

Regular Meeting
Monday, September 8, 2025 7:25 PM
HPC Elementary- Clarks BOE Room (June-
Dec)
205 W. Pearl St.
Clarks, NE 68628

{{Name: Agenda Item Name}}

1. Call Meeting to Order

- 1.1. Public Meeting Announcement

- 1.2. Open Meetings Act Recognition

- 1.3. Board Member Attendance, Roll Call

- 1.4. Consent Agenda

- 1.4.1. Consider Minutes of Previous Meeting(s) and Their Approval (Appendix A)

HPC Budget Workshop-August 27th

The special budget workshop meeting of the High Plains Community Schools Board of Education was held on Wednesday, August 27, 2025 at HPC Elementary- Clarks BOE Room (June-Dec), 205 W. Pearl St., Clarks, NE 68628.

Meeting called to order at 6:30 P.M.

A motion to approve the consent agenda with minutes from the previous meeting, all final bills and, financial reports for 2024-25 fiscal year Passed with a motion by Kayla Zoucha and a second by Nathan Spurling.

Yea 6

Community Input-None taken.

Supt. Report-Jason Brown reported on the completed COOP agreement, the start of the school year, hiring another paraprofessional at Clarks, and the delivery of the 2025 Chevy Suburban to Polk. Budget Discussions- Property Valuations, Property Tax Asking, Allowable Growth, Budget Hearing, Tax Asking Hearing, Projected Disbursements and Revenues, Short & Long Term Goal Setting (Academics, Building & Grounds, & Transportation).

Review, discuss, and take all necessary action in approving a transfer to the Nutrition Fund.

A motion to approve a transfer of \$45,000.00 from the General Fund to the Nutrition Fund Passed with a motion by Nathan Spurling and a second by Dorinda Brown.

Yea 6

A motion to approve a transfer of \$250,000.00 from the General Fund to the Depreciation Fund Passed with a motion by Nathan Spurling and a second by Megan Pike.

Yea 6

A motion to approve the seven percent property tax request authority that allows \$491,898.00 for additional property tax request authority Passed with a motion by Nathan Spurling and a second by Chad Hoffman.

Yea 6

Motion to adjourn the meeting at 8:11 and set the next special meeting on September 8th at 7:00 PM for a Budget Hearing, immediately following a Tax Request Hearing, and immediately following the September Regular Meeting. Adjourned at 8:11pm. Passed with a motion by Nathan Spurling and a second by Dorinda Brown.

Yea 6

1.4.2. Consider Current Bills and Their Approval (Appendix B)

09/05/2025 01:18 PM

User ID: SE

Vendor Name	Invoice Number	Description	Amount
Checking Account ID 01	Fund Number 01	General Fund	
AMAZON CAPITAL SERVICES	1GFW-7RT6-PPFC	SEPT 2025 SUPPLIES	513.50
Total AMAZON CAPITAL SERVICES			513.50
AMERICAN FIRE & LIFE SAFETY, L.L.C.	4725	SEMI ANNUAL INSPECTION	556.50
Total AMERICAN FIRE & LIFE SAFETY, L.L.C.			556.50
AURORA NEWS REGISTER	94286 94521 94524	AUGUST NEWS ARTICLES	112.44
Total AURORA NEWS REGISTER			112.44
CAPITAL ONE	1664554390	SEPT 2025 WALMART SUPPLIES	634.82
Total CAPITAL ONE			634.82
CARL'S SKRAP	253490 253489	SEPT 2025 TRASH	420.00
Total CARL'S SKRAP			420.00
CASH-WA DISTRIBUTING	14727811	TRASH CAN LINERS	675.70
Total CASH-WA DISTRIBUTING			675.70
CENTRAL NE REFRIGERATION	3155	NEW 3 DR FRIG	9,224.12
Total CENTRAL NE REFRIGERATION			9,224.12
CENTRAL VALLEY AG	0920250007044	FULL AND SERVICE ON VEHICLES	5,043.53
Total CENTRAL VALLEY AG			5,043.53
CHANCES R	20250903	8 MEALS	205.45
Total CHANCES R			205.45
CULLIGAN of YORK	36517SEPT2025	SEPT 2025 WATER COOLER	209.50
Total CULLIGAN of YORK			209.50
DIODE TECHNOLOGIES INC.	14911	RESET DOOR ENTRANCE IN CLARKS	458.20
Total DIODE TECHNOLOGIES INC.			458.20
EAKES OFFICE SOLUTIONS	INV675830	FAX SERVICE	56.64
Total EAKES OFFICE SOLUTIONS			56.64
ECOLAB	20250904	PEST CONTROL	109.68
Total ECOLAB			109.68
ESU 7 NETWORK SUPPORT	20250904	PURCHASE MICROSOFT WORD	133.30
Total ESU 7 NETWORK SUPPORT			133.30
ESU7	96085/3059	Booklets	26.83
Total ESU7			26.83
FINKRAL, KODEE	20250904	TUITION REIMBURSEMENT	2,160.00
Total FINKRAL, KODEE			2,160.00
GO PHYSICAL THERAPY	HPCS72025	Melanie Dvorak	41.15
Total GO PHYSICAL THERAPY			41.15

Vendor Name	Invoice Number	Description	Amount
ISLAND SUPPLY WELDING CO	351633	GAS BOTTLES	24.80
Total ISLAND SUPPLY WELDING CO			<u>24.80</u>
KANSAS CITY AUDIO-VISUAL	55928	SMART TV & MOUNTS	8,024.75
Total KANSAS CITY AUDIO-VISUAL			<u>8,024.75</u>
MCGRAW-HILL SCHOOL EDUCATION HOLDINGS, LLC	137451621001	PUBLIC SPEAKING	954.00
Total MCGRAW-HILL SCHOOL EDUCATION HOLDINGS, LLC			<u>954.00</u>
Myer's Insurance Inc	20250904	INSURANCE ON NEW 25 CHEV SUB	492.00
Total Myer's Insurance Inc			<u>492.00</u>
ONE SOURCE	2022187166	BURKE	57.00
Total ONE SOURCE			<u>57.00</u>
POLK COUNTY RPPD	092025POLKRRPD	SEPT 2025 ENERGY BILLS	2,088.43
Total POLK COUNTY RPPD			<u>2,088.43</u>
POLK LIGHT & WATER DEPT	SEPTL&W	SEPT LIGHT & WATER	6,747.38
Total POLK LIGHT & WATER DEPT			<u>6,747.38</u>
SAM'S CLUB/SYNCHRONY BANK	SEPT2025SAMS	SAMS CLUB PURCHASES	2,176.13
Total SAM'S CLUB/SYNCHRONY BANK			<u>2,176.13</u>
TONNIGES CHEVROLET, INC	995515	SPLASH GUARDS	300.00
Total TONNIGES CHEVROLET, INC			<u>300.00</u>
TOTAL AUTO BODY REPAIR LLC	2520	REPAIR ON TRAVERSE	5,165.05
Total TOTAL AUTO BODY REPAIR LLC			<u>5,165.05</u>
TROUTMAN, STACEY	20250904	SUI TRAINING RECEIPTS	66.55
Total TROUTMAN, STACEY			<u>66.55</u>
TRUCK CENTER COMPANIES	RA105016428:01	SERVICE ON 2014 BLUE BIRD	1,169.76
Total TRUCK CENTER COMPANIES			<u>1,169.76</u>
U.S. BANK	20250904	SEPT 2025 BILLS	4,062.85
Total U.S. BANK			<u>4,062.85</u>
VILLAGE OF CLARKS	214932	SEPT 2025 WATER BILL	356.99
Total VILLAGE OF CLARKS			<u>356.99</u>
Fund Number 01			<u>52,267.05</u>
Checking Account ID 01			<u>52,267.05</u>

High Plains Community Schools Payroll & Bills 2024-25				
Month	Sept 2025			
	PAYROLL		OTHER PAYROLL	
COMPANY	AMOUNT		COMPANY	AMOUNT
Cornestone Bank	\$190,018.65		Ameritas	\$430.04
BCBS	\$54,525.54		Emp. Benefit Fur	\$29.23
Cross County	\$2,080.53		125 Plan	\$1,019.99
Madison Nat. Life	\$364.17		General Fund	\$627.75
Pinnacle Bank	\$128.15		Madison Nat. Life	\$164.17
Union Bank & Tr	\$1,091.53		Mutual of Omaha	\$1,087.90
EFTPS	\$58,992.57		Misc.	\$1,311.00
NE. Dept. of Rev	\$8,671.96		Transamerica	\$328.33
NPERS	\$35,626.55			
				\$4,998.41
Total	\$351,499.65			
PAYROLL TOTAL	\$356,498.06			
G. Fund Bills	\$52,267.05			
Total Transfer	\$408,765.11			

1.4.3. Consider Financial Statements and Treasurer's Report (Appendix C)

1.4.3.1. Activity Account Statements

Fund: 55 Activities Fund K-6

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
55 1720	BOOKSTORE SALES	0.00	0.00	1,160.80	0.00	(1,160.80)
55 1920	CONTRIBUTIONS & DONATIONS	0.00	0.00	11.73	0.00	(11.73)
	Subtotal: LOCAL RECIEPTS	0.00	0.00	1,172.53	0.00	(1,172.53)
55 5200	TRANSFERS	0.00	0.00	2,000.00	0.00	(2,000.00)
	Subtotal: NON-REVENUE RECEIPTS	0.00	0.00	2,000.00	0.00	(2,000.00)
	Fund Total:	0.00	0.00	3,172.53	0.00	(3,172.53)

Revenue Summary Report
Processing Month: 08/2025

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	0.00	0.00	3,172.53	0.00	(3,172.53)

Check Reconciliation Report

Batch Description: Elem Activities August 2025 EOY
Checking Account: 55 Activities K-6

Processing Month: 08/2025

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	08/22/2025	10,400.19

Outstanding Checks

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
1063	HOT LUNCH FUND	08/21/2025	430.11
1064	HPC GENERAL FUND	08/21/2025	712.07
	Total:		<u>1,142.18</u>

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
10,400.19	(1,142.18)	9,258.01	9,258.01	0.00

Cleared Automatic Payment Total:
Cleared Checks Total:
Cleared Direct Deposit Total:
Cleared Void Total:
Cleared Cash Receipt Total:
Cleared Manual Journal Entries Total:
Cleared Sales Journal Total:

Activity Fund Balance Report - Summary - Exclude Encumbrances
08/2025 - 08/2025
Activities Account

Fund: 05 Activity Fund 7-12

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	FUND BALANCE	0.00	0.00	1,272.93	0.00	1,272.93
05 704 0101	FUND BALANCE 7-8 FOOTBALL	50.00	0.00	0.00	0.00	50.00
05 704 0102	FUND BALANCE 9-12 FOOTBALL	(4,939.37)	0.00	25.00	6,939.37	2,025.00
05 704 0103	FUND BALANCE 7-8 VOLLEYBALL	395.48	0.00	0.00	0.00	395.48
05 704 0104	FUND BALANCE 9-12 VOLLEYBALL	(550.39)	0.00	0.00	3,148.87	2,598.48
05 704 0105	FUND BALANCE 9-12 SOFTBALL	1,370.08	(60.00)	0.00	699.13	2,129.21
05 704 0106	FUND BALANCE 7-8 GIRLS BASKETBALL	50.00	0.00	0.00	0.00	50.00
05 704 0107	FUND BALANCE 7-8 BOYS BASKETBALL	50.00	0.00	0.00	0.00	50.00
05 704 0108	FUND BALANCE 9-12 GIRLS BASKETBALL	3,496.14	0.00	0.00	0.00	3,496.14
05 704 0109	FUND BALANCE 9-12 BOYS BASKETBALL	2,888.78	0.00	0.00	664.00	3,552.78
05 704 0110	FUND BALANCE 7-8 WRESTLING	220.00	0.00	0.00	0.00	220.00
05 704 0111	FUND BALANCE 9-12 WRESTLING	751.80	0.00	0.00	1,248.20	2,000.00
05 704 0112	FUND BALANCE 7-8 TRACK	894.60	0.00	0.00	0.00	894.60
05 704 0113	FUND BALANCE 9-12 TRACK	4,061.97	0.00	0.00	0.00	4,061.97
05 704 0114	FUND BALANCE 9-12 GOLF	(179.09)	0.00	0.00	2,179.09	2,000.00
05 704 0115	FUND BALANCE JH QUIZ BOWL	42.00	0.00	0.00	0.00	42.00
05 704 0116	FUND BALANCE HS QUIZ BOWL	0.00	0.00	0.00	0.00	0.00
05 704 0150	FUND BALANCE CHEER	(989.57)	0.00	20.00	3,196.91	2,227.34
05 704 0165	FUND BALANCE CLASS OF 2025	(243.84)	0.00	0.00	500.00	256.16
05 704 0170	FUND BALANCE CLASS OF 2026	(2,372.57)	0.00	0.00	6,846.32	4,473.75
05 704 0171	FUND BALANCE CLASS OF 2027	3,051.75	0.00	0.00	0.00	3,051.75
05 704 0172	FUND BALANCE CLASS OF 2028	1,695.00	0.00	0.00	0.00	1,695.00
05 704 0200	FUND BALANCE CONCESSIONS	(870.15)	890.65	0.00	4,810.80	3,050.00
05 704 0225	FUND BALANCE DC	0.00	0.00	0.00	0.00	0.00
05 704 0250	FUND BALANCE ONE ACT	1,204.20	0.00	0.00	849.16	2,053.36
05 704 0275	FUND BALANCE FCCLA	0.00	0.00	0.00	0.00	0.00
05 704 0300	FUND BALANCE FFA	36,766.79	552.62	0.00	(9,514.94)	26,699.23
05 704 0325	FUND BALANCE HALL OF FAME	725.55	0.00	0.00	758.90	1,484.45
05 704 0350	FUND BALANCE 7-12 PRINCIPAL	1,436.15	0.00	0.00	0.00	1,436.15
05 704 0400	FUND BALANCE STUDENT COUNCIL	2,047.55	0.00	0.00	0.00	2,047.55
05 704 0475	FUND BALANCE METALS	0.00	0.00	0.00	0.00	0.00
05 704 0525	FUND BALANCE MUSIC TRIP	11,915.83	0.00	0.00	1,922.10	13,837.93
05 704 0550	FUND BALANCE NHS	(3,525.28)	0.00	0.00	3,746.14	220.86
05 704 0575	FUND BALANCE SPEECH	1,764.58	0.00	275.00	(564.58)	1,475.00
05 704 0600	FUND BALANCE CELEBRATION COMMITTEE	3,494.60	0.00	0.00	754.80	4,249.40
05 704 0625	FUND BALANCE WEIGHT ROOM	4,561.35	0.00	250.00	0.00	4,811.35
05 704 0650	FUND BALANCE WELLNESS	1,441.56	0.00	0.00	0.00	1,441.56

Activity Fund Balance Report - Summary - Exclude Encumbrances
08/2025 - 08/2025
Activities Account

Fund: 05 Activity Fund 7-12

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0675	FUND BALANCE YEARBOOK	20,006.45	1,622.08	0.00	(6.45)	18,377.92
05 704 0700	FUND BALANCE UNIFORMS	0.00	0.00	0.00	0.00	0.00
05 704 0725	FUND BALANCE TRAINING ROOM	198.63	0.00	0.00	0.00	198.63
05 704 0775	FUND BALANCE MISC	92,103.57	15,263.67	4,419.88	(28,177.82)	53,081.96
	Fund Total: 05	<u>183,014.15</u>	<u>18,269.02</u>	<u>6,262.81</u>	<u>0.00</u>	<u>171,007.94</u>

Check Reconciliation Report - Summary
 Activities Account

<u>Processing Month</u>	<u>Checking Account ID</u>	<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
08/2025	01	78,829.10	(76,370.67)	2,458.43	(23,640.83)	26,099.26
08/2025	01	52,729.84	(76,370.67)	(23,640.83)	(23,640.83)	0.00
08/2025	02	375,437.24	0.00	375,437.24	313,760.08	61,677.16
08/2025	02	313,760.08	0.00	313,760.08	313,760.08	0.00
08/2025	03	3,136,978.47	1.99	3,136,980.46	3,136,980.46	0.00
08/2025	03	3,106,649.05	1.99	3,106,651.04	3,136,980.46	(30,329.42)
08/2025	05	190,193.99	(11,022.02)	179,171.97	171,007.94	8,164.03
08/2025	06	17,128.81	777.25	17,906.06	11,342.90	6,563.16
08/2025	06	10,565.65	777.25	11,342.90	11,342.90	0.00
08/2025	08	2,849,846.23	(26,855.00)	2,822,991.23	2,817,037.37	5,953.86
08/2025	08	2,843,892.37	(26,855.00)	2,817,037.37	2,817,037.37	0.00
08/2025	55	10,400.19	(1,142.18)	9,258.01	9,258.01	0.00
08/2025	56	3,122.72	0.00	3,122.72	3,122.72	0.00
08/2025	57	14,201.82	0.00	14,201.82	14,201.82	0.00
08/2025	59	15,399.74	185,589.93	200,989.67	200,989.67	0.00
Total:		13,019,135.30	(31,467.13)	12,987,668.17	12,909,540.12	78,128.05

1.4.3.2. Building Fund Account Statements

Fund: 08 Building Fund

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
08 1100	TAXES	0.00	5,623.95	754,519.28	0.00	(754,519.28)
08 1115	CARLINE TAXES	0.00	0.00	1,152.18	0.00	(1,152.18)
08 1120	PUBLIC POWER DIST SALES TAX	0.00	0.00	3,946.35	0.00	(3,946.35)
08 1125	MOTOR VEHICLE TAXES	0.00	156.94	367.38	0.00	(367.38)
08 1510	INTEREST ON INVESTMENTS	0.00	6,417.14	18,906.23	0.00	(18,906.23)
08 1990	MISCELLANEOUS LOCAL REVENUE	0.00	0.00	(35.00)	0.00	35.00
Subtotal: LOCAL RECIEPTS		0.00	12,198.03	778,856.42	0.00	(778,856.42)
08 3130	HOMESTEAD EXEMPTION	0.00	1,106.51	6,266.11	0.00	(6,266.11)
08 3131	PROPERTY TAX CREDIT	0.00	0.00	326,793.88	0.00	(326,793.88)
08 3180	PRO-RATE MOTOR VEHICLE	0.00	0.00	1,539.55	0.00	(1,539.55)
Subtotal: STATE RECEIPTS		0.00	1,106.51	334,599.54	0.00	(334,599.54)
Fund Total:		0.00	13,304.54	1,113,455.96	0.00	(1,113,455.96)

Revenue Summary Report
Processing Month: 08/2025

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	0.00	13,304.54	1,113,455.96	0.00	(1,113,455.96)

Check Reconciliation Report

Batch Description: August 2025 BF Check Rec
Checking Account: 08 Building Fund

Processing Month: 08/2025

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	08/31/2025	2,843,892.37

Outstanding Checks

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
1465	M & O Door Metals, Inc	08/22/2025	26,855.00
		Total:	<u>26,855.00</u>

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
2,843,892.37	(26,855.00)	2,817,037.37	2,817,037.37	0.00

Cleared Automatic Payment Total:
Cleared Checks Total: 12,371.00
Cleared Direct Deposit Total:
Cleared Void Total:
Cleared Cash Receipt Total: 6,417.14
Cleared Manual Journal Entries Total:
Cleared Sales Journal Total:

Vendor Name	Invoice Number	Description	Amount
Checking Account ID 08	Fund Number 08	Building Fund	
CARLSTROM ELECTRIC, LLC	3116 3117	REPAIR LIGHTS	4,619.99
Total CARLSTROM ELECTRIC, LLC			<hr/> 4,619.99
Rathman Manning Construction LLC	2025083	DRYWALL IN GYM AT CLARKS	17,275.00
Total Rathman Manning Construction LLC			<hr/> 17,275.00
Fund Number 08			<hr/> 21,894.99
Checking Account ID 08			<hr/> 21,894.99

1.4.3.3. Depreciation Fund Account Statements

Check Reconciliation Report

Batch Description: August 2025 Dep. Check Rec
Checking Account: 02 Depreciation Fund

Processing Month: 08/2025

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>	
	Statement Balance	08/31/2025	313,760.08	
<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
313,760.08	0.00	313,760.08	313,760.08	0.00

Cleared Automatic Payment Total:
Cleared Checks Total: 62,500.00
Cleared Direct Deposit Total:
Cleared Void Total:
Cleared Cash Receipt Total: 822.84
Cleared Manual Journal Entries Total:
Cleared Sales Journal Total:

1.4.3.4. General Fund Account Statements

Fund: 01 General Fund

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100	LOCAL DISTRICT TAXES	4,953,000.00	34,819.54	3,207,599.02	64.76	1,745,400.98
01 1116	CARLINE/AIRLINE TAXES	5,000.00	0.00	6,781.55	135.63	(1,781.55)
01 1120	Public Power District Sales Tax	11,000.00	0.00	25,261.88	229.65	(14,261.88)
01 1125	MOTOR VEHICLE TAXES	200,000.00	16,044.10	245,078.05	122.54	(45,078.05)
01 1510	INTEREST ON LOCAL REVENUE	28,000.00	7,435.62	71,099.44	253.93	(43,099.44)
01 1740	FEES	0.00	1,960.19	2,414.46	0.00	(2,414.46)
01 1911	LOCAL LICENSE FEES	800.00	0.00	2,150.00	268.75	(1,350.00)
01 1925	CATEGORICAL GRANTS FROM CORPORATIONS & O	290.00	0.00	350.00	120.69	(60.00)
01 1990	OTHER LOCAL RECEIPTS	16,500.00	0.00	67,030.43	432.45	(51,530.43)
Subtotal: LOCAL RECEIPTS		5,213,590.00	60,259.45	3,627,764.81	69.58	1,585,825.19
01 2110	COUNTY FINES & LICENSE FEE	15,000.00	992.04	13,958.17	93.05	1,041.83
01 2210	ED SERVICE UNIT RECEIPTS	0.00	2,131.37	2,131.37	0.00	(2,131.37)
Subtotal: COUNTY AND ESU RECEIPTS		15,000.00	3,124.01	16,089.54	107.26	(1,069.54)
01 3110	STATE AID	343,742.00	0.00	343,742.00	100.00	0.00
01 3120	SPECIAL EDUCATION	150,000.00	0.00	399,694.07	266.40	(249,694.07)
01 3125	SPECIAL ED-TRANS	5,000.00	0.00	20,166.00	403.30	(15,166.00)
01 3130	HOMESTEAD EXEMPTION	0.00	6,850.61	39,229.98	0.00	(39,229.98)
01 3131	RELIEF TO PROPERTY TAXPAYE	310,000.00	0.00	2,023,280.40	652.67	(1,713,280.40)
01 3132	Personal Property Tax Credit	0.00	0.00	1,827.99	0.00	(1,827.99)
01 3180	PRO-RATE MOTOR VEHICLE	9,000.00	0.00	8,047.57	87.20	2,952.43
01 3400	STATE APPORTIONMENT	35,000.00	0.00	67,656.09	193.30	(32,656.09)
01 3512	QUALITY ED GRANT	2,000.00	0.00	0.00	0.00	2,000.00
01 3535	HIGH ABILITY LEARNERS	2,500.00	0.00	0.00	0.00	2,500.00
01 3599	Other Grants	0.00	0.00	2,833.29	0.00	(2,833.29)
Subtotal: STATE RECEIPTS		857,242.00	6,850.61	2,904,178.39	338.78	(2,046,934.39)
01 4310	REAP	0.00	0.00	19,815.00	0.00	(19,815.00)
01 4505	TITLE I	27,000.00	0.00	42,181.00	156.23	(15,181.00)
01 4518	IDEA PRESCHOOL(618) BASE ALLOCATION	0.00	0.00	2,081.00	0.00	(2,081.00)
01 4518	IDEA	0.00	23,000.00	90,390.00	0.00	(90,390.00)
01 4524	OTHER FEDERAL NON-CATEGORICAL REC	89,000.00	0.00	0.00	0.00	89,000.00
01 4708	MEDICAID IN PUBLIC SCHOOLS	4,400.00	0.00	2,214.61	50.33	2,185.39
01 4709	MEDICAID ADMIN ACTIVITIES	14,000.00	0.00	568.48	4.06	13,431.51
01 4998	ESSRS 3	0.00	0.00	31,276.39	0.00	(31,276.39)
Subtotal: FEDERAL RECEIPTS		134,400.00	23,000.00	189,526.49	140.27	(54,126.49)
01 5200	TRANSFERS	0.00	1,681.07	4,523.93	0.00	(4,523.93)
01 5500	SALE OF PROPERTY	0.00	0.00	185.85	0.00	(185.85)
01 5301	INSURANCE ADJUSTMENTS	0.00	0.00	4,985.05	0.00	(4,985.05)
Subtotal: NON-REVENUE RECEIPTS		0.00	1,681.07	9,684.83	0.00	(9,684.83)
01 6408	IDEA	0.00	0.00	0.00	0.00	0.00
Subtotal: 6000		0.00	0.00	0.00	0.00	0.00
Fund Total:		6,220,232.00	94,816.14	6,746,242.06	108.46	(526,010.06)

Revenue Summary Report
Processing Month: 08/2025

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	6,220,232.00	94,915.14	6,746,242.08	109.46	(526,010.06)

Batch Description: August 2025 GF Check Rec
Checking Account: 01 General

Processing Month: 08/2025

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	08/31/2025	52,729.84

Outstanding Automatic Payments

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
113204	NEBRASKA SCHOOL RETIREMENT SYS	08/15/2025	35,195.39
	Total:		<u>35,195.39</u>

Outstanding Checks

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
35326	HEARTLAND COMMUNICATIONS LLC.	08/11/2025	225.00
35329	Jim's Food Central City Mall	08/11/2025	168.79
35346	POLK LIGHT & WATER DEPT	08/11/2025	6,567.01
35347	REDMAN TURF SERVICE	08/11/2025	840.50
35360	AKRS EQUIPMENT SOLUTIONS	08/22/2025	6.93
35361	AMPLIFY EDUCATION, INC.	08/22/2025	11,169.95
35362	BLACK HILLS ENERGY	08/22/2025	47.86
35363	BLACK HILLS ENERGY	08/22/2025	363.99
35364	BLACK HILLS ENERGY	08/22/2025	163.51
35365	BLACK HILLS ENERGY	08/22/2025	165.89
35366	MEGAN BRUCE	08/22/2025	1,470.00
35367	CASH-WA DISTRUBUTING	08/22/2025	224.80
35368	CENTRAL NE REFRIGERATION	08/22/2025	349.51
35369	CENTURY HSE CHIROPRACTIC	08/22/2025	94.00
35370	COMPUTER HARDWARE INC	08/22/2025	2,028.00
35371	HANNAH CONNER	08/22/2025	2,022.00
35372	CULLIGAN OF GRAND ISLAND	08/22/2025	39.00
35373	FRIESEN CHEVROLET, INC.	08/22/2025	89.37
35374	HANS SERVICE, LLC	08/22/2025	1,170.50
35375	MADISON HINRICHS	08/22/2025	1,470.00
35376	HIRERIGHT, LLC	08/22/2025	407.75
35377	HOT LUNCH FUND	08/22/2025	489.65
35378	BRITTANY KLINGSPORN	08/22/2025	1,470.00
35379	LIGHTBOX SYSTEMS	08/22/2025	4,214.80
35380	MID AMERICAN RESEARCH	08/22/2025	1,014.00
35381	Myer's Insurance Inc	08/22/2025	592.00
35382	NE SAFTEY CENTER	08/22/2025	250.00
35383	TERI OPFER	08/22/2025	2,525.85
35384	PLATTE VALLEY COMM	08/22/2025	475.72
35385	Presto-X	08/22/2025	331.00
35386	STROMSBURG SOFT WATER	08/22/2025	35.00
35387	STUDENT ASSURANCE SERVICES	08/22/2025	500.00
35388	Total Fire & Security Inc.	08/22/2025	609.00
35389	TRUCK CENTER COMPANIES	08/22/2025	270.60
35390	UNIVERSITY OF NE-LINCOLN	08/22/2025	84.00
35391	SHELLY URKOSKI	08/22/2025	650.00
35392	VYE BROADBAND	08/22/2025	513.00
35393	SARAH WACHA	08/22/2025	1,484.10
35394	BAILEY WILLIAMS	08/22/2025	735.00

Outstanding Checks

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
35395	WINDSTREAM	08/22/2025	1.89
35398	YANDA'S MUSIC & PRO AUDIO INC.	08/22/2025	53.00
Total:			45,282.77

Outstanding Deposits and Manual Journal Entries

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	NPERS correction	08/31/2023	(21.15)
	GW payroll error	09/13/2024	4,181.13
	offage	09/30/2024	(72.49)
	Reversal: Adjust Posted Entry	08/18/2025	(1,415.81)
	Reversal: Adjust Posted Entry	08/27/2025	157.00
	Reversal: Adjust Posted Entry	08/11/2025	765.25
	Reversal: Adjust Posted Entry	08/29/2025	(31.61)
	Correction: Adjust Posted Entry	08/18/2025	1,415.81
	Reversal: Adjust Posted Entry	08/21/2025	50.00
	Reversal: Adjust Posted Entry	08/28/2025	246.00
	Correction: Adjust Posted Entry	08/27/2025	(157.00)
	Correction: Adjust Posted Entry	08/11/2025	(765.25)
	Correction: Adjust Posted Entry	08/29/2025	31.61
	Correction: Adjust Posted Entry	08/28/2025	(246.00)
	Correction: Adjust Posted Entry	08/21/2025	(50.00)
Total:			4,087.49

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
52,729.84	(76,370.67)	(23,640.83)	(23,640.83)	0.00

Cleared Automatic Payment Total:
 Cleared Checks Total:
 Cleared Direct Deposit Total:
 Cleared Void Total:
 Cleared Cash Receipt Total: 105.95
 Cleared Manual Journal Entries Total:
 Cleared Sales Journal Total:

Check Reconciliation Report

Batch Description: August 2025 115 Check Rec
Checking Account: 03 505115 Hordville

Processing Month: 08/2025

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	08/31/2025	3,136,978.47

Outstanding Deposits and Manual Journal Entries

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Merchant income correction	01/31/2024	(11.19)
	01/30/2024 Receipts	01/30/2024	(11.19)
	01/31/2024 Receipts	01/31/2024	24.00
	correction	08/31/2025	0.37
	Total:		<u>1.99</u>

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
3,136,978.47	1.99	3,136,980.46	3,136,980.46	0.00

Cleared Automatic Payment Total:
 Cleared Checks Total:
 Cleared Direct Deposit Total:
 Cleared Void Total:
 Cleared Cash Receipt Total: 30,329.79
 Cleared Manual Journal Entries Total: (0.37)
 Cleared Sales Journal Total:

Check Reconciliation Report

Batch Description: August 2025 Petty Cash Check Rec
Checking Account: 56 Petty Cash fund

Processing Month: 08/2025

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	08/31/2025	3,122.72
<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>
3,122.72	0.00	3,122.72	3,122.72
			<u>Difference</u>
			0.00

Cleared Automatic Payment Total:
Cleared Checks Total: 15.19
Cleared Direct Deposit Total:
Cleared Void Total:
Cleared Cash Receipt Total: 1.12
Cleared Manual Journal Entries Total:
Cleared Sales Journal Total:

1.4.3.5. Nutrition Account Statements

Fund: 06 Lunch Fund

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
06 1510	INTEREST ON INVESTMENTS	0.00	28.60	41.87	0.00	(41.87)
06 1611	DAILY SALES-SCHOOL LUNCH PROGRAM	0.00	7,904.48	74,879.42	0.00	(74,879.42)
06 1630	Revenue Special Functions	0.00	0.00	1,133.70	0.00	(1,133.70)
06 1920	CONTRIBUTIONS & DONATIONS	0.00	0.00	1,450.00	0.00	(1,450.00)
	Subtotal: LOCAL RECIEPTS	0.00	7,933.08	77,504.99	0.00	(77,504.99)
06 3150	STATE REIMBURSEMENT(OF NUTRITION PROG)	0.00	0.00	37,150.85	0.00	(37,150.85)
06 3200	GRANTS	0.00	0.00	1,205.50	0.00	(1,205.50)
	Subtotal: STATE RECEIPTS	0.00	0.00	38,356.35	0.00	(38,356.35)
06 4210	FEDERAL NUTRITION PROGRAM	0.00	0.00	19,629.42	0.00	(19,629.42)
	Subtotal: FEDERAL RECEIPTS	0.00	0.00	19,629.42	0.00	(19,629.42)
06 5200	TRANSFER FROM GENERAL FUND	0.00	0.00	40,000.00	0.00	(40,000.00)
	Subtotal: NON-REVENUE RECEIPTS	0.00	0.00	40,000.00	0.00	(40,000.00)
	Fund Total:	0.00	7,933.08	175,490.76	0.00	(175,490.76)

Revenue Summary Report
Processing Month: 08/2025

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	0.00	7,933.08	175,490.76	0.00	(175,490.76)

Check Reconciliation Report

Batch Description: August 2025 Hot Lunch Check Rec
Checking Account: 06 LUNCH ACCT

Processing Month: 08/2025

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	08/31/2025	10,565.65

Outstanding Checks

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
2849	NATHAN DOHMEN	05/19/2025	23.55
2867	Sheri Wruble	08/21/2025	25.55
	Total:		<u>49.10</u>

Outstanding Deposits and Manual Journal Entries

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Needs to be custodial	02/02/2021	826.35
	Total:		<u>826.35</u>

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
10,565.65	777.25	11,342.90	11,342.90	0.00

Cleared Automatic Payment Total:
Cleared Checks Total: 7,701.75
Cleared Direct Deposit Total:
Cleared Void Total:
Cleared Cash Receipt Total: 1,138.59
Cleared Manual Journal Entries Total:
Cleared Sales Journal Total:

1.5. HPC Student Council

1.6. Community Input

2. Discussion/Action Items

2.1. Administrator Reports

2.2. Elementary Principal Report

High Plains Community Board of Education Meeting
Mrs. Helgoth's Elementary Report

Date: 9/8/25

The mission of the High Plains Community Schools is to provide an educational environment which develops citizens who are lifelong learners and can contribute to a global society.

Every Student! Every Day! Every Way!

1. School Spirit

- a. At our back to school night, families enjoyed a hotdog, chips, and drink meal as they left for the evening. The opportunity allowed families to enjoy visiting and reconnect after the summer break.
- b. A big thank you to Clarks Fire and Rescue for beginning our first day back to school with donuts that they delivered to each classroom. This has been a great new tradition that we look forward to!
- c. The celebration team and elementary staff made the decision to continue to support school culture and connectedness on the first day of school. We utilized the early dismissal opportunity to create a day of activity and teambuilding.
- d. We began with a whole school assembly to re-introduce staff, discuss our PBIS expectations, and enjoy some Storm cheers together.
- e. We continued with our mixed-age groups for activities. Staff members organized activities that provided team building and school spirit opportunities. K-6th grade students went outdoors for tag games, oversized football kicks, bubbles & chalk, the big parachute a small kickball tournament.
- f. Students showed great sportsmanship, the older students embraced guiding the younger students, and our youngest Storms were able to meet and get to know their upperclassmen as well as teachers and staff from all through the building.

2. Academic Beginning of the Year

- a. Beginning of the year reading and math screeners have been completed.
- b. Beginning of the year MAP assessments are taking place for ELA, Math and Science.
- c. Data is used in determining student supports in their Individualized Reading Improvement Plans which are part of the Nebraska Reads Act.
- d. Screeners for English language support are also being completed. These identify students for EL support in language acquisition. Staff have had individual meeting opportunities with the ESU for reviewing EL assessment data and providing supports.

3. School Safety

- a. Our district safety team has met to begin updating our EOP (Emergency Operations Plan) so that our plan is current for this year. We submit our plan to the NDE for review.
- b. School safety protocols have been taught to new teachers and reviewed with experienced teachers.
- c. Students and staff have had the opportunity to practice two fire drills, a bus evacuation drills, and a lockdown drill by the end of this week.
- d. At the elementary we continue to use the routine of review ahead of the drill, practice during the drill, and a question and answer sessions with students afterward.

4. Building and Grounds

- a. The exterior and interior gym wall are complete. Both look great and Rathman Manning was fantastic to work with.
- b. All three front doors have been replaced. We are waiting on return service work for some finishing touches.

5. Beyond the Classroom

- a. The 5th graders have had an adventurous start to the year. Their fall field trip to the state fair was a busy and educational day for them.
- b. The 4th graders will soon be visiting the Genoa Indian School Museum as their fall field trip.

6. Student wellness

- a. All PK through 4th grade students, as well as 7th and 10th are required to have yearly health screenings. At HPC, Nurse Cheryl completes these screenings and this year, the Lions Club will be providing vision and hearing assessments for our students.
- b. Another beginning of year requirement that Nurse Cheryl begins working on in the summer and ensures that we are in compliance with is immunizations and required grade level physicals for Kindergarteners, 7th graders, and any new students.
- c. We are grateful to have Nurse Cheryl's services!

2.3. Junior High & High School Principal Report

- Attendance Monitoring Program - One of the recent legislative changes is tied directly to compulsory education. Mrs. Helgoth and I met with this organization out of York that supports school districts in Polk and York counties. The purpose is to provide interventions and resources to school districts and families who are affected directly by poor attendance. This will be one of two programs that HPC partners that we will collaborate throughout the year.
- CCC Course Load - We always take great pride in our college and/or career readiness. Our juniors and seniors have begun taking dual credit or college courses through Central Community College. There are currently 11 students enrolled in 21 classes.
- District Testing - All 7th through 11th graders have been participating in MAP testing in the area of Math, English, Reading, and Science. This allows students, parents, and staff to understand their level of knowledge. Staff will be utilizing the information to enhance the educational experience, as well as address areas of improvement. This information will also be uploaded into our IXL platform for our interventions and support.
- Cell phone Report - We knew that this was going to be a challenge that the school district had to collectively address. I wanted to provide you with feedback and statistics on where we currently stand. Overall, things have moved very smoothly. There are about 40% of the students that are putting their cell phones in the caddies. The key that we keep preaching is remaining firm and consistent at the beginning and it will get easier to monitor.
- Homecoming - It is officially scheduled for the end of this month. The theme will be "Neon Nights" from September 28th through October 3rd. The Ceremony of Homecoming will be held on Friday, October 3rd after the Giltner vs. HPC football game.
- National Honor Society - We were fortunate to honor 8 individuals into National Honor Society this year. These students are a prime example of character, leadership, scholarship, and service to our school and community.
- Student Council - All of our applications have been turned in, and we are pleased for those who want to represent our school and/or student body. They will begin to show up to school board meetings to provide you guys with an update on all the awesome things happening at HPC!
- Senior Meeting - Mrs. Grigsby, and I have already begun having conversations about graduation, scholarships, and college applications. A lot of information is being shared with parents and students. We created a Class of 2026 parent group to ensure that they are a part of the process. This will be a quick year with several deadlines. We want to provide as much information as possible to help them prepare for an exciting year!

2.4. AD Report

ACTIVITIES DIRECTOR'S REPORT
September, 2025

All Fall Activities are up and running.

Every Tuesday during ICU, we have designated meetings set up for our clubs and activities.

1st Week of Month – Stucco JH/HS

2nd Week of Month – Quiz Bowl JH/HS

3rd Week of Month – NHS

4th Week of Month – Class Meetings

Total out for each sport:

JH VB – Five 7th Graders, Six 8th Graders – 11 Total

JH FB – Four 7th Graders, Five 8th Graders – 9 Total (HPC Students)

SB – One Freshman, Two Sophomore, One Junior and One Senior– 5 HPC Girls

HS VB – Five Freshman, Zero Sophomores, Six Juniors, Five Seniors – 16 Total

HS FB – Five Freshman, Four Sophomores, Five Juniors, Two Seniors – 16 Total

Winter Coops

Application for winter cooperative sports are due by October 1

Football Scheduling Timeline

November 1, 2025 – Deadline to submit application for a cooperative sponsorship in football for the 2026 and 2027 seasons. No cooperative sponsorships in football for the 2026 and 2027 football seasons will be accepted or permitted after November 1, 2025.

November 2025 – Football coops will be approved for the 2026 and 2027 football seasons at the November NSAA Board of Directors meeting.

November 30, 2025 – The deadline for schools to submit their declaration of participation in 11- man, 8-man or 6-man football. This is also the deadline for schools to submit their intent to “Opt Up” or “Opt Down” in classification.

Believers and Achievers – Application are due by Sept. 12th

2.5. Superintendent Report

High Plains Community School Superintendent Board of Education Report

September 8th Superintendent Report

HPC Schools-Mr. Brown

The mission of the High Plains Community Schools is to provide an educational environment which develops citizens who are lifelong learners and can contribute to a global society.

Every Student! Every Day! Every Way!

1. The Methodist Church in Polk is to be thanked for their treat bags they drop off at Clarks and Polk each Wednesday. They bring in bags of snacks and goodies for the staff. The community support is greatly appreciated by all the staff.
2. The State Education Conference in Omaha is November 19th-21st. The conference registration fee is \$375, and the pre-conference registration fee is \$100.00. Rooms will open on September 24th. Those are hard to get. I need to know if you want to go and stay.
3. A shout-out to Megan Bruce for nominating the girls' basketball team at the Nebraska Coaches Association Conference this year. They received an award for the second year in a row for excellence in academics. Congratulations to the girls' basketball team and Mrs. Bruce for nominating them and for attending the coaches' clinic.
4. We are price shopping cleaning products, paper towels, tissues, and toilet paper from MARC, Eakes, and Cash-Wa. There has been quite a markup on those products.
5. Construction Projects at Clarks are completed, the doors are installed by M&O. The interior and exterior project by Rathman-Manning is completed. Terry Carlstrom replaced football lights at the field in Clarks on Friday, August 29th. He said that for around 40K, we can get all LED lights.
6. Facility Advocates has been contacted in regards to look at the HVAC at Clarks Elementary. We got our boiler inspections back this past week, and there are several areas in which improvements are needed.
7. We are still looking for a custodian at Clarks. ATS had one of their employees leave, therefore we are one custodian short at Polk as well.

Board Meeting Guidance on the Agenda for September 11th, 2025 (CLARKS)

- 1.0 Open the meeting
- 1.1 Public Meeting Announcement
- 1.2 Open Meetings Act Recognition- Posted on the wall
- 1.3 Board Member Attendance
- 1.4 Consent Agenda- Take action on the following
 - 1.4.1 Appendix: Previous Minutes, August 27th, 2025
 - 1.4.2 Appendix B- August 2025 Bills
 - 1.4.3 Appendix C- Financial statements for the Activity Fund, Building Fund, Depreciation Fund, General Fund, & Nutrition Fund.
- 1.5 HPC Student Council- The Student Council is being organized by Mrs. Grigsby.
- 1.6 Community Input

II. Discussion Items

- 2.1 Admin. Reports
- 2.2 Mrs. Helgoth-Elementary

- 2.3 Mr. Fisher-JH/HS
- 2.4 Mr. Wood-AD Report
- 2.5 Mr. Brown-Supt. Report

III. Discussion/Action Items

2.6 Review and discussion of EOP Plan for 2025-26 with Mr. Fisher and Mrs. Helgoth. Community Input will be taken on the EOP Plan after the presentation.

2.7 Please approve the 2025-26 HPC School Budget for the fiscal year. Please sign the budget resolution. The resolution will be submitted to the NDE with all of the required budget documents.

2.8 Please approve getting out early Friday, September 12th, at 2:00 PM due to the football game at Riverside starting at 3:00.

2.9 Please approve the Appetgy quote for \$11,250.00. This will be for a new webpage, social media integration, and a school app. It is discounted from \$17,817 to \$11,250.00 for a savings of \$6,567.00. Schools in our area that use this are Hampton, Cross County, and Osceola.

3.0 Ex. Session (If needed, my philosophy is to try and avoid Ex. Session if possible).

4.0 Adjourn the meeting and set the next regular meeting for October 13th @ 7:00 in Clarks.
****Move to 7:00 due to JH Football at Fullerton****

2.6. Review and discuss the HPC EOP Plan for the 2025-26 school year

High Plains Community Schools



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.


**WARNING: THIS IS
A CONFIDENTIAL
DOCUMENT.**

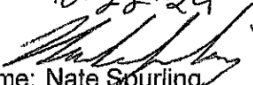
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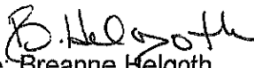
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• Appendix M: COOP Form	
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• Appendix N2: Risk Assessment Worksheet	
• Appendix N3: Examples of Threats/Hazards in SRP Areas	
• Appendix N4: Goals/Objectives and Action Plans	


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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Date: 10-22-24


Name: Nate Spurling
Title: High Plains Board Vice-President
Date: 11-11-24


Name: Breanne Helgoth
Title: High Plains Elementary Principal
Date: 10-22-24


Name: Shane Van Pelt
Title: High Plains Board President
Date: 10-30-24


Name: Aaron Ronde/ Brittany Klingsporn
Title: High Plains Safety Team Chair
Date: 10/22/24


Name: Micah Fisher
Title: High Plains Middle/High Principal
Date: 10-22-24

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the High Plains School Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of High Plains 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 High Plains 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. High Plains School regularly schedules in-service training for faculty and staff.

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

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

The current enrollment of High Plains School is approximately 126 elementary-school students and 110 middle/high-school students located in one, two-story building on campus. These students are supported by a committed staff and faculty consisting of:

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

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 High Plains School is also located in [Appendix A](#) in this plan.

b. Special Needs Population

High Plains 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 58; 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

High Plains School (Clarks) is located on a 12-acre lot and includes 5 buildings, 1 baseball field, 1 football/soccer field and 3 staff parking lots. All classes take place in the one Building, the main building on campus. High Plains (Polk) is located on a 20-acre lot and includes 8 buildings, 5 parking lots and 2 practice fields/track.

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

High Plains 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 October Norm Yoder 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 Meyers Insurance Company was completed 2008.

In addition, the table on the following page briefly discusses High Plains School's high-priority hazards including Tornado, fire, intruder, staff/student death, civil disturbance, missing student and suicide.

Table 1. High-Priority Hazards

Intruder	While a hostile intruder incident has not occurred in High Plains Community School, however, we prepare for our vulnerabilities. There are multiple access points in our buildings that provide further opportunities for community members to enter.
Fire	Fire hazards are the most prevalent types of hazard.
Tornado/ Severe Storm	Clarks, Polk, and Hordville 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 High Plains Community School, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.
Staff or Student Injury or Death	Staff or student injury or death would be catastrophic to our school and our communities. Assuring post traumatic support is essential for both the school and everyone else involved is a high priority.
Civil Disturbance	While our communities are small, we are still vulnerable to civil unrest and disturbances.
Missing Student	Missing student would be catastrophic to our school and our communities. Assuring quick response and support is of high priority.
Suicide/Self- Harm for students or staff	Staff and student mental health and well being are a priority of our district. This situation would need ongoing support from possible outside resources or community agencies.

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

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

GUIDANCE: Examples:

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

II . CONCEPT OF OPERATIONS

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

A. National Incident Management System (NIMS)

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

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, High Plains 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.

High Plains 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.

High Plains 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, High Plains 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 High Plains 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.

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

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

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

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.

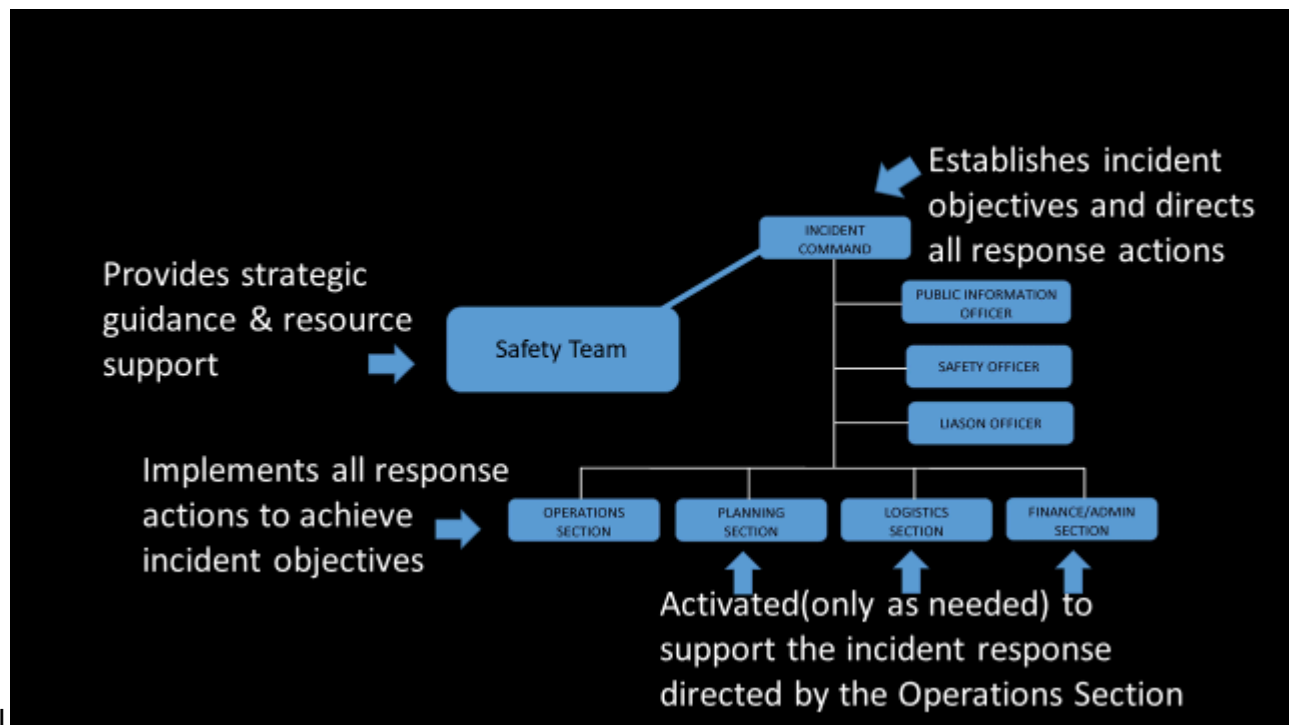
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

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

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

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

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

School-related responsibilities and duties include:

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

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

Specific responsibilities include:

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

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

Table 2 Operations Section Teams

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

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

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

Duties may include:

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

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

Additional responsibilities include:

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

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

Additional duties may include:

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

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

B. Coordination With Safety Team

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

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

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

C. Local Emergency Operations Plan (LEOP)

The High Plains Community School District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The High Plains 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 County Emergency Manager, County Emergency Management Department.

D. Coordination With First Responders

An important component of the High Plains 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 High Plains Community School.

GUIDANCE: 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.

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

E. Source and Use of Resources

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

- First aid kit and sanitation supplies will be provided by: School and Fire/Rescue if needed.
- Cots and bedding supplies will be provided by: American Red Cross
- Food/water supplies will be provided by: School and Fire/Rescue

- Security will be provided by: County Sheriff's Department.
- Counseling services will be provided by: ESU 7 team.
- Communication will be handled by: Jason Brown and/or designated administration personnel
- Transportation: School Busing

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines High Plains 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:

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

2. Communication With the School District Office

The Incident Commander will use the countywide High Plains Community School Emergency Radio Network to notify the principal of the school's status/needs. The principal will notify the district office. The district office will notify the County Office of Education of the status of all district schools. He/she will designate staff member(s) to monitor all communications.

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 High Plains 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, High Plains 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, High Plains 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, High Plains 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 High Plains 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:

GUIDANCE:

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

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

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

GUIDANCE: After the immediate incident response period, High Plains Community School will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

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. High Plains 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 Merrick or Polk 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 High Plains 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:** Emergent 3
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **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, High Plains Community School will request assistance from local emergency services, other agencies, and industry in accordance with existing verbal mutual aid agreements. Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing by reviewing our EOP.

B. Recordkeeping

1. Administrative Controls

High Plains 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 High Plains 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.

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

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

A. Approval and Dissemination of the Plan

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

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

1. Record of Changes

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

2. Record of Distribution

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

B. Plan Review and Updates

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

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

C. Training and Exercising the Plan

GUIDANCE: (Definitions)

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

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

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

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

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

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

School EOP training will include:

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

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

Appendix K1: Record of Trainings

Appendix K2: Schedule/Record of Drills

Appendix K3: Record of Exercises

VIII. AUTHORITIES AND REFERENCES

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

Rule 10

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

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

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

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

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

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

GUIDANCE: Authority for this Plan is contained in:

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

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

Functional Systems

Note:

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

- Common procedures.
- Specialized procedures.

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

All functional systems should address:

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

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

Standard Response Protocol (SRP)

I. PURPOSE

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

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

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

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

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

II. SCOPE

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

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

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

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

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

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

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

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

IV. SPECIALIZED PROCEDURES

Protocol for outside activities

Protocol for school buses and vehicles

Protocols for Football Field

Protocols for Tornado/Severe weather while in a bus

Protocol for Field Trips?

Protocol for Students between buildings

IN AN EMERGENCY TAKE ACTION



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

STUDENTS

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

ADULTS

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



SECURE! Get inside. Lock outside doors.

STUDENTS

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

ADULTS

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

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



EVACUATE! (A location may be specified)

STUDENTS

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

ADULTS

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



SHELTER! Hazard and safety strategy.

STUDENTS

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

ADULTS

Lead safety strategy
Account for students and adults

Standard Reunification Method (SRM):

GUIDANCE: There Are Two Teams:

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

I. Purpose

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

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

II. Scope

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

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

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

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

The SRM Process in a Nutshell

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

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

[Transport Organization Chart: Appendix L1](#)

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

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

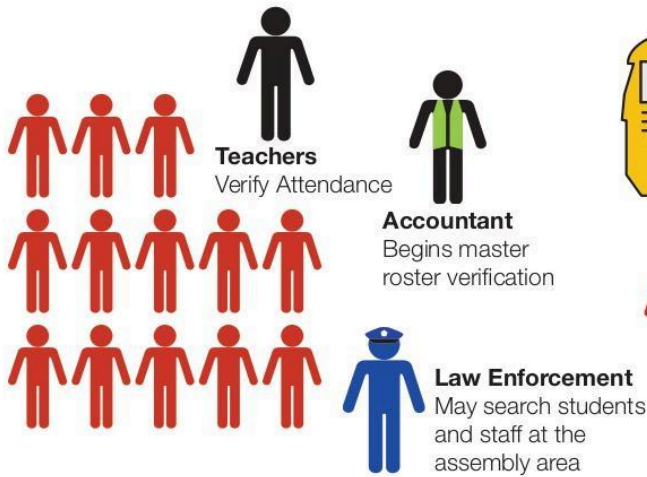
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



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

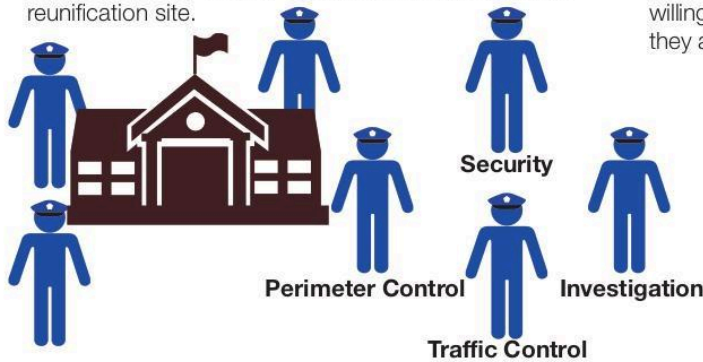
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



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 High Plains 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 High Plains School, 205 W Pearl St. Clarks, NE 68628 and 260 S Pine St, Polk, NE 68654.

III. RESPONSIBILITIES

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

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

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

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

Essential Functions Performed by COOP Plan Personnel

Person Responsible	Actions
Superintendent /Principal	<ul style="list-style-type: none">● Determine when to close schools, and/or send students/staff to alternate locations.● Disseminate information internally to students and staff.● Communicate with parents, media, and the larger school community.● Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.

Primary Person: Jason Brown		Phone/Email: 402-765-2271, jasonbrown@hpcstorm.org
Alternate: Micah Fisher		Phone/Email: 402-765-3331, mfisher@hpcstorm.org
Second Alternate: Bre Helgoth		Phone/Email: 308-548-2216, bhelgoth@hpcstorm.org
Assistant Principal and/or Department Heads	<ul style="list-style-type: none"> • Ensure systems are in place for rapid contract execution after an incident. • Identify relocation areas for classrooms and administrative operations. • Create a system for registering students. (out of district or into alternative schools) • Brief and train staff regarding their additional responsibilities. • Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. • Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests) • Reevaluate the curriculum. 	
Primary Person: Bre Helgoth		Phone/Email: 308-548-2216, bhelgoth@hpcstorm.org
Alternate: Micah Fisher		Phone/Email: 402-765-3331, mfisher@hpcstorm.org
Second Alternate: Sarah Grigsby		Phone/Email: 402-765-3331, sarahgrigsby@hpcstorm.org
Custodians/ Maintenance Personnel	<ul style="list-style-type: none"> • Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping) 	
Primary Person: Ryan Jones/Mike Howell		Phone/Email: 308-548-2216, 402-765-3331, rjones@hpcstorm.org, mhowell@hpcstorm.org
Alternate: Monica Dunham		Phone/Email:
Second Alternate:		Phone/Email: 402-765-3331
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: Sarah Engler/Carrie Swanson		Phone/Email: 308-548-2216, 402-765-3331, sengler@hpcstorm.org , caswanson@hpcstorm.org

Alternate: Stacey Troutman		Phone/Email: 402-765-2271, stroutman@hpcstorm.org
Counselors, Social Workers, Psychologists	<ul style="list-style-type: none"> • Ensure all students have electronic access and equipment. • Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols. • Maintain continual contact with families and students. 	
Primary Person: Sarah Grigsby/Megan Bruce		Phone/Email: 402-765-3331, 308-548-2216, sarahgrigsby@hpcstorm.org, mbruce@hpcstorm.org
Alternate: Megan Welch		Phone/Email: 402-564-0815 Ext 1049, mwelch@esu7.org
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: Cheryl Erickson		Phone/Email: 308-548-2216, cerickson@hpcstorm.org
Alternate: Sarah Engler		Phone/Email: 308-548-2216, sengler@hpcstorm.org
Second Alternate: Carrie Swanson		Phone/Email: 402-765-3331, caswanson@hpcstorm.org
Food Service /Cafeteria Workers	<ul style="list-style-type: none"> • Determine how transportation and food services will resume. • Establish food security for any student. 	
Primary Person: Penny Bengston/Maria Acuna		Phone/Email: 308-548-2216, 402-765-3331
Alternate: Jason Brown		Phone/Email: 402-765-2271
Second Alternate: Sarah Engler		Phone/Email: 308-548-2216
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: Kristi Lindburg, Brittany Klingsporn		Phone/Email: 308-548-2216, 402-765-3331, klindburg@hpcstorm.org, bklingsporn@hpcstorm.org
Alternate: Tab Rieken		Phone/Email: 402-765-3331, 308-548-2216, trieken@hpcstorm.org

Transportation	<ul style="list-style-type: none"> • Assist in the distribution of food/lunches. • Assist in transportation of people as needed.
Primary Person: Jason Brown	Phone/Email: 402-765-2271, jasonbrown@hpcstorm.org
Alternate: Greg Wood	Phone/Email: 402-765-3331, gwood@hpcstorm.org
Second Alternate: Mike Howell/Breanne Helgoth	Phone/Email: 402-765-3331, 308-548-2216 mhowell@hpcstorm.org , bhelgoth@hpcstorm.org
Emergency Management	<ul style="list-style-type: none"> • Assist the school with any needs. (i.e., state or federal agencies) • Coordinate using NIMS and ICS. • Coordinate personnel to assist in setting up structure.
Primary Person: Jenna Clark/Logan Watts	Phone/Email: 308-536-4443, 402-366-2126, region44em@nancecountyne.org , lwatts@polkcountyne.gov
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: John Westman/Dwaine Ladwig	Phone/Email: (308) 946-2345, 402-747-2231
Alternate: Merrick/Polk County	911
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).
FIRE/EMS	
Primary Person: Brian Buller/Pat McNaught	Phone/Email: 308-548-8165, 308-325-7045 brian.buller@clarks.net
Alternate: Emilee Kuhn	Phone/Email: 785-577-4100, kuhnemilee@gmail.com

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

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

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

Order of Succession

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

Orders of Succession				
Conditions for Succession	Key position holder(s) are unable to execute their duties for an extended period of time.			
Method of Notification	<i>School Reach System, cell phones</i>			
Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/Organizational Limitations
	Elementary Principal	High School Principal	Safety Coordinator	Time/Geographical
	High School Principal	Elementary Principal	Safety Coordinator	Time/Geographical
Succession Revision Procedures/ Date Completed	<i>Safety Team, January 2023</i>			

3. **GUIDANCE: Create Delegations of Authority.** Delegations of authority identify what can and cannot be done by an acting leader based on his or her role or title. Again, using the Interim Principal as an example, the person should know which decisions she/he is allowed to make in the absence of the Principal. Any document that lays out delegations of authority should be reviewed by the district or school's general counsel to ensure it meets state law and district and/or local policies (for example, in the event of a pandemic, school closure requirements vary and in some states it is the local health department who has authority while in others the district superintendent has authority to decide whether or not schools stay open or closed and whether or not students are dismissed).

Delegation of Authority

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

Delegation of Authority			
Delegated Authorities	Position	Authority	
	Elementary/Secondary Principals	Associated authorities by principals	
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>		

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

A. Activation and Relocation

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

B. Alert, Notification, and Implementation Process

Each 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	Y	Y		

Cell Phones	Y	Y		
Two-Way Radios	Y	N		
School Messaging (IC)	Y	Y		

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

Contingent alternative facilities are listed below:

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

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 High Plains School's backup data.

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

Interoperable Communications/Backup Sites

As noted above, the Office of State Personnel 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, Clarks Methodist Church is the first option for relocation. Currently the lines and services for telephones and computers at Clarks Methodist Church are maintained, protected, and backed up offsite by the district office.

In Clarks Methodist Church, the hardware and physical lines are protected by the fire prevention, humidity controls, temperature controls, and electrical generating capacity of the building itself. The telephone lines will work even during power failures. The building also has a generator for emergency power. The main computer room housing the servers on the third floor is protected by an array of optimal controls such as halon fire prevention, humidity controls, large air conditioners, and temperature controls. The rest of the building, however, is highly vulnerable to damage from fire and rapid changes in temperature and humidity. The building has no sprinkler system, and the placement of thermostats does not match the current office configuration, resulting in wide variations of temperature depending on location.

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

Vital Records and Retention File

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

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

Vital Records: Legal & Financial Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Personnel Records	Central Office	Software Unlimited
Payroll Records	Central Office	Software Unlimited
Contracts	Google Drive	Google Drive
Student Emergency Contact List	Infinite Campus (IC)	IC
Student Medical Records	IC	IC
Education Records	IC	IC

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

- Emergent 3
- Email
- Text
- Infinite Campus
- Call

Notifying Students and Parents/Guardians about the Continuity of Instruction

- Email/Infinite Campus
- Text
- Call

Provisions and accommodations for students who have IEPs

- Services will resume as soon as education resumes.

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

- Services will resume as soon as education resumes.

COOP training plan for staff

- Staff has access to COOP plan.

8. **GUIDANCE: Establish Plans for Devolution.** Devolution occurs when essential functions are handed over to alternate staff and teachers at another location. Although a rare occurrence, schools and districts need to prepare for a situation where a school needs to close and its administrators, teachers and staff are no longer able or available to provide support in their day-to-day roles. Procedures, guidance, and organizational structure need to be developed so that the transfer of roles and responsibilities to other administrators, staff and teachers at another school or location can go smoothly.

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.

The school may want to identify the plans and procedures for transfer of operations here or identify where that information is located.

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”.
- Principals
- Law Enforcement, Fire/EMS

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

- Bus drivers are unable or unavailable to transport students to/from school
- Natural Disasters
- High Risk Situations

What resources are required should a devolution occur?

- Memorandum of understanding (MOU) with other districts for bussing students
- Evacuation Plans
- Shelter Plans

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

Reconstitution

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

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

Reconstitution Responsibilities			
Phase	Duties	Primary Responsible	Alternate Responsible
Relocation from alternate facility to primary (or replacement) facility	Internal alert and notification	i.e., Principal	i.e., Asst. Principal
	External alert and notification		
	Transfer equipment, vital records, data		
	Transfer communications		
	Deployment and departure from alternate facility		
	Transition to primary operations		
	Set up at primary or replacement site		

Operations	Execution of essential functions		
	Execution of non-essential functions		
	Establishment of communications		
	Procurement of equipment and supplies		
	Conduct a review of COOP execution and effectiveness (After Action Report)		

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	Brittany Klingsporn	Kristi Lindburg	
Review list of essential functions	Brittany Klingsporn	Kristi Lindburg	
Identify essential employees and confirm their availability	Bre Helgoth	Micah Fisher	
Update contact information, emergency call roster, and checklists	Brittany Klingsporn	Kristi Lindburg	
Establish assistance/cooperative agreements with suppliers and vendors	Bre Helgoth	Micah Fisher	
Identify computer network interdependencies (such as servers connected to the district network)	Bre Helgoth	Micah Fisher	
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Bre Helgoth	Micah Fisher	

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:

GUIDANCE:

The hazard- and threat- specific systems:

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

Repeating information is not advisable for the following reasons:

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

Refer to the following Appendices:

Appendix 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

Appendix A: Current Master Schedule (District provides)

2025-26 CLASS SCHEDULE

Period	1	2	3	4	LUNCH / Adv.	5	6	7	8	KEY
TIME	8:10-8:55	8:55-9:45	9:45-10:35	10:35-11:25	11:25-12:25	12:25-1:15	1:15-2:05	2:05-2:55	2:55-3:40	
Mrs. Ackerson (Room 203)	Geometry	Geometry	Applied Stats (CCC)	Algebra II	Adv. & LUNCH	Algebra I	Applied Stats (CCC)	Algebra II	PLAN	SENIOR Classes
Mr. Brandenburg (Room 217)	PLAN	7-12 Band	7-12 Chorus	TRAVEL	CLARKS	CLARKS	CLARKS	CLARKS	CLARKS	JUNIOR Classes
Mrs. Carlson (Room 207)	English IV	English III	English III	PLAN	Adv. & LUNCH	Speech	English I	English I	English II	SOPH Classes
Ms. Conner (Room 129)	Art	MS Art	PLAN	Art	Adv. & LUNCH	Art	Art	Art	JH Study Skills/Success	FRESH Classes
Mrs. Finkral (Room 103/106)	Intro to FCS	Health	MS Health	Health	Adv. & LUNCH	Intro to FCS	Foods & Nutrition	Foods & Nutrition	PLAN	ELECTIVE
Mr. Frenzen (Main Gym)	PE	MS PE / Weights	PLAN	Strength Training	Adv. & LUNCH	Strength Training	PE	Strength Training	MS Intro to Strength Training	Middle School
Mrs. Grigsby (Room 209)	Guidance	Guidance	MS Marketing	Guidance	SEL Guidance	Guidance	Senior Seminar	Senior Seminar	Guidance	College Classes CCC
Para Position	SPED Para	SPED Para	SPED Para	SPED Para	Adv. & LUNCH	SPED Para	SPED Para	SPED Para	SPED Para	PLAN
Mrs. Hatfield (Room 104)	CLARKS	CLARKS	CLARKS	CLARKS	TRAVEL	PLAN	Per Finance/Career Ed	Per Finance/Career Ed	Comp Sci/ Intro to Bus	CLARKS / TRAVEL
Mrs. Klingsporn (Room 208)	7 Science	Alg I	Alg I	Math 7	LUNCH & Adv.	Pre-Alg 8	Science 8	English 7	PLAN	
Mrs. Kraeger (AG room)	Welding / Metal Fab	Ag	MS Intro to Ag	Ag	Adv. & LUNCH	PLAN	Welding / Metal Fab	Ag	Welding / Metal Fab	
Mr. Musil (Room 101)	Chemistry	Physical Science	Biology	Physical Science	Adv. & LUNCH	Biology	Advanced Biology/A&P	PLAN	Advanced Biology/A&P	Student Count
Mrs. Pankoke (Room 102)	English 8	Woods / Adv Woods	MS Journalism/Yearbook	Reading 8	LUNCH & Adv.	Reading 7	PLAN	Woods / Adv Woods	Ag	14 - Seniors
Mr. Phillips (Room 206)	Special Education	Special Education	Special Education	Special Education	Adv. & LUNCH	Special Education	Special Education	Special Education	PLAN	20 - Juniors
Mr. Struckman (Room 203)	Eng. Comp. (CCC)	Spanish II	Spanish I	Spanish I	Adv. & LUNCH	PLAN	ESL Services	(CCC) Coverage	Spanish II	8 - Sophomores
Mr. Wert (AG room)	Ag	Woods / Adv Woods	Woods / Adv Woods	PLAN	Adv. & LUNCH	Ag	Ag	Woods / Adv Woods	Ag	19 - Freshman
G. Wood (Room 205)	A.D. PLAN	A.D. PLAN	(CCC) Coverage	College Alg. (CCC)	LUNCH & Adv.	Trig/Precalc	Trig/Precalc	A.D. PLAN	A.D. PLAN	14 - 8th Grade
T Wood. (Room 204)	Am. History	PLAN	Am. Govt	World Studies	LUNCH & Adv.	Am. History	World Studies 7	US History 8	Am. Govt	11 - 7th Grade



REGULAR SCHEDULE		EARLY OUT		LATE START	
1st	8:10 - 8:55	1st	8:10 - 8:43	1st	10:00 - 10:35
2nd	8:55 - 9:45	2nd	8:43 - 9:16	2nd	10:35 - 11:10
3rd	9:45 - 10:35	3rd	9:16 - 9:49	3rd	11:10 - 11:45
4th	10:35 - 11:25	4th	9:49 - 10:22	HS ICU / MS Lunch	11:45 - 12:15
HS ICU / MS Lunch	11:25 - 11:55	5th	10:22 - 10:55	MS Pride / HS Lunch	12:15 - 12:45
MS Pride / HS Lunch	11:55 - 12:25	6th	10:55 - 11:28	4th	12:45 - 1:20
5th	12:25 - 1:15	HS ICU / MS Lunch	11:28 - 11:58	5th	1:20 - 1:55
6th	1:15 - 2:05	MS Pride / HS Lunch	11:58 - 12:27	6th	1:55 - 2:30
7th	2:05 - 2:55	7th	12:27 - 12:58	7th	2:30 - 3:05
8th	2:55 - 3:40	8th	12:58 - 1:30	8th	3:05 - 3:40

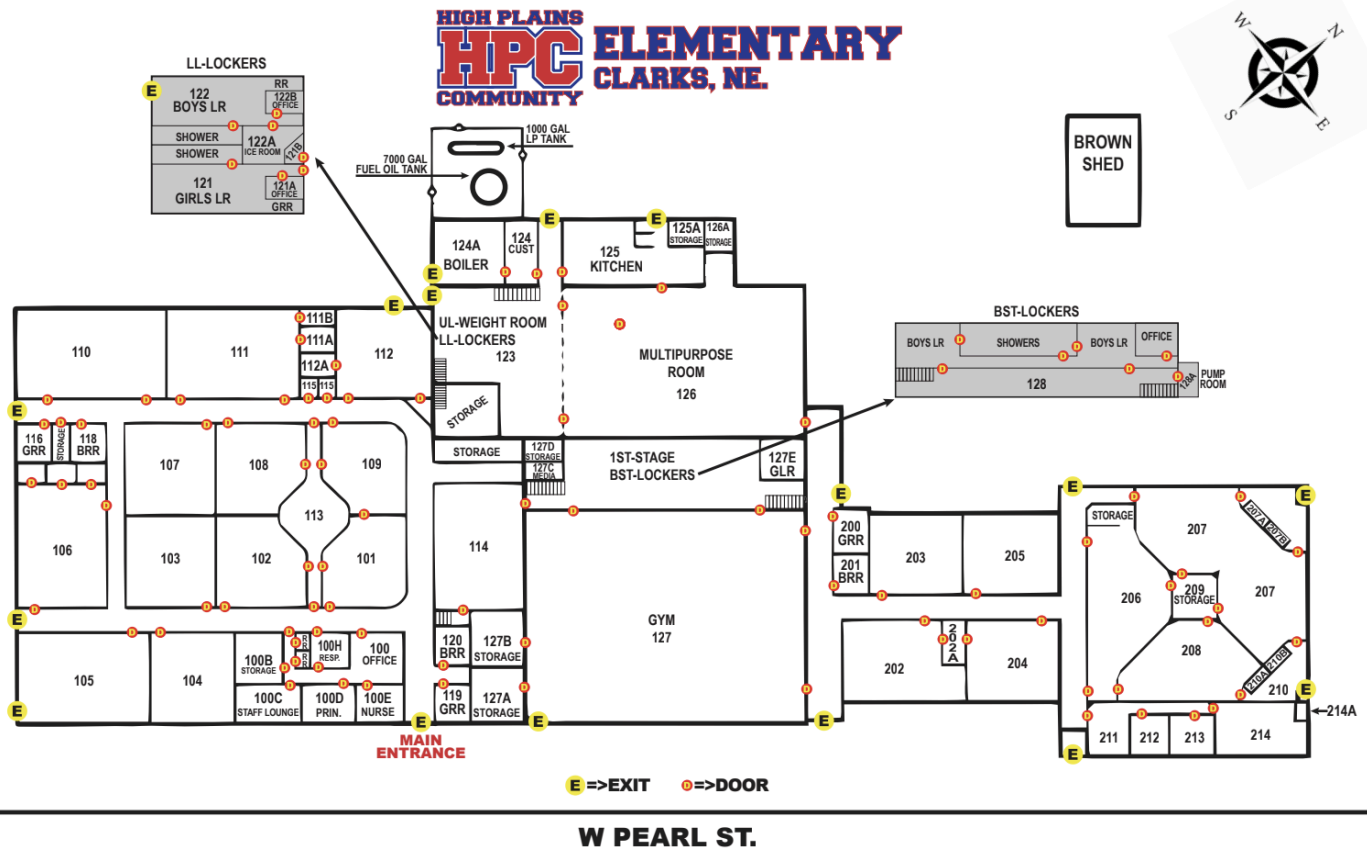
Appendix B: Special Needs Staff List (District provides)

**Appendix B |
Staff Needing Additional Assistance**

STAFF NAME	TRAINED STAFF TO ASSIST	BACK UP STAFF TO ASSIST

Appendix C: Maps of Buildings and Grounds (District provides)

Clarks, ELEMENTARY LOCATION

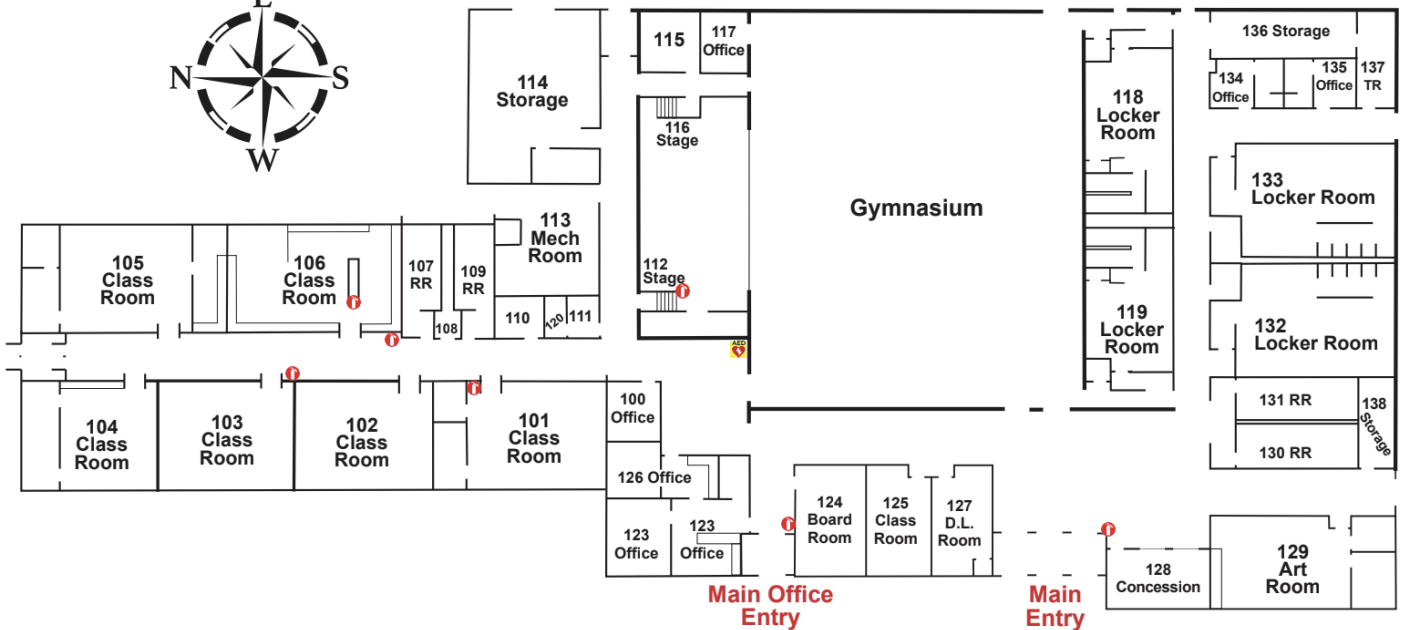
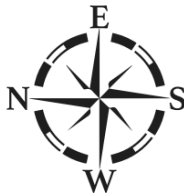
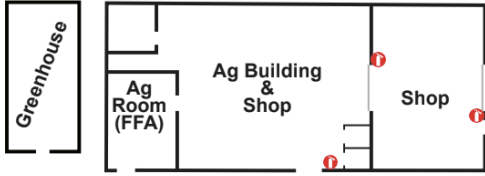


Poik, EAST CAMPUS LOCATION



Home of the **STORM**

EAST CAMPUS MAP



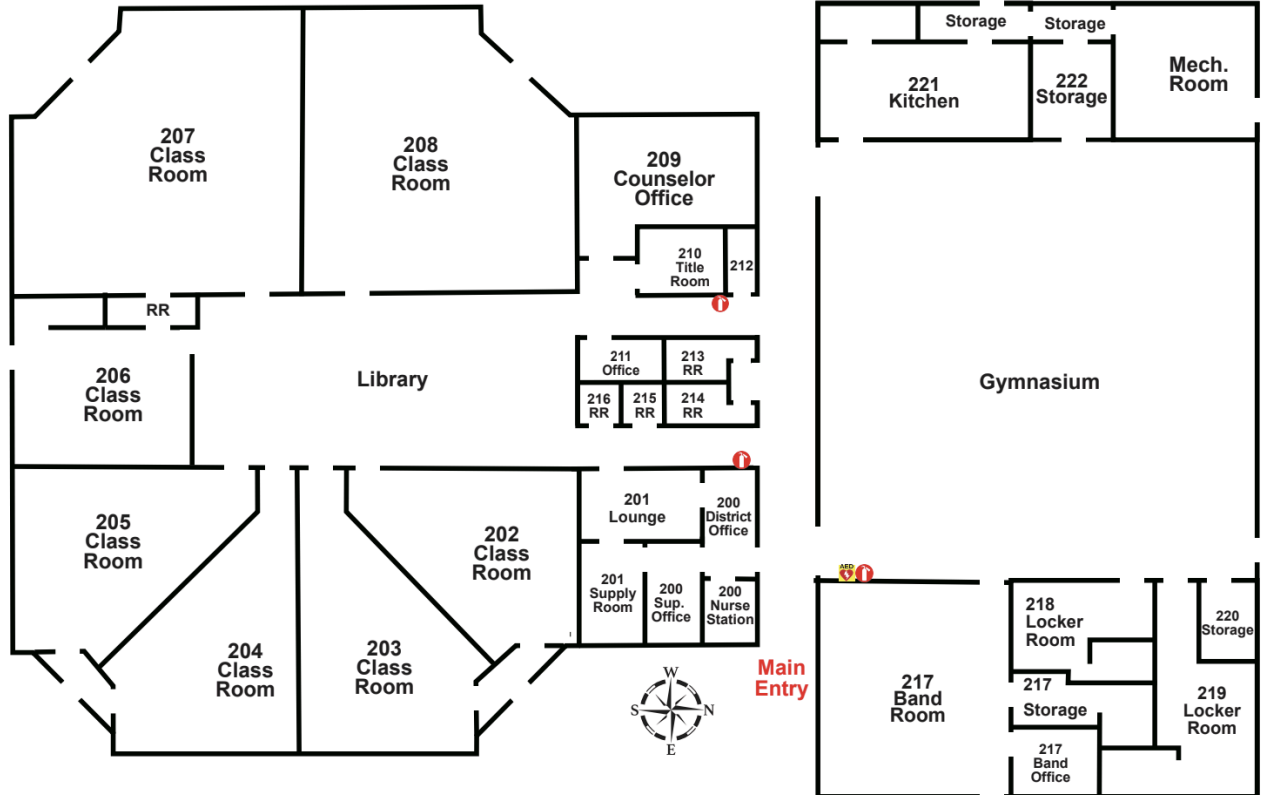
Polk, WEST CAMPUS LOCATION

WEST CAMPUS MAP



**HIGH PLAINS
COMMUNITY SCHOOLS**

Home of the **STORM**



Appendix D: [Company/Utilities Record](#)

Appendix D

Company/Utilities Name and Phone Number

COMPANY/UTILITIES NAME	COMPANY PHONE NUMBER
Polk County Power-power in Polk and Clarks	402-764-4381
Village of Clarks-water in Clarks	308-548-2412
Sapp Bros-gas in Clarks	308-548-2466
Village of Polk-water in Polk	402-765-6471
Black Hills Energy-gas in Polk	888-890-5554

Appendix E1: [ICS Organizational Chart](#)

Jason Brown
Micah Fisher/Bre Helgoth
Stacey Troutman/Carrie Swanson/Sarah Engler
Certified Staff

Appendix E2: ICS Contact List

Appendix E2 ICS Contact List

TITLE/POSITION	NAME	CELL PHONE NUMBER
SUPERINTENDENT	Jason Brown	308-440-8271
Superintendent back up	Stacey Troutman	402-710-1514
PRINCIPAL	Micah Fisher, Breanne Helgoth	B-308-548-8182, M-402-432-3901
Principal back up	Sarah Engler, Carrie Swanson	
PUBLIC INFORMATION OFFICER	Breanne Helgoth, Micah Fisher	B-308-548-8182
PIO back up	Sarah Engler, Carrie Swanson	
SAFETY OFFICER	Brittany Klingsporn	402-604-0790
Safety Officer back up	Kristi Lindburg	402-366-9166
EMERGENCY MANAGER	Jenna Clark-Merrick Logan Watts-Polk	J-308-536-4443 L-402-366-2126
Emergency Manager back up	Jenna Clark-Merrick Logan Watts-Polk	J-308-536-4443 L-402-366-2126
LAW ENFORCEMENT	John Westman-Merrick	(308) 946-2345
LAW ENFORCEMENT back up	Dwayne Ladwig-Polk	(402) 747-2231
FIRE & RESCUE	Brian Buller-Clarks, Pat McNaught-Polk	308-548-8889
FIRE & RESCUE back up	Jerry Wruble - Clarks, Kathy Carlstrom	308-548-8165
FINANCE SECTION CHIEF	Stacey Troutman	402-710-1514
Finance back up	Sarah Engler	

Appendix F: Chronological Log of Activities

Appendix F Chronological Log of Activities

Logged by:

Date of Incident:
Incident: Tornado

--- EXAMPLE ---

- ___ INCIDENT COMMANDER
- ___ PUBLIC INFORMATION OFFICER
- ___ LIAISON OFFICER
- ___ SAFETY OFFICER
- ___ OPERATIONS SECTION CHIEF
- ___ PLANNING SECTION CHIEF
- ___ LOGISTICS SECTION CHIEF
- ___ FINANCE/ADMINISTRATION CHIEF

Actions Completed:	Actions:
	Monitor the weather closely via a weather radio, television, cell phone, or laptop computer
	NOAA issues a Tornado warning for the town
	Alert staff and students via intercom or internal communication system
	Staff immediately relocate students to the designated safe areas (i.e., interior hallways, restrooms, etc.) according to your tornado drill protocols
	Teachers or substitute teachers take the class roster and emergency contact information to shelter
	Relocate staff and students from portable buildings into permanently constructed buildings
	Ensure all special needs students and staff are safely relocated
	Continue to monitor the weather via a weather radio, television, cell phone, or laptop computer
	Provide appropriate communication to stakeholders
	Do not release students to parents/guardians who have arrived on scene

Appendix H: Media Templates

KAREN A. HAASE ^{NE,IA,WY}
 STEVE WILLIAMS ^{NE}
 BOBBY TRUHE ^{NE,SD}



COADY H. PRUETT ^{NE,CO}
 JORDAN JOHNSON ^{N,NE}
 TYLER COVERDALE ^{SD}
 SHARI RUSSELL, Paralegal

Questions about the Identity of the Individual Who Made Threats Against the School District

You MAY disclose. . .	You CANNOT disclose. . .
That the individual involved is a current student.	The student's name, address, or any other directly identifying information – including the identity of the student's parents, siblings, or other family members.
That the student is assigned to attend the _____ school building.	That the individual involved is a _____ grade student.
That the district is taking these threats very seriously.	That the individual involved has a history of threatening or antisocial behavior
That the School District does not allow any student to make these sorts of threats without appropriate repercussions.	That the individual involved is a special education student with a disability.

Questions about the Nature of the Threats

You MAY disclose . . .	You CANNOT disclose . . .
That the student made threats of physical harm and violence against the school community that are being taken seriously.	The names of specific students or staff members directly targeted by the student's threats.
That the student's threats were directed towards the _____ Building, and that you are not aware of any threats directed towards other district buildings.	The details regarding the threats, such as the fact that he threatened to _____.

301 SOUTH 13TH STREET, SUITE 210
 LINCOLN, NEBRASKA 68508

KSB SCHOOL LAW, PC, LLO
 KSB^{SCHOOL}LAW.COM
 (402) 804-8000
ATTORNEYS LICENSED IN STATES INDICATED

141 NORTH MAIN AVENUE, SUITE 504
 SIOUX FALLS, SOUTH DAKOTA 57104

Appendix H: Media Templates

Questions about the District's Response

You MAY disclose . . .	You CANNOT disclose. . .
That the student has been removed from school and that the student will not return until there has been a rigorous process to establish that he does not pose a risk to the school and school community.	Where the student lives, or his access to school grounds and facilities.
That the District has notified law enforcement, provided law enforcement a report, and continues to collaborate with law enforcement.	That the student has access to firearms at home.
That law enforcement is continuing to monitor the situation and assessing what further actions are necessary and appropriate.	Any subsequently developing information regarding specific actions taken by the school district, law enforcement, court system, or other involved authorities.
That the District has consulted with mental health professionals to engage in threat assessment.	The identity of any mental health professional with whom we have spoken or with whom we plan to consult.
That the District will continue to follow the recommendations of appropriate officials and authorities.	Any other specific facts about the student.
The District is confident that the appropriate professionals, law enforcement agencies, and resources are being utilized.	Any other specific facts about the student.
The District is confident that it can maintain a safe educational environment with the continued vigilance, collaboration, and action of the District and other responding agencies.	Any other specific facts about the student.
That the District will not permit the student to return unless and until the District is assured that he does not pose a risk.	Any other specific facts about the student.

Appendix H: Media Templates

Questions about the Current Safety and Security of the School and School Community

You MAY disclose . . .	You CANNOT disclose. . .
That the District believes its response to this matter was prompt and effective, and that as a result there is not a present risk to students or patrons attending school or school activities.	That the student's parents refuse to take this matter seriously.
The District is confident that the appropriate professionals, law enforcement agencies, and resources are being utilized.	The details regarding the threats, such as _____.
That the District is, and will continue to be, vigilant and responsive.	The fact that at times the District has felt like local law enforcement or other outside agency has failed to respond with appropriate urgency.
The District is confident that the appropriate professionals, law enforcement agencies, and resources are being utilized.	That the student was previously disciplined or criminally charged for maladaptive behavior.
The District is confident that it can maintain a safe educational environment with the continued vigilance, collaboration, and action of the District and other responding agencies.	The District's desire for future specific action taken by law enforcement or the courts or our prediction of what might happen in the judicial system.
That the District will not permit the student to return unless and until the District is assured that he does not pose a risk.	That mental health professionals recommended the student undergo a comprehensive threat assessment evaluation.

Appendix H: Media Templates

<http://www.mentalhealth.samhsa.gov/publications/allpubs/ADM90-537/fmrisk.asp>

Evacuation

Key message 1

[event] has prompted an evacuation of the school.

Supporting Points

1. Safety of our students is our top priority.
2. The staff and students plan and train for [type of event].
3. We are following our evacuation plan.

Key message 2

Your child is safe.

Supporting Points

1. Students [are being/ have been] relocated to an evacuation site.
2. We will remain at the evacuation location until the danger passes.
3. We are working hard to keep everyone safe.

Key message 3

Be prepared to follow official instructions.

Supporting Points

1. Stay where you are right now.
2. Once the [event] has been assessed, the school will notify you of next steps.
3. Your patience and cooperation are essential.

Lockdown: Immediate message

Key message 1

There is an incident at [Name] school [if possible state what it was]

Supporting Points

1. The school is in lockdown and following protocol.
2. No one is allowed in or out of the building.
3. Law enforcement is on scene.

Key message 2

Staff and students have trained for these situations.

Supporting Points

1. Students and staff are required to turn off their phones.
2. Do not try to contact students or staff; it can place them in danger.
3. Contact will be allowed when it is safe.

Key message 3

Student safety is the top priority.

Appendix H: Media Templates

3. We will reunite students as quickly as possible.

Key message 3

Bring a form of identification with you.

Supporting Points

1. You will be asked to show your ID and fill out a reunification card for each child.
2. Children can be released to your pre-designated emergency contact with ID.
3. Your patience is appreciated.

Shelter

Key message 1

Staff and students are sheltering at [name school] due to [event].

Supporting Points

1. Safety is our top priority.
2. The staff and students drill for [type of event].
3. We are following our shelter plan.

Key message

Your child is sheltered and safe.

Supporting Points

1. We will remain sheltered until the danger passes.
2. Staff are with your children.
3. We are working to keep everyone safe.

Key message

Please keep yourself safe.

Supporting Points

1. Stay current on official information.
2. Follow the advice of authorities.
3. You will receive another notification when shelter is over.

Telling children about the event

Key Message #1:

Appendix H: Media Templates

1. The age of the child should guide how much and the type of information you share about the event.

Supporting Statements:

- a. Give information at a level the child can understand.
- a. Give younger children fewer details about the disaster.
- b. Children of all ages need comfort and attention from the adults in their lives after events like this

Key Message #2:

0. Be honest when talking to children.

Supporting Statements:

- a. Give children just enough information to answer their questions.
- a. Sometimes being honest means admitting you don't know the answer.
- b. Tell children there are people working to make them safe.

Key Message #3:

0. Listen to the child's questions and answer them.

Supporting Statements:

- a. Let children know its ok to talk about how they feel.
- a. Some children may ask the same question over and over.
- b. Let children ask questions freely and give simple answers.

Reference:

Psychosocial Issues for Children and Families in Disasters: A Guide for the Primary Care Physician. U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. Washington D.C., 1995.

Talking about Disaster: Guide for Standard Messages. National Disaster Education Coalition. July 2004.

Schlichtemeir-Nutzman, S. Help in the Aftermath: Post-disaster Resources. Nebraska Department of Public Institutions and Federal Substance Abuse and Mental Health Services Administration. 1995.

Children's reactions to a critical event

Key Message #1:

1. Adults and children have a variety of reactions.

Appendix H: Media Templates

Supporting Statements:

- a. Children may be scared, worried, distracted, have sleep problems, or feel sick.
- a. Children might act younger than their age.
- b. Everyone reacts in their own way.

Key Message #2:

- 0. Some children may need additional support.**

Supporting Statements:

- a. Children feel more secure with structure and routine.
- a. Keep in touch with your child's teacher or school counselor.
- b. Talk to your doctor if you're concerned about a child's reaction.

Key Message #3:

- 0. There are several things you can do to help your children.**

Supporting Statements:

- a. Make sure your children get plenty of sleep.
- a. Answer questions simply and honestly at an age-appropriate level.
- b. Information that is acceptable for adults may upset and confuse a child.

Reference:

Recovery: After a Tornado. (n.d) National Child Traumatic Stress Network. 10 August 2006.
<http://www.ncctsn.org/nccts/nav.do?pid=typ_nd_torn_recovery&disasterType=torn&navPid=typ_nd_torn_desc>.

Speier, Anthony. *Psychosocial Issues for Children and Adolescents in Disaster.* 2nd ed. U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Mental Health Services. Washington D.C., 2000

Vernberg, Eric M, et al. *Prediction of Posttraumatic Stress Symptoms in Children after Hurricane Andrew.* *Journal of Abnormal Psychology.* 105.2 (1996): 237-248.

Exposing children to media about the event

Key Message #1:

- 1. Talk with children about what they see and hear about the event.**

Supporting Statements:

- a. The age (and maturity) of the child should guide how much and the type of information you share about the event.
- a. Give younger children fewer details about the event.
- b. Listen to the child's questions and answer them.

Appendix H: Media Templates

Key Message #2:

0. Adults and children have a variety of reactions.

Supporting Statements:

- a. Children may be scared, worried, upset, have sleep problems, or feel sick.
- a. Younger children may believe an event is happening again if they see it repeated on TV.
- b. Children learn from adults how to react to the disaster.

Key Message #3:

0. Most children will be fine with support from family and friends.

Supporting Statements:

- a. Children of all ages need comfort and attention from the adults in their lives after events like this.
- a. Limiting children's exposure to media may lessen everyone's stress.
- b. Talk to a professional if you're concerned about a child's reaction.

Children's questions about the perpetrators

Note: This message is particularly pertinent after a human-caused incident with high public outrage. Consider being proactive in releasing this message.

Key Message #1:

1. It's always difficult to understand why people make these choices.

Supporting Statements:

- a. This is a question that everyone is asking.
- a. We may never really know why.
- b. It is common to try to make sense out of a senseless act.

Key Message #2:

0. You will hear many opinions about why this happened.

Supporting Statements:

- a. Be skeptical about what you may hear.
- a. Much of what you hear will be opinions rather than facts.
- b. Limiting exposure to these opinions may lessen your stress.

Key Message #3:

0. We are working to find out more.

Appendix H: Media Templates

Supporting Statements:

- a. We are working with other agencies involved in this situation.
- a. We are focusing on the facts.
- b. We want to use what we learn to prevent this in the future.

Anxiety & Stress after a critical event

Key Message #1:

1. Take care of your emotional and spiritual needs.

Supporting Statements:

- a. It's common to feel anxious or worried.
- a. Try to reduce your workload and regular responsibilities.
- b. Stay in contact with friends, family, and spiritual support.

Key Message #2:

0. Good physical health improves your outlook.

Supporting Statements:

- a. Eat a balanced diet, get enough sleep, and exercise.
- a. Avoid using drugs, alcohol, and tobacco to cope.
- b. Keep a regular schedule to lessen worry and anxiety.

Key Message #3:

[For natural disaster or a public health emergency]

0. Prepare as you would for any emergency.

Supporting Statements:

- a. Make a list of healthy ways to take care of your mind and body.
- a. Stay informed about [insert event].
- b. Keep extra food, water, medicines, and household goods on hand.

[For terrorism/shooting; can also be used for other events]

3) Take things one day at a time.

Supporting Statements:

- a. Focus on things you can control.
- a. Helping someone else can help you feel better.
- b. Do something you enjoy.

References:

<http://www.apa.org/helpcenter/mass-shooting.aspx>

Rumors

Appendix H: Media Templates

Key Message #1:

1. Stay current on official information.

Supporting Statements:

- a. Be calm, and follow the advice of local authorities.
- a. Check the facts.
- b. Pay attention to official sources.

Key Message #2:

0. Professionals are working to resolve the situation.

Supporting Statements:

- a. Responders are trained to handle a variety of situations.
- a. They are taking actions according to plans.
- b. Responders are prepared for an event like this.

[Note: An alternate version of c), or an answer to a question, could be:]

- d. I have confidence in the people working on this situation.

Key Message #3:

0. There are a number of things you can do.

Supporting Statements:

- a. Share the facts with people.
- a. Follow directions from local officials.
- b. Be ready to help when asked.

Understanding Media Coverage of the Event

Key Message #1:

1. Be thoughtful about what you see and hear about the [event]

Supporting Statements:

- a. It can take time to confirm facts.
- a. Avoid repeating rumors.
- b. Get the facts from official sources.

Key Message #2:

0. Information on social media could affect your reactions.

Supporting Statements:

- a. A large number of sources exist on social media.
- a. Official sources must verify information before sharing it.
- b. Avoid reacting to rumors.

Appendix H: Media Templates

Key Message #3:

0. **Most people will be fine with support from family and friends.**

Supporting Statements:

- a. Limiting exposure to media may reduce everyone's stress.
- a. Trained professionals can help if you are overwhelmed.
- b. Rely on and support those around you.

Expect Strong Emotions After An Event

Key Message #1:

1. **People may be surprised by intense and changing emotions.**

Supporting Statements:

- a. Fear, anger, guilt, and sadness are common feelings after an event like this.
- a. You may also notice those emotions in others.
- b. Be patient with yourself and your loved ones.

Key Message #2:

0. **Take care of yourself during this stressful time.**

Supporting Statements:

- a. Get plenty of rest.
- a. Take time for yourself.
- b. Talk to someone if you're feeling overwhelmed.

Key Message #3:

0. **We will get through this by supporting each other.**

Supporting Statements:

- a. Focus on things you can control.
- a. Be available to help others when you can.
- b. Accept help when it is offered.

Suicide Prevention

Note: The topic of suicide prevention should be addressed openly to encourage people to get the help they need.

Key Message #1:

1. **Many suicides can be prevented.**

Supporting Statements:

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- a. The number one cause of suicide is untreated depression.
- a. Depression is treatable.
- b. Help is available.

Key Message #2:

0. Know the warning signs:

Supporting Statements:

- a. Talking or writing about death, dying, or suicide.
- a. Looking for ways to hurt or kill themselves.
- b. Feeling hopeless or helpless.

Key Message #3:

0. Know what to do and take action.

Supporting Statements:

- a. Directly ask, "Are you thinking about killing yourself?"
- a. Listen, offer hope, and get help.
- b. Call the suicide prevention hotline at 1-800-273-TALK (1-800-273-8255).

References:

<http://www.suicideprevention.nebraska.edu/>

Fact Sheets

The following pages contain brief, one-page fact sheets that can be customized with your contact information and used as handouts or additional information for media in a press release.

Review the content and customize it for the critical event or disaster situation in your community. Add contact information or helpline numbers to the fact sheet as appropriate.

References are included to ensure your readers that the information is attained from valid sources. You may opt to delete the references if you require additional space for hotline numbers or local resources.

Appendix H: Media Templates

Children's reactions

Children may display a variety of **emotional reactions after an event**. It is very normal to be distracted, frightened, insecure, or upset about what happened.

How a parent reacts will make a difference in the child's understanding and recovery after the disaster. Parents should observe, listen and answer questions about what is happening and explain in terms their child can understand.

Consider talking with the child's physician or a mental health professional if their emotional reactions concern you.

The following list includes some of the **normal reactions** children may have to the event:

Inability to concentrate	Crying/Depression
Withdrawal from others	Bedwetting
Not wanting to attend school	Thumb sucking
Headaches / Stomach aches	Nightmares
Changes in eating and sleeping habits	Clinging/fear of being left alone
Excessive fear of darkness	Arguing
Increase in physical complaints	

These are a few things parents or caregivers **can do to help children**:

- Hug your child often.
- Reassure your child frequently that you are safe and together.
- Talk with your child about his/her feelings. Let them know it is OK to feel the way they do.
- Talk about what happened. Provide information the child can understand.
- Make sure your child gets plenty of sleep. Spend extra time with your child at bedtime.
- Help children feel more secure by providing structure and routine.
- Maintain normal daily tasks and activities.

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- Allow children to grieve about their lost treasures: a toy, a blanket, or a lost home.
 - Encourage children to keep in touch with friends and family.
 - Spend extra time together to begin replacing fears with pleasant memories.
-

Adapted from: <http://www.mentalhealth.org/dtac/ChildrensReactions.asp> 2004.

How to talk to children after a critical event

Note to Parents:

- Remember that you and your child are having normal or common reactions to an abnormal situation.
- Make sure you take care of your own physical and psychological needs so that you can attend to your child's needs.

A common misconception is that children will be frightened if you talk to them about what is going on. Children are usually more frightened if you whisper about it and avoid talking to them.

How to start talking

- Give your children direct, undivided attention and let them know you want to listen and help them.
- Let your children ask questions freely and give them simple concrete answers at an age-appropriate level.

How to listen and show you understand:

- Listen carefully to what they say, don't jump to conclusions, and repeat back to them what you heard them say
- Accept a child's perceptions. Avoid simply telling them to stop feeling the way they are. Talk about what makes them feel the way they do and what you can do to help.
- Take a break once in a while from talk and activities related to the disaster.

Adapted from the Listen, Protect, Connect website. You can find additional information for parents at: http://www.ready.gov/kids/_downloads/PFA_Parents.pdf

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Psychosocial Issues for Children and Families in Disasters: A Guide for the Primary Care Physician. U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. Washington D.C., 1995.

Talking about Disaster: Guide for Standard Messages. National Disaster Education Coalition. July 2004.

Schlichtemeir-Nutzman, Sue. Help in the Aftermath: Post-disaster Resources. Nebraska Department of Public Institutions and Federal Substance Abuse and Mental Health Services Administration. 1995.

Talking to Children about Death

Here are some simple guidelines that may help families talk to children about the death of a person or pet known or loved by the child.

- Tell the truth as gently as you can.
Example, “Grandpa died. He’s not coming back, but we will always remember him.”
DON’T: Confuse your child with vague phrases such as “passed away” or “no longer with us.”
- Share your grief.
Example, “I’m very sad. How are you feeling about this?”
DON’T: Hide your grief and send the message to your child that they should do the same.
- Comfort your child.
Example, “Death is a part of life.” Ease your child’s fears of the unknown. Talk about your spiritual beliefs.
- Deal with your child’s emotions.
Example, “Let’s talk about what you are feeling.”
DON’T: Tell your child to stop feeling something without explanation.
- Encourage your child to attend memorial services or commemorate the loved one that they lost.
Example: “Would you like to go to the funeral/memorial service?”
DON’T: Force your child to go.

Appendix K2: Schedule/Record of Drills

<u>Psychological First Aid Team:</u>							
		<u>Training</u>	<u>Date</u>	<u>Training</u>	<u>Date</u>	<u>Training</u>	<u>Date</u>
Sarah Grigsby (Co-chair)							
Megan(Co-Chair)		NDE PFA Level 1		NDE PFA Level 2		NDE PFA Level 3	
Micah		NDE PFA Level 1	10/4/22	NDE PFA Level 2	11/8/22	NDE PFA Level 3	12/6/22
Jason Brown		NDE PFA Level 1				NDE PFA Level 3	12/6/22
Megan Welch							
Martin				NDE PFA Level 2	11/8/22	NDE PFA Level 3	12/6/22
Tab		NDE PFA Level 1	10/4/22	NDE PFA Level 2	11/8/22	NDE PFA Level 3	12/6/22
Greg				NDE PFA Level 2	11/8/22	NDE PFA Level 3	12/6/22
Bre		NDE PFA Level 1	10/4/22	NDE PFA Level 2	11/8/22	NDE PFA Level 3	12/6/22

Appendix K2 Schedule/Record of Drills

<u>2022 Elementary Drills Schedule</u>	<u>Fire</u>	<u>Tornado</u>	<u>Secure</u>	<u>Hold</u>	<u>Lockdown</u>	<u>Evacuate</u>	<u>Bus Evacuate</u>
August	August 25th @ 2:00pm August 29 @ 9:00am						August 26 @ 8:30am
September	September 14 @ 3:00pm	September 1 @ 10:30am					
October	October 7 @ 11:00am			October 7 @ 2:00pm	October 20th @ 1:30pm		
November	November 10 @ 2:30pm		November 18th @ 10:30am				
December	December 6th @ 1:15pm			December 13th @ 1:15pm			
January	January 10th @ 2:00pm				January 20th @ 2:00pm	January 4th (reunification)	
February	February 13 @ 1:30pm		February 24th @ 10:45am				
March	March 14 @ 1:45pm	March 2 @ 2:00pm			March 22nd @ 11:00am		March 15 @ 8:30am
April	April 4th @ 9:00am					April 26th Time TBD	
May	May 2nd @ 11:00am						

Appendix K3: Record of Exercises

Appendix L1: Transport Organization Chart (Fillable)

Clarks

Name	Responsibilities
Bre Helgoth	Contact Jason to get bus drivers
Sarah Engler	Inform Classroom Teachers to prepare for evacuation
Teachers	Emergency Bags & Student Count
Support Staff	One per grade to assist with loading buses & supervising students
Kristi Lindburg/Bre Helgoth/Sarah Engler	Grab Reunification Tote

Polk

Name	Responsibilities
Micah Fisher	Contact Jason to get bus drivers
Carrie Swanson	Inform Classroom Teachers to prepare for evacuation
Teachers	Emergency Bags & Student Count
Support Staff	One per room/grade to assist with loading buses & supervising students
Brittany Klingsporn/Micah Fisher/Carrie Swanson	Grab Reunification Tote

Appendix L2: **Offsite Reunification Organization Chart (Fillable)**

Clarks - All students evacuate to the Methodist church. Bus transport students to Catholic church if needed.

Polk - All students evacuate to Trinity Lutheran Church. Second site - Methodist church if needed.

Polk Safety Team barricade for Clarks Reunification Site/ Clarks Safety Team barricade for Polk Reunification Site

Greeter (2 or 3) - Staff will be positioned outside of the reunification site to greet and organize parents into lines by grade. Hand them yellow cards to read the instructions and complete their portion.

Parent Check In Supervisors (2)- Directs reunifiers. Stays at check in station. Will check photo ID and initial the yellow form. Hand yellow sheet the two reunifiers to complete reunification process.

Reunifier (4)- Work in pairs the entire time. One will take yellow sheet from Parent Check In Supervisor and go to get the child from their class station. The other will stay with the parent and walk them to the reunification spot. Or will walk parents to meet with counselor or law enforcement. Complete release section of yellow form at time of student exit.

Student Supervisors (all classroom teachers)- Stay with class throughout the process.

Counselor (4)- Megan, Sarah, and LMHP support.

Reunification IC Message:

Information Manager: All Call to Parents from school must tell them to bring their photo ID.

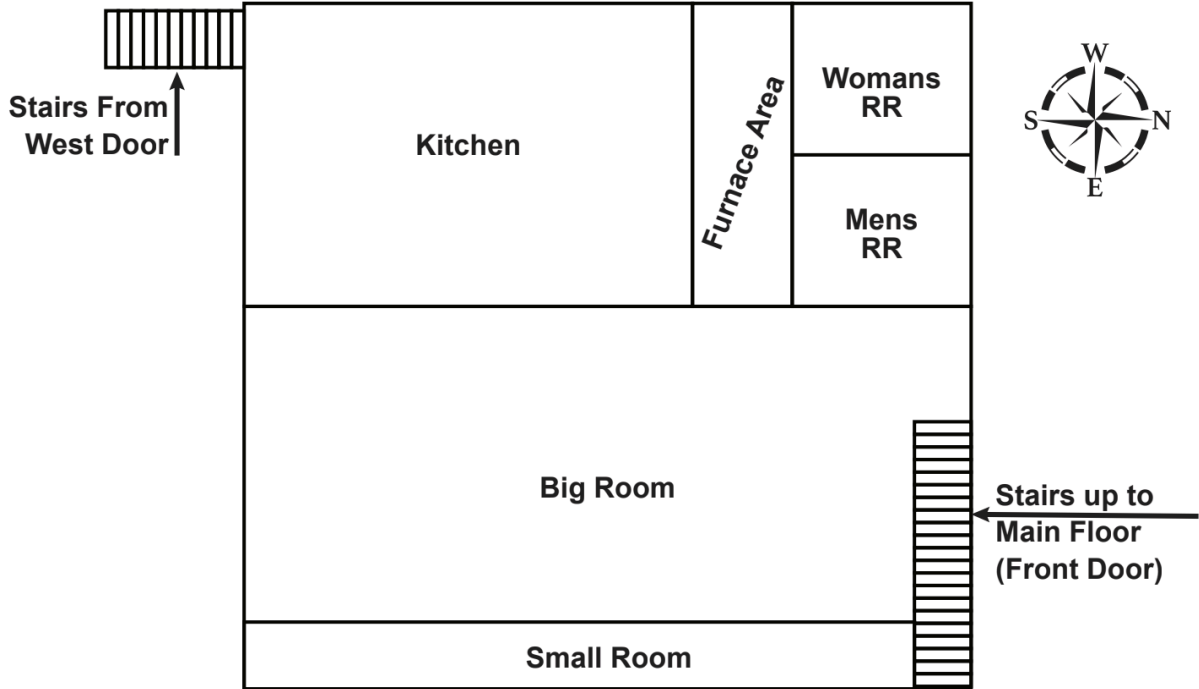
Identification: EMT, Fire Department - license or staff ID at check in on site



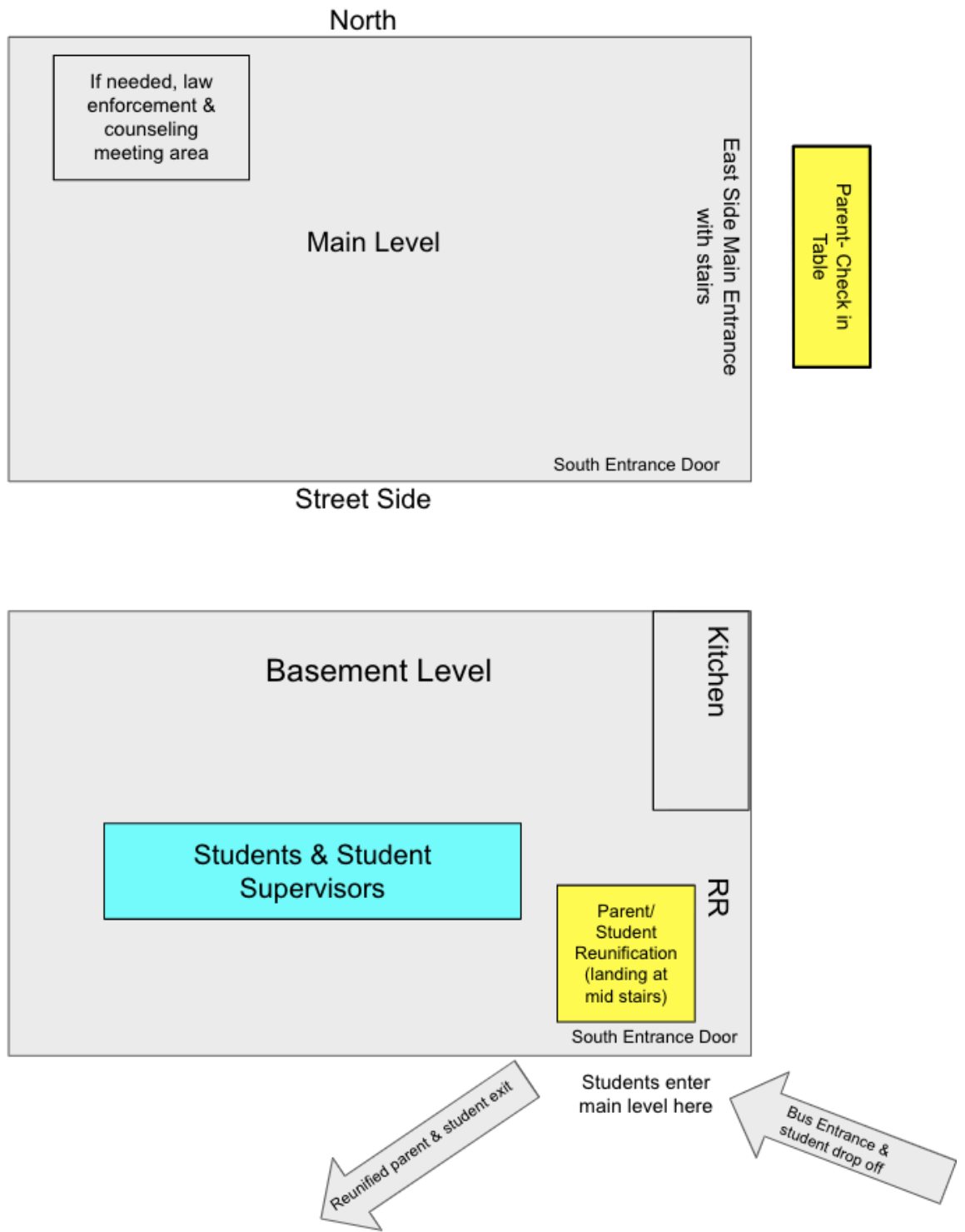
HIGH PLAINS COMMUNITY SCHOOLS

Home of the **STORM**

REUNIFICATION SITE



Elementary Evacuation Site: St. Peter's Church, Clarks



Appendix M: COOP Form (Fillable)

High Plains Continuity of Operations Plan			
Goals:			
1) 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.			
Objectives:			
1.1 Define Essential Functions			
1.2 Create Orders of Succession			
1.3 Create Delegations of Authority			
1.4 Identify Facilities and Locations			
1.5 Establish Plans for Communications Continuity			
1.6 Create a Plan for Assessing Vital Records			
1.7 Establish a Plan for Human Capital Management			
1.8 Establish Plans for Devolution			
1.9 Establish a Plan for Reconstitution			
Before		During	
Prevention	Preparedness	Response	Recovery
Business Services (payroll, purchasing)			
• Jason Brown	• Jason Brown	• Jason Brown	• Jason Brown
Human Resources			
• Stacey Troutman	• Stacey Troutman	• Stacey Troutman	• Stacey Troutman
Communications			
• Bre Helgoth/Micah Fisher	• Bre Helgoth/Micah Fisher	• Bre Helgoth/Micah Fisher	• Bre Helgoth/Micah Fisher
Technology Support (hardware, systems)			
• ESU 7	• ESU 7	• ESU 7	• ESU 7
Facility Maintenance			
• Ryan Jones/ Mike Howell	• Ryan Jones/ Mike Howell	• Ryan Jones/ Mike Howell	• Ryan Jones/ Mike Howell
Building Safety & Security			
• Brittany Klingsporn • Kristi Lindburg	• Brittany Klingsporn • Kristi Lindburg	• Brittany Klingsporn • Kristi Lindburg	• Brittany Klingsporn • Kristi Lindburg
Safety & Well Being of Students			
• Teachers	• Teachers	• Teachers	• Teachers
Continuity of Learning			
• Teachers	• Teachers	• Teachers	• Teachers
Restoration of School Operations			
• Bre Helgoth/ Micah Fisher	• Bre Helgoth/ Micah Fisher	• Bre Helgoth/ Micah Fisher	• Bre Helgoth/ Micah Fisher

Appendix N1: Threats/Hazards List

Protocols enacted	Threat/Hazard Examples	
	<ul style="list-style-type: none"> ● Explosions ● Extreme Temperatures ● Social Media Attack ● Neighborhood Fire ● Wind chill ● Avalanches ● Pipe Line breaks ● Gas/Water breaks ● Nuclear Power Plant ● Nuclear Explosions ● Snow storms ● Planned warrant service in area ● Political demonstration ● Unknown or unauthorized person on grounds 	<ul style="list-style-type: none"> ● I.C.E. raids ● Gangs ● Sex Offender ● Kidnapping ● Behavioral crisis ● Human trafficking ● Hostage situation ● Domestic violence ● Racial matter ● Civil unrest/Riot ● Fight/assault ● Dangerous animal on grounds ● Terroristic threat ● Thunder/lightning ● Criminal activity in area
	<ul style="list-style-type: none"> ● Gangs ● Terroristic threats ● Behavioral crisis ● Pipeline breaks ● Gas/water breaks ● Homicide ● Active killer ● Intruder ● Mass attack in crowded places in close proximity ● Explosions 	<ul style="list-style-type: none"> ● Polling/voting places ● Parent/custodial issues ● Domestic violence ● Fight/assault ● Bioterrorism ● Social media attack ● Hostage situation ● Riot ● Racial matter ● Concealed weapons
	<ul style="list-style-type: none"> ● Bomb threat ● Earthquake ● Tsunamis ● Floods ● Flood debris flow ● Explosion ● Dam break 	<ul style="list-style-type: none"> ● Snow storms ● Nuclear Power Plant ● Nuclear explosion ● Pipeline break ● Gas/water breaks ● Hostage situation ● Terroristic threat ● Chemical spills
	<ul style="list-style-type: none"> ● Hurricanes ● Earthquakes ● Chemical spills ● Nuclear Power Plant 	<ul style="list-style-type: none"> ● Nuclear explosion ● Tornados ● Severe weather ● Fire
	<ul style="list-style-type: none"> ● Auto/bus crashes ● Missing students ● Suicide (building or grounds) ● Drug dog ● Medical emergency ● Fight/assault 	<ul style="list-style-type: none"> ● Suicide/Drowning ● Student/staff death ● Domestic violence ● Pandemic ● Epidemic

Appendix N2: Risk Assessment Worksheet

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Tornado/ Damaging Storm	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Medical Emergency	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
Fights	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
Snowstorms	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Staff/Student injury or death	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Intruder	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Parents/Custo dial issues	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Predators	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Missing Student	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Suicide	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Bus accident/incid ent	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Cat 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
Fire	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

Appendix N3: Examples of Threats/Hazards in SRP Areas

Secure			
Potential Hazards/Threats (outside)			
Explosions	Extreme Heat	Social Media Attack	Neighborhood Fire
Wind Chill	Avalanches	Pipe Line Breaks	Gas/Water Breaks
Nuclear Power Plant	Nuclear Explosions	Snow Storms	I.C.E. Raids
Gangs	Sex Offender	Kidnapping	Behavioral Crisis
Human Trafficking	Hostage Situation	Domestic Violence	Racial Matter
Civil Unrest	Fight/Assault	Riot	Terroristic Threat
Planned warrant service in the area	Mass Attacks in Crowded or Public Places - Distant Proximity	Unknown or unauthorized person on grounds	Dangerous Animal on grounds
Political Demonstration	Thunderstorm/ Lightning	Criminal Activity in Area	Bioterrorism
<ul style="list-style-type: none"> ● Secure the perimeter ● Lock outside doors ● Everyone inside the building ● Emergency contact list parents/guardians ● Develop EOP Plan prior ● Accountability of students/staff ● Assignment of staff at exterior doors ● Educate parents on secure protocols ● Educate students/staff on secure protocols ● Disseminate parent letter ● Public Information disseminated ● Notify staff/students ● Assignments made for notification coverage ● Door signs removed from exterior doors ● PIO update the all clear ● Scripted announcement modified to situations ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● Open campus return needs to be supervised at one door ● Ensure alignment with LEOP 		<ul style="list-style-type: none"> ● Drill Practice ● List of students ready ● Have 'go bags' ready ● Identify perimeter access points ● Ensure exterior doors lock ● Review security procedures frequently ● Copy & Laminate signage ● Display Signage on entrance/exit doors ● Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Announcement of end of threat ● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Educate students return from lunch, non-exit out of building protocol if in secure ● First Aid Kit ● Ensure medicine, food, etc. for medical purposes available 	

Lockdown

Potential Hazards/Threats (inside)

Gangs	Behavioral Crisis	Terroristic Threat	Pipe Line Breaks
Gas/Water Breaks	Homicide	Active Killer	Intruder
Mass Attacks in Crowded or Public Places - Close Proximity	Polling/Voting Places	Parental Custodial Issue	Domestic Violence
Fight/Assault	Bioterrorism	Explosions	Social Media Attack
Hostage Situation	Riot	Racial Matter	Concealed Weapon

- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on lockdown protocols
- Educate students/staff on lockdown protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- Administrator or law enforcement officer unlock each classroom door for the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Collaborating with community partners
- Testing alarm and intercom systems
- Establish strong visitor protocols
- Educate all staff/students on visitor protocols
- Exercise possible situations
- Educate substitutes on protocols
- Practice and test "out of sight"
- Buses available for evacuation
- Reunification sites identified
- Reunification drilled and exercised
- Set up the reunification site and process (PFA support, interview, notification rooms)
- Establish media location
- Establish Incident Command
- Identify school representative to serve on ESU level SRM Team
- Call 911 - regardless
- First Aid Kit
- Recovery - work under ICS Structure
- Evacuation sites identified

- Drill Practice (Muscle memory)
- List of students ready
- Have 'go bags' ready
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage in prominent places
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Threat assessment team and process in place
- Threat management process in place
- Office Personnel attend Secretaries Safety Training
- Doors/windows numbered (interior & exterior)
- Ensure all classroom door locks in working condition (from inside if possible)
- Evacuation sites tested for functionality
- ROK KIT prepared and ready to go
- Third party identified to answer student call when self-evacuating
- Third party trained how to answer call
- Assign personnel to, set and mark perimeter at school
- Assign personnel to, set and mark perimeter at reunification site
- Ensure medicine, food, etc. for medical purposes available
- Ensure alignment with LEOP

Evacuate

Potential Hazards/Threats

Bomb Threat	Earthquake	Tsunamis	Floods
Explosions (inside)	Flood Debris Flow	Dam Break	Snow Storms
Nuclear Power Plant	Nuclear Explosions	Pipe Line Breaks	Gas/Water Breaks
Hostage Situation	Terroristic Threat	Wildfires	Chemical Spills

- Everyone outside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on evacuate protocols
- Educate students/staff on evacuate protocols
- Disseminate parent letter
- Notify staff/students
- Assignments made for notification coverage
- PIO notification
- Scripted announcement modified to situations
- Notification from an entity about a pending community hazard off school property
- Identify Evacuation Site - backup site identified
- Ensure accessibility at all times to evacuation site
- Assigned staff for safe street crossing
- Call 911 - regardless
- Reunification with parents following SRM
- If deemed all clear, school resumes and student movement back to building
- First Aid Kit
- Threat Assessment team assess validity and credibility of Bomb/Terroristic Threat

- Drill Practice
- List of students ready
- Have 'go bags' ready
- Review security procedures frequently
- Copy & Laminate signage
- Display SRP Posters around building
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Procedures for early dismissal due to evacuate situation
- Ensure medicine, food, etc. for medical purposes available
- Transportation plan
- Supervision of student movement to location (backup plan if teacher/staff incapacitated)
- PIO notification regarding next school day
- Ensure alignment with LEOP

Shelter

Potential Hazards/Threats			
Hurricanes	Earthquake	Chemical Spills	Nuclear Power Plant
Nuclear Explosions	Tornados	Severe Weather	
<ul style="list-style-type: none"> ● Everyone inside the building ● Emergency contact list parents/guardians ● Develop EOP Plan prior ● Accountability of students/staff ● Assignment of staff at exterior doors ● Educate parents on Shelter protocols ● Educate students/staff on Shelter protocols ● Disseminate parent letter ● Public Information disseminated ● Notify staff/students ● Assignments made for notification coverage ● PIO update the all clear ● Scripted announcement modified to situations ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● Check local weather conditions on a regular basis ● Have protocols developed for when school is weather watch/warnings ● Regularly clean Shelter area ● Determine needs of special ed/physically challenged ● Call 911 - to inform of Sheltering ● Access to weather alert radio ● If feasible, hand held radios ● Recovery - work under ICS Structure ● Identify students that need immediate physical/emotional support 		<ul style="list-style-type: none"> ● Practice ● List of students ready ● Have 'go bags' ready ● Ensure exterior doors lock ● Review security procedures frequently ● Copy & Laminate signage ● Display Signage on areas of shelter ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Announcement of end of threat ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Educate students return from lunch, non-exit out of building protocol if in Shelter ● Ensure alignment with LEOP ● All Shelter locations identified, appropriate for Hazard type ● Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) ● Food and snacks ● HVAC system turned off for chemical spill ● Ensure medicine, food, etc. for medical purposes available in Shelter ● Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) 	

HOLD

Situation

Auto/Bus Crashes	Suicide	Drowning	Staff/Student Death
Missing Student	Drug Dog	Fight/Assault	Medical Emergency <input type="checkbox"/>
<ul style="list-style-type: none"> ● Develop EOP Plan prior ● Accountability of students/staff ● Educate parents on HOLD protocols ● Educate students/staff on HOLD protocols ● Disseminate parent letter ● Public Information disseminated ● Notify staff/students ● Assignments made for notification coverage ● PIO update the all clear ● Scripted announcement modified to situations ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● Open campus return needs to be supervised at one door ● Exterior/Interior Doors and Windows numbered ● Call 911 ● Move affected students away from line of sight of the incident 		<ul style="list-style-type: none"> ● Drill Practice ● Identify perimeter access points ● Ensure exterior doors lock ● Review security procedures frequently ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Announcement of end of threat ● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Educate students return from lunch, non-exit out of building protocol if in HOLD ● Ensure alignment with LEOP ● First Aid Kit ● Ensure medicine, food, etc. for medical purposes available 	

Appendix N4: Goals/Objectives and Action Plans

Hazard: Tornado			
<p>Goal:</p> <ol style="list-style-type: none"> 1) (BEFORE) Lessen effects of a tornado by strengthening/securing building(s) and property to prevent loss or injury to life. 1) (DURING) Protect life and property from damage by the tornado. 2) (AFTER) Provide necessary medical attention to those in need. 			
<p>Objectives:</p> <ol style="list-style-type: none"> 1.1 Conduct shelter/tornado training and drills. 1.2 Identify location for shelter. 1.3 Ensure shelter location(s) are structurally sound. 2.1 Shelter all persons in the designated areas of the building. 2.2 Ensure building structure is secure without unsecure objects 2.3 Account for all persons and their safety. 3.1 Assess all persons' safety. 3.2 Call EMS to respond. 3.3 Immediately begin to provide first aid. (medical/PFA) 3.4 Evacuate from building. 			
Before		During	
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> • Develop EOP Plan prior 		<ul style="list-style-type: none"> • Notify staff/students 	<ul style="list-style-type: none"> • Recovery - work under ICS Structure • Announcement of end of threat • Determine if further action is needed
Public Information Officer			
<ul style="list-style-type: none"> • Public Information disseminated 	<ul style="list-style-type: none"> • Public Information disseminated • Disseminate parent letter 	<ul style="list-style-type: none"> • Public Information disseminated • Scripted announcement modified to situations 	<ul style="list-style-type: none"> • Public Information disseminated • PIO update the all clear

Liaison Officer			
	<ul style="list-style-type: none"> • Ensure alignment with LEOP 	<ul style="list-style-type: none"> • Call 911 - to inform of Sheltering 	
Safety Officer			
<ul style="list-style-type: none"> • Ensure building are structurally sound • Ensure exterior doors lock 	<ul style="list-style-type: none"> • Check local weather conditions on a regular basis • Access to weather alert radio • Ensure alignment with LEOP 	<ul style="list-style-type: none"> • Everyone inside the building 	
Operations			
	<ul style="list-style-type: none"> • Assignments made for notification coverage • Assignment of staff at exterior doors 	<ul style="list-style-type: none"> • Modify routines according to time of situation (i.e., dismissal, lunch, end of day) 	<ul style="list-style-type: none"> • Identify students that need immediate physical/emotional support • Watch for students/staff signs & symptoms of distress
Planning			
<ul style="list-style-type: none"> • Develop EOP Plan prior 	<ul style="list-style-type: none"> • Have protocols developed for when school is weather watch/warnings • Determine needs of special ed/physically challenged • Review security procedures frequently • Copy & Laminate signage • Display Signage on areas of shelter • Create annual schedule of teaching protocols for parents • Create annual schedule of teaching protocols for staff/students • Create annual schedule for drilling • Educate students return from lunch, non-exit out of building protocol if in Shelter 		

	<ul style="list-style-type: none"> • Trainings/Drills are conducted • Educate students/staff on Shelter protocols • Create annual schedule of teaching protocols for parents • Create annual schedule of teaching protocols for staff/students • Educate parents on Shelter protocols 		
Logistics			
	<ul style="list-style-type: none"> • Regularly clean Shelter area • If feasible, hand held radios • Display Signage on areas of shelter • All Shelter locations identified, appropriate for type of hazard • Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) • Food and snacks • Ensure medicine, food, etc. for medical purposes available in Shelter • Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) 		
Finance/Administration			
	<ul style="list-style-type: none"> • List of students ready • Emergency contact list parents/guardians 	<ul style="list-style-type: none"> • Accountability of students/staff 	<ul style="list-style-type: none"> • Accountability of students/staff

Incidental - Suicide			
Goal: 1) (BEFORE) Prevent a suicide from occurring. (especially on school grounds) 2) (DURING) Protect all persons and loss of life. 3) (AFTER) Provide medical and psychological support to staff/students.			
Objectives: 1.1 Provide comprehensive multi-level suicide prevention training to staff/students. 1.2 Make available a report line to share concerns of reference suicidal staff/students. 1.3 Develop strong relationships with all students/staff. 2.1 Secure all persons in the building. 2.2 Account for all persons. 2.3 Call law enforcement/EMS. 3.1 Provide first aid to those in need. 3.2 Provide PFA to those in need.			
Before		During	
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> Develop EOP Plan prior Comprehensive Supervision of all staff/students in all settings 		<ul style="list-style-type: none"> Align memorials with PFA Notify staff/students 	<ul style="list-style-type: none"> Align memorials with PFA Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
<ul style="list-style-type: none"> Public Information disseminated 	<ul style="list-style-type: none"> Scripted announcement ready to be modified Public Information disseminated Disseminate parent letter 	<ul style="list-style-type: none"> Public Information disseminated Scripted announcement modified to situations 	<ul style="list-style-type: none"> Scripted announcement modified to situations Public Information disseminated PIO update the all clear
Liaison Officer			

	<ul style="list-style-type: none"> • Ensure alignment with LEOP 	<ul style="list-style-type: none"> • Contact ESU for PFA assistance • Call 911 - to inform of Sheltering 	<ul style="list-style-type: none"> • Contact ESU for PFA assistance • Contact suicide partners (i.e., LOSS teams)
Safety Officer			
<ul style="list-style-type: none"> • Ensure buildings are structurally sound • Ensure exterior doors lock 	<ul style="list-style-type: none"> • Ensure alignment with LEOP 	<ul style="list-style-type: none"> • Everyone inside the building 	<ul style="list-style-type: none"> • Follow through with Bully/Cyberbullying reports
Operations			
	<ul style="list-style-type: none"> • Assignment of staff at exterior doors • Identify PFA support rooms for PFA team • Assignments made for notification coverage 	<ul style="list-style-type: none"> • Align memorials with PFA • Modify routines according to time of situation (i.e., dismissal, lunch, end of day) 	<ul style="list-style-type: none"> • Checking in with staff/students who may have been affected • Watch for students/staff signs & symptoms of distress • Identify students that need immediate physical/emotional support
Planning			
<ul style="list-style-type: none"> • Develop EOP Plan prior 	<ul style="list-style-type: none"> • Suicide Prevention Training • Team has been trained in PFA • Support team has PFA process in place • Review security procedures frequently • Educate students/staff on Suicide prevention 		
Logistics			
	<ul style="list-style-type: none"> • Ensure medicine, food, etc. for PFA support rooms 		
Finance/Administration			
	<ul style="list-style-type: none"> • Emergency contact list 	<ul style="list-style-type: none"> • Accountability of 	<ul style="list-style-type: none"> • Accountability of

Secure: Chemical or Hazardous Material (in Community)

Goal:

- 1) (BEFORE) To be as prepared as possible to respond to a chemical or hazardous materials spill.
- 2) (DURING) Protect all persons from injury or harm.
- 3) (AFTER) Determine the safety and quality of air/surroundings.

Objectives:

- 1.1 Be prepared and have knowledge of what possible chemicals are in your community.
- 1.2 To identify locations to shelter during a chemical spill.
- 1.3 To have all necessary materials/supplies for room sealing.
- 1.4 Ensure HVAC shut offs are in working condition.
- 1.5 Provide training to staff and students how to shelter and seal an identified location.

- 2.1 Notify and ensure all persons to shelter because of chemical spill.
- 2.2 Account for all staff and students.
- 2.3 All locations with people are sealed.
- 2.4 Administer first aid.

- 3.1 Connect with local fire/rescue for assistance to determine next steps.
- 3.2 Prepare to evacuate or return to a learning environment.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> • Develop EOP Plan prior 		<ul style="list-style-type: none"> • Notify staff/students 	<ul style="list-style-type: none"> • Recovery - work under ICS Structure • Announcement of end of threat • Determine if further action is needed
Public Information Officer			
<ul style="list-style-type: none"> • Public Information disseminated 	<ul style="list-style-type: none"> • Scripted announcement ready to be modified • Public Information 	<ul style="list-style-type: none"> • Disseminate parent letter • Public Information Disseminated • Scripted announcement 	<ul style="list-style-type: none"> • Announcement of end of threat • Disseminate parent letter • Public Information

	<ul style="list-style-type: none"> disseminated Disseminate parent letter 	modified to situations	<ul style="list-style-type: none"> disseminated PIO update the all clear
Liaison Officer			
	<ul style="list-style-type: none"> Ensure alignment with LEOP 	<ul style="list-style-type: none"> Call 911 	
Safety Officer			
<ul style="list-style-type: none"> Review security procedures frequently Ensure building are structurally sound Ensure exterior doors lock 	<ul style="list-style-type: none"> Check local weather conditions on a regular basis Access to weather alert radio Ensure alignment with LEOP Identify perimeter access points 	<ul style="list-style-type: none"> Everyone inside the building 	
Operations			
	<ul style="list-style-type: none"> Assignments made for notification coverage Assignment of staff at exterior doors 	<ul style="list-style-type: none"> Lock outside doors Secure the perimeter Modify routines according to time of situation (i.e., dismissal, lunch, end of day) HVAC system turned off for chemical spill Checking in with staff/students who may have been affected 	<ul style="list-style-type: none"> Identify students that need immediate physical/emotional support Watch for students/staff signs & symptoms of distress Checking in with staff/students who may have been affected
Planning			
<ul style="list-style-type: none"> Develop EOP Plan prior 	<ul style="list-style-type: none"> Educate parents on secure protocols Educate students/staff on secure protocols Create annual schedule of teaching 		

	<ul style="list-style-type: none"> protocols for parents • Create annual schedule of teaching protocols for staff/students • Create annual schedule for drilling • Determine needs of special ed/physically challenged • Review security procedures frequently • Copy & Laminate signage • Display Signage on areas of shelter • Educate students return from lunch, non-exit out of building protocol • Trainings/Drills are conducted 		
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Logistics

	<ul style="list-style-type: none"> • Regularly clean Shelter area • If feasible, hand held radios • Display Signage on areas of shelter • All Shelter locations identified, appropriate for type of hazard • Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) • Food and snacks • Ensure medicine, food, 		
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	<ul style="list-style-type: none"> etc. for medical purposes available in Shelter • Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) • Have 'go bags' ready 		
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Finance/Administration

	<ul style="list-style-type: none"> • List of students ready • Emergency contact list parents/guardians 	<ul style="list-style-type: none"> • Accountability of students/staff 	<ul style="list-style-type: none"> • Accountability of students/staff
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Lockdown - Intruder in building			
Goal: 1) (BEFORE) Prevent an intruder on school grounds. 2) (DURING) Protect all persons from injury or loss of life. 3) (AFTER) Provide necessary medical/PFA attention to those in need			
Objectives: 1.1 Security measures in place. 1.2 Provide SRP training to all staff and students at least twice a year. 2.1 Implement lockdown: locks, lights, out of sight. 2.2 Account for all persons. 2.3 Call 911 for law enforcement and EMS to respond. 2.4 Begin first aid and PFA where feasible. 3.1 Continue first aid and PFA.			
Before		During	
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> Develop EOP Plan prior Threat <i>management</i> process in place 	<ul style="list-style-type: none"> Threat <i>assessment</i> team and process in place 	<ul style="list-style-type: none"> Establish Incident Command Not opening classrooms w/o law enforcement Notify staff/students 	<ul style="list-style-type: none"> Administrator or law enforcement officer unlock each classroom door for the all clear Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
<ul style="list-style-type: none"> Public Information disseminated 	<ul style="list-style-type: none"> Public information disseminated Disseminate parent letter 	<ul style="list-style-type: none"> Public Information disseminated Scripted announcement modified to situations 	<ul style="list-style-type: none"> Public Information disseminated PIO update the all clear

Liaison Officer			
	<ul style="list-style-type: none"> • Ensure alignment with LEOP • Collaborating with community partners 	<ul style="list-style-type: none"> • Call 911 • Ensure alignment with LEOP • Communication with EMS and Law Enforcement 	<ul style="list-style-type: none"> • Ensure alignment with LEOP
Safety Officer			
<ul style="list-style-type: none"> • Ensure building are structurally sound • Ensure exterior doors lock • Review security procedures frequently 	<ul style="list-style-type: none"> • Ensure alignment with LEOP 	<ul style="list-style-type: none"> • Everyone inside the building • Protect crime scene • Don't touch anything 	
Operations			
	<ul style="list-style-type: none"> • Assignments made for notification coverage • Assignment of staff at exterior doors • Testing alarm and intercom systems • Buses available for evacuation • Evacuation sites tested for functionality • If feasible, hand held radios 	<ul style="list-style-type: none"> • Modify routines according to time of situation (i.e., dismissal, lunch, end of day) • Assign personnel to, set and mark perimeter at school • Assign personnel to, set and mark perimeter at reunification site 	<ul style="list-style-type: none"> • Identify students that need immediate physical/emotional support • Watch for students/staff signs & symptoms of distress • Render First aid • Assign personnel to, set and mark perimeter at school • Assign personnel to, set and mark perimeter at reunification site
Planning			
<ul style="list-style-type: none"> • Develop EOP Plan prior • Office Personnel attend Secretaries Safety Training 	<ul style="list-style-type: none"> • Establish media location • Evacuation sites identified • Third party identified to answer student call when self-evacuating • Third party trained how to answer call • Determine needs of special ed/physically 		

	<ul style="list-style-type: none"> challenged ● Copy & Laminate signage ● Display Signage on areas of shelter ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Educate students return from lunch, non-exit out of building protocol ● Trainings/Drills are conducted ● Educate students/staff on protocols ● Educate parents on protocols ● Establish strong visitor protocols ● Educate all staff/students on visitor protocols ● Exercise possible situations ● Educate substitutes on protocols ● Practice and test "out of sight" ● Reunification sites identified ● Reunification drilled and exercised ● Set up the reunification site and process (PFA support, interview, notification rooms) 		
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Logistics			
	<ul style="list-style-type: none"> ● Doors/windows numbered (interior & exterior) ● Have 'go bags' ready ● ROK KIT prepared and ready ● Ensure medicine, food, etc. for medical purposes available in Shelter ● Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit) ● If feasible, hand held radios 		
Finance/Administration			
	<ul style="list-style-type: none"> ● List of students ready ● Emergency contact list parents/guardians 	<ul style="list-style-type: none"> ● Accountability of students/staff 	<ul style="list-style-type: none"> ● Accountability of students/staff

Evacuate - Fire			
Goal: 1) (BEFORE) Prevent a fire from occurring on school grounds. 2) (DURING) Protect Students/Staff from injury or loss of life. 3) (AFTER) Provide necessary medical attention to those in need.			
Objectives: 1.1 Provide fire prevention training to all students and staff especially those who use combustible materials or equipment. 1.2 Store combustible materials in fire safe containers or rooms. 2.1 Evacuate everyone leaves the building immediately in an orderly and safe manner. 2.2 Account for all persons. 3.1 Notify 911 and EMS. 3.2 Immediately begin first aid.			
Before		During	
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> Develop EOP Plan prior 		<ul style="list-style-type: none"> Notify staff/students 	<ul style="list-style-type: none"> Recovery - work under ICS Structure Announcement of end of threat Determine if further action is needed
Public Information Officer			
	<ul style="list-style-type: none"> Scripted announcement to be modified for situations Disseminate SRP parent letter Public Information disseminated 	<ul style="list-style-type: none"> Disseminate parent letter Public Information disseminated Scripted announcement modified to situations 	<ul style="list-style-type: none"> Disseminate parent letter Public Information disseminated PIO update the all clear PIO notification regarding next school day
Liaison Officer			
	<ul style="list-style-type: none"> Ensure alignment with LEOP 	<ul style="list-style-type: none"> Call 911 	

		<ul style="list-style-type: none"> • Ensure alignment with LEOP • Communication with EMS and Law Enforcement 	
Safety Officer			
<ul style="list-style-type: none"> • Ensure buildings are structurally sound • Ensure exterior doors lock 	<ul style="list-style-type: none"> • Supervision of student movement to location (backup plan if teacher/staff incapacitated) • Review security procedures frequently 	<ul style="list-style-type: none"> • Everyone outside the building • Supervision of student movement to location (backup plan if teacher/staff incapacitated) • Ensure accessibility at all times to evacuation site 	<ul style="list-style-type: none"> • Supervision of student movement to location (backup plan if teacher/staff incapacitated) • Ensure accessibility at all times to evacuation site
Operations			
<ul style="list-style-type: none"> • Ensure buildings are structurally sound • Ensure exterior doors lock 	<ul style="list-style-type: none"> • Reunification with parents following SRM • Assignments made for notification coverage • Assignment of staff at exterior doors • Assigned staff for safe street crossing • Ensure accessibility at all times to evacuation site 	<ul style="list-style-type: none"> • Reunification with parents following SRM • Display SRP Signs on building doors • Modify routines according to time of situation (i.e., dismissal, lunch, end of day) • Assigned staff for safe street crossing 	<ul style="list-style-type: none"> • Reunification with parents following SRM • Assigned staff for safe street crossing • Identify students that need immediate physical/emotional support • Watch for students/staff signs & symptoms of distress • Carry out procedures for early dismissal due to evacuate situation
Planning			
<ul style="list-style-type: none"> • Display SRP Posters around building 	<ul style="list-style-type: none"> • Identify Evacuation Site - backup site identified • Determine procedures for early dismissal due to evacuate situation • Determine needs of special ed/physically challenged • Copy & Laminate signage • Display SRP Posters around building • Create annual schedule of 		

	<p>teaching evacuate protocols for parents</p> <ul style="list-style-type: none"> • Create annual schedule of teaching evacuate protocols for staff/students • Create annual schedule for drilling • Educate students return from lunch, non-exit out of building protocol if in Evacuation • Trainings/Drills are conducted • Educate students/staff on Evacuation protocols • All Evacuation locations identified, appropriate for type of hazard type 		
Logistics			
<ul style="list-style-type: none"> • Develop a Transportation plan 	<ul style="list-style-type: none"> • Transportation plan • If feasible, hand held radios • Appropriate supplies (i.e., bottled water) • Have 'to go' bags ready • Food and snacks • Ensure medicine, food, etc, for medical purposes available • Coordinate supplies in Evacuate (alternative supplies - flashlights, First Aid Kit, bottled water) 	<ul style="list-style-type: none"> • Transportation plan 	<ul style="list-style-type: none"> • Transportation plan
Finance/Administration			
	<ul style="list-style-type: none"> • List of students ready • Emergency contact list parents/guardians 	<ul style="list-style-type: none"> • Accountability of students/staff 	<ul style="list-style-type: none"> • Accountability of students/staff

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call Jason Brown (402) 765-2271
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call Jason Brown (402) 765-2271
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

* Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov



BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER HUNG UP:

PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)

- When will it go off?

- What does it look like?

- What kind of bomb is it?

- What will make it explode?

- Did you place the bomb? Yes No

- Why?

- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)

- Estimated age:

- Is voice familiar? If so, who does it sound like?

- Other points:

Caller's Voice

- Female
- Male
- Accent
- Angry
- Calm
- Clearing throat
- Coughing
- Cracking Voice
- Crying
- Deep
- Deep breathing
- Disguised
- Distinct
- Excited
- Laughter
- Lisp
- Loud
- Nasal
- Normal
- Ragged
- Rapid
- Raspy
- Slow
- Slurred
- Soft
- Stutter

Background Sounds

- Animal noises
- House noises
- Kitchen noises
- Street noises
- Booth
- PA system
- Conversation
- Music
- Motor
- Clear
- Static
- Office machinery
- Factory machinery
- Local
- Long distance

Threat Language

- Incoherent
- Message read
- Taped message
- Irrational
- Profane
- Well-spoken

Other Information:

2.6.1. Community Input of EOP Plan

2.7. Review, discuss, and take all necessary action in approving the 2025-2026 High Plains Community School Budget and signing the budget resolution.

2.8. Review, discuss, and take all necessary action on amending the dismissal time for Friday, September 12th.

2.9. Review, discuss, and take all necessary action for upgrading the school website, social media, and the addition of a school app.



HIGH PLAINS

COMMUNITY SCHOOLS

Hey **Team!**

With so much competition for students, teachers, and space in people's minds, it has never been more important to share the positive things happening at the district. And with all of our current and prospective families being on mobile, that is your biggest opportunity to build those advocates.

And with Apptegy, you now have one place where you and your staff can go into and share the positive stories happening at the district. I included in this booklet a few examples of what that could look like.

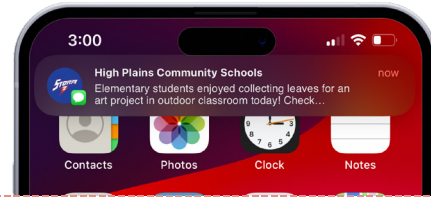
Take care,

Blakeslee



Ask me about being a twin and my love for ice cream!

Include everyone on the device they use most.



Push Notifications

Send push notifications to subscriber groups in the app to drive your community back to the app.

School Sections

Enable users to drill down to view content for a specific school or set a default school.

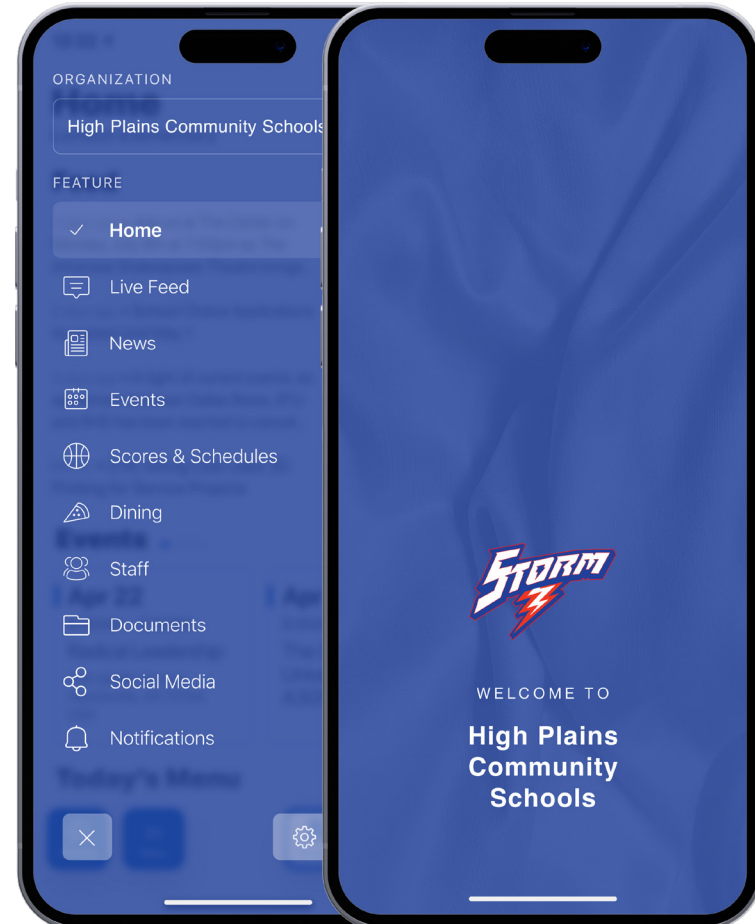
The Info People Want

Provide easy, native access to the content and information your parents want most.

Most districts go wrong by thinking that just getting a new website is enough to connect with families and their community. The problem is, people spend the majority of their time online in mobile apps, not their browsers.

If you just need a depository of information, a simple website will be the way to go. In fact, there are many free websites you can use to accomplish this goal. In most cases, school districts have other reasons to upgrade their websites: **to make a better impression, provide a good user experience, and attract students, teachers, and attention.**

To reach that goal, you have to meet people where they spend their time online. That's why we help you build a **mobile strategy.**



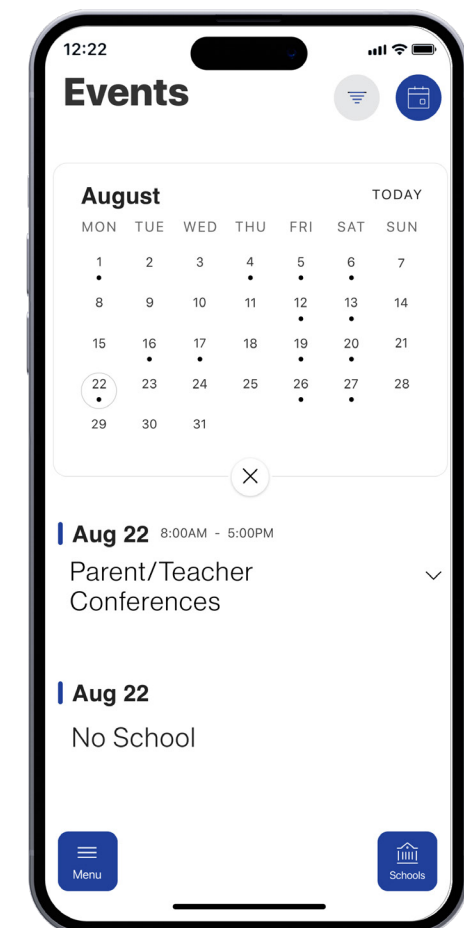
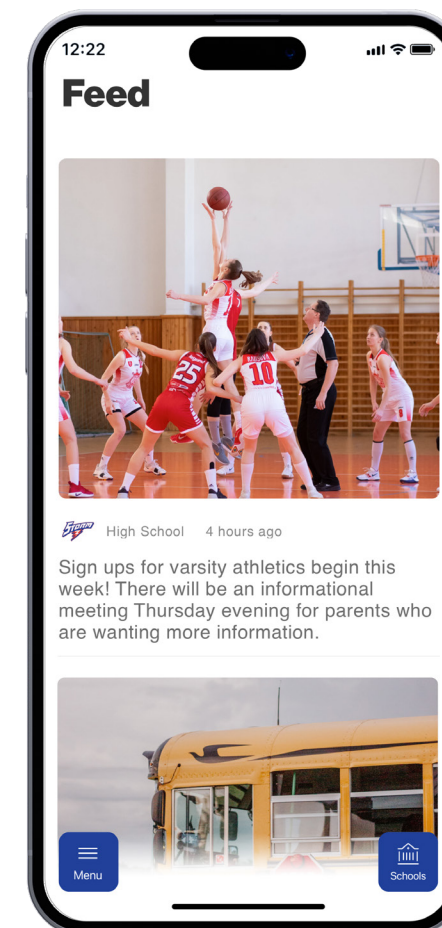
Single Source of Truth

To win in school marketing, you need to stand out on the devices people use the most. That's why we use state of the art design and technology to create an intuitive user experience that your audience will love. Our native mobile apps load quickly and present information so it's easy to understand on a smaller screen.

Fully native for iOS and Android so your community has a great user experience no matter what phone they're using.



- News
- Events
- Documents
- Breakfast & Lunch
- Staff Directories
- Athletics & Schedules



Your Website Could Look Like This:

We follow modern design best practices to offer a clean and appealing visual experience to your audiences. **Every website we build and host is ADA-compliant.** In addition to providing the tools to ensure compliance, we also provide ongoing **ADA training** for district staff to ensure that added content is compliant as well.

Share What Makes Your District Stand Out!



Live feed

A place for short updates to keep everyone in the loop. It's like a Twitter feed reserved for school information.



Events

Bring your community together with a simple and powerful events calendar.



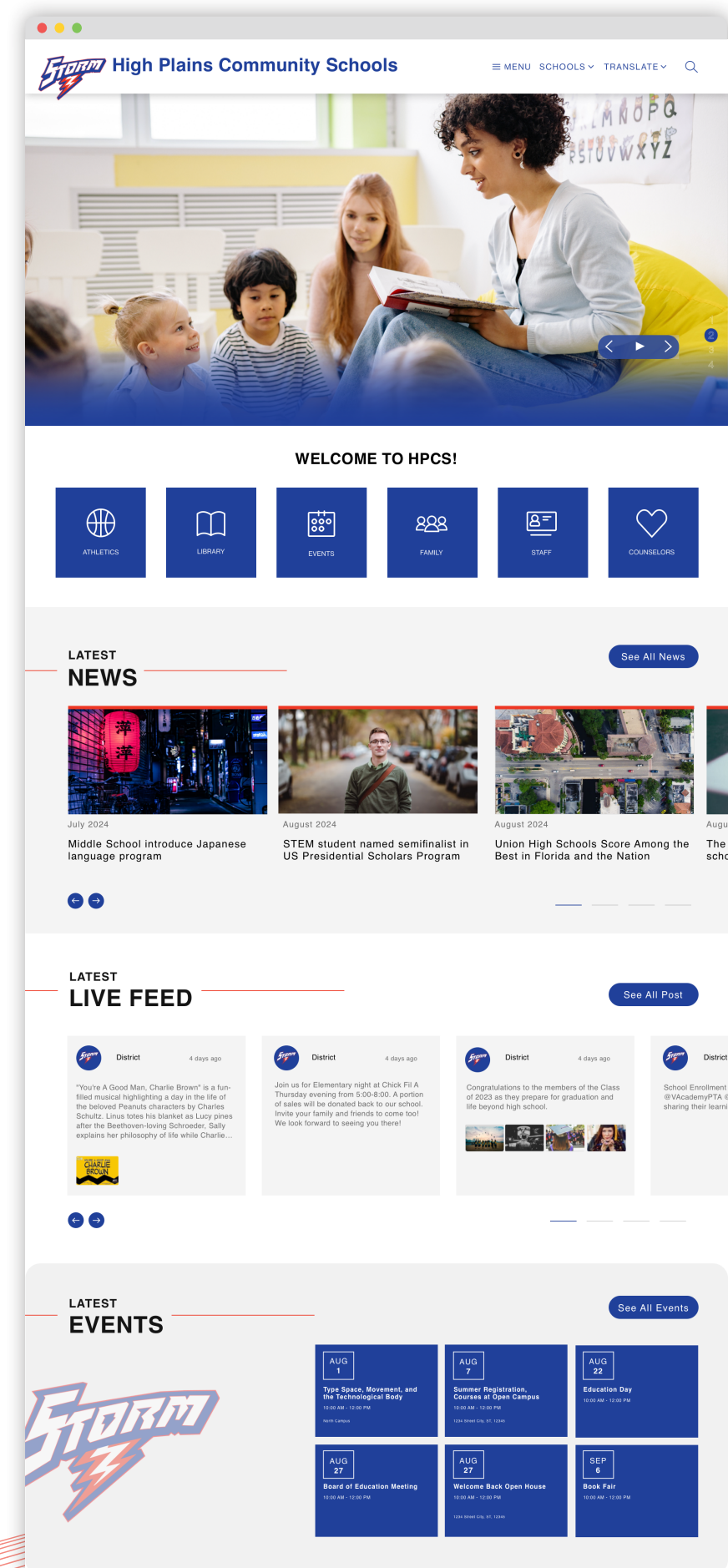
News

Highlight the exciting stories and achievements going on in your district.



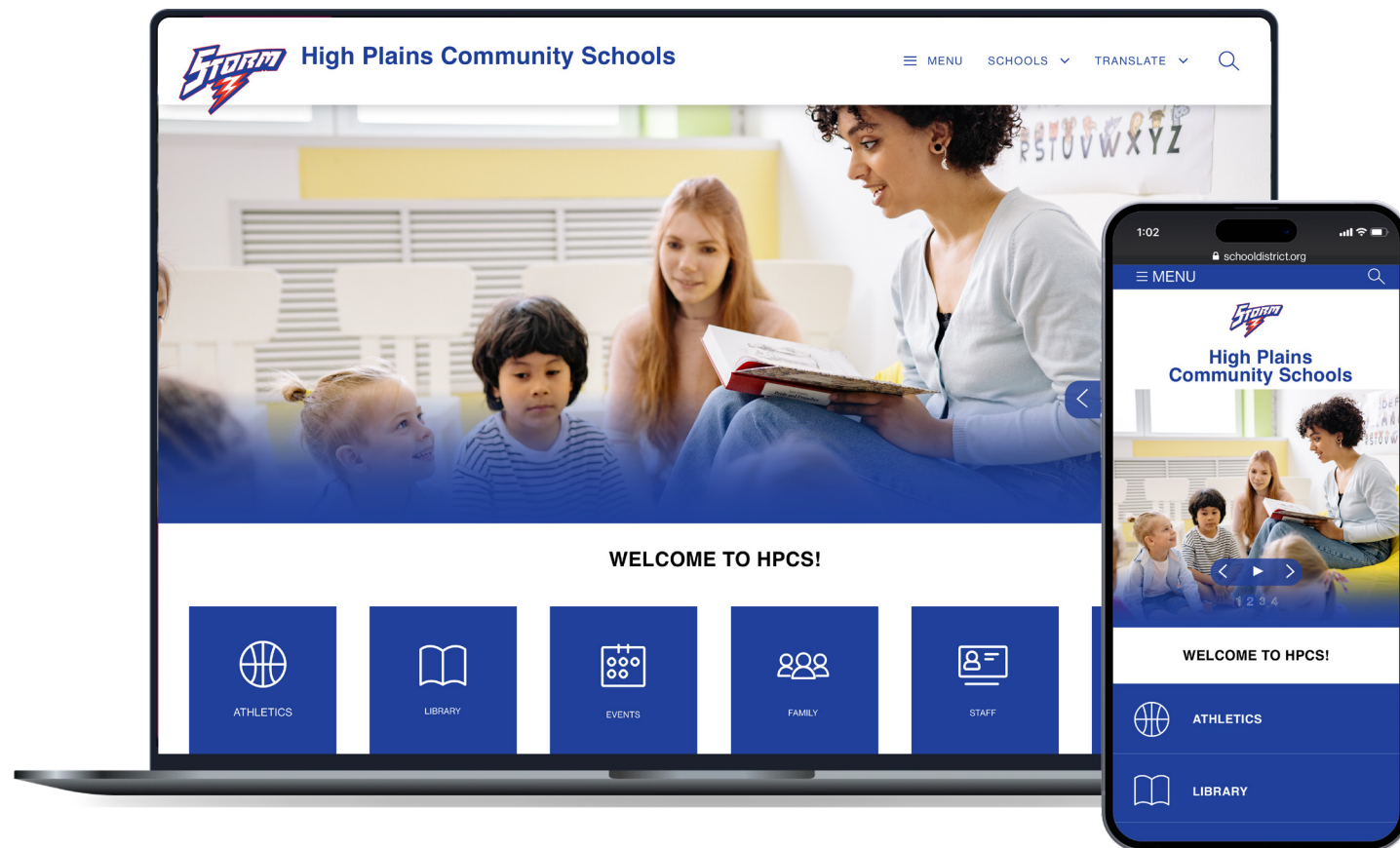
Programs

Highlight what really matters. We'd love to feature your programs and make it easy for your audiences to find what they're looking for.



Build an experience your audience will love.

A good website stands out by offering a great user experience. That's the best way for you to make a positive first impression and get people to come back.



Responsive Design That Works On Any Device

Having a responsive website is a **must**. It's an important part of your mobile strategy, so we build all of your websites to be fully responsive. This also means you don't need to recreate content to make it accessible to smartphones. This helps users with visual or motor impairments navigate the website from all device types and screen sizes.

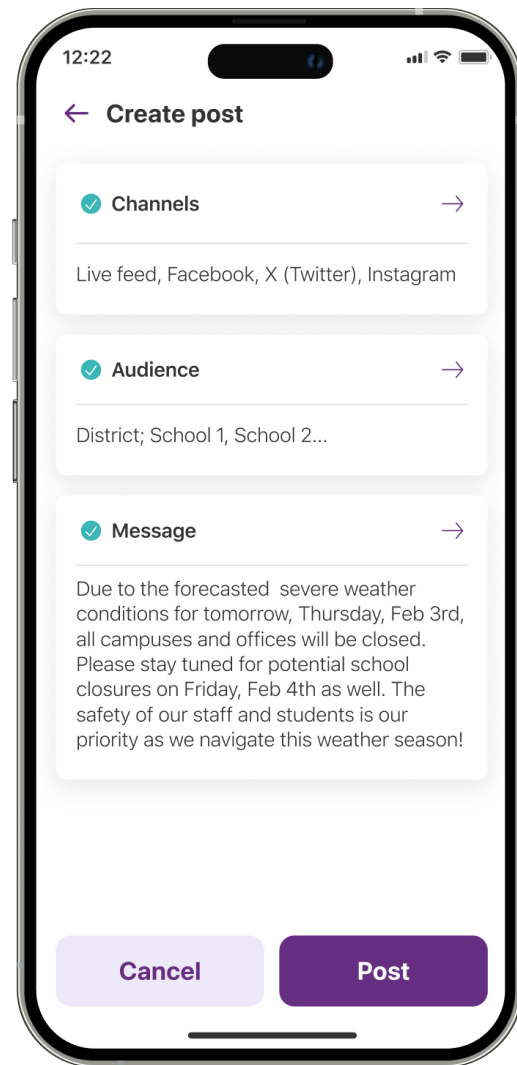
Language Translation

In today's world, you need to engage diverse audiences. Successfully doing so is about more than just translating your website, mass notifications, and mobile app to other languages. Often, message formatting is thrown off after a translation feature is applied, and the user ends up with a message that's illegible.

No one in your community should feel like an afterthought. That's why we use the most robust translation services to power the translation of your website, mass notifications, and mobile app, all while retaining the same great user experience.



Create, share, and manage **your brand.**



The stories of student achievement happen in your classrooms, stadiums, and auditoriums. Apptegy's app for Android and iPhone allows the people closest to the stories to be the storytellers, wherever they are.

Simply take out your phone, write an update, and instantly share it across all the devices and social networks your community uses to find information.

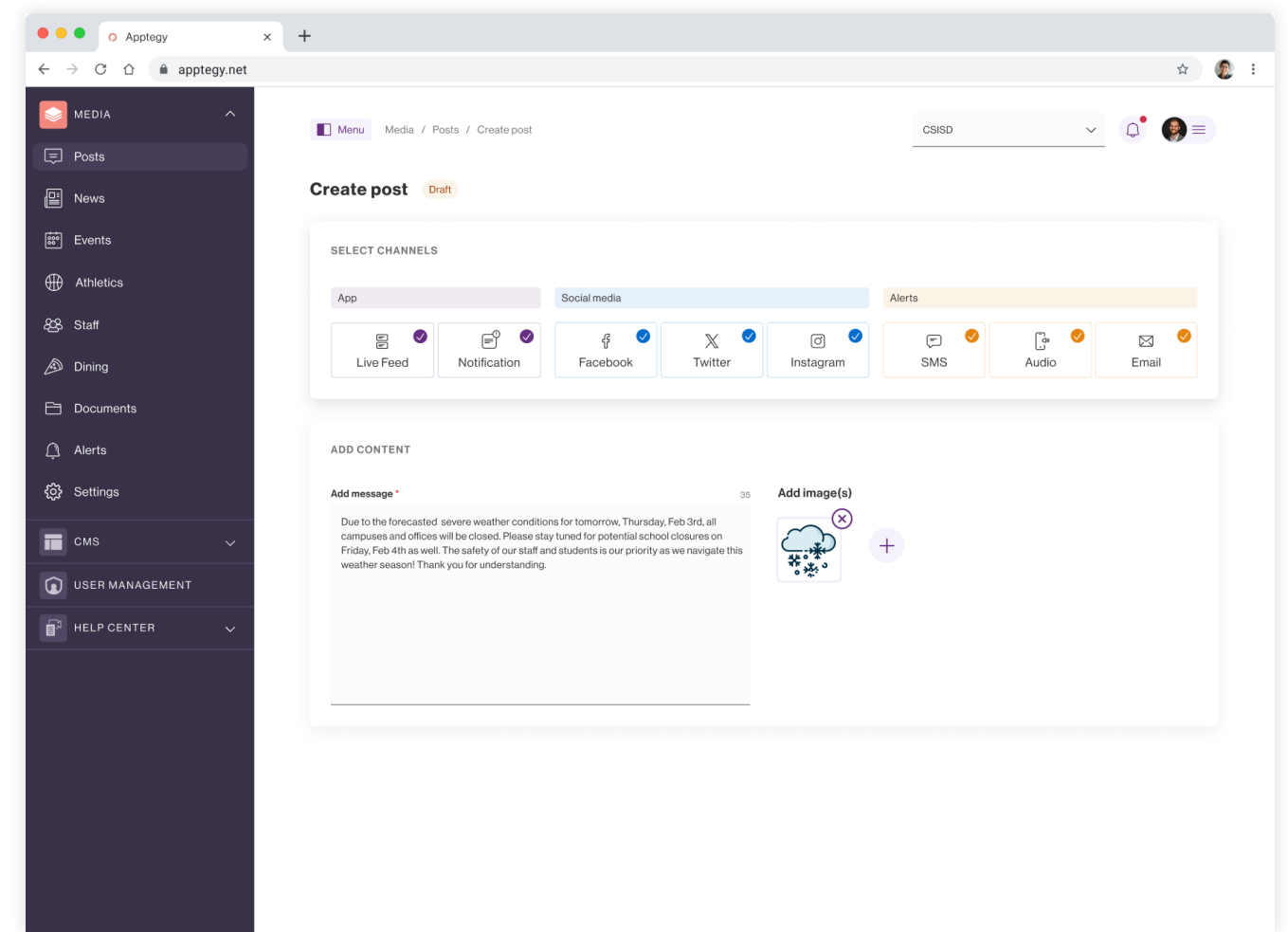
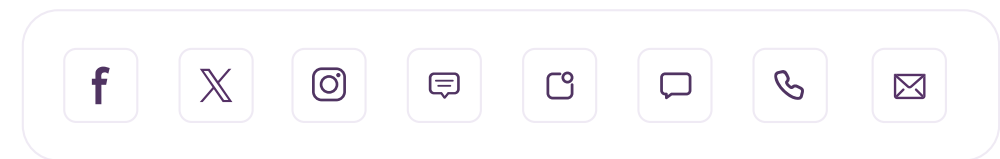
Advocate for your schools with a powerful brand.

Ease of Use

Most districts have to make an impossible choice: use a system that is really simple but lacks functionality or use a system that's comprehensive but too complex for most users. That's why we built the Apptegy Platform.

With Apptegy, you can **write a message** once and automatically send it across your mobile app, website, Instagram, Facebook, X, push notifications, text messages, voice calls, and email. Sharing is simple, and you can be sure that each message makes it home.

The districts we work with replace their current emergency notification system with our built-in alert system. That way, your entire team has **just one platform to update.**



Radically better experience.

We won't charge for our initial training, and we will never charge for ongoing training — even if we did one per week. All of our trainings are done via zoom, so those sessions are recorded and available at your disclosure. Additionally, you can use tools like our help center or live chat to receive immediate assistance.

Client Success

“Support” is about more than helping with questions and addressing concerns. You will have a dedicated point of contact for:

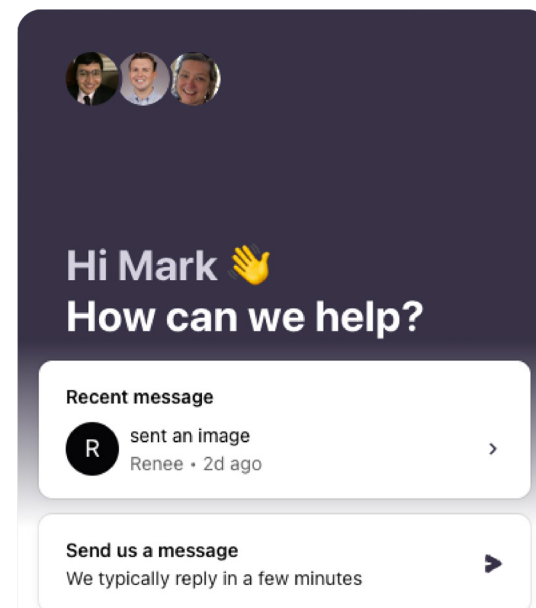
- Marketing Strategy
- Best Practices
- Feature Updates
- Product Rollout Campaign

**All training
is included
& unlimited**

Response Time

Our average response time is 60 seconds, and most requests for support are closed within 30 minutes. Here are some ways to reach us:

- Live Chat (online)
- Phone
- Email



Meet the Team



Jesson George
VP of Client Experience

Jesson leads Apptegy's Client Success, Onboarding, and Technical Operations/Support teams. He brings 18 years of experience in project management, leadership, and customer service in telecommunications. He believes that deeply understanding the client's needs, the school community, and providing the right tools at the right moment are at the heart of the work the Client Experience team does.



Rachel Cole
Director of Implementation

As the Director of Implementation at Apptegy, Rachel coaches her team to deeply understand the client's school community in order to create an online platform that radically improves a district's ability to communicate.



Jared Dreher
Head of Support

Jared serves as our Head of Support, bringing 12 years of experience in customer service and leadership. At Apptegy, you'll see Jared carry over his technical expertise and empathetic approach to people and their problems to the entire Support team. This way, if you contact us for support, our team already understands the inner-workings of our products and can diagnose and offer solutions immediately without having to refer to a separate department.

Let's keep the
conversation going!



📞 **(501) 400-3594**

✉️ **blakeslee.deuschle@apptegy.com**

Feel free to reach out to me through email or my personal cell phone number.

 **apptegy** × **schoolceo**

SAVE YOUR SPOT FOR
**SchoolCEO
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What Parents Want:

Breaking Through the Noise in an Era of Choice

Join education leaders at SchoolCEO Conference to discover how strategic parent communication drives enrollment and community trust.

Learn proven approaches that can reach modern families, differentiate your district, and build lasting connections through effective digital and in-person engagement.

Register and read more about the conference here!



apptegy.com/conference

September 24-25, 2025

Wednesday & Thursday

Little Rock, Arkansas

Statehouse Convention Center

3. Executive Session
4. Motion to Adjourn
5. ***CLOSED SESSION: If, during the course of the meeting, discussion of any item on the agenda should be held in closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Act**
6. ***SEQUENCE OF AGENDA: The sequence of agenda topics is subject to change at the discretion of the board.**