

BOX BUTTE COUNTY SCHOOL DISTRICT #07-0010
HEMINGFORD PUBLIC SCHOOLS
BOARD OF EDUCATION MEETING AGENDA
Monday, April 13, 2026
South Campus

The Board of Education of School District 07-0010 will meet on Monday, April 13, 2026 in the South Campus as duly advertised in the Alliance Times-Herald.

- I. Pledge of Allegiance
- II. Notices
- III. Call Meeting to Order
 - III.A. Roll Call
 - III.B. Excuse Absent Board Member(s)
- IV. Report from Board Committee(s)
- V. Regular Meeting Agenda
 - V.A. Recognition of Student Achievement (Bobcat Excellence)
 - V.B. Public Participation (Maximum of 30 Minutes Allotted for this Portion of the Meeting)
 - V.C. Correspondence
 - V.D. NEBA Report
 - V.E. Consent Agenda
 - Approve Minutes of Prior Meeting(s)
 - Approve Treasurer's Report
 - Approve School Activity Fund Report
 - Approve Control Budget
 - Report Required by State Statute 79-506
 - V.F. Payment of Claims
 - V.G. Discuss, Consider, and Take All Necessary Action Regarding Approval of the Employment of Mrs. Kaitlyn Kumpf, RN, as School Nurse for the 2026-2027 School Year
 - V.H. Discuss, Consider, and Take All Necessary Action Regarding Approval of Employment of Gina Jespersen as Elementary Principal for the 2026-2027 School Year
 - V.I. Discuss, Consider, and Take All Necessary Action Regarding Approval of Employment of Certificated Staff for the 2026-2027 School Year
 - V.J. Discuss, Consider, and Take All Necessary Action Regarding Approval of Resignations and Retirements of Certificated Staff
 - V.K. Discuss, Consider, and Take All Necessary Action Regarding Subscription to A Policy Service Provided by the Nebraska Association of School Boards
 - V.L. Discuss, Consider, and Take All Necessary Action Regarding Approval of Flooring Proposals for Classrooms, the Gymnasium, and Gymnasium Lobby
 - V.M. Discuss, Consider, and Take All Necessary Action Regarding a Proposal to Replace the Transition Material on the Perimeter of the Gym Floor
 - V.N. Discuss, Consider, and Take All Necessary Action Regarding High School Roof Replacement
 - V.O. Discuss, Consider, and Take All Necessary Action Regarding Proposal to Relocate Trees from School Property
 - V.P. Discuss, Consider, and Take All Necessary Action Regarding a Proposal for Concrete Work for Relocation of the Maintenance Shop
 - V.Q. Discuss, Consider, and Take All Necessary Action Regarding a Proposal for Relocation of the Maintenance Shop
 - V.R. Discuss, Consider, and Take All Necessary Action Regarding Second Reading of the Following Policies: Proposed Revised 402.18 - USE OF SCHOOL FACILITIES AND EQUIPMENT BY SCHOOL EMPLOYEES, Proposed Revised 509.02 - OPEN

NIGHT, Proposed Revised 1006.01 - COMMUNITY USE OF SCHOOL DISTRICT
BUILDINGS, SITES AND EQUIPMENT

V.S. Discuss, Consider, and Take All Necessary Action Regarding Selection of A
Communications Platform to Replace the Remind Communications Platform

- VI. Discussion/Possible Action Items
 - VI.A. Discussion Regarding Superintendent Contract Renewal and Terms
- VII. Student Board Representative Report
- VIII. Administration Reports
- IX. Superintendent Report
- X. Policy Review
- XI. Items For Next Board Meeting
- XII. Adjournment



Welcome to the Hemingford Public Schools Board of Education Meeting.

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

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

TALKING POINTS FOR BOARD MEETING

3 MINUTES PER INDIVIDUAL/30 MINUTES ON TOPIC

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

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

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

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

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

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

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

Number	
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Hemingford School District—Board of Education
Public Comment Request Card
Name:
District resident: <input type="checkbox"/> Yes <input type="checkbox"/> No
Address:
City/State/Zip Code:
Agenda Item or Topic to address:
Signature:

Standard Procedures for Executive (Closed) Session Hemingford Public Schools Board of Education

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

[Reference/Background Information](#)

[Before the Meeting](#)

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

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

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

[Conduct the Closed Session Properly](#)

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

[Document Compliance:](#)

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Closed Session Procedures (Checklist)

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

Reference/Background Information

Before the Meeting

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

Identify Lawful Purpose(s) for Closed Session

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

Make a Proper Motion in Open Session

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

Vote on the Motion (In Open Session)

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

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

Conduct the Closed Session Properly

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

Return to Open Session and Record in Minutes

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

Document Compliance:

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

Formal Action:

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

2024

American Civics/Curriculum : Cullan, Randolph, Votruba

Finance : Randolph, Ansley, Cullan

Negotiations : Ansley, Schumacher, Votruba

Transportation : Horstman, Cullan, Ansley

Building and Grounds : Schumacher, Randolph, Horstman

HEMINGFORD PUBLIC SCHOOLS

Board Committee Report

Date of Report:

Committee:

Items Reviewed Discussed:

Information for the Full Board:

Recommendations to the Full Board:



HEMINGFORD PUBLIC SCHOOLS

Board Committee Report

Date of Report: March 25, 2026

Committee: Building Committee

Items Reviewed / Discussed:

The Building Committee met with the design and construction team to review schematic design options and continue refining the preferred layout for the proposed school addition. The meeting focused on evaluating multiple design schemes, addressing code requirements, and identifying a path forward that maximizes instructional space while maintaining functionality, safety, and cost efficiency.

The design team presented several conceptual layouts (Schemes 1–4) for review. These options explored different configurations for classroom placement, library location, physical education space, and building circulation. As shown in the schematic design materials, each scheme varies in square footage, circulation patterns, and how the addition connects to the existing building (see concept layouts on pages 6–9).

A key outcome of the meeting was the direction to develop a hybrid approach combining elements of Scheme 1 and Scheme 4. Specifically:

- Scheme 1's south-side corridor access was preferred to maintain efficient movement between the elementary and high school, particularly for access to the gym.
- Scheme 4's north-side classroom layout was viewed as a strong option for organizing instructional spaces.

The committee and design team also reviewed code-related considerations, including fire separation, egress requirements, and square footage thresholds that impact sprinkler systems and building classification. The design team identified areas where code requirements influence layout decisions, particularly regarding corridor design, exits, and shared spaces.

Significant discussion focused on circulation and connectivity within the building, including:

- Maintaining efficient access between the elementary, high school, and gymnasium.
- Evaluating vestibule locations and entry points, particularly for events and tournaments.
- Considering whether to retain or remove certain vestibules to improve flow and reduce costs.
- Exploring stair and ramp configurations to address level changes between spaces.

The committee also reviewed concepts for instructional and shared spaces, including:



- Continued development of a central library and learning commons with additional space for staff and student use.
- The need for additional librarian workspace and secure storage.
- The placement of lockers and student storage, with discussion about moving these from classrooms into corridors.
- Design considerations for the P.E. classroom, including potential limitations on natural light if portions of the space are constructed as hardened areas.

The schematic design presentation also highlighted an open library concept with integrated learning spaces and tiered seating (“learning stairs”), reinforcing the goal of creating flexible, collaborative environments for students (see conceptual rendering on page 10).

Additional discussion occurred around the Career and Technical Education (CTE) area, including:

- Clarification that initial cost estimates were based on a shell addition and that interior buildout (classrooms, restrooms, etc.) would be additional.
- Consideration of a 20-foot expansion option as an alternate.
- Evaluation of space for specific programs (metals, woods, engines) and potential relocation or expansion of existing shop spaces.
- Updates to HVAC systems and infrastructure needs for the CTE area.

Information for the Full Board:

The Building Committee continues to work through the schematic design phase, with a clear focus on identifying a preferred layout that balances:

- Code compliance and safety requirements
- Efficient building circulation and connectivity
- Maximization of instructional and program space
- Cost considerations and project scope
- Flexibility for future programming needs

During this meeting, the committee made meaningful progress toward a refined design direction by identifying a hybrid concept that incorporates the strongest elements of multiple schemes.

The design team also continues to work through important technical considerations, including code requirements, building connections, and level transitions within the facility. These factors are shaping how spaces are arranged and connected throughout the building.

The project remains in the schematic design phase, with continued refinement expected as the design team incorporates feedback and develops updated drawings and cost estimates.



Recommendations to the Full Board:

At this time, the Building Committee recommends that the design team:

- Proceed with the development of the hybrid Scheme 1 / Scheme 4 concept
- Continue refining circulation, code compliance, and space allocation details
- Provide updated design documents and cost estimates for further review

The committee will continue to evaluate updated plans and will bring forward additional recommendations as the project advances toward a finalized design.



HEMINGFORD PUBLIC SCHOOLS

Board Committee Report

Date of Report: April 8, 2026

Committee: Building Committee

Items Reviewed / Discussed:

The Building Committee met with staff to review proposed summer facilities improvements, including office security upgrades, replacement of part of the high school roof, updated flooring in classrooms and the gym, relocation of the maintenance shop, and security fencing around the playground. The committee also met with the design team to review updated schematic design documents, with a primary focus on code compliance, building layout refinement, and detailed space planning for the proposed addition.

The design team presented a comprehensive code review analysis, outlining applicable building codes and requirements that will guide the final design. These include the 2018 International Building Code, NFPA Life Safety Code, ADA accessibility standards, and other state and mechanical codes. The addition is currently being designed as a Type IIB (non-combustible) structure with full sprinkler coverage, which has important implications for occupancy, fire protection, and allowable building area.

A significant portion of the meeting focused on life safety and egress planning. The design team reviewed:

- Required exit locations and travel distances
- Egress for key spaces such as classrooms, library, and physical education areas
- Fire separation requirements between building sections
- Limitations related to dead-end corridors and the common path of travel

As shown in the code plan (page 1), the team is carefully coordinating the addition with existing building sections that have differing construction types and fire protection levels, including areas that are currently not sprinklered.

The committee also reviewed updated architectural floor plans for the main addition. The current layout continues to reflect earlier priorities, including:

- A centrally located library and learning commons (approximately 1,600 SF) serving as a shared instructional and collaboration space
- A P.E. classroom area designed to accommodate larger student groups
- Four grade 4 and 5 classrooms (one designated as an elementary science room) arranged to support grade-level instruction
- Dedicated support spaces such as restrooms, wellness room, and staff areas

The updated layout also includes improved circulation and connectivity between spaces, including vestibules, elevator access, and transitions between different building elevations.



The design team presented updated plans for the CTE addition and renovation, including:

- Expanded CTE shop area
- Dedicated classroom, storage, office, and restroom spaces within the CTE area
- Consideration of workflow, equipment placement, and safety within shop environments

The floor plan (page 4) shows a more fully developed layout of the CTE area, including connections to existing shop space and improved organization of instructional and work areas.

Additionally, the team reviewed building elevations and cross-sections, highlighting the challenges and solutions related to multiple floor elevations across the existing campus. The sections illustrate how the addition will connect to the elementary, gym, and 1979 addition, while accommodating differences in floor height and structural alignment (pages 5–7).

Information for the Full Board:

The project continues to progress through the schematic design phase, with increasing levels of detail and technical refinement. At this stage, the focus has shifted toward ensuring that the design:

- Meets all building code and life safety requirements
- Provides safe and efficient egress and circulation throughout the building
- Maximizes instructional space within code and structural constraints
- Effectively connects multiple building sections with different elevations and construction types
- Aligns with previously established goals for instructional programming and facility use

The updated plans reflect continued alignment with earlier design priorities, including flexible learning environments, improved physical education and CTE spaces, and a centralized library/learning commons.

The inclusion of detailed code analysis and building system coordination represents an important step toward developing a final, buildable design.

Recommendations to the Full Board:

At this time, the Building Committee recommends that the design team:

- Continue refining the schematic design with a focus on code compliance and constructability
- Further develop plans for egress, fire separation, and accessibility
- Continue optimizing space allocation to ensure maximum instructional benefit within the project scope

The committee will continue to review updated plans and cost information and will provide additional recommendations as the project advances into the next phase of design.



Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
January 5:00 PM			<ul style="list-style-type: none"> • Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) • Appoint Superintendent as Authorized Representative for Federal, State, and Local Matters. 	<ul style="list-style-type: none"> • Adopt Board and Superintendent Goals • Review Board Member Code of Ethics • Review/Revise Policies 	<ul style="list-style-type: none"> • Discussion and/or Appointment of Board Committees • NASB Legislative Issues Conference • Community Engagement Session • Board Retreat/Workshop • Strategic Plan Review/Board Self-Assessment 	<ul style="list-style-type: none"> • Oath of Office • Board Officer Elections • Designate Depository • Designate Legal Firm • Designate Treasurer • Designate Auditor for the District • Review Report Required by State Statute 79-506
February 5:00 PM		<ul style="list-style-type: none"> • Review Report on Multicultural Education 	<ul style="list-style-type: none"> • Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) 	<ul style="list-style-type: none"> • Review/Revise Policies 	<ul style="list-style-type: none"> • NASB Presidents' Retreat 	<ul style="list-style-type: none"> • Monitor Proposed Legislation
March 7:00 PM	<ul style="list-style-type: none"> • Review State Aid Certification (When Available) • Establish Technology Budget for Following Year 	<ul style="list-style-type: none"> • Curriculum Committee Review of Curriculum Materials Proposed for Adoption (as needed) • Committee on American Civics Meeting 	<ul style="list-style-type: none"> • Establish Salaries for Administrators • Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) 	<ul style="list-style-type: none"> • Adopt Resolution Pertaining to Non-Resident Students • Review/Revise Policies 	<ul style="list-style-type: none"> • NRCSA Spring Conference 	<ul style="list-style-type: none"> • Discuss School Calendar • Monitor Proposed Legislation
April 7:00 PM	<ul style="list-style-type: none"> • Review State Aid Certification (When Available) 	<ul style="list-style-type: none"> • Consider Adoption of Curriculum and/or Textbooks for Subsequent Year 		<ul style="list-style-type: none"> • Review/Revise Policies 		<ul style="list-style-type: none"> • Adopt School Calendar • Review Report Required by State Statute 79-506
May 7:00 PM	<ul style="list-style-type: none"> • Review State Aid Certification (When Available) 	<ul style="list-style-type: none"> • Review Statewide Assessment Results (Writing) 		<ul style="list-style-type: none"> • Review/Revise Policies 	<ul style="list-style-type: none"> • Attend Graduation Ceremony 	

Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
June 7:00 PM		<ul style="list-style-type: none"> Year End Assessment and Curriculum Review Review School Improvement Plan Committee on American Civics Meeting 	<ul style="list-style-type: none"> Superintendent Evaluation (end of year) 	<ul style="list-style-type: none"> Review Bullying Prevention Policy Approve Student, Athletic, and Staff Handbooks 	<ul style="list-style-type: none"> Board Self-Assessment and Goal Planning NASB School Law Seminar 	
July 7:00 PM	<ul style="list-style-type: none"> Budget Committee Work Session Review Budget Authority and Allowable Reserve Percentage Certification 	<ul style="list-style-type: none"> Review Summer School Program Report 		<ul style="list-style-type: none"> Student Fees Policy Parent Involvement Policy 	<ul style="list-style-type: none"> NASB School Finance Workshop Review NASB Board Awards of Achievement NASB School Law Workshop 	<ul style="list-style-type: none"> Adopt Board Goals Review Report Required by State Statute 79-506
August 7:00 PM	<ul style="list-style-type: none"> Review Proposed Budget Review Certifications of District's Assessed Valuation 				<ul style="list-style-type: none"> NASB Area Membership Meeting 	<ul style="list-style-type: none"> Facilities Tour
September 7:00 PM	<ul style="list-style-type: none"> Budget Hearing Adopt Budget Tax Request Hearing Approve Tax Request for Fund Levies 	<ul style="list-style-type: none"> Review ACT Results Review School Improvement Plan Review Statewide Assessment Results (Reading, Math, Science) 	<ul style="list-style-type: none"> Consider HEA Request for Recognition as Bargaining Agent (if delivered to Board) 		<ul style="list-style-type: none"> NASA/NASB Labor Relations Conference 	<ul style="list-style-type: none"> Review Statewide Assessment Results (when available)
October 7:00 PM	<ul style="list-style-type: none"> Review Fall Enrollment Figures Prepare for Negotiations 		<ul style="list-style-type: none"> Consider HEA Request for Recognition as Bargaining Agent 			<ul style="list-style-type: none"> Review Annual Emergency Safety Plan Review Report Required by State Statute 79-506
November 5:00 PM	<ul style="list-style-type: none"> Audit Committee Review of Audit Report 	<ul style="list-style-type: none"> Review District Annual Report 	<ul style="list-style-type: none"> Distribute/Complete Superintendent Evaluation Begin Negotiations 		<ul style="list-style-type: none"> NASB/NASA State Education Conference 	
December 5:00 PM	<ul style="list-style-type: none"> Approve Fiscal Year Audit Report 	<ul style="list-style-type: none"> Review School Improvement Plan 	<ul style="list-style-type: none"> Approve Negotiated Agreement with HEA (Upon Mutual Acceptance))	<ul style="list-style-type: none"> Host Board/Staff Recognition Dinner

Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
	(November or December)		<ul style="list-style-type: none">• Superintendent Evaluation			

Revised February 2023

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

Number	
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Hemingford School District—Board of Education
Public Comment Request Card
Name:
District resident: <input type="checkbox"/> Yes <input type="checkbox"/> No
Address:
City/State/Zip Code:
Agenda Item or Topic to address:
Signature:

Notice of Primary Election

Notice is hereby given that on Tuesday the 12th day of May, 2026 at the usual polling places in the election precincts of Box Butte County, Nebraska, the Primary Election will be held. The polls will open at 7:00 a.m. and close at 7:00 p.m. Said election will be for nominating/electing candidates to various offices. Some races will not appear on the Primary Election (denoted by *), as the number of candidates filing for office did not exceed twice the number of vacancies; these candidates are declared nominated and will advance to the November 3, 2026 General Election, when candidates for township officers, village boards, reclamation district boards, public power district boards grossing under \$40 million, Class II schools, and educational service unit board members may be elected.

United States Senatorial Ticket

**United States Senator
Six Year Term**

Republican

Eric Mortimore
Pete Ricketts
Todd Knobel
Mac Stevens
Debb Axtell Schultz

Democratic

William J. Forbes
Cindy Burbank

Legal Marijuana NOW

Earl Starkey
Mike Marvin

Congressional Ticket

**Representative in Congress
District 3
Two Year Term**

Republican

David P. Huebner
Adrian Smith

Democratic

Becky Kelly Stille

Legal Marijuana NOW

David J. Else

State Ticket

Governor

Republican

Sheila J. Korth-Focken
Gary L. Rogge
Jim Pillen
Jacy Todd
Sal Holguin
John Walz

Democratic

Lynne Walz
Larry Marvin

Legal Marijuana NOW

Rick Beard
James J. Charvat III

Secretary of State

Republican

Bob Evnen
Scott Petersen

Democratic

Lee M. Cimfel
Sarah J. Slattery

State Treasurer

Republican

Joey Spellerberg

Democratic

Daniel Ebers

Attorney General

Republican

Mike Hilgers

Democratic

Jocelyn Brasher

Auditor of Public Accounts

Republican

Mike Foley

County Ticket

Clerk of District Court

Republican

Molly Ridgeway
Brett Kelly

***County Assessor**

Republican

Michelle Robinson

***County Attorney**

Republican

Marissa L. Curtiss

***County Clerk**

Republican

Martie Burke

***County Commissioner**

Republican

Michael Sautter
Brett Ditsch

Democratic

Larry Lee Scott Bolinger

***County Sheriff**

Republican

Ryan M. Dannar

***County Surveyor**

No Filing

***County Treasurer**

Republican

Valery Bell

***Public Defender**

No Filing

Non-Partisan Ticket

**State Board of Education
District 7**

Elizabeth Tegtmeier

***Western Community College
Board of Governors
District 3**

Allan Kreman

***Upper Niobrara White Natural
Resources District
Board of Directors
Subdistrict 1**

Larry Lee Scott Bolinger
Kevin Oligmueller

Subdistrict 2

Michael Strasburger

Subdistrict 3

David E. Kadlecek

Subdistrict 4

Tod M. Dorshorst

Subdistrict 5

Nancy Fisher

**Subdistrict 5
Two Year Term**

Ronald Bolze

At Large

Steven M. Sandberg

City Ticket

***Alliance City Council**

Scott Yates
Randall Hitchcock
Tearza Mashburn

**Alliance City Council
Six Month Term**

Scott Yates
Randall Hitchcock

School Ticket

***Alliance School District 6**

Timothy Richey
Edison Red Nest III

***Hemingford School District 10
Ward A**

Micki Votruba

Ward B

Justin Ansley

Ward C

Blanche Randolph

***Bayard School District 21**

Randy Eirich
Donna Stuart
Kort Gartrell
Kacie Clark

***Bridgeport School District 63**

James C. Lapaseotes
Jeffrey A. Pohl
Celine Hall

Proposed Constitutional Amendments and Initiatives, titles and text to be published by the Office of the Secretary of State, once a week for 3 weeks prior to the Primary Election.

I, Martie Burke, County Clerk of Box Butte County, do hereby certify that the persons whose names are printed in the certification have made personal filings and each has fulfilled all requirements of law and each is entitled to have their name printed upon the official ballot as a candidate for public office, as designated in the certification.

(Seal) Martie Burke
Box Butte County Clerk

Published in the Alliance Times-Herald
March 25, 2026



NEBRASKA EDUCATIONAL BUILDING ASSOCIATION
 C/O COUNTY OF BOX BUTTE
 SCHOOL DISTRICT 10
 911 NI OBRARA
 PO BOX 217
 HEMINGFORD NE 69348-0217

CHECKING ACCOUNT(S)

MONEY MARKET		Number of Enclosures	1
Account Number	18005980	Statement Dates	3/02/26 thru 3/31/26
Previous Balance	284,348.97	Days in the statement period	30
Deposits/Credits	.00	Average Ledger	277,948.97
1 Checks/Debits	12,000.00	Average Collected	277,948.97
Service Charge	.00	Interest Earned	344.73
Interest Paid	356.48	Annual Percentage Yield Earned	1.52%
Current Balance	272,705.45	2026 Interest Paid	7,770.74

ACTIVITY IN DATE ORDER

Date	Description	Amount	
3/16	Withdrawal	12,000.00-	272,348.97
3/31	Interest Deposit	356.48	272,705.45

INTEREST RATE SUMMARY

Date	Rate
3/01	1.509000%

*** Thank You ***

Debit		Checking Withdrawal	
Bank:	NEBRASKA BANK	Date/Time:	3/16/2026 2:59 PM
Branch #:	18	Workstation:	HEM TELLER
Branch Name:	HEMINGFORD BRANCH	HIN #:	95718223000216
Teller ID:	Z19JLC		
Drawer #:	18001		
Trans #:	28		
Misc:	Txn Cashier's Check,		
SIGNATURE: No Signature Captured			
AUXILIARY	R/T	ACCOUNT	PC/TC AMOUNT
	5553-0001	18005980	51 \$12,000.00

Check: 0 Amount: \$12,000.00 Date: 3/16/2026 Withdrawal

NEBA Project Update

April 13, 2026

Project Coordination Team

The project coordination team, including JEO and BD, along with our building committee and school representatives, has continued to meet biweekly. The project schematics are nearly complete, and we are now moving into the design phase.

Over the past month, the team has engaged in additional on-site planning and is coordinating with the Village of Hemingford utilities team and Black Hills Energy to plan for necessary utility adjustments for the project.

Continuity of Educational Operations Planning

We are working through plans to ensure continuity of educational operations during construction. That will involve moving some elementary instruction during the construction, but we are close to finalizing a plan for that in partnership with members of the school team. We are planning to move the current 2nd-grade classrooms into the existing 4th-grade classrooms during construction. We have a small 3rd-grade class and are looking to have 4th-grade teachers team-teach in room 421 (the former Distance Learning room) for the 2026-2027 school year.

We have identified a preferred location for relocating the existing maintenance building. It is proposed that the maintenance building be relocated to a space north of the future CTE addition. We will need to remove or relocate trees to make a route for bus service and to have room for the addition and relocation.



Proposed relocation of existing maintenance building

Report Required by State Statute 79-506

Regarding Board Member Purchase of Health Insurance

Hemingford Public Schools

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

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

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

March 16, 2026
Board of Education Regular Meeting Minutes

A regular meeting of the Board of Education of School District 07-0010 was called to order at 5:01 PM at South Campus by Justin Ansley. Notice of the meeting was given in advance through the Alliance Times-Herald. Board members were notified in advance of the meeting.

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

Motion by Brett Cullan to approve the Consent Agenda Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Blanche Randolph claims for March be approved as presented in the amount of General Fund: \$97,263.73 Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Micki Votruba Accept the resignation of Mrs. Michelle Kluver at the completion of the 2025-2026 school year Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Justin Ansley Accept the resignation of Mr. Brad Olson with an effective date of March 16, 2026 Seconded by Micki Votruba Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Trish Schumacher Accept the resignation of Mrs. Katie Kimball at the completion of the 2025-2026 school year Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Justin Ansley Accept the retirement of Mr. Todd Westover with many thanks for years of excellent service at the completion of the 2025-2026 school year and 9-12 summer school Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Micki Votruba approve the technology budget \$166,895 as presented Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Trish Schumacher Approve first reading of Following Policies: Proposed Revised 402.18 - USE OF SCHOOL FACILITIES AND EQUIPMENT BY SCHOOL EMPLOYEES, Proposed Revised 509.02 - OPEN NIGHT, Proposed Revised 1006.01 - COMMUNITY USE OF SCHOOL DISTRICT BUILDINGS, SITES AND EQUIPMENT Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Micki Votruba Adopt reading and math school improvement goals for the continuous improvement process as presented Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Blanche Randolph Approve annual service agreement for 2026-2027 with Educational Service Unit #13 Seconded by Micki Votruba Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Justin Ansley Approve the creation of the Director of Analytics and Operations position Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Brett Cullan Approve the reassignment of Mr. Eric Arneson to the Director of Analytics and Operations position beginning with the upcoming contract year (2026-2027) Seconded by Justin Ansley Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Brett Cullan Authorize the administration to post and fill the Elementary Principal position, contingent on board approval of a proposed candidate at a future board meeting Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Blanche Randolph Approve sale and disposal of obsolete equipment as presented Seconded by Rick Horstman Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

The board reviewed a student board representative report submitted by Cody Penaluna.

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

Policy review for the month was conducted for policies 406.50 through 411.53. The board will review policies 412.01 through the end of the 400 series for next month.

Meeting was adjourned at 6:38 PM.

The next regular meeting of the Hemingford Board of Education will be held on April 13th at 7:00 PM at South Campus.

Dr. Travis Miller
Superintendent

Blanche Randolph
Board Secretary

GENERAL FUND INVOICES/CLAIMS:

ADAMSON AUTOMOTIVE, 11,562.22, ALLIANCE TIMES HERALD, 44.55, AMAZON, 3,090.75, AMERICAN LEGION, 2,688.00, B&H PHOTO & VIDEO, 524.25, BIO CORPORATION, 358.27, BLACK HILLS ENERGY, 5,722.63, BLICK ART MATERIALS, 680.81, BLOEDORN'S LUMBER CO., 626.75, BUD'S PEST CONTROL, 175.00, COACH MASTERS, 7,118.66, CRESCENT ELECTRIC SUPPLY CO., 284.29, CRISIS PREVENTION INSTITUTE, INC, 2,499.00, CROSSROADS MUSIC, 3.33, CULLIGAN WATER CONDITIONING, 235.60, CULVER'S, 13.69, DARREN'S CARQUEST AUTO PARTS, 887.08, DAS STATE ACCOUNTING - CENTRAL FINANCE, 635.74, DAVE'S PHARMACY CENTRAL OFFICE, 1,824.86, DEAN JACOBS ADVENTURES, 1,500.00, DISCOVERY EDUCATION INC., 3,203.46, DOCUSHRED, 90.00, EAGLE CHEVROLET, 104.00, EAKES OFFICE SOLUTIONS, 33.60, ED PUZZLE, 11.50, EDUCATIONAL SERVICE UNIT #13, 7,806.97, FUEL TRIPS- ELAN, 309.48, H & H SANITATION, 475.00, HEMINGFORD CHAMBER OF COMMERCE, 100.00, HEMINGFORD CO-OP TELEPHONE CO, 1,109.07, HEMINGFORD MUNICIPAL UTILITIE, 8,821.92, HERNANDEZ, ALISHA, 99.17, HOLIDAY INN EXPRESS & SUITES LINCOLN DOWNTOWN, 135.00, HOLIDAY INN EXPRESS -- KEARNEY, 520.80, HOLIDAY INN KEARNEY, 129.95, HOMETOWN LEASING, 731.66, IDEAL LINEN AND UNIFORM, 269.84, IDEAL/BLUFFS FACILITY SOLUTIONS, 1,592.80, INNOVATIVE OFFICE SOLUTIONS, LLC, 679.89, JACKS REFRIGERATION SERVICE, 487.46, JOSTEN'S INC., 619.90, JW PEPPER & SON, INC, 161.19, KIMBALL MIDWEST, 880.26, KITTLEMAN, TRAVIS, 542.20, KRAMER, KRISTINA, 278.92, KSB SCHOOL LAW PC, LLO, 1,422.00, LEGACY COOP, 243.26, LINCOLN JOURNAL STAR, 31.99, LISA BRIGGS, OT, LLC, 3,066.75, LIVINGWORKS, 60.00, LORE, MIKAELA, 111.57, MAILCHIMP, 13.00, MATHESON TRI-GAS INC., 167.70, MOBY MAX, 96.00, NASB, 670.00, NE SAFETY CENTER, 250.00, OMNIFY BENEFITS, 195.20, ONE SOURCE BACKGROUND CHECK CO, 20.00, PARK BENCH, THE, 18.07, PRAIRIE STORAGE CONTAINERS, 300.00, PROTEX CENTRAL INC., 4,575.00, QUICKCARE MEDICAL SERVICES, 125.00, QUILL CORPORATION, 435.84, RABEN'S MARKET, 553.29, ROBERTS ELECTRIC INC., 3,770.51, ROCKY MOUNTAIN AIR SOLUTIONS, 38.15, SCHOOLHOUSE B & B, 325.00, SCREENCLOUD, 459.00, SIMON, 659.46, SOAR PEDIATRIC THERAPY, LLC, 2,490.97, SURETY BONDS, 40.00, TANDY LEATHER-RAPID CITY, 976.42, TEACHING COMPANIONS, 127.00, WALMART, 56.24, WESTCO, 5,321.84, WNCC, 974.95, **TOTAL, 97,263.73**

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2025 - 04/2026

Regular; Beginning Month 09/2025; Processing Month 04/2026; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	FUND BALANCE	729,592.06	0.00	0.00	(729,592.06)	0.00
05 704 1010	ATHLETICS / ACTIVITIES	(386,032.54)	31,503.14	412,905.39	41,437.31	36,807.02
05 704 1015	UNIFORMS	(7,000.00)	9,085.10	7,000.00	12,419.90	3,334.80
05 704 1020	ATHLETIC CLUB / CONCESSION STAND	0.00	19,761.84	22,914.67	5,547.23	8,700.06
05 704 1025	RANDOM DRUG TESTING	(2,000.00)	0.00	2,000.00	367.30	367.30
05 704 1030	CHEERLEADERS - FUNDRAISING	(3,011.94)	2,045.17	6,340.35	512.93	1,796.17
05 704 1035	FOOTBALL FUNDRAISING	0.00	11,711.86	14,768.00	6,270.21	9,326.35
05 704 1036	FOOTBALL	(12,000.00)	15,457.31	12,000.00	9,825.70	(5,631.61)
05 704 1040	VOLLEYBALL - FUNDRAISING	0.00	1,193.25	2,764.64	3,836.27	5,407.66
05 704 1041	VOLLEYBALL	(3,000.00)	4,298.98	3,000.00	1,701.24	(2,597.74)
05 704 1042	BOYS BASKETBALL FUNDRAISING	0.00	0.00	331.60	1,017.79	1,349.39
05 704 1043	BASKETBALL	0.00	12,670.00	0.00	918.62	(11,751.38)
05 704 1044	WRESTLING	(11,000.00)	19,468.50	11,500.00	4,596.91	(14,371.59)
05 704 1045	BOYS WRESTLING FUNDRAISER	0.00	8,037.02	5,798.93	4,431.25	2,193.16
05 704 1046	GIRLS WRESTLING FUNDRAISER	0.00	1,737.26	2,328.11	590.75	1,181.60
05 704 1050	XC FUNDRAISER	0.00	2,627.50	3,193.00	3,941.61	4,507.11
05 704 1051	XC	(3,800.00)	2,525.41	3,800.00	2,366.85	(158.56)
05 704 1052	GOLF	(3,800.00)	0.00	3,800.00	2,660.59	2,660.59
05 704 1053	GOLF FUNDRAISING	0.00	0.00	0.00	105.00	105.00
05 704 1054	TRACK	(12,000.00)	1,972.08	12,000.00	13,612.34	11,640.26
05 704 1055	TRACK FUNDRAISING	0.00	150.00	500.00	769.31	1,119.31
05 704 1056	GIRLS ATH FUNDRAISING	0.00	6,829.17	1,924.00	11,452.80	6,547.63
05 704 1057	GIRLS ON THE RUN	0.00	360.19	0.00	360.19	0.00
05 704 1060	UNIFIED SPORTS	0.00	116.95	800.00	2,082.31	2,765.36
05 704 1999	GRADUATED CLASSES	0.00	0.00	0.00	8,783.66	8,783.66
05 704 2023	CLASS OF 2023	0.00	0.00	0.00	69.81	69.81
05 704 2024	CLASS OF 2024	0.00	0.00	0.00	1,175.74	1,175.74
05 704 2025	CLASS OF 2025	0.00	0.00	0.00	2,180.89	2,180.89
05 704 2026	CLASS OF 2026	0.00	1,549.61	0.00	3,206.94	1,657.33
05 704 2027	CLASS OF 2027	0.00	0.00	799.00	3,148.14	3,947.14
05 704 2028	CLASS OF 2028	0.00	0.00	2,254.41	1,900.91	4,155.32
05 704 2029	CLASS OF 2029	0.00	0.00	2,340.24	1,224.64	3,564.88
05 704 2030	CLASS OF 2030	0.00	0.00	350.00	1,129.67	1,479.67
05 704 2031	FUND BALANCE	0.00	0.00	0.00	150.00	150.00
05 704 3010	WORLDSTRIDES	0.00	3,588.45	12,454.53	3,414.55	12,280.63
05 704 3012	ESPORTS	(2,000.00)	1,290.80	2,200.00	454.35	(636.45)

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2025 - 04/2026

Regular; Beginning Month 09/2025; Processing Month 04/2026; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 3013	eSPORTS FUNDRAISING	0.00	1,132.02	1,354.08	330.68	552.74
05 704 3015	SPEECH	(2,800.00)	649.66	2,800.00	760.93	111.27
05 704 3016	SPEECH FUNDRAISING	0.00	0.00	0.00	60.03	60.03
05 704 3020	ONE ACT	(1,475.52)	7,759.75	1,475.52	2,475.93	(5,283.82)
05 704 3021	ONE ACT - FUNDRAISING	0.00	141.56	4,157.50	2,792.77	6,808.71
05 704 3030	FFA	0.00	26,361.25	35,071.60	28,270.95	36,981.30
05 704 3035	PROJECT MATERIALS	0.00	1,469.75	7,000.00	10,500.34	16,030.59
05 704 3040	FCCLA	0.00	2,449.22	2,596.18	928.53	1,075.49
05 704 3050	NHS - HONOR SOCIETY	0.00	0.00	572.00	1,257.69	1,829.69
05 704 3070	MUSIC	0.00	162.00	306.44	4,676.49	4,820.93
05 704 3080	SCHOLARSHIPS	0.00	0.00	72.00	4,808.00	4,880.00
05 704 3090	STUCO - MIDDLE SCHOOL	0.00	597.10	195.49	3,886.98	3,485.37
05 704 3100	STUDENT COUNCIL - HS	0.00	1,411.88	868.37	2,061.66	1,518.15
05 704 3110	HOSA-HEALTH PROFESSIONS CLUB	0.00	250.31	0.00	989.17	738.86
05 704 3120	YEARBOOK	0.00	3,499.49	3,535.00	5,287.31	5,322.82
05 704 3150	4TH GRADE - JESPERSEN	0.00	0.00	0.00	3,400.97	3,400.97
05 704 3151	4TH GRADE FUNDRAISING	0.00	0.00	0.00	622.14	622.14
05 704 3200	SCIENCE	0.00	40.00	0.00	1,256.07	1,216.07
05 704 3535	SCIENCE OLYMPIAD	0.00	472.00	210.00	2,620.90	2,358.90
05 704 4010	COURTESY FUND	0.00	114.59	155.00	2,850.13	2,890.54
05 704 4020	ELEMENTARY TEACHERS	0.00	0.00	0.00	8,955.70	8,955.70
05 704 4021	ELEM PRINCIPAL FUND	0.00	0.00	0.00	1,822.11	1,822.11
05 704 4025	HIGH SCHOOL TEACHERS	0.00	0.00	0.00	8,077.81	8,077.81
05 704 4026	HS PRINCIPAL FUND	0.00	0.00	0.00	1,550.78	1,550.78
05 704 4040	MISC/STUDENT OPPORTUNITIES	0.00	122.66	70.00	3,759.07	3,706.41
05 704 4045	BOOKFAIR	0.00	1,351.99	1,229.31	5,451.10	5,328.42
05 704 4050	FINE ARTS & CULTURE CLUB	0.00	3,240.23	1,495.45	2,530.18	785.40
05 704 4060	HOPE SQUAD	0.00	1,893.89	633.52	5,445.15	4,184.78
05 704 4070	BOBCAT CARES	0.00	231.01	2,825.00	788.23	3,382.22
05 704 4075	CULTURE & CLIMATE	(2,000.00)	1,221.29	2,060.00	1,790.55	629.26
05 704 4080	BOBCAT BREW	0.00	3,484.69	8,278.96	0.00	4,794.27
Fund Total: 05		277,672.06	216,035.93	627,028.29	(451,920.00)	236,744.42

**Expenditure Report by Function/Object -
Summary**

04/10/2026 10:09 AM

Regular; Processing Month 04/2026

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01	GENERAL FUND								
0500	0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	3,628,556.45	306,258.63	2,350,132.61	64.88	1,278,423.84	0.00	4,160.62	1,274,263.22
1120	1120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1130	1130	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1140	1140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1150	VO AG PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1160	POVERTY PROGRAMS	76,575.00	18,656.72	150,066.66	195.97	(73,491.66)	0.00	0.00	(73,491.66)
1170	1170	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1180	1180	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1190	EARLY CHILDHOOD ED PROGRAMS	167,243.88	13,822.17	106,480.66	63.67	60,763.22	0.00	0.00	60,763.22
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	640,564.18	47,434.83	372,450.90	58.15	268,113.28	0.00	60.01	268,053.27
1212	1212	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1213	1213	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1252	1252	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1253	1253	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1291	SPED AGES 3-5	824.97	0.00	0.00	0.00	824.97	0.00	0.00	824.97
1292	SPED AGES 0-2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1300	SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2120	GUIDANCE SERVICES	172,856.32	10,815.64	93,189.53	53.91	79,666.79	0.00	0.00	79,666.79
2130	HEALTH SERVICES	67,028.63	1,112.09	4,593.14	6.85	62,435.49	0.00	0.00	62,435.49
2140	PSYCHOLOGICAL SERVICES	0.00	1,811.70	10,870.20	0.00	(10,870.20)	0.00	0.00	(10,870.20)
2141	PSYCHOLOGICAL SERVICES SPED SCHOOL AGE	32,764.91	0.00	1,811.70	5.53	30,953.21	0.00	0.00	30,953.21
2142	PSYCHOLOGICAL SERVICES SPED AGE 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2150	SPEECH & AUDIOLOGY SERVICES	1,037.34	0.00	0.00	0.00	1,037.34	0.00	0.00	1,037.34
2151	SPEECH & AUDIOLOGY SERV SPED SCHOOL AGE	52,622.34	10,348.03	84,514.99	160.61	(31,892.65)	0.00	0.00	(31,892.65)
2152	SPEECH & AUDIOLOGY SERV SPED AGE 3-5	32,218.68	0.00	0.00	0.00	32,218.68	0.00	0.00	32,218.68
2153	SPEECH & AUDIOLOGY SERV SPED AGE 0-2	16,113.42	0.00	0.00	0.00	16,113.42	0.00	0.00	16,113.42
2161	OT SERVICES SPED SCHOOL AGE	28,578.81	1,508.26	17,824.51	62.37	10,754.30	0.00	0.00	10,754.30
2162	OT SERVICES SPED AGE 3-5	1,549.88	163.22	1,602.96	103.42	(53.08)	0.00	0.00	(53.08)
2163	OT SERVICES SPED AGE 0-2	3,616.39	163.22	2,060.78	56.98	1,555.61	0.00	0.00	1,555.61
2171	PT SERVICES SPED SCHOOL AGE	15,983.76	1,499.08	12,744.04	79.73	3,239.72	0.00	0.00	3,239.72
2172	PT SERVICES SPED AGE 3-5	2,838.38	143.50	1,585.16	55.85	1,253.22	0.00	0.00	1,253.22
2173	PT SERVICES SPED AGE 0-2	3,616.38	55.40	253.57	7.01	3,362.81	0.00	0.00	3,362.81
2180	VISION SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2181	VISION SERVICES SPED SCHOOL AGE	13,388.38	956.25	5,900.70	44.07	7,487.68	0.00	0.00	7,487.68
2182	VISION SERVICES SPED AGE 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2190	OTHER PUPIL SUPPORT SERVICES	5,105.00	40.00	2,218.00	43.45	2,887.00	0.00	0.00	2,887.00
2210	IMPROVEMENT OF INSTRUCTION	3,800.16	0.00	0.00	0.00	3,800.16	0.00	0.00	3,800.16
2211	SCHOOL IMPROVEMENT	13,568.07	0.00	3,294.63	24.28	10,273.44	0.00	0.00	10,273.44
2212	INST STAFF CURR DEV	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2213	INST STAFF TRAINING	7,534.98	539.00	3,514.63	46.64	4,020.35	0.00	0.00	4,020.35
2214	IMPLEMENTATION OF STANDARDS	2,471.84	0.00	0.00	0.00	2,471.84	0.00	0.00	2,471.84
2220	LIBRARY/MEDIA SERVICES	46,977.23	6,252.02	74,548.61	158.69	(27,571.38)	0.00	0.00	(27,571.38)
2224	EDUCATIONAL TELEVISION SERVICES	25,644.46	2,080.20	17,061.47	66.53	8,582.99	0.00	0.00	8,582.99
2230	INSTRUCTION-RELATED TECHNOLOGY	90,697.48	14,579.22	40,220.35	56.97	50,477.13	0.00	11,451.64	39,025.49
2240	ACADEMIC STUDENT ASSESSMENT	14,913.75	185.00	185.00	1.24	14,728.75	0.00	0.00	14,728.75
2310	BOARD OF EDUCATION	61,230.39	323.97	32,222.82	55.84	29,007.57	0.00	1,970.72	27,036.85
2320	EXECUTIVE ADMINISTRATION	196,830.44	15,138.93	122,922.92	62.45	73,907.52	0.00	0.00	73,907.52
2330	DISTRICT LEGAL SERVICES	25,881.33	1,505.00	5,307.00	20.51	20,574.33	0.00	0.00	20,574.33
2410	OFFICE OF PRINCIPAL	435,936.40	35,514.35	287,244.82	65.99	148,691.58	0.00	446.60	148,244.98
2440	2440	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2500	2500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2510	GENERAL ADMIN-BUSINESS SERVICE	150,243.21	8,996.25	104,392.45	69.50	45,850.76	0.00	32.50	45,818.26

**Expenditure Report by Function/Object -
Summary**

04/10/2026 10:09 AM

Regular; Processing Month 04/2026

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
6998	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000	54,790.94	0.00	0.00	0.00	54,790.94	0.00	0.00	54,790.94
8002	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8010	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9000	980,832.83	948.09	7,584.72	0.77	973,248.11	0.00	0.00	973,248.11
01	8,902,899.00	604,364.44	4,875,130.93	55.07	4,027,768.07	0.00	27,515.71	4,000,252.36

**Expenditure Report by Function/Object -
Summary**

04/10/2026 10:09 AM

Regular; Processing Month 04/2026

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
02 DEPRECIATION FUND								
4700 BUILDING IMPROVEMENTS	326,838.00	0.00	0.00	0.00	326,838.00	0.00	0.00	326,838.00
9000 NON-PROGRAM EXPENDITURES	0.00	0.00	299,800.00	0.00	(299,800.00)	0.00	0.00	(299,800.00)
02 DEPRECIATION FUND	<u>326,838.00</u>	<u>0.00</u>	<u>299,800.00</u>	<u>91.73</u>	<u>27,038.00</u>	<u>0.00</u>	<u>0.00</u>	<u>27,038.00</u>

**Expenditure Report by Function/Object -
Summary**

04/10/2026 10:09 AM

Regular; Processing Month 04/2026

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
03	EMPLOYEE BENEFIT FUND								
0101	0101	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	107,546.00	0.00	0.00	0.00	107,546.00	0.00	0.00	107,546.00
2900	OTHER SUPPORT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9000	NON-PROGRAM EXPENDITURES	0.00	0.00	85,000.00	0.00	(85,000.00)	0.00	0.00	(85,000.00)
9999	9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
03	EMPLOYEE BENEFIT FUND	107,546.00	0.00	85,000.00	79.04	22,546.00	0.00	0.00	22,546.00

**Expenditure Report by Function/Object -
Summary**

04/10/2026 10:09 AM

Regular; Processing Month 04/2026

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
05								
0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2900	595,823.00	(996.00)	216,035.93	39.33	379,787.07	0.00	18,316.15	361,470.92
05	595,823.00	(996.00)	216,035.93	39.33	379,787.07	0.00	18,316.15	361,470.92

**Expenditure Report by Function/Object -
Summary**

04/10/2026 10:09 AM

Regular; Processing Month 04/2026

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
06	NUTRITION FUND								
0500	0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2300	2300	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3000	3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3100	FOOD SERVICE OPERATIONS	447,370.00	12,901.42	224,118.58	50.10	223,251.42	0.00	0.00	223,251.42
4000	4000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5000	DEBT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06	NUTRITION FUND	447,370.00	12,901.42	224,118.58	50.10	223,251.42	0.00	0.00	223,251.42

**Expenditure Report by Function/Object -
Summary**

04/10/2026 10:09 AM

Regular; Processing Month 04/2026

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance	
08	BUILDING FUND								
0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
2620	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
2670	0.00	0.00	509.99	0.00	(509.99)	0.00	0.00	(509.99)	
3552	38,798.00	0.00	0.00	0.00	38,798.00	0.00	0.00	38,798.00	
4200	267,536.48	0.00	68,617.00	25.65	198,919.48	0.00	0.00	198,919.48	
4300	76,575.00	0.00	0.00	0.00	76,575.00	0.00	0.00	76,575.00	
4600	0.00	0.00	8,900.00	0.00	(8,900.00)	0.00	0.00	(8,900.00)	
4700	626,084.11	0.00	50,719.00	8.10	575,365.11	0.00	0.00	575,365.11	
9000	2,634,637.41	0.00	0.00	0.00	2,634,637.41	0.00	0.00	2,634,637.41	
9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
08	3,643,631.00	0.00	128,745.99	3.53	3,514,885.01	0.00	0.00	3,514,885.01	

**Expenditure Report by Function/Object -
Summary**

04/10/2026 10:09 AM

Regular; Processing Month 04/2026

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
09	QCPUF								
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2670	SAFETY	130,975.00	0.00	0.00	0.00	130,975.00	0.00	0.00	130,975.00
9000	NON-PROGRAM EXPENDITURES	0.00	0.00	68,500.00	0.00	(68,500.00)	0.00	0.00	(68,500.00)
9999	9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
09	QCPUF	<u>130,975.00</u>	<u>0.00</u>	<u>68,500.00</u>	<u>52.30</u>	<u>62,475.00</u>	<u>0.00</u>	<u>0.00</u>	<u>62,475.00</u>

**Expenditure Report by Function/Object -
Summary**

04/10/2026 10:09 AM

Regular; Processing Month 04/2026

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
10	COOPERATIVE FUND								
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3512	DISTANCE EDUCATION INCENTIVE PAYMENTS	105,712.00	8,378.16	67,025.28	63.40	38,686.72	0.00	0.00	38,686.72
10	COOPERATIVE FUND	<u>105,712.00</u>	<u>8,378.16</u>	<u>67,025.28</u>	<u>63.40</u>	<u>38,686.72</u>	<u>0.00</u>	<u>0.00</u>	<u>38,686.72</u>

**Expenditure Report by Function/Object -
Summary**

04/10/2026 10:09 AM

Regular; Processing Month 04/2026

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
Grand Total:	14,260,794.00	624,648.02	5,964,356.71	42.14	8,296,437.29	0.00	45,831.86	8,250,605.43



Customer Service
 PO Box 11760
 Harrisburg, PA 17108-11760

ACCOUNT STATEMENT

For the Month Ending
March 31, 2026

Hemingford Public Schools

Client Management Team

NLAF Client Services Group

213 Market Street
 Harrisburg PA 17101
 1-877-667-3523
 csgmww@pfmam.com

Riley Hunter

Senior Managing Consultant
 1700 Farnam Street, 2nd Floor
 Omaha, NE 68102
 402-810-0819
 riley.hunter@pfmam.com

Contents

- Cover/Disclosures
- Summary Statement
- Individual Accounts

Accounts included in Statement

9300699 Hemingford Public Schools

Important Messages

NLAF will be closed on 04/03/2026 for Good Friday.

HEMINGFORD PUBLIC SCHOOLS
 KRISTY HANKS
 913 NIOBRARA
 HEMINGFORD, NE 69348

Online Access www.nlafpool.org

Customer Service 1-877-667-3523



Account Statement

For the Month Ending March 31, 2026

Important Disclosures

Important Disclosures

This statement is for general information purposes only and is not intended to provide specific advice or recommendations. PFM Asset Management ("PFMAM") is a division of U.S. Bancorp Asset Management, Inc. ("USBAM"), a SEC-registered investment adviser. USBAM is direct subsidiary of U.S. Bank National Association ("U.S. Bank") and an indirect subsidiary of U.S. Bancorp. U.S. Bank is not responsible for and does not guarantee the products, services or performance of PFMAM. PFMAM maintains a written disclosure statement of our background and business experience. If you would like to receive a copy of our current disclosure statement, please contact Service Operations at the address below.

Proxy Voting PFMAM does not normally receive proxies to vote on behalf of its clients. However, it does on occasion receive consent requests. In the event a consent request is received the portfolio manager contacts the client and then proceeds according to their instructions. PFMAM's Proxy Voting Policy is available upon request by contacting Service Operations at the address below.

Questions About an Account PFMAM's monthly statement is intended to detail our investment advisory activity as well as the activity of any accounts held by clients in pools that are managed by PFMAM. The custodian bank maintains the control of assets and executes (i.e., settles) all investment transactions. The custodian statement is the official record of security and cash holdings and transactions. PFMAM recognizes that clients may use these reports to facilitate record keeping and that the custodian bank statement and the PFMAM statement should be reconciled and differences resolved. Many custodians use a settlement date basis which may result in the need to reconcile due to a timing difference.

Account Control PFMAM does not have the authority to withdraw funds from or deposit funds to the custodian outside the scope of services provided by PFMAM. Our clients retain responsibility for their internal accounting policies; implementing and enforcing internal controls and generating ledger entries or otherwise recording transactions.

Market Value Generally, PFMAM's market prices are derived from closing bid prices as of the last business day of the month as supplied by ICE Data Services. There may be differences in the values shown for investments due to accrued but uncollected income and the use of differing valuation sources and methods. Non-negotiable FDIC-insured bank certificates of deposit are priced at par. Although PFMAM believes the prices to be reliable, the values of the securities may not represent the prices at which the securities could have been bought or sold. Explanation of the valuation methods for a registered investment company or local government investment program is contained in the appropriate fund offering documentation or information statement.

Amortized Cost The original cost of the principal of the security is adjusted for the amount of the periodic reduction of any discount or premium from the purchase date until the date of the report. Discount or premium with respect to short term securities (those with less than one year to maturity at time of issuance) is amortized on a straightline basis. Such discount or premium with respect to longer term securities is amortized using the constant yield basis.

Tax Reporting Cost data and realized gains / losses are provided for informational purposes only. Please review for accuracy and consult your tax advisor to determine the tax consequences of your security transactions. PFMAM does not report such information to the IRS or other taxing authorities and is not responsible for the accuracy of such information that may be required to be reported to federal, state or other taxing authorities.

Financial Situation In order to better serve you, PFMAM should be promptly notified of any material change in your investment objective or financial situation.

Callable Securities Securities subject to redemption prior to maturity may be redeemed in whole or in part before maturity, which could affect the yield represented.

Portfolio The securities in this portfolio, including shares of mutual funds, are not guaranteed or otherwise protected by PFMAM, the FDIC (except for certain non-negotiable certificates of deposit) or any government agency. Investment in securities involves risks, including the possible loss of the amount invested. Actual settlement values, accrued interest, and amortized cost amounts may vary for securities subject to an adjustable interest rate or subject to principal paydowns. Any changes to the values shown may be reflected within the next monthly statement's beginning values.

Rating Information provided for ratings is based upon a good faith inquiry of selected sources, but its accuracy and completeness cannot be guaranteed.

Shares of some local government investment programs and TERM funds are distributed by representatives of USBAM's affiliate, U.S. Bancorp Investments, Inc. which is registered with the SEC as a broker/dealer and is a member of the Financial Industry Regulatory Authority ("FINRA") and the Municipal Securities Rulemaking Board ("MSRB"). You may reach the FINRA by calling the FINRA Hotline at 1-800-289-9999 or at the FINRA website address <https://www.finra.org/investors/investor-contacts>. A brochure describing the FINRA Regulation Public Disclosure Program is also available from FINRA upon request.

Key Terms and Definitions

Dividends on local government investment program funds consist of interest earned, plus any discount ratably amortized to the date of maturity, plus all realized gains and losses on the sale of securities prior to maturity, less ratably amortization of any premium and all accrued expenses to the fund. Dividends are accrued daily and may be paid either monthly or quarterly. The monthly earnings on this statement represent the estimated dividend accrued for the month for any program that distributes earnings on a quarterly basis. There is no guarantee that the estimated amount will be paid on the actual distribution date.

Current Yield is the net change, exclusive of capital changes and income other than investment income, in the value of a hypothetical fund account with a balance of one share over the seven-day base period including the statement date, expressed as a percentage of the value of one share (normally \$1.00 per share) at the beginning of the seven-day period. This resulting net change in account value is then annualized by multiplying it by

365 and dividing the result by 7. The yields quoted should not be considered a representation of the yield of the fund in the future, since the yield is not fixed. **Average maturity** represents the average maturity of all securities and investments of a portfolio, determined by multiplying the par or principal value of each security or investment by its maturity (days or years), summing the products, and dividing the sum by the total principal value of the portfolio. The stated maturity date of mortgage backed or callable securities are used in this statement. However the actual maturity of these securities could vary depending on the level or prepayments on the underlying mortgages or whether a callable security has or is still able to be called.

Monthly distribution yield represents the net change in the value of one share (normally \$1.00 per share) resulting from all dividends declared during the month by a fund expressed as a percentage of the value of one share at the beginning of the month. This resulting net change is then annualized by multiplying it by 365 and dividing it by the number of calendar days in the month.

YTM at Cost The yield to maturity at cost is the expected rate of return, based on the original cost, the annual interest receipts, maturity value and the time period from purchase date to maturity, stated as a percentage, on an annualized basis.

YTM at Market The yield to maturity at market is the rate of return, based on the current market value, the annual interest receipts, maturity value and the time period remaining until maturity, stated as a percentage, on an annualized basis.

Managed Account A portfolio of investments managed discretely by PFMAM according to the client's specific investment policy and requirements. The investments are directly owned by the client and held by the client's custodian.

Unsettled Trade A trade which has been executed however the final consummation of the security transaction and payment has not yet taken place.

Please review the detail pages of this statement carefully. If you think your statement is wrong, missing account information, or if you need more information about a transaction, please contact PFMAM within 60 days of receipt. If you have other concerns or questions regarding your account, or to request an updated copy of PFMAM's current disclosure statement, please contact a member of your client management team at PFMAM Service Operations at the address below.

PFM Asset Management
Attn: Service Operations
213 Market Street
Harrisburg, PA 17101

NOT FDIC INSURED NO BANK GUARANTEE MAY LOSE VALUE



Account Statement - Transaction Summary

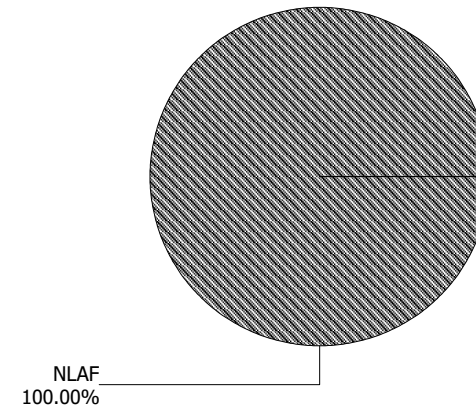
For the Month Ending **March 31, 2026**

Hemingford Public Schools - Hemingford Public Schools - 9300699

NLA	
Opening Market Value	468,367.00
Purchases	1,353.20
Redemptions	0.00
Unsettled Trades	0.00
Change in Value	0.00
Closing Market Value	\$469,720.20
Cash Dividends and Income	1,353.20

Asset Summary		
	March 31, 2026	February 28, 2026
NLA	469,720.20	468,367.00
Total	\$469,720.20	\$468,367.00

Asset Allocation	
NLA	100.00%





Account Statement

For the Month Ending **March 31, 2026**

Hemingford Public Schools - Hemingford Public Schools - 9300699

Trade Date	Settlement Date	Transaction Description	Share or Unit Price	Dollar Amount of Transaction	Total Shares Owned
NLAF					
Opening Balance					468,367.00
03/31/26	04/01/26	Accrual Income Div Reinvestment - Distributions	1.00	1,353.20	469,720.20
Closing Balance					469,720.20

	Month of March	Fiscal YTD September-March		
Opening Balance	468,367.00	459,915.84	Closing Balance	469,720.20
Purchases	1,353.20	9,804.36	Average Monthly Balance	468,410.65
Redemptions (Excl. Checks)	0.00	0.00	Monthly Distribution Yield	3.40%
Check Disbursements	0.00	0.00		
Closing Balance	469,720.20	469,720.20		
Cash Dividends and Income	1,353.20	9,804.36		

HEMINGFORD PUBLIC SCHOOLS

April 13, 2026

GENERAL FUND:

Statement Balance 03/31/26	\$ 1,210,221.95
G/F MM Statement Balance 03/31/26	\$ 2,217,931.80
3 Month CD-2094 Mat. 04-29-26	\$ 330,376.01
3 Month CD-0776 Mat. 05-28-26	\$ 334,126.31
3 Month CD-0962 Mat. 06-27-26	\$ 333,254.83
- Outstanding Checks	<u>\$ 69,972.12</u>

Balance 03/31/26 \$ 4,355,938.78

+ March Tax Receipts \$ 42,295.94

+ State Aid \$ 121,994.00

Subtotal \$ 4,520,228.72

April Bills: \$ 69,721.30

April Payroll: \$ 559,737.86

- Total April Expenses \$ 629,459.16

General Fund Balance: \$ 3,890,769.56

BUILDING FUND:

Statement Balance 03/31/26	\$ 591,693.86
Liquid Asset Fund (\$1,353.20 Dividend)	\$ 469,720.20
3 CD's : 6 Month CD-2604 Mat. 04-30-26	\$ 896,230.53
3 Month CD-0954 Mat. 06-27-26	\$ 555,424.73
3 Month CD-0784 Mat. 05-28-25	\$ 556,877.19
March Tax Receipts:	\$ 14,537.05
- Outstanding Checks	<u>\$ -</u>

Building Fund Balance: \$ 3,084,483.56

QCPUF:

Statement Balance 03/31/26	\$ 30,829.18
6 Month CD-3422 Mat. 09-16-26	\$ 69,811.97
March Tax Receipts:	<u>\$ 1,545.46</u>

QCPUF Fund Balance: \$ 102,186.61

Additional Non-Taxing Funds with Certificates of Deposit:

EBF:

Statement Balance 03/31/26	\$ 2,623.98
6 Month CD-3414 Mat. 09-16-26	\$ 86,627.99
EBF Balance:	<u>\$ 89,251.97</u>

DEPREC FUND:

Statement Balance 03/31/26	\$ 2,735.00
6 Month CD-3716 Mat. 06-17-2026	\$ 305,389.56
Depreciation Fund Balance:	<u>\$ 308,124.56</u>

04/10/2026 10:29 AM

Posted - All; Batch Description 3 Records Selected

User ID: KAH

Vendor Name	Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
21ST CENTURY EQUIPMENT	MOWER BLADE	84.72
Check Number 8415 Total	21ST CENTURY EQUIPMENT	84.72
ADAMSON AUTOMOTIVE	BUS REPAIR/MAINTENANCE	1,939.50
Check Number 8416 Total	ADAMSON AUTOMOTIVE	1,939.50
ALLIANCE TIMES HERALD	BOE LEGALS	115.60
Check Number 8417 Total	ALLIANCE TIMES HERALD	115.60
AMAZON	ENVELOPES	34.28
AMAZON	Glue for Science Department	97.21
AMAZON	Stencils and armature wire.	167.77
AMAZON	Kindred paperback books	86.00
AMAZON	CREDIT FOR DAMAGED BOARD	(338.06)
AMAZON	sewing/foods items	21.99
AMAZON	Master Schedule Whiteboard	343.84
AMAZON	Add'l Art Supply Items	59.95
AMAZON	BOOKS	58.44
AMAZON	AG ED SUPPLIES	37.89
AMAZON	MAINTENENCE SUPPLY	49.01
AMAZON	Scanner for K12 Docs	369.99
AMAZON	Annual Business Prime Fee	779.00
AMAZON	AG ED SUPPLIES	18.43
AMAZON	AG ED SUPPLIES	39.98
AMAZON	MAINTENENACE SUPPLY	15.99
AMAZON	Cord to connect two PAs	44.05
AMAZON	MAINTENANCE SUPPLY	8.54
Check Number 326 Total	AMAZON	1,894.30
BEAN BROKER COFFEE HOUSE	HIGH PLAINS BAND	67.65
Check Number 327 Total	BEAN BROKER COFFEE HOUSE	67.65
BLACK HILLS ENERGY	GAS	4,514.40
BLACK HILLS ENERGY	GAS	124.34
Check Number 8418 Total	BLACK HILLS ENERGY	4,638.74
BLOEDORN'S LUMBER CO.	MAINTENANCE SUPPLY	79.95
BLOEDORN'S LUMBER CO.	MAINTENANCE SUPPLIES	19.05
BLOEDORN'S LUMBER CO.	MAINTENANCE SUPPLY	75.44
BLOEDORN'S LUMBER CO.	MAINTENANCE SUPPLY	137.18
Check Number 8419 Total	BLOEDORN'S LUMBER CO.	311.62
BLUUM USA, INC.	26/27 Device Order	14,579.22
Check Number 8420 Total	BLUUM USA, INC.	14,579.22
BOX BUTTE AG SERVICE, INC	DISCUS RING METAL	290.25
Check Number 8421 Total	BOX BUTTE AG SERVICE, INC	290.25
BRIDGEPORT PUBLIC SCHOOLS	ACT Prep Workshop	185.00
Check Number 8422 Total	BRIDGEPORT PUBLIC SCHOOLS	185.00
BUD'S PEST CONTROL	PEST CONTROL	225.00
Check Number 8423 Total	BUD'S PEST CONTROL	225.00

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Vendor Name	Description	Amount
BURGER THEORY	JAG - OMAHA	20.40
Check Number 327 Total	BURGER THEORY	20.40
CAROLINA BIOLOGICAL SUPPLY CO	Butterfly Larva	120.24
Check Number 8424 Total	CAROLINA BIOLOGICAL SUPPLY CO	120.24
CHINAHOUSE	HIGH PLAINS BAND	52.43
Check Number 327 Total	CHINAHOUSE	52.43
CROWNS AWARDS	Medals for graduation	86.07
Check Number 8425 Total	CROWNS AWARDS	86.07
CULLIGAN WATER CONDITIONING	SOFT WATER RENTAL	29.95
CULLIGAN WATER CONDITIONING	SOFT WATER SERVICE	181.75
Check Number 8426 Total	CULLIGAN WATER CONDITIONING	211.70
CULVER'S	MUSIC CLINIC	36.13
Check Number 327 Total	CULVER'S	36.13
DARREN'S CARQUEST AUTO PARTS	MAINTENANCE SUPPLIES	107.24
Check Number 8427 Total	DARREN'S CARQUEST AUTO PARTS	107.24
DAS STATE ACCOUNTING - CENTRAL FINANCE	MAR PARTICIPATION FEE	317.87
Check Number 8428 Total	DAS STATE ACCOUNTING - CENTRAL FINANCE	317.87
EAKES OFFICE SOLUTIONS	CUSTODIAL SUPPLIES	218.40
EAKES OFFICE SOLUTIONS	MOPS	117.60
Check Number 8429 Total	EAKES OFFICE SOLUTIONS	336.00
ED PUZZLE	MONTHLY SCIENCE SUBSCRIPTION	11.50
Check Number 326 Total	ED PUZZLE	11.50
EDUCATIONAL SERVICE UNIT #10	SCIENCE OLYMPIAD REG FEE	85.00
Check Number 8430 Total	EDUCATIONAL SERVICE UNIT #10	85.00
EDUCATIONAL SERVICE UNIT #13	DL;INT;NEVA;PL;PYSCH;MIPS;SPED SUPERV;LO	6,361.71
Check Number 8431 Total	EDUCATIONAL SERVICE UNIT #13	6,361.71
EPS OPERATIONS, LLC	SPED supplies	339.46
Check Number 8432 Total	EPS OPERATIONS, LLC	339.46
FROST, JAKE	DOT PHYSICAL MILEAGE REIMB.	87.00
Check Number 8433 Total	FROST, JAKE	87.00
FUEL TRIPS- ELAN	FEB FUEL TRIPS	604.84
Check Number 327 Total	FUEL TRIPS- ELAN	604.84
GROSS, ALLEN	25-26 SAFETY REVIEW	393.00
Check Number 8434 Total	GROSS, ALLEN	393.00
HAMPTON INN	COUNSELOR CONF-CO	269.62
Check Number 327 Total	HAMPTON INN	269.62

Vendor Name	Description	Amount
HEMINGFORD CO-OP TELEPHONE CO	TELEPHONE/INTERNET	1,184.86
Check Number 8435 Total	HEMINGFORD CO-OP TELEPHONE CO	1,184.86
HEMINGFORD MUNICIPAL UTILITIE	UTILITIES	7,902.24
Check Number 8436 Total	HEMINGFORD MUNICIPAL UTILITIE	7,902.24
HERNANDEZ, ALISHA	MAR MILEAGE REIMB	117.77
Check Number 8437 Total	HERNANDEZ, ALISHA	117.77
HOLIDAY INN EXPRESS & SUITES - LINCOLN SOUTH	ART TRIP	372.00
Check Number 8438 Total	HOLIDAY INN EXPRESS & SUITES - LINCOLN SOUTH	372.00
HOLIDAY INN KEARNEY	NAEP CONFERENCE	149.95
Check Number 8439 Total	HOLIDAY INN KEARNEY	149.95
HOMETOWN LEASING	COPIER LEASE PYMT	365.83
Check Number 8440 Total	HOMETOWN LEASING	365.83
HONOR CORD CO, THE	HAL Honor Cords	29.50
Check Number 8441 Total	HONOR CORD CO, THE	29.50
HUSS AUTO REPAIR	OLD SUBURBAN	48.83
Check Number 8442 Total	HUSS AUTO REPAIR	48.83
IDEAL LINEN AND UNIFORM	CUSTODIAL SUPPLIES	134.92
IDEAL LINEN AND UNIFORM	CUSTODIAL SUPPLIES	134.92
Check Number 8443 Total	IDEAL LINEN AND UNIFORM	269.84
IDEAL/BLUFFS FACILITY SOLUTIONS	Vacuum Repair Parts	342.48
IDEAL/BLUFFS FACILITY SOLUTIONS	Custodial Supplies	800.31
Check Number 8444 Total	IDEAL/BLUFFS FACILITY SOLUTIONS	1,142.79
JACKS REFRIGERATION SERVICE	BLOWER MOTOR REPAIR	1,284.65
Check Number 8445 Total	JACKS REFRIGERATION SERVICE	1,284.65
JOSTEN'S INC.	HONOR MEDALS FOR GRADUATION	24.70
Check Number 8446 Total	JOSTEN'S INC.	24.70
JW PEPPER & SON, INC	District Music Contest/Concert/Supplies	14.00
Check Number 8447 Total	JW PEPPER & SON, INC	14.00
KRAMER, KRISTINA	MARCH MILEAGE REIMBURSEMENT	105.37
Check Number 8448 Total	KRAMER, KRISTINA	105.37
KSB School Law PC, LLO	LEGAL SERVICES	275.00
KSB School Law PC, LLO	LEGAL SERVICES	1,230.00
Check Number 8449 Total	KSB School Law PC, LLO	1,505.00
LEGACY COOP	MAINTENANCE SUPPLY	19.99
LEGACY COOP	SCIENCE SUPPLIES	86.91
Check Number 8450 Total	LEGACY COOP	106.90

Vendor Name	Description	Amount
LIFEGUARD MD, INC.	AED REPLACEMENT PADS;BATTERY	770.00
Check Number 8451 Total	LIFEGUARD MD, INC.	770.00
LINCOLN JOURNAL STAR	SUBSCRIPTION	31.99
Check Number 327 Total	LINCOLN JOURNAL STAR	31.99
LISA BRIGGS, OT, LLC	OT SERVICE/MILEAGE	1,834.70
Check Number 8452 Total	LISA BRIGGS, OT, LLC	1,834.70
LORE, MIKAELA	MARCH MILEAGE REIMBURSEMENT	117.77
Check Number 8453 Total	LORE, MIKAELA	117.77
MAILCHIMP	SUBSCRIPTION	13.00
Check Number 327 Total	MAILCHIMP	13.00
MARGARITAS MEXICAN RESTAURANT	JAG - OMAHA MTG	27.13
Check Number 327 Total	MARGARITAS MEXICAN RESTAURANT	27.13
MATHESON TRI-GAS INC.	HIGH PRESSURE - LARGE GAS	85.05
MATHESON TRI-GAS INC.	GAS - AG ED	265.60
Check Number 8454 Total	MATHESON TRI-GAS INC.	350.65
MCGRAW-HILL, LLC	Replacement Math Books for 7-8th gr.	1,612.16
Check Number 8455 Total	MCGRAW-HILL, LLC	1,612.16
MID-AMERICAN RESEARCH CHEMICAL	Custodial Supplies	334.02
Check Number 8456 Total	MID-AMERICAN RESEARCH CHEMICAL	334.02
MOBIUS COMMUNICATIONS CO	2ND QTR MONTORING FEE	600.00
Check Number 8457 Total	MOBIUS COMMUNICATIONS CO	600.00
MORAVA, LAUREN	25-26 TUITION REIMBURSEMENT	489.00
Check Number 8458 Total	MORAVA, LAUREN	489.00
NASB	2026 NAEP CONVENTION REGISTRATION	120.00
Check Number 8459 Total	NASB	120.00
NE AGRICULTURAL EDUCATIORS ASSOC (NAEA)	NAEA Dues	275.00
Check Number 8460 Total	NE AGRICULTURAL EDUCATIORS ASSOC (NAEA)	275.00
NE SECRETARY OF STATE	NOTARY RENEWAL	32.50
Check Number 327 Total	NE SECRETARY OF STATE	32.50
NEBRASKA DEPT OF EDUCATION	NDE Data Conference	175.00
Check Number 8461 Total	NEBRASKA DEPT OF EDUCATION	175.00
NEBRASKA HEALTH CARE ASSOCIATION	CNA test registrations	300.00
Check Number 327 Total	NEBRASKA HEALTH CARE ASSOCIATION	300.00
NEBRASKA TOTAL OFFICE	NOTARY STAMP	39.55
Check Number 8462 Total	NEBRASKA TOTAL OFFICE	39.55

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Vendor Name	Description	Amount
OMNIFY BENEFITS	PARTICIPATION FEE	97.60
Check Number 8463 Total	OMNIFY BENEFITS	97.60
PENS.COM	Custom pens for career fair	316.13
Check Number 327 Total	PENS.COM	316.13
PRAIRIE STORAGE CONTAINERS	APRIL STORAGE CONTAINER RENT	150.00
Check Number 8464 Total	PRAIRIE STORAGE CONTAINERS	150.00
PROTEX CENTRAL INC.	FIRE ALARM INSPECTIONS	843.00
PROTEX CENTRAL INC.	SOUTH CAMPUS FIRE ALARM INSPECTION	160.00
PROTEX CENTRAL INC.	NORTH DOOR ACCESS REPAIR	605.00
Check Number 8465 Total	PROTEX CENTRAL INC.	1,608.00
QUICKCARE MEDICAL SERVICES	DOT PHYSICAL	125.00
QUICKCARE MEDICAL SERVICES	DOT PHYSICAL	125.00
Check Number 8466 Total	QUICKCARE MEDICAL SERVICES	250.00
RABEN'S MARKET	25-26 Class Grocery Supply	475.47
Check Number 8467 Total	RABEN'S MARKET	475.47
RASMUSSEN MECHANICAL SERVICES, INC.	BOILER 783 RECIRCULATION PUMP MOTOR	559.51
Check Number 8468 Total	RASMUSSEN MECHANICAL SERVICES, INC.	559.51
ROCKY MOUNTAIN AIR SOLUTIONS	AG ED GAS RENTAL	36.20
Check Number 8469 Total	ROCKY MOUNTAIN AIR SOLUTIONS	36.20
SCHOOL NURSE SUPPLY, INC.	Nurse Supplies	342.09
Check Number 8470 Total	SCHOOL NURSE SUPPLY, INC.	342.09
SMASHBURGER	COUNSELOR CONF.	15.31
SMASHBURGER	COUNSELOR CONF.	20.97
Check Number 327 Total	SMASHBURGER	36.28
SOAR PEDIATRIC THERAPY, LLC	P/T SERVICE - MILEAGE	1,697.98
Check Number 8471 Total	SOAR PEDIATRIC THERAPY, LLC	1,697.98
STAR HERALD	2026 ELEM SUBSCRIPTION	399.99
Check Number 8472 Total	STAR HERALD	399.99
TRU BY HILTON	ALL STATE BAND LODGING	1,014.00
Check Number 8473 Total	TRU BY HILTON	1,014.00
U.S. POSTAL SERVICE	Shipping Labels for Magnet Exchange	57.40
Check Number 327 Total	U.S. POSTAL SERVICE	57.40
WALMART	Out of wood coasters for 7th grade.	43.84
Check Number 327 Total	WALMART	43.84
WALTERS, DANIELLE	Teaching Strategies Gold Registration	20.35
Check Number 8474 Total	WALTERS, DANIELLE	20.35
WESTCO	FUEL	7,059.95

Vendor Name	Description	Amount
Check Number 8475 Total WESTCO		<u>7,059.95</u>
WPCI	DOT TESTING	<u>38.00</u>
Check Number 8476 Total WPCI		<u>38.00</u>
Fund Number 01		<u>69,721.30</u>
Checking Account ID 1		<u>69,721.30</u>

Vendor Name	Description	Amount
Checking Account ID 6	Fund Number 06	NUTRITION FUND
CASH-WA DISTRIBUTING	FOOD SUPPLIES	2,128.78
CASH-WA DISTRIBUTING	FOOD SUPPLIES	420.06
CASH-WA DISTRIBUTING	FOOD SUPPLIES	945.75
CASH-WA DISTRIBUTING	FOOD SUPPLIES	500.57
CASH-WA DISTRIBUTING	FOOD SUPPLIES	4,238.15
CASH-WA DISTRIBUTING	FOOD SUPPLIES	360.64
CASH-WA DISTRIBUTING	FOOD SUPPLIES	1,109.45
CASH-WA DISTRIBUTING	FOOD SUPPLIES	515.69
CASH-WA DISTRIBUTING	FOOD SUPPLIES	(11.34)
Check Number 7294 Total	CASH-WA DISTRIBUTING	10,207.75
GROCERY KART	FOOD SUPPLY	7.92
Check Number 7295 Total	GROCERY KART	7.92
HILAND DAIRY	MILK	246.55
HILAND DAIRY	MILK	441.63
HILAND DAIRY	MILK	246.55
HILAND DAIRY	MILK	441.63
HILAND DAIRY	MILLK	198.68
HILAND DAIRY	MILK	242.95
HILAND DAIRY	MILK	(71.81)
HILAND DAIRY	MILK	294.42
Check Number 7296 Total	HILAND DAIRY	2,040.60
RABEN'S MARKET	FOOD SUPPLIES	8.37
Check Number 7297 Total	RABEN'S MARKET	8.37
US FOODS	FOOD SUPPLIES	3,306.50
US FOODS	FOOD SUPPLIES	71.72
US FOODS	FOOD SUPPLIES	5,222.24
Check Number 7298 Total	US FOODS	8,600.46
Fund Number 06		20,865.10
Checking Account ID 6		20,865.10

Policy Review and Update Services Agreement

This Policy Review and Update Services Agreement (“Agreement”) is entered into by and between the Nebraska Association of School Boards (“NASB”) and Hemingford Public Schools (“Client”), a Nebraska school district or Educational Service Unit.

1. Purpose. The purpose of this Agreement is to establish the terms under which NASB will provide policy review, policy updating, and related advisory services to assist the Client in maintaining legally compliant and effective board policies.
2. Policy and Review and Support Services. NASB agrees to provide ongoing policy review and support services for Client. Upon uploading Client’s policies into the NASB Online Publishing system, NASB will collaborate with Client to establish a regular, systematic review schedule for all policies. NASB will conduct periodic reviews consistent with the agreed schedule and will provide updates, recommendations, and general support regarding policy development, revision, and related questions as part of its regular services. Such services may include consultation with Client administrators regarding policy interpretation, policy organization, and best practices in policy governance.
3. Policy Updates. NASB has contracted with an outside law firm to draft required new and updated policies. NASB shall monitor applicable state and federal statutory law, regulatory or rule changes, and relevant case law developments affecting Nebraska school districts. When new policies or amendments to existing policies are required or recommended as a result of such changes, Perry Law Firm shall prepare or obtain such policies and promptly transmit them to Client. Client shall be responsible for reviewing, formally adopting, and uploading such policies into the Online Publishing Service. Following transmittal, NASB will be available to provide reasonable support and guidance to Client regarding the implementation and interpretation of the new or amended policies.
4. Client Responsibilities. Client acknowledges that NASB does not have authority to adopt policies on behalf of the Client and that final decisions regarding policy adoption rest solely with the Client’s governing board. Client agrees to:
 - a. Provide NASB with access to current board policies and related documents.
 - b. Review all policy recommendations provided by NASB.
 - c. Submit policies to the Client’s governing board for consideration and formal adoption.
 - d. Ensure that adopted policies are properly uploaded to the NASB Online Publishing system.
 - e. Designate a primary contact person for communication with NASB regarding policy services.
5. Term. This Agreement shall begin on _____ and shall be in effect until March 31 of each year (“Initial Term”). This agreement shall renew automatically for subsequent one (1) year Terms, commencing on April 1st of each year, (“Renewal Term(s)”) unless and until terminated as provided herein, or notice of non-renewal is provided in accordance with this Agreement.
6. Fees. Client agrees to pay NASB an annual fee of One Thousand Two Hundred and Fifty Dollars (\$1,250) for the services described in this Agreement. Payment shall be due within thirty (30) days of invoice unless otherwise agreed in writing. If in the initial term, the services are purchased between September 1 and March 31, the Client shall be charged a prorated amount of \$1,250. Client shall be invoiced on April first each year after the Initial Term for the full amount. NASB may raise this amount in subsequent Terms but shall notify the Client at least 30 days prior to the new Term.

7. Notice of Non-Renewal. Notwithstanding anything herein to the contrary, the Client may preclude the automatic renewal described in Paragraph 5 of this Agreement by providing written notice to NASB at least thirty (30) days prior to the commencement of the Renewal Term.
8. Ownership and Copyright. Client retains ownership of its adopted board policies. However, policy templates, drafts, and related materials developed or provided by NASB as part of this service are proprietary and copyrighted by NASB. Client may use such materials solely for its internal governance purposes and shall not reproduce, distribute, or provide such materials to third parties without the written consent of NASB.
9. Nature of Services. The services provided by NASB under this Agreement are advisory in nature. NASB does not provide legal representation to Client. Client is encouraged to consult with their own legal counsel regarding the adoption or interpretation of policies where appropriate.
10. Limitation of Liability. NASB shall exercise reasonable professional care in providing services under this Agreement. However, NASB shall not be liable for any indirect, incidental, or consequential damages arising from the Client's adoption, implementation, or interpretation of policies.
11. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.
12. Entire Agreement. This Agreement constitutes the entire agreement between the parties regarding the services described herein and supersedes any prior agreements or understandings, whether written or oral.

The above provisions are agreed to as of the Effective Date written above.

Organization Name: Hemingford Public Schools

Signature: _____

Name (print): Dr. Travis Miller

Title: Superintendent of Schools

Date: _____

For Use by NASB Only:

NASB Signature: _____

Name (print): Marcia Herring

Title: NASB Director of Board Leadership

Date: _____



NEBRASKA ASSOCIATION OF SCHOOL BOARDS
Policy Support Service



Nebraska Association of School Boards

Policy Support Service

Value of Service

The NASB Policy Support Service strengthens effective board governance by providing a clear, legally sound policy framework. Through this service, boards are equipped to lead with clarity, work in alignment with the superintendent, and engage in a structured, ongoing policy review process. This intentional approach promotes accountability, consistency in decision-making, and unified leadership, enhancing the board's ability to support district leadership and advance student outcomes.

The Nebraska Association of School Boards (NASB) has established a partnership with Perry Law Firm to provide enhanced policy services for Nebraska school districts. Through this collaboration, NASB and Perry Law Firm deliver a comprehensive policy system that combines high-quality, legally sound policy development with professional governance support.

Scope of Service

The NASB Policy Support Service provides a comprehensive system designed to support districts in the development, adoption, implementation, and ongoing maintenance of board policy. Services include:

- A complete board policy manual authored by Perry Law Firm.
- Ongoing policy updates aligned with legislative and regulatory changes.
- A structured policy review schedule to guide continuous governance work.
- Access to a digital policy platform (SOP, if applicable).
- Transition and implementation support.
- Governance-focused consultation to support board alignment and policy understanding.

Implementation Timeline

Upon execution of the NASB Policy Service Agreement, districts can expect a structured onboarding and implementation process:

Phase 1: Agreement and Onboarding (0–30 days)

- Execution of service agreement.
- Initial consultation with NASB.
- Delivery of policy manual and access to SOP (if applicable).

Phase 2: Transition and Setup (30–90 days)

- Upload and organization of policies (if utilizing SOP).
- Identification of district-specific policy needs.
- Establish a policy review schedule.

Phase 3: Ongoing Review and Updates (Annual Cycle)

- Continuous distribution of policy updates.
- Board engagement in scheduled policy review.
- Ongoing support from NASB.

Roles and Responsibilities

NASB Responsibilities

- Provide access to the *NASB Policy Manual authored by Perry Law Firm.
- Distribute timely policy updates aligned with legal and regulatory changes.
- Offer guidance and tools to support policy review and governance practices.
- Provide transition support and technical assistance (including SOP, if applicable).
- Serve as a resource for general policy questions and governance support.

Board/District Responsibilities

- Formally adopt policies in accordance with board procedures.
- Engage in the structured policy review process.
- Maintain alignment between board policy and district practices.
- Consult legal counsel when formal legal interpretation is required.
- Ensure timely consideration and adoption of policy updates.

Expanded Policy Service

As part of this initiative, NASB has partnered with SPARQ Data Solutions to integrate district policy manuals into SPARQ Online Publishing (SOP). SOP is a professional, web-based policy governance platform designed to enhance accessibility, improve organization, and support long-term policy management.

Policy Membership Options

Option I – Full NASB Policy Service | \$1,750 Annual Fee

This comprehensive service includes:

- Access to SPARQ Online Publishing (SOP).
- The *NASB Policy Manual authored by Perry Law Firm.
- Ongoing policy updates authored by Perry Law Firm.
- A structured policy review schedule.
- Transition support and technical assistance provided by NASB.

Option II – Policy Manual, Updates, and Policy Review Schedule | \$1,250 Annual Fee

This option includes:

- Access to the *NASB Policy Manual authored by Perry Law Firm.
- Ongoing policy updates authored by Perry Law Firm.
- The NASB policy review schedule.

Renewal and Annual Service Cycle

The NASB Policy Support Service operates on an annual subscription cycle aligned with the fiscal year of the district or NASB service agreement terms.

- Districts will receive annual renewal communication prior to the expiration of service.
- Continued access to updates and services is contingent upon renewal.
- Policy updates, review support, and platform access (if applicable) are provided throughout the active service period.

Frequently Asked Questions

Will the district be able to include district-specific policies?

Yes. District-specific policies may be incorporated into the board's policy manual and, if applicable, integrated within SOP.

Who should we contact with policy questions or needs?

NASB will continue to provide support for general policy questions and policy development. For matters requiring formal legal interpretation or advice, districts should consult their legal counsel.

When will districts be billed?

Following approval of the NASB Policy Service Agreement, NASB will invoice the district for the annual service fee and initiate the policy transition and implementation process.

How will new or revised policies be delivered?

Policy updates authored by Perry Law Firm will be distributed through NASB in a timely manner, aligned with legislative and regulatory changes.

Our policy manual needs significant revision. What does NASB recommend?

Many districts choose to adopt the *NASB Policy Manual as a fresh starting point. This approach provides a clean, comprehensive foundation and supports a more efficient and intentional policy review process.

Contacts

For transition and implementation support:

Lindsey Headrick

Administrative Specialist

lheadrick@nasbonline.org | 800-422-4572

For policy review services and general policy questions:

Marcia Herring

Director of Board Leadership

mherring@nasbonline.org | 402-450-5152

*NASB Policy Manual authored by Perry Law Firm

Morford's Decorating Center Inc.

1250 W. 6th Street

Chadron, Nebraska 69337

Phone: 308-432-3149

Fax: 308-432-3103

RE: Hemingford Schools

February 12, 2026

This is a quote to provide and install the following:

Room 419	\$7500.00
<ul style="list-style-type: none">• Tear out existing carpet• Floor Prep as necessary• Install new carpet tile (Side Stripe)• Install new carpet base	
Room 420	\$7500.00
<ul style="list-style-type: none">• Tear out existing carpet• Floor Prep as necessary• Install new carpet tile (Side Stripe)• Install new carpet base	
Room 421	\$11,400.00
<ul style="list-style-type: none">• Tear out existing carpet and VCT• Floor Prep as necessary• Install new LVT (Bolder 2.5)• Install new vinyl base	
Room 402	\$14,200.00
<ul style="list-style-type: none">• Tear out existing VCT• Floor Prep as necessary• Install new LVT (Bolder 2.5)• Install new vinyl base	
Room 406	\$10,700.00
<ul style="list-style-type: none">• Tear out existing VCT• Floor Prep as necessary• Install new LVT (Bolder 2.5)• Install new vinyl base	

High School Entrances C and D and the small restroom \$6500.00

- Tear out VCT, vinyl base and entrance mat
- Floor Prep as necessary – includes filling up the entry depression
- Install new WOC
- Install new LVT (Bolder 2.5) in the restroom
- Install new vinyl base

Gym Main Entry, Lobby and HC Restroom \$16,250.00

- Tear out existing VCT and entrance mat
- Floor Prep as necessary – includes filling up the entry depression
- Install new WOC with “H” design in the lobby
- Install new porcelain tile and tile base in the restroom
- Install new vinyl base

Gym NW and NE Entrances \$6950.00

- Tear out VCT and vinyl base
- Floor Prep as necessary
- Install new WOC in the NW entry and hall
- Install new LVT (Bolder 2.5) in NE entry and hall
- Install new vinyl base

Gym Floor Perimeter \$22,700.00

- Tear out VCT and vinyl base
- Floor Prep as necessary
- Install new LVT (Bolder 2.5)
- Install new vinyl base on North and South walls

Gym Boys and Girls Locker Rooms and Training Room \$18,250.00

- Tear out VCT and vinyl base
- Floor Prep as necessary
- Install new carpet tile (Side Stripe)
- Install new vinyl base

We look forward to helping you with this project. Please feel free to call at any time with any questions.

Thank You,
John Morford

JJPRATT ENTERPRISES, LLC

Estimate

PO BOX 551
Pine Bluffs, WY 82082

Date	Estimate #
2/11/2026	1892

Name / Address
Hemingford Public Schools 913 Niobrara Ave Hemingford, NE 69348 (308) 487-5215

Project

Description	Qty	Rate	Total
Install new painted black metal threshold around gym floor - includes product and labor 10' x 7" per section	310	38.00	11,780.00

Thank you, we appreciate your business.	Total	\$11,780.00
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PROPOSAL



**1328 AVENUE A
SCOTTSBLUFF, NE 69361**

PHONE: (308) 632-6184 ~ (800) 658-0557
FAX: (308) 632-2950

www.fisherroofinginc.com

Proposal Submitted To: HEMINGFORD PUBLIC SCHOOLS	Phone	Date 2/9/2026
Address: 911 NIOBRARA AVE HEMINGFORD, NE	Job Name / Location	
Contact:	Job Number	Page No. _____ of _____ Pages

We hereby submit specifications and estimates for:

NEW ROOF

PHASE I

1. TEAR OFF EXISTING ROOF
2. INSTALL 1/2 WOOD FIBER INSULATION
3. INSTALL BASE SHEET SET IN HOT ASPHALT
4. INSTALL DERBIGUM MODIFIED ROOF SYSTEM \$ 89,100.00
- OPTION: 3 INCH ISO INSULATION IN LIEU OF 1/2 WOODFIBER** **\$ 106,920.00**

PHASE II

1. TEAR OFF EXISTING ROOF
2. INSTALL 1/2 WOOD FIBER INSULATION
3. INSTALL BASE SHEET SET IN HOT ASPHALT
4. INSTALL DERBIGUM MODIFIED ROOF SYSTEM \$ 44,100.00
- OPTION: 3 INCH ISO INSULATION IN LIEU OF 1/2 WOODFIBER** **\$ 52,920.00**

PHASE III

1. TEAR OFF EXISTING ROOF
2. INSTALL 1/2 WOOD FIBER INSULATION
3. INSTALL BASE SHEET SET IN HOT ASPHALT
4. INSTALL DERBIGUM MODIFIED ROOF SYSTEM \$ 56,700.00
- OPTION: 3 INCH ISO INSULATION IN LIEU OF 1/2 WOODFIBER** **\$ 68,400.00**

TOTAL W/ 1/2 WOODFIBER \$ 189,900.00

TOTAL W/ 3" ISO \$ 228,240.00

All Tax Exempt Organizations need to provide us with a Purchasing Agent Appointment - Form 17

We Propose hereby to furnish material and labor -- complete in accordance with above specifications, for the sum of: _____ dollars (\$ _____)

Payment to be made as follows:

UPON COMPLETION

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.

Authorized Signature

Note: This proposal may be withdrawn by us if not accepted within 30 days.

Acceptance of Proposal -

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature: _____

Date of Acceptance: _____

Signature: _____



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Hemingford Public Schools, NE



Twin City Roofing & Sheet Metal Inc.
 925 East Country Club Rd
 Gering, NE 69341
 3086324534
 Mrterry_tcr@hotmail.com



ADDRESS

Hemingford School
 PO Box 217
 Hemingford, NE 69348

Estimate 3593

DATE 10/09/2025

EXPIRATION DATE 10/30/2025

DESCRIPTION	AMOUNT
911 Niobrara Ave Hemingford	189,835.21
Area A	
1. Remove rock ballest from roof & pile on owners property 2. Remove & dispose of existing membrane & insulation down to structural metal decking 3. Install 2 layers of 2.6in poly Iso insulation to achieve an R value of R-30 4. Install Carlisle Versico 1/2in HD underlayment board mechanically attached with screws & 3in plates 5. Install Carlisle Versico 60 mil EPDM fully adhered rubber roof system 6. Install EPDM flashing on all roof penetrations & seal 7. Install sheet metal edge flashing, termination flashing, cap metal & seal 8. Provide final clean up 9. Provide 20 year warranty	
Cost Deduct Option	
Provide scope as outlined above except leave the existing insulation in place & place new cover board & membrane over old insulation	
Deduct \$67,747.20	
Area B South Wing	77,494.27
1. Remove rock ballest from roof & pile on owners property 2. Remove & dispose of existing membrane & insulation down to structural metal decking 3. Install 2 layers of 2.6in poly iso insulation to achieve as R value of R 30 4. Install Carlisle Versico 1/2in HD underlayment board mechanically attached with screws & 3in plates 5. Install Carlisle Versico 60 mil EPDM fully adhered rubber roof system 6. Install EPDM flashing on all roof penetrations & seal 7. Install sheet metal edge flashing, termination flashing, cap metal & seal 8. Provide final clean up 9. Provide 20 year warranty	

Authorized Signature

DESCRIPTION**AMOUNT**

Cost Deduct Option

Provide scope as outlined above except leave the existing insulation in place & place new cover board & membrane over old insulation

Deduct \$27,987.20

Note: We do not replace chimney caps of any kind

To accept estimate please sign and return to.

Lshanks_tcr@hotmail.com

or

PO Box 812

Scottsbluff, NE 69363

TOTAL**\$267,329.48**

Accepted By

Accepted Date

Authorized Signature

WEST PINE TREE FARM

PO Box 423, 6691 Otoe Road
Alliance, Nebraska 69301

Bill 308-760-7976 Chance 308-760-6021

Estimate

NAME <i>Hemingford High School</i>					DATE <i>2-27-26</i>	
ADDRESS <i>P.O. Box 217</i>						
PHONE <i>Hemingford Ne. 760-2826</i>						
SOLD BY	C.O.	C.O.D.	CHARGE	ON ACCT.	MDSE. RET'D	
QTY.	DESCRIPTION				AMOUNT	
	<i>Spade trees out</i>					
	<i>North of Play</i>					
	<i>Ground move</i>					
	<i>to North west</i>					
	<i>side of Football</i>					
	<i>Field</i>				<i>\$</i>	<i>260⁰⁰₀₀</i>
	<i>Will Furnish</i>					
	<i>T-Post 3ea Tree</i>					
	<i>& Twine</i>					
	<i>Will be extra</i>					
	<i>costs if more</i>					
	<i>watering needs done</i>					
	<i>Total:</i>					
RECEIVED BY <i>Depends on amount</i>					TAX	
					TOTAL	

000706

of Trees Moved

Thank You

WJ Smith

All claims and returned goods MUST be accompanied by this bill.



R & J INDUSTRIES

P.O. Box 81 Alliance, Nebraska 69301 (308) 762- 4274

PROPOSAL

Date: March 24, 2026

<p>PROPOSAL SUBMITTED TO:</p> <p>Hemingford Public Schools</p>	<p>DESCRIPTION OF JOB:</p> <p>Job: concrete work</p> <p>Address: Hemingford Schools</p> <p>City: Hemingford</p> <p>Phone:</p>
--	--

We Hereby Submit specifications and estimates for:

Install a 30'x 40', 6" thick concrete building pad with an 18"x 12" perimeter reinforced concrete footing. Perimeter will have a 8"wide x 24" tall stem wall to allow for taller overhead doors. Concrete for the floor will be a 6 Sack, 80-20 mix with fibermesh reinforcing material added. Surface of floor will have a power trowel finish.

Install a 20'x 30', 6" thick concrete approach pad on one end of bulding. Concrete will be a 6 Sack, 90-10 mix and surface will have a light broom finish.

Labor & materials --- \$34,400.00

The above prices include the following: subgrade preparation, forming, compacting, concrete, jointing, finishing, curing, and cleanup. The estimate is for completing the job as described above. It is based on our evaluation and does not include material price increases or additional labor and materials which may be required should unforeseen problems or adverse weather conditions arise after the work has started.

Acceptance of Proposal - the above prices, specifications and conditions are satisfactory and are hereby accepted.

Date Accepted _____ Signature _____

402.18 - USE OF SCHOOL FACILITIES AND EQUIPMENT BY SCHOOL EMPLOYEES

The superintendent may approve use of school facilities, equipment and other resources by school employees except for those activities which result in personal or corporate gain. Employee personal use of district resources shall not interfere with the operations of the district or any of its educational programs, extra-curricular activities, youth activities, or approved community use, and must not create any significant expense to the district. School vehicles shall not be available for personal use except as provided in individual employee contracts.

Employees are allowed to use public resources within the statutory definition of “incidental” or “de minimis” use for purposes such as research or communication that would otherwise be prohibited by state or federal statutes.

In some cases, employee use of district resources may result in the need to report such use as additional compensation in accordance with IRS codes. The superintendent will inform business personnel when he/she is aware of employee use of district resources requiring such reporting.

Cross Reference: 1006.01 Community Use of School Bldgs., Sites and Equip.

Approved:

Reviewed: 5-13-2024, 1-12-2026

Revised:

1006.01 - COMMUNITY USE OF SCHOOL DISTRICT BUILDINGS, SITES AND EQUIPMENT

School District facilities, sites and equipment will be made available to local nonprofit entities without charge. "Entities" shall include organizations, groups and individuals and their agents. Such use will be permitted only when the use does not interfere with or disrupt the education program, ~~or~~ a school-related activity, or youth activities, and the use is consistent with state law, and will end no later than midnight, with the exception of post-prom activities when approved. It is within the discretion of the board to selectively allow for-profit entities to use school district facilities, sites and equipment on a fee basis. It shall be within the discretion of the superintendent to allow use of school district facilities, sites and equipment on Sundays or holidays.

Those who wish to use school district facilities, sites or equipment must apply at the superintendent's office. It shall be the responsibility of the superintendent to determine whether the school district facility or equipment requested is available and whether the application for use meets board policy and administrative regulations. It shall be the responsibility of the superintendent to provide application forms, obtain proof of insurance, and draw up the contract (when required) for use of school district facilities, sites and equipment.

A school district employee shall supervise use of school district facilities, sites and equipment by entities unless special prior arrangements are made with the superintendent. The school district employee shall not accept a fee from the entity using school district facilities and equipment. If appropriate, the school district employee will be paid by the school district.

Entities that use school district buildings or sites must leave the building or site in the same condition it was in prior to its use. Entities that use school district equipment must return the equipment in the same working condition it was in prior to its use. Inappropriate use of school district facilities, sites or equipment may result in additional fees charged to, or the inability of, the entity to use school district facilities, sites or equipment in the future.

Legal Reference: Good News Club v. Milford

Cross Reference: 705.02 Usage Fees, Admissions and Royalties
904.02 Lease, Sale or Disposal of School District Buildings
and Sites
1001.00 Principles and Objectives for Community Relations

Approved:

Reviewed: 12-11-2023, 8-11-2025

Revised:

509.02 - OPEN NIGHT

In keeping with good community relations, student school activities for students in grades 7-12 will not be scheduled on Wednesday night beyond 6:00 p.m. whenever possible. It shall be the responsibility of the principal to oversee the scheduling of school activities for compliance with this policy.

Cross Reference: 1001 Principles and Objectives for Community Relations

Approved:

Reviewed: 01/09/2023, 12/16/2024

Revised:



PowerSchool Group LLC
 150 Parkshore Dr.
 Folsom CA 95630

Quote #: Q-227213-1
Quote Expiration Date: 20-MAY-2026

Sales Quote - This Is Not An Invoice

Prepared By: Reed Mills
Customer Name: Hemingford Public School
Enrollment: 384

Contract Term: 36 Months
Start Date: March 31, 2026
End Date: March 30, 2029
Payment Terms: Net 30

Customer Contact: Eric Arneson
Title: Principal
Address: PO Box 217,
 913 Niobrara
 Hemingford
City: Hemingford
State/Province: Nebraska
Zip Code: 69348
Phone #: 308-487-3330
Pricing Vehicle Contract #:

Contract Term : March 31, 2026 to March 30, 2029

Quote Summary

License and Subscription Period(s)	License and Subscription	Implementation/ Training	Total
Subscription Period 1: March 31, 2026 to March 30, 2027	USD 3,998.44	USD 3,725.00	USD 7,723.44
Subscription Period 2: March 31, 2027 to March 30, 2028	USD 4,198.36	USD 0.00	USD 4,198.36
Subscription Period 3: March 31, 2028 to March 30, 2029	USD 4,408.29	USD 0.00	USD 4,408.29
Total Contract : March 31, 2026 to March 30, 2029	USD 12,605.09	USD 3,725.00	USD 16,330.09
Total Discount			USD 13,135.42

Period 1 : March 31, 2026 to March 30, 2027

License and Subscription Fees

Product Description	Quantity	Unit	Price
MyPowerHub Messaging Two-Way SMS- Initial 320 Characters	425.00	Students	USD 398.44
Messaging for PowerSchool SIS	425.00	Students	USD 1,350.00
Connect for PowerSchool SIS	425.00	Students	USD 0.00
SchoolMessenger Communicate	425.00	Students	USD 1,875.00
SchoolMessenger SecureFile	425.00	Students	USD 375.00
License and Subscription Fees :			USD 3,998.44

Professional Services and Setup

Product Description	Quantity	Unit	Price
Messaging Deployment	1.00	Each	USD 120.00
MyPowerHub Portal Deployment	1.00	Each	USD 480.00
Connect Deployment	1.00	Each	USD 0.00
SchoolMessenger SecureFile Add On Deployment	1.00	Each	USD 240.00
SchoolMessenger Communicate Basic Deployment	1.00	Each	USD 1,260.00
Professional Services and Setup :			USD 2,100.00

Training Services

Product Description	Quantity	Unit	Price
Unified Home Training Remote	6.00	Hour	USD 975.00
Unified Home Training Remote	4.00	Hour	USD 650.00
			Training Services : USD 1,625.00

Term 1 Total Fees : USD 7,723.44

Period 2 : March 31, 2027 to March 30, 2028

License and Subscription Fees

Product Description	Quantity	Unit	Price
MyPowerHub Messaging Two-Way SMS- Initial 320 Characters	425.00	Students	USD 418.36
Messaging for PowerSchool SIS	425.00	Students	USD 1,417.50
Connect for PowerSchool SIS	425.00	Students	USD 0.00
SchoolMessenger Communicate	425.00	Students	USD 1,968.75
SchoolMessenger SecureFile	425.00	Students	USD 393.75
			License and Subscription Fees : USD 4,198.36

Period 3 : March 31, 2028 to March 30, 2029

License and Subscription Fees

Product Description	Quantity	Unit	Price
MyPowerHub Messaging Two-Way SMS- Initial 320 Characters	425.00	Students	USD 439.28
Messaging for PowerSchool SIS	425.00	Students	USD 1,488.38
Connect for PowerSchool SIS	425.00	Students	USD 0.00
SchoolMessenger Communicate	425.00	Students	USD 2,067.19
SchoolMessenger SecureFile	425.00	Students	USD 413.44
			License and Subscription Fees : USD 4,408.29

Total Contract Amount: : USD 16,330.09

Estimated Annual Ongoing Fees as of March 31, 2029 - Fees subject to an annual uplift, which will be reflected on a renewal quote

License and Subscription Fees

Product Description	Quantity	Unit	Price
MyPowerHub Messaging Two-Way SMS- Initial 320 Characters	425.00	Students	USD 439.28
Messaging for PowerSchool SIS	425.00	Students	USD 1,488.38
Connect for PowerSchool SIS	425.00	Students	USD 0.00
SchoolMessenger Communicate	425.00	Students	USD 2,067.19
SchoolMessenger SecureFile	425.00	Students	USD 413.44
			License and Subscription Fees : USD 4,408.28

Subscription Start and End Dates shall be as set forth above. The Start Date may be delayed based upon the date that PowerSchool receives this executed quote or Customer's purchase order if one is needed. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then-current rates and enrollment per existing terms of the executed agreement between Customer and PowerSchool. Any applicable sales or other tax has not been added to this quote. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote. All invoices shall be sent to Customer upon or promptly after execution of this quote, unless otherwise set forth in the applicable statement of work or executed agreement between the parties (e.g., services billed on time and material basis will be invoiced when such services are incurred).

All purchase orders must include the exact quote number of this quote. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions of this quote or any agreement executed between the parties. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will expire after 12 months.

If Customer pays in advance for any professional services, all professional services must be scheduled and delivered within twelve (12) months of the applicable quote start date, unless otherwise agreed in writing by PowerSchool; any portion of any prepaid amount for professional services that has not been used within such twelve (12) month period will be forfeited.

This quote incorporates any statement of work attached hereto. By execution of this quote, or its incorporation, this and future purchases of subscriptions or services from PowerSchool are subject to and incorporate the terms and conditions found at: https://www.powerschool.com/MSA_2024

By either (i) executing this quote or (ii) accessing the services described on this quote, Customer agrees that after the contract term of this quote, the subscription for such services will continue for successive twelve (12) month subscription periods on the same terms and conditions as set forth herein, subject to a standard annual price uplift, unless Customer provides PowerSchool with a written notice of its intent not to renew at least sixty (60) days prior to the end of the applicable current contract term.



Statement of Work

Purpose of Document

The purpose of this Statement of Work (“SOW”) between PowerSchool Group LLC (“PowerSchool”) and Customer (“You”, “Your”) is to outline the process, approach, and completion criteria for each step of the process to implement PowerSchool. This document covers the roles and responsibilities of the PowerSchool Project Manager, Implementation Specialist(s), and Customer in each step of the PowerSchool implementation process, serving as an outline of services PowerSchool is expected to deliver. This SOW calls out specific functional areas of PowerSchool that are covered for implementation services and level of coverage.

Successful implementation of new software requires proven project management and methodology. The timeline will be mutually adapted within a project management tool between PowerSchool and the Customer. PowerSchool provides a comprehensive package of services designed to ensure Your PowerSchool deployment project meets Your unique needs and expectations. Additional training, consulting and customization services can be purchased to help augment additional needs You may have with Your PowerSchool deployment. The delivery of Professional Services contained in this document will be provided remotely. If travel is required, all travel related expenses will be invoiced as incurred.

We will partner with You and be Your liaison to PowerSchool during the implementation. You will have a project team to help you, as a Customer, connect to other PowerSchool services and support, while also providing project planning, communication, project execution, and product specialist consulting. For a successful PowerSchool implementation, it is important that You understand the responsibilities, carve out the time required and keep on pace with the timeline. This will involve gathering information, helping Your team come to agreement on configuration and data standardization, your own product training and monitoring other staff assigned training for completion, adjusting desk level procedures, and planning for go live among several other tasks. The overall steps included in a project are outlined below.

This Statement of Work is subject to the terms and conditions of the current master agreement between the parties and any associated policies, pursuant to which PowerSchool has licensed the PowerSchool application to the Customer.



General Assumptions

1. Implementation services will be delivered remotely unless onsite services are purchased separately.
2. Client is to provide a data extract to PowerSchool in accordance with Tiered Service package selected (if needed).
3. Implementation timeline is stated within the Planning Phase, extending the timeline may require the customer to purchase additional services.
4. Implementation services are completed when delivered and the deliverable acceptance procedure is complete.
5. Additional services are available and can be purchased for items out of the scope of implementation (see Project Change Control and Escalation Change Procedure section of this document).
6. Customer will adhere to the active PowerSchool Cancellation Policy. “Services Cancellation: Licensee shall pay a cancellation charge equal to fifty percent (50%) of the services fee and any non-refundable expenses incurred by PowerSchool if Licensee cancels any scheduled professional services less than fourteen (14) days before the occurrence of any service dates that PowerSchool has scheduled at Licensee’s request.”
7. Customer must identify a designated Customer project lead before the project kick-off meeting. The Customer project lead will be responsible for delivering all sections of the “Customer Responsibilities” included in the SOW in a complete manner within the project timeline.
8. The designated Customer project lead should be an employee of the organization implementing PowerSchool. Customers that hire third-party organizations to act on the behalf of the Customer for implementation may be required to sign a waiver form provided by PowerSchool, indicating that the third-party organization is authorized to act on the Customer’s behalf when interacting with PowerSchool. The Customer will be responsible for maintaining proper communication channels with third party organizations hired by the Customer.
9. All sign offs must be done by an employee and designated signatory of the Customer. Third party entities engaged by the Customer are not acceptable signatories for any project sign offs.
10. The PowerSchool Project Manager and/or Application Specialist will guide Customer to available procedures, guidelines, standards, reference materials and system/application documentation.
11. Implementation Services is assuming the product will be deployed as-is, items outside of Scope of Work must go through the change control procedures (see Project Change Control and Escalation Procedure in this document).

Deliverables Acceptance Procedure

Deliverables Acceptance

This Statement of Work outlines PowerSchool deliverables for each phase of the implementation project in the PowerSchool Objections and Completion Criteria sections. Each deliverable will be reviewed and accepted in accordance with the following procedure:

- Deliverable will be submitted or delivered to the Customer project lead or designated Customer team member. It is the Customer project lead's responsibility to review and accept deliverable as complete.
- Within six (6) business days of completion of the project the Customer project lead will either accept the final deliverables or provide the PowerSchool implementation specialist a written list of objections. If no response from the Customer project lead is received within six (6) business days, then the deliverables will be deemed accepted, unless the Customer requests an extension.
- The PowerSchool implementation specialist will consider the Customer's objections within the context of PowerSchool's obligations as stated within this Statement of Work. Revisions agreed to by PowerSchool will be applied at which time the deliverables will be reviewed within six (6) business days and the Customer project lead either will accept the deliverables or provide the PowerSchool implementation specialist a written list of objections. If no response is received within six (6) business days, then the deliverables will be deemed accepted, unless the Customer requests an extension.
- Customer objections that are not agreed to by PowerSchool will be managed in accordance with the Project Change Control Procedure described below. If resolution is required to a conflict arising from Customer's objection to a deliverable, the Customer and PowerSchool will follow the Escalation Procedure described below.
- All deliverables required to be delivered hereunder are considered to be owned by PowerSchool with unlimited internal use by the Customer, unless otherwise noted.

Project Change Control and Escalation Procedure

Project Change Control

The following process will be followed if additional services to this Statement of Work are required or desired.

- A Project Change Request (PCR) will be the vehicle for communicating change. The PCR must describe the change, rationale for the change and the effect the change will have on the project.
- The designated Customer project lead will review the proposed change and recommend it for further investigation or reject it. A PCR must be signed by the authorized Customer project lead to authorize quote for additional services. If the Customer accepts additional services and charges, a change to the original purchase order or new purchase order is required. Change to this Statement of Work through additional addendum will authorize additional scope and work.
- A written Change Authorization and/or PCR must be signed by authorized representatives from both parties to authorize implementation of the investigated changes. Until a change is agreed upon in writing, both parties will continue to act in accordance with the latest agreed version of the SOW.

Customer Escalation Procedure

The following procedure will be followed if resolution is required for a conflict arising during the project

- **Level 1:** Customer project lead will notify PowerSchool Project Manager via email with details of escalation.
- **Level 2:** If the PowerSchool Project Manager cannot provide resolution or path to resolution five (5) business days from receipt of level 1 escalation email, the Customer project lead will notify PowerSchool manager via email to – pmleadership@powerschool.com
- **Level 3:** If the concern remains unresolved after Level 2 intervention, resolution will be addressed in accordance with Project Change Control Procedure or termination of this SOW under the terms of the Contract.

During any resolution, PowerSchool agrees to provide services related to items not in dispute, to the extent practicable, pending resolution of the concern. The Customer agrees to pay invoices per the Contract, as rendered.

PowerSchool MyPowerHub Messaging Deployment

Initiation

PowerSchool Activities

- Provide intake information and Statement of Work
- Identify PowerSchool Project Team
- Confirm MyPowerHub Portal prerequisite status
- Conduct project Kickoff Meeting (may be combined with a holistic kickoff if Messaging is part of a bundled solution)
- Notify of milestone completion

Customer Activities

- Review SOW
- Identify Customer Project Team
- Participate in the Kickoff Meeting

Completion Criteria

Deliverables	Description	PowerSchool	Customer
SOW Review	Delivery and review of the intake materials and SOW	Responsible	Informed
Kickoff Meeting	Project overview and confirmation of prerequisites	Responsible	Consulted

Discovery

PowerSchool Activities

- Validate deployment readiness of MyPowerHub Portal
- Conduct discovery discussion as needed regarding Messaging use and role settings
- Conduct Project Status meeting (if applicable)
- Notify of milestone completion

Customer Activities

- Participate in discovery discussions
- Review any discovery notes or confirmations
 - Any contestation must be submitted in writing within three (3) business days
- Attend Project Status meetings (if applicable)

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Discovery Notes	Confirmation of prerequisites and messaging related configuration inputs	Responsible	Consulted
Project Status (if applicable)	Progress session and report per milestone	Responsible	Informed

Configuration

PowerSchool Activities

- Activate Messaging within the MyPowerHub Portal
- Conduct Messaging Configuration / Overview session with Customer (up to 30 minutes; may be 1 hour combined if bundled with Connect)
- Perform internal QA
- Deliver Verification Checklist
- Conduct Project Status meeting
- Provide Project Status report
- Notify of milestone completion

Customer Activities

- Attend Messaging Configuration / Overview session
- Update messaging settings in MyPowerHub (assign roles authorized to initiate messages)
- Respond to any inquiries from the PowerSchool team during configuration
- Review Verification Checklist
- Attend Project Status meeting
- Review Project Status report

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Quality Assurance Report	Internal PowerSchool quality assurance checklist	Responsible	Consulted
Verification Checklist	Completed Customer verification checklist	Consulted	Responsible
Project Status	Progress session and report per milestone	Responsible	Consulted

Testing

PowerSchool Activities

- Schedule and conduct the Solutions Deliverables / Project Closure Meeting (30 minutes; may be combined with other MyPowerHub products if deployed simultaneously)
- Provide Customer with information on training options and registration
- Notify of milestone completion

Customer Activities

- Complete Verification Checklist
- Communicate all configuration issues or questions within three (3) business days of the Configuration/Overview session
 - Issues related to other PowerSchool products (e.g., SIS) will be directed to the appropriate Support team and do not block Messaging deployment completion
- Attend Project Closure meeting
- Register for training

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Project Closure	Final review and agreement that deployment tasks are complete	Responsible	Informed
Support Turnover	Documentation to prepare for PowerSchool Support engagement	Responsible	Informed

Phase II - Onboarding

Training

PowerSchool Activities

- For remote per seat
 - Post training opportunities on [PowerSource](#)
 - Conduct training session(s) based on standard ([PowerSchool Customer Education Master Catalog](#))
- For remote exclusive
 - Provide training options and schedule
 - Schedule training
 - Conduct training session(s) based on standard ([PowerSchool Customer Education Master Catalog](#))
- For onsite exclusive
 - Provide training options and schedule
 - Schedule training
 - Conduct training session(s) based on mutually agreed-upon agenda

Customer Activities

- For remote per seat
 - Add trainees to [PowerSource](#)
 - Register for training based on quoted services
 - Participate in instructor-led training session(s) based on quoted services
- For remote exclusive
 - Review training options and schedule
 - Schedule training
 - Provide up to twenty (20) participants list to the trainer
 - Participate in instructor-led training session(s) based on quoted services
- For onsite exclusive
 - Review training options and schedule
 - Schedule training
 - Provide up to twenty (20) participants list to the trainer
 - Participate in instructor-led training session(s) based on mutually agreed-upon agenda
 - Submit payment for travel expenses unless otherwise agreed

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Training	Instructor-led session and training material	Responsible	Consulted

Implementation Assumptions

- This SOW includes services only for the deployment of MyPowerHub Messaging
 - Any required configuration of other PowerSchool products must be purchased under a separate SOW
- The Customer must provide all necessary data in the required format for integration with a

Non-PowerSchool SIS

- This SOW does not include coordination with Non-PowerSchool SIS vendors or creation of SIS data exports
- The MyPowerHub Portal is a prerequisite for deploying MyPowerHub Messaging and is managed under a separate SOW and project
- For bundled MyPowerHub products, meetings may be consolidated to streamline implementation
- Customer must communicate configuration questions or issues within designated timelines to avoid project delays

PowerSchool MyPowerHub Portal Deployment

Initiation

PowerSchool Activities

- Send Welcome Email including:
 - Statement of Work
 - Role Mapping Document
- Identify and introduce PowerSchool Project Team
- Notify of milestone completion

Customer Activities

- Review Statement of Work
- Identify Customer Project Team including:
 - Project Manager
 - Subject Matter Expert(s)
- For PowerSchool SIS Customers:
 - If Self-Hosted: Install PowerSchool Messenger Plugin prior to Kickoff
 - Identify PowerSchool SIS credentials (Client ID and Client Secret)
- Complete PowerSchool SIS Role Mapping Document
- Grant PowerSchool maintenance access (signature on this document constitutes Customer agreement)

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Welcome Package	Statement of Work, Role Mapping Document, and team introductions	Responsible	Informed
Prerequisites	Completion of Messenger Plugin installation and Role Mapping Document	Consulted	Responsible

Discovery

PowerSchool Activities

- Schedule and conduct Kickoff Meeting - may be combined with another session for multi-product deployments
- Validate data readiness expectations for PowerSchool SIS or Non-PowerSchool SIS environments
- Deliver mutually agreed-upon discovery document(s)
- Conduct Project Status meeting(s)
- Provide Project Status report(s)
- Notify Customer of milestone completion

Customer Activities

- Participate in kickoff meeting
- Review Discovery Document(s)
 - Any contestation must be submitted in writing within five (5) business days
- Attend Project Status meeting(s)
- Review Project Status report(s)

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Discovery Document(s)	Documentation of deployment requirements and data readiness assumptions	Responsible	Consulted
Kickoff Meeting	Session to review scope, confirm prerequisites, and align on next steps	Responsible	Consulted

Configuration

PowerSchool Activities

- Provision the MyPowerHub Portal
- Configure Administrator Account
- Facilitate enablement of existing PowerSchool products integrated within MyPowerHub
- Provide resources for Customer use during rollout
- Conduct Internal QA
- Deliver the MyPowerHub Verification Checklist
- Conduct Project Status meeting(s) and provide status report(s)
- Notify Customer of milestone completion

Customer Activities

- Complete role mapping from PowerSchool SIS to MyPowerHub OneRoster roles
- Configure MyPowerHub features (tiles, links, etc.)
- Respond to any inquiries from the PowerSchool configuration team
- Review Verification Checklist
- Attend Project Status meeting(s) and review report(s)

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Quality Assurance Report	Internal PowerSchool QA verification	Responsible	Consulted
Verification Checklist	Completed Customer verification checklist	Consulted	Responsible
Project Status	Progress session and report per milestone	Responsible	Consulted

Testing

PowerSchool Activities

- Schedule and conduct the Solutions Deliverables / Project Closure Meeting (30 minutes)
- Perform remediation of configuration as required
- Conduct User Acceptance Testing sessions (if applicable)
- Conduct Project Status meeting(s) and provide status report(s)
- Complete Services-to-Support handoff documentation
- Provide Customer with information on training options and registration
- Notify Customer of milestone completion

Customer Activities

- Complete Verification Checklist prior to Project Closure Meeting
- Communicate any configuration issues within five (5) business days of receipt of the Verification Checklist
 - Issues tied to other PowerSchool product configurations (e.g., SIS) will be routed to the appropriate Support team and will not delay MyPowerHub deployment completion
- Attend Project Closure Meeting
- Attend Project Status meeting(s) and review report(s)
- Register for training

Completion Criteria

Deliverables	Description	PowerSchool	Customer
User Acceptance Testing	Checklist for product-specific use cases	Consulted	Responsible
Project Status	Progress session and report per milestone	Responsible	Informed
Support Turnover	Documentation to prepare for PowerSchool Support engagement	Responsible	Informed
Project Closure Meeting	Formal end of deployment activities	Responsible	Informed

Phase II - Onboarding

Training

PowerSchool Activities

- For remote per seat
 - Post training opportunities on [PowerSource](#)
 - Conduct training session(s) based on standard ([PowerSchool Customer Education Master Catalog](#))
- For remote exclusive
 - Provide training options and schedule
 - Schedule training
 - Conduct training session(s) based on standard ([PowerSchool Customer Education Master Catalog](#))
- For onsite exclusive
 - Provide training options and schedule
 - Schedule training
 - Conduct training session(s) based on mutually agreed-upon agenda

Customer Activities

- For remote per seat
 - Add trainees to [PowerSource](#)
 - Register for training based on quoted services
 - Participate in instructor-led training session(s) based on quoted services
- For remote exclusive
 - Review training options and schedule

- Schedule training
- Provide up to twenty (20) participants list to the trainer
- Participate in instructor-led training session(s) based on quoted services
- For onsite exclusive
 - Review training options and schedule
 - Schedule training
 - Provide up to twenty (20) participants list to the trainer
 - Participate in instructor-led training session(s) based on mutually agreed-upon agenda
 - Submit payment for travel expenses unless otherwise agreed

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Training	Instructor-led session and training material	Responsible	Consulted

Implementation Assumptions

- This SOW covers only the deployment of MyPowerHub and does *not* include configuration of the PowerSchool SIS or other PowerSchool products whose data appears within MyPowerHub
 - Any required configuration of other PowerSchool products must be purchased under a separate SOW
- For deployments involving a Non-PowerSchool SIS, the Customer must meet all data export requirements necessary for integration with MyPowerHub
 - This SOW does not include coordination with Non-PowerSchool SIS vendors to create or configure data exports
 - The Customer is responsible for ensuring that all required data can be provided in the correct format prior to deployment
- If MyPowerHub is part of a bundled solution with multiple MyPowerHub products, deployment meetings and communications may be consolidated to streamline implementation and ensure aligned progress across all products

PowerSchool MyPowerHub Connect Deployment

Initiation

PowerSchool Activities

- Send Welcome Email including:
 - Statement of Work
- Identify and introduce PowerSchool Project Team
- Conduct the Project Kickoff Meeting (may be combined with other MyPowerHub products if purchased as a bundle)
- Notify of milestone completion

Customer Activities

- Review the Statement of Work
- Identify the Customer Project Team
- Participate in the Kickoff Meeting

Completion Criteria

Deliverables	Description	PowerSchool	Customer
SOW Review	Delivery and review of the intake materials and SOW	Responsible	Informed
Kickoff Meeting	Project overview and confirmation of prerequisites	Responsible	Consulted

Discovery

PowerSchool Activities

- Conduct up to 1 Connect Configuration/Overview session (up to 30 minutes; may be extended if bundled with Messaging)
- Provide Verification Checklist
- Conduct Project Status meeting (if applicable)
- Notify of milestone completion

Customer Activities

- Participate in the Connect Configuration/Overview session
- Communicate any configuration questions or issues within three (3) business days of the Configuration/Overview session
- Review the Verification Checklist
- Attend Project Status meeting (if applicable)

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Verification Checklist	Summary of configuration items for Customer review	Responsible	Consulted
Project Status (if applicable)	Progress session and report per milestone	Responsible	Informed

Configuration

PowerSchool Activities

- Activate Connect within the MyPowerHub Portal
- Perform internal QA on Connect configuration
- Conduct Project Status meeting (if applicable)
- Notify of milestone completion

Customer Activities

- Configure Connect features (newsfeed, calendar, etc.)
- Respond to PowerSchool inquiries during configuration
- Attend Project Status meeting (if applicable)

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Quality Assurance Report	Internal PowerSchool QA verification	Responsible	Consulted
Project Status	Progress session and report per milestone	Responsible	Consulted

Testing

PowerSchool Activities

- Schedule and conduct the Solutions Deliverables / Project Closure Meeting (30 minutes; may be combined with other MyPowerHub products if deployed simultaneously)
- Provide Customer with information on training options and registration
- Notify of milestone completion

Customer Activities

- Complete Verification Checklist
- Communicate all configuration issues within three (3) business days of the Configuration/Overview session
 - Issues tied to other PowerSchool products (e.g., SIS configuration) are routed to the appropriate Support team and do not delay Connect project completion
- Attend the Project Closure Meeting
- Register for training

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Project Closure	Final review and agreement that deployment tasks are complete	Responsible	Informed
Support Turnover	Documentation to prepare for PowerSchool Support engagement	Responsible	Informed

Phase II - Onboarding

Training

PowerSchool Activities

- For remote per seat
 - Post training opportunities on [PowerSource](#)
 - Conduct training session(s) based on standard ([PowerSchool Customer Education Master Catalog](#))

- For remote exclusive
 - Provide training options and schedule
 - Schedule training
 - Conduct training session(s) based on standard ([PowerSchool Customer Education Master Catalog](#))
- For onsite exclusive
 - Provide training options and schedule
 - Schedule training
 - Conduct training session(s) based on mutually agreed-upon agenda

Customer Activities

- For remote per seat
 - Add trainees to [PowerSource](#)
 - Register for training based on quoted services
 - Participate in instructor-led training session(s) based on quoted services
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 - Review training options and schedule
 - Schedule training
 - Provide up to twenty (20) participants list to the trainer
 - Participate in instructor-led training session(s) based on mutually agreed-upon agenda
 - Submit payment for travel expenses unless otherwise agreed

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Training	Instructor-led session and training material	Responsible	Consulted

Implementation Assumptions

- This SOW covers only MyPowerHub Connect
 - Any required configuration of other PowerSchool products must be purchased under a separate SOW
- The Customer must provide all necessary data in the required format for integration with a Non-PowerSchool SIS
 - This SOW does not include coordination with Non-PowerSchool SIS vendors or creation of SIS data exports
- The MyPowerHub Portal is a prerequisite for deploying MyPowerHub Connect and is managed under a separate SOW and project
- For bundled MyPowerHub products, meetings may be consolidated to streamline implementation
- Customer must communicate configuration questions or issues within designated timelines to avoid project delays

Communicate Basic

Initiation

PowerSchool Activities

- Provide intake information and Statement of Work (SOW)

Customer Activities

- Completed Intake information to inform requested project initiation date
- Review the Statement of Work

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Intake Form	Addresses implementation goals & timeline to begin	Informed	Responsible
Review Statement of Work	Outlines agreed upon scope of work and project timelines	Informed	Responsible

Discovery

PowerSchool Activities

- Schedule and conduct kickoff/data import meeting (60-minute duration)
- Explain the implementation process
- Create project plan
- Provide customer forms for completion:
 - User import worksheet
 - Attendance worksheet
 - SMS worksheet

Customer Activities

- Participate in kickoff meeting
- Establish goals, objectives, and any functionality priorities to inform any adjustment to timeline or order of scoped tasks.
- Complete configuration documents

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Kickoff/data import	Implementation overview & planning call;	Responsible	Informed

meeting	data discovery session		
Project Plan	Mutually agreed-upon timeline & tasks	Responsible	Consulted
Complete configuration documents	<ul style="list-style-type: none"> • User import worksheet • Attendance worksheet • SMS worksheet 	Informed	Responsible

Configuration

PowerSchool Activities

- Configure Communicate platform based on customer specifications:
 - 1 user import OR add 5 manual user accounts per district and 3 manual user accounts per school
 - Import student, staff, guardian, attendance, teacher, section, and enrollment data
 - Up to 1 revision of above data files, if necessary
 - Construct daily attendance broadcast per school (broadcasts must be at the same time at each school)
 - Up to 1 revision of original attendance spreadsheet is included in scope
 - Enable additional languages other than English/Spanish to be available for customer use in broadcasts post-deployment
 - Enable Quick Tip, if desired
- Configure/enable SMS (can only be completed if customer is prepared for text messages to be sent to stakeholders upon module activation; otherwise, this step will be completed by Support)

Customer Activities

- Respond to any inquiries from the PowerSchool team during configuration
- Review configuration once completed

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Configure customer settings in Communicate	Per above description under PowerSchool Activities	Responsible	Informed

Testing

PowerSchool Activities

- Provide recommended UAT Checklist
- Schedule and conduct Solutions Deliverables meeting / Project Closure meeting (30 min duration)
- Remediate configuration if required
- Complete the Services to Support handoff documentation

Customer Activities

- Complete User Acceptance Testing (UAT) Checklist
- Communicate any and all configuration issues within five (5) business days of being provided the UAT checklist
 - Issues are considered errors in the configuration based on the discovery document(s)
 - Anything identified outside of the discovery document(s) will require a Project Change Request and/or additional services quote
- Attend Project Closure Meeting

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Complete UAT checklist	Checklist for product-specific configuration	Informed	Responsible
Project closure meeting to review solution configuration & Support handoff	Review solution configuration; documentation to prepare for PowerSchool Support engagement	Responsible	Informed

Phase II - Onboarding

Training

PowerSchool Activities

- For remote per seat
 - Post training opportunities on [PowerSource](#)
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- For remote exclusive
 - Provide training options and schedule
 - Schedule training
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Customer Activities

- For remote per seat
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- o Schedule training
- o Provide up to twenty (20) participants list to the trainer
- o Participate in instructor-led training session(s) based on quoted services
- For onsite exclusive
 - o Review training options and schedule
 - o Schedule training
 - o Provide up to twenty (20) participants list to the trainer
 - o Participate in instructor-led training session(s) based on mutually agreed-upon agenda
 - o Submit payment for travel expenses unless otherwise agreed

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Training Delivery	Provide information for all applicable training delivery methods and hand off to Customer Education team to conduct training sessions	Responsible	Consulted

Implementation Assumptions

- **Student Information Systems:**
 - o If customers do not use PowerSchool SIS, the Basic package is only available to single school sites.
 - o Customers using a Student Information System other than PowerSchool SIS are required to compile their own data using parameters provided by the Deployment Services team.
- **Data:**
 - o Customers using PowerSchool SIS must use Contact Flags such as "Lives With", "Custody", "Pickup", etc.
 - o Any requests involving custom scripting fall outside the scope of this deployment
- **Other Package Parameters:**
 - o The Basic Deployment package is not available for customers located in Canada due to specific attendance requirements that require additional configuration
 - o The maximum number of schools within a district recommended to be successful with this package is five (5).
 - o User Authentication configuration is not in scope for this deployment, but the Deployment Services team will provide to the Customer information on setting up SAML, LDAP, etc.
 - o If the customer request significantly exceeds the parameters, PowerSchool will evaluate and present an SOW and corresponding quote for any additional services that cannot be covered within this SOW.
- The implementation timeline is five (5) consecutive weeks beginning with the Project Kickoff meeting.
- Your PowerSchool Application Specialist/Project Manager will schedule meetings during implementation. These calls will also be checkpoints at which to track progress and ensure deadlines are being met. They will also allow for consultation on any implementation steps assigned. It is critical that the Customer project team be prompt and prepared for each

meeting in alignment with the Project Plan provided at the outset of the project.
Cancellation within 24 hours or no showing to the meeting will result in a depletion of Services backlog the equivalent of half the billable time of the scheduled meeting.

- PowerSchool Services adheres to an SLA of 24 hours to respond to customer outreach.

PowerSchool Secure File

Initiation

PowerSchool Activities

- Confirm receipt of signed quote and initiate project setup
- Send welcome email

Customer Activities

- Review welcome email
- Participate in initial coordination

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Review Statement of Work	Outlines agreed upon scope of work and timelines	Informed	Responsible

Configuration

PowerSchool Activities

- Activate Secure File feature within Communicate
- Provide reference materials

Customer Activities

- Acknowledge Secure File feature is now visible within Communicate
- Review reference materials

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Secure File Access	Access to Secure File has been enabled for users.	Informed	Responsible

Closing

PowerSchool Activities

- Introduce customer to Support Contact Methods
- Ensure customer knows how to schedule training, if applicable

Customer Activities

- Understand that Support will become the primary contact
- Complete customer satisfaction survey

Completion Criteria

Deliverables	Description	PowerSchool	Customer
Support Contact Introduction	Ensure customer is introduced to PowerSchool Support contact methods	Responsible	Informed
Training Information	Provide customer with scheduling and training access details (if applicable)	Responsible	Consulted
Customer Satisfaction Survey	Post-deployment feedback survey	Informed	Responsible

Implementation Assumptions

- PowerSchool will provide deployment guidance specific to SecureFile within Communicate
- Customer will ensure timely participation
- Support transitions to PowerSchool Support upon completion of deployment

STUDENT BOARD REPRESENTATIVE - MONTHLY REPORT TEMPLATE



Student Board Representative
Board of Education Report
Date: 4/13/2026

Submitted by: Cody Penaluna

1. Student Activities

- a. Track athletes have been competing well and climbing the top 10 records. Tayten Haas is 9th in discus, Jayce Haas is 4th in the 200, Fletcher Moseman is 8th in the 3200, Austin Benda is 4th in the 1600, Eli Hunter is 6th and Gus Butler is 10th in pole vault, and Teagan Yale is now 9th in long jump.
- b. Boys Golf will be kicking off their season in Mitchell tomorrow.
- c. Mr. B will be taking a 6 person quizbowl team to compete at the state competition in Hastings next Monday. The team consists of Josh Aguallo, Andrew Miller, Josh Miller, Cody Penaluna, Porter Sorenson, and Keirith Yale.
- d. Mrs. Shanahan will be bringing several junior high and a few high school students for the state Science Olympiad competition in Lincoln this Friday.

2. Other Pertinent Student Information/Feedback from Students

- a. As the school year is coming to a wrap, there is the ever noticeable summer slump going into effect but I feel that our students are still going strong.
- b. There have been some concerns about reckless driving in the west parking lot during lunch hour.

3. Progress on Student Board Member Initiative

- a. I am pleased with the impact that I have had amongst my peers, not only from this semester as a representative but through all of my years.
- b. Our students are willing and eager to jump in and help the community when an opportunity is presented to them. The next step is for the student body to hunt down the opportunities.
- c. I can say that our senior class as a whole is ready to get out and make a difference for the better in our community.

Hemingford Public Schools

Administrative Reports to Board of Education

April 13, 2026

Mr. Arneson

HES Enrollment

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Total
21	20	26(-1)	21	19	23(-1)	41	30(-1)	201(-3)

- MTSS/CIP
 - We're looking at how best to progress monitor/screen students who are in intervention classes.
 - Leadership Coaching
 - Our Leadership coaching has continued, and we enjoy our time with Dr. Downing.
 - ACT
 - ACT for Juniors was last Wednesday.
 - NSCAS
 - NSCAS (State testing) will begin shortly. Testing should be concluded by the first week of May.
 - Reading Rally
 - Our 9-12 grade students competed individually.
 - Grace Lilley-Gitch and Sophie Butler tied for First Place
 - Kylie Kumpf finished in Second Place
 - Parker Wright finished in Fourth Place
 - Our 7-8 grade team competed over Zoom
 - The 7th and 8th-grade team finished Fourth
 - Our 5-6 grade team also competed over Zoom.
 - Tri County - 45
 - Morrill - 40
 - Freeman - 37
 - Hemingford - 34
 - Legislation
 - Amendment to LB1050 - This amendment did not pass.
 - Observations and Evaluations
 - I am working on finishing my evaluations for the school year.
-

Mr. Redden
HHS Enrollment

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total
32	35	25	27	27	31	177

- Parent Teacher Conferences were held on March 18th. The percentages for conferences are as follows.
 - 7th - 45 %
 - 8th -58 %
 - 9th -40%
 - 10th - 30%
 - 11th -42%
 - 12th - 52%

- Scheduling work continues for next year. The Master Schedule has been set and we will begin having students register in the near future.
- Juniors have completed the ACT and the Pre-ACT for Freshmen and Sophomore classes will be done on Wednesday this week.
- 7th and 8th graders will be doing their MAP/NSCAS testing Tuesday and Wednesday this week.
- Track has been busy with several meets already taking place for the high school and junior high has had two meets in the last three days. Golf will kick off their tournament season tomorrow.
- The track runways for high jump, long jump, and pole vault were surfaced over the weekend. The coaches and athletes are really excited to get to use them once the surface has cured.
- I want to thank April Hansen, Natalie Wood, and Sam Gilkerson for all of their hard work in preparation for the upcoming Honor’s Day and Graduation. Seniors last day will be April 30th as long as they are in good academic standing and have fulfilled the necessary requirements for graduation. Otherwise, they will be required to come in the next week until the requirements have been met.
- I would also like to thank Kim O’Gorman, Joslynn Shanahan, and Pete Gomez for their leadership in the Science Department.

Mrs. Plog
Special Education Numbers - From SRS (Student Records System) Current as of 4/9/26
(This includes students in the process of being evaluated)

Birth-3
1

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	(B-6th) Total
4	3 (-2)	7 (-1)	3	5 (-1)	3 (-1)	6	6	38 (-5)

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	12+ (To age 21)	(7-12+) Total
5	5	3	5	7	3	0	28

Total Enrollment in PowerSchool as of 4/9/26 - 383 (-4) - High School 178 (-1), Elementary 205 (-3)

Total Special Education Students - 66 (-5)

Special Education Percentage - 17.2% (-1.1%)

State Average- 17% (NDE State Education Profile as of 2024-2025, the most recent data year available)

- The three new students who moved into our district last month (one with significant medical and academic needs) have now moved out of our district. We had advertised for an additional paraprofessional to work with these students, but since the students have moved, we will not hire an additional full-time para. We are always looking for good substitute paras!
- I am working on our yearly NDE Targeted Improvement Plan (TIP), which is due May 1. Last May, school districts were required to focus their TIP plans on literacy, which was easy for us since we have always focused on literacy. This aligned with the NDE statewide literacy plan to improve all 3rd grade students' level of proficiency in reading. Previously, the TIP plans were submitted through the Improving Learning for Children with Disabilities (ILCD) collection on the NDE Portal. The May 1, 2026, TIP submission will use a new QuestionPro survey platform. NDE says this will allow for additional data analysis. NDE also says that the QuestionPro system has been designed in collaboration with the NDE Special Education Department, the NeMTSS network, and NDE's Office of Data, Research, & Evaluation. I am hopeful that the new system will work as NDE promises and won't cause headaches to our school district while they get the bugs worked out.
- Kristy and I submitted the IDEA Maintenance of Effort for Compliance Standard on the NDE Portal, which is due April 29. NDE required some adjustments to the AFR, so Kristy is working on getting those finalized. It would be nice if all of the NDE departments would get together to provide consistent advice to school districts.
- Let me know if you have any questions. Thanks so much!!

Superintendent's Report

April 13, 2026

Mission/Vision/Goals

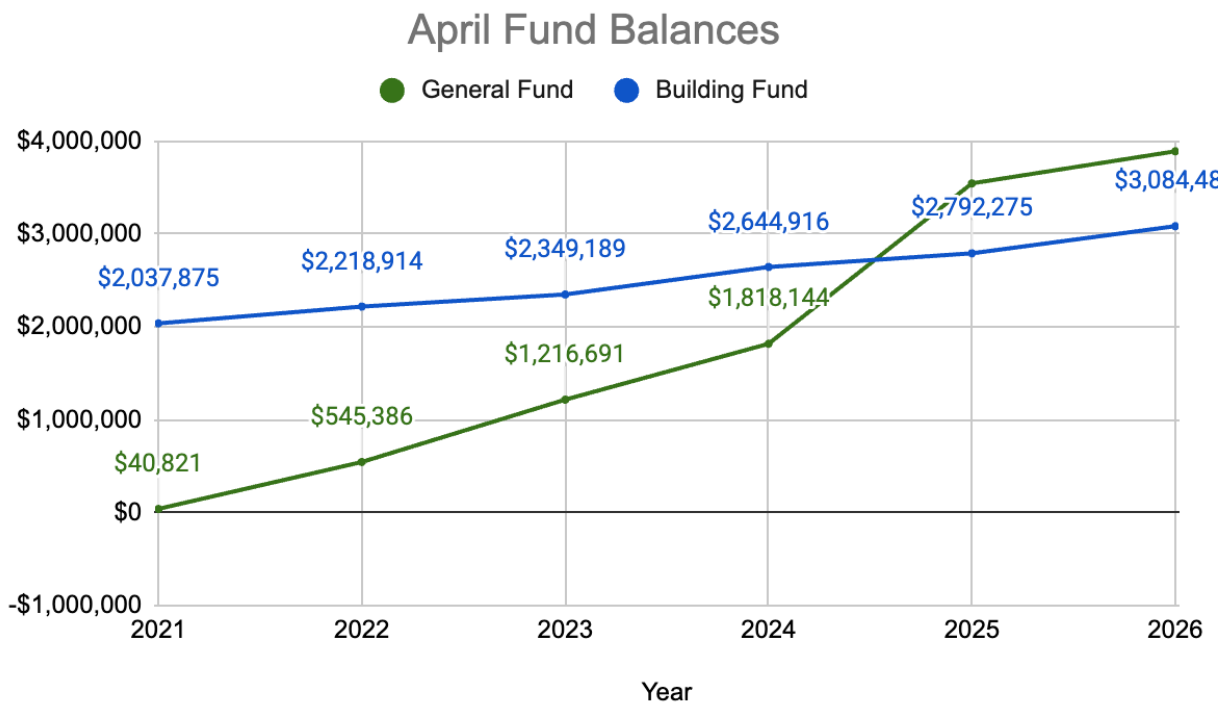
- An updated copy of our Mission, Vision, and School Improvement Goals document is attached. I appreciate all of the work by the MTSS/CIP team in putting these goals together.

Policy

- The [policy manual](#) has been updated as of March 17, 2026, and the changes from the March 16, 2026 board meeting have been incorporated.

Budget Planning and Management

- We submitted a Perkins Action Grant application requesting supplies, equipment, and training in the amount of \$99,452 to support our Career and Technical Education programs. I anticipate we will learn this summer whether we are awarded any funds. We had several members of our school community help review and provide feedback on our CTE planning as part of the grant application process. Their contributions are appreciated.
- We have completed the application for REAP funds for 2026. We are tentatively scheduled to be awarded \$41,993.00. We typically allocate these funds for the replacement of devices (chromebooks and computers) for use by students and staff.
- Financial Data is up to date on the [Strategic Dashboard Indicators Page](#). Here is the monthly fund balance trend report for the General Fund and Building Fund:



Educational Leadership

- We have completed the Career and Technical Education (CTE) ReFRESH process as a precursor for applying for the Perkins Action Grant funding. This involved reviewing our CTE ReVISION work and updating our vision for CTE. We had help from many contributors. The updated document is attached.
- We are in the process of putting together summer school plans. We are planning to continue with the junior high summer school that we piloted last year (as it was a successful experience for our students). Information on dates and points of contact for summer school is attached.

Organizational and Cultural Leadership

- Mr. Allen Gross was here on March 30th to conduct the Annual Review of Safety Procedures. The report from Mr. Gross is attached.
- I would like to commend the Culture and Climate Committee for putting together some fun activities for our staff and students, including some “underground dress up days.”

Professional Leadership

- We hosted a monitoring review of the Elementary and Secondary Education Act/Every Student Succeeds Act (ESEA/ESSA) grant programs on March 26th. The review was successful. I appreciate all the hard work by Lauren Morava, Mandy Plog, Eric Arneson, and Kristy Hanks in compiling information for the visit. A letter from Julie Otero with NDE documenting the completion of the visit is attached.
- I would like to thank Nurse Katie Kimball for providing our staff with Stop the Bleed training during our inservice time on April 10th.

Community Relations

- I have appreciated the hard work being led by a collaborative group of community members who are working to address the need for additional housing in our community. This ongoing work has involved several non-profit organizations, the Village, and interested businesses and individuals. I am optimistic their work will help make some improvements to the housing supply in our community possible.

Board-Superintendent Relations

- This has been a busy and productive month for many aspects of our school with staffing and facilities planning. I have not made much progress on the project to interview our existing staff this month with all of the other initiatives and opportunities.

Strategic Plan (Highlights)

- Reporting order on these Principles is based on the Prioritization Summary:
 - **Guiding Principle III: Student and Staff Well-Being**
 - Elementary staff are planning to align our CharacterStrong instruction next year with the research on effective delivery by moving the program's elementary tier I initial instruction into classrooms where teachers provide universal instruction.

- **Guiding Principle I: Student-Centered Learning**
 - Students and staff have been working hard as we move into “testing season.” I appreciate the hard work and coordination by our team preparing students for this busy time of the school year.
- **Guiding Principle IV: Communication and Engagement**
 - Remind Conversations and Messages this past month: 38,706 messages.
 - I appreciate the hard work by Mr. Arenson, Mrs. Gilkerson, and Mrs. Johnston in evaluating communication tools to engage with students, staff, and parents once we no longer have access to the Remind platform.
- **Guiding Principal II: Personnel Effectiveness**
 - Administrators have been working toward finalizing second-semester evaluations for probationary staff and any remaining evaluations for non-probationary staff.
- **Guiding Principal V: District Resources**
 - The Legislature is set to adjourn next week. It looks like we will have some new requirements for the budget and tax setting work of the board, in addition to other adjustments. We will be learning more about the details of what will be required over the next few months as the legislation is analyzed, interpreted, and implemented.

Planned Professional Travel

- NASBO Conference in Lincoln
- I plan to attend student activities as my schedule allows.

Board Reminders (from the Contract with the Superintendent)

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

Leave Log

- I have used 15 days of PTO leave. (July 9, 10, 11, 17, 18, 21, and 28 ½, November 25, January 29 ½, February 2, 3, 4, 5, 6, and 24, March 18) The current balance is 25.5 days.



March 27, 2026

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

Dear Superintendent Miller:

A monitoring review of the Elementary and Secondary Education Act/Every Student Succeeds Act (ESEA/ESSA) grant programs for Hemingford Public Schools was conducted on Thursday, March 26, 2026.

The following programs were reviewed:

Title I, Part A – Improving Academic Achievement of the Disadvantaged

I enjoyed meeting with you and your staff and discussing the ESEA/ESSA programs in your school district and their impact on student achievement. The district shared that you had just completed your Continuous Improvement Cycle and are already working refined goals for the next cycle. Next, the district provided McCREL professional development training for student engagement that was well received. Finally, it was shared that teachers are being trained in the Science of Reading and are finishing a book study on the topic. I encourage the district to continue the good work and to focus decisions on student achievement and programs that will assist student growth.

The completed ESEA/ESSA Monitoring Guide Checklist and supporting documentation that pertained to my visitation will be placed in the 2025-2026 ESEA/ESSA review file at the Nebraska Department of Education in Lincoln.

The ESEA/ESSA Monitoring process was designed to ensure that school districts are complying with ESEA/ESSA guidance. This was evident throughout the visit and there are no corrective actions required as a result of the ESSA monitoring review.

If you have questions/concerns regarding the visit, or this report please contact me by email at julie.otero@nebraska.gov or by phone at 402-405-5212.

Sincerely,

Julie Otero

Julie Otero, EdS
NDE Title I Consultant
Title III/ELPA21/School Improvement Specialist
Office of ESEA Federal Programs

DR. BRIAN L. MAHER, COMMISSIONER



TEL 402.471.2295
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education.ne.gov



March 31, 2026

Dr. Travis Miller, Superintendent
Hemingford Public Schools
P O Box 217
Hemingford, NE 69348-0217

Dear Travis


Enclosed are copies of the annual review of the Safety Procedures for Hemingford Public Schools.

The Hemingford Public School District continues to provide an excellent safety environment for students and staff. Training is provided for staff in many safety areas. All staff and students practice drills to prepare them if a crisis should occur. Facility improvements are made on a continual basis. Communication concerning safety for students and staff appears to be excellent between all parties involved in the district operations.

The planned additions and upgrades to the facilities will provide an opportunity to continue to improve the educational and safety environment of the district.

I appreciate you allowing me to conduct the annual review. If I can be of any further assistance or you have any questions concerning the review, please do not hesitate to contact me at your convenience.

Sincerely



Allen D. Gross

Enclosure

ANNUAL REVIEW
OF
SAFETY PROCEDURES

FOR
HEMINGFORD PUBLIC SCHOOLS
HEMINGFORD, NEBRASKA

March 31, 2026

OVERVIEW OF REVIEW PROCEDURE

The annual review of the Safety Procedures for the Hemingford Public Schools was completed on March 31, 2026. Allen Gross conducted the review. This review is required by Rule 10; Section 011.01D of the Nebraska Department of Education.

The review was completed as follows:

The review consisted of an onsite visit on March 30, 2026. During the, visit the current safety procedures were discussed. The review included a walkthrough of the district facilities.

Superintendent Travis Miller assisted during the visit and answered questions about the safety procedures and policies of the school district.

SAFETY PROCEDURES

The Hemingford School District has an Emergency Operations Plan and Safety Procedures in place for the school system. The procedures are aligned with the Standard Response Protocol recommended by the Nebraska Department of Education. The procedures address safety and security concerns for students, staff, and visitors. The procedures are reviewed on a regular basis. Revisions are made when deemed necessary.

SAFETY AND SECURITY COMMITTEE

The Hemingford School District has a safety committee in place. The committee meets quarterly to consider changes or additions to the safety procedures. Additional meetings are called if necessary.

SUMMARY OF FINDINGS

FACILITIES

During the last year, the following facility improvements were made to help improve safety and the overall educational environment.

1. New entry doors were installed in the modular classrooms.
2. New sidewalks were installed at the administrative offices and the elementary sidewalk areas.
3. Asbestos was removed from the facilities. All asbestos has now been removed from the buildings.
4. The preschool drop off area was moved away from the highway.
5. Retractable safety barriers were purchased for use with the golf simulator.
6. Runways and the high jump pad were upgraded at the track.
7. Plastic barriers were installed around the playground area.
8. Added new parking barriers for staff and students.
9. Carpeting was replaced in some classrooms.
10. Additional radios were purchased.
11. An additional AED device was purchased for activities.
12. Administrative offices were moved to the South Campus. Students no longer need to cross the highway to go to classes at the South Campus.

Other Facility Items

1. All entrance doors to the student educational building are locked during the school Day.
2. Video cameras are in use throughout the district facilities.

3. Automated External Defibrillators are in the buildings.
4. First Aid Kits and Blood Control Kits are in all classrooms.
5. Emergency route maps are in all classrooms and other areas of the buildings.
6. Vaping detectors are installed in bathrooms and locker rooms.
7. School speed warning signs are flashing during the entire day in the street adjoining the school.
8. Playground equipment is checked on a regular basis.
9. Fire extinguishers were checked as required.
10. The district uses professional installers to inspect gymnasium bleachers.
11. Safety buckets are in all classrooms. These are checked and upgraded annually.
12. Narcan nasal spray is available in the facilities.

Comment

The Hemingford Public Schools are in the process of finalizing plans for building additions and improvements. Improvements will include several safety and security upgrades to the facilities and the campus. The district hopes to start the construction process in August 2026.

TRAINING

The Hemingford Public School District provides training in safety procedures for all staff. Staff are trained in the following areas.

1. The procedures of the Standard Response Protocol.
2. Dating violence
3. Blood-borne Pathogens
4. The use of Epi-Pens
5. Behavior/Mental Health Suicide Awareness
6. In the use of the AED machines in the facilities.
7. Concussion Management
8. Medication Administration
9. Heat illness
10. Sudden cardiac arrest
11. First Aid and CPR
12. The use of restraints
13. Pupil transportation
14. The Asthma Protocol of the district.
15. Records of all training are kept by the district.

Videos are used in some of the training.

PROCEDURE PRACTICE

The school district practices procedures outlined in the Standard Response Protocol. All students and staff take part in the practice of drills.

Drills practiced included:

1. Fire drills – practiced at least monthly
2. Evacuation drills
3. Lockdown drills
4. Hold drills
5. Secure drills
6. Shelter drills
7. Tornado drills – practiced at least two times per year
8. Bus evacuation drills – practiced one time per semester

Records are kept of practiced drills.

OTHER RELATED ITEMS

1. AED devices found in the facilities and on the activity bus are checked on a regular basis by school personnel.
2. The district uses computer software to monitor student use of internet sites on district owned devices.
3. Students and staff have access to a mental health consultant.
4. Digital citizenship is taught in the school curriculum.
5. The school district has a random drug testing plan in place for students participating in athletics and activities. This plan applies to students in grades 7 through 12

STRENGTHS OF THE PROCEDURES

1. The facilities of the district are well maintained and clean.
2. Safety related drills are practiced with students and staff taking part.
3. The district has limited access points into the building, and these are monitored by authorized personnel.
4. Exits are clearly marked.
5. Sign-in sheets and visitor badges are used in the buildings.
6. Communication within the district concerning safety issues appears to be excellent.
7. Safety information and evacuation routes are posted in the classrooms
8. Staff members receive annual training in many safety related areas, including the Standard Response Protocol.
9. AED devices in the facilities and on the activity bus.
10. Digital Citizenship is included in the school curriculum.
11. The availability of a school nurse is a plus.
12. Records are kept of training and safety procedures practiced.
13. The use of video cameras in the facilities.
14. Handicap parking areas are clearly marked.
15. Availability of a mental health consultant for students and staff.
16. First Aid and Blood Stop Kits in all classrooms.
17. Designated tornado shelter areas.
18. Maintenance and facility upgrades are made on a continual basis
19. Monitoring student use of digital media is good.
20. Availability of phone/intercom in all classrooms.

21. Safety buckets in all classrooms. These are checked on a regular basis.
22. The random drug testing program is a good preventative measure.
23. Improved drop-off area for preschool students.
24. The air lock entry added to the high school facility.
25. Electronic locks on all exterior doors of the facilities.
26. The safety committee and administration are very proactive. They are currently considering several additional safety improvements.
27. Suggestions from passed reviews have been addressed.

ITEMS TO CONSIDER

1. The district utilizes video cameras in the facilities. Consider adding video cameras to the buses.
2. The district currently has video cameras that are working on two different digital systems. Consider upgrading the cameras and infrastructure to enable all cameras of the district operate on the same system. With the upcoming additions and improvements, this would be an excellent opportunity to complete the upgrade.
3. The safety committee has discussed the possibility of placing safety film on entry doors. This is an item to continue to consider if funding is available.

SUMMARY

The district continues to do an excellent job of providing a safe environment for students and staff. Facility upgrades are made on a regular basis. The Safety Committee does an excellent job of recognizing and discussing hazards and works to eliminate these hazards. Staff members are provided with training which enables them to act in times of crisis. Staff and students practice safety procedures on a regular basis. A safe and positive learning environment exists through the effort and cooperation of the Board of Education, administration, faculty, and staff, and patrons of the district.

The Hemingford School District has had their safety procedures reviewed as required by the Nebraska Department of Education Rule 10.

reVISION reFRESH

The Nebraska Department of Education's (NDE) reVISION process has played a key role in advancing and modernizing Career and Technical Education (CTE) across the state since 2012. Through this comprehensive local needs assessment process, schools and colleges are empowered to take a close look at their current CTE programs, identify opportunities for improvement, and align more closely with the needs of today's learners and tomorrow's workforce. By fostering stronger connections between education and industry, reVISION helps ensure Nebraska students are prepared to thrive in a rapidly evolving economy.

Every district and community college in Nebraska desiring to operate as an approved CTE program and receive federal or state CTE grant funds is required to complete the reVISION process and update results every two years.

reVISION is used as the foundation for local CTE implementation and drives the local program planning and future spending decisions, regardless of funding source. Relative to Perkins grants, it also drives the local four-year application. It should be seen as a chance to take an in-depth look at the entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. reVISION is also a powerful opportunity to engage stakeholders in a common understanding

and vision for the future of CTE in your community.

Districts and colleges that complete the reVISION process are eligible for additional reVISION Action Grant opportunities to support local CTE program improvement. These grants are available to eligible recipients or combination of recipients who have completed reVISION.

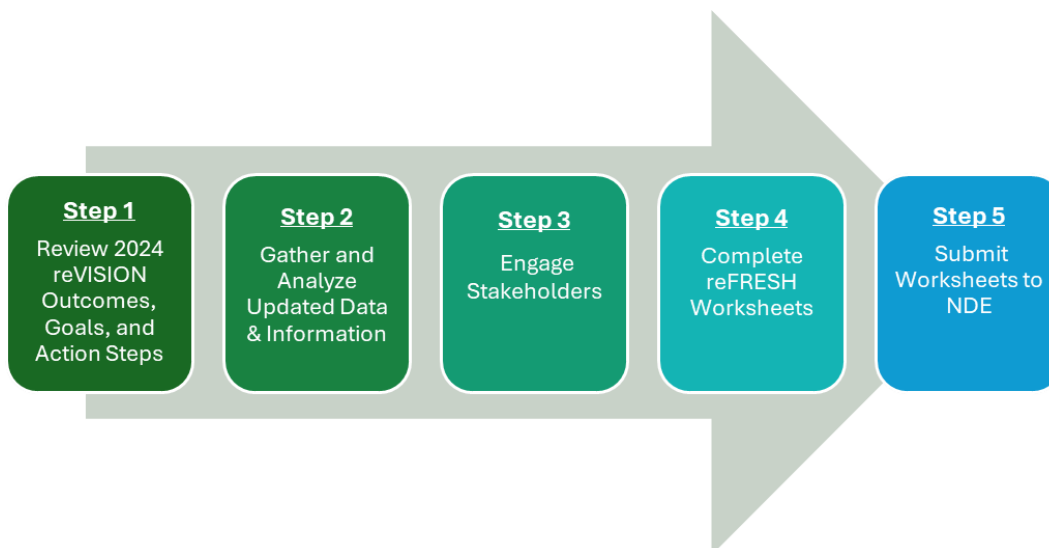
reVISION reFRESH is the process implemented every other year to update reVISION outcomes. reFRESH provides an opportunity to review the most recent reVISION outcomes, reflect on any available new data and information, re-engage with stakeholders, evaluate progress towards achieving identified goals and desired states, and determine if any modifications are needed to either annual budgets or approved applications. The results of successful

participation in reVISION leads to stronger coordination across programs and ultimately, improved outcomes for students and Nebraska.

Only the needs identified through the reVISION process are eligible for CTE grant funding. Grant requests must be directly tied to the priorities and action steps documented locally to build coherence across programs, funding streams, and improvement efforts. This approach ensures CTE investments are coordinated rather than isolated, resources are leveraged toward shared goals, and the long-term impact of the CTE system is maximized.

2025-2026 reVISION reFRESH Process

There are five components to the 2025-2026 reVISION reFRESH process. The Office of Career, Technical, and Adult Education has developed tools and resources to assist LEAs complete this process. Some areas and activities within the reVISION reFRESH process may overlap with existing initiatives already underway in your district or college. You are encouraged to build on this existing work to maximize resources and minimize duplication of effort.



Alignment to Perkins V

Perkins V requires each eligible recipient to complete a Comprehensive Local Needs Assessment and update it at least every two years. The results of the

needs assessment must be used to develop the four-year Local Perkins Application either as a stand-alone recipient or as a consortium. Completing NDE's reVISION process meets this eligibility requirement. After reVISION reFRESH is completed, results may be used to justify any needed amendments to the Local Perkins Application.

2025-2026 reVISION reFRESH Instructions

Step 1: Review 2024 reVISION outcomes, goals, and action steps.

For each of the six reVISION elements, revisit your LEA's process and outcomes during your last reVISION process. Consider what has changed, where progress has been made, any new programming considerations, and what challenges remain.

Step 2: Gather and analyze updated data and information.

Collect updated information, where available, relative to each element. Recommended and suggested data sources can be found in the original [reVISION workbook](#). The elements are interconnected, and insights gained in one may be helpful in analyzing and informing another. Additionally, other regular data analyses conducted by your LEA should be reviewed and considered throughout the reFRESH process.

Step 3: Engage Stakeholders.

Reengage stakeholders and reflect on the questions posed to complete each element worksheet. The strength of reVISION and reFRESH is enhanced with input from a diverse representation of stakeholders. Specific stakeholder groups are required to be engaged. Individuals may represent more than one stakeholder group (e.g., parents may also be representatives of business or members from special populations). It is strongly encouraged to include a review of these elements as part of system-wide and ongoing engagement with stakeholders. Use the information gleaned through stakeholder engagement to complete the reFRESH worksheets. Complete the required stakeholder verification table within.

Step 4: Complete reFRESH worksheets.

Use the space provided within each worksheet to provide a brief update to your current state. Then, review your priorities and action steps and update them as needed to stay aligned with your desired state. This reflection is meant to confirm what is working well and identify any adjustments that will keep your CTE system moving forward. Be sure to also complete the Stakeholder Verification table. **Keep in mind only action items/activities identified as an outcome of your reVISION and reFRESH process are eligible for CTE funding (both federal and state).** This is a key opportunity to ensure new priorities are identified (and thus, eligible for CTE grant funding) based on updated data and through re-engaging stakeholders.

Step 5: Submit reFRESH worksheets to NDE

Submit online via: [reFRESH Submission Form](#)

:::::::::: Complete and submit everything below this line to NDE ::::::::::

2025-2026 reFRESH Cover Page

Instructions:

Please complete this cover page in full, along with the reFRESH worksheets that follow. Save the document with your LEA in the file name (e.g., reFRESH-2026 Worksheets_District123).

Submit online via: [reFRESH Submission Form](#)

Questions may be directed to: NDE.reVISION@nebraska.gov

LEA Information:

District/College Name: Hemingford Public Schools

Authorized Representative: Dr. Travis Miller


Consortia Membership (if applicable): ESU#13

Date of Submission: March 19, 2026

Administrator Sign-Off:

This must be completed by the GMS-authorized representative (school district superintendent or community college president).

I verify that the reVISION reFRESH worksheets being submitted have been reviewed for accuracy and completeness.

Signature:  _____

Name & Title: Dr. Travis Miller, Superintendent of Schools

Date: March 19, 2026

Element 1: Career Development

This element requires LEAs to provide a written reflection on how well their current system supports each learner's postsecondary and career planning, including whether learners have access to opportunities and guidance needed to explore and prepare for different career paths. See the [reVISION workbook](#) for more information and suggestions for data sources.

1) After reviewing your LEA's 2024 priorities and *desired state* for Career Development, provide a written reflection on the progress made to date. Be sure to address whether your *current state* has shifted and whether you have reached your *desired state*.

LEA Response:

After reviewing our 2024 reVISION priorities and desired state for Career Development

Hemingford Public Schools has made significant and measurable progress toward building a more systematic and comprehensive career development system. At the same time, updated labor market data and stakeholder engagement have highlighted emerging workforce shortages that require additional focus and strategic expansion.

Progress on 2024 Priorities

In 2024, our priorities included:

- Implementing a Jobs for America's Graduates (JAG) program
- Building existing program efficacy and capacity
- Considering expanded trades preparation and additional CTSOs

JAG Implementation

We have fully implemented the JAG program, which has strengthened structured career coaching, employability skill development, and individualized postsecondary transition planning. This represents a meaningful shift from primarily classroom-embedded career conversations to a more formalized career development system.

Career & College Fair Expansion

We have also institutionalized an annual Career and College Fair, now entering its second year with 49 employers and postsecondary institutions participating. This event significantly expands student exposure to:

- Two- and four-year postsecondary institutions
- Technical colleges
- Apprenticeships
- Military pathways
- Direct-to-workforce opportunities

This progress reflects strong movement toward our 2024 desired state of broadening student access to diverse career pathways

RSVP (Resumes, Scholarships, Various Projects) Course

Our school district offers a course, RSVP, that exists to help students navigate their career interests and to find connections to post-secondary learning opportunities (and resources) to enable students to pursue education and career development in their senior year in anticipation of the transition to future career opportunities.

Entrepreneurial and Applied Learning (Bobcat Brand)

The launch of Bobcat Brand, our student-run entrepreneurship initiative, further strengthens applied career learning. Through operating a student-run coffee shop, students develop real-world skills in:

- Business operations
- Marketing
- Financial management
- Customer service
- Leadership

This initiative may expand into additional student-led enterprises such as t-shirt production, ag shop manufacturing projects, food production, and service-based businesses. Bobcat Brand reinforces authentic skill application and entrepreneurial thinking aligned with Nebraska's workforce needs.

Expanded Focus on High-Demand Skilled Trades & Technical Careers

Through continued collaboration with local employers, the Hemingford Chamber of Commerce, Box Butte Development Corporation, and regional workforce partners, we have identified persistent workforce shortages in the following areas:

- Home building and carpentry
- Woodworking and construction trades
- Automotive repair
- Diesel mechanics
- Agricultural mechanics and production
- Services supporting agricultural production and the food supply chain
- Manufacturing
- Automation and robotics
- Hydraulics
- Drone Operation/Certification

Regional stakeholders consistently report shortages of skilled homebuilders, automotive and agricultural technicians/mechanics, and individuals trained in automation and emerging robotics technologies.

Bobcat Branch - Nebraska Bank Partnership

The Bobcat Branch partnership between Hemingford Public Schools and Nebraska Bank provides a chartered in-school savings bank that accepts savings deposits and is operated by and for elementary students under the supervision/guidance of Nebraska Bank staff in the morning before school one day per week.

The Bobcat Branch of Nebraska Bank represents an innovative example of early career development aligned with the principles of high-quality Career and Technical Education under Perkins V. Through this collaboration, students gain authentic exposure to the financial services industry while developing foundational employability skills. Each year, sixth grade students apply for positions as student bank tellers through a structured process that mirrors real workforce expectations. Students complete job applications, participate in interviews, and are selected to serve in teller roles operating the Bobcat Branch student bank located within the school.

Once selected, student tellers are responsible for assisting with basic banking transactions under the supervision of Nebraska Bank staff. Through this experience, students develop practical skills in customer service, financial literacy, communication, and professional responsibility. The program supports Perkins-aligned career development goals by introducing students to real-world workplace expectations at an early age while strengthening connections between classroom learning and community workforce partners. The Bobcat Branch partnership demonstrates how meaningful collaboration with local business and industry can create authentic learning experiences that build career awareness, develop employability skills, and establish a strong foundation for future career pathways.

Shift in Current State

In 2024, we identified expanding trades preparation as a potential area for growth. Since then, stakeholder input and workforce data have made this expansion a clear priority.

While our Agriculture, FCS, Entrepreneurship, and JAG programming provide foundational skills, our current state does not yet fully address hands-on technical training in:

- Advanced automotive systems
- Diesel repair
- Residential construction and framing
- Hydraulics
- Manufacturing processes
- Robotics and automated systems
- Drone Operation, GPS Mapping, and Thermal Imaging

Desired Expansion

To move closer to our desired state, Hemingford Public Schools plans to significantly expand student access to high-skill, high-wage, high-demand career preparation experiences in skilled trades, advanced manufacturing, agricultural systems, and health sciences.

Through updated labor market data and stakeholder engagement, we have identified workforce shortages in home construction, automotive and diesel mechanics, agricultural production systems, and emerging fields involving automation and robotics. Additionally, regional healthcare providers and workforce data indicate increasing demand for medical professionals trained in imaging, diagnostic technologies, and technology-integrated care environments.

To address these needs, we plan to:

- Enhance hands-on training modules in automotive repair, diesel mechanics, hydraulics, woodworking, carpentry, home building, and manufacturing.
- Integrate automation and robotics concepts including artificial intelligence (AI), apps, and drone operation into agriculture, manufacturing, and mechanical systems instruction.
- Expand coursework and applied lab experiences related to residential construction, mechanical systems, and production technologies.
- Expand opportunities in health occupations with a particular focus on the intersection of:
 - Medical imaging and diagnostic technologies
 - Artificial intelligence applications in healthcare
 - Automation and robotics in surgical, rehabilitation, and precision medicine environments

This expanded focus reflects the growing convergence of technology and traditional industries. Students must be prepared not only for mechanical and construction trades but also for technology-integrated environments in healthcare, agriculture, and advanced manufacturing.

Equipment to Support Expansion

To support these program enhancements and provide authentic, industry-aligned instruction, we anticipate acquiring equipment such as:

Agricultural, Mechanical & Construction Equipment

- Vehicle lift
- Engine hoist
- Tire machine and tire balancing machine
- Table saw and band saw
- Lathe and industrial sander
- Air compressor
- Dust collection and sawdust management systems
- Drones, Thermal Imaging, Field Scouting, and Mapping Equipment
- Artificial Intelligence (AI) for agricultural production and agricultural product processing
- Hydraulic Equipment

Health Sciences & Emerging Technology Equipment

- Medical imaging exploration equipment (simulation-based or instructional diagnostic tools)
- Automation and robotics instructional systems
- Equipment supporting AI-integrated applications and programmable systems

These investments will allow students to engage in authentic, hands-on skill development aligned with real-world industry standards and emerging workforce demands.

Strategic Alignment

This expansion strengthens our movement from career awareness to true workforce pipeline development. It reflects a shift from foundational exposure toward:

- Advanced mechanical skill development
- Precision manufacturing competencies
- Agricultural technology integration
- Technology-enabled healthcare career exploration
- Robotics, AI, and automation literacy across multiple career clusters

While we have made meaningful progress toward our 2024 desired state, this expanded focus represents the next phase of growth—ensuring our students are prepared for both traditional skilled trades and rapidly evolving technology-driven industries.

These investments would allow students to engage in authentic, industry-aligned skill development that mirrors real workforce expectations.

Has Our Current State Shifted?

Yes.

Career development at Hemingford Public Schools has evolved from primarily exploration-focused programming to a more comprehensive system that includes:

- Initiation of a HOSA chapter that is active and engaged.
- Structured career coaching (JAG)
- Large-scale employer engagement (Career & College Fair)
- Entrepreneurial enterprise development (Bobcat Brand)
- Increased attention to skilled trades and high-demand technical careers

We are moving from exposure-based career awareness toward intentional workforce pipeline development, particularly in high-need mechanical, construction, agricultural, and automation-related fields.

Have We Reached Our Desired State?

We have made substantial progress toward the 2024 desired state, especially in formalizing career coaching and expanding exposure to postsecondary and workforce pathways.

However, we have not yet fully reached our desired state. Continued growth is needed in:

- Expanding skilled trades infrastructure
- Increasing access to hands-on mechanical and construction training
- Integrating robotics and automation competencies
- Strengthening systematic collaboration between CTE instructors, counselors, and workforce partners

Overall Reflection

Hemingford Public Schools has transitioned from a primarily program-based career exploration model to a more comprehensive, systems-oriented career development framework.

The implementation of JAG, the expansion of the Career & College Fair, and the development of Bobcat Brand represent significant progress. At the same time, updated workforce data and stakeholder engagement clearly indicate the need to deepen our focus on:

- Automotive and diesel repair
- Construction and carpentry
- Manufacturing
- Agricultural production systems
- Automation and robotics

Strategic investment in equipment, facilities, and program expansion will allow us to strengthen alignment with regional high-skill, high-wage, high-demand occupations while ensuring students graduate with practical, industry-relevant competencies.

This reflection confirms meaningful progress while establishing a clear pathway for continued expansion and Perkins-aligned program development.

2) Based on your updated data analyses and stakeholder engagement, provide a written reflection on any adjustments needed to your overall priorities or action steps (e.g., new priorities or areas of emphasis, revised action steps). Include a direct connection to the updated data and/or stakeholder feedback that supports these adjustments. If no changes are needed, provide a written explanation based on your data analyses and stakeholder engagement.

LEA Response:

Based on updated labor market data, regional workforce analyses, and structured stakeholder engagement with local employers, economic development representatives, counselors, CTE instructors, and community partners, Hemingford Public Schools is refining and expanding its Career Development priorities.

Summary of Stakeholder Feedback & Data Analysis

Through conversations with:

- Local business and industry representatives
- Agricultural producers and service providers
- Automotive and diesel technicians
- Construction and homebuilding professionals
- Regional economic development partners

- Healthcare providers and workforce representatives

consistent themes emerged:

1. Persistent workforce shortages exist in home construction, carpentry, automotive repair, diesel mechanics, agricultural production systems, and manufacturing trades.
2. There is an increasing need for workers with technology-integrated skill sets, including automation, robotics, programmable systems, and AI-supported processes.
3. Healthcare professionals emphasized growing demand for students prepared for medical imaging, diagnostic technologies, and technology-enabled patient care environments.
4. Employers expressed strong interest in hiring local graduates but indicated a need for students to have more advanced hands-on experience with industry-standard equipment.

These findings are aligned with regional High-Wage, High-Skill, High-Demand (H3) occupational data and confirm that while our current programming provides strong foundational exposure, deeper technical preparation is necessary.

Adjustments to Overall Priorities

As a result of this updated analysis, we are making the following adjustments to our Career Development priorities:

1. Elevate Skilled Trades and Technical Systems as a Primary Emphasis Area

While our 2024 plan identified expanding trades preparation as a potential area of growth, updated data confirms this must now become a core strategic priority.

Action Steps:

- Expand hands-on training modules in automotive, diesel, hydraulics, drone operation, thermal imaging, GPS mapping, woodworking, carpentry, and manufacturing.
- Acquire industry-relevant equipment to support authentic lab experiences.
- Strengthen alignment between agricultural mechanics and advanced mechanical systems.

2. Integrate Automation, Robotics, and AI Across Career Clusters

Stakeholder engagement highlighted the increasing intersection of automation, robotics, and AI within agriculture, manufacturing, and healthcare sectors.

Action Steps:

- Integrate robotics and programmable automation systems into existing agriculture and manufacturing instruction.
- Introduce foundational AI literacy and applied automation experiences.

- Provide students exposure to emerging technologies including robotics, drones, thermal imaging, and GPS mapping, impacting both traditional trades and advanced industries.

3. Expand Health Sciences Pathways with a Technology Focus

Healthcare stakeholders emphasized demand for careers involving imaging, diagnostics, robotics-assisted procedures, and technology-enabled care.

Action Steps:

- Expand exploration of medical occupations.
- Introduce instructional equipment that supports imaging and diagnostic technology exposure.
- Develop coursework connecting health sciences to automation, AI, and robotics applications.

4. Strengthen Career Coaching Alignment with Technical Pathways

With the implementation of JAG and expanded career programming, collaboration between career coaching and CTE instruction has improved. However, stakeholder engagement indicates the need for deeper alignment between:

- Career coaching
- Course selection
- Technical pathway development
- Work-based learning placements
- Registered apprenticeships

Action Steps:

- Formalize coordination structures between JAG, counselors, and CTE instructors.
- Use labor market data to guide individual student career planning conversations.
- Align career fairs and employer engagement with identified shortage areas.
- Explore development of registered apprenticeship opportunities

Connection to Data & Stakeholder Engagement

These adjustments are directly supported by:

- Regional labor market data identifying shortages in construction, mechanics, agricultural systems, and healthcare technology roles.
- Employer feedback emphasizing the need for hands-on mechanical and technical preparation.
- Economic development input indicating workforce pipeline concerns.
- Healthcare sector input identifying increasing demand for imaging and technology-integrated roles.
- Enrollment trends and student interest in expanded skilled trades and technology-based learning experiences.

Overall Reflection

Our updated data and stakeholder engagement confirm that our overall direction remains appropriate; however, the scope and intensity of our technical and trades-focused programming must expand to meet workforce demand. In particular, the integration of AI into our society will require developing a workforce that will be relevant, competitive and complimentary to the an AI integrated workforce.

Rather than changing course, we are deepening and accelerating our priorities to:

- Strengthen workforce pipeline development
- Expand industry-aligned hands-on learning
- Integrate automation, robotics, and AI competencies
- Broaden health sciences career exploration

These refinements ensure our Career Development system remains aligned with Perkins V expectations, Nebraska's reVISION framework, and the evolving needs of our regional economy.

Element 2: Workforce Alignment

This element requires LEAs to provide a written reflection on the alignment between their current CTE programs and local/regional workforce needs. Reflections should address how well program offerings correspond with labor market demand, and whether learners are being prepared with the skills and experiences needed to enter high-skill, high-wage, and in-demand careers. See the [reVISION workbook](#) for more information and suggestions for data sources.

1) After reviewing your LEA's 2024 priorities and *desired state* for Workforce Alignment, provide a written reflection on the progress made to date. Be sure to address whether your *current state* has shifted and whether you have reached your *desired state*.

LEA Response:

After reviewing our 2024 reVISION priorities and desired state for Workforce Alignment, Hemingford Public Schools has made meaningful progress in strengthening alignment between our CTE programs and regional workforce needs. While continued growth is necessary, our current state has clearly shifted toward a more intentional and data-informed workforce pipeline approach.

Progress Since 2024

Implementation of JAG

The successful implementation of the Jobs for America's Graduates (JAG) program represents a significant advancement in workforce alignment. JAG provides structured career readiness instruction, employability skill development, and intentional employer connections. It strengthens alignment by:

- Connecting students directly with local employers
- Increasing awareness of High-Wage, High-Skill, High-Demand (H3) occupations
- Supporting transition planning aligned to workforce data

This implementation directly supports our 2024 priority of expanding career readiness programming.

Launch of HOSA (Health Occupations Student Association)

In response to growing workforce demand in healthcare and medical technology fields, we successfully launched a HOSA chapter. This expansion strengthens alignment with:

- Regional healthcare labor market needs
- Demand for medical support professionals
- Growth in diagnostic imaging and technology-integrated care environments

HOSA provides students leadership development, career exposure, and competitive events aligned with healthcare professions, including emerging fields intersecting with imaging, robotics, and AI-supported healthcare systems.

The addition of HOSA represents a measurable shift in our alignment with healthcare workforce demand.

Our school district offers a program for students to earn their CNA (Certified Nursing Assistant) and Med Aide certifications as part of dual-credit instruction for students. Conversations with the Health Director of the Panhandle Public Health District revealed a statistic that Nebraska faces a shortage of 5,435 nurses by 2025 (Nebraska Center for Nursing; Nebraska Examiner, 2024).

Strengthening Existing Program Alignment

Our Agriculture, Family & Consumer Sciences (FCS), and Entrepreneurship programs continue to align with regional H3 workforce areas, including:

- Agricultural production and agricultural services
- Food systems and supply chain roles
- Manufacturing and mechanical systems
- Construction and home building
- Business and entrepreneurship

Through stakeholder engagement with the Box Butte Development Corporation, local agricultural producers, construction professionals, and automotive/diesel technicians, we have confirmed continued demand in:

- Skilled trades
- Agricultural mechanics
- Home construction
- Automotive and diesel repair
- Automation and robotics-integrated roles

Our programming has shifted from offering broad exposure to increasingly emphasizing workforce-relevant skill development and potential equipment upgrades to strengthen authenticity.

Exploration of Additional CTSOs

Consistent with our 2024 plan, we continue to explore the future addition of:

- FBLA (Future Business Leaders of America)
- Educators Rising

These organizations would strengthen alignment in:

- Business, accounting, and entrepreneurship careers
- Education and training pathways
- Workforce needs in local school systems and professional service industries

While these chapters have not yet been implemented, exploratory discussions remain active, and stakeholder interest supports continued evaluation.

Has Our Current State Shifted?

Yes.

In 2024, workforce alignment efforts centered primarily on maintaining strong agricultural programming and monitoring H3 data. Since then, our current state has shifted in several important ways:

- We have expanded programming directly tied to workforce shortages (JAG and HOSA).
- We have strengthened employer engagement through structured career fairs and direct conversations.
- We are moving toward expanded technical and mechanical skill development aligned with documented regional shortages.
- We are intentionally incorporating healthcare technology, automation, and robotics into workforce discussions.

Workforce alignment is no longer reactive; it is increasingly proactive and strategic.

Have We Reached Our Desired State?

We have made substantial progress toward our 2024 desired state, particularly through:

- Implementation of JAG
- Addition of HOSA

- Strengthened employer and economic development engagement
- Continued monitoring of H3 labor market data

However, we have not fully reached our desired state. Continued growth is needed in:

- Expanding hands-on skilled trades infrastructure
- Increasing advanced mechanical and construction pathway depth
- Strengthening automation and robotics integration
- Formalizing ongoing workforce data review processes
- Evaluating implementation of additional CTSOs such as FBLA and Educators Rising

Overall Reflection

Hemingford Public Schools has transitioned from maintaining workforce alignment to actively expanding it. The implementation of JAG and HOSA demonstrates a strategic response to documented workforce shortages in healthcare, skilled trades, and technical systems.

While our foundational alignment remains strong—particularly in agriculture, FCS, and entrepreneurship—our focus has expanded to include:

- Agricultural, mechanical, and construction trades
- Automation and robotics
- Healthcare and medical technology pathways

This reflection confirms that our direction remains appropriate, but deeper technical expansion and continued stakeholder engagement will be necessary to fully achieve our desired workforce alignment.

2) Based on your updated data analyses and stakeholder engagement, provide a written reflection on any adjustments needed to your overall priorities or action steps (e.g., new priorities or areas of emphasis, revised action steps). Include a direct connection to the updated data and/or stakeholder feedback that supports these adjustments. If no changes are needed, provide a written explanation based on your data analyses and stakeholder engagement.

LEA Response:

Based on updated labor market data, review of regional High-Wage, High-Skill, High-Demand (H3) occupations, and structured stakeholder engagement with local employers, economic development partners, healthcare providers, agricultural producers, construction professionals, and mechanical technicians, Hemingford Public Schools is refining and strengthening its Workforce Alignment priorities.

Summary of Data and Stakeholder Feedback

Stakeholder engagement and workforce analysis consistently identified:

- Persistent shortages in home building, carpentry, and construction trades
- Ongoing demand for automotive and diesel mechanics, and hydraulics technicians
- Continued workforce needs in agricultural production systems and services supporting the food supply chain
- Growth in manufacturing and automation-integrated technical roles
- Increasing demand in healthcare occupations, particularly roles involving imaging, diagnostics, and technology-integrated care environments
- Employer concern that students need greater hands-on experience with industry-standard equipment to be workforce-ready upon graduation

This feedback aligns directly with regional H3 labor market data and confirms the need to deepen technical preparation in these areas.

Adjustments and Action Steps to Workforce Alignment Priorities:

1. Strengthen Industry-Standard Equipment to Support Size, Scope, and Quality

While our current programming aligns broadly to workforce needs, stakeholders emphasized that students must engage in instruction that mirrors real-world industry environments. To meet Perkins V expectations for sufficient **size, scope, and quality**, we must expand hands-on, industry-aligned instructional capacity.

Adjustment and Action Steps: Prioritize acquisition of industry-standard equipment to ensure authentic technical skill development in high-demand pathways.

Proposed equipment investments include:

Agricultural, Mechanical & Construction Equipment

- Vehicle lift
- Engine hoist
- Tire machine and tire balancing machine
- Table saw and band saw
- Lathe and industrial sander

- Air compressor
- Dust collection and sawdust management systems
- Drones, Thermal Imaging, and Mapping Equipment
- Hydraulic Equipment
- Continued investment in quality equipment and opportunities for maintenance and expansion of the program.

Health Sciences & Emerging Technology Equipment

- Medical imaging exploration equipment (simulation-based or instructional diagnostic tools)
- Automation and robotics instructional systems
- Equipment supporting AI-integrated applications and programmable systems
- Continued investment in quality equipment and opportunities for maintenance and expansion of the program.

Business Education

- Continued investment in quality equipment and opportunities for maintenance and expansion of the Bobcat Brand and other business education programs.
- Continued investment in quality equipment and opportunities for expand the Bobcat Branch of Nebraska Bank

Family and Consumer Sciences

- Continued investment in quality equipment and opportunities for maintenance and expansion of programing.

Perkins Justification:

These investments directly support programs of study aligned to documented H3 occupations and address identified gaps between employer expectations and current student skill exposure. Acquisition of industry-relevant equipment ensures:

- Programs meet standards for sufficient size, scope, and quality
- Students gain competencies aligned to workforce demand
- Barriers to employment readiness are reduced
- Special populations have equitable access to high-skill technical learning environments

Equipment expansion is not an enhancement of convenience but a necessary adjustment to ensure instructional environments reflect current industry standards and workforce expectations.

2. Expand and Strengthen CTSO Infrastructure

Updated data and stakeholder engagement confirm that Career and Technical Student Organizations (CTSOs) serve as critical extensions of classroom instruction and workforce alignment.

Recent Progress:

- Successful implementation of JAG
- Launch of HOSA to support healthcare workforce alignment

Adjustment and Action Steps:

Continue strengthening JAG and HOSA while actively exploring the addition of:

- FBLA to support business, accounting, entrepreneurship, and financial services workforce pathways
- Educators Rising to address regional education workforce shortages

Perkins Justification:

CTSOs are integral to strengthening program quality and workforce alignment because they:

- Reinforce technical and employability skill development
- Provide leadership and project-based learning aligned to industry standards
- Create structured engagement with business and community partners
- Increase student retention and concentrator success
- Support preparation for high-skill, high-demand career clusters

Expansion of CTSOs strengthens alignment between instruction, career readiness competencies, and workforce needs. It also supports Perkins V goals related to improving student performance and equitable access to high-quality CTE experiences.

3. Integrate Automation, Robotics, and Technology Across Career Clusters

Stakeholder feedback indicated that automation, robotics, and AI are no longer confined to isolated industries; they are increasingly embedded in:

- Agricultural systems
- Manufacturing processes
- Automotive diagnostics
- Healthcare imaging and surgical environments

Adjustment and Action Steps:

Intentionally integrate automation and robotics competencies across multiple programs of study, especially the middle grades (5-8). Explore and invest in opportunities to earn certifications in various technological competencies including computer programming.

Perkins Justification:

This integration ensures programs remain aligned to emerging H3 occupations and prepares students for technology-integrated workforce environments. It strengthens relevance and ensures long-term sustainability of our CTE offerings.

4. Formalize Ongoing Workforce Data Review

While workforce alignment discussions have been consistent, we will formalize a structured process to:

- Annually review H3 data
- Evaluate concentrator enrollment relative to workforce demand
- Engage employers in advisory capacity
- Adjust programs of study as needed

This ensures continuous alignment rather than periodic review.

Overall Reflection

Our overall direction remains appropriate; however, updated data and stakeholder engagement indicate that incremental alignment is no longer sufficient. The adjustments outlined above deepen and operationalize workforce alignment by:

- Expanding industry-standard equipment to support authentic skill development
- Strengthening CTSO infrastructure to reinforce workforce competencies
- Integrating automation, robotics, and healthcare technology across pathways
- Formalizing workforce data review processes

These refinements ensure our programs are not only aligned in theory but aligned in practice—meeting Perkins V requirements for size, scope, quality, and labor market responsiveness while directly addressing documented workforce shortages in our region.

Element 3: Program Size, Scope, & Quality and Implementing Programs of Study

This element requires LEAs to provide a written reflection on the size, scope, and quality of their CTE programs. Reflections should consider whether programs are broad enough to offer meaningful pathways, sufficient in depth to build advanced

skills, and high-quality in terms of curriculum, equipment, and instruction. See the [reVISION workbook](#) for more information and suggestions for data sources.

1) After reviewing your LEA's 2024 priorities and *desired state* for Program Size, Scope, & Quality, provide a written reflection on the progress made to date. Be sure to address whether your *current state* has shifted and whether you have reached your *desired state*.

LEA Response:

After reviewing our 2024 reVISION priorities and desired state for Program Size, Scope, and Quality, Hemingford Public Schools has made measurable progress in strengthening program implementation, expanding leadership opportunities, and improving alignment between instruction and workforce expectations. At the same time, updated workforce data and stakeholder engagement indicate that continued expansion of instructional capacity and equipment is necessary to fully achieve our desired state.

Progress Since 2024

Strengthening Program Scope Through CTSO Expansion

In 2024, our priorities included continuing professional development, maintaining industry-standard equipment, and ensuring access for all students. Since that time, we have strengthened program scope and quality by:

- Successfully implementing the JAG program
- Launching a HOSA chapter to support health sciences programming
- Continuing strong FFA and FCCLA participation
- Expanding experiential learning opportunities through Bobcat Brand entrepreneurship initiatives

The addition of JAG and HOSA enhances program scope by extending learning beyond classroom instruction into leadership development, competitive events, employer engagement, and structured employability skill development. These expansions represent meaningful progress toward a more comprehensive and vertically aligned CTE system.

Increased Workforce-Relevant Emphasis

Our Agriculture, Family & Consumer Sciences, and Entrepreneurship programs continue to align with regional workforce needs. Through stakeholder engagement and labor market review, we have strengthened instructional emphasis in:

- Agricultural production systems
- Food systems and supply chain support
- Skilled trades and construction pathways
- Automotive and diesel mechanics exploration
- Healthcare occupations
- Automation and robotics integration

This represents a shift from primarily exploratory exposure toward more intentional workforce skill preparation.

Evaluation of Current Size

While enrollment remains strong and no significant underrepresentation of special populations has been identified, updated data and stakeholder feedback indicate that our current instructional infrastructure limits expansion in several high-demand pathways.

Specifically:

- Mechanical and construction-related instruction is limited by available equipment capacity.
- Advanced hands-on training in automotive and diesel systems requires industry-standard tools not currently available.
- Automation and robotics instruction requires dedicated instructional systems to move beyond conceptual exposure.
- Health sciences exploration related to imaging and diagnostic technology requires specialized instructional equipment.

To fully meet the definition of sufficient program size under Perkins V, our programs must have the physical and technical capacity to deliver all intended student learning outcomes aligned to industry standards.

Evaluation of Current Scope

Program scope has improved through expanded CTSO engagement and workforce conversations; however, scope in skilled trades, advanced mechanical systems, healthcare technology, and automation remains limited by equipment constraints.

To meet the Perkins definition of sufficient scope, programs must:

- Cover the full breadth of industry-relevant competencies
- Progress from foundational exposure to applied technical skill development
- Provide multiple entry and exit points aligned to credentials and employment

While we have made progress, additional equipment and lab enhancements are necessary to expand scope into deeper technical application.

Evaluation of Current Quality

Quality has improved through:

- Ongoing professional development for CTE staff
- CTSO expansion (JAG, HOSA)
- Continued alignment to industry standards
- Use of Perkins funds to enhance instructional resources

However, stakeholder engagement consistently indicated that quality can be strengthened by increasing access to industry-standard equipment and authentic technical learning environments.

Programs must mirror real-world workforce settings in order to ensure seamless transitions to employment or postsecondary training. Without expanded equipment, instruction risks remaining theoretical rather than fully applied.

Has Our Current State Shifted?

Yes.

Since 2024, our current state has shifted in several important ways:

- Expanded CTSO infrastructure (JAG and HOSA)
- Increased employer engagement and workforce input
- Greater emphasis on mechanical systems, healthcare technology, and automation
- Stronger connection between workforce alignment and instructional planning

We have moved from maintaining stable **programs to strategically expanding them.**

Have We Reached Our Desired State?

We have made significant progress toward our 2024 desired state, particularly in strengthening program leadership components and expanding workforce connections.

However, we have not yet fully reached our desired state for size, scope, and quality.

To fully achieve our goals, we must:

- Expand industry-standard equipment capacity
- Strengthen advanced hands-on technical modules
- Integrate automation, robotics, and AI more deeply across programs
- Enhance healthcare-related instructional tools
- Continue evaluating CTSO expansion (FBLA, Educators Rising)

Overall Reflection

Hemingford Public Schools has strengthened program quality and scope through strategic CTSO expansion, workforce engagement, and career readiness programming. Our programs remain accessible and aligned to regional workforce needs.

The next phase of development requires intentional investment in instructional infrastructure to ensure:

- Sufficient program size to deliver all intended learning outcomes
- Expanded scope that reflects full industry competency expectations
- High-quality, industry-aligned instruction grounded in authentic technical environments

This reflection confirms meaningful growth while clearly identifying the structural investments needed to meet Perkins V expectations for program size, scope, and quality.

2) Based on your updated data analyses and stakeholder engagement, provide a written reflection on any adjustments needed to your overall priorities or action steps (e.g., new priorities or areas of emphasis, revised action steps). Include a direct connection to the updated data and/or stakeholder feedback that supports these adjustments. If no changes are needed, provide a written explanation based on your data analyses and stakeholder engagement.

LEA Response:

Based on updated enrollment data, review of Perkins performance indicators, regional H3 labor market information, and structured stakeholder engagement with business, industry, healthcare, agricultural producers, economic development partners, and instructional staff, Hemingford Public Schools is refining and strengthening its priorities related to Program Size, Scope, and Quality.

While our overall direction remains appropriate, updated data and employer feedback indicate the need for targeted expansion of instructional infrastructure to ensure programs meet Perkins V expectations for sufficient size, scope, and quality.

Summary of Data and Stakeholder Feedback

Stakeholder engagement consistently identified the following themes:

- Students need greater exposure to industry-standard tools and equipment to be workforce-ready.
- Skilled trades, automotive/diesel repair, agricultural mechanics, and construction employers report difficulty finding locally prepared workers.
- Healthcare providers emphasize growing demand for careers involving imaging, diagnostic technologies, and technology-integrated care environments.
- Automation and robotics competencies are increasingly embedded across agriculture, manufacturing, and mechanical industries.
- Students demonstrate strong interest in hands-on technical learning experiences.

Enrollment data indicates sustained participation in Agriculture, FCS, and related pathways. However, employer feedback suggests instructional depth must expand to better mirror real-world industry expectations.

Adjustments to Priorities and Action Steps

1. Expand Industry-Standard Equipment to Ensure Sufficient Size and Quality

Adjustment and Action Step: Prioritize acquisition of industry-relevant equipment to expand hands-on instructional capacity.

Proposed equipment investments include:

Agricultural, Mechanical & Construction Equipment

- Vehicle lift
- Engine hoist
- Tire machine and tire balancing machine
- Table saw and band saw
- Lathe and industrial sander
- Air compressor
- Dust collection and sawdust management systems
- Drones, Thermal Imaging, and Mapping Equipment
- Hydraulic Equipment
- Continued investment in quality equipment and opportunities for maintenance and expansion of the program.

Health Sciences & Emerging Technology Equipment

- Medical imaging exploration equipment (simulation-based or instructional diagnostic tools)
- Automation and robotics instructional systems including classroom kits for middle grades students (Lego Education Computer Science and AI kits)
- Equipment supporting AI-integrated applications and programmable systems
- Continued investment in quality equipment and opportunities for maintenance and expansion of the program.
- Exploration and investment in equipment and opportunities to earn certifications in various technological competencies including computer programming.

Business Education

- Continued investment in quality equipment and opportunities for maintenance and expansion of the Bobcat Brand and other business education programs.
- Continued investment in quality equipment and opportunities for expand the Bobcat Branch of Nebraska Bank
- Exploration and investment in equipment and opportunities to earn certifications in various technological competencies including computer programming.

Family and Consumer Sciences

- Continued investment in quality equipment and opportunities for maintenance and expansion of programing.

Direct Connection to Data & Stakeholder Feedback:

- Employers report that students need experience with equipment commonly used in industry settings.
- Labor market data and employer feedback identifies shortages in automotive, diesel, hydraulics, drone operation, thermal imaging, GPS mapping, construction, agricultural systems, and healthcare technology roles.
- Current instructional environments limit the ability to fully simulate industry conditions.

Perkins V Justification:

Acquiring industry-standard equipment is necessary to ensure programs meet the required definition of sufficient size and quality. These investments will:

- Allow programs to deliver all intended technical learning outcomes.
- Increase authenticity of lab-based instruction.
- Strengthen alignment to high-skill, high-wage, high-demand occupations.
- Remove barriers to skill development for special populations by providing equitable access to modern instructional environments.

- Improve concentrator readiness for employment and postsecondary credential attainment.

Without these adjustments, programs risk remaining foundational rather than fully industry-aligned.

2. Expand Scope in Skilled Trades, Healthcare Technology, and Automation

Adjustment and Action Steps: Deepen instructional scope in:

- Automotive and diesel systems
Residential construction and carpentry
- Agricultural production and mechanical systems
- Manufacturing processes
- Healthcare occupations with imaging and diagnostic focus
- Automation and robotics integration

Direct Connection to Data & Stakeholder Feedback:

- Regional employers identified shortages in these areas.
- Healthcare stakeholders highlighted growth in imaging and technology-based care roles.
- Automation and robotics are increasingly embedded in agricultural and manufacturing systems.

Perkins V Justification:

Expanding scope ensures programs progress from introductory exposure to advanced application. This aligns with Perkins expectations that Programs of Study:

- Address both academic and technical competencies.
- Progress in specificity.
- Prepare students for recognized credentials and employment.

3. Strengthen CTSO Integration to Enhance Program Quality

Adjustment and Action Steps: Continue strengthening JAG and HOSA while exploring implementation of FBLA and Educators Rising.

Direct Connection to Data & Stakeholder Feedback:

- Students express interest in additional leadership and business-focused opportunities.
- Workforce stakeholders emphasize the importance of employability and leadership skills.
- Education and business sectors identify pipeline concerns.

Perkins V Justification:

CTSOs enhance program quality by:

- Reinforcing technical and employability skills.
- Providing applied leadership experiences.
- Increasing student retention and concentrator success.
- Supporting equitable access to high-quality CTE programming.

CTSOs are integral components of a high-quality CTE system and support continuous improvement of size, scope, and quality.

4. Provide Instructor Training and Formalize Industry Advisory and Data Review Structures

Adjustment and Action Steps: Provide instructor training on industry-grade equipment and establish a more formal advisory structure to:

- Provide opportunities for instructors to access training on the use and application of industry-grade equipment.
- Review H3 labor market data annually.
- Evaluate program enrollment relative to workforce demand.
- Provide ongoing employer feedback on skill competencies.
- Inform equipment and curriculum decisions.

Direct Connection to Data & Stakeholder Feedback:

While informal conversations have been productive, employers indicated a desire for more structured engagement to strengthen alignment.

Perkins V Justification:

Formal advisory engagement strengthens program quality and ensures continuous alignment to workforce needs, as required under the Comprehensive Local Needs Assessment framework.

Overall Reflection

Our foundational programs remain strong, accessible, and aligned to regional workforce needs. However, updated data and stakeholder engagement indicate that maintaining current structures is not sufficient to meet evolving workforce demands.

The adjustments outlined above represent a shift from maintaining quality to expanding and modernizing it. These refinements ensure that Hemingford Public Schools:

- Meets Perkins V expectations for sufficient size, scope, and quality.
- Aligns programs directly to documented H3 occupations.
- Provides equitable access to industry-standard learning environments.

- Strengthens workforce pipeline development in skilled trades, healthcare technology, agricultural systems, and automation-integrated careers.

These adjustments position our CTE system for long-term sustainability, relevance, and measurable student success.

Element 4: Student Performance

This element requires LEAs to provide a written reflection on student performance outcomes in CTE programs. Reflections should analyze available data and performance across learner groups. See the [reVISION workbook](#) for more information and suggestions for data sources.

1) After reviewing your LEA's 2024 priorities and *desired state* for Student Performance, provide a written reflection on the progress made to date. Be sure to address whether your *current state* has shifted and whether you have reached your *desired state*.

LEA Response:

After reviewing our 2024 reVISION priorities and desired state for Student Performance, Hemingford Public Schools has maintained strong overall performance across CTE programs while strengthening systems that support continued student success. While no significant performance gaps were identified in 2024, our current reflection recognizes the need to proactively strengthen instructional depth and workforce preparation to sustain and improve outcomes.

Progress Since 2024

Sustained Strong Participation and Performance

Enrollment data and internal performance monitoring continue to indicate:

- Strong participation across Agriculture, FCS, and related programs.
- Balanced participation across genders in traditionally nontraditional programs.
- No clearly identified performance gaps among special populations.

Our programs continue to support concentrator completion and graduation outcomes consistent with prior performance trends.

Expansion of Structured Student Support

Since 2024, implementation of the JAG program has strengthened structured career coaching and employability skill development. JAG supports student performance by:

- Improving attendance and engagement
- Strengthening goal-setting and transition planning
- Providing individualized support for students with additional needs

The addition of HOSA has similarly expanded performance opportunities in health sciences by:

- Increasing student leadership engagement
- Providing competitive event benchmarks
- Reinforcing technical knowledge through applied performance tasks

These additions represent a shift toward more structured and measurable performance support beyond traditional classroom instruction.

Increasing Rigor and Workforce Relevance

Stakeholder feedback indicated that student readiness for direct workforce entry could be strengthened through expanded hands-on technical training. While current performance indicators remain stable, employers emphasized that deeper exposure to industry-standard tools and environments would enhance workforce preparedness.

As a result, our current state has shifted from focusing primarily on participation and completion toward emphasizing:

- Authentic technical skill development
- Industry-aligned competency attainment
- Workforce-ready performance benchmarks

This represents a move from maintaining performance to elevating performance quality.

Has Our Current State Shifted?

Yes.

In 2024, our student performance reflection focused primarily on maintaining strong enrollment and avoiding performance gaps. Since then, our current state has shifted in several important ways:

- Increased structured support through JAG.
- Expanded leadership and technical reinforcement through HOSA.
- Greater intentionality in aligning instruction to workforce competencies.
- Stronger connection between career coaching, CTSO participation, and performance outcomes.

We are increasingly viewing performance not only through indicator data but through workforce readiness outcomes.

Have We Reached Our Desired State?

We have made meaningful progress toward our 2024 desired state, particularly in:

- Sustaining equitable access to CTE programs.
- Maintaining strong participation and concentrator engagement.
- Avoiding significant subgroup performance gaps.
- Expanding student leadership and applied learning opportunities.

However, we have not fully reached our desired state.

To continue improving student performance outcomes, we must:

- Expand industry-standard equipment to deepen technical rigor.
- Strengthen credential-aligned instruction in skilled trades and healthcare pathways.
- Further integrate automation and robotics competencies.
- Continue expanding CTSO opportunities to reinforce technical and leadership performance.
- Monitor performance trends proactively as programs expand.

Overall Reflection

Hemingford Public Schools has maintained strong student performance while strengthening systems that support engagement, leadership, and workforce preparation. Our current state reflects progress in structured supports and expanded opportunities.

The next phase of improvement will focus on increasing technical rigor and workforce authenticity through equipment expansion, CTSO development, and deeper alignment to H3 occupations. These refinements will help ensure sustained improvement in concentrator performance, workforce readiness, and postsecondary transition success.

2) Based on your updated data analyses and stakeholder engagement, provide a written reflection on any adjustments needed to your overall priorities or action steps (e.g., new priorities or areas of emphasis, revised action steps). Include a direct connection to the updated data and/or stakeholder feedback that supports these adjustments. If no changes are needed, provide a written explanation based on your data analyses and stakeholder engagement.

LEA Response:

Based on updated Perkins performance data, enrollment trends, and structured stakeholder engagement with employers, counselors, CTE instructors, economic development partners, and healthcare representatives, Hemingford Public Schools is refining its Student Performance priorities to proactively strengthen concentrator outcomes and workforce readiness.

While no significant subgroup performance gaps were identified in prior analyses, updated stakeholder feedback indicates the need to deepen technical rigor and industry alignment to sustain and improve performance indicators over time.

Summary of Data and Stakeholder Feedback

Data analysis indicates:

- Continued strong concentrator participation.
- No clearly identified subgroup performance disparities.
- Stable graduation and completion trends.

However, employer feedback emphasized:

- Students need greater exposure to industry-standard equipment.
- Workforce readiness could be strengthened through more advanced hands-on training.
- Healthcare and technical employers require stronger applied competencies in imaging, diagnostics, mechanical systems, and automation-integrated environments.

These findings suggest that while performance metrics are currently stable, proactive adjustments are necessary to elevate technical skill attainment and postsecondary transition outcomes.

Adjustments and Action Steps to Student Performance Priorities

1. Increase Technical Rigor Through Industry-Standard Equipment

Adjustment and Action Steps: Expand access to industry-relevant equipment to strengthen concentrator skill attainment.

Proposed investments (outlined in previous elements) directly support performance by:

- Increasing applied technical competency.
- Allowing students to demonstrate mastery in authentic lab settings.
- Supporting preparation for credential-aligned competencies.
- Improving readiness for employment or advanced training.

Direct Connection to Performance Data & Feedback:

Employers report that applied technical experience is critical to workforce readiness. Increasing instructional authenticity supports Perkins performance indicators related to:

- Postsecondary placement.
- Credential attainment.
- Concentrator skill proficiency.
- Graduation rates.

Perkins Justification:

Strengthening instructional infrastructure directly supports improved student performance by ensuring programs are sufficiently rigorous to produce measurable technical skill outcomes.

2. Expand and Integrate CTSO Participation to Reinforce Performance

Adjustment and Action Steps: Continue strengthening JAG and HOSA while exploring expansion of FBLA and Educators Rising.

Direct Connection to Data & Feedback:

- JAG supports attendance, goal-setting, and career planning.
- HOSA strengthens applied healthcare knowledge and competitive performance benchmarks.
- Employers emphasize employability and leadership skills as essential.

Performance Impact:

CTSOs reinforce:

- Technical skill application.
- Leadership development.
- Retention and engagement.
- Career readiness competencies.

- Postsecondary transition success.

CTSOs serve as performance multipliers by extending instruction into competitive and applied settings that reinforce measurable outcomes.

3. Strengthen Monitoring of Subgroup Performance

Although no significant gaps were identified previously, we will implement more intentional monitoring processes to:

- Disaggregate concentrator performance data annually.
- Review participation trends in emerging pathways (skilled trades, healthcare technology, automation).
- Ensure special populations have equitable access to expanded technical opportunities.

Direct Connection to Perkins Requirements:

Proactive monitoring ensures continued compliance with Perkins V expectations for closing performance gaps and providing equitable access to high-quality CTE programs.

4. Align Career Coaching More Directly with Performance Indicators

Adjustment and Action Steps: Increase coordination between JAG, counselors, and CTE instructors to align:

- Course selection
- Concentrator completion
- Credential opportunities
- Postsecondary placement tracking

Structured alignment strengthens performance outcomes related to transition and employment indicators.

Overall Reflection

Our data does not indicate the need for major structural change; however, stakeholder feedback clearly supports the need to elevate program rigor and industry authenticity to sustain and improve performance outcomes.

These refinements:

- Proactively prevent future performance gaps.
- Strengthen concentrator technical skill attainment.
- Improve postsecondary and employment placement outcomes.
- Ensure special populations have access to high-quality, industry-aligned instruction.
- Align student performance improvement directly to workforce demand.

By deepening technical infrastructure and expanding CTSO integration, Hemingford Public Schools positions its CTE system not only to maintain strong performance indicators but to enhance measurable student success aligned with Perkins V priorities.

Element 5: Recruiting, Retaining, and Training CTE Educators

This element requires LEAs to provide a written reflection on the current capacity of faculty and staff to deliver high-quality CTE programs. Reflections should address recruitment and retention of qualified educators, professional learning opportunities, and strategies to ensure teachers and staff are supported to meet the needs of all learners. See the [reVISION workbook](#) for more information and suggestions for data sources.

- 1) After reviewing your LEA's 2024 priorities and *desired state* for Recruiting, Retraining, and Training of CTE Educators, provide a written reflection on the progress made to date. Be sure to address whether your *current state* has shifted and whether you have reached your *desired state*.

LEA Response:

After reviewing our 2024 reVISION priorities and desired state for Recruiting, Retaining, and Training of CTE Educators, Hemingford Public Schools has made steady progress in maintaining a stable and effective CTE workforce while strengthening professional development opportunities and expanding program leadership structures. At the same time, evolving workforce demands and program expansion require continued strategic attention to recruitment, instructional capacity, and modernization of facilities and equipment.

Progress Since 2024

Stability and Retention of CTE Staff

Since 2024, we have maintained effective and energetic CTE instructors in Agriculture, Family & Consumer Sciences, and related program areas. Retention strategies continue to include:

- Extended contracts for Agriculture and FCS instructors
- Extra-duty compensation for CTSO sponsorship
- Access to statewide professional development opportunities (e.g., summer CTE conference, ESU offerings)
- Ongoing instructional collaboration

These strategies have supported continuity and instructional quality.

Expansion of Programming and Leadership Roles

Implementation of the JAG program and the addition of HOSA have expanded leadership responsibilities and instructional coordination within our CTE system. These expansions reflect a shift from maintaining core programs to strategically growing pathway opportunities aligned to workforce demand.

This growth represents forward progress toward our 2024 desired state; however, expansion also increases the need for:

- Additional instructional capacity
- Ongoing professional learning
- Recruitment strategies for future pathway growth

Unique Opportunity: Agriculture Facilities Expansion

Hemingford Public Schools is currently in the design phase of an Agriculture program facilities expansion, with construction anticipated this year. This expansion represents a unique and strategic opportunity to strengthen both recruitment and retention of high-quality CTE educators.

Modern, safe, and industry-aligned facilities are critical components of attracting and retaining skilled CTE instructors, particularly those with industry experience. Stakeholder feedback and workforce discussions consistently reinforce that:

- Outdated equipment and facilities can create barriers to recruiting high-quality instructors.
- Industry-experienced professionals are more likely to transition into education when instructional environments reflect modern workplace standards.

- Safety, space, and equipment quality directly impact instructional effectiveness and teacher satisfaction.

The facilities expansion, combined with modernization of instructional equipment, will significantly strengthen our recruitment position in agriculture, mechanical systems, construction trades, and automation-related pathways.

Modernization of Equipment as a Recruitment Strategy

Updated stakeholder engagement confirms that modernizing instructional equipment is not solely a program quality initiative—it is a workforce recruitment strategy.

As we expand programming in:

- Automotive and diesel systems
- Construction and carpentry
- Agricultural mechanics
- Automation and robotics
- Healthcare technology and imaging

we must ensure instructors have access to:

- Industry-standard tools
- Safe, modern lab environments
- Instructional equipment that reflects real-world industry conditions

Modern equipment supports:

- Instructor confidence and professional satisfaction
- Safe and effective lab management
- Alignment to industry standards
- Increased credibility with business and industry partners

Modernization is therefore a key strategy in recruiting and retaining excellent CTE instructors.

Has Our Current State Shifted?

Yes.

Since 2024, our current state has shifted in several meaningful ways:

- Expanded CTSO leadership responsibilities (JAG and HOSA).
- Increased workforce alignment expectations.
- Transition from maintaining programs to strategically expanding pathways.

- Initiation of facilities expansion to modernize infrastructure.

Recruitment and retention efforts are no longer focused solely on maintaining staffing levels; they are now aligned to program growth, equipment modernization, and long-term sustainability.

Have We Reached Our Desired State?

We have made progress toward our 2024 desired state, particularly in:

- Maintaining stable instructional staffing.
- Supporting professional development participation.
- Encouraging students to consider careers in CTE fields (e.g., “Say Yes to FCS,” FCCLA signing events).

However, we have not fully reached our desired state.

To fully achieve our goals, we must:

- Complete the agriculture facilities expansion.
- Modernize equipment across skilled trades and healthcare pathways.
- Continue developing recruitment pipelines for industry-experienced educators.
- Expand professional development opportunities aligned to automation, robotics, and emerging technologies.
- Monitor staffing capacity as program scope increases.

Overall Reflection

Hemingford Public Schools has maintained a stable and effective CTE workforce while expanding programming and strengthening leadership structures. The agriculture facilities expansion represents a transformative opportunity to modernize instructional environments and strengthen long-term recruitment and retention efforts.

Modern facilities and industry-standard equipment are foundational to sustaining high-quality CTE instruction. As we deepen alignment to workforce demand in skilled trades, healthcare technology, agricultural systems, and automation, strategic investment in facilities and equipment will be essential to attracting and retaining highly qualified CTE educators.

2) Based on your updated data analyses and stakeholder engagement, provide a written reflection on any adjustments needed to your overall priorities or action steps (e.g., new priorities or areas of emphasis, revised action steps). Include a direct connection to the updated data and/or stakeholder feedback that supports these adjustments. If no changes are needed, provide a written explanation based on your data analyses and stakeholder engagement.

LEA Response:

Based on updated staffing data, workforce expansion plans, labor market analysis, and stakeholder engagement with instructors, administrators, business and industry partners, and economic development representatives, Hemingford Public Schools is refining its priorities related to recruitment, retention, and professional development of CTE educators.

While our staffing levels remain stable and effective, expanded programming and increased technical rigor require intentional adjustments to ensure long-term sustainability and alignment with Perkins V expectations.

Summary of Data and Stakeholder Feedback

Stakeholder engagement revealed several consistent themes:

- Recruitment of qualified CTE instructors, particularly those with industry experience, remains increasingly competitive.
- Modern facilities and industry-standard equipment significantly influence educator recruitment decisions.
- Instructors require ongoing professional development to stay current with automation, robotics, advanced mechanical systems, and healthcare technologies.
- Expanded CTSO programming (JAG and HOSA) increases instructional leadership demands.
- The planned agriculture facilities expansion presents both opportunity and responsibility to align staffing capacity with program growth.

These findings confirm that maintaining current strategies is not sufficient as programs expand in scope and technical depth.

Adjustments and Action Steps to Recruitment and Retention Priorities

1. Leverage Facilities Expansion and Quality Equipment as a Strategic Recruitment Tool

Adjustment and Action Steps: Intentionally position the agriculture facilities expansion and equipment modernization efforts as central components of our recruitment strategy.

Direct Connection to Stakeholder Feedback:

Industry professionals and current staff consistently indicated that modern, safe, and well-equipped instructional environments are key factors in attracting high-quality CTE instructors.

Action Steps:

- Complete the agriculture facilities expansion with instructional layout designed for safety, efficiency, and industry alignment with quality equipment.
- Align facility design with equipment modernization plans.
- Highlight modern facilities and industry-standard labs in recruitment materials and job postings.

Perkins V Alignment:

Safe, modern facilities and equipment are foundational to ensuring sufficient program size and quality. They also strengthen educator effectiveness and instructional rigor.

2. Prioritize Equipment Modernization as a Retention Strategy

Adjustment and Action Steps: Continue modernization of instructional equipment across skilled trades, agriculture, healthcare technology, and automation pathways.

Direct Connection to Data & Feedback:

- Employers emphasized the importance of authentic industry alignment.
- Instructors noted that outdated equipment limits instructional depth and job satisfaction.
- Expansion of automotive, diesel, construction, and healthcare programming requires updated technical infrastructure.

Action Steps:

- Acquire industry-standard tools and systems aligned to workforce demand.
- Ensure equipment supports safe, effective lab instruction.
- Phase modernization efforts strategically to align with program growth.

Perkins V Alignment:

Equipment modernization supports recruitment and retention by providing instructors with the tools necessary to deliver high-quality, industry-aligned instruction. It directly strengthens program size, scope, and quality.

3. Expand Professional Development in Emerging Technologies

Adjustment and Action Steps: Increase targeted professional development in:

- Automation and robotics
- Advanced agricultural systems
- Healthcare imaging and diagnostic technologies
- Mechanical and construction systems

Direct Connection to Data & Feedback:

Stakeholder discussions highlighted the growing integration of technology across all workforce sectors. Instructors must remain current to effectively prepare students for these environments.

Action Steps:

- Support instructor attendance at statewide and regional CTE conferences.
- Seek externship opportunities with local employers.
- Provide structured opportunities for instructors to engage in industry tours and technical upskilling.

Perkins V Alignment:

Regular, substantive professional development is required to ensure educators remain equipped to deliver academically rigorous and technically relevant instruction.

4. Monitor Staffing Capacity as Programs Expand

Adjustment and Action Steps: Proactively evaluate staffing needs as skilled trades, healthcare, and automation pathways expand.

Direct Connection to Data & Feedback:

- Addition of JAG and HOSA increased instructional leadership responsibilities.
- Potential expansion of FBLA and Educators Rising would further increase staffing demands.
- Growth in technical lab offerings may require additional certification areas or instructional endorsements.

Action Steps:

- Monitor enrollment trends and pathway growth.
- Evaluate potential shared staffing models if needed.
- Continue encouraging students to consider careers in CTE fields through existing initiatives.

Overall Reflection

Our staffing structure remains strong and stable; however, stakeholder feedback and program expansion clearly indicate the need to elevate recruitment and retention strategies.

Adjustments and Action Steps outlined above ensure that:

- Facilities expansion becomes a strategic recruitment advantage.
- Equipment modernization supports both instructional quality and educator satisfaction.
- Professional development aligns with emerging workforce technologies.
- Staffing capacity remains sustainable as programs grow.

These refinements position Hemingford Public Schools to recruit and retain highly qualified CTE educators while ensuring instructional environments reflect modern industry standards and workforce expectations.

Element 6: Work-Based Learning

This element requires LEAs to provide a written reflection on the availability and quality of work-based learning opportunities. Reflections should consider how learners access experiences such as job shadows, internships, and apprenticeships, whether these opportunities are aligned with local workforce needs, and how barriers to participation are being addressed. See the [reVISION workbook](#) for more information and suggestions for data sources.

1) After reviewing your LEA's 2024 priorities and *desired state* for Work-Based Learning, provide a written reflection on the progress made to date. Be sure to address whether your *current state* has shifted and whether you have reached your *desired state*.

LEA Response:

After reviewing our 2024 reVISION priorities and desired state for Work-Based Learning, Hemingford Public Schools has made significant progress in expanding structured work-based learning (WBL) opportunities while strengthening alignment between classroom instruction, employer engagement, and career planning. Our current state reflects meaningful growth; however, continued expansion and formalization are needed to fully achieve our desired state.

Progress Since 2024

Expansion of Structured Career Connections

Since 2024, we have strengthened work-based learning through:

- Full implementation of the JAG program, which supports structured career exploration, employer connections, and transition planning.
- Expansion of our annual Career and College Fair, increasing employer engagement and student access to job opportunities.
- Continued participation in FFA Supervised Agricultural Experiences (SAEs) and FCCLA career investigation events.

These efforts have improved student exposure to real-world career environments and strengthened intentional connections between career planning and employer engagement.

Development of School-Based Enterprise: Bobcat Brand

One of the most significant advancements in our work-based learning system is the development of Bobcat Brand, our student-operated business initiative.

Through Bobcat Brand, students:

- Operate a school-based coffee shop.
- Manage inventory and financial transactions.
- Develop marketing strategies.
- Practice customer service and communication skills.
- Engage in entrepreneurship and business operations.

This school-based enterprise model provides authentic, embedded work-based learning during the school day. Students gain real-world employability skills in a supervised environment aligned with classroom instruction in entrepreneurship, agriculture, and Family & Consumer Sciences.

The Bobcat Brand initiative may expand into:

- T-shirt production and design.
- Manufacturing projects from the agriculture shop.
- Food production and service-based enterprises.
- Additional student-led business ventures.

This expansion reflects a shift from primarily placement-based WBL experiences to a hybrid model that includes both employer partnerships and school-based enterprise opportunities.

Strengthened Alignment Between Instruction and WBL

Stakeholder engagement emphasized the importance of ensuring work-based learning is not peripheral but central to instruction. Since 2024, we have increased intentional alignment between:

- Classroom instruction and SAE projects (Agriculture).
- FCS coursework and early childhood practicum experiences.
- JAG career readiness competencies and employer engagement.
- Entrepreneurship coursework and Bobcat Brand operations.

This represents progress toward embedding WBL as a core instructional strategy rather than a supplemental experience.

Has Our Current State Shifted?

Yes.

In 2024, work-based learning opportunities existed primarily through informal employer connections, SAEs, and limited placements. Since then, our current state has shifted in several key ways:

- Increased structure and coordination through JAG.
- Expanded employer engagement through career fairs.
- Development of a formal school-based enterprise (Bobcat Brand).
- Greater intentional integration of classroom instruction with applied learning.

Work-based learning is now more embedded, structured, and scalable.

Have We Reached Our Desired State?

We have made strong progress toward our 2024 desired state, particularly in expanding opportunities and strengthening connections between instruction and career exploration.

However, we have not fully reached our desired state.

Continued growth is needed to:

- Expand WBL opportunities in skilled trades, automotive, construction, and healthcare pathways.
- Increase employer placements aligned with H3 occupations.
- Formalize WBL documentation, supervision, and evaluation processes.
- Expand Bobcat Brand into additional production and service sectors.
- Strengthen tracking of postsecondary placement outcomes.
- Explore development of registered apprenticeship partnerships.

Overall Reflection

Hemingford Public Schools has transitioned from offering primarily informal or limited work-based experiences to developing a more structured, multi-layered WBL system. The implementation of JAG, HOSA, Bobcat Branch and the development of Bobcat Brand represent significant advances in authentic, career-connected learning.

The next phase of growth will focus on expanding technical WBL opportunities aligned to workforce shortages in skilled trades, agricultural systems, healthcare technology, and automation. These refinements will ensure students graduate with practical experience directly connected to high-skill, high-wage, and in-demand career pathways.

2) Based on your updated data analyses and stakeholder engagement, provide a written reflection on any adjustments needed to your overall priorities or action steps (e.g., new priorities or areas of emphasis, revised action steps) Include a direct connection to the updated data and/or stakeholder feedback that supports these adjustments. If no changes are needed, provide a written explanation based on your data analyses and stakeholder engagement.

LEA Response:

Based on updated labor market data, Perkins performance indicators, student enrollment trends, and structured stakeholder engagement with employers, economic development representatives, healthcare providers, agricultural producers, and skilled trades professionals, Hemingford Public Schools is refining and expanding its Work-Based Learning (WBL) priorities.

While meaningful progress has been made since 2024, stakeholder feedback clearly indicates the need to expand both the depth and scope of work-based learning opportunities, particularly in high-demand technical fields.

Summary of Data and Stakeholder Feedback

Stakeholder engagement identified several consistent themes:

- Employers in construction, automotive/diesel, agricultural systems, and healthcare report ongoing workforce shortages.
- Students benefit most from hands-on, authentic work experiences that mirror industry settings.
- School-based enterprises can serve as scalable WBL opportunities when employer placements are limited in rural communities.
- Employers desire students who have experience operating industry-standard equipment and applying technical skills in real-world contexts.
- Healthcare partners emphasize growth in imaging, diagnostics, and technology-integrated roles.

These findings support expansion of both employer-based and school-based work-based learning opportunities.

Adjustments and Action Steps to Work-Based Learning Priorities

1. Expand School-Based Enterprise as a Structured WBL Model

Adjustment and Action Steps: Formalize and expand the Bobcat Brand student-operated business as a central component of our WBL continuum.

Bobcat Brand provides structured opportunities for students to:

- Operate and manage a business.
- Apply financial literacy and accounting principles.
- Practice customer service and communication.
- Develop leadership and team-based problem-solving skills.
- Engage in entrepreneurship and product development.

Direct Connection to Data & Feedback:

- Rural workforce capacity limits the number of available employer placements.

- Employers emphasized the value of workplace habits and soft skills.
- Students demonstrate strong engagement in entrepreneurship-based learning.

Action Steps:

- Expand Bobcat Brand into additional product lines (e.g., apparel production, ag shop manufacturing projects, food services).
- Develop formal supervision, documentation, and evaluation processes aligned with Perkins WBL indicators.
- Align Bobcat Brand roles with defined career readiness competencies.

Perkins V Alignment:

School-based enterprises qualify as authentic work-based learning experiences when aligned to curriculum and assessed accordingly. Expanding Bobcat Brand strengthens access to WBL opportunities for all students, including special populations, and supports equitable participation.

2. Increase WBL Opportunities in Skilled Trades and Technical Fields

Adjustment and Action Steps: Expand employer-based placements, registered apprenticeships, and lab-integrated WBL experiences in:

- Automotive and diesel mechanics
- Construction and carpentry
- Agricultural production and mechanical systems
- Manufacturing
- Healthcare occupations (including imaging and diagnostics)
- Automation and robotics-integrated roles

Direct Connection to Data & Feedback:

- Documented H3 shortages in these fields.
- Employer interest in earlier pipeline engagement.
- Student interest in hands-on technical careers.

Action Steps:

- Strengthen employer partnerships through advisory engagement.
- Increase coordination between JAG, counselors, and technical instructors to match students with placements.
- Integrate WBL documentation processes into pathway coursework.
- Explore opportunities for students to engage in summer time projects such as scouting fields with drones, or other summer work based learning opportunities.
- Initiate registered apprenticeships opportunities.

3. Align Equipment Modernization to WBL Expansion

Adjustment and Action Steps: Ensure equipment modernization directly supports expanded work-based learning opportunities.

Proposed equipment investments (outlined in previous elements) enable:

- Lab-based simulations of real-world industry environments.
- Increased safety and supervision capacity.
- Skill development prior to employer placement.
- Credential-aligned competencies.

Direct Connection to Data & Feedback:

Employers emphasized that students need exposure to industry-standard tools before entering placements. Modern equipment increases both readiness and employer confidence.

Perkins V Alignment:

Modern equipment strengthens the quality of work-based learning by ensuring students enter employer settings with foundational technical competencies. This improves placement success and performance outcomes.

4. Formalize WBL Monitoring and Evaluation

Adjustment and Action Steps: Implement more structured processes to:

- Track student participation in WBL experiences.
- Evaluate employer satisfaction.
- Monitor placement outcomes.
- Disaggregate participation data for special populations.
- Explore opportunities to engage students and employers with registered apprenticeships.

Direct Connection to Perkins Requirements:

This ensures alignment with the 5S3 indicator and supports continuous improvement in WBL access and quality.

Overall Reflection

Our overall direction remains appropriate; however, updated data and stakeholder engagement indicate the need to expand and formalize our work-based learning infrastructure. Consultation with industry representatives included the potential that in the next five years our nation will see a labor shortage of upwards 1.5 million jobs across the various trade-fields. Our work is intended to help meet that need.

The adjustments outlined above:

- Expand scalable school-based enterprise models.
- Increase employer-aligned technical placements.

- Align equipment modernization to WBL readiness.
- Strengthen monitoring and evaluation systems.

These refinements ensure that work-based learning is not supplemental but central to our CTE system. The goal is that opportunities are aligned to workforce demand, supported by industry-standard equipment, and accessible to all students.

Verification of Stakeholder Engagement

The reVISION and reFRESH process requires that a broad and diverse group of stakeholders be engaged. This table is designed to verify that engagement by documenting the individuals and groups involved in your local review. Be sure to include representatives from each required stakeholder category, as applicable, and provide contact information as requested. Individuals may represent more than one stakeholder group (e.g., parents may also be representatives of business or members from special populations). Keep in mind ongoing and regular engagements with stakeholders for your local system, such as industry advisory committees, could be leveraged for this verification. **If a stakeholder group does not apply to your local context, please provide a brief explanation for why they were not engaged.** See the [reVISION workbook](#) for more detail on stakeholder categories and engagement strategies.

Role	Name/Organization	Email/Contact Information	Evidence/Type of Engagement or Comments
Secondary CTE teachers/faculty	Gordan Karney, Hemingford Public Schools	gkarney@gubn.org	General planning and digital communication regarding the CTE offerings of our school district along with specific programming needs and CTE opportunities. Additional information added regarding CNA and Med Aide Programs. Additional information added regarding the Bobcat Brand initiative.
	Katie Kimball, Hemingford Public Schools	kkimball@gubn.org	
	Suzanne Neefe, Hemingford Public School	sneefe@gubn.org	
	Brennan Vogel, Hemingford Public Schools	bvogel@gubn.org	
	Natalie Wood, Hemingford Public Schools	nwood@gubn.org	
	Kenneth Wyland, Hemingford Public Schools	kwyland@gubn.org	
Secondary core academic teachers/faculty	Baily Branson, Hemingford Public Schools	bbranson@gubn.org	General planning and digital communication regarding the CTE offerings of our school district along

	<p>Pete Gomez, Hemingford Public Schools</p> <p>Lisa Janssen, Hemingford Public Schools</p> <p>Bridget Raben, Hemingford Public Schools</p>	<p>pgomez@gubn.org</p> <p>ljanssen@gubn.org</p> <p>braben@gubn.org</p>	with specific programming needs and CTE opportunities.
Secondary school counselors	<p>Bridget Johnston, Hemingford Public Schools</p> <p>Samantha Gilkerson, Hemingford Public Schools</p>	<p>bjohnston@gubn.org</p> <p>sgilkerson@gubn.org</p>	General planning and digital communication regarding the CTE offerings of our school district along with specific programming needs and CTE opportunities.
Special education and advisement professionals, academic counselors	<p>Janelle Huss, Hemingford Public Schools</p> <p>Mandy Plog, Hemingford Public Schools</p>	<p>jhuss@gubn.org</p> <p>mplog@gubn.org</p>	General planning and digital communication regarding the CTE offerings of our school district along with specific programming needs and CTE opportunities.
Secondary principal(s)	<p>Josh Redden, Hemingford Public Schools</p>	<p>jredden@gubn.org</p>	General planning and digital communication regarding the CTE offerings of our school district along with specific programming needs and CTE opportunities.
Secondary instructional support and paraprofessionals	<p>Chad Bell, Hemingford Public Schools</p> <p>Jake Frost, Hemingford Public Schools</p> <p>Ann Payne, Hemingford Public Schools</p>	<p>cbell@gubn.org</p> <p>jfrost@gubn.org</p> <p>apayne@gubn.org</p>	General planning and digital communication regarding the CTE offerings of our school district along with specific programming needs and CTE opportunities.
Parents and Students	<p>Josh Dean</p>	<p>jdean@gubn.org</p>	Provided feedback regarding robotics and automation.

	Jennifer Cullan	jcullan@ne.bank	Provided feedback and review regarding the Bobcat Branch and CTE opportunities for 6th grade students through the program.
	Michaela Gasseling	mjogasseling@gmail.com	Provided feedback on the importance of CNA programs to recruitment and hand-on experience in the medical profession.
	Mikayla Smith,	mikrandolph@outlook.com	Provided feedback regarding computer science programming certification opportunities.
Representatives of special populations Gender, race, ethnicity, migrant status, disability, economically disadvantaged, non-traditional, single parent, pregnant women, out-of-work individuals, English learners, homeless, foster care, active-duty military parents, *corrections	Dr. Derek Peil, Director Of Alternative Education (including migrant education) Educational Service Unit #13 Deena Kennell Director Career and Academic Planning Service Coordinator Disability Services	dpeil@esu13.org dkennell@csc.edu	Provided feedback regarding workforce needs/challenges and Valley Alternative Learning and Transitional Schools (VALTS) and Migrant Education Review and indication of support.
Postsecondary CTE faculty	Dr. Caitlin Redden, Chadron State College	credden@csc.edu	Feedback and collaboration regarding potential partnerships with higher education and career preparation alignment.
Postsecondary administrators	Dr. Brittany Helmbrecht, DHEd Dean School of Professional Studies & Applied Sciences	bhelmbrecht@csc.edu	Review and indication of support.

	<p>Dr. Shaunda French–Collins, Ph.D. Dean School of Business, Mathematics, and Science</p> <p>Dr. Michael Teahon, Chair Department of Educational Administration, University of Nebraska at Kearney</p>	<p>sfrench@csc.edu</p> <p>teahonmd@unk.edu</p>	<p>Review and indication of support.</p> <p>Vision for education, administrator preparation, school operation, and budgeting.</p>
Postsecondary career guidance and advising professionals	<p>Andela Taylor, Admissions Recruiter, Nebraska College of Technical Agriculture (NCTA)</p> <p>Deena Kennell Director Career and Academic Planning Service Coordinator Disability Services</p>	<p>ataylor59@unl.edu</p> <p>dkennell@csc.edu</p>	<p>Feedback regarding career preparation, on-site technical education post-secondary visits, dual-credit opportunities through NCTA, and discussions regarding AP course independent study strategies</p> <p>Review and indication of support.</p>
Local workforce development board	<p>Lori Marquez, 308-632-1278</p>	<p>lori.marquez@nebraska.gov</p>	<p>Conversation regarding H3 careers, projected workforce needs, and future partnering opportunities regarding workforce development and apprenticeships.</p>
Local business and industry representatives	<p>Zac Bryant, General Manager, PREMA (Panhandle Rural Electric Membership Association)</p> <p>Troy Sorensen, General Manager, Western Potatoes, Inc.</p>	<p>zbryant@prema.coop</p> <p>troy@westernpotatoes.com</p>	<p>Provided insights into the importance of Hydraulics, Drone Operation, Thermal Imaging, and GPS Mapping</p> <p>Provided insights regarding applications in the potato industry regarding artificial intelligence in all aspects of farming along with the use of artificial intelligence and robotics</p>

	<p>Jennifer Cullan, Nebraska Bank</p> <p>Michaela Gasseling, Regional West Medical Center</p>	<p>jcullan@ne.bank</p> <p>mjogasseling@gmail.com</p>	<p>for processing potatoes, and use of drones for field surveillance.</p> <p>Provided context: “Depending on the study you look at, in the next 5 years the USA will see a labor shortage of upwards 1.5 million jobs across the various trade-fields.”</p> <p>Provided insights regarding the Bobcat Branch financial literacy and workforce skill development program for elementary students.</p> <p>Provided feedback on the importance of CNA programs to recruitment and hand-on experience in the medical profession.</p>
Regional economic development organization member	Dina Airada, Box Butte Development Corporation	dina@boxbuttedevelopment.com	Review and feedback. Economic diversification is a focus of BBDC.
Representatives of Indian Tribes and Tribal organizations	Edison Red Nest III, Native Futures	wahohpiluta@yahoo.com	<p>Basic skills are important. Social, verbal, and conversational skills.</p> <p>Real-world and relevant technology skills are important. Large surge of AI is leaving coders unemployed.</p> <p>Housing is going to be a crisis. Out of state ownership is siphoning fiscal resources out of our community.</p>

Youth corrections education representative	Dr. Derek Peil, Director Of Alternative Education - Educational Service Unit #13	dpeil@esu13.org	Provided feedback regarding workforce needs/challenges and Valley Alternative Learning and Transitional Schools (VALTS)
Other relevant stakeholders	Jessica Davies, MPH, Health Director, Panhandle Public Health District	jdavies@pphd.ne.gov	Provided insights into the pending shortage of nurses in Nebraska, highlighted the impact of the CNA and Med Aid dual-credit/certification opportunities for our students in addressing the shortage. Also provided insights regarding the need to add the RSVP course to the listing of opportunities that positively impact our students.



HEMINGFORD PUBLIC SCHOOLS

MISSION, VISION, AND SCHOOL IMPROVEMENT GOALS

Mission Statement

Empowering individuals to become Resourceful, Respectful, and Responsible Lifelong Learners.

Vision Statement

Our vision at Hemingford Public Schools is to work with parents and the community to:

- create a safe and healthy learning environment for all,
- provide and promote opportunities for academic success,
- inspire involvement using career interests and strengths, and
- prepare caring, responsible, and successful citizens.

School Improvement Goals

Math:

By the end of the 2030-2031 school year, all students will meet or exceed their projected RIT score in math on a national assessment (NWEA MAP Growth) on 2 of the 3 tests in a year, in 4 of the 5 years assessed.

Reading:

By the end of the 2030-2031 school year, all students will meet or exceed their projected RIT score in reading on a national assessment (NWEA MAP Growth) on 2 of the 3 tests in a year, in 4 of the 5 years assessed.

Adopted by the Board of Education on March 16, 2026

2026 Summer School

Elementary Summer School

July 6 - July 17

Hours of Operation: Students 9:00 AM -12:00 PM (Teachers 8:00 AM -12:00 PM)

Primary Contact: Mrs. Ammie Frost

Location	Staff
5th grade classroom	Jayme Clark
Kindergarten Room	Jake Frost
Kindergarten Room and Library	Ammie Frost
---	Michelle Hoxworth (SUB)

Jr. High Summer School (Core Curriculum Success Focus)

Dates: June 8th - June 19th (9a-12p)

Hours of Operation: Students 9:00 AM -12:00 PM (Teachers 8:00 AM -12:00 PM)

Primary Contact: Ms. Jackie Davies

Location	Staff
West Modular	Jackie Davies Sam Gilkerson Sarah Horstman Janelle Huss (Possibly)

High School Summer School (Credit Recovery)

June 8th - June 19th (9a-12p & 1p-4p)

Hours of Operation: 9:00 AM to 12:00 PM and 1:00 PM - 4:00 PM

Primary Contact: Mr. Todd Westover

Location	Staff
School within a School - South Campus	Todd Westover

Hemingford Public School District # 10 Policy Review Schedule : Revised September 2025

September 2025	section 100 : 100 - 104.01 end	8 policies total
October 2025	section 200 : 200.00 - 204.01	25 policies total
November 2025	section 200 : 204.02 - 206.05 end	25 policies total
December 2025	section 300 : In full	27 policies total
January 2026	section 400 : 400 - 403.07	27 policies total
February 2026	section 400 : 403.08 - 406.09	27 policies total
March 2026	section 400 : 406.50 - 411.53	27 policies total
April 2026	section 400 : 412.01 - 415.50 end	28 policies total
May 2026	section 500 : 500 - 504.04	26 policies total
June 2026	section 500 : 504.04R1 - 504.23	26 policies total
July 2026	section 500 : 504.24 - 508.01	26 policies total
August 2026	section 500 : 508.01E1 - 50801E4_end	25 policies total
September 2026	section 600 : 600 - 605.06	27 policies total
October 2026	section 600 : 605.07 - 610.02	26 policies total
November 2026	section 600 : 611.01 - 612.17 end	26 policies total
December 2026	section 700 : 700 - 705.02	18 policies total
January 2027	section 700 : 705.03 - 716.00 end	18 policies total
February 2027	section 800 : In full	27 policies total
March 2027	section 900 : In full	26 policies total
April 2027	section 1000 : In full	23 policies total