments, or other characteristics associated with race, national origin, or religion, as long as the attire does not interfere with the educational process and does not endanger another person, as determined by the administration.

No student shall be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.

No school staff shall permanently or temporarily alter or cut a student's hair.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

A student dress code violation will be treated as a minor rule violation and may not require the student to miss substantial classroom time, instructional time, or school activities. However, a repeated violation of school rules may subject the student to further discipline, as outlined in this Policy.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

Students wearing inappropriate clothing will be required to change. Time missed from school or class will consequently be required to be made up two-fold. Additional violations will result in further disciplinary action. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in discipline, up to expulsion.

~~Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.~~

~~Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.~~

~~On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.~~

2. Academic Integrity.

a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

b. Definitions: The following definitions provide a guide to the standards of academic integrity:

(1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

(i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material or AI (artificial intelligence) systems, devices, or information while taking a test except as expressly permitted.

For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(iii) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.

(iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):
i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's. Likewise, using material generated through an AI (artificial intelligence) system and submitting it as original work is considered cheating.

(iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

(2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

(a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

(b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

(3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

(1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

(2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.

(3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

b. Definitions.

(1) "Electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game

consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

(2) "Sexting" means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:

(i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or

(ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,

(iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

c. Possession and Use of Electronic Devices.

(1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.

(2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (d)(1)). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

(3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).

(4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

d. Violations

(1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities,

such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) or otherwise transmitting images and/or sounds of another person or persons without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) "sexting;" or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

(i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.

(ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(3) Penalties for Prohibited Use of Electronic Devices: Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who

violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:

- (i) Students found in possession of a “sexting” message shall be subject to a one (1) day suspension from school.
- (ii) Students who send or encourage another to send a “sexting” message shall be subject to a five (5) day suspension from school.

(4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students’ electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

- 1. 1st Offense: Student will be confronted and directed to cease.
- 2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
- 3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:

- 1. Students in the hallway during class time must have a pass with them, and may not leave class without permission.
- 2. Students are expected to follow other classroom rules as set by individual teachers.
- 3. Lunch is to be eaten in the cafeteria/Red Zone or off campus during open campus lunchtime unless special permission is granted.
- 4. Students are expected to bring all books and necessary materials to class.

5. Assignments for all classes are due as assigned by the teacher.
6. Special classes such as Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to you by that teacher which must be followed.
7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
10. Snow handling is prohibited.
11. Sunflower seeds, etc. are not allowed in the school building or classrooms.
12. Students are not to be in the school facilities without supervision.
13. Lying or otherwise deceiving staff or administration.
14. Willfully disobeying any reasonable written or oral request of a school staff member or voicing of disrespect to those in authority.

G. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.

2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296
 Neb. Rev. Stat. Section 79-2,160LB

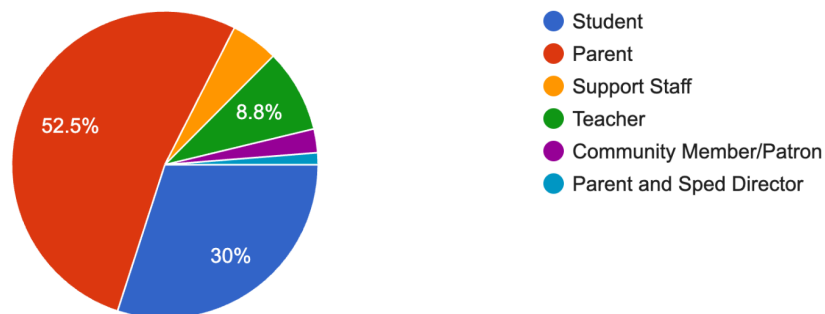
Approved:
Reviewed: 11/14/2022, 11-11-2024
Revised: 8-14-23

Stakeholder Participation (Survey) Results RE LB 140 (State Law Prohibiting Cell Phone Use by Students at School)

A stakeholder participation opportunity was provided to solicit input and perspectives related to LB 140 in the form of a survey sent to all Remind accounts associated with Hemingford Public Schools in the spring of 2025. This report contains the compiled responses of the participating stakeholders.

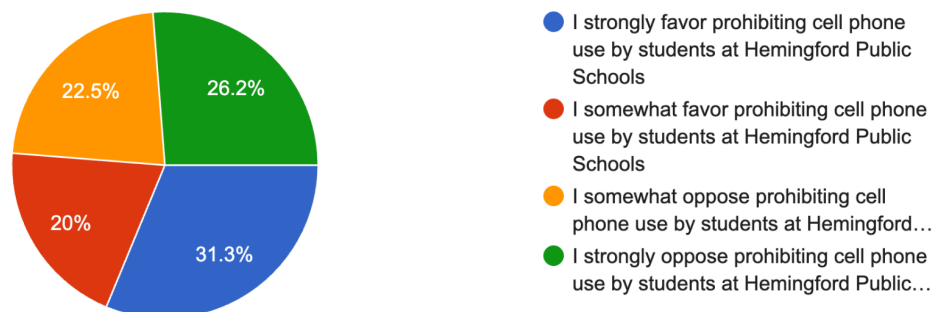
Primary Affiliation with Hemingford Public Schools

80 responses

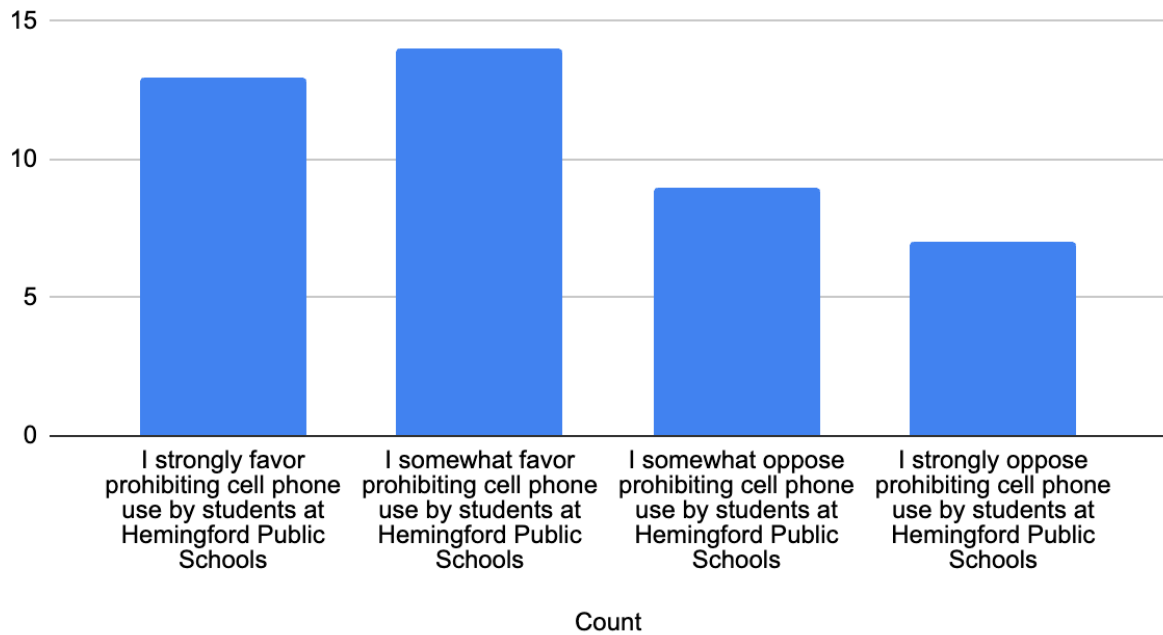


To what extent do you favor or oppose prohibiting cell phone use by students at Hemingford Public Schools?

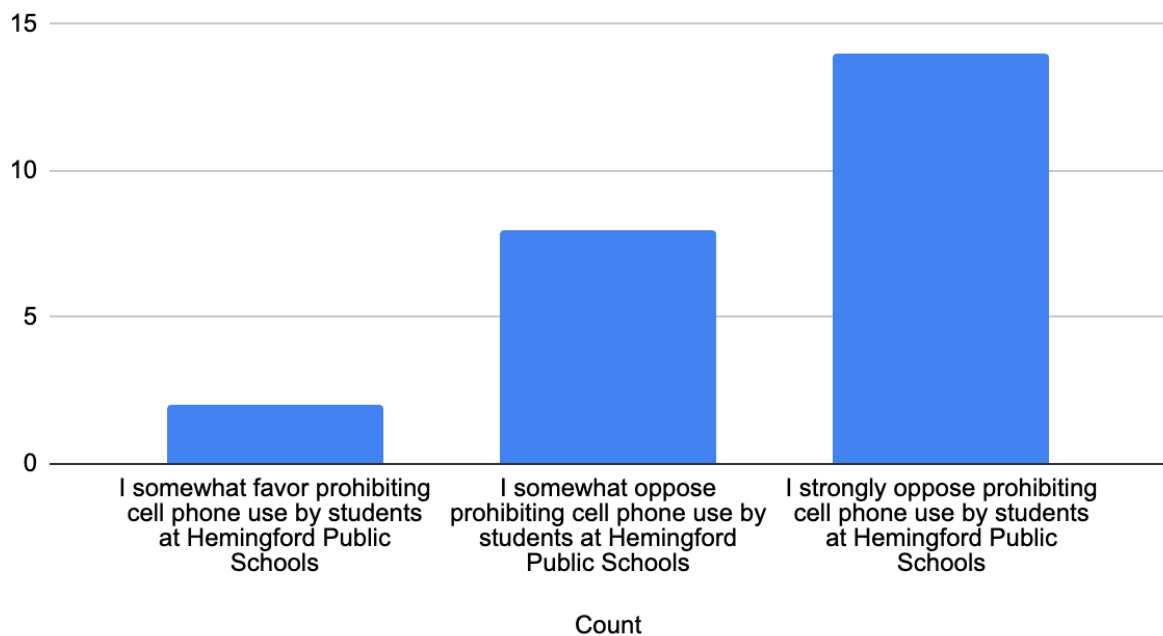
80 responses



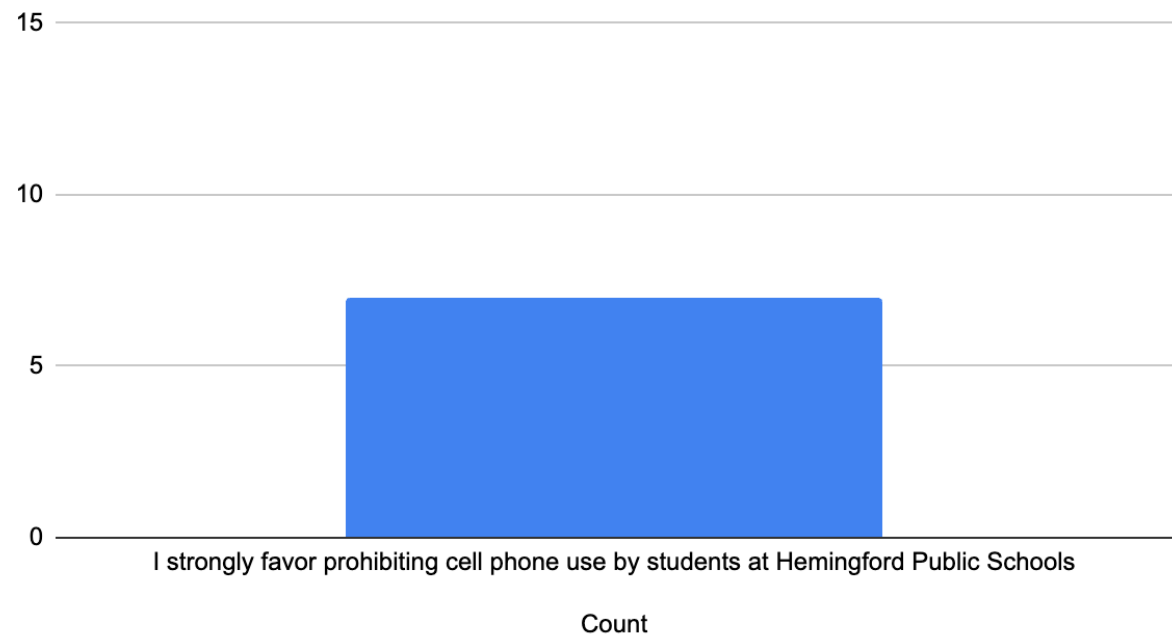
Parents (43 Responses)



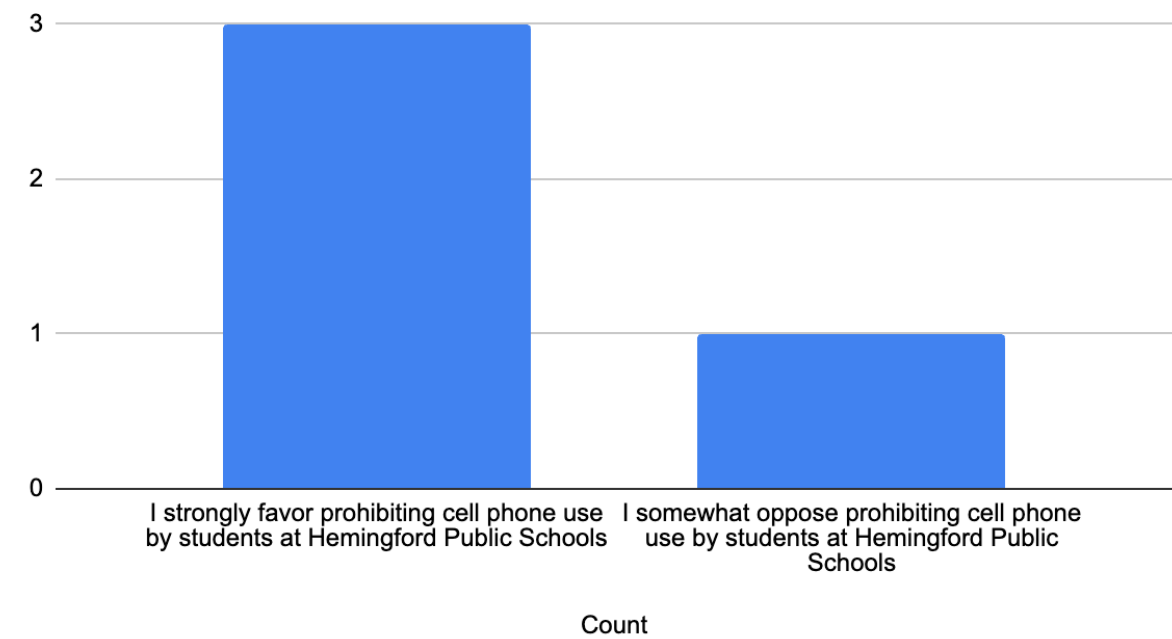
Students (24 Responses)



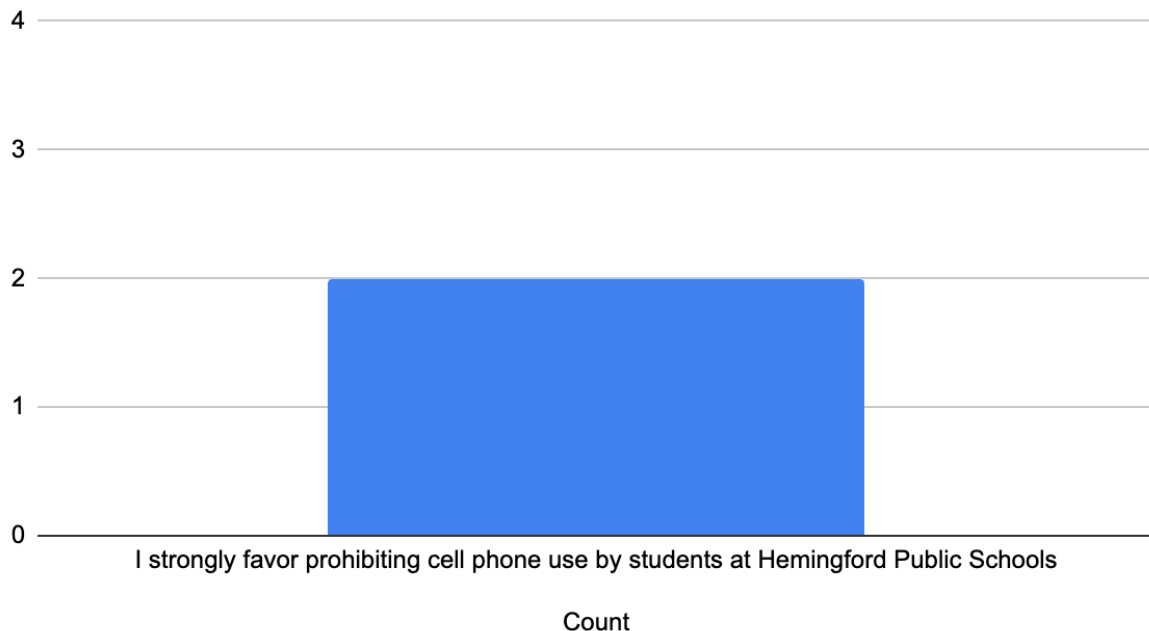
Teachers (7 Responses)



Support Staff (4 Responses)



Community Member/Patrons (2 Responses)



The following prompt was utilised to solicit additional open-ended feedback:

After reviewing the statute, please share your perceptions regarding the legislative prohibition on the use of cell phones by students in schools in the space below:

Parents

- I feel more at ease when my child has his/Her cell phone in school. We live in different times and school sittings, intruders, etc. will always cause me to worry about where specifically in the school my child is and if I can communicate with him/her at a moment's notice.
- School is for learning. Cell phones are distracting
- I have read the book, "The Anxious Generation" by Jonathon Haidt. There's not a single compelling reason to allow students to have cell phones in school.
- While I don't agree with use of cell phone during class. I think having a cell phone on the student for emergencies should be considered.
- I understand limiting usage, but there should be regulated exceptions, not a full elimination of rights.
- I do like being able to know I can send a quick text to my kiddo and being able to locate her throughout the day when on field trips. She keeps her watch on school

mode. So she won't get anything until after school lets out. I am completely fine with calling the school if I need to get in contact with my daughter during the day.

- "Cell phones and connected smart watches should not be permitted. There is no need for teachers to be saddled with students that cannot pay attention in class. Another factor is the digital bullying, which as we all are fully aware, is a major issue with devices. Another stance is that photos could be taken of others in bathrooms or locker rooms, which then is a criminal offense.
- I stand fully behind the statute and Hemingford should stay grounded to their roots of providing a quality education, along with stronger mental support for their students."
- Phones can provide a life line to students who are neurodivergent. Auditory input and verbal expression are very difficult for these kids when they are overstimulated and are not able to utilize their prefrontal cortex. Cell phones are able to provide the visuals needed in order to help decrease adverse behaviors. I do realize that many students do not use cell phones in this manner but please don't ignore the ones who do.
- I support students not using their phone during school. I do not think phones should be taken or stored away from students in case of an emergency.
- It's needed
- The only time I feel that it would be beneficial for a student to have a phone is in a medical emergency or lockdown situation.
- I think it should state "Personal" electronic devices so they can still use school issued tablets. Those tablets will suffice for students to access the internet, a calculator, calendar etc. Good luck with the battle.
- It seems that it just empowers the school board to create policy regarding it.
- "As parents we teach our kids by being an example first and foremost. I think the teachers have just as much of an issue of being on their phones. I have caught multiple teachers, multiple times throughout the day on social media posting or scrolling, or just being on their phones. This in itself is a teaching.
- I also understand the abuse of students and phones. Though in our home we do our part to prohibit as much as possible, we know this is not the case for all families. We have experienced multiple times our girls have not been notified appropriately for pickups or appointments through the school and have been late or actually missed.
- God for bid, I also believe if there is a school shooting I would absolutely NEVER regret my child calling me and hearing them for "the last time" if something tragic would happen. I'm sure you will disagree for the "safety of the kids" on this, but as a parent I don't think you couldn't disagree with this statement either.

- Very minimal places in the “grownup world” will you find no cellphone usage. So let’s “teach” them responsibility of the use of cellphones starting in the classroom.
- We didn’t have them growing up. Period. They are a distraction, cause anxiety, and if a child needs to call their parents they can go to the office like we did.
- Great for mental health.
- I don’t think they need it in classes unless necessary
- I am good with students not being able to use a phone at school for the majority of the day or all of it.
- My kids use theirs only in case of emergencies or if I need to communicate with them fast and easy.
- I do strongly agree with prohibiting cell phone use during school hours. However! There are a few students who depend on their phones for medical reasons (dexcom/diabetes). For those students, I would allow them to have their phones but only have them access it for their medical reasons.
- I feel that the statute is entirely too vague and leaves things entirely too open for misuse. For example, IEP and health issues can be manipulated to a student or parent’s desire. If there is a reasonable, fair, and unmanipulable way to control student cell phone usage, then I support it fully. It has been my experience as a parent that that one day teachers will strictly enforce cell phone rules, another day they will encourage them to use them when they have nothing to teach/have nothing for them to do the rest of the class period. My child has even had to download apps to play games in certain classes or to do certain tasks for assignments. It seems counter productive to go from here, download this app for your graphing calculator in the 2024-25 school year to no cell phone at all in the 2025-26 school year. Would a better alternative be some form of parental supervision app that all school students are required to have in order to have a cell phone at school that only gives them access to school approved apps and their parents during school hours? I hate to be someone who doesn’t offer some sort of a solution along with complaints.
- I believe students should be able to have immediate access to their phones in case of emergencies.
- I think the law is only valid if the board implements policies and rules as such. I think it’s needed as internet crimes are now happening in the schools and won’t stop until something is done.
- The only reason I did not strongly oppose, was because, I do feel they are a distraction in the classroom. They should be silenced and stowed, but still on person should an emergency arise.

- They will get more sneaky with them than they already are. Setting boundaries yes. But kids will find a way. There have been times my daughter was so I'll she couldn't call for help or a teacher from the bathroom and the cellphone helped with those situations. Situations kids feel are embarrassing
- I believe limiting access to cell phones is understandable but do not agree with a full ban. Our family uses a cell enabled Apple Watch to ensure our daughter is where she is supposed to be, but there is limited functionality. I would not appreciate not being able to have that peace of mind.
- I do not like the idea of not being able to communicate with my child throughout the day. The way the world is now and the lack of a resource officer within our school, I feel cell phones should accessible if needed. Sure, make them keep them in their backpacks during class time, but please don't prohibit use altogether.
- No big concerns, i know I can reach my kid by calling the school.
- "I can understand the distractions that cell phones cause. For this reason I can understand limiting cell phone use.
- However I feel that it is violating students rights to take away their way direct communication with their parents or guardians. In this age, there are always concerns about school shootings or other acts of violence/terrorism. I need a way for my children to communicate directly with me. Furthermore, students are using computers everyday in the classroom. Are the schools going to take away those devices? Does it not seem logical that children will find ways to use their school provided devices inappropriately if their phones are gone? A better solution would be for each classroom to have a cell phone box/area that kids have to put their devices in at the beginning of class and check out after class is over. "
- I dont believe there is an issue in our school. My children have there phones to communicate with me. Since we live 20 miles away. There has been many times when there is embarrassing things that my children need and I will deliver without them being eembarrassed I agree they shouldn't be used in class. But the rest should be permitted
- I will support whatever the school decides to do. I think it will be very difficult to enforce, especially the "at a school function" requirement. I believe that means that if the kids are at a District Music contest and waiting around for their small group to play, Mrs. Arneson would have to make sure that no Hemingford students were on their phones, even though she might be supervising a different group at the time. Like I said, I will support you however you decide to implement this difficult prohibition.

Students

- To contact parents to to make plans for anything that is happening that day
- They could have to talk to their parents, and cant go to the office.
- I do believe that having no cellphones in class is beneficial but I think it's safer to let students keep them on hand because if something does happen (not that it would ever happen) students would want to contact their loved ones what's going on.
- "In this day and age, I do not feel safe at when I am at school and if something should happen I would like to have contact with my parents the whole time."
- I don't think that phones should be fully taken away, but instead have restrictions on the phones.
- My only concern is with recent threats against the school and that families are so involved with the school via there kids, the kids are sometime the only one available to help orchestrate things.
- I need my phone because I have to contact people all the time off of there and not talking about snap I'm talking about parents
- I somewhat oppose this because as a student at Hemingford public schools there are days I would forget my Chromebook or Chromebook charger at home, and for myself and a few other students it is not possible to drive home during our lunch breaks to go get it, so a way I do my work when I forget my Chromebook is through google classroom on my phone, therefore prohibiting phone use during school hours could cause a struggle for out of town students who can't go get their chromebooks.
- While prohibiting phones might seem like a easy way to get students to pay more attention in class many students won't care and will just secretly use their phones. Plus it takes away a way for students to easily communicate with their parents because sometimes issues are private and kids might not want the front office knowing what happened. Plus most phones are usually only used for listening to music or texting parents when teachers approve so they aren't you biggest issue.
- Incase of emergency or medical need
- I think it's a pretty good idea
- I think phones can help students with school for a bunch of things when they're chrome book is dead because you can access it on your phones with your school account. Such as email, tci, Google, Google classroom and more.
- How will we contact our parents in emergency if we can not reach the school office and after school hours activities. We also need it for concussion. We also

have to drive and bring having a cellphone for emergency could end peoples lives! Thank you!

- I disagreed because there are many uses of a phone in school
- I think it is important to have our phones in school for safety reasons. School shootings and things like that in our world today are very common. I think it is important that if something like that were to happen we should be able to contact our parents ourselves.
- I am against this because I am a strong music listener. I pay attention to the teachers during lecture time but once we have to do homework, I put my earbuds in and listen to music. This way i can drown out all the conversations and focus on my work. Also when subs are gone we have a good time to work on work and have 10ish minutes left of class of free time. I get my work done and try and get ahead if work so sometimes if there is nothing to do then we can go in our phones. Doing this keeps the students more quiet and not messing around (most of the time). Not all the teachers are easy to talk to and it's easier to tell your parents to call you out then getting a pass to the office to even jsut ask to call your parents. I am also going into my senior year and for some college classes and things, i put my email in as the one in my phone. I have a few college classes too so what would i do during the period for college courses. Overall i am against this and think we should get our phones.
- While cell phones can be distracting we are also young adults now, and we should be able to have the choice to use them. Not only is it a way for our parents to be in contact with us, but it is also a way for coaches to inform us of practice times etc.
- Most phones are used to get ahold of parents in emergency situations.

Teachers

- Cell phones are a huge distraction and addiction amongst our students. I think prohibiting them will be challenging at first, but I truly believe students' academic performance will be enhanced, and there will likely be a positive impact on their mental health as well.
- Requires developing a policy and apply restrictions for cell phone use while in class.
- Cell phones are becoming more and more prevalent in the middle school with sneaking them or being on them. Not so much in the classroom as they are not to be out but they sneak them to lunch and recess. My biggest concern is what is being said on them in regards to bullying other students or being on something

they shouldn't be in school. This ban will help keep out classrooms as a safe space!

- Cell phone usage is an incredible distraction and I agree to no use while in class. It has grossly impacted social communication skills and social interactions in general.
- I'm concerned how we are to go about consistent enforcement of the expectations and what support the lawmakers are going to provide in this requirement.

Support Staff

- They need to use their minds & not Google or some other app on their phones to learn
- Cell phone use by students should not happen during the school day. Students who use phones for medical services should be allowed to use them for that purpose only. Students should have no restrictions at extra curricular activities when after school hours.
- I feel if the staff allows phones in class then, the phones should be allowed. But classroom assignments and instruction should be completed first.

Community Members/Patrons

- Most adults today before cell phones got a long fine with no distractions. School is for learning. You must do your best as your school years frame the rest of your life
- I've always believed that cell phones are a HUGE distraction and should be left in the school office until school is over

June 10, 2025

604.16 - BEHAVIORAL INTERVENTION AND CLASSROOM MANAGEMENT

1. Purpose

The District is committed to creating a learning environment where every individual is valued, respected, and supported. This Policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. This Policy further provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

2. General Principles

As part of the District's commitment to all students, the Board hereby implements a tiered-system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success.

This Policy does not replace or alter the Student Discipline Act when behaviors warrant student disciplinary action under the Student Discipline Act.

3. Standards

Tier 1: Universal Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.
Layered Continuum of Support	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.

Data-Based Decision-Making	Implement a district-wide behavior data system for tracking student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	Use behavioral data to assess school culture, climate and adjust universal supports.	Collect and reflect on classroom behavior data to identify patterns or unanticipated signs of distress and adjust teaching practices as needed.
Communication and Collaboration	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.

Tier 2: Targeted Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Provide a menu of evidence-based Tier 2 intervention and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies.
Layered Continuum of Support	Allocate resources to support targeted interventions, such as additional staff or training for small group supports.	Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching.	Provide additional supports like daily progress monitoring, structured break.
Data-Based Decision-Making	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.

Communication and Collaboration	Facilitate communication between schools, families, and community partners about available Tier 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home
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Tier 3: Intensive, Individualized Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).	Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies.
Layered Continuum of Support	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
Data-Based Decision-Making	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
Communication and Collaboration	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs.

4. Addressing Dysregulated Behavioral and Classroom Removal

This Policy outlines a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff, while supporting the student in developing self-regulation skills and reintegrating into the classroom.

A. Criteria for Removal

- i. Safety Concerns: Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
- ii. Disruption to Learning: Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
- iii. Attempted Interventions: Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

B. Procedure for Removal

- i. Behavior Documentation: The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior must be included.
- ii. Safe Transition: The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
- iii. Notification: Parents or guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

C. Post-Removal Actions

- i. Restorative Meeting: A meeting involving the student, parents or guardians, teacher or other designated staff member, and administrator may be scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
- ii. Behavior Support Plan (if needed): For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.

D. Transition Back to the Classroom

- i. Reintegration Plan: The student returns to the classroom with appropriate

support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.

- ii. Ongoing Support and Monitoring: Follow-up meetings with the student, teacher or other designated staff member, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
- iii. Focus on Positive Growth: A strengths-based approach is applied to recognize and reinforce improvements in behavior.

5. Communication and Collaboration

Families are partners in addressing the student's behavior and supporting reintegration. School staff will provide clear and transparent communication about any incident, the student's plan for return, and available resources. Collaboration will also occur between general education, special education, school psychologist, behavior specialists, school counselors, and/or social workers to ensure all supports align with the student's needs and strengths.

6. Required Training

The District will ensure that school employees are trained in behavioral awareness and intervention as required by this Policy and state law. The Superintendent is hereby delegated the authority and responsibility to develop or contract for such training and to ensure that the appropriate staff receive said training as required by state law.

7. Monitoring and Feedback

Parents, guardians, students, advocates and community members are encouraged to provide feedback on this Policy and the District's actions under this Policy. The Superintendent or designee is also directed to provide any feedback to the Board of Education as the Superintendent deems appropriate.

Legal Reference: Neb. Rev. Stat. § 79-262.01

Approved:

Reviewed:

Revised:

604.16R1 - BEHAVIORAL INTERVENTION, CLASSROOM MANAGEMENT, STUDENT CONDUCT AND DISCIPLINE GUIDELINES

The following guidelines for interventions and responses are intended to outline interventions and responses to a variety of potential student conduct issues that may occur in a school district setting. This does not replace or alter the Student Discipline Act when behaviors warrant student disciplinary action under the Student Discipline Act.

Level 1 Interventions and Responses	Level 1 Interventions and Responses are aimed to teach alternative behavior so that students can learn and demonstrate safe, respectful and responsible behavior. Staff members are encouraged to try a variety of teaching and classroom management strategies
<i>Who: Teachers primarily handle these situations within their classroom. They will seek the support of the Administration, Counselors, SAT chairs, SPED case managers and other members of the team.</i> This list of Interventions is not intended to be exhaustive, nor will every school have access to each intervention listed. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under specific circumstances.	Level 1 Response Considerations • Teacher or student conference • Time out/Break from classroom • Work Done: Complete Assignment • Loss of Recess/Loss of privilege means losing opportunities that could include extracurricular school activities on or off campus before, during, or after school. • Detention • Spend the remainder of the day in ISS • Verbal Correction • Loss of classroom privileges Level 1 Intervention Considerations • Parent or guardian contacted, conference, and/or accompany student to school • Implementation of classroom supports · Expectations established and taught · Positive rapport/relationship · Re-teaching, prompting, feedback · Effective classroom supervision • Verbal correction • Collaborative Problem Solving • Written reflection or apology • Seat change • Establish Buddy Teacher/Classroom system • Positive Reinforcements • Refer to MTSS SEBL Handbook

Level 1 Violations	Additional Responses	Behavior Code Minor: Teacher Logs Major: Administration
Bus Misconduct Activity on the bus which is unsafe; refusal to follow directions of the driver or aide	Work with transportation department to complete investigation and follow bus misconduct consequences chart	Minor: Disruptive Behavior Major: 3600

	found in transportation handbook.	Violation/School Rules
Cheating or Plagiarizing Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas of writings of another person.	Academic consequences may include requiring student to redo the assignment, issuing alternate assignment or issuing no grade or grade of zero (in consultation with administration).	Minor: Other Major: 3600 Violation/School Rules
Classroom Disruption Student behavior that causes a disruption to the classroom environment impedes or has the potential to impede the learning of others.	Refer to Level 1 Response Considerations	Minor: Disruptive Behavior Major: 3600 Violation/School Rules
Behavior Disruptive to the School Environment Student behavior that is unruly or causes disruption to the natural course of the school day.	Refer to Level 1 Response Considerations	Minor: Disruptive Behavior Major: 1500 Disorderly Conduct
Bullying/Harassment When a student engages in a back and forth exchange that includes any hurtful, demeaning, or disparaging acts, words, symbolic representations, or behavior used by a student(s) against another student(s) or staff member(s) that is disruptive of the educational process including any activity on the internet. This includes, but is not limited to, verbal, physical, visual, or graphic actions such as name-calling, taunting, mocking, slandering, humiliating, defaming, teasing, pestering; and making derogatory remarks, demeaning jokes, disparaging drawings or notes.	Conflict Resolution Process followed and parents of all students involved are notified. This includes when bullying is reported to the school by parents or outside individuals.	Minor: Defiance/Disrespect/Non compliance Major: 3200 Threat/Intimidation <i>*Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.</i>
Dress Code Violation Student attire that has messages, images or phrases that represent distasteful or illegal activities including references to drugs, alcohol, violence, profanity or sexual innuendos. Dress that causes a substantial disruption to the educational environment or poses a safety threat to others. This can include items such as chains, belts or belt buckles, jewelry or other objects that could be used as weapons.	Students will be asked to change/cover/remove the clothing item. Parents will be contacted.	Minor: Defiance/Disrespect/Non compliance Major: 3600 Violation/School Rules
Excessive Tardies/Hall Sweep Arriving late to class excessively, as determined by individual school procedures or is caught in the hallway by school staff after the tardy bell has rang	See KPS Attendance Process Flowchart & Guidelines	Minor: Other Major: 3600 Violation/School Rules
Failure to Serve Detention	Refer to Level 1 Response	Minor:

Student does not serve an assigned detention, whether it is scheduled during the school day or after school hours.	Considerations	Defiance/Disrespect/Non-Compliance Major: 3600 Violation/School Rules
Leaving or Entering the School without Following Procedures Failure of a student to adhere to guidelines for open campus privileges or being in an area off-limits to students.	Refer to Level 1 Response Considerations	Minor: Non-Compliance Major: 3600 Violation/School Rules
Loitering Students in hallways, corners, restrooms, locker rooms or other locations in the building without expressed permission and without the approval and supervision of a classroom teacher.	Refer to Level 1 Response Considerations	Minor: Non-Compliance Major: 3600 Violation/School Rules
Lunchroom and Hallway Misconduct Student fails to follow expectations for behavior in the lunchroom, hallways or other common spaces.	Refer to Level 1 Response Considerations	Minor: Defiance / Disrespect Major: 3600 Violation/School Rules
Misuse of Pass/Out of Area Student is out of his or her assigned area during the school day, or uses a hall pass in a way not intended by the issuer	Refer to Level 1 Response Considerations	Minor: Defiance / Disrespect Major: 3600 Violation/School Rules
Misuse of Computers or Network Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers or networks for harassing or threatening or other non-educational purpose. OR Direct or indirect use of district computers, computer networks or computer systems which involves offensive, personal, commercial or other inappropriate messages . OR Other actions that are a violation of the District Technology Policy.	Refer to Level 1 Response Considerations and Acceptable Use Agreement (AUA)	Minor: Defiance / Disrespect Major: 3600 Violation/School Rules
Nuisance Item Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, obnoxious or dangerous that it substantially interferes with or disrupts the learning environment. This may include items that have the potential to cause a disruption or chewing gum.	Item(s) will be confiscated and returned to the parent or to the student.	Minor: Defiance / Disrespect Major: 3600 Violation/School Rules
Inappropriate Clothing Clothing which is construed to be distracting to the learning environment, per district and/or school guidelines.	Student will be asked to change and will be given clothing if necessary.	Minor: Non-Compliance Major: 3600 Violation/School Rules
Inappropriate or Disparaging Language Using inappropriate words or topics of conversation (Without threats directed towards specific staff) in school including use of disparaging, demeaning language, or symbolic actions of any kind including, but not limited to gestures, drawings, symbols, or language.	Refer to Level 1 Response Considerations	Minor: Inappropriate Language Major: 3600 Violation/School Rules
Insubordination/Non-Compliance Failure to comply with the instructions of school staff when current behavior prevents success of the student or impacts	Refer to Level 1 Response Considerations	Minor: Defiance / Disrespect

learning. Behavior does not pose a threat to others and is not dangerous. No threats are directed at staff members.		Major: 2200 Insubordination/Disobedience
Threat—Level 1: Using a threat as part of a common expression or in a context that the recipient does not feel threatened, frightened, or coerced (“Oh, I could just kill you for that” or “I ought to punch you in the nose.”)	Refer to Level 1 Response Considerations	Minor: Inappropriate Language Major: 3200 Threat/Intimidation
Tardy to class When a student repeatedly continues to be tardy to a class.	There will be no out of school suspension for attendance infractions; KPS attendance policy will be followed.	Minor: Non-Compliance Major: 3600 Violation/School Rules
Truancy Neither the family nor school officials know the student’s whereabouts or the student is refusing to attend school or class	There will be no out of school suspension for attendance infractions; KPS attendance policy will be followed	Minor: Other Major: 3600 Violation/School Rules

Level 2 Interventions and Responses	Level 2 interventions often involve support staff, both school-based and within the community, and/or the administrator. These interventions aim to increase the student’s skills, positive view of schooling, and positive experience at school so that misbehavior is less likely to continue or escalate. Short-term In School Suspensions may be applied due to the severity or chronic nature of an individual behavior. In cases of multiple suspensions, a problem solving team may be utilized.
<i>Who: A support team including teachers, alpha assigned administration, Counselors, SAT chairs, SPED case managers, social workers, and others may work together to support the student.</i> This list of Interventions is not intended to be exhaustive, nor will every school have access to each intervention listed. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances.	Level 2 Response Considerations • Loss of classroom privileges • Teacher or student conference • Time out/Break from classroom • Work Done: Complete Assignment • Loss of Recess/Privileges • Detention • In School Suspension ranging 1-5 days • Out of School suspension for remainder of the day • Bus Suspension • Out of School suspension for remainder of the day and following day Level 2 Intervention Considerations • Parent or guardian collaboration (consider a parent and/or student meeting upon reentry) • School Counselor support • Change in schedule or class • Social Worker Referral • Peer mediation • Service to school/Service to Community • Conflict resolution • Restorative Practices • Loss of school privileges • Temporary removal from the bus, cafeteria, or other location • Review or revision of student plan • Referral to community agency

- Positive Reinforcements
- Refer to MTSS SEBL Handbook

Level 2 Violations	Response	Behavior Code (All Major)
Bus Misconduct Activity on the bus which is unsafe; refusal to follow directions of the driver or aide	Collaborate with transportation department	3600 Violation/School Rules
Compromising building security. Tampering with school entrances/exits for the purpose of entry later by self or peers, student loitering during non-school hours, skateboarding, longboarding, rollerblading, letting people into the building, littering, multiple students in the same restroom stall at one time, unsupervised activities during the school day, or any other activity deemed by administration to threaten building safety and security.	Refer to Level 2 Response Considerations	3600 Violation/School Rules
Exposure to Bodily Fluids Purposeful spitting, throwing, wiping, biting, or otherwise dispersing bodily fluids on or to another student or staff member.	Refer to Level 2 Response Considerations Mandatory ISS or OSS	3600 Violation/School Rules
Engaging in Verbal Conflict Disrupting the school environment by engaging in a loud argument that may include disparaging comments or discussion of potential physical conflict.	Refer to Level 2 Response Considerations Minimum of ISS remainder of the day	1500 Disorderly Conduct
Fighting: Mutual attempt to physically harm another person through mutual combative physical contact. Not planned, but erupts spontaneously and is a first offense during that school year.	Refer to Level 2 Response Considerations Minimum of OSS	1700 Fighting (Mutual Altercation)
Bullying/Harassment Continued behavior between students, and after administrative intervention that includes hurtful, demeaning, or disparaging acts, words, symbolic representations, or behavior used by a student(s) against another student(s) or staff member(s) that is disruptive of the educational process including any activity on the internet. This includes, but is not limited to, verbal, physical, visual, or graphic actions such as name-calling, taunting, mocking, slander, humiliating, defaming, teasing, pestering; and making derogatory remarks, demeaning jokes, disparaging drawings or notes.	Refer to Level 2 Response Considerations Both students are instructed to stop all behaviors immediately and parents are informed. KPS Bullying and Harassment steps will be followed as appropriate.	<u>Harassment codes:</u> 1920 Disability 1930 Gender/Sexual Orientation 1800 General (non-sexual) 1910 Racial 1940 Religious 1900 Sexual <i>*Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or</i>

		<i>designee, or at school-sponsored activities or school-sponsored athletic events.</i>
Misuse of Computers or Network Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers or networks for harassing or threatening or other non-educational purpose. OR Direct or indirect use of district computers, computer networks or computer systems which involves offensive, personal, commercial or other inappropriate messages . OR Other actions that are a violation of the District Technology Policy.	Refer to Level 2 Response Considerations and Acceptable Use Agreement (AUA)	3600 Violation/School Rules
Nuisance Item (Dangerous): Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, obnoxious that it substantially interferes with or disrupts the learning environment and presents a danger or potential danger to the school environment. This may include items such as matches, lighters, pepper spray, etc.	Refer to Level 2 Response Considerations Item(s) will be confiscated and returned to the parent.	3600 Violation/School Rules
Physical Contact Any unwanted physical contact between students that does not cause injury or danger, but results in a needed intervention. (Or that causes a disruptive or dangerous environment) Including, but not limited to: Pushing, Shoving, Running, Chasing, Touching, Throwing, or Related Non-Injurious Behaviors.	Refer to Level 2 Response Considerations Minimum ISS for remainder of the school day	2500 Physical Altercation minor
Possession of Obscene or Pornographic Literature, Materials, or Electronic Images The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise	Refer to Level 2 Response Considerations and Acceptable Use Agreement (AUA) Item(s) will be confiscated and returned to the parent.	3600 Violation/School Rules
Property Damage Causing or attempting to cause damage to property, or repeated damage to property. This shall include school property lent to the student which the student damages. As to any such damaged property, the student's parent(s) or guardian(s) shall be liable for the damage to the school property. Neb. Rev. Stat. §79-267(2).	Refer to Level 2 Response Considerations Student may be issued monetary consequences to repair damage.	3500 Vandalism
Reckless Behavior Resulting in Injury of Others Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk. Physical misconduct that causes injury to another person. The conduct is not intentional but the injury was caused by negligence or potential misconduct by the student.	Refer to Level 2 Response Considerations Minimum of ISS for remainder of the day	1300 Battery
Recording Others Recording others (photographs, videotaping, sound recording, or otherwise transmitting images and/or sounds of another person or persons, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public.	Refer to Level 2 Response Considerations and Acceptable Use Agreement (AUA) Confiscate device and contact parent to pick it up.	3600 Violation/School Rules
Refusal to Cooperate with School Staff	Refer to Level 2 Response	3600

A student, who has already been sent to the office for misbehavior, continues to fail to comply with directions from staff.	Considerations Minimum of OSS for remainder of the day	Violation/School Rules
Theft: Stealing or attempting to steal property from another individual or the school. When an item is valued at less than \$100 or does not require forced entry into a classroom, locker room, locker, vehicle and there was no damage to property during the theft or attempted theft. (Examples: Taking a small item off of an open table or picking up an item left out by another student.)	Refer to Level 2 Response Considerations Notification of law enforcement	3100 Theft
Threat—Level 2: Using an expression (verbal or non-verbal) or an implied or veiled threat with the intent of threatening, frightening, or coercing another and the recipient feels threatened, frightened, or coerced.	Refer to Level 2 Response Considerations Minimum of ISS for remainder of the school day	3200 Threat
Tobacco Possession Possession of Tobacco or look-alike substance, including cigarettes, chewing tobacco, cigars, lighters, matches, and other paraphernalia, including vapor products (i.e. electronic nicotine delivery systems) associated with the physical inhalation or absorption of tobacco which intend to replicate tobacco products either by appearance or effect.	Refer to Level 2 Response Considerations Minimum of ISS for remainder of the day	3300 Tobacco
Tobacco Use To include students found to be in use of tobacco or a product that may be used to distribute tobacco or the chemical nicotine while in the school building, or on school grounds	Minimum of OSS for remainder of the school day	3300 Tobacco
Unauthorized Use of Camera, Video Device, Personal Device or Recording Device Student use of cameras/video devices to record or photograph the school, classroom, teacher or other students without explicit, prior authorization of the principal/classroom teacher and other student. Any unauthorized recording or photography is prohibited.	Refer to Level 2 Response Considerations and Acceptable Use Agreement (AUA) Confiscate device and contact parent	3600 Violation/School Rules
Vandalism or Damage to School or Private Property: Causing or attempting to cause damage to property. This includes school property that is lent to the student.	Refer to Level 2 Response Considerations Monetary compensation for the damage. Potential loss of privileges	3500 Vandalism
Verbal or Written Abuse to Staff, Nonthreatening Language or behavior that is disrespectful to a staff member but is not severe in nature or use significant profanity. This would include statements like, "I'm not doing that!" "Whatever!" "You can't make me." "This is stupid."	Refer to Level 2 Response Considerations Minimum of ISS for remainder of the day	1500 Disorderly Conduct
Vulgarity/Profanity Written or oral language that is disgusting and/or repulsive, but does not constitute harassment and is not directed at staff members.	Refer to Level 2 Response Considerations	1500 Disorderly Conduct
Youth Gang Apparel and Behaviors Wearing apparel as identified by the Kearney Public Schools as gang related; wearing or carrying any item meant to identify a person as a gang member; writing gang graffiti, possessing items	Refer to Level 2 Response Considerations Student will be asked to change or	1500 Disorderly Conduct

containing gang graffiti, or the display of gang hand signs with the intent or potential to intimidate others or that creates a disruptive or unsafe learning environment.	stop behavior and ISS for remainder of the school day.	
Repeated Disruptive Behavior Behavior that causes a repeated disruption to the classroom and in which the student does not participate in or respond to Level 1 Interventions.	Refer to Level 2 Response Considerations Increased consequences to fit the repetitive nature of the behavior.	1500 Disorderly Conduct

Level 3 Interventions and Responses	Level 3 violations will involve the removal of a student from the school environment due to the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as possible while adequately addressing the behavior. In cases of multiple suspensions, a problem-solving team may be utilized.
Who: Teachers and other staff members will refer students to any administrator who will work with the team to identify the appropriate intervention and response. This list of Interventions is not intended to be exhaustive, nor will every school have access to each intervention listed. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances.	Level 3 Responses • In School Suspensions between 1-9 days • Short term Out of School Suspensions between 1-5 days • Long term Out of School Suspensions between 6-10 days Level 3 Interventions • Interventions from all previous levels • Parent or guardian collaboration (Parent meeting may be required upon re-entry from a suspension) • IEP or SAT team meeting • Restorative Practices strategies, including school and community service • Communication with law enforcement (as needed) • Change of schedule

Level 3 Violations	Response	Behavior Code
Recording Others Recording others (photographs, videotaping, sound recording, or otherwise transmitting images and/or sounds of another person or persons, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public. Any recording in the restrooms, locker rooms or other private spaces will be considered major offenses.	Refer to Level 3 Response Considerations and Acceptable Use Agreement (AUA) Confiscate the device and contact parent to pick it up.	3600 Violation/School Rules
Possession of Medication Student possession of medication that is prescribed or non-prescribed that is on the student's person and has not been given to the nurse for proper dispensing. Student shows no evidence of distribution or intent to distribute.	Refer to Level 3 Response Considerations Contact parents and arrange for pick up.	3600 Violation/School Rules
Possession of Look alike Weapons: Possessing a lookalike weapon, the object must closely resemble a real weapon in size and shape even when examined up close. Weapon is visible or known, but is not used in a threatening manner.	Refer to Level 3 Response Considerations Item(s) may be confiscated and returned to the parent. More	3600 Violation/School Rules

	consequences may be issued based on the situation.	
Assault, No Injury Attempting to cause injury to another person; intentionally placing another person in reasonable apprehension of imminent personal injury. An assault is violence by one party in which the other individual does not initiate contact or retaliation and that is unprovoked.	Refer to Level 3 Response Considerations Notification of law enforcement	1300 Battery
Bullying/Harassment Any ongoing and continued behaviors that have been outlined and addressed through a conflict resolution model where hostile or offensive verbal, written, graphic, demonstrative, or physical act that has the purpose of exerting domination over another student or staff member through the act of intimidating, frightening, oppressing, or adversely controlling the student or staff member, and that is disruptive of the educational process or any ongoing pattern of physical, verbal, written, graphic, demonstrative or electronic abuse, on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a designee, or at school-sponsored activities or school-sponsored athletic events. This may include, but is not limited to, verbal, graphic, written or electronic activities such as name-calling, taunting, blackmailing, inciting to fight, terrorizing, or physical or demonstrative activities such as poking, blocking or impeding, following, hair pulling, mock hitting motions, bumping, tripping, and damaging clothing.	Refer to Level 3 Response Considerations KPS Bullying and Harassment steps will be followed, as appropriate	<u>Harassment codes:</u> 1920 Disability 1930 Gender/Sexual Orientation 1800 General (non-sexual) 1910 Racial 1940 Religious 1900 Sexual <i>*Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.</i>
Damage to Property Willfully or recklessly causing or attempting to cause damage to student, teacher or school property.	Refer to Level 3 Response Considerations	3500 Vandalism
Disruption in the ISS room Student who is currently placed in the ISS room and continues to display disrespectful, disruptive or non-compliant behavior.	Refer to Level 3 Response Considerations	1500 Disorderly Conduct
Possession of Alcohol, or Prescription Drugs without use Bringing prescription drugs to school that do not belong to the student, but without taking them or making any known effort to distribute. This also includes finding alcohol or drugs in a student vehicle that were not brought into the school building, were not used or distributed and were found while administration was conducting an unrelated search.	Minimum of OSS	1000 - Alcohol 1600 - Drugs

Exposure to Bodily or Dangerous Fluids Intentional spitting, throwing, wiping, biting, or otherwise dispersing bodily fluids on or to another student or staff member thereby jeopardizing their safety, or exposing others to dangerous substances including pepper spray or other chemicals.	Refer to Level 3 Response Considerations Notification of law enforcement Minimum of long-term suspension	3600 Violation/School Rule
False Alarm/Tampering with Safety and Security Systems Tampering with school entrances/exits or emergency warning systems that creates a false alarm signal and triggers an emergency response or causes damage or the intent to cause damage to cameras, fire alarms, locks, door sensors or other safety and security systems within the school.	Refer to Level 3 Response Considerations Notification of law enforcement	3500 Vandalism
False Allegations Against Staff Any knowingly or recklessly false allegation against a staff member, written, spoken or otherwise communicated which is harmful to the reputation of the staff member, or which may impede the ability of the staff member to perform assigned duties.	Refer to Level 3 Response Considerations	3200 Threat/Intimidation
Fighting that Causes Substantial Harm: Physical attack of one student on another that is not mutual and results in substantial physical harm of one student to another. Planned attack or one which was orchestrated by the student. And/or fighting that involves a large number of students.	Refer to Level 3 Response Considerations Notification of law enforcement Minimum of long-term suspension	1700 Fighting
Repeated Fighting: Student who engages in multiple physical or aggressive attacks with the same or different students.	Refer to Level 3 Response Considerations Notification of law enforcement Minimum of long-term suspension	1700 Fighting
Harassment Any physical, verbal, graphic, electronic, or written material or behavior, which may be related, but not limited to a person's disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion, or marital status which has the effect of creating an intimidating, hostile, or offensive school environment. Repeated or of an egregious nature.	Refer to Level 3 Response Considerations Notification of law enforcement	<u>Harassment codes:</u> 1920 Disability 1930 Gender/Sexual Orientation 1800 General (non-sexual) 1910 Racial 1940 Religious 1900 Sexual
Possession of Obscene or Pornographic Literature, Materials, or Electronic Images The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs that causes a substantial disruption to the learning environment and/or were captured at school or were dispersed to other students in the school environment.	Refer to Level 3 Response Considerations and Acceptable Use Agreement (AUA) Notification of Law Enforcement Item(s) will be confiscated and returned to the parent.	2400 Obscene Behavior
Possession of Look alike Weapons Possessing a lookalike weapon, the object must closely resemble a real weapon in size and shape even when examined up close. Weapon is used in a threatening manner or used to provoke or intimidate others or in a manner that causes concern of others.	Refer to Level 3 Response Considerations Item(s) will be confiscated and returned to the parent. Minimum of OSS. Notification of law enforcement	3797 - Other object

Profanity Directed Towards Staff Students who use significant profanity that is directed at staff members.	Refer to Level 3 Response Considerations	1500 Disorderly Conduct
Public Indecency Behaviors described in Nebraska Statute 28-806 Behavior resulting in public indecency. "Public indecency" shall mean performing, procuring, or assisting any other person to perform, in a public place and where the conduct may reasonably be expected to be publicly viewed: (1) An act of sexual penetration; (2) An exposure of the genitals, female breasts or buttocks of the body done with intent to affront or alarm any person; or (3) A lewd fondling or caressing of the body of another person of the same or opposite sex.	Refer to Level 3 Response Considerations Notification of law enforcement	2400 Obscene Behavior 2900
Sexual Assault Any sexual assault or attempt to sexually assault any person. Sexual assault shall mean sexual assault in the first or second degree as defined in Neb. Rev. Stat. §§28-319 and 320 or sexual assault of a child in the first, second or third degree as defined in Neb. Rev. Stat. §§28-319.01 and 320.01. Neb. Rev. Stat. §79-267(9).	Refer to Level 3 Response Considerations Notification of law enforcement Contact Director	2800 Sexual Battery
Sexual Contact The intentional touching of another person's sexual or intimate parts or the intentional touching of another person's clothing covering the immediate area of the other person's sexual or intimate parts, without the consent of the other person. Sexual contact also includes the non-consensual touching by the other person of the actor's sexual or intimate parts or the clothing covering the immediate area of the actor's sexual or intimate parts when such touching is intentionally caused by the actor. The sexual contact must be such that it can be reasonably construed as being for the purpose of sexual arousal or gratification of either party. Neb. Rev. Stat. §§28-318 and 320.	Refer to Level 3 Response Considerations Notification of law enforcement Contact Director	2800 Sexual Battery
Sexual Harassment Unwanted or unwelcome activity of a sexual nature which materially interferes with or substantially disrupts the educational process. This may include, but is not limited to, unwanted touching, pinching, patting, verbal comments of a sexual nature, sexual name-calling, pressure to engage in sexual activity, repeated propositions, written messages, notes, cartoons or graffiti of a sexual nature, and unwanted body contact.	Refer to Level 3 Response Considerations Notification of law enforcement Contact Director	<u>Harassment codes:</u> 1920 Disability 1930 Gender/Sexual Orientation 1800 General (non-sexual) 1910 Racial 1940 Religious 1900 Sexual
Threat—Level 3: Threatening to kill or injure another person or threatening to damage property with potential for personal injury, without possessing a weapon or other object that could kill or injure the threatened or intimidated person, and the student describes how it will be done, including any threats that concern dangerous chemical substances, biochemical attacks, or bioterrorism.	Refer to Level 3 Response Considerations Notification of law enforcement	3200 Threat/Intimidation
Threatening With An Object: Threatening with an object which looks like a weapon or an object that could be used to injure someone. To qualify as a lookalike weapon, the object must closely resemble a real weapon in size,	Refer to Level 3 Response Considerations Notification of law enforcement	3740 Other object used as a weapon

shape and color even when examined up close. No injury or contact between individuals is made, and threats are verbal or written in nature.		
Theft: Stealing, attempting to steal property, being in possession of stolen property, or repeated theft of property. This will include school property lent to a student that is not returned upon demand by an authorized staff member and for which there is no reasonable justification for the failure to return the property. This also includes thefts from KHS food service outlets. Neb. Rev. Stat. §79-267(2).	Refer to Level 3 Response Considerations Notification of law enforcement	3100 Theft
Threats or Intimidation Use of violence, force, coercion, threat, and intimidation or similar conduct in a manner that constitutes substantial interference with school purposes.	Refer to Level 3 Response Considerations Notification of law enforcement	3200 Threat/Intimidation
Under the Influence of a Controlled Substance: Coming to school or a school activity under the influence of a controlled substance, recreational drug or alcohol.	Refer to Level 3 Response Considerations Notification of law enforcement	1000 - Alcohol 1600 - Drugs
Unlawful Activity: Engaging in any activity forbidden by state or federal law and not otherwise specifically included in this CODE which creates potential danger in the school environment or interference with school purposes.	Refer to Level 3 Response Considerations Notification of law enforcement	3600 Violation/School Rule
Verbal or Written Abuse of Staff, Threatening: Abusive communication directed at staff which includes words or actions that threaten the individual's safety and security.	Refer to Level 3 Response Considerations Notification of law enforcement	<u>Harassment codes:</u> 1920 Disability 1930 Gender/Sexual Orientation 1800 General (non-sexual) 1910 Racial 1940 Religious 1900 Sexual
Assault on School Personnel Violence, aggression or physical contact with or directed at school personnel which causes physical harm or creates an unsafe environment in which they feel significantly threatened due to mannerisms, actions, or the physical presence of the student. Examples include but are not limited to throwing items, punching, posturing, blocking an entrance or exit, swinging at a staff and not making contact, etc.	Refer to Level 3 Response Considerations Notification of law enforcement	1300 Battery
Weapon (other than firearm and not being used) Possessing any object or material that is ordinarily and/or generally considered to be a weapon that could be used to injure a person. The weapon is not being held or used by the student and is not threatening but is in the student's possession. This could include but is not limited to having a pocket knife in their bookbag.	Refer to Level 4 Response Considerations Notification of law enforcement Contact Director	3723 - Knife 3721 - Knife 3797 - Explosive Device

Level 4	Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the long term removal of a student from the school environment due to the severity of the behavior. Such violations may result in long term suspension up to expulsion from school
Who: These situations will be referred immediately to a member of the Administrative Team and handled swiftly and in collaboration with the entire team and District Office personnel. This list of Interventions is not intended to be exhaustive, nor will every school have access to each intervention listed. School staff will seek to implement the intervention(s) that seem to most effectively support positive behavior for the specific student under the specific circumstances.	Level 4 Responses • Long-Term Suspension, Reassignment, or Expulsion Long-term suspension may be applied when it is feasible to reintegrate the student back into the school environment. Changes in schedules or placements may be applied when chronic misbehaviors are present and school staff have documented efforts to intervene and support acceptable behavior. Expulsion may be applied when the student's presence at school is deemed too dangerous or disruptive for staff to maintain a safe and positive climate. Level 4 Reentry Interventions Upon return to a traditional school setting after a reassignment or expulsion, the school staff will establish a plan of support for the student's ongoing success at school that may include the following: • Interventions from all previous levels • School reentry plan • Alternative educational placement/setting • Communication with law enforcement, probation or other agencies

Level 4 Violations	Responses	Behavior Code
Arson Intentionally setting or attempting to set a fire on or in school property.	Refer to Level 4 Response Considerations Notification of law enforcement Contact Director	1100 Arson
Assault with Injury (Intentional) Assault of another person where the student has knowingly and intentionally used force to cause personal injury.	Refer to Level 4 Response Considerations Notification of law enforcement Contact Director	1300 Battery
Possession of Drugs, alcohol, prescription medication or other illegal substances: Possession of prescribed medications is prohibited. Students may possess non-prescribed medications, but they may not possess prescribed medications except in transport to and from school. Prescribed medications must be turned into the nurse upon arrival at school.	Refer to Level 4 Response Considerations Notification of law enforcement Contact Director	1000 - Alcohol 1600 - Drugs
Firearm Knowing and intentional possession, use or transmission of a firearm as defined in 18 U.S. Code 921 (see firearm definition in Glossary section) as well as unintentionally possessing weapon in student	Refer to Level 4 Response Considerations Notification of law enforcement	3713 - Firearm

vehicles. This does not include lookalike items.	Contact Director	
Threatening With An Object: Threatening with an object which looks like a weapon or an object that could be used to injure someone. To qualify as a lookalike weapon, the object must closely resemble a real weapon in size, shape and color even when examined up close.	Refer to Level 4 Response Considerations Notification of law enforcement Contact Director	3740 - Other object used as a weapon
Under the Influence of a Controlled Substance: Coming to school or a school activity under the influence of a controlled substance, recreational drug, prescription drug unders misuse or alcohol.	Refer to Level 4 Response Considerations Notification of law enforcement Contact Director	1000 - Alcohol 1600 - Drugs
Selling, Distributing, Intent to Distribute, or Attempting to Distribute Drugs, Alcoholic Beverages, or a Controlled/ Imitation Controlled Substance: Distribution or attempted distribution to any other person, of any illegal narcotic drug, controlled substance, look-a-like substance, mood-altering or behavior affecting substance, drug paraphernalia, or alcohol, or of any prescribed medication. OR Receiving any of the above mentioned substances from another student at school.	Refer to Level 4 Response Considerations Notification of law enforcement Contact Director	1000 - Alcohol 1600 - Drugs
Sexual Assault Sexual Assault in the first or second degree as defined in Nebraska Statutes 28-319 and 28-320	Refer to Level 4 Response Considerations Notification of law enforcement Contact Director	2800 Sexual Battery
School Threat (verbal or written) Causing a substantial disruption to the school environment and/or placing students at risk by a threat of violence at school or towards the school in general or specific students and groups of people that threaten the safety of the building. This could including making a false report, or activating an alarm, bomb threats, threats to bring weapons, threats to shoot others, death threats, kill lists and other such threats.	Refer to Level 4 Response Considerations Notification of law enforcement Contact Director	2700 School Threat
Weapon (other than firearm) Possessing, handling, transmitting, using, intimidating with, or threatening with any object or material that is ordinarily and/or generally considered a firearm, explosive, destructive device, or weapon, including, but not limited to, guns, firearms, knives, throwing stars, brass knuckles, chemical substances (including but not limited to mace, pepper guns, and bleach) and any other object that could be used to injure a person.	Refer to Level 4 Response Considerations Notification of law enforcement Contact Director	3723 - Knife 3721 - Knife 3797 - Explosive Device
Repeat Rule Violations	Refer to Level 4 Response Considerations Contact Director	3600 Violation/Scho ol Rule

Principal Discretion Statement

Based upon a variety of factors, situations and circumstances, the administration reserves the right to make decisions outside of the parameters of these guidelines and use their best judgment on situations that overlap or cross over various categories. In these instances, decisions will be made in conjunction with other school administrators, personnel with expertise in student behavior, or district-level administration.

Approved:

Reviewed:

Revised:

504.06R1 - DRESS CODE AND STUDENT APPEARANCE REGULATIONS

Students at Hemingford Public Schools are expected to dress in a way that is appropriate for the school setting. Following a dress code is a means of helping students learn and practice differentiating between dressing for careers and recreation. Students should not dress in a manner that is reasonably forecasted to interfere with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive, and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

- Clothing or jewelry that is gang-related
- Clothing that shows an inappropriate amount of bare skin or underwear or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground
- Clothing or jewelry that advertises alcohol, tobacco, or illegal drugs
- Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g., cleats).
- Headwear including hats, caps, bandannas, hoodie hoods, scarves, and non-prescription glasses/sunglasses; Hats/headcover/glasses (non-prescription) may be allowed under circumstances where a medical condition is present, with approval of the building principal
- Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
- Clothing or jewelry displaying words or images that carry double meanings or profanity (bad words) in writing, pictures or slogans.
- Shorts of mid-thigh length, or longer, may be worn during the periods of daylight savings time only for K-6. Grades 7-12 may wear shorts that meet this guideline year-round.
- Costumes and/or clothing intended for entertaining or special occasions may only be worn on days approved by the building principal.
- Sleepwear of any kind (no slippers, pajama pants, or blankets). These items may only be worn or brought on days approved by the building principal.

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration. Further, students will also be permitted to wear attire, including religious attire, natural and protective hairstyles, adornments, or other characteristics associated with race, national origin, or religion, as long as the attire does not interfere with the educational process and does not endanger another person, as determined by the administration.

No student shall be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.

No school staff shall permanently or temporarily alter or cut a student's hair.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

A student dress code violation will be treated as a minor rule violation and may not require the student to miss substantial classroom time, instructional time, or school activities. However, a repeated violation of school rules may subject the student to further discipline, as outlined in this Policy.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

Students wearing inappropriate clothing will be required to change. Time missed from school or class will consequently be required to be made up two-fold. Additional violations will result in further disciplinary action. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in discipline, up to expulsion.

Approved:

Reviewed:

Revised:

504.06 - DRESS CODE, GROOMING, AND STUDENT APPEARANCE

The board believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, and visitors.

Students are expected to adhere to standards of cleanliness, grooming, and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

The board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place, and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any public or private location on the school grounds or at any school function where the person is otherwise authorized to be as long as the tribal regalia does not interfere with the educational process and is not detrimental to the health or safety of the student or another person.

It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

Legal Reference: Hines v. Caston Sch. Corp. 651 N.E.2D 330 (1995)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel School District v. Fraser, 478 U.S. 675 (1986).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Neb. Statute 79-526
Neb. Rev. Stat. Section 79-2,159

Cross Reference: 501 Objectives for Equal Educational Opportunities for Students
504 Student Rights and Responsibilities

Approved:

Reviewed: 10-10-2022, 10/14/2024

Revised: 7-15-2024

1005.021 - PARENTAL/COMMUNITY INVOLVEMENT IN SCHOOLS

Hemingford Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent, guardian, or educational decisionmaker of a student has a complaint or objection to textbooks, tests, curriculum materials, activities, digital materials, websites or applications used for learning, training materials for teachers, administrators, or staff, and any other instructional materials, the parent, guardian, or educational decisionmaker may request a personal conference with appropriate school personnel to discuss such concerns. The Superintendent or designee shall prepare a complaint form which may be used by a parent, guardian, or educational decisionmaker to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent, guardian, or educational decisionmaker.
2. Upon reasonable advance request, a parent, guardian, or educational decisionmaker will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the child, other students, and the educational staff.
3. Parents, guardians, and educational decisionmakers are encouraged to communicate to school staff when the parent, guardian, or educational decisionmaker believes it to be appropriate for their child to be excused from testing, classroom instruction, learning materials, activities, guest speaker events, and other school experiences that the parent, guardian, or educational decisionmaker finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent, guardian, or educational decisionmaker concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the objection, and a proposed solution for dealing with the objection that would be satisfactory to the parent, guardian, or educational decisionmaker and consistent with the mission of the District and legitimate school interests. Parents, guardians, and educational decisionmakers are encouraged to contact the building principal with any questions about any test, curriculum, or surveys.
4. Upon request of a parent, guardian, or educational decisionmaker the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.

5. The District will notify parents, guardians, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent, guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.
6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:
 - Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
 - Mental or psychological problems of the student or the student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of other individuals with whom respondents have close family relationships;
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Any survey administered by the District that asks a student to disclose any of the aforementioned topics, including any non-anonymous survey requesting a student provide information relating to drug, vape, alcohol, or tobacco use, then the District will, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers that their students will receive the survey. This notice must describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. After receiving such notice, parents, guardians, and educational decisionmakers may request a copy of the survey, review the survey, and/or exempt their student from participating in the survey.

No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

No personally identifiable information of any student survey shall be disclosed unless permitted or required by state and federal law.

7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents, guardians, or educational decisionmakers as to any concerns, objections, or other information such parents, guardians, or educational decisionmakers would wish to provide to the school district concerning a parent's, guardian's, or educational decisionmaker's access, involvement, and participation in activities of the school.

Legal Reference: Neb. Rev. Stat. Sections 79-530 to 79-533
 Family Educational Rights and Privacy Act, 20 U.S.C. 1232g
 Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Approved:
Reviewed:
Revised:

1005.021R1 - INSTRUCTIONAL MATERIALS AND ACTIVITIES COMPLAINT FORM

Hemingford Public Schools **Instructional Materials and Activities Complaint Form**

Please complete the following information to formally express your concerns regarding instructional materials or activities used within Hemingford Public Schools. Submit this completed form to the building principal.

Date Submitted: _____

Name of Parent/Guardian/Educational Decisionmaker:

Address:

Phone: _____ **Email:** _____

Student's Name: _____ **Grade:** _____

Specific Instructional Material or Activity of Concern:

(e.g., textbook, curriculum, digital material, website, application, guest speaker, test, activity, etc.)

Description of Concern:

(Please clearly explain your specific objections or concerns.)

Reason for Concern:

(Provide details on why you find this material/activity objectionable.)

Proposed Resolution:

(Please suggest a resolution that would satisfactorily address your concerns.)

Would you like a personal conference with school personnel to discuss this concern further?

☐ Yes ☐ No

Signature: _____

Office Use Only:

Date Received: _____ Received By: _____

Conference Scheduled: ☐ Yes ☐ No Date: _____

Action Taken:

Resolution Communicated to Complainant on (date): _____

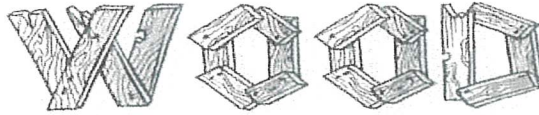
By (name/title): _____

Approved:

Reviewed:

Revised:

Thinking of Building? Then you'll need...



P.O. Box 275 1021 Miles Hemingford, NE 69348
Randy Wood 308-760-1346 Ron Wood 308-760-7155
Email: dalewoodconst@gmail.com

June 11, 2025

Hemingford Public Schools
913 Niobrara Ave
Hemingford, NE 69348

Modular Doors

Estimate to replace exterior doors on the modulars with new aluminum clad doors.
Install new closure and crash bars.

Door	\$ 3,146.00
Closure and crash bar	\$ 1,210.00
Labor	\$ 780.00
Misc	<u>\$ 100.00</u>
Total per door	\$ 5,236.00
 Total all 4 doors	 \$20,944.00

Thank You
Dale wood Construction Inc.

Hemingford Public Schools

Administrative Reports to Board of Education

June 16, 2025

Mr. Arneson
HES Enrollment

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Total
16	26	21	20	26	42	29	32	212

- The annual census is progressing nicely. (Thanks, Molly!)
- Reports for NDE are finished and submitted
- I'm continuing to work on renewing contracts for different materials that we use.

Mrs. Plog
Special Education Numbers - From SRS (Student Records System) Current as of 6/13/25

Birth-3
0

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	(B-6th) Total
6	5	2	6 (-2)	6	5	4	6	42 (-2)

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	12+ (To age 21)	(7-12+) Total
8	3	5 (-1)	7	3	0 (-5)	0	26 (-5)

Total Enrollment in PowerSchool - 392 - High School 175, Elementary 217

Total Special Education Students - 68

Special Education Percentage - 17.34%

State Average- 17% (NDE State Education Profile as of 2023-2024, the most recent data year available)

- **Preschool Planning Region Team (PRT)** - Hemingford hosted the summer Preschool Planning Region Team (PRT) meeting at South Campus on Wednesday, June 11, 2025. Early childhood representatives from the Chadron, Bayard, Sioux County, Gordon/Rushville, and Bridgeport school districts, as well as people from the Chadron Community Hospital, Head Start, Western Community Health Resources (WCHR), and the Early Development Network (EDN), attended the meeting. Everyone commented on what a nice space we had to hold the meeting.
- **ESU #13 Board of Education Appointment** - On Tuesday, May 20, 2025, I was appointed to the ESU #13 Board of Education for Election District #1, representing parts of Box Butte, Sheridan, Scotts Bluff, and Sioux Counties. I was also appointed to the Policy/Legislative, Finance, and Negotiations/Personnel committees. I hope I can add my voice to the issues affecting the small rural schools in the ESU #13 area.
- **ADVISER Validation** - The NDE ADVISER Validation Report was due on June 15th. I enter/review all our data for Special Education, 504, Title I, High Ability Learners, Option Enrollment, and Early Childhood. When I checked on Friday, June 13, we had no errors in our report. I want to thank Natalie Wood for all her hard work in making sure everything is uploaded correctly to the Adviser system.
- **79-11,157.01 Data Collection** - This is the required annual NDE dyslexia report, due on June 16. We evaluated 30 students this year for dyslexia and other learning disabilities, and 10 students were found eligible for special education services. I want to thank Mr. Arneson for entering the Individual Reading Improvement Plan (IRIP) data for grades K-3.
- **Non-public Consultation Meeting** - Our Non-public school consultation meeting is scheduled for June 18, 2025, 1:30 PM, at South Campus in my office. Every school district, every year, must hold a non-public school consultation meeting even if they have no private schools in the district boundaries. We are required to post a notice of the meeting in the public notice section of a local newspaper, so we are posting the notice in the Alliance Times Herald. As I have said before, this is an NDE requirement that we hold this meeting yearly. No one has attended our Non-Public Consultation meeting in the past 10 years, but you are welcome to come on Wednesday!
- Let me know if you have any questions, thanks so much!!

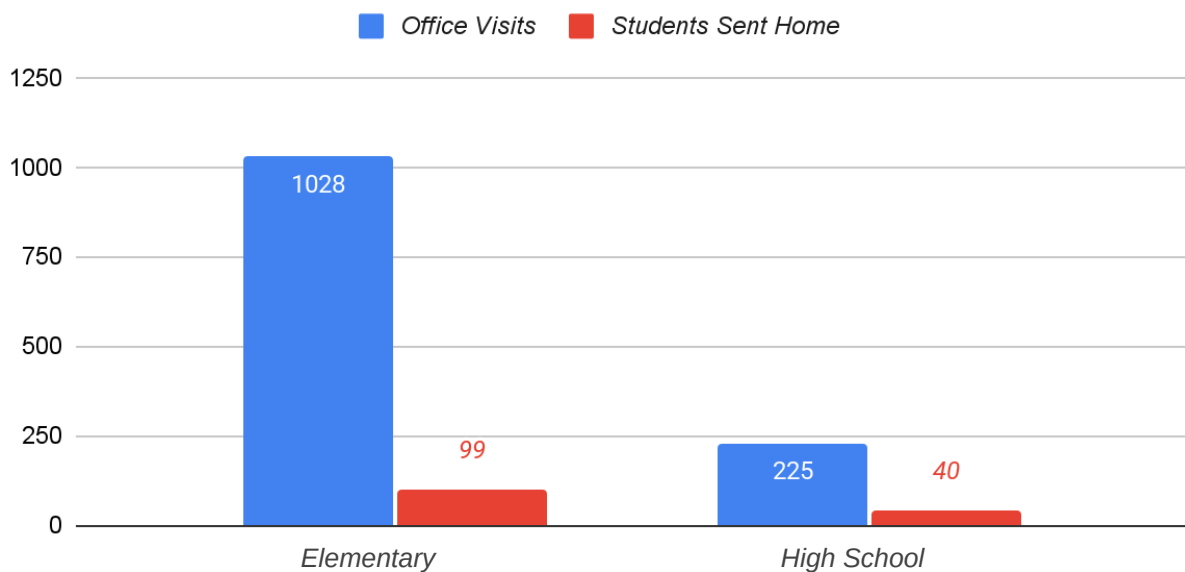
Hemingford Public Schools Health Services Annual Report 2024-2025

Provided by Katie Kimball, RN

	Elementary	High School
Enrolled Students	217	174
Students Currently Receiving Daily Prescription Meds	6	0

The Nurse's Office had a total of 932 student visits. With approximately 10% of elementary students visiting the nurse being sent home, and approximately 18% of high school students visiting the nurse being sent home.

Nurse's Office Visits



EMERGENCY PREPAREDNESS

No life-threatening situations occurred, resulting in 0 calls to 911.

An additional AED was acquired for the activities bus to increase emergency preparedness.

A nebulizer and albuterol has been placed in the Red Zone, in an emergency response cabinet, for increased emergency preparedness in case of life-threatening asthma or anaphylaxis.

On April 2, 2025 Nurse Kimball attended Stop the Bleed training provided by NP-AHEC and is now a Stop the Bleed instructor. Stop the Bleed training will be provided to staff early next school year.

HEALTH SCREENINGS

Nurse Kimball coordinated with The Lions Foundation for vision and hearing screenings, and Panhandle Public Health District (PPHD) for dental screenings. Health Screening Day was held on September 23, 2024. Letters were sent to families for referrals. PPHD returned on March 20, 2025 for our Spring Dental Day. Screening results have been entered into PowerSchool for easy reference and tracking, with paper copies in the students' health files.

Immunization status for students in Kindergarten, 7th grade, and out-of-state transfers was reported to the Nebraska Department of Health and Human Services, as required, prior to November 15, 2024. All other student immunizations have been reviewed for compliance. During this process, there were a total of 13 students found to be out of compliance on required immunizations. Phone calls were made, and letters were sent out to inform families of the requirements. Nine of the 13 have since come into compliance. Compliance is expected to be 100% by early next school year. All student immunizations have been entered into PowerSchool for easy reference and tracking, with paper copies in the students' health files.

Screenings Completed	Elementary	High School
Vision	122	36
Referred	14	5
Hearing	104	35
Unable to Complete	9	0
Suggested Retake	7	1
Dental	184	36
Referred	14	2
Height/Weight	122	34
Immunizations Verified Up-To-Date	215	173

Box Butte General Hospital was at Hemingford Public Schools to perform sports physicals for the 2025-2026 school year on May 8, 2025 for students going into 8th through 12th grades. Sixty-seven students were able to complete their sports physicals through this opportunity. Sports physicals for students going into 7th grade are performed by their family physician.

STUDENT EDUCATION

Nurse Kimball provided puberty education to the 5th and 6th grade students on October 15, 2024 and October 16, 2024. Education included expected physical changes, emotional changes, and social changes.

Nurse Kimball worked with PPHD to provide vaping education due to several nicotine positives during student random drug testing. PPHD presented a 1 hour CATCH My Breath program to grades 8 through 12 on December 17, 2024.

Nurse Kimball worked with Life First Learning and the Nebraska Panhandle Area Health Education Center (NP-AHEC) to have a healthcare simulation day for students on January 21, 2025. The healthcare simulation day is intended to expose students to healthcare careers and spark interest for those who may not have otherwise chosen the healthcare field. Life First Learning showed students some of the tools used in healthcare and demonstrated their use. Students then got to have hands-on experience using the same tools.

Nurse Kimball received her post-secondary teaching permit and is able to teach dual-credit courses through Western Nebraska Community College. This school year Basic Nursing Assistant and Medication Aide were offered. Medical Terminology will also be offered next year.

Nurse Kimball created a pamphlet for our student athletes. This pamphlet contains information and tips to use nutrition to boost athletic performance. The pamphlet is handed out by the coaches at the beginning of the sports season for students to refer to as needed.

CRISIS PREVENTION

Nurse Kimball serves as a member of the school Safety Committee.

Nurse Kimball serves as a point of contact for behavioral health concerns.

STAFF EDUCATION

Nurse Kimball provided medication administration training to staff at the February 2025 in-service. Topics covered were school policy, state requirements, recipient's rights, infection control, medication storage and disposal, proper administration procedures, and documentation. This was done to ensure staff are aware of rules and regulations surrounding medications in the school setting, and to improve compliance with those rules and regulations. The staff in attendance were assessed for competency in medication administration and are able to administer medication when needed.

STAFF WELLNESS

Nurse Kimball worked with Dave's Pharmacy to offer an in-house staff flu shot clinic, held on October 4, 2024. Flu shots were available to staff and family members.

Nurse Kimball serves as the school representative for the staff EHA Wellness program. EHA Wellness provides opportunities for improving physical, mental, and financial health.

FUTURE OPPORTUNITIES

Nurse Kimball is working with the University of Nebraska Medical Center to become a certified CPR instructor. Once CPR instructor certification is obtained, staff and student CPR education can commence.

Nurse Kimball would like to establish a HOSA Future Health Professionals chapter for the high school. Membership in this organization would increase college preparedness for the health professions and empower our future health professionals to become leaders in their field.

EHA Wellness challenge participation encouragement is an area of opportunity. Current participation levels are roughly 25% for challenges. Nurse Kimball hopes to create in-house competitions and offer in-house prizes to increase participation.

In-classroom education for Pre-K and Kindergarten on basic infection prevention (e.g. hand washing, cough etiquette, nose picking) is an area of opportunity. Nurse Kimball plans to discuss this with teachers early next school year.



April 21, 2025

Travis Miller, Superintendent
Hemingford Public Schools (07-0010-000)
911 Niobrara Ave
Hemingford, NE 69348-0217

Dear Superintendent Miller:

A monitoring review of the Elementary and Secondary School Emergency Relief Fund (ESSER) grant programs for your district was conducted on April 21, 2025. The following programs were reviewed:

- CARES Act ESSER I
- CRRSA Act ESSER II
- ARP Act ESSER III

This monitoring focused on the grant requirements, their impact on student achievement, and the COVID related recovery efforts in your district. The ESSER Monitoring process was designed to ensure that school districts complied with the ESSER programmatic requirements. As a result of this ESSER monitoring review there are no corrective actions required.

The completed ESSER Programmatic Monitoring Self Review, ESSER Programmatic Monitoring Rubric, and other supporting documents you provided for this review will be placed in the 2024-2025 ESSER Monitoring review file at the Nebraska Department of Education in Lincoln.

If you have questions or concerns regarding the review of this report, please contact me by email at beth.wooster@nebraska.gov or by phone at 402-310-1390.

Sincerely,

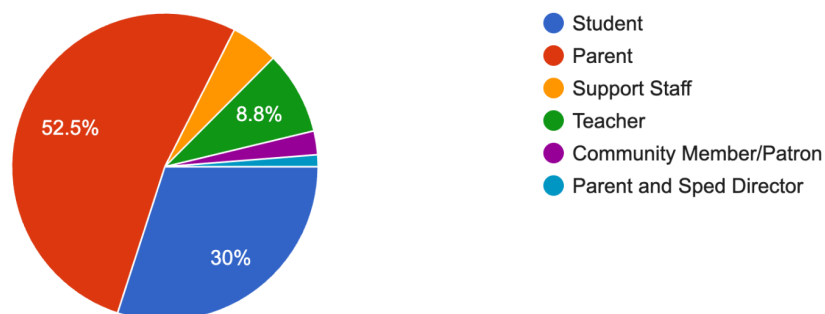
Beth Wooster
Federal Programs Team

Stakeholder Participation (Survey) Results RE LB 140 (State Law Prohibiting Cell Phone Use by Students at School)

A stakeholder participation opportunity was provided to solicit input and perspectives related to LB 140 in the form of a survey sent to all Remind accounts associated with Hemingford Public Schools in the spring of 2025. This report contains the compiled responses of the participating stakeholders.

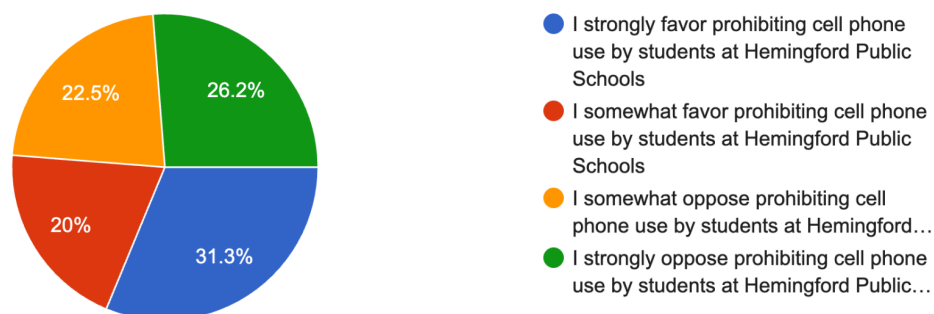
Primary Affiliation with Hemingford Public Schools

80 responses

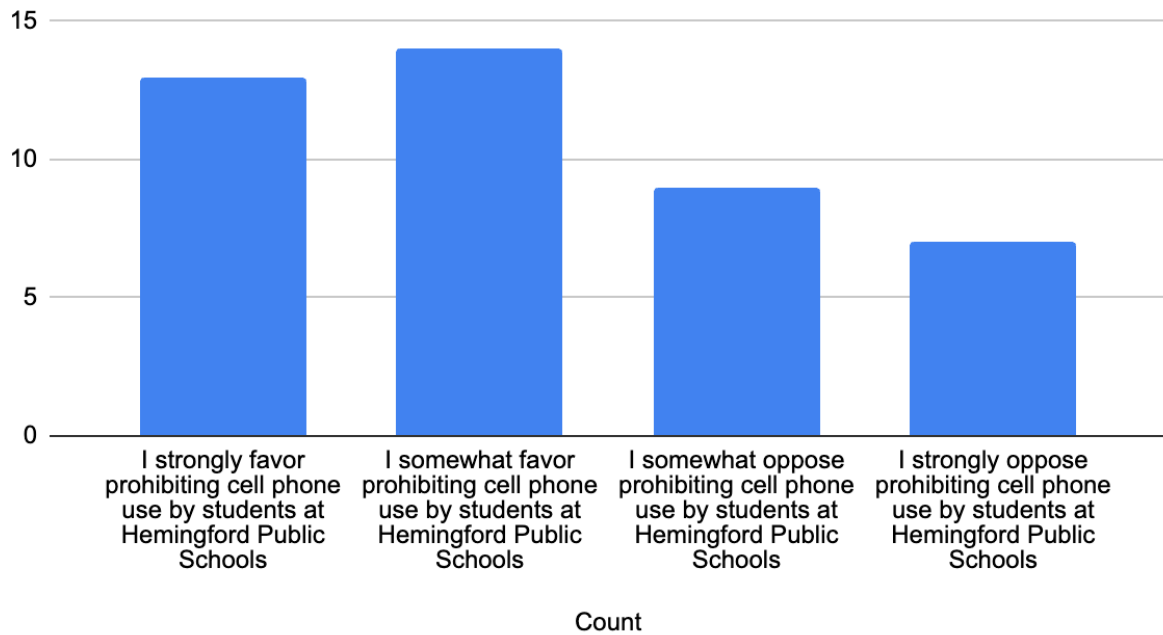


To what extent do you favor or oppose prohibiting cell phone use by students at Hemingford Public Schools?

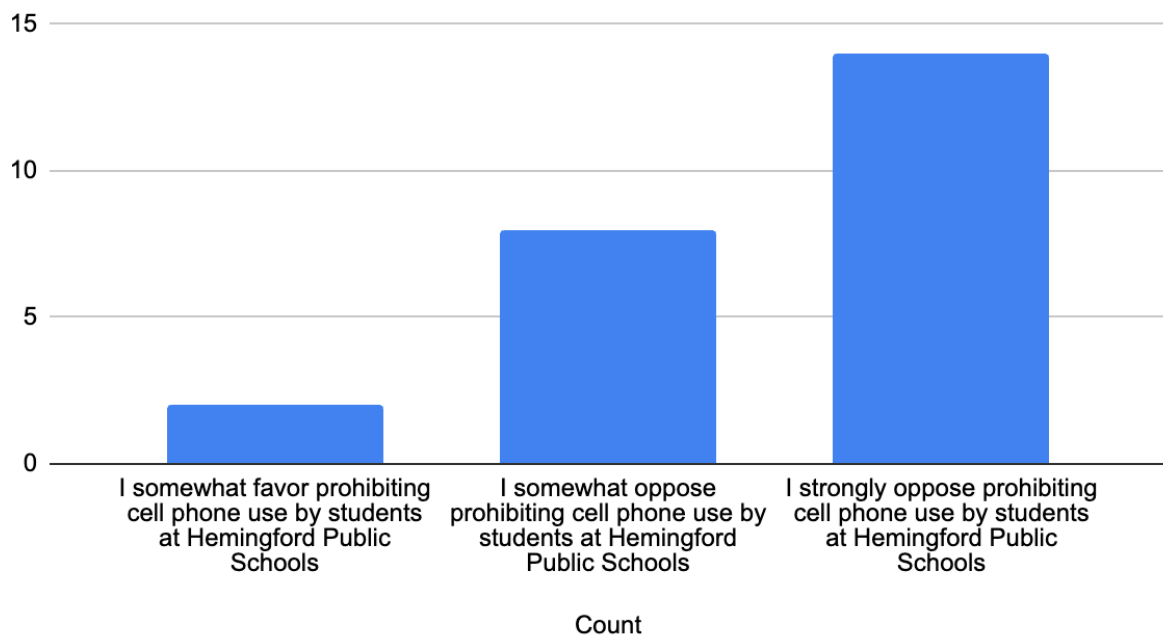
80 responses



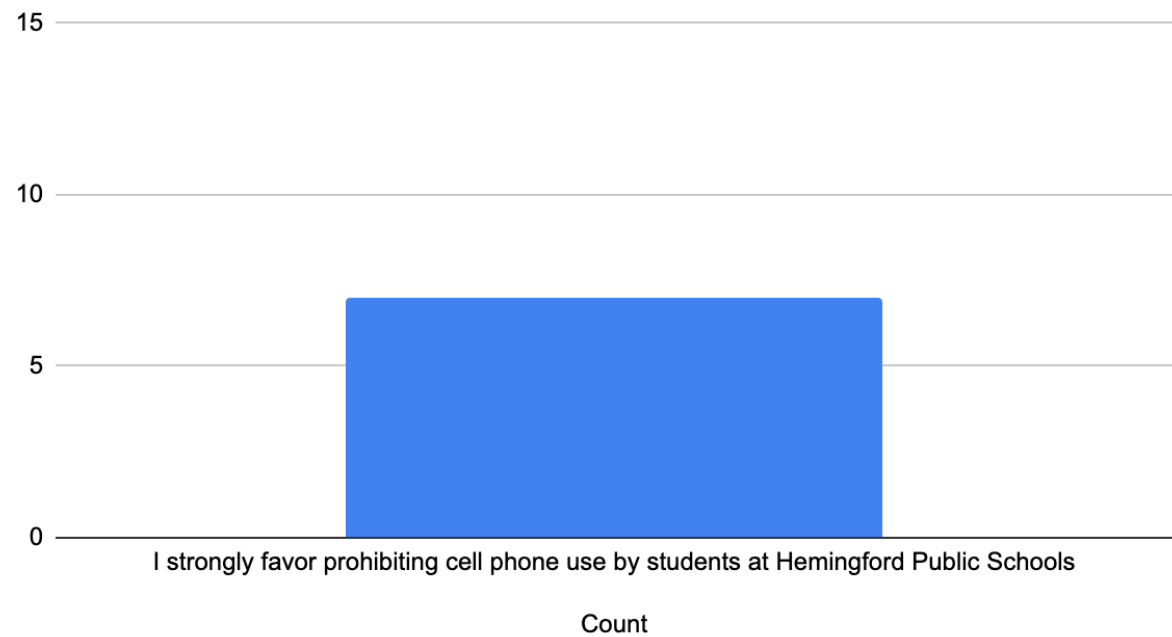
Parents (43 Responses)



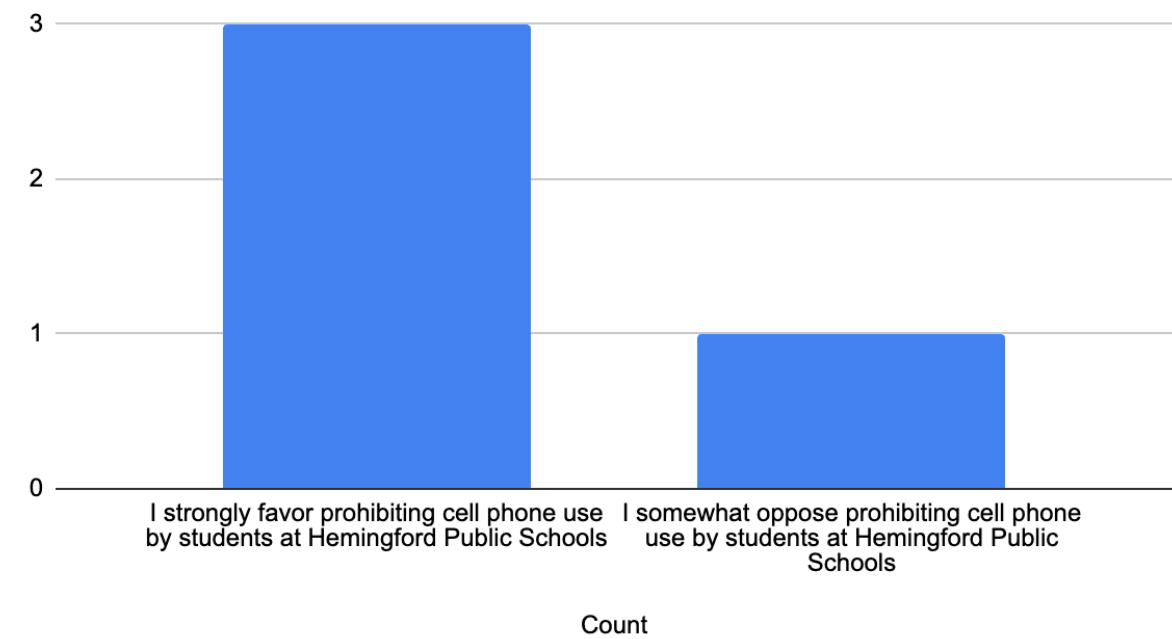
Students (24 Responses)



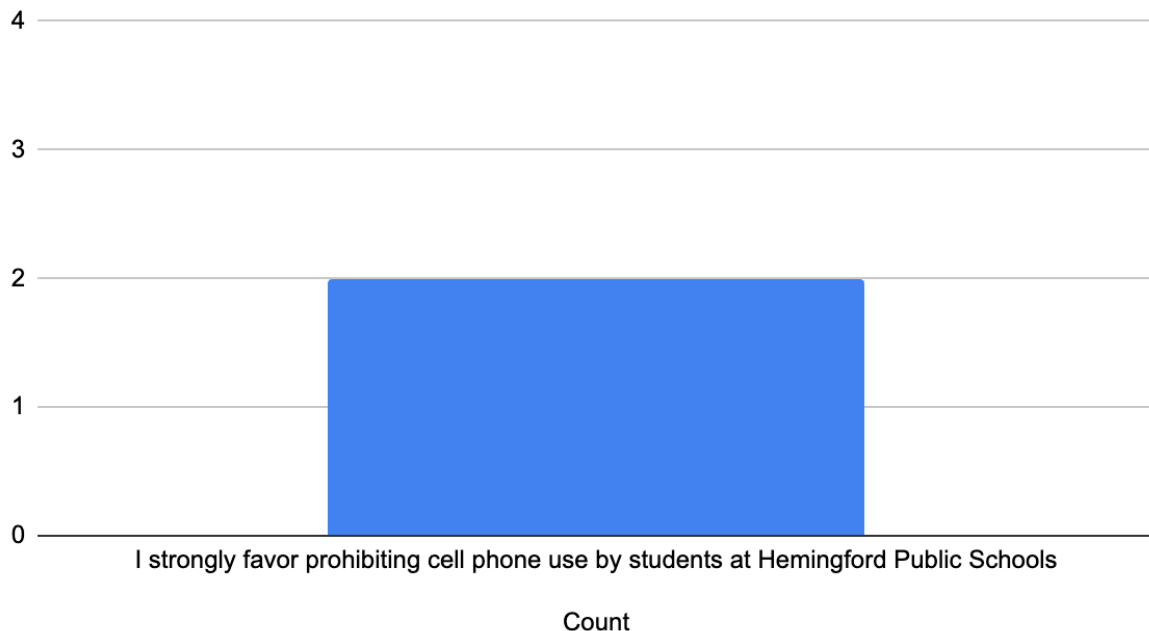
Teachers (7 Responses)



Support Staff (4 Responses)



Community Member/Patrons (2 Responses)



The following prompt was utilised to solicit additional open-ended feedback:

After reviewing the statute, please share your perceptions regarding the legislative prohibition on the use of cell phones by students in schools in the space below:

Parents

- I feel more at ease when my child has his/Her cell phone in school. We live in different times and school sittings, intruders, etc. will always cause me to worry about where specifically in the school my child is and if I can communicate with him/her at a moment's notice.
- School is for learning. Cell phones are distracting
- I have read the book, "The Anxious Generation" by Jonathon Haidt. There's not a single compelling reason to allow students to have cell phones in school.
- While I don't agree with use of cell phone during class. I think having a cell phone on the student for emergencies should be considered.
- I understand limiting usage, but there should be regulated exceptions, not a full elimination of rights.
- I do like being able to know I can send a quick text to my kiddo and being able to locate her throughout the day when on field trips. She keeps her watch on school

mode. So she won't get anything until after school lets out. I am completely fine with calling the school if I need to get in contact with my daughter during the day.

- "Cell phones and connected smart watches should not be permitted. There is no need for teachers to be saddled with students that cannot pay attention in class. Another factor is the digital bullying, which as we all are fully aware, is a major issue with devices. Another stance is that photos could be taken of others in bathrooms or locker rooms, which then is a criminal offense.
- I stand fully behind the statute and Hemingford should stay grounded to their roots of providing a quality education, along with stronger mental support for their students."
- Phones can provide a life line to students who are neurodivergent. Auditory input and verbal expression are very difficult for these kids when they are overstimulated and are not able to utilize their prefrontal cortex. Cell phones are able to provide the visuals needed in order to help decrease adverse behaviors. I do realize that many students do not use cell phones in this manner but please don't ignore the ones who do.
- I support students not using their phone during school. I do not think phones should be taken or stored away from students in case of an emergency.
- It's needed
- The only time I feel that it would be beneficial for a student to have a phone is in a medical emergency or lockdown situation.
- I think it should state "Personal" electronic devices so they can still use school issued tablets. Those tablets will suffice for students to access the internet, a calculator, calendar etc. Good luck with the battle.
- It seems that it just empowers the school board to create policy regarding it.
- "As parents we teach our kids by being an example first and foremost. I think the teachers have just as much of an issue of being on their phones. I have caught multiple teachers, multiple times throughout the day on social media posting or scrolling, or just being on their phones. This in itself is a teaching.
- I also understand the abuse of students and phones. Though in our home we do our part to prohibit as much as possible, we know this is not the case for all families. We have experienced multiple times our girls have not been notified appropriately for pickups or appointments through the school and have been late or actually missed.
- God for bid, I also believe if there is a school shooting I would absolutely NEVER regret my child calling me and hearing them for "the last time" if something tragic would happen. I'm sure you will disagree for the "safety of the kids" on this, but as a parent I don't think you couldn't disagree with this statement either.

- Very minimal places in the “grownup world” will you find no cellphone usage. So let’s “teach” them responsibility of the use of cellphones starting in the classroom.
- We didn’t have them growing up. Period. They are a distraction, cause anxiety, and if a child needs to call their parents they can go to the office like we did.
- Great for mental health.
- I don’t think they need it in classes unless necessary
- I am good with students not being able to use a phone at school for the majority of the day or all of it.
- My kids use theirs only in case of emergencies or if I need to communicate with them fast and easy.
- I do strongly agree with prohibiting cell phone use during school hours. However! There are a few students who depend on their phones for medical reasons (dexcom/diabetes). For those students, I would allow them to have their phones but only have them access it for their medical reasons.
- I feel that the statute is entirely too vague and leaves things entirely too open for misuse. For example, IEP and health issues can be manipulated to a student or parent’s desire. If there is a reasonable, fair, and unmanipulable way to control student cell phone usage, then I support it fully. It has been my experience as a parent that that one day teachers will strictly enforce cell phone rules, another day they will encourage them to use them when they have nothing to teach/have nothing for them to do the rest of the class period. My child has even had to download apps to play games in certain classes or to do certain tasks for assignments. It seems counter productive to go from here, download this app for your graphing calculator in the 2024-25 school year to no cell phone at all in the 2025-26 school year. Would a better alternative be some form of parental supervision app that all school students are required to have in order to have a cell phone at school that only gives them access to school approved apps and their parents during school hours? I hate to be someone who doesn’t offer some sort of a solution along with complaints.
- I believe students should be able to have immediate access to their phones in case of emergencies.
- I think the law is only valid if the board implements policies and rules as such. I think it’s needed as internet crimes are now happening in the schools and won’t stop until something is done.
- The only reason I did not strongly oppose, was because, I do feel they are a distraction in the classroom. They should be silenced and stowed, but still on person should an emergency arise.

- They will get more sneaky with them than they already are. Setting boundaries yes. But kids will find a way. There have been times my daughter was so I'll she couldn't call for help or a teacher from the bathroom and the cellphone helped with those situations. Situations kids feel are embarrassing
- I believe limiting access to cell phones is understandable but do not agree with a full ban. Our family uses a cell enabled Apple Watch to ensure our daughter is where she is supposed to be, but there is limited functionality. I would not appreciate not being able to have that peace of mind.
- I do not like the idea of not being able to communicate with my child throughout the day. The way the world is now and the lack of a resource officer within our school, I feel cell phones should accessible if needed. Sure, make them keep them in their backpacks during class time, but please don't prohibit use altogether.
- No big concerns, i know I can reach my kid by calling the school.
- "I can understand the distractions that cell phones cause. For this reason I can understand limiting cell phone use.
- However I feel that it is violating students rights to take away their way direct communication with their parents or guardians. In this age, there are always concerns about school shootings or other acts of violence/terrorism. I need a way for my children to communicate directly with me. Furthermore, students are using computers everyday in the classroom. Are the schools going to take away those devices? Does it not seem logical that children will find ways to use their school provided devices inappropriately if their phones are gone? A better solution would be for each classroom to have a cell phone box/area that kids have to put their devices in at the beginning of class and check out after class is over. "
- I dont believe there is an issue in our school. My children have there phones to communicate with me. Since we live 20 miles away. There has been many times when there is embarrassing things that my children need and I will deliver without them being eembarrassed I agree they shouldn't be used in class. But the rest should be permitted
- I will support whatever the school decides to do. I think it will be very difficult to enforce, especially the "at a school function" requirement. I believe that means that if the kids are at a District Music contest and waiting around for their small group to play, Mrs. Arneson would have to make sure that no Hemingford students were on their phones, even though she might be supervising a different group at the time. Like I said, I will support you however you decide to implement this difficult prohibition.

Students

- To contact parents to to make plans for anything that is happening that day
- They could have to talk to their parents, and cant go to the office.
- I do believe that having no cellphones in class is beneficial but I think it's safer to let students keep them on hand because if something does happen (not that it would ever happen) students would want to contact their loved ones what's going on.
- "In this day and age, I do not feel safe at when I am at school and if something should happen I would like to have contact with my parents the whole time."
- I don't think that phones should be fully taken away, but instead have restrictions on the phones.
- My only concern is with recent threats against the school and that families are so involved with the school via there kids, the kids are sometime the only one available to help orchestrate things.
- I need my phone because I have to contact people all the time off of there and not talking about snap I'm talking about parents
- I somewhat oppose this because as a student at Hemingford public schools there are days I would forget my Chromebook or Chromebook charger at home, and for myself and a few other students it is not possible to drive home during our lunch breaks to go get it, so a way I do my work when I forget my Chromebook is through google classroom on my phone, therefore prohibiting phone use during school hours could cause a struggle for out of town students who can't go get their chromebooks.
- While prohibiting phones might seem like a easy way to get students to pay more attention in class many students won't care and will just secretly use their phones. Plus it takes away a way for students to easily communicate with their parents because sometimes issues are private and kids might not want the front office knowing what happened. Plus most phones are usually only used for listening to music or texting parents when teachers approve so they aren't you biggest issue.
- Incase of emergency or medical need
- I think it's a pretty good idea
- I think phones can help students with school for a bunch of things when they're chrome book is dead because you can access it on your phones with your school account. Such as email, tci, Google, Google classroom and more.
- How will we contact our parents in emergency if we can not reach the school office and after school hours activities. We also need it for concussion. We also

have to drive and bring having a cellphone for emergency could end peoples lives! Thank you!

- I disagreed because there are many uses of a phone in school
- I think it is important to have our phones in school for safety reasons. School shootings and things like that in our world today are very common. I think it is important that if something like that were to happen we should be able to contact our parents ourselves.
- I am against this because I am a strong music listener. I pay attention to the teachers during lecture time but once we have to do homework, I put my earbuds in and listen to music. This way i can drown out all the conversations and focus on my work. Also when subs are gone we have a good time to work on work and have 10ish minutes left of class of free time. I get my work done and try and get ahead if work so sometimes if there is nothing to do then we can go in our phones. Doing this keeps the students more quiet and not messing around (most of the time). Not all the teachers are easy to talk to and it's easier to tell your parents to call you out then getting a pass to the office to even jsut ask to call your parents. I am also going into my senior year and for some college classes and things, i put my email in as the one in my phone. I have a few college classes too so what would i do during the period for college courses. Overall i am against this and think we should get our phones.
- While cell phones can be distracting we are also young adults now, and we should be able to have the choice to use them. Not only is it a way for our parents to be in contact with us, but it is also a way for coaches to inform us of practice times etc.
- Most phones are used to get ahold of parents in emergency situations.

Teachers

- Cell phones are a huge distraction and addiction amongst our students. I think prohibiting them will be challenging at first, but I truly believe students' academic performance will be enhanced, and there will likely be a positive impact on their mental health as well.
- Requires developing a policy and apply restrictions for cell phone use while in class.
- Cell phones are becoming more and more prevalent in the middle school with sneaking them or being on them. Not so much in the classroom as they are not to be out but they sneak them to lunch and recess. My biggest concern is what is being said on them in regards to bullying other students or being on something

they shouldn't be in school. This ban will help keep out classrooms as a safe space!

- Cell phone usage is an incredible distraction and I agree to no use while in class. It has grossly impacted social communication skills and social interactions in general.
- I'm concerned how we are to go about consistent enforcement of the expectations and what support the lawmakers are going to provide in this requirement.

Support Staff

- They need to use their minds & not Google or some other app on their phones to learn
- Cell phone use by students should not happen during the school day. Students who use phones for medical services should be allowed to use them for that purpose only. Students should have no restrictions at extra curricular activities when after school hours.
- I feel if the staff allows phones in class then, the phones should be allowed. But classroom assignments and instruction should be completed first.

Community Members/Patrons

- Most adults today before cell phones got a long fine with no distractions. School is for learning. You must do your best as your school years frame the rest of your life
- I've always believed that cell phones are a HUGE distraction and should be left in the school office until school is over

June 10, 2025



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June 9, 2024
Jim Miles
Hemingford Public Schools
913 Niobrara Ave.
Hemingford, NE 69348

RE: Asbestos Sample

Dear Mr. Miles;

I have enclosed the analytical results of the Air samples collected on June 3, 2025 from Hemingford Public Schools Rooms 401 & 410 Hemingford, NE and sent to Eurofins Reservoirs Labs. Ten samples tested below the reporting limit for asbestos fibers.

If you have any questions, please feel free to contact me at mhoward@panhandlegeotech.com or at (308) 632-6735.

Sincerely,

FOR THE FIRM OF
PANHANDLE GEOTECHNICAL & ENVIRONMENTAL, INC

Marvin Howard

Marvin Howard
Asbestos Inspector/Management Planner #900

Enclosed: (1) Copy of the analytical report.



Built Environment Testing Reservoirs

June 06, 2025

Subcontractor Number:

Laboratory Report: RES 663755-1

Project #/P.O. #: RP250075

Project Description: Hemingford Schools

Ryan Penn
Panhandle Geotechnical & Env. Inc.
818 S. Beltline Hwy East
Scotts Bluff NE 69361

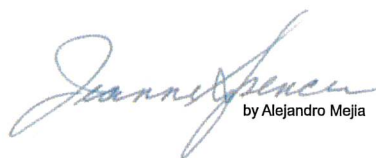
Dear Ryan,

Eurofins Reservoirs is an analytical laboratory accredited for the analysis of Industrial Hygiene and Environmental matrices by the National Voluntary Laboratory Accreditation Program (NVLAP), Lab Code 101896-0 for Transmission Electron Microscopy (TEM) and Polarized Light Microscopy (PLM) analysis and the American Industrial Hygiene Association (AIHA LAP, LLC), Lab ID 101533 for Phase Contrast Microscopy (PCM) analysis. This laboratory is currently proficient in both Proficiency Testing and PAT programs respectively.

Eurofins Reservoirs has analyzed the following samples for asbestos content as per your request. The analysis has been completed in general accordance with the appropriate methodology as stated in the attached analysis table. The results have been submitted to your office.

RES 663755-1 is the job number assigned to this study. This report is considered highly confidential and the sole property of the customer. Eurofins Reservoirs will not discuss any part of this study with personnel other than those of the client. The results described in this report only apply to the samples analyzed, as received and with the information provided by the customer. This report must not be used to claim endorsement of products or analytical results by NVLAP or any agency of the U.S. Government. This report shall not be reproduced except in full, without written approval from Eurofins Reservoirs. Samples will be disposed of after sixty days unless longer storage is requested. If you have any questions about this report, please feel free to call 303-964-1986.

Sincerely,



by Alejandro Mejia

Jeanne Spencer
President



EUROFINS RESERVOIRS ENVIRONMENTAL, INC

NVLAP Lab Code 101896-0
AIHA LAP, LLC. LAB ID 101533

TABLE: I ANALYSIS: TEM AIR FILTER SAMPLE DATA AND ANALYTICAL RESULTS

RES Job Number: RES 663755-1
Client: Panhandle Geotechnical & Env. Inc.
Client Project/P.O.: RP250075
Client Project Description: Hemingford Schools
Date Samples Received: June 06, 2025
Analysis Type: CFR-763 (TEM AHERA)
Turnaround: Rush
Date Samples Analyzed: June 06, 2025

NA = Not Analyzed
NR = Not Received
NSIB = No Sample In Bag
ND = None Detected
TR = Trace; <1 % Visual Estimate
Trem-Act = Tremolite-Actinolite
BAS = Below Analytical Sensitivity

Laboratory Sample ID	Client ID Number	Area Analyzed (mm²)	Air Volume Sampled (L)	Number of Asbestos Structures Detected	Analytical Sensitivity (s/cc)	Asbestos Concentration (s/cc)	Filter Loading (s/mm²)
663755 -	0694821	0.070	1200	ND	0.0046	BAS	BAS
663755 -	0694729	0.070	1200	ND	0.0046	BAS	BAS
663755 -	0694650	0.070	1200	ND	0.0046	BAS	BAS
663755 -	0694703	0.070	1200	ND	0.0046	BAS	BAS
663755 -	0694648	0.070	1200	ND	0.0046	BAS	BAS
663755 -	0694560	0.070	1200	ND	0.0046	BAS	BAS
663755 -	0694727	0.070	1200	ND	0.0046	BAS	BAS
663755 -	0694543	0.070	1200	ND	0.0046	BAS	BAS
663755 -	0694521	0.070	1200	ND	0.0046	BAS	BAS
663755 -	0694530	0.070	1200	ND	0.0046	BAS	BAS

Filter Material = Mixed Cellulose Ester
Filter Diameter = 25mm
Effective Filter Area = 385mm²
Average Grid Opening = 0.010mm²

Alejandro Mejia
Alejandro Mejia
Analyst

Built Environment Testing Reservoirs

RES Job #: 663755

SUBMITTED BY	INVOICE TO	CONTACT INFORMATION	SERIES
Company: Panhandle Geotechnical & Env. Inc.	Company: Panhandle Geotechnical & Env. Inc.	Contact: Ryan Penn	-1 TEM Rush *NO VERBALS*
Address: 818 S. Bellline Hwy East	Address: 818 S. Bellline Hwy East	Phone: (308) 632-6735	
		Fax:	
		Cell: (502) 598-6740	
Scotts Bluff, NE 69361	Scotts Bluff, NE 69361		
Project Number and/or P.O. #: RP250075	Project Zip Code:		
Project Description/Location: Hemingford Schools			
		Email Address: penn@panhandlegeotech.com (+ 2 ADDNL. CONTACTS)	

ASBESTOS LABORATORY					
PLM / PCM / TEM	DTL	RUSH	PRIORITY	STANDARD	
CHEMISTRY LABORATORY					
Dust	RUSH	PRIORITY	STANDARD		
Metals	RUSH	PRIORITY	STANDARD		*PRIOR NOTICE REQUIRED FOR SAME DAY TAT
Organics*	SAME DAY	RUSH	PRIORITY	STANDARD	
MICROBIOLOGY LABORATORY					
Viable Analysis**	PRIORITY	STANDARD			
Medical Device Analysis	RUSH	STANDARD			**TAT DEPENDENT ON SPEED OF MICROBIAL GROWTH
Mold Analysis	RUSH	PRIORITY	STANDARD		
Turnaround times establish a laboratory priority, subject to laboratory volume and are not guaranteed. Additional fees apply for afterhours, weekends and holidays.					
Special Instructions:					
Client Sample ID Number (Sample ID's must be unique)					
1	0694821	X			
2	0694729	X			
3	0694650	X			
4	0694703	X			
5	0694648	X			
6	0694560	X			
7	0694727	X			
8	0694543	X			
9	0694521	X			
10	0694530	X			

Eurolfs Reservats Environmental, Inc establishes a unique Lab Sample ID, for each sample, by preceding each unique Client Sample ID with the laboratory RES Job Number. Eurolfs Reservats Environmental, Inc will analyze incoming samples based on information received and will not be responsible for errors or omissions resulting from the inaccuracy of original data. By signing, client/company representative agrees that submission of the following samples for requested analysis as indicated on the Chain of Custody shall constitute an analytical services agreement with payment terms of NET 30 days. Failure to comply with payment terms may result in a 1.5% monthly interest surcharge.



Marvin Howard

Date/Time: 06/03/2025 15:34:10

Sample Condition: **Acceptable**

 Emily Creasey

Date/Time: 06/06/2025 11:43:00

Carrier: Fed-Ex

Received By:  **Emily Creasey**
Date/Time: 06/06/2025 11:43:00
Carrier: **Fed-Ex**

Panhandle Geotechnical & Env. Inc.
Sample Notes

RES #: 663755
Project Number and/or P.O. #: RP250075
Project Description/Location: Hemingford Schools

Client Sample ID	Sample Note	Quantity	Sampler(s)
0694821	Air		MH
0694729	Air		MH
0694650	Air		MH
0694703	Air		MH
0694648	Air		MH
0694560	Air		MH
0694727	Air		MH
0694543	Air		MH
0694521	Air		MH
0694530	Air		MH

Panhandle Geotechnical & Env. Inc.
Sample Locations

RES #: 663755
Project Number and/or P.O. #: RP250075
Project Description/Location: Hemingford Schools

Client Sample ID	Sample Location
0694821	Room401
0694729	Room401
0694650	Room401
0694703	Room401
0694648	Room401
0694560	Room410
0694727	Room410
0694543	Room410
0694521	Room410
0694530	Room410

Attachment I

Key to Count Sheets Count Sheets Analytical Procedures

Structures identifications consist of an Asbestos Type followed by a Structure Type

Asbestos Type

A = Amosite
An = Anthophyllite
C = Chrysotile
Cr = Crocidolite
Trem-Act = Tremolite-Actinolite

Structure Types

F = Fiber
B = Bundle
C = Cluster
M = Matrix

ND = no structures detected
M = other structure associated with a matrix
NAM = Non Asbestos Mineral
XGB = partly obscured by a grid bar

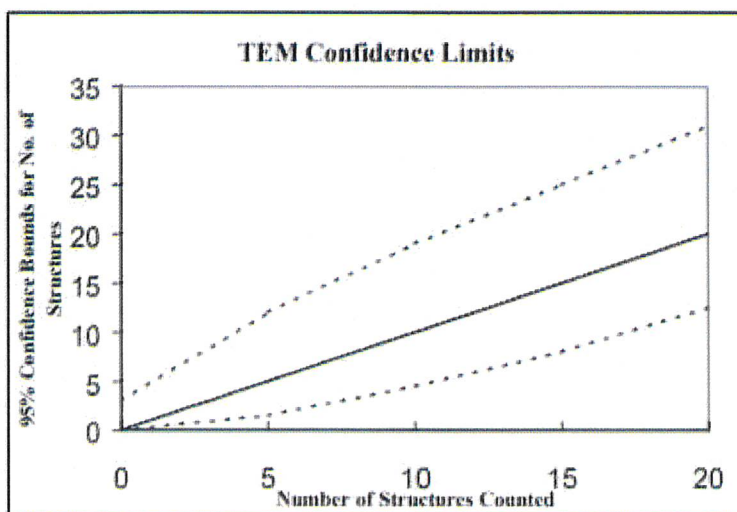
Sizing Conversion

1 length unit = 5 mm on screen = 0.278 micron
1.80 length units = 0.5 micron
18.0 length units = 5 microns
1 width unit = 1 mm on screen = 0.0556 micron

TEM Analysts

Norberto Zimbelman
Jeanne Spencer
Daniel Rodriguez
Alejandro Mejia
Miria Hoffman
Lauren Cardona

Tiffany Vigil
Jessica Shapiro
Dane Oberhill
Paul LoScalzo
Brett Colbert
Camryn Baumgartner



Upper and lower 95% confidence bounds for the number of structures counted assuming a Poisson distribution.

Lab Name	Eurofins Reservoirs Environmental, Inc	Client	Panhandle Geotechnical & Env. Inc.	Analyzed By	AME
Primary Scope	JEM-1200EX	Sample Type	Air	Analysis Date	06/06/2025
Voltage	100KV	Vol/Area	1200L	Prep Method	Direct
Magnification	20000	Lab Code	663755-1	Date Received	06/06/2025
Primary Filter Area (mm²)	385	Sec. Filter Area (mm²)		Grid Opening Area (mm²)	0.01
Sample ID	0694821	Method	CFR-763 (TEM AHERA)	Scope Align	06/06/2025
Suspension		Aliquot	1	Grid Openings	7

Grid	GO	Type	Count	Total	Length	Width	ID	Mineral Class	Comments	Photo	EDS
B	A5-4	ND									
	B5-4	ND									
	C5-4	ND									
	E5-4	ND									
	F5-4	ND									
A	E4-1	ND									
	F4-1	ND									

*NAM = Non Asbestos Material

Lab Name	Eurofins Reservoirs Environmental, Inc	Client	Panhandle Geotechnical & Env. Inc.	Analyzed By	AME
Primary Scope	JEM-1200EX	Sample Type	Air	Analysis Date	06/06/2025
Voltage	100KV	Vol/Area	1200L	Prep Method	Direct
Magnification	20000	Lab Code	663755-1	Date Received	06/06/2025
Primary Filter Area (mm²)	385	Sec. Filter Area (mm²)		Grid Opening Area (mm²)	0.01
Sample ID	0694729	Method	CFR-763 (TEM AHERA)	Scope Align	06/06/2025
Suspension		Aliquot	1	Grid Openings	7

Grid	GO	Type	Count	Total	Length	Width	ID	Mineral Class	Comments	Photo	EDS
A	C4-6	ND									
	E4-6	ND									
	F4-6	ND									
	G4-6	ND									
B	H4-6	ND									
	B3-3	ND									
	C3-3	ND									

Lab Name	Eurofins Reservoirs Environmental, Inc			Client		Panhandle Geotechnical & Env. Inc.		Analyzed By	AME
Primary Scope	JEM-1200EX			Sample Type		Air		Analysis Date	06/06/2025
Voltage	100KV			Vol/Area		1200L		Prep Method	Direct
Magnification	20000			Lab Code		663755-1		Date Received	06/06/2025
Primary Filter Area (mm²)	385			Sec. Filter Area (mm²)				Grid Opening Area (mm²)	0.01
Sample ID	0694703			Method		CFR-763 (TEM AHERA)		Scope Align	06/06/2025
Suspension				Aliquot		1		Grid Openings	7

Grid	GO	Type	Count	Total	Length	Width	ID	Mineral Class	Comments	Photo	EDS
A	B5-4	ND									
	C5-4	ND									
	E5-4	ND									
	F5-4	ND									
	G5-4	ND									
B	C4-1	ND									
	E4-1	ND									

*NAM = Non Asbestos Material

Lab Name	Eurofins Reservoirs Environmental, Inc	Client	Panhandle Geotechnical & Env. Inc.	Analyzed By	AME
Primary Scope	JEM-1200EX	Sample Type	Air	Analysis Date	06/06/2025
Voltage	100KV	Vol/Area	1200L	Prep Method	Direct
Magnification	20000	Lab Code	663755-1	Date Received	06/06/2025
Primary Filter Area (mm²)	385	Sec. Filter Area (mm²)		Grid Opening Area (mm²)	0.01
Sample ID	0694648	Method	CFR-763 (TEM AHERA)	Scope Align	06/06/2025
Suspension		Aliquot	1	Grid Openings	7

Grid	GO	Type	Count	Total	Length	Width	ID	Mineral Class	Comments	Photo	EDS
A	B2-4	ND									
	C2-4	ND									
	E2-4	ND									
	F2-4	ND									
	B3-3	ND									
B	B4-4	ND									
	C4-4	ND									

*NAM = Non Asbestos Material

Lab Name	Eurofins Reservoirs Environmental, Inc			Client		Panhandle Geotechnical & Env. Inc.		Analyzed By	AME
Primary Scope	JEM-1200EX			Sample Type		Air		Analysis Date	06/06/2025
Voltage	100KV			Vol/Area		1200L		Prep Method	Direct
Magnification	20000			Lab Code		663755-1		Date Received	06/06/2025
Primary Filter Area (mm ²)	385			Sec. Filter Area (mm ²)				Grid Opening Area (mm ²)	0.01
Sample ID	0694560			Method		CFR-763 (TEM AHERA)		Scope Align	06/06/2025
Suspension				Aliquot		1		Grid Openings	7

Grid	GO	Type	Count	Total	Length	Width	ID	Mineral Class	Comments	Photo	EDS
B	C2-4	ND									
	E2-4	ND									
	C4-6	ND									
A	B4-3	ND									
	C4-3	ND									
	E4-3	ND									
	F4-3	ND									

*NAM = Non Asbestos Material

Lab Name	Eurofins Reservoirs Environmental, Inc	Client	Panhandle Geotechnical & Env. Inc.	Analyzed By	AME
Primary Scope	JEM-1200EX	Sample Type	Air	Analysis Date	06/06/2025
Voltage	100KV	Vol/Area	1200L	Prep Method	Direct
Magnification	20000	Lab Code	663755-1	Date Received	06/06/2025
Primary Filter Area (mm²)	385	Sec. Filter Area (mm²)		Grid Opening Area (mm²)	0.01
Sample ID	0694727	Method	CFR-763 (TEM AHERA)	Scope Align	06/06/2025
Suspension		Aliquot	1	Grid Openings	7

Grid	GO	Type	Count	Total	Length	Width	ID	Mineral Class	Comments	Photo	EDS
A	B4-6	ND									
	C4-6	ND									
	E4-6	ND									
	F4-6	ND									
	G4-6	ND									
B	C3-3	ND									
	E3-3	ND									

*NAM = Non Asbestos Material

Lab Name	Eurofins Reservoirs Environmental, Inc	Client	Panhandle Geotechnical & Env. Inc.	Analyzed By	AME
Primary Scope	JEM-1200EX	Sample Type	Air	Analysis Date	06/06/2025
Voltage	100KV	Vol/Area	1200L	Prep Method	Direct
Magnification	20000	Lab Code	663755-1	Date Received	06/06/2025
Primary Filter Area (mm²)	385	Sec. Filter Area (mm²)		Grid Opening Area (mm²)	0.01
Sample ID	0694543	Method	CFR-763 (TEM AHERA)	Scope Align	06/06/2025
Suspension		Aliquot	1	Grid Openings	7

Grid	GO	Type	Count	Total	Length	Width	ID	Mineral Class	Comments	Photo	EDS
B	B5-3	ND									
	C5-3	ND									
	E5-3	ND									
	F5-3	ND									
A	G5-3	ND									
	C4-4	ND									
	E4-4	ND									

*NAM = Non Asbestos Material

Analytical Procedures – AHERA

Transmission electron microscopy/energy dispersive X-ray spectrometry/selected area electron diffraction (TEM/EDX/SAED) was employed in the analysis of the samples, which were collected on 25 mm mixed cellulose ester air filters. A portion of each filter was collapsed with acetone and etched in a plasma asher. The etched filter was then coated with a thin layer of carbon in a carbon side down. The sample was then placed inside a condensation washer and treated with acetone to remove the filter matrix and expose any inert material.

For each sample, enough grid openings on a 200 mesh TEM grid are analyzed to ensure an analytical sensitivity of at least 0.005 structures/cc. A minimum of four grid openings from two preparations are analyzed for each sample. The grid openings are searched for fibrous structures which, if present are analyzed by SAED and/or EDX (elemental analysis). The AHERA protocol requires SAED confirmation of enough chrysotile asbestos structures on each sample to cause the sample to exceed 70 structures/mm² (usually 4 or 5 structures). Both SAED and EDX confirmation are required of enough amphibole structures on each sample to cause the sample to exceed 70 structures/mm² (usually 4 or 5 structures) per sample. Either SAED or EDX is required for the remaining asbestos structures of either type. The morphology of each structure is determined and the length and the diameter of any asbestos structures are recorded. Asbestos fibers, bundles, cluster and matrices were identified and recorded. The asbestos structures have been defined in AHERA as follows:

Fiber:	is a structure having a minimum length greater than or equal to 0.5 micron with an aspect ratio of 5:1 or greater with substantially parallel sides.
Bundle:	is a structure composed of three or more fibers in parallel arrangement, with each fiber closer than the diameter of one fiber.
Cluster:	is a structure with fibers in random arrangements such that all fibers are intermixed and no single fiber is isolated from the group.
Matrix:	is a fiber or fibers with one end free and the other end embedded or hidden by a particulate. The exposed fiber end must meet the fiber definition given above.

If more than 50 asbestos structures are identified and confirmed on a sample, AHERA analysis may be terminated after completion of the grid opening, which contains the 50th structure. AHERA protocol requires the laboratory to reject any clearance sample which contains in excess of 25% total particulate loading or which appears to be unevenly loaded.

The AHERA protocol includes specific sampling requirements, including minimum numbers of samples and minimum air volumes. Specifically, the 70 structures/mm² clearance criteria is only allowed for sets five inside samples (collected in a group of 13 samples including: five outsides and three blanks) with volumes greater than 1200 liters (40 CFR Part 763, page 41894). Deviation from the AHERA sampling protocol may affect the validity of the analytical results. Analysis of samples collected by non-protocol methods are not accredited by NVLAP

Equations Used for Calculations

$$\text{Area Analyzed, mm}^2 = \# \text{ GO counted} \times \text{Average GO Area (mm)}$$

$$\text{Concentration, s/cc} = \frac{\# \text{ Asbestos Structures}}{\# \text{ GO Counted}} \times \frac{1}{\text{Volume (L)}} \times \frac{\text{Eff. Filter Area (mm}^2\text{)}}{\text{Average GO area (mm}^2\text{)}} \times \frac{1\text{L}}{1000\text{cc}}$$

$$\text{Filter loading, s/mm}^2 = \frac{\# \text{ Asbestos structures}}{\text{Area Analyzed (mm}^2\text{)}}$$

$$\text{GO} = \text{TEM grid opening}$$

Superintendent's Report

June 16, 2025

Mission/Vision/Goals

- We had a team of representatives of our MTSS/School Improvement Team attend Continuous Improvement Process training earlier this month.
- Our administrative team will meet tomorrow with Dr. Julie Downing to conduct planning work for the upcoming school year.

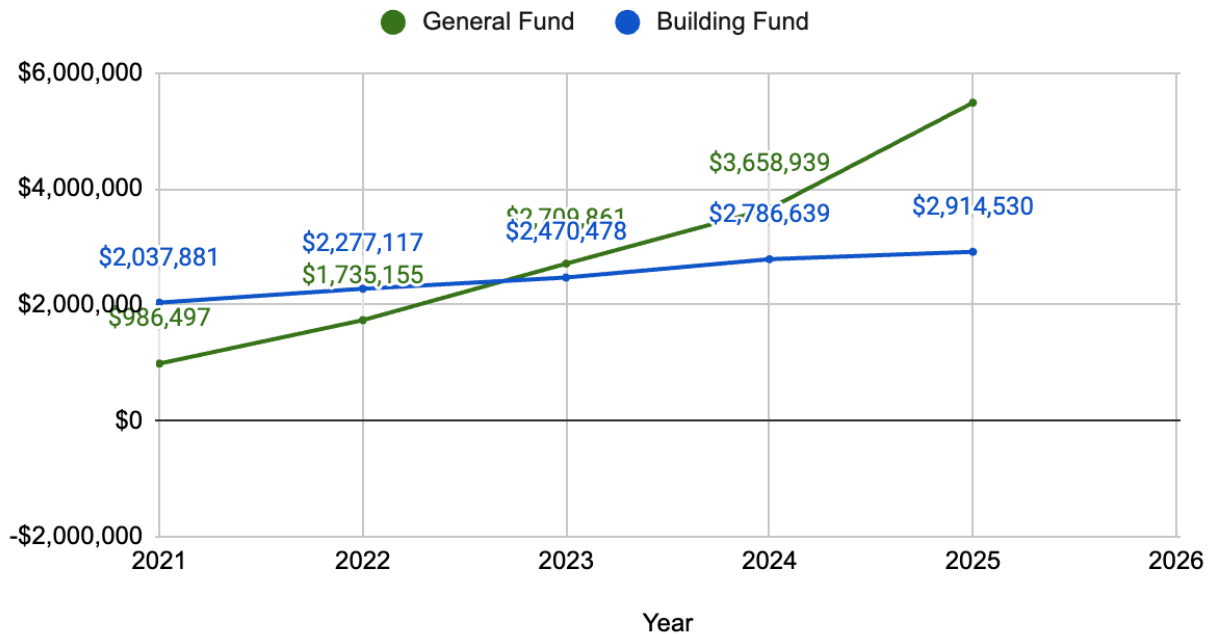
Policy

- The policy manual has been updated as of May 19, 2025, and the changes from the May 12, 2025 board meeting have been incorporated.
- Policy 608.02 refers to a Health Services Annual Report. Nurse Kimball has compiled a report and it is attached. I would encourage you to read the report as it is informative with data, insights, and opportunities for our school to improve in the area of health services and education. In particular, the HOSA opportunity is exciting.
- We issued a stakeholder participation survey to all Remind contacts regarding LB 140. Results of the participation opportunity are attached.
- We will have some additional policy work and updates to the handbooks to consider as we plan for the coming year and make changes in response to the recent legislative session.

Budget Planning and Management

- This spring, we had a monitoring review of the Elementary and Secondary School Emergency Relief Fund (ESSER) grant programs for our district. The result of the review was positive (no corrective action was needed). A copy of the letter from the Federal Program Office at NDE is attached. Thank you to Kristy Hanks for doing a great job with all the documentation and reporting related to the use of these funds.
- We revised some of our end-of-the-year procedures to update our inventory practices. Teachers did an excellent job of compiling a comprehensive inventory of items in their classrooms.
- We plan to issue work agreements to support staff this coming month, based on the updated support staff pay schedule and the initial placement of staff on the schedule. As I mentioned last month, staffing and benefits costs will be a significant factor in next year's budget. Of particular importance is the need to comply with future changes to wage statutes and remain competitive on our pay and benefits package.
- Financial Data is current on the [Strategic Dashboard Indicators Page](#). Here is the monthly fund balance trend report for the General Fund and Building Fund:

June Fund Balances



Educational Leadership

- I would like to commend Mrs. Mandy Plog on her recent appointment as a member of the Educational Service Unit #13 Board. Mrs. Plog will provide quality leadership on their board and I anticipate our school will learn more about the programs and services available through the ESU.
- [Summer school](#) is halfway done for Jr. High and High School. I appreciate the work of the teachers who are helping our students continue to learn during this important time for academic growth and/or recovery.

Organizational and Cultural Leadership

- I would like to commend Jim Miles for his work coordinating asbestos testing, removal, and follow-up testing. The asbestos-containing materials have been removed from the high school building. I have attached the air quality testing report that was conducted as part of the clearance follow-up testing. Flooring work will begin next week and is anticipated to be completed by the end of the 2nd week in July.

Professional Leadership

- Thank you to Mr. Gomez for putting together a process for teacher reflection on student performance as part of our goal-setting process for teachers.
- I would like to commend Mr. Dean and the following additional sponsors for making summer weight lifting/training opportunities available to our scholar-athletes: Mr. Vogel, Mrs. Wood, Mr. Frost, Mrs. Clark, Mr. Frost, Mr. Branson, Mrs. Ann Payne, Mrs. Gilkerson, Mrs. Swanson, and Mr. Wood. Attendance/participation numbers are strong, with approximately 30 athletes per day (high of 37) taking advantage of the opportunity to improve.

Community Relations

- The past couple of years, we have invited several community organizations/businesses to participate in the open house. I anticipate we will plan to make that opportunity available again during the coming year.

Board-Superintendent Relations

- I would like to meet with the Committee on American Civics prior to the July board meeting. We need to review applications for student board representatives for the upcoming year, as well as consider some proposed curriculum changes for the business education program.
- Thank you for taking the time to complete the superintendent evaluation process. Your feedback and direction are crucial as I work on areas of opportunity and focus for our school district.

Strategic Plan (Highlights)

- Reporting order on these Principles is based on the Prioritization Summary:
 - **Guiding Principle III: Student and Staff Well-Being**
 - Our counselors are planning to attend the Character Strong conference in July. We anticipate that they will host a session about their experiences with the program when we host the Western Nebraska School Mental Health Conference in the fall of 2026.
 - The Hope Squad is still collaborating with Dr. Mark Adler to determine a date to share a #BeKind message with our students next fall. Tentatively, they are looking at Wednesday, August 27th.
 - **Guiding Principle I: Student-Centered Learning**
 - I would like to commend Mrs. Wood and Mr. Vogel on their application for and receipt of grant funding to support the Bobcat Brand business education initiative.
 - Teachers were provided with time during the May in-service to continue the process of aligning the curriculum with the state standards and our instructional materials.
 - College and Career Readiness: We had several students earn career certifications and dual credit and college credit again this year.
 - 6 students earned the ServeSafe Food Handler Certification
 - 2 students earned CNA Certification
 - College Credit
 - 5 students earned dual credit English from Mrs. Raben.
 - 3 students earned dual credit physics with Mr. Gomez.
 - 10 students took 20 courses through both semesters of college credit online.
 - Course registration is complete for students in grades 7-12. Our counselors will be offering drop/add opportunities for high school students before the start of the school year.
 - **Guiding Principle IV: Communication and Engagement**

- 38,596 messages were delivered on Remind last month. This includes 35,679 announcements and 2,917 conversations/reactions.
- As we move into the summer, please encourage anyone new to town to stop by and enroll their kids early. That will help us ensure that we can work with parents to have all the necessary paperwork, immunizations, and other requirements in place for the start of the school year.
- **Guiding Principal II: Personnel Effectiveness**
 - During the coming year, we will be working to comply with a new state statute regarding behavioral interventions. Mrs. Plog is a certified trainer in CPI (Crisis Prevention Institute) de-escalation strategies. I anticipate our staff will be beneficiaries of her expertise in these strategies again this coming year.
- **Guiding Principal V: District Resources**
 - [Facilities transitions for 2025-2026](#) school year are underway. Most of the items have been moved, pending installation of flooring.
 - The reflooring in several high school classrooms is scheduled to begin later this week.

Planned Professional Travel

- University of Nebraska President's Advisory Council - Omaha, July 15
- Administrators' Days - Kearney, July 23-25
- I plan to attend student activities as my schedule allows.

Board Reminders (from the Contract with the Superintendent)

- **Evaluation.** The Board shall evaluate the Superintendent twice during the Superintendent's first year of employment and at least once each year thereafter. The first evaluation during the first year of employment and the yearly evaluations after the first year of employment shall occur no later than the regular November meeting. The Superintendent shall: remind the Board members in writing of this provision no later than its regular October meeting; make the Superintendent evaluation an agenda item for the regular November Board meeting during each year of this contract; and provide the Board members with the written evaluation instrument that is on file with the Nebraska Department of Education.
- **Renewal of Contract.** If a Board representative does not inform the Superintendent in writing on or before the seventh day after the regular December 2024 board meeting (and each December thereafter) of the Board's intention to consider the nonrenewal or amendment of this contract, the contract will automatically renew for a period of one year from and after the expiration date provided in Section 1 of this contract. The Superintendent shall remind the Board in writing of this provision no later than its regular November meeting of each year of this contract and shall make the renewal of the Superintendent's employment contract an agenda item for the regular December board meeting during each year of this contract. At the time of each contract renewal and/or amendment, the Superintendent shall be responsible for taking all necessary steps to ensure that the District has complied with the Superintendent Pay Transparency Act.

Leave Log

- I have used 21 ½ days of PTO leave (July 5, July 16, 17, 18, 19, August 2nd, November 4, November 21, and November 22, February 17 ½, February 26, 27, and 28, and April 17th, May 27, 28, 29, 30 and June 2, 4, 5, and 6). I have 15 ½ PTO Days Remaining in the contract year ending June 30th. I may take some PTO time in late June, and plan to take some again in July.

Hemingford Public School District # 10 Policy review schedule : Adopted January 2024

January 2024	section 100 : 0100 - 0104.01 end	8 policies total
February 2024	section 200 : 0200.00 - 0204.01	25 policies total
March 2024	section 200 : 0204.02 - 0206.05 end	25 policies total
April 2024	section 300 : In full	27 policies total
May 2024	section 400 : 0400 - 0403.07	27 policies total
June 2024	section 400 : 0403.08 - 0406.09	27 policies total
July 2024	section 400 : 0406.50 - 0411.53	27 policies total
August 2024	section 400 : 0412.01 - 014305_ end	28 policies total
September 2024	section 500 : 0500 - 0504.04	26 policies total
October 2024	section 500 : 0504.04R1 - 0504.23	26 policies total
November 2024	section 500 : 0504.24 - 0508.01	26 policies total
December 2024	section 500 : 0508.01E1 - 050801E4_ end	25 policies total
January 2025	section 600 : 0600 - 0605.06	27 policies total
February 2025	section 600 : 0605.07 - 0610.02	26 policies total
March 2025	section 600 : 0611.01 - 0612.17 end	26 policies total
April 2025	section 700 : 0700 - 0705.02	18 policies total
May 2025	section 700 : 0705.03 - 0716.00 end	18 policies total
June 2025	section 800 : In full	27 policies total
July 2025	section 900 : In full	26 policies total
August 2025	section 1000 : In full	23 policies total