

Homer Community School District
Committed to excellence, inspiring greatness, exceeding expectations
Board of Education
Tuesday, March 11, 2025
7:00 PM

Agenda

{{Name: Agenda Item Name}}

I. Opening the Meeting

A. Call Meeting to Order and Notification of Open Meeting Law

i. Posted in the room

ii. Publication of Meeting was provided according to 84-1411

B. District Mission Statement:

II. Board Member Roll Call

III. Excuse Absent Board Members

IV. Approval of the Agenda and changes to the Agenda

V. Consent Agenda

A. Approval of minutes from the February regular meeting

B. Approve claims and accounts

C. Approve new hires

Jacob Brand-Secondary Principal

Ashley Ziska-Library/FCS

Rose Brewer-MS Special Education

VI. Public Comment

VII. Information Items: Reports

A. Administrator reports

B. Superintendent report

VIII. Discussion Items

- A. Community Eligibility Provision Lunch Program
- B. Board Goals
- C. Superintendent Salary

IX. Action Items

- A. Consider, discuss, and take action to approve the classified staff and principal salary increase of 3.9387%.
- B. Consider, discuss, and take action to approve the Emergency Operations Plan

X. Next Meeting

XI. Adjournment

NOTICES:

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

CHANGES TO ORDER OF AGENDA: The Board will generally follow the sequence of the published agenda but may change the order of items when appropriate and may elect to take action on any of the items listed.

PROCEDURES FOR PUBLIC COMMENT:

Getting Started: When you have been recognized, please stand and state your name.

Time Limit: You may speak only one time and must limit your comments to 5 minutes or less. The total time allotted for Public Comment is 30 minutes. **At the Board's discretion, individual and total comment time may be extended.**

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

General Rules: Please remember that this is a public meeting for the conduct of the business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated. **RECORDING OF MEETINGS:** The recording of open sessions of Board of Education meetings by the public is permissible according to section 84-1412 (Meetings of public body; rights of public; public body; powers and duties) of Nebraska law. Any public body may make and enforce reasonable rules and regulations regarding the recording of meetings. In accordance with section 84-1410, the recording of closed sessions is not permissible. Board Policy 204.12 and Administrative Regulation 204.12R describe how members of the public may participate in Board of Education meetings and use recording devices. The recording of any part of Board of Education meetings is permissible, except for closed sessions. No recording, other than note taking, shall be done without informing the president in advance. The president has the right to control the placement of the recording device so the device does not obstruct the view of board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

CLOSED SESSION: The Board may go into closed session for the protection of public interest or prevention of needless harm to an individual.

MINUTES OF REGULAR MEETING
BOARD OF EDUCATION
HOMER COMMUNITY SCHOOL
Monday, February 17, 2025

A meeting of the Board of Education of Homer Community School was convened in open and public session on Monday, February 17, 2025 at 5:15 PM in the Library at Homer Community School, Homer, Nebraska. The following board members were present or absent:

Byron Hall: Present, Ryan Harris: Present, Samantha Johnson: Present, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Present, Paul Tighe: Present. Tyler Kirkholm: Member Kirkholm arrived at 5:19pm

Administration present: Superintendent Dr. Joseph Lefdal, Principal Abbie Uhl, Principal Tom Coviello, and Board Secretary Amy Brand

Visitors present: Several

Notice of the meeting was given in advance by publication and/or posting in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given to all members of the Board of Education. The Secretary of the Board maintains a list of the news media requesting notification of meetings and advance notification to the listed media of the time and place of the meeting and the subjects to be discussed at this meeting was provided. Availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

I. Opening the Meeting

I.A. Call Meeting to Order and Notification of Open Meeting Law

I.A.i. Posted in the room

I.A.ii. Publication of Meeting was provided according to 84-1411

I.B. District Mission Statement:

II. Board Member Roll Call

Motion was made by Byron Hall and seconded by Ryan Harris to excuse absent board member Kirkholm. On roll call vote the Board voted as follows: The motion carried
Byron Hall: Yea, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea
Yea: 5, Nay: 0, Absent: 1

III. Excuse Absent Board Members

IV. Approval of the Agenda and changes to the Agenda

Motion was made by Dr. Kristina Nelsen and seconded by Samantha Johnson to approve the agenda as presented. On roll call vote the Board voted as follows: The motion carried
Byron Hall: Yea, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea
Yea: 5, Nay: 0, Absent: 1

V.Consent Agenda

Motion was made by Dr. Kristina Nelsen and seconded by Ryan Harris to approve all items presented on the Consent Agenda. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea

Yea: 6, Nay: 0

V.A.Approval of Minutes from the January regular meeting

V.B.Approve claims and accounts

V.C.Approve Resignations

VI.Public Comment

Cori Kleinschmit addressed the board asking them to review the bullying policy in the student handbook.

VII.Information Items: Reports

VII.A.Administrator reports

Principals Uhl and Coviello reported the 100th day of school was on January 31st. A new self-esteem program called Books and Braids, sponsored by Mrs. Wright, was discussed as well as Parent/Teacher conference on February 13th and the upcoming Blood Drive on March 3rd. Mrs. Uhl informed the board of the Elementary Enrichment program, which is led by Mrs. Schmidt. She also stated the Daddy/Daughter and Mother/Son dance was postponed until March. Grades 3-5 will be attending the NAIA Tournament on March 21st. This is a free event for students to attend. Mr Coviello reported on Girls Basketball winning the Lewis and Clark Conference championship and District Wrestling as well. We have two students who made it to State Wrestling. He also reported that the Speech season is going well and discussed Friday interventions.

VII.B.Superintendent report

Dr. Lefdal shared current enrollment is at 447. He also shared a meeting invite for a joint meeting of Dakota County public bodies on March 10th and extended the invitation to all board members. He shared a letter from NDE stating our Indicator 13 self-assessment data is completed, and no additional action is needed. He shared that we need to look at purchasing a wheelchair accessible van. We would pay for the vehicle with SPED reimbursement over the next three years. Our Rule 10 audit meeting will be happening soon. He shared that we are going to be looking at our schedule for next year to better utilize staff and student needs. Summer school was discussed as well as different options to benefit students. More information will be brought to the board in March. Dr. Lefdal brought up different options to try and get more students to attend home events. This will be discussed more next month. Picnic tables for some extra space for students to go for lunch were also discussed.

VIII.Discussion Items

VIII.A.Survey Results

Dr. Lefdal discussed combined survey results which will be discussed at March's board meeting.

VIII.B.Board of Education goals

IX.Action Items

IX.A.Consider, discuss, and take action to appoint Joseph Lefdal as the Non-Discrimination Compliance Coordinator

Motion was made by Tyler Kirkholm and seconded by Byron Hall to appoint Joseph Lefdal as the Non-Discrimination Compliance Coordinator. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea

Yea: 6, Nay: 0

X.Executive session to strategize for classified and principal compensation

Motion was made by Dr. Kristina Nelsen and seconded by Samantha Johnson to enter executive session at 6:10 p.m. to strategize for classified staff and principal compensation.

On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea

Yea: 6, Nay: 0

XI.Next Meeting

The board exited closed session at 6:33 p.m. No action was taken. The March meeting will be held Tuesday, March 11, 2025 at 7:00pm.

XII.Adjournment

Motion was made by Dr. Kristina Nelsen and seconded by Ryan Harris to adjourn the meeting at 6:36 pm. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea

Yea: 6, Nay: 0

Dated this Monday, February 17, 2025.

ATTEST:
Dr. Kristina Nelsen
Secretary

Dakota County School District #31R
a/k/a Homer Community School
BY: Paul Tighe, President

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID	1	Fund Number 01	GENERAL FUND	
	02242025-0001	ALA Cornhusker Girls State	02/24/2025	850.00
01 1100 610 001		Teaching Supplies		850.00
Total	ALA Cornhusker Girls State			850.00
	1052563,10-0001	Appeara	03/06/2025	281.71
01 2610 610 001		Mop Suplies		149.31
01 2610 610 002		Mop Suplies		132.40
Total	Appeara			281.71
	02282025	Arianna Rave	03/05/2025	55.99
01 2710 519 001		Mileage To Parents		55.99
Total	Arianna Rave			55.99
	39643,39515	ASTC, Inc dba K & S Service	03/05/2025	1,702.18
01 2710 490 001 0008		Tires & Parts		1,616.87
01 2710 490 001 0004		Grey Van Tires and parts		85.31
Total	ASTC, Inc dba K & S Service			1,702.18
	11112024-0005	AT&T	02/27/2025	118.34
01 2510 382 001		Long Distance		62.72
01 2510 382 002		Long Distance		55.62
Total	AT&T			118.34
	02282025	Bird, Darrian	03/05/2025	149.60
01 2710 519 001		Mileage To Parents		149.60
Total	Bird, Darrian			149.60
7815	20250305	Blick Art Materials	03/05/2025	93.36
01 1100 610 001		Supplies		93.36
Total	Blick Art Materials			93.36
	02262025	Bomgaars	03/05/2025	15.56
01 2610 610 001		Supplies		15.56
Total	Bomgaars			15.56
7746.1	20250305	Carolina Biological Supply	03/05/2025	308.25
01 3535 610 001		Teaching Supplies		308.25
Total	Carolina Biological Supply			308.25
	11042024-0005	Century Link	02/27/2025	319.48
01 2510 382 001		Monthly Fee		169.32
01 2510 382 002		Monthly Fee		150.16
Total	Century Link			319.48
	625	Dakota County Star	03/07/2025	98.57
01 2510 540 001		Advertising & Printing		52.24
01 2510 540 002		Advertising & Printing		46.33
Total	Dakota County Star			98.57
7780	20250305	Eakes Office Solutions	03/05/2025	129.60
01 2610 610 001		Supplies		68.69
01 2610 610 002		Supplies		60.91

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	9090993	Eakes Office Solutions	03/05/2025	158.40
01 2610 610 001		Supplies		83.95
01 2610 610 002		Supplies		74.45
Total	Eakes Office Solutions			288.00
	03072025-0001	First National Bank Omaha	02/26/2025	3,062.95
01 1200 610 002		Teaching Supplies		17.43
01 1100 610 001		Teaching Supplies		542.76
01 1100 610 002		Teaching Supplies		141.22
01 2610 610 001		Supplies		262.52
01 2610 610 002		Supplies		232.80
01 2130 610 002		Nursing Supplies		9.70
01 2510 610 001		Office Supplies		64.40
01 6990 340 001		Cultural Grant Expenditures		143.12
01 3535 610 001		Supplies		1,649.00
Total	First National Bank Omaha			3,062.95
	12023181, 12029659	First Student, Inc.	03/05/2025	54,511.18
01 2710 340 001		Contracted Service		32,554.64
01 2710 340 002		Contracted Service		21,956.54
Total	First Student, Inc.			54,511.18
	02282025	Fran Sharpback	03/05/2025	83.85
01 2710 519 001		Mileage To Parents		83.85
Total	Fran Sharpback			83.85
	03032025	Fresh Ideas	03/05/2025	460.00
01 1100 580 001		Travel Expense & Mileage		460.00
Total	Fresh Ideas			460.00
	02012025-0001	Gill Hauling	02/17/2025	863.25
01 2610 340 001		Trash Removal		457.52
01 2610 340 002		Trash Removal		405.73
	03012025-0001	Gill Hauling	03/10/2025	863.25
01 2610 340 001		Contract Services Repairmen		457.52
01 2610 340 002		Contract Services Repairmen		405.73
Total	Gill Hauling			1,726.50
	242008-0001	H2I Group	02/17/2025	1,250.00
01 2610 610 001		Install Safety Straps		1,250.00
Total	H2I Group			1,250.00
	02212025-0001	Hampton Inn Council Bluffs	02/24/2025	160.92
01 1100 580 001		Travel Expense & Mileage		160.92
Total	Hampton Inn Council Bluffs			160.92
7813	20250305	Hillyard / Sioux Falls Branch	03/05/2025	1,614.44
01 2610 610 001		Supplies		855.65
01 2610 610 002		Supplies		758.79
Total	Hillyard / Sioux Falls Branch			1,614.44
	03052025	Homer Post Office	03/05/2025	350.00
01 2510 531 001		Annual Box Fee		185.50

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2510 531 002		Annual Box Fee		164.50
Total Homer Post Office				350.00
	02202025-0001	Homer School Activity Account	02/24/2025	450.00
01 1100 580 001		Travel Expense & Mileage		450.00
	03032025	Homer School Activity Account	03/05/2025	940.00
01 1100 610 001		Teaching Supplies		498.20
01 1100 610 002		Teaching Supplies		441.80
Total Homer School Activity Account				1,390.00
	04152025-0001	Hometown Leasing	03/06/2025	1,610.70
01 2530 443 001		Copier Lease		853.67
01 2530 443 002		Copier Lease		757.03
Total Hometown Leasing				1,610.70
	02282025-0001	J & J Pronto	03/06/2025	982.45
01 2710 626 001 0005		Fuel		198.15
01 2710 626 001 0007		Fuel		92.57
01 2710 626 001 0008		Fuel		190.19
01 2710 626 001 0002		Fuel		179.10
01 2710 626 002 0006		Fuel		148.78
01 2710 626 001 0004		Fuel		129.43
01 2710 626 001 0003		Fuel		44.23
Total J & J Pronto				982.45
	36033896, 35817696	Jostens, Inc.	03/05/2025	524.95
01 1100 610 001		Teaching Supplies		524.95
Total Jostens, Inc.				524.95
	367125441	JW Pepper & Son Inc	03/05/2025	750.16
01 1100 610 001		Teaching Supplies		750.16
Total JW Pepper & Son Inc				750.16
	295114	Language Link	03/07/2025	47.60
01 1100 610 001		Teaching Supplies		47.60
Total Language Link				47.60
	52398807-0001	Matheson Tri-Gas, Inc.	03/05/2025	727.16
01 1100 610 001 0001		Shop Supplies		403.75
01 3535 610 001		Supplies		323.41
Total Matheson Tri-Gas, Inc.				727.16
	10893569, 10892896	Mid-bell Music, Inc	03/05/2025	248.61
01 1100 610 001		Teaching Supplies		248.61
Total Mid-bell Music, Inc				248.61
	02282025	Mindy Blackfish	03/05/2025	53.17
01 2710 519 002		Mileage To Parents		53.17
Total Mindy Blackfish				53.17
	04012025	NASB	03/05/2025	4,374.00

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2320 810 001		Annual Membership		2,318.22
01 2320 810 002		Annual Membership		2,055.78
Total NASB				<u>4,374.00</u>
	11072024-0005	Nebraska Public Power Distric	02/27/2025	4,673.98
01 2610 621 001		Electric		2,477.21
01 2610 621 002		Electric		2,196.77
Total Nebraska Public Power Distric				<u>4,673.98</u>
	0103	Nebraska Rural Community School Association	03/05/2025	220.00
01 2320 580 001		NRCSA Spring Conference		116.60
01 2320 580 002		NRCSA Spring Conference		103.40
Total Nebraska Rural Community School Association				<u>220.00</u>
	2022174238	One Source	03/05/2025	29.00
01 2510 610 002		Background check		29.00
Total One Source				<u>29.00</u>
7822	20250305	Rhyme University	03/05/2025	279.74
01 1100 610 002		Teaching Supplies		279.74
Total Rhyme University				<u>279.74</u>
	80427142	Roto-roter	03/05/2025	240.00
01 2610 610 001		Supplies		127.20
01 2610 610 002		Supplies		112.80
Total Roto-roter				<u>240.00</u>
	02282025	Setia Blackfish	03/05/2025	52.00
01 2710 519 001		Mileage To Parents		52.00
Total Setia Blackfish				<u>52.00</u>
	51487101	Sioux City Winnelson Co.	03/05/2025	80.71
01 2610 610 001		Supplies		42.78
01 2610 610 002		Supplies		37.93
Total Sioux City Winnelson Co.				<u>80.71</u>
	18294,18284	Siouxland Lock & Key	03/05/2025	103.50
01 2610 610 001		Supplies		54.86
01 2610 610 002		Supplies		48.64
Total Siouxland Lock & Key				<u>103.50</u>
	35860	Studio B Graphics	03/05/2025	140.00
01 2610 610 001		Supplies		74.20
01 2610 610 002		Supplies		65.80
Total Studio B Graphics				<u>140.00</u>
	329747,330-0001	Time Management Systems	03/06/2025	438.00
01 2510 735 001		Monthly Fee		232.14
01 2510 735 002		Monthly Fee		205.86
Total Time Management Systems				<u>438.00</u>
	02242025-0001	Village Of Homer	02/24/2025	555.16
01 2610 410 001		Water & Sewer		294.23

Board Report - Detail

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2610 410 002		Water & Sewer		260.93
Total Village Of Homer				<u>555.16</u>
	437797-0001	WoodRiver Energy, LLC	03/07/2025	5,050.20
01 2610 621 001		Utility Energy Service		2,676.61
01 2610 621 002		Utility Energy Service		2,373.59
Total WoodRiver Energy, LLC				<u>5,050.20</u>
Fund Number	01			<u>90,071.97</u>
Checking Account ID	1			<u>90,071.97</u>

Building Fund: (Used for Improvements)		
Balance in Building Fund Passbook (2-1-25)		\$ 66,198.46
Interest		182.94
Dakota and Thurston County Treasurer		65,649.65
Less Transfer to QCPUF per auditor		28,447.40
	February Ending Balance	\$ 103,583.65

QCPUF Fund		
Balance in QCPUF (2-1-25)		\$ 54,154.49
Interest		150.03
Dakota and Thurston County Treasurer		23,876.80
Building Fund per auditor		28,447.40
	February Ending Balance	\$ 106,628.72

Depreciation Fund: (Used for Replacement)		
Balance in Depreciation Fund Balance (2-1-25)		\$ 288,699.47
Interest		597.41
Less check to Hauff's		288.42
	February Ending Balance	\$ 289,008.46

Depreciation Fund Total Designation:

August 2017	\$100,000 for Textbooks(used2,482)(Used167) (25,254)(10,033)(11,836) (6961)(1,229)
August 2019	\$25,000 for Vehicle (23,678 for van) \$25,000 for Textbooks
August 2022	\$50,000 for Textbooks \$150,000.00 for Technology (109,532)(23,414)(2814) \$100,000.00 for Repairs(2988) (8,219) (3,800)(37,842)(34,908)(5,642)(849)(4,472)
August 2023	\$50,000 for Technology \$25,000 for Textbooks \$25,000 for Vehicle

Depreciation Fund Total Available:

Total Repairs	\$ 1,280
Total Technology	\$ 64,240
Total Textbooks	\$142,038
Total Vehicle	\$ 26,322
Total Misc.	\$ 51,663

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Total Collections

	2021-2022	2022-2023	2023-2024	2024-2025
September	1,101,510	800,659	698,595	725,802
October	466,671	316,779	466,618	652,282
November	354,239	519,791	221,093	698,727
December	273,331	275,982	346,820	703,572
January	1,441,146	1,130,286	1,324,358	869,749
February	666,287	588,149	524,431	854,291
March	331,897	332,046	485,652	
April	381,882	574,028	513,032	
May	1,183,274	855,633	996,973	
June	409,099	429,134	489,487	
July	60,559	48,640	84,226	
August	43,664	417,695	93,457	
TOTALS	6,713,559	6,288,821	6,244,744	4,504,422

Tax Collections

	2021-2022	% of Total	2022-2023	% of Total	2023-2024	% of Total	2024-2025	% of Total
September	838,046	76.08%	600,231	74.97%	504,135	72.16%	505,420	69.64%
October	102,555	21.98%	116,402	36.75%	108,401	23.23%	143,002	21.92%
November	27,097	7.65%	35,932	6.91%	29,497	13.34%	29,152	4.17%
December	26,170	9.57%	25,912	9.39%	25,976	7.49%	39,247	5.58%
January	955,255	66.28%	889,616	78.71%	991,893	74.90%	516,753	59.41%
February	322,780	48.44%	214,253	36.43%	228,350	43.54%	655,772	76.76%
March	85,328	25.71%	59,157	17.82%	70,956	14.61%		#DIV/0!
April	338,837	88.73%	347,686	60.57%	232,260	45.27%		#DIV/0!
May	732,782	61.93%	591,358	69.11%	706,690	70.88%		#DIV/0!
June	144,668	35.36%	135,466	31.57%	173,628	35.47%		#DIV/0!
July	53,367	88.12%	40,059	82.36%	28,798	34.19%		#DIV/0!
August	36,306	83.15%	49,150	11.77%	33,418	35.76%		#DIV/0!
TOTALS	3,663,191	54.56%	3,105,221	49.38%	3,134,003	50.19%	1,889,347	41.94%

State Aid

	2021-2022	% of Total	2022-2023	% of Total	2023-2024	% of Total	2024-2025	% of Total
September	198,188	17.99%	199,203	24.88%	191,609	27.43%	201,069	27.70%
October	198,188	42.47%	195,724	61.79%	185,008	39.65%	200,874	30.80%
November	198,188	55.95%	195,724	37.65%	185,008	83.68%	0	0.00%
December	198,188	72.51%	195,724	70.92%	185,008	53.34%	401,748	57.10%
January	198,188	13.75%	195,724	17.32%	185,008	13.97%	200,874	23.10%
February	198,188	29.75%	195,724	33.28%	185,008	35.28%	0	0.00%
March	198,188	59.71%	195,724	58.94%	185,008	38.09%		#DIV/0!
April	0	0.00%	195,724	34.10%	185,008	36.06%		#DIV/0!
May	396,376	33.50%	195,724	22.87%	185,008	18.56%		#DIV/0!
June	198,188	48.44%	195,719	45.61%	185,004	37.80%		#DIV/0!
July								
August								
TOTALS	1,981,880	29.52%	1,960,714	31.18%	1,856,677	29.73%	1,004,565	22.30%

Homer Community Schools

03/10/2025 11:19 AM

Function Number	General Fund	Budget Amount	Expended During Month	Expenditures to Date	% of Budget
01					
1100	REGULAR INSTRUCTIONAL PROGRAMS	3,721,460.00	262,103.43	1,881,954.55	50.59
1125	REGULAR INSTRUCTIONAL PROGRAMS SCHOOL AG	39,900.00	9,969.61	49,249.66	123.43
1150	LIMITED ENGLISH PROF PROGRAMS	12,380.00	2,079.04	13,764.31	111.18
1160	PROVERTY PROGRAMS	523,200.00	50,738.16	355,399.18	67.93
1190	EARLY CHILDHOOD ED PROGRAMS	3,060.00	1,374.25	2,162.38	70.67
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	500,000.00	53,028.14	391,626.91	78.33
1291	SPED AGES 3-5	0.00	0.00	429.95	0.00
1300	SUMMER SCHOOL	25,000.00	0.00	1,146.69	4.59
2120	GUIDANCE SERVICES	178,000.00	10,720.40	77,124.75	43.33
2130	HEALTH SERVICES	76,000.00	4,240.37	44,252.85	58.23
2141	PSYCHOLOGICAL SERVICES SPED SCHOOL AGE	80,000.00	0.00	48,375.00	60.47
2151	SPEECH & AUDIOLOGY SERV SPED SCHOOL AGE	110,000.00	0.00	44,895.25	40.81
2161	OT SERVICES SPED SCHOOL AGE	6,000.00	0.00	2,835.00	47.25
2171	PT SERVICES SPED SCHOOL AGE	0.00	0.00	1,890.00	0.00
2220	LIBRARY/MEDIA SERVICES	175,000.00	8,876.52	63,823.76	36.47
2300	2300	0.00	0.00	850.00	0.00
2320	EXECUTIVE ADMINISTRATION	290,000.00	20,634.84	126,123.66	43.49
2410	OFFICE OF PRINCIPAL	410,000.00	32,675.87	226,007.30	55.12
2500	2500	0.00	0.00	483.85	0.00
2510	GENERAL ADMIN-BUSINESS SERVICE	200,000.00	8,664.43	89,763.91	44.88
2530	PRINT, PUB, DUP SERVICES	0.00	1,610.70	11,274.90	0.00
2570	PERSONNEL SERVICES	0.00	0.00	25.00	0.00
2610	SUPPORT SERVICES OPERATION OF BUILDING	513,000.00	22,716.60	190,272.47	37.10
2650	VEHICLE OPP, ACQUISITION AND MAINTENANCE	25,000.00	0.00	0.00	0.00
2660	SECURITY	2,000.00	0.00	0.00	0.00
2710	VEHICLE OPP & PURCH REG ED	389,601.00	57,590.42	191,183.85	49.07
3535	HIGH ABILITY LEARNERS	14,000.00	1,021.88	6,172.77	44.09
3551	CAREER EDUCATION	0.00	0.00	1,084.00	0.00
6200	TITLE I, PART A ESSA IMP BASIC BY LOCAL	199,000.00	10,458.17	73,055.58	36.71
6210	TITLE I PART A ACCT ESSA IMPROV BASIC	6,000.00	0.00	0.00	0.00
6408	6408	103,000.00	0.00	30,960.00	30.06
6700	FED VOC & APP TECH ED (CARL PERKINS)	10,000.00	0.00	6,065.67	60.66
6910	NATIVE AMERICAN EDUCATION	142,000.00	12,492.67	86,709.72	61.06
6990	OTHER FED CATEGORICAL RECEIPTS	0.00	0.00	3,491.07	0.00
6992	REAP	45,000.00	0.00	5,606.00	12.46
6997	6997	5,000.00	0.00	0.00	0.00
6998	6998	0.00	0.00	13,432.29	0.00
8000	TRANSFERS (OUTGOING)	165,065.00	0.00	0.00	0.00
01		7,968,666.00	570,995.50	4,042,093.27	50.73
		Budget Amount	Expended During Month	Expenditures to Date	% of Budget
Grand Total:		7,968,666.00	570,995.50	4,042,093.27	50.73

Homer Community School 2024-25 Student Movement

	In	Out
August	6	3
September	2	9
October	1	0
November	3	3
December	2	3
January	5	3
February	0	0
March		
April		
May		
	Totals	
	19	21



Homer Community School 2024-25

Average Daily Attendance

Percentage of Students in Attendance Daily

	%
August	96
September	96
October	95
November	95
December	94
January	93
February	93
March	
April	
May	



HOMER SCHOOL ENROLLMENT 2024-25

February 28, 2025

Grade	Total	Boys	Girls	Teachers	Option Enrollment	
Preschool 4 year	24	9	15	All		
PK-4	12			Heaton	-	
PK-4	12			Murphy	-	
Kindergarten	26	16	10	All	10	
K – 1	14			Scott		
K – 2	12			Olson		
1 st Grade	36	16	20	All	16	
1 st – 1	19			Boelter		
1 st - 2	17			Dorcey		
2 nd Grade	25	14	11	All	11	
2 nd – 1	13			Ford		
2 nd – 2	12			Morgan		
3 rd Grade	26	10	16	All	6	
3 rd – 1	12			Curry		
3 rd – 2	14			Hermelbracht		
4 th Grade	29	13	16	All	9	
4 th – 1	14			Jump		
4 th – 2	15			Sanchez		
5 th Grade	41	20	21	All	15	
5 th - 1	21			Olson		
5 th - 2	20			Bennier		
Total K – 5	183		Total PreK - 5	207	Total Elem. Option	67
Comparison to 2015/2016 (PK-6) - 219 Students (71 Opt.) Comparison to 2016/2017 (PK-6) - 215 Students (73 Opt.) Comparison to 2017/2018 (PK-6) - 206 Students (69 Opt.) Comparison to 2018/2019 (PK-6) - 225 Students (90 Opt.) Comparison to 2019/2020 (PK-6) - 217 Students (83 Opt.) Comparison to 2020/2021 (PK-6) - 243 Students (78 Opt.) Comparison to 2021/2022 (PK-6) - 245 Students (70 Opt.) Comparison to 2022/2023 (PK-6) - 238 Students (68 Opt.) Comparison to 2023/2024 (PK-5) – 212 Students (66 Opt.)						
6 th Grade	33	11	22		15	
7 th Grade	41	14	27		16	
8 th Grade	29	12	17		14	
9 th Grade	44	18	26		20	
10 th Grade	30	13	17		14	
11 th Grade	36	13	23		13	
12 th Grade	27	17	10		14	
13-16 Year	0	0	0		0	
Total 6 – 12	240				Total JH/HS Option	106
Year 13	0					
Comparison to 2015/2016 (7-12) – 180 Students (61 Opt.) Comparison to 2016/2017 (7-12) – 175 Students (63 Opt.) Comparison to 2017/2018 (7-12) - 171 Students (56 Opt.) Comparison to 2018/2019 (7-12) - 163 Students (58 Opt.) Comparison to 2019/2020 (7-12) - 171 Students (65 Opt.) Comparison to 2020/2021 (7-12) - 190 Students (74 Opt.) Comparison to 2021/2022 (7-12) - 181 Students (75 Opt.) Comparison to 2022/2023 (7-12) - 192 Students (80 Opt.) Comparison to 2023/2024 (6-12)- 224 Students (97 Opt.)						
Total K – 12	423		Total PreK - 12	447	Option Total	173
Comparison to 2015/2016 (PK-12) - 399 Students (132 Opt.) Comparison to 2016/2017 (PK-12) - 390 Students (136 Opt.) Comparison to 2017/2018 (PK-12) - 377 Students (125 Opt.) Comparison to 2018/2019 (PK-12) - 388 Students (148 Opt.) Comparison to 2019/2020 (PK-12) - 418 Students (148 Opt.) Comparison to 2020/2021 (PK-12) - 433 Students (152 Opt.) Comparison to 2021/2022 (PK-12) - 426 Students (145 Opt.) Comparison to 2022/2023 (PK-12) - 430 Students (148 Opt.) Comparison to 2023/2024 (PK-12) – 436 Students (168 Opt.)						



Rule 10 Compliance Visit 2024-2025

Date: 3/3/2025

Superintendent: Dr. Joey Lefdal

School District Name: Homer Community Schools

Date of Visit: 2/25/25

Dear Superintendent Lefdal,

The Nebraska Department of Education Accreditation Section appreciates the time and effort you have placed into maintaining compliance with the requirements and regulations of **Title 92, Nebraska Administrative Code, Chapter 10**.

Homer Community Schools has demonstrated compliance through requested evidence presented before, during, or immediately after the scheduled compliance visit. No further actions are required from you at this time.

Thank you for your continued efforts in maintaining compliance with **Title 92, Nebraska Administrative Code, Chapter 10**. Please share this information with your local school board as acknowledgement of your compliance.

Sincerely,

A handwritten signature in blue ink, reading 'Decua Jean-Baptiste'.

Director of Accreditation
Office of Accreditation, Certification, & Approval
500 S. 84th St., 2nd Floor
Lincoln, NE, 68510-2611
P: (402) 480-0810
E: Decua.Jean-Baptiste@nebraska.gov

Addressing Bullying at Homer Community School

At Homer Community School, we are committed to providing a safe and supportive learning environment where all students feel valued and respected. We recognize the harmful effects of bullying and have established clear policies, reporting procedures, and proactive programs to address and prevent bullying behaviors.

School Policies & Procedures

Our **Student Handbook** and **Board Policies** outline our firm stance against bullying:

- **Definition & Consequences:** Bullying is identified as an ongoing pattern of physical, verbal, or electronic abuse occurring on school property, at school-sponsored events, or in school-related transportation (Handbook, pg. 17).
- **Reporting & Complaint Process:** Students and parents have multiple avenues to report bullying incidents, including direct reporting to staff, formal complaint procedures, and Title IX protections when applicable (Handbook, pgs. 32, 68-70; Policy 504.20).
- **Progressive Disciplinary Measures:** Bullying offenses are categorized into **Levels 1-3**, ensuring appropriate intervention based on severity and recurrence.

For additional resources, visit:

 [Nebraska Department of Education Bullying Prevention](#)

Handbook Information

Pg. 17

Engaging in bullying, 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

Pg. 32

The proper procedures for a parent or student to make complaints or raise concerns about school staff or the school programs or activities are set forth below. Other procedures exist to address discrimination or harassment, the bullying of students, and to challenge disciplinary actions, and such other procedures should be used to address those types of concerns.

Pg. 55

The following are examples of behaviors that constitute an "incidents": name calling, rolling eyes, glaring (dirty looks), mocking, scowling, making fun of, laughing at, whispering about,

inappropriate gestures, arguing, refusal to follow directions, provoking others, disruption of class time, pushing, shoving, “bumping into” intentionally, inappropriate physical contact of any kind, excluding others intentionally, hurtful and/or threatening notes, throwing items, cyber bullying at school, and graffiti.

Reporting of Inappropriate Behaviors: Students who experience disrespectful or bullying behavior should immediately report that behavior to the teacher in charge of the class or a teaching assistant

Pg. 68

Level 1

Harassment (minor or 1st offense) Bullying/Harassment

Pg. 69

Level 2

Harassment/Bullying (In or out of school if it carries over into school) Bullying Cattiness
Harassment Student who may have some kind of sexual material and is showing others

Pg. 70

Level 3

Continued harassment Students showing a continued pattern of harassment and/or bullying to students and/or staff

Our Policies

504.20 Bullying Prevention

503.07

Bullying and Harassment: Pregnant or parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are in place and apply to all students.

504.20

BULLYING PREVENTION The board recognizes the negative impact that bullying has on student health, welfare, safety, and the school’s learning environment and prohibits such behavior. Bullying is defined as 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 his or her designee, at a designated school bus stop, or at school-sponsored activities or school-sponsored athletic events. Bullying may constitute grounds for detention, suspension, expulsion or mandatory reassignment, subject to state and federal statutes and the district’s student discipline and due process procedures. Every report of alleged bullying that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and

coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying. It shall be the responsibility of the superintendent to implement appropriate programs or procedures for the purpose of educating students regarding bullying prevention.

504.24E1

TITLE IX REPORTING FORM The Board declares it to be the policy of this district to provide a safe, positive learning and working environment that is free from bullying, hazing, dating violence, sexual harassment and other discrimination, and retaliation. If you have experienced, or if you have knowledge of, any such actions, we encourage you to complete this form. The Title IX Coordinator will be happy to support you by answering any questions about the report form, reviewing the report form for completion and assisting as necessary with completion of the report. The Title IX Coordinator's contact information is: Position: Address: Email: Phone Number: Retaliation Prohibited The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against you for filing this report. Please contact the Title IX Coordinator immediately if you believe retaliation has occurred.

Confidentiality Confidentiality of all parties, witnesses, the allegations and the filing of a report shall be handled in accordance with applicable law, regulations, Board policy, procedures, and the district's legal and investigative obligations. The school will take all reasonable steps to investigate and respond to the report, consistent with a request for confidentiality as long as doing so does not preclude the school from responding effectively to the report. If you have any questions regarding how the information contained in this report may be used, please discuss them with the Title IX Coordinator prior to filing the report. Once this report is filed, the district has an obligation to investigate the information provided.

Types of Bullying

1. Physical Bullying – Hitting, kicking, pushing, or other physical aggression.
2. Verbal Bullying – Name-calling, insults, teasing, or threats.
3. Social/Relational Bullying – Spreading rumors, excluding others, or embarrassing someone publicly.
4. Cyberbullying – Using digital platforms to harass, intimidate, or spread harmful content.
5. Prejudicial Bullying – Targeting someone based on race, religion, gender, disability, or other identity factors.
6. Sexual Bullying – Unwanted touching, inappropriate comments, or spreading explicit rumors.

Ways to Prevent Bullying

- Create a Positive School Culture – Promote kindness, inclusivity, and respect through school-wide initiatives.

- Encourage Bystander Intervention – Teach students to safely stand up for peers and report bullying.
- Foster Open Communication – Ensure students feel comfortable reporting incidents to trusted adults.
- Implement Clear Policies & Consequences – Enforce anti-bullying rules consistently.
- Social-Emotional Learning (SEL) Programs – Help students develop empathy, conflict resolution, and emotional regulation skills.
- Supervision & Hotspot Monitoring – Increase adult presence in bullying-prone areas like hallways, cafeterias, and online spaces.

Nebraska Anti-Bullying Programs & Resources

1. Nebraska Department of Education (NDE) – Bullying Prevention – Offers guidance on policies and reporting.
2. Nebraska Family Helpline – Provides support for families dealing with bullying.
3. Teens Against Bullying & PACER's National Bullying Prevention Center – Offers student-led initiatives to empower youth.
4. Olweus Bullying Prevention Program – Evidence-based program used in some Nebraska schools.
5. Capturing Kids' Hearts – Focuses on relationship-building to create a supportive school climate.
6. Second Step Program – SEL curriculum that teaches conflict resolution and emotional skills.

Empowering Students to Stand Against Bullying

- Teach Assertiveness – Encourage students to use confident, respectful responses when faced with bullying.
- Develop Peer Mentorship Programs – Pair older students with younger peers to foster a culture of support.
- Promote Leadership Opportunities – Involve students in student councils, anti-bullying committees, and community outreach.
- Provide Anonymous Reporting Options – Implement safe ways for students to report bullying without fear.
- Encourage Student-Led Initiatives – Support clubs and activities that promote kindness and inclusivity, such as “No One Eats Alone” programs.

NDE programs

<https://www.education.ne.gov/safety/bullying-cyberbullying/bullying-resources-for-teachers/>

Current Bullying Prevention & Student Support Initiatives

Homer Community School has implemented a variety of programs designed to foster positive relationships, social-emotional learning, and student well-being:

- ◆ **Second Step Program** – Taught by Mrs. Schmidt in K-5 specials rotation, with weekly SEL skills reinforced in back gym sessions.
- ◆ **Big Knight/Little Knight Mentorship** – Strengthening student connections across grade levels.
- ◆ **Knight PRIDE Framework** – Reinforcing safe, respectful, and responsible behavior school-wide.
- ◆ **Books and Braids** – Combining literacy and relationship-building through morning check-ins.
- ◆ **Lunch and Learn with the Counselor** – Peer bonding sessions focused on social-emotional growth.
- ◆ **Behavior Support Check-Ins** – High school mentors providing structured, positive interactions for younger students.
- ◆ **Kindness Club (Grades 6-8)** – Encouraging students to promote inclusion and kindness.
- ◆ **"Caught Being Good" Recognition** – grades 6-8 monthly rewards for positive behaviors.
- ◆ **Feel-Good Fridays** – Weekly reflections to build a positive secondary school culture.
- ◆ **Restorative Practices** – A proactive approach to discipline, helping students understand the impact of their actions.
- ◆ **Mental Health Team (Biweekly Meetings)** – Monitoring student needs and developing individualized action plans.

Ways Students & Families Can Help

- ✓ **Report Concerns Immediately** – Encourage open communication with teachers, counselors, and administrators.
- ✓ **Promote Positive Bystander Behavior** – Stand up for others, refuse to spread rumors, and support inclusive activities.
- ✓ **Engage in School Programs** – Encourage participation in mentorship, leadership, and kindness initiatives.

By working together, we can continue to foster a **positive, safe, and inclusive** school environment where all students feel supported and empowered.

- Second Step Program - Instructed by Mrs. Schmidt during our special rotations for all students K-5.
 - Specific skills reviewed weekly in the back gym on Tuesdays
 - For specials she is in the classroom 1 days out of 8 day rotation
- Big Knight/Little Knight - Peer mentoring to make connections between students within the building
- Knight PRIDE - based on safe, respectful and responsible behavior

- Books and Braids - build literacy skills and relationship while students have their hair braided in the morning
- Common language expectations for expected behaviors in bathroom, bus, lunchroom, playground, classroom, hallway
- Lunch and Learn with the school counselor - make connections among peers and focus on SEL skills
- Mental health team meets biweekly to monitor students and develop action plans to address student needs
- Be Good People - Tier 1 instruction for identified grade level and then offering a small group option to students who would like to transition into those.
 - 4 week focus on skills for Tier 1.
- Behavior support for elementary students with pairing them with a positive role model from the high school end to conduct check in check outs with them throughout the week.
- Kindness Club grades 6-8.
- “Caught being good” reward system once a month.
- Feel good Fridays-Reflection on week and write summary and post in secondary commons area.
- Restorative practices for discipline intervention. Allows staff to get to the root of the behavior.

Fee Options

6-12 Enrollment 240

@ \$10 per student this would generate \$2400

@ \$20 per student this would generate \$4800

We could also put in place community service hours that would cover the expense for families

Volunteer Opportunities for Students Around School

1. **Peer Tutoring** – Help younger or struggling students with homework and classwork.
2. **Library Assistants** – Organize books, help with checkouts, and create displays.
3. **Recycling & Green Team** – Collect recyclables and promote sustainability efforts.
4. **Morning Greeters** – Welcome students at the doors to create a positive start to the day.
5. **Student Mentors** – Pair older students with younger peers for guidance and friendship.
6. **Tech Helpers** – Assist teachers and students with Chromebooks, Smartboards, and other technology.
7. **Office Assistants** – Help deliver notes, organize materials, and support school staff.
8. **Event Helpers** – Set up and clean up for school events, assemblies, and open houses.
9. **Hallway & Lunchroom Monitors** – Help ensure a positive and respectful environment.
10. **School Garden Crew** – Maintain plants, water flowers, and beautify outdoor spaces.
11. **Bulletin Board & Classroom Decorators** – Assist teachers in creating engaging classroom displays.
12. **Lost & Found Organizers** – Keep track of lost items and help reunite them with their owners.
13. **Safety Patrol** – Assist younger students in crossing the street safely or navigating hallways.
14. **Sports Team Managers** – Help coaches with equipment, scorekeeping, and team support.
15. **Music & Drama Helpers** – Assist with concert setup, costumes, and stage crew work.
16. **Cafeteria Helpers** – Support younger students with opening containers and cleaning tables.
17. **Community Service Club** – Plan fundraisers, donation drives, or local service projects.
18. **School Newspaper/Yearbook Staff** – Write articles, take photos, and design pages.
19. **Wellness & Kindness Club** – Promote mental health, kindness challenges, and school spirit.
20. **Student Ambassadors** – Give school tours and welcome new students.

Increasing student numbers will also increase your concession sales as well.

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

HOMER COMMUNITY SCHOOLS (22-0031-000)

FORMULA STUDENTS CALCULATION

(Fall Membership	ADM/FM Ratio)	+	Contracted Out	=	Formula Students
(422	0.9928331158)	+	0	=	418.98
KDG Adjustment	(0 students	x .5)		times ADM Factor	=	0.00
Early Childhood (002)	(24 students	x 966.0 hours / 1,032 hours		x .6)	=	13.48
Total Formula Students						432.45

FORMULA NEEDS CALCULATION

Basic Funding	6,755,746
Poverty Allowance	461,527
Limited English Proficiency Allowance	12,587
Focus School & Program Allowance	0
Summer School Allowance	23,922
Special Receipts Allowance	701,106
Transportation Allowance	232,781
Elementary Site Allowance	0
Distance Education & Telecommunications Allowance	5,992
Averaging Adjustment	0
New School Adjustment	0
Student Growth Adjustment	0
Community Achievement Plan Adjustment	0
Limited English Proficiency Allowance Correction	(3,988)
Student Growth Adjustment Correction	0
Poverty Allowance Correction	0
Non Qualified LEP Adjustment	0
Total Calculated Formula Needs	8,189,673
Formula Needs Stabilization	0
Total Formula Needs	8,189,673

FORMULA RESOURCES CALCULATION

Yield From Local Effort Rate	$546,946,868 / 100 \times 1.0000000000$	5,469,469
Net Option Funding		1,522,304
Allocated Income Tax Funds		27,802
Other Actual Receipts		1,092,552
Community Achievement Plan Aid		0
Foundation Aid Included in Resources		389,209
Total Formula Resources		8,501,336

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

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

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

HOMER COMMUNITY SCHOOLS (22-0031-000)

STATE AID CALCULATION

Equalization Aid	0
Net Option Funding	1,522,304
Allocated Income Tax Funds	27,802
Community Achievement Plan Aid	0
Foundation Aid Included in Resources	389,209
Foundation Aid Outside of Resources	259,473
Total State Aid Calculated	2,198,788
Prior Year (2024/25) State Aid Correction	(9,151)
Total State Aid	2,189,637
Carryover Adjustment from years prior to 2025/26	0

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

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

Event Gate Box Money Handling Form

Event Name: _____

Date: _____

Location: _____

Gate Worker(s): _____

Administrator on Duty: _____

Pre-Event Money Count

- Starting Amount in Gate Box: \$ _____
 - Verified By (Gate Worker): _____
 - Verified By (Administrator): _____
-

Post-Event Money Count

Cash Breakdown:

- Coins: \$ _____
- \$1 Bills: _____ (\$ _____)
- \$5 Bills: _____ (\$ _____)
- \$10 Bills: _____ (\$ _____)
- \$20 Bills: _____ (\$ _____)
- \$50 Bills: _____ (\$ _____)
- \$100 Bills: _____ (\$ _____)
- Checks Total: \$ _____
- Total Collected: \$ _____

Total to be returned to starting amount: \$ _____

Amount to be deposited (total collected minus starting amount): \$ _____

Reconciliation & Verification

- Final Count Verified by Gate Worker: _____
- Final Count Verified by Administrator: _____
- Recount by Secondary Administrator (if applicable): _____
- Any Discrepancies? Yes / No
 - If Yes, Explanation: _____

Signatures

By signing below, you confirm that the amounts recorded above are accurate to the best of your knowledge.

Gate Worker Signature: _____

Administrator Signature: _____

Secondary Administrator Signature (if applicable): _____

Homer Community School Attendance Recovery Plan

Student Name: _____

Grade: _____

Date: _____

Accumulated Absences/Tardies:

- Total Number of Tardies: _____
- Total Number of Absences: _____
- Total Time Owed: _____ (in hours/minutes)

Recovery Plan Details:

- Date(s) of Makeup Time:

 - Time Made Up (Hours/Minutes):

 - Location:

 - Staff Supervisor:

 - Activities Completed During Recovery Time (Tutoring, coursework, community service, etc.):

-

Plan for Completion:

- The student will complete all required recovery time by **(Final Completion Date)**
_____.
 - Failure to complete the recovery plan may result in additional consequences, including loss of privileges or credit recovery requirements.
-

Signatures:

Student Signature: _____ **Date:** _____

Staff Supervisor Signature: _____ **Date:** _____

Parent/Guardian Signature (if applicable): _____ **Date:** _____

Additional Notes:

Thank you for your commitment to attendance and academic success!

Transportation (Route) Discussion

Transportation for January 2025

\$24,027 for month of January
18 days of service
3 Routes both Morning and Afternoon
 $\$24,027/18 \text{ days} = \1334.83
 $\$1334.83/3 \text{ routes} = \444.94 per route
Yellow AM Route \$222.47
Yellow PM Route \$222.47
Red AM Route \$222.47
Red PM Route \$222.47
Blue AM Route \$222.47
Blue PM Route \$222.47

Costs associated with running our own routes

Salary/Benefit

6 hours per day @ \$30.00 per hour = \$180 per daily route
3 routes @ \$180 = \$540
 $\$540 \times 18 \text{ days} = \9720
 $9720 \times 18\% \text{ for benefits} = \1749.60

Lease/Purchase

4 buses
\$493,080 (5yrs) or \$112,242.73 a year
\$9,353.56 per month pmt

Fuel

Yellow route is 50 miles x 2 routes = 100 miles
Red route is 43 miles x 2 routes = 86 miles
Blue route is 33 miles x 2 routes = 66 miles
Total miles per day = 252 miles
Average mpg is 6
 $252 \text{ miles}/6\text{mpg} = 42 \text{ gallons}$
 $42 \times \$3.40 \text{ diesel} = \142.80 per day
 $18 \text{ days} \times \$142.80 = \$2570.40 \text{ per month}$

Electricity

Plug-in for cold temperatures (5 months)
12-15 cents per KWh-\$100 per month per bus
 $\$100 \times 3 \text{ buses} = \300 per month

Additional Costs

Substitute Drivers
Director of Transportation Salary
Insurance

Total Cost \$23,693.56

Homer Community School

Emergency Operations Plan

Disclaimer:

This template was developed using Federal funds, USDOE PR/Award # S184Q180009 and is available for all Nebraska schools at no cost for the purpose of developing a high-quality school Emergency Operations Plan to be supported by the Nebraska Department of Education School Safety.

Updated: 9/30/24

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SIGNATURE PAGE

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

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Title: Homer Community School (Superintendent)

Date: 9/30/24

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Name: Byron Hall

Title: School Board Vice-Chair

Date: 9/30/24

Name: Jeff Horner

Title: Safety Team Chair/Member

Date: 9/30/24

Name: Abbie Uhl

Title: Safety Team Member (Principal)

Date: 9/30/24

Name: Tom Coviello

Title: Safety Team Member (Principal)

Date: 9/30/24

Name:

Title: Dakota City Police Chief

Date: 9/30/24

Name: Brian Fernau

Title: Dakota County Sheriff/Liaison Officer

Date: 9/30/24

Name: Deanna Hagber

Title: Dakota County Emergency Manager

Date: 9/30/24

Name: Dale Barclay

Title: Homer Fire Department (Fire Chief)

Date: 9/30/24

Name: Veronica Schmidt

Title: Safety Team Member

Date: 9/30/2024

Name: David Dziurawiec

Title: Homer Fire Department: Asst. Fire Chief

Date: 9/30/2024

I. INTRODUCTION

A. Purpose of the Plan

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

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

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

B. Scope of the Plan

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

1. Definitions

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

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

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

2. School Board Policy Statement

The Homer Community School Emergency Operations Plan operates within the framework of the Homer Community School Board policy.

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

The current enrollment of Homer Community School is approximately 208 elementary (K-5) school students, and 238 (6-12) secondary school students located in one, single-level building on campus. These students are supported by a committed staff and faculty consisting of:

3 Superintendent/Principal/Building Administrators
38 Teachers
10 Instructional Assistants
3 Counselors, Social Workers, and Psychologists
1 School Nurses/Health Assistans
4 Custodians/Maintenance Personnel
3 Office/support staff
4 Food Service/Cafeteria staff
1 Technology Coordinator

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

[Elementary Schedule](#)

[Secondary Master Schedule](#)

b. Special Needs Population

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

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

The school's current enrollment of students with special needs is approximately 40; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

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

2. Building Information

Homer Community School is located on a 13-acre lot and includes 1 building, 1 football/soccer field, 1 tennis court, and 1 staff/student parking lot. All classes take place in the main building on campus.

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

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

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

Located in **Appendix D** are the list of local utility companies and their contacts for additional assistance.

3. Hazard Analysis Summary

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

In February 2025 completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The most recent risk assessment by Craig Frerichs was completed 9/25/24.

In addition, the table on the following page briefly discusses Homer Community School's behavior/mental health concerns, parent/guardian issues, domestic violence, medical emergency, law enforcement activity in community, train derailment, high-priority hazards including flood, severe storm, fire, chemical, intruder, and terrorism.

Table 1. High-Priority Hazards

<p>Flood</p>	<p>Flooding is a natural feature of the climate, topography, and hydrology of Homer and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather.</p> <p>The Omaha Creek, East of Homer has the capability of flooding. Long periods of rainfall and mild temperatures are normally the cause. Homer Community School is not located in a flood plain, but it is within a short distance of the Omaha Creek, making it vulnerable to flood damage.</p> <p>Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks due to prolonged rainfall.</p>
<p>Severe Storm</p>	<p>Homer and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Homer Community School, and the equipment and staff available to perform tasks to lessen the effects of severe local storms. Consideration must be made for not only district owned vehicles, but also vehicles driven by inexperienced teenage drivers.</p>
<p>Fire</p>	<p>Fire hazards are the most prevalent types of hazard.</p>
<p>Chemical</p>	<p>Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Homer. Currently, ammonia, chlorine, and propane are all used and stored on school grounds.</p>
<p>Intruder</p>	<p>Though Homer Community School has a secure building with locked doors during the school day, individuals who are not authorized to be on school grounds could be possible. In these situations, the identification of the person in question and the purpose of their presence must be determined. They must also be escorted to an appropriate location or be required to use district approved sign in/sign out procedures.</p>
<p>Train Derailment</p>	<p>The village of Homer has three entrances into the community off of Highway 75, all of which have train tracks running across them. It is possible that if a derailment took place, all entrances would be blocked. These trains are also hauling a variety of products which could lead to chemical spills and explosions.</p>
<p>Terrorism</p>	<p>Homer Community School, like other public institutions, is vulnerable to terrorist activity.</p>

<p>Behavioral/ Mental Health Crisis</p>	<p>Homer Community School acknowledges that behavioral and mental health of students and staff are a high priority, and are of utmost concern and importance. We observe these situations on a regular basis, although they do not frequently escalate into dangerous situations. With the impact of COVID, anxieties among staff and students are observed often as well.</p>
<p>Parent/ Guardian Issues</p>	<p>Homer has not been insulated from the changing family dynamics that have occurred in the US over the past couple of decades. We have a variety of family situations, including two parent, single parent, step-parent, and foster parent situations. These different scenarios lead to the likelihood of family disputes to occur. We have many custodial arrangements on file, and must monitor situations closely when parents may or may not have legal access to</p>

	students.
Domestic Violence	While domestic violence occurring within school walls is rare, we know statistically we see only a very small picture of what our students and staff may be dealing with in their home environments. We often deal with the aftermath of domestic violence, and are mandatory reporters of such violence. In addition, student behaviors are often the result of being abused themselves, or of having witnessed abuse in the homes. These behaviors impact the ability of a student to learn to their full potential, and may disrupt the teaching of larger groups.
Medical Emergency	Homer Community School has a large number of students/staff/community members that could be in the building at any given time for a large number of reasons (regular school day, extracurricular events, community events). A medical emergency of any nature can happen without warning. Some examples may include: seizures, allergy/anaphylactic reactions, asthma attacks, physical injuries.
Law Enforcement Activity in Community	The Village of Homer has had situations in the past that have required law enforcement activity in the area. Due to the size of the community, it is realistic that such activity could occur in very close proximity to the school.

4. Prevention, Preparedness, Response, and Recovery Overview

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

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

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

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

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

D. Planning Assumptions and Limitations

1. Planning Assumptions

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

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

2. Limitations

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

GUIDANCE:

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

II . CONCEPT OF OPERATIONS

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

A. National Incident Management System (NIMS)

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

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

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

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

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

B. Implementation of the Incident Command System (ICS)

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

The Superintendent/Principal/Incident Commander at Homer Community School will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

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

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

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

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

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

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

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

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

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

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

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

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

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

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

B. Incident Commander

The Incident Commander responsibilities include:

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

C. Teachers/Substitute Teachers

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

Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

D. Instructional Assistants

Responsibilities include:

- Assisting teachers as directed.

E. Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities include:

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

F. School Nurses/Health Assistants

Responsibilities include:

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

G. Custodians/Maintenance Personnel

Responsibilities include:

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

H. School Secretary/Office Staff

Responsibilities include:

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

I. Food Service/Cafeteria Workers

Responsibilities include:

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

J. Bus Drivers

Responsibilities include:

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

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

Responsibilities include:

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

L. Students

Responsibilities include:

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

M. Parents/ Guardians

Responsibilities include:

- Follow all SRP procedures (secure, lockout, evacuate, and shelter).
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
- Monitor school and community communications (school website, text notifications) for updates.
- Follow all requests and procedures regarding reunification of parents and students.

first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

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

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

Table 2 Operations Section Teams

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

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

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

Duties may include:

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

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

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities on Chronological Log of Activities. [Appendix F](#)

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

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

- Schools have to track finances for loss and should track for cost to the district.
- Document all activities on Chronological Log of Activities. [Appendix F](#)

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

B. Coordination With Safety Team

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

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

The Homer Community School Superintendent/Principal/Incident Commander will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

The Homer Community School District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Homer Community School EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Deanna Hagberg, Dakota County Emergency Manager.

D. Coordination With First Responders

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

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

E. Source and Use of Resources

Homer Community School will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs.

Security will be provided by: Dakota County Sheriff's Office, School Resource Officer and whatever available deputy at time. Counseling services will be provided by: HeartInd Counseling. Communication will be coordinated by: Superintendent's Office .

V. COMMUNICATIONS

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

A. Internal Communications

1. Communication Between Staff/Faculty Members

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

- **School Messenger System: SMS is a widely used system for notifying staff and families of an incident when they are not at school. Originates with the Superintendent/principal, who records, and sends out a mass calling/text.**
- **Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.**
- **End-of-Day Faculty Meeting: As appropriate, update information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.**
- **Email: Email communication is utilized to disseminate information to internal staff members when appropriate. This is typically done to get basic information out quickly with follow up details provided at a later time.**
- **PA Announcements: Not specific to faculty and staff only, the PA system is used to communicate information to the stakeholders in the building as necessary. This is done automatically, such as our fire alert system, and manually using the district phone/PA system.**

2. Communication With the School District Office

The district office of Homer Community School is located at the same location as the Elementary and High Schools. All communication with the district office is considered internal and will follow the guidelines under Communication Between Staff/Faculty Members.

B. External Communications

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

1. Communication With Parents

Before an incident occurs, Homer Community School will:

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

During the incident, Homer Community School will:

- Disseminate information via text messages, mass telephone messages, radio announcements, and emails to inform parents about exactly what is known to have happened.

- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, Homer Community School administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication With Media

Incident Commander will:

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

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

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

3. Handling Rumors

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

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known may be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- Consistent statement is provided as a response to possible questions.

4. Communication With First Responders

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

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs.

Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

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

The school district will:

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

C. Communication Tools

Some common internal and external communication tools that Homer Community School may use include the following:

- **Landline Phone:** A designated school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff enroute to or from a site.
- **App:**
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school

evacuation, closure, or relocation on the home page of the school and district Website (insert your school's website URL).

- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their location and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents - for example, fire lockdown or special alert (with instructions to follow). All staff/ faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

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

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

B. Recordkeeping

1. Administrative Controls

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

2. Activity Logs

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

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

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that may be used in preparing future school budgets. [Appendix E3](#) (District Created)

2. Incident Costs

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

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

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

D. Preservation of Records

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

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

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

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

A. Approval and Dissemination of the Plan

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

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

1. Record of Changes

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

2. Record of Distribution

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

B. Plan Review and Updates

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

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

C. Training and Exercising the Plan

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

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

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

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

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

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

School EOP training will include:

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

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

VIII. AUTHORITIES AND REFERENCES

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

Rule 10

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

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

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

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

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

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

GUIDANCE: Authority for this Plan is contained in:

- A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;
- B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;
- C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;
- D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;
- E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;
- F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;
- G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the

- Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;
- H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);
 - I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);
 - J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);
 - K. Homeland Security Presidential Directive (HSPD) 5 “Management of Domestic Incidents,” 28 Feb. 2003;
 - L. Presidential Policy Directive (PPD) 8 “National Preparedness” March 30, 2011;
 - M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

Functional Systems

Note:

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

- Common procedures.
- Specialized procedures.

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

All functional systems should address:

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

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

Standard Response Protocol (SRP)

I. PURPOSE

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

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

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

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

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

II. SCOPE

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

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

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

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

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

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

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

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

IV. SPECIALIZED PROCEDURES

- When in emergency situations at other districts during activities, our staff/students/parents will adhere to the procedures established by the host district

IN AN EMERGENCY TAKE ACTION



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

STUDENTS

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

ADULTS

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



SECURE! Get inside. Lock outside doors.

STUDENTS

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

ADULTS

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

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



EVACUATE! (A location may be specified)

STUDENTS

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

ADULTS

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



SHELTER! Hazard and safety strategy.

STUDENTS

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

ADULTS

Lead safety strategy
Account for students and adults

Standard Reunification Method (SRM):

I. Purpose

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

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

II. Scope

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

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

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

SRM Operations Guide can be found at: <https://iloveguys.org/The-Standard-Reunification-Method.html>

The SRM Process in a Nutshell

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

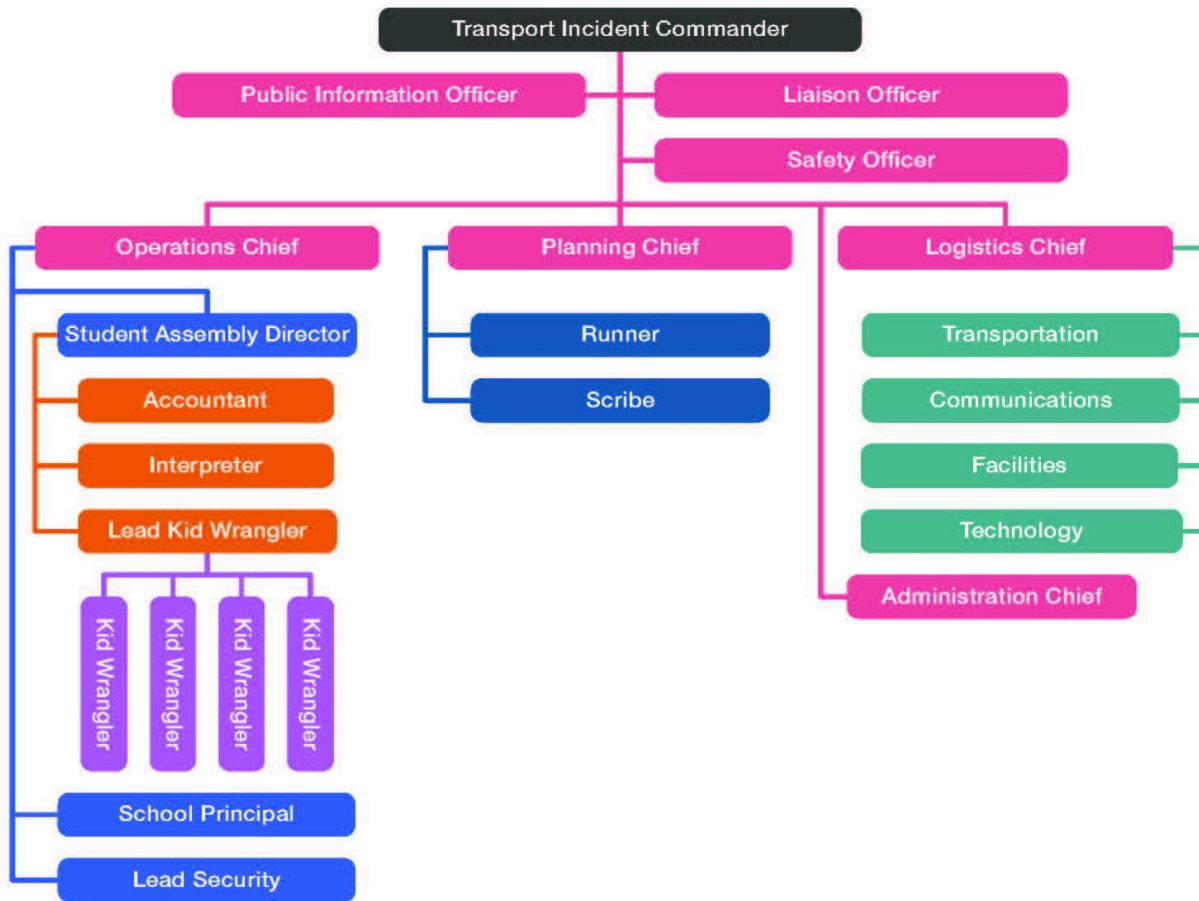
- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers students from the student staging area and delivers to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

The Reunification Operations Kit (ROK) which are ready made SRM materials can be found at: <https://iloveguys.org/The-Standard-Reunification-Method.html#ROK-Box>

Transport Organization Chart (Fillable) Appendix L1

Offsite Reunification Organization Chart (Fillable) Appendix L2

SAMPLE TRANSPORT ORGANIZATION CHART



SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



SRM Staging the

STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

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



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

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2 CLASSROOM EVACUATION

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



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

STUDENTS WITH DISABILITIES

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



SRM Actions and

COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

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



REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

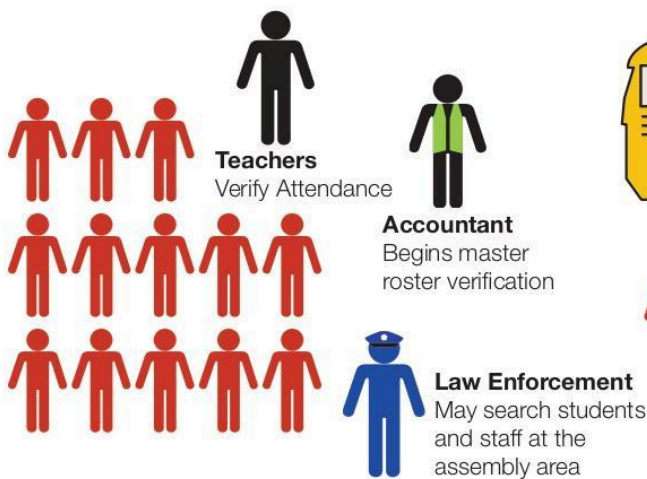
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



School for Transport

STEP 3 SECURE ASSEMBLY AREA

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



STEP 4 STUDENT AND STAFF TRANSPORT

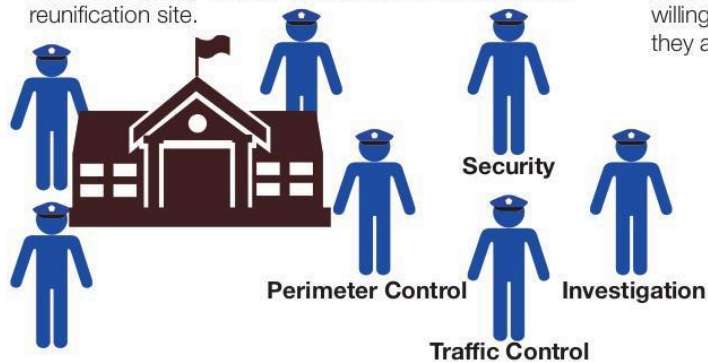
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

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



FIRE AND EMS CASUALTY CARE

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



CONTINUITY OF OPERATIONS (COOP) PLAN

I. PURPOSE

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

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

II. SCOPE

It is the responsibility of Homer Community School officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Homer Community School, 212 S. 3rd St, Homer Community, NE 68030.

III. RESPONSIBILITIES

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

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

Essential Functions Performed by COOP Plan Personnel

Person Responsible	Actions
Superintendent /Principal	<ul style="list-style-type: none"> • Determine when to close schools, and/or send students/staff to alternate locations. • Disseminate information internally to students and staff. • Communicate with parents, media, and the larger school community. • Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Primary Person:Joey Lefdal	Phone/Email:605 660 6861 joylefdal@homerknights.org
Alternate:Abbie Uhl	Phone/Email:712 389 0907 abbieuhl@homerknights.org
Second Alternate:Tom Coviello	Phone/Email: 712 635 1365 tomcoviello@homerknights.org
Assistant Principal and/or	<ul style="list-style-type: none"> • Ensure systems are in place for rapid contract execution after an incident. • Identify relocation areas for classrooms and administrative operations. • Create a system for registering students. (out of district or into alternative schools) • Brief and train staff regarding their additional responsibilities.

Department Heads	<ul style="list-style-type: none"> Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests) Reevaluate the curriculum.
Primary Person: Jeff Reed	Phone/Email: 712 490 0105 jeffreed@homerknights.org
Alternate: Amy Brand	Phone/Email: 712 223 1737 amybrand@homerknights.org
Second Alternate: Bilie Hightree	Phone/Email:
Custodians/ Maintenance Personnel	<ul style="list-style-type: none"> Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)
Primary Person: Bill McPherran	Phone/Email: 712 389 5505 billmcperran@homerknights.org
Alternate: Ruby Lowell	Phone/Email: 712 259 5408 rubylowell@homerknights.org
Second Alternate:	Phone/Email:
School Secretary/ Office Staff	<ul style="list-style-type: none"> Maintain inventory. Maintain essential records (and copies of records) including the school's insurance policy. Ensure redundancy of records is kept at a different physical location. Secure classroom equipment, books, and materials in advance. Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. Retrieve, collect, and maintain personnel data. Provide accounts payable and cash management services.
Primary Person: Lynn Jansen	Phone/Email: 402 404 0686 lynnjansen@homerknights.org
Alternate: Hollie Waldee	Phone/Email: 712 223 0732 holliewaldee@homerknights.org
Second Alternate:	Phone/Email:
Counselors, Social Workers, Psychologists	<ul style="list-style-type: none"> Ensure all students have electronic access and equipment. Establish academic and support services for students and staff/faculty. Implement additional response and recovery activities according to established protocols. Maintain continual contact with families and students.
Primary Person: Jeff Horner	Phone/Email: 712 635 6460 jeffhorner@homerknights.org
Alternate: Veronica Schmidt	Phone/Email: 712 223 2810 veronicaschmidt@homerknights.org

Second Alternate:		Phone/Email:
School Nurses/Health Assistants	<ul style="list-style-type: none"> • Assist families with medical questions and concerns. • Connect families/students with medical services. 	
Primary Person: Kathy Blair		Phone/Email: 712 635 3838 homernurse@homerknights.org
Alternate:		Phone/Email:
Second Alternate:		Phone/Email:
Food Service /Cafeteria Workers	<ul style="list-style-type: none"> • Determine how transportation and food services will resume. • Establish food security for any student. 	
Primary Person: Jeanie Hittle		Phone/Email: 712 203 9758
Alternate:		Phone/Email:
Second Alternate:		Phone/Email:
Teachers	<ul style="list-style-type: none"> • Develop Continuity of Learning Plan for students. • Alternative Education (web-based, electronic) (I.T.) • Provide educational feedback on completed student work. • Maintain continual contact with families and students. • Continue the learning environment as best possible. • Communicate with counselors any concerns on the well-being of students. 	
Primary Person: Kari Morgan		Phone/Email: karimorgan@homerknights.org 712 490 2819
Alternate: Casey Tremayne		Phone/Email: caseytremayne@homerknights.org 402 519 1771
Second Alternate: Shawn Spurrell		Phone/Email: shawnsprell@homerknights.org 605 690 4900
Transportation	<ul style="list-style-type: none"> • Assist in the distribution of food/lunches. • Assist in transportation of people as needed. 	
Primary Person:		Phone/Email:
Alternate:		Phone/Email:
Second Alternate:		Phone/Email:
Emergency Management	<ul style="list-style-type: none"> • Assist the school with any needs. (i.e., state or federal agencies) • Coordinate using NIMS and ICS. • Coordinate personnel to assist in setting up structure. 	
Primary Person: Deanna Hagberg		Phone/Email: dhagberg@southsiouxcity.org

Alternate:		Phone/Email:
Second Alternate:		Phone/Email:
Law Enforcement	<ul style="list-style-type: none"> ● Maintain the security of off site location. ● Set up traffic flow at an off site location. ● Provide traffic control at the off site location. 	
Primary Person: Brian Fernau		Phone/Email: bfernau@dakotacounty.ne.gov 712 490 6563
Alternate:		Phone/Email:
Second Alternate:		Phone/Email:
Parents	<ul style="list-style-type: none"> ● Support the educational Continuity of Learning Plan provided by schools. ● Provide an environment at home conducive to learning. ● Provide support and encouragement to children for their continued learning. ● Procure food security if needed. 	
Students	<ul style="list-style-type: none"> ● Follow the educational Continuity of Learning Plan provided by the school. ● Maintain communication with teacher(s). 	
Others (Specific)		
Primary Person:		Phone/Email:
Alternate:		Phone/Email:
Second Alternate:		Phone/Email:

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

Continuity of Operations Plan (COOP) Training and Exercise Plan

Objective:

To ensure all core COOP procedures personnel and senior staff are thoroughly trained and prepared to execute COOP procedures effectively. Training will focus on understanding individual and collective responsibilities, as well as testing and strengthening academic, physical, and business systems to maintain seamless operations during an emergency.

Annual Training Plan

1. Training Overview:

- **Purpose:** Provide comprehensive understanding of COOP procedures, roles, and responsibilities during implementation.

- **Participants:** All identified COOP personnel and senior staff.
 - **Frequency:** Annually, scheduled before the start of the academic year.
 - 2. **Training Content:**
 - **COOP Overview:** Key elements, objectives, and phases of the COOP plan.
 - **Roles and Responsibilities:** Detailed explanation of individual and team responsibilities, with role-specific checklists.
 - **Communication Protocols:** How to maintain clear communication during an emergency, including use of backup communication systems.
 - **Resource Allocation:** Understanding the use of resources, including facilities, IT systems, and physical assets.
 - **Scenario Training:** Walkthrough of potential scenarios requiring COOP activation, such as natural disasters, IT disruptions, or facility shutdowns.
 - 3. **Delivery Methods:**
 - Classroom-style training sessions with interactive discussions.
 - Role-playing exercises to simulate COOP activation.
 - Online training modules for review and assessment.
-

Exercises and System Testing

1. **Exercise Program:**
 - **Objective:** Test and evaluate the academic, physical, and business systems under COOP conditions.
 - **Types of Exercises:**
 - **Tabletop Exercises:** Discuss and analyze hypothetical scenarios in a controlled environment.
 - **Functional Exercises:** Simulate a real-time emergency with active participation from COOP personnel.
 - **Full-Scale Drills:** Conduct comprehensive drills involving all relevant departments and personnel.
 2. **IT Systems and Data Backup Testing:**
 - **Regular Testing:** Ensure the functionality of IT systems and backup data, including offsite backup systems.
 - **Collaboration:** Coordinate with the district office to perform:
 - IT system functionality checks.
 - Backup data recovery drills.
 - Security assessments for offsite systems.
 - **Results Review:** Identify vulnerabilities and address them promptly.
 3. **Evaluation and Feedback:**
 - Post-exercise debriefs to discuss strengths, weaknesses, and areas for improvement.
 - Written evaluations for all participants to provide feedback on training effectiveness.
-

Documentation and Reporting

1. **Attendance Records:** Maintain logs of training and exercise participation.
 2. **After-Action Reports (AAR):** Document exercise outcomes, lessons learned, and corrective actions.
 3. **Annual Review:** Review and update the training plan based on feedback, emerging threats, or changes to the COOP plan.
-

Implementation Schedule

- **Q1:** Plan and schedule training and exercises.
- **Q2:** Conduct tabletop exercises and IT systems testing.
- **Q3:** Deliver training sessions and role-playing activities.
- **Q4:** Implement full-scale drills and review AARs.

Order of Succession

Orders of Succession				
Conditions for Succession	Key position holder(s) are unable to execute their duties for an extended period of time.			
Method of Notification	<i>The use of email, and school messenger will be used to notify all necessary members</i>			
Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/Organizational Limitations
	Superintendent	Elementary Principal	Secondary Principal	
	Secondary Counselor	School Resource Officer		
	<i>Add rows if needed</i>			
Succession Revision Procedures/ Date Completed	<i>Safety committee will review and revise on a yearly basis in August or when key staff positions turn over.</i>			

Delegation of Authority

Delegation of Authority			
Delegated Authorities	Position	Authority	
	Superintendent	Communication, Coordination, Response Management	
	Principal	Student and Teacher management, etc.	
	Resource Officer	Emergency Response Protocol Management	
Delegation Circumstances	<p>Effective: Principal (or other key position holders) out of contact/unable to execute duties, or authority is delegated by the Principal (or other key position holders).</p> <p>Termination: Key position holder can assume duties once again.</p>		

Assigned Authority	Authority	Primary (title)	Alternative (title)
	<i>Add additional rows if needed</i>		
Limitations			

A. Activation and Relocation

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

B. Alert, Notification, and Implementation Process

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

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

Alternative Communications				
Device type/name	Internal Capability (Y/N)	External Capability (Y/N)	Data/System/Services that can be accessed	Redundant (Y/N)
Landline Phone	Y	Y	Verbal Communication	Y
Two-way Radios	Y	Y	Verbal Communication	N
Personal Cell Phone	Y	Y	Internet, Email, Voice, Text	Y
Portable Computer	Y	Y	Internet, Email, SMS, Text	N

C. Relocation Sites

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

D. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be the St. Paul’s Lutheran Church, 406 James St. Homer, NE 68030. For a longer-term arrangement, schools in the immediate vicinity of Homer would be utilized if possible. Contingent alternative facilities are listed below:

Facility/Site Name	Alternate Sites Name/Location	Alternate Site Contact Information	Existing or Prepositioned Assets & Capabilities at Alternate Facility	Additional Resources Needed at Alternate Facility
St. Paul's Lutheran	Alternative Site:		Address the assets, equipment, resources, & capabilities already available at alternate sites, e.g.: --Assets: --Furniture: -- Internet access: --Office supplies:	Address resources needed at alternate site to carry out essential functions.
	Secondary Site:			
Primary Facility:	Alternative Site:			
	Secondary Site:			
Primary Facility:	Alternative Site:			
	Secondary Site:			

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

Interoperable Communications/Backup Sites

As noted above, the St. Paul's Lutheran Church will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

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

Vital Records and Retention File

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

Vital Records: Emergency Operations Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Staff Contact List	Google Drive	Accessible anywhere with internet
Orders of Succession	Google Drive	Accessible anywhere with internet
Delegation of Authority	Google Drive	Accessible anywhere with internet

Vital Records: Legal & Financial Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Personnel Records	Software Unlimited	Software Unlimited
Payroll Records	Software Unlimited	Software Unlimited
Contracts	Software Unlimited	Software Unlimited
Student Emergency Contact List	Powerschool	Powerschool
Student Medical Records	Powerschool	Powerschool
Education Records	Powerschool	Powerschool

7. GUIDANCE: Establish a Plan for Human Capital Management. Teachers and staff should be clear about what they are expected to do in an emergency and students and families should know how education would continue during and after a large emergency. Provisions and accommodations should also be provided for students who have an Individualized Education Program (IEP) and eligible students should still be provided medical and food services during prolonged school dismissals. Staff and teachers should have advanced training regarding their assigned essential functions.

Human Capital Management

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

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

Notifying Staff about their role during an emergency

- .School Messenger (Phone, text, email)
- .All staff listserv email
- .

Notifying Students and Parents/Guardians about the Continuity of Instruction

- .School Messenger (Phone, text, email)
- .Social Media Posts
- .Website

Provisions and accommodations for students who have IEPs

- .Personal contact from caseload manager
- .School Messenger
- .

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

- .School Messenger
- .Social Media Posts
- .School Website

COOP training plan for staff

- .Annual Training Pre-Service Workdays
- .Specific Team Training for Key Team Members
- .Regular review of the plan

Plan for Devolution

Devolution is the process of transferring operational control of one or more essential functions to a predetermined responsible party or parties. The possibility for hazards, threats, and incidents are constant. Any of these could occur at different times, have variable durations, and may differ in the severity; therefore, full or partial devolution of essential functions may be necessary to continue essential functions and services. The District has established plans and procedures for devolution, which identifies how it will transfer operations, if any of these hazards, threats, or incidents renders leadership and essential staff incapable or unavailable, as determined by the Board of Education.

Outline your devolution plan below by answering the questions below:

Who has the authority to order devolution and under what conditions?

- Superintendent has the authority when school essential functions “fail to operate”.
- Principal has the authority if the superintendent is unable to make decisions.
- Safety team coordinator makes recommendations if the principal is unable to make decisions

What are the triggers to activate devolution? (What are the “fail to operate” triggers?)

- Facilities disaster makes it not plausible to maintain day to day operations
- Natural disasters make it impossible to maintain day to day operations.
- Act of terror against staff, and students, makes it impossible to maintain day to day operations..

Reconstitution

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

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

Reconstitution Responsibilities			
Phase	Duties	Primary Responsible	Alternate Responsible
Relocation from alternate facility to primary (or replacement) facility	Internal alert and notification	Superintendent	Principals
	External alert and notification	Superintendent	Principals
	Transfer equipment, vital records, data	Technology Director	Principals
	Transfer communications	Technology Director	Facilities Director
	Deployment and departure from alternate facility	Transportation	Principals

	Transition to primary operations	Superintendent	Principals
	Set up at primary or replacement site	Facilities Director/SRO	All Staff
Operations	Execution of essential functions	Superintendent	All staff
	Execution of non-essential functions	Principals	All staff
	Establishment of communications	Technology Director	Principals
	Procurement of equipment and supplies	Business Manager	Superintendent/Principals
	Conduct a review of COOP execution and effectiveness (After Action Report)	Safety Team	All staff

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

Plan Maintenance, Testing, Training, Exercising

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

COOP Maintenance			
	Person Responsible		
Activity	Primary	Alternate	Completion
Schedule COOP maintenance meeting	Superintendent	SRO	
Review list of essential functions	SRO	Principals	
Identify essential employees and confirm their availability	Superintendent	Principals	
Update contact information, emergency call roster, and checklists	Secretaries	Business Manager	
Establish assistance/cooperative agreements with suppliers and vendors	Business Manager	Facilities Director	
Identify computer network interdependencies (such as servers connected to the district network)	Technology Director	Technology Coordinator	
Notify/Follow-up with facilities management	Safety Team	All Staff	

regarding any repairs or maintenance to buildings			
Other:			
Other:			
Other:			

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

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

I. PURPOSE

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

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

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

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

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

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

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

A. Prevention phase

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

B. Preparedness phase

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

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

C. Response phase

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

D. Recovery phase

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

II. SCOPE

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

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

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this system. Additional advice will be sought from outside psychologists and mental health experts.

- 1. Contact and Engagement Goal:** To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.
- 2. Safety and Comfort Goal:** To enhance immediate and ongoing safety, and provide physical and emotional comfort.
- 3. Stabilization (if needed) Goal:** To calm and orient emotionally overwhelmed or disoriented students and staff.

4. **Information Gathering:** Current Needs and Concerns Goal: To identify immediate needs and concerns, gather additional information, and tailor Psychological First Aid for Schools interventions to meet these needs.
5. **Practical Assistance Goal:** To offer practical help to students and staff in addressing immediate needs and concerns.
6. **Connection with Social Supports Goal:** To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources.
7. **Information on Coping Goal:** To provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
8. **Linkage with Collaborative Services Goal:** To link students and staff with available services needed at the time or in the future.

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

III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

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

IV. SPECIALIZED PROCEDURES

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

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

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

Hospital/Funeral Arrangements:

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

Post-Incident Procedures:

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

Hazard- and Threat - Specific Systems:

School Safety and Crisis Teams will provide Emergency Quick Reference Guides to all Staff, which are regularly reviewed and updated. SRP training is utilized by the district.

Refer to the following Appendices: Emergency Quick Reference Guide

Refer to the following Appendices:

Appendix N1: Threats/Hazards List

Appendix N2: Risk Assessment Worksheet

Appendix N3: Examples of Threats/Hazards in SRP Areas

Appendix N4: Sample Goals/Objectives and Action Plan

Appendix N5: Goals/Objectives and Action Plan (Fillable)

GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

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

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

Incident Management: The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and

nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

Local Emergency Operations Plan (LEOP): The School EOP has been developed to fit into the larger local county or local EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with the County/City Emergency Manager and the County/City Emergency Management Department.

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

Memorandum of Understanding (MOU) Agreement: A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

National Incident Management System: A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

Prevention: The capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. For the purposes of the prevention framework called for in PPD-8, the term "prevention" refers to preventing imminent threats.

Psychological First Aid Team (PFA): Psychological First Aid for Schools (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

Psychological First Aid Team The school team that assists in carrying out the PFA plan.

Public Information: Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident's cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected).

Recovery: The capabilities necessary to assist communities affected by an incident to recover effectively.

Response: The capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

Risk: The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences.

Section Chiefs: The General Staff consists of the Operations, Planning, Logistics, and Finance/Administration Section Chiefs. These individuals are responsible for the functional aspects of the incident command structure. The Incident Commander or Unified Command activates these section chiefs as needed. These functions default to the Incident Commander or Unified Command until a section chief is assigned. The section chiefs may have one or more deputies as necessary.

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

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

SRM: Standard Reunification Method: Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The SRM is a protocol that makes this process more predictable and less chaotic for all involved.

SRP: Standard Response Protocol: The SRP is based on four actions, Lockout, Lockdown, Evacuate, and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA system. (new version not on website yet).

Tabletop Exercises: Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources and facilitates an understanding of emergency management and planning concepts.

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

Appendix A

Daily Bell Schedule

1st Period	8:00 - 8:45
2nd Period	8:49 - 9:34
SRB	9:38 - 10:06
3rd Period	10:10 - 10:55
4th Period	10:59 - 11:44
5A Period	11:48 - 12:34
5B Period	12:15 - 1:01
6th Period	1:06 - 1:51
7th Period	1:55 - 2:40
8th Period	2:44 - 3:30

2:00 Early Dismissal

1st Period	8:00 - 8:34
2nd Period	8:38 - 9:12
3rd Period	9:16 - 9:50
4th Period	9:54 - 10:28
6th Period	10:32 - 11:06
7th Period	11:10 - 11:44
5A Period	11:48 - 12:34
5B Period	12:15 - 1:01
SRB	1:06 - 1:22
8th Period	1:26 - 2:00

Specials Schedule

Grades K-2	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Scott	Library	Music	PE -W	Computers	Guidance	PE - W	Music	Guidance 2
B. Olson	Music	Library	PE - S	Music	Computers	PE - S	Guidance	Library 2
Boelter	Computers	PE -W	Music - M	Guidance	PE - W	Music - M	Library	PE- W
Dorcey	Guidance	PE - S	Music - A	Library	PE - S	Music - A	Computers	PE - S
Ford	PE - S	Computers	Library	PE - S	Music - A	Guidance	PE - S	Music - A
Morgan	PE - W	Guidance	Computers	PE - W	Music - M	Library	PE - W	Music - M
Time:	6th	6th	6th	6th	6th	6th	6th	6th

Grades 3-5	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Curry	PE - S	Computers	Art	PE - S	Music - M	Library	Guidance	Music - M
Hermelbracht	PE - W	Guidance	Library	PE - W	Music - A	Art	Computers	Music - A
Jump	Music - M	PE - S	Computers	Music - M	PE - S	Guidance	Art	Library
Sanchez	Music - A	PE - W	Guidance	Music - A	PE - W	Computers	Library	Art
Bennier	Computers	Music - M	PE - S	Library	Art	PE - S	Music - M	Guidance
N. Olson	Guidance	Music - A	PE - W	Art	Library	PE - W	Music - A	Computers
Band	8th hour	8th hour	8th hour	8th hour	8th hour	8th hour	8th hour	8th hour
Time:	7th	7th	7th	7th	7th	7th	7th	7th

Teacher	1st Period	2nd Period	Homeroom	3rd Period	4th Period	5th Period A	5th Period B	6th Period	7th Period	8th Period
Updated 01/06/25	8:00 - 8:45	8:49 - 9:34	9:38 - 10:06	10:10 - 10:55	10:59 - 11:44	11:48 - 12:34	12:15 - 1:01	1:06 - 1:51	1:55 - 2:40	2:44 - 3:30
Anderson	Lessons	Lessons	Pledge of Allegiance	Lessons	8-12 Chorus	Lunch	6-7 Chorus	K-2 Elem	3-5 Elem	Prep
Delperdang	10 English	DAC	Pledge of Allegiance	10 English	Prep	English Compositoin	Lunch	British Literature	AP Literature	Yearbook
Dziurawiec	Earth Science	Stats	Pledge of Allegiance	Technical Math	Physics	Current Science	Lunch	Prep/College Math	Earth Science	Chemistry
Ferris	Algebra 2	Applied 1	Pledge of Allegiance	Applied 2	Geometry	Algebra 2	Lunch	Algebra 1	Geometry	Algebra 1
Horner	6 Exploratory	6-12 Guidance	Pledge of Allegiance	6-12 Guidance	6-12 Guidance	6-12 Guidance	Lunch	6-12 Guidance	6-12 Guidance	6-12 Guidance
Johnson	6 Exploratory	8 Exploratory	Pledge of Allegiance	Library	7 Exploratory	Library	Lunch	K-2 Elem	3-5 Elem	Library
Lambert	Welding	8 Exploratory	Pledge of Allegiance	Carpentry	7 Exploratory	Prep	Lunch	Construction	Construction	Welding
McPartland	Spanish 2	8 Exploratory	Pledge of Allegiance	Spanish 1	7 Exploratory	Spanish 2	Lunch	Prep	Spanish 1	ELL
Moos	8-12 Band	Lessons	Pledge of Allegiance	Prep	Study Hall	Lunch	6-7 Band	K-2 Elem	3-5 Elem	5th Band
Sasges	Video Production	Personal Finance	Pledge of Allegiance	Comp Sci/Web Design	Comp Sci/Web Design	Comp Sci/Web Design	Lunch	Gen. Bus/Sports Mkt	Personal Finance	Prep
Schmitt	6 PE	9 English	Pledge of Allegiance	Weights	Prep	Technical English	Lunch	11 English	9 English	AD Prep
Spurrell	Lifetime Sports	Weights	Pledge of Allegiance	9 PE/Health	Prep	Weights	Lunch	K-2 Elem	3-5 Elem	JH PE
Terwee	SPED/AC	SPED/AC	Pledge of Allegiance	SPED/AC	SPED/AC	SPED/AC	Lunch	SPED/AC	SPED/AC	Prep
Watchorn	Weights	Prep	Pledge of Allegiance	9 PE/Health	Weights	Health	Lunch	K-2 Elem	3-5 Elem	JH PE
Tremayne	6 Exploratory	8 Exploratory	Pledge of Allegiance	HS Art	7 Exploratory	HS Art	Lunch	HS Art	3-5 Art	HS Art
Hightree	Geography	History of RR	Pledge of Allegiance	8A history	US History	Geography	Lunch	8B history	Prep	US History
Huisenga	8A science (non band)	Biology	Pledge of Allegiance	8B science	Astronomy/Meteorology	Biology	Lunch	7-1 science	7-2 science	Anat & Physiology
Koehn	6 Exploratory	6A histoy	Pledge of Allegiance	6B history	Prep	Lunch	MTSS	7-2 history	7-1 history	MS Coaching
Ensminger	Co-Teach w/Van	Co-Teach w/Wright	Pledge of Allegiance	Co-Teach w/N. Launsby	Co-Teach w/Wright	Lunch	Co-Teach w/Van	Co-Teach w/N. Launsby	Prep	MS Coaching
Vanschioack	7A reading	7B reading	Pledge of Allegiance	7C reading	6B reading	Lunch	8A language	6A reading	8B language	Prep
N. Launsby	7B math	7C math	Pledge of Allegiance	7A math	Prep	Lunch	8B math	8A math	6A science	6B science
T. Launsby	Speech	Nebraska History/CJ	Pledge of Allegiance	Government	Speech	Prep	Lunch	7-2 history	7-1 history	Government
Wright	7C language	7A language	Pledge of Allegiance	7B language	6A language	Lunch	Prep	6B language	6B math	6A math

SRM Staging the

STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

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



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

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2 CLASSROOM EVACUATION

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



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

STUDENTS WITH DISABILITIES

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



SRM Actions and

COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

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



REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

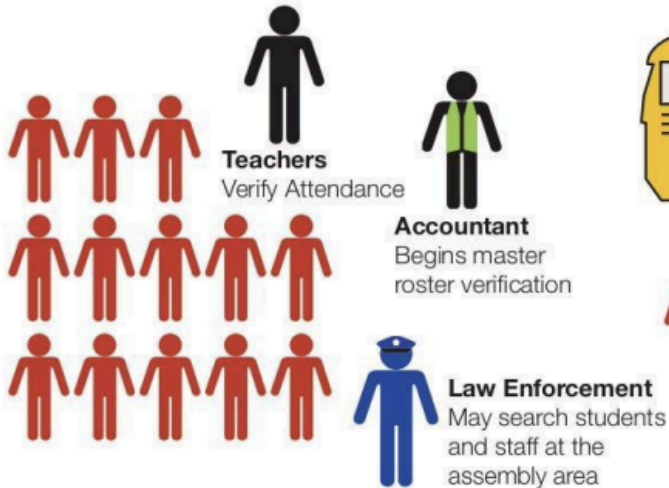
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



School for Transport

STEP 3 SECURE ASSEMBLY AREA

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



STEP 4 STUDENT AND STAFF TRANSPORT

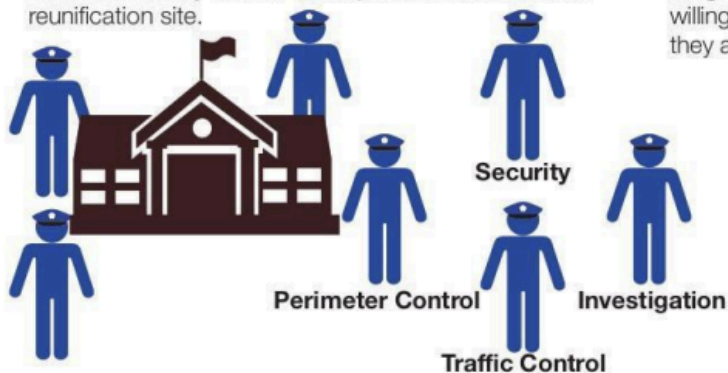
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

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



FIRE AND EMS CASUALTY CARE

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

