

BOX BUTTE COUNTY SCHOOL DISTRICT #07-0010
HEMINGFORD PUBLIC SCHOOLS
BOARD OF EDUCATION MEETING AGENDA
Wednesday, February 5, 2025
South Campus

The Board of Education of School District 07-0010 will meet on Wednesday, February 5, 2025 in the South Campus as duly advertised in the Alliance Times-Herald.

- I. Pledge of Allegiance
- II. Notices
- III. Call Meeting to Order
 - III.A. Roll Call
 - III.B. Excuse Absent Board Member(s)
- IV. Meeting Agenda
 - IV.A. Presentation and Discussion with Jack Backer (JEO) Regarding an Overview and Update of School Facilities Concepts (Approximately 9:35 AM to 10:00 AM)
 - IV.B. Presentation and Discussion with Scott Kralik and Austin Larsen (BD) Regarding a High-Level School Facilities Construction Budgetary Review and Options (Approximately 10:00 AM to 11:00 AM)
 - IV.C. Presentation and Discussion with Andy Forney (DA Davidson) Regarding and Update of School Facilities Construction Financing Options (Approximately 11:00 AM to 11:30 AM)
 - IV.D. Public Participation (Maximum of 30 Minutes Allotted for this Portion of the Meeting) (Approximately 11:30 AM)
 - IV.E. Lunch (Approximately 11:35 to 12:00)
 - IV.F. Review and Discussion of Board Code of Ethics and Best Practices (Approximately 12:00 PM - 12:30 PM)

 - IV.G. Discussion Regarding Chain of Command, Policy Alignment, Conflict Resolution Plan Alignment, Community Engagement Meeting Scheduling, Policies Regarding Recording of Others Without Their Knowledge, and Procedures for Closed Sessions. (Approximately 12:30 PM to 2:30 PM)
 - IV.H. Review of Strategic Plan Dashboard and Board Self Assessment (Approximately 2:30 PM - 4:00 PM)
 - IV.I. Discussion Regarding School Day Schedule and School Calendar (Approximately 4:00 PM - 5:00 PM)

 - IV.J. Presentations, Discussion, and Educational Work Session with Community Members Regarding Education Facilities Concepts and Proposed Bond Issues (Jack Baker, Andy Forney, Marsha Wilkerson) (Approximately 5:00 PM to Conclusion of Meeting)
- V. Items For Next Board Meeting
- VI. 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.

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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:

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202.01 - BOARD MEMBER CODE OF ETHICS

Board members' actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, board members must conduct themselves professionally and in a manner fitting to their position.

Each board member shall follow the code of ethics stated in this policy.

AS A SCHOOL BOARD MEMBER:

1. I will listen.
2. I will respect the opinion of others.
3. I will recognize the integrity of my predecessors and associates and the merit of their work.
4. I will be motivated only by an earnest desire to serve my school district and the children of my school district community in the best possible way.
5. I will not use the school district or any part of the school district program for my own personal advantage or for the advantage of my friends or supporters.
6. I will vote for a closed session of the board if the situation requires it, but I will consider "secret" sessions of board members unethical.
7. I will recognize that to promise in advance of a meeting how I will vote on any proposition which is to be considered is to close my mind and agree not to think through other facts and points of view which may be presented in the meeting.
8. I will expect, in board meetings, to spend more time on education programs and procedures than on business details.
9. I will recognize that authority rests with the board in legal session and not with individual members of the board, except as authorized by law.
10. I will make no disparaging remarks, in or out of the board meeting, about other members of the board or their opinions.
11. I will express my honest and most thoughtful opinions frankly in board meetings in an effort to have decisions made for the best interests of the children and the education program.
12. I will insist that the members of the board participate fully in board action and recommend that when special committees are appointed, they serve only in an investigative and advisory capacity.
13. I will abide by majority decisions of the board.
14. I will carefully consider petitions, resolutions and complaints and will act in the best interests of the school district.
15. I will not discuss the confidential business of the board in my home, on the street or in my office; the place for such discussion is the board meeting.
16. I will endeavor to keep informed on local, state and national educational developments of significance so I may become a better board member.

IN MEETING MY RESPONSIBILITY TO MY SCHOOL DISTRICT COMMUNITY:

1. I will consider myself a trustee of public education and will do my best to protect it, conserve it, and advance it, giving to the children of my school district community the educational facilities that are as complete and adequate as it is possible to provide.
2. I will consider it an important responsibility of the board to interpret the aims, methods and attitudes of the school district to the community.
3. I will earnestly try to interpret the needs and attitudes of the school district community and do my best to translate them into the education program of the school district.
4. I will attempt to procure adequate financial support for the school district.
5. I will represent the entire school district rather than individual electors, patrons or groups.
6. I will not regard the school district facilities as my own private property but as the property of the people.

IN MY RELATIONSHIP WITH THE SUPERINTENDENT AND EMPLOYEES:

1. I will function, in meeting the legal responsibility that is mine, as part of a legislative, policy-forming body, not as an administrative officer.
2. I will recognize that it is my responsibility, together with that of my fellow board members, to see the school district is properly run and not to run them myself.
3. I will expect the school district to be administered by the best-trained technical and professional people it is possible to procure within the financial resources of the school district.
4. I will recognize the superintendent as executive officer of the board.
5. I will work through the administrative employees of the board, not over or around them.
6. I will expect the superintendent to keep the board adequately informed through oral and written reports.
7. I will vote to hire employees only after the recommendation of the superintendent has been received.
8. I will insist that contracts be equally binding on teachers and board.
9. I will give the superintendent power commensurate with the superintendent's responsibility and will not in any way interfere with, or seek to undermine, the superintendent's authority.
10. I will give the superintendent friendly counsel and advice.
11. I will present any personal criticism of employees to the superintendent.
12. I will refer complaints to the proper administrative officer.

TO COOPERATE WITH OTHER SCHOOL BOARDS:

1. I will not employ a superintendent, principal or teacher who is already under contract with another school district without first securing assurance from the proper authority that the person can be released from contract.

2. I will consider it unethical to pursue any procedure calculated to embarrass a neighboring board or its representatives.
3. I will not recommend an employee for a position in another school district unless I would employ the individual under similar circumstances.
4. I will answer all inquiries about the standing and ability of an employee to the best of my knowledge and judgment, with complete frankness.
5. I will associate myself with board members of other school districts for the purpose of discussing school district issues and cooperating in the improvement of the education program.

Legal Reference: Neb. Statute 79-526

Cross Reference: 201.01 Board Powers and Responsibilities
 202.02 Board Member Conflict of Interest

Adopted:

Reviewed: 1/9/2023, 1/15/2024, 2/12/2024

Revised:

WORKPLACE PRIVACY

The district will not:

1. Require or request that an employee or applicant provide or disclose any username or password or any other related account information in order to gain access to the employee's or applicant's personal Internet account by way of an electronic communication device; or
2. Require or request that an employee or applicant log into a personal Internet account by way of an electronic communication device in the presence of the employer in a manner that enables the employer to observe the contents of the employee's or applicant's personal Internet account or provides the employer access to the employee's or applicant's personal Internet account; or
3. Require an employee or applicant to add anyone, including the employer, to the list of contacts associated with the employee's or applicant's personal Internet account or require or otherwise coerce an employee or applicant to change the settings on the employee's or applicant's personal Internet account which affects the ability of others to view the content of such account; or
4. Take adverse action against, fail to hire, or otherwise penalize an employee or applicant for failure to provide or disclose any of the information or to take any of the actions specified above.
5. Require an employee or applicant to waive or limit any protection granted under the Workplace Privacy Act as a condition of continued employment or of applying for or receiving an offer of employment.

The district shall maintain its right to control, monitor and review the use of its computers, technology and the Internet as stated in policy 606.06, to access any employee-related information available in the public domain, and conduct investigations related to employee actions prohibited by district policy to the extent those investigations are not expressly prohibited by the Workplace Privacy Act or other applicable state or federal law.

Recording of Conversations in the Workplace

To ensure privacy and confidentiality in the workplace, no person is authorized to record or transmit the sound or image of any person without prior authorization or consent by either the person(s) being recorded or whose sound or image is being transmitted or by the Superintendent. Recording may be done in circumstances where recording is expressly permitted such as (1) recording a Board meeting during open session, (2) at District-sponsored activities where the focus of the recording or transmission is on the student performances or activities, (3) when recording an IEP or similar meeting to facilitate a record of parental involvement in the process or protection of other rights guaranteed by the Individuals with Disabilities Education Act, (4) District-operated security equipment, or (5) other instances required by law or allowed by District policy.

Legal Reference: Neb. Statutes, LB 821 (2016)

Approved _____ Reviewed _____ Revised _____

3059 Audio and Video Recording

Students, staff, parents/guardians, and patrons should assume that any class or activity in the school may be recorded by the school district for legitimate educational purposes. There is no reasonable expectation of privacy within classrooms, common areas of the school building or on school grounds outside of the building. Recordings permitted pursuant to this policy may only be used for authorized purposes and may not be republished without additional, written consent from a school administrator. For purposes of this policy "recording" includes still photographs, video, audio, and other similar data captured in any medium.

Secret Recordings. No person is permitted to make surreptitious recordings on school grounds unless authorized by the superintendent.

Recordings Made by The District. The district may use cameras or other devices for purposes of making security, safety, or other recordings when such recordings are deemed necessary or appropriate by an authorized representative of the district. The district will not maintain recordings unless the recording is purposefully copied and saved. Any recording not copied and maintained separately may only be accessible by the authorized representative for a limited time. Recordings made by the district may be destroyed by an authorized representative at any time unless retention is required by law.

Recordings Made by Parents/Guardians and Patrons. Parents/guardians and patrons may make recordings of school activities in a non-disruptive manner including things like athletic contests and school board meetings to the extent permitted by law unless otherwise lawfully restricted by the administration. Parents/guardians or patrons may not make recordings if they are volunteering or visiting school during the school day without permission of the administration or supervising staff member and subject to this policy, such as recording their child's classroom activities or recess. Parents may not record meetings with administrators or staff, including meetings related to a student's IEP or 504 plan. Violation of this policy will result in immediate termination of any meeting that is being recorded and may be grounds for exclusion from school property, loss of volunteer privileges, or other restrictions deemed appropriate by the administration.

Recordings Made by Staff. Staff members may make recordings of classroom instruction, student behavior or performance, and school activities

without prior administrative approval only for legitimate educational purposes. Staff members may not make secret recordings while on duty, even if those recordings do not violate state or federal criminal or privacy laws. Staff members who violate this provision may be subject to consequences up to termination for classified staff and cancellation of contract for certificated staff.

Recordings Made by Students. This policy applies to students during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event. Students may make recordings of school activities in a non-disruptive manner including things like athletic contests and other extracurricular performances to the extent permitted by law. Students generally are not permitted to record classroom instruction or members of the school community during the school day without the express consent of a staff member or as required by the student’s education plan. Student use of assistive technology that has the capacity to record and/or transmit recordings (*e.g.*, AngelSense) must be approved by the student’s education team or administration. Students remain subject to all other district policies and rules. In no event shall recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4051
Staff and District Social Media Use

Social media is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. The district also uses social media accounts to provide information to district stakeholders. This policy is intended to ensure (1) appropriate use of social media by staff and (2) appropriate control of social media accounts belonging to or affiliated with the district. Staff should also refer to the district's policy on Staff Computer and Internet Usage.

I. Personal Versus School-Affiliated Social Media Use

A. Personal Social Media Use

1. The school district will not require staff members or applicants for employment to provide the district with their username and password to personal social media accounts.
2. The district will not require staff to add anyone to the list of contacts associated with the staff member's personal social media accounts or require a staff member to change the settings on his or her personal social media accounts so that others can or cannot view their accounts.
3. Staff members whose personal social media use interferes with the orderly operation of the school or who use social media in ways that are not protected by the First Amendment may be subject to discipline by the district.
4. Staff members who wish to begin using or to continue using the school district name, programs, mascot, image or likeness as part of any social media profile must notify their supervising administrator of the use, and must secure the administrator's permission to do so.

B. School-Affiliated Social Media Use

1. Any social media account which purports to be “the official” account of the school district (e.g., “Bulldog Wrestling”), or any of its programs, classes or entities will be considered to be an account that is used exclusively for the school district’s business purpose. Staff members may not use “official” accounts for personal use.
2. Staff may be required to provide their supervising administrator with the username and password to school-affiliated social media accounts.
3. Staff may be required to interact with specified individuals on school-affiliated social media accounts.
4. When staff use school-affiliated social media accounts to comment on school-related matters, they do not do so as private citizens and are therefore not entitled to First Amendment protections.

II. Staff Expectations in Use of Social Media – Applicable to Both Personal and School-Affiliated Use

A. General Use and Conditions

Staff must comply with all board policies, contract provisions, and applicable rules of professional conduct in their social media usage. They must comply with the board’s policy on professional boundaries between staff and students at all times and in both physical and digital environments.

Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information in order to make sure that the publication does not violate the Federal Education Records Privacy Act or any other laws. Staff must also comply with all applicable state and federal record retention requirements, even with regard to personal social media usage.

Staff must comply with all applicable laws prohibiting the use or disclosure of impermissible content, such as copyright laws, accountability and disclosure laws, and any other law governing the use of resources of a political subdivision. Questions about

appropriate content should be referred to the staff member's supervising administrator.

B. Acceptable Use

1. Staff may use social media for instructional purposes.
2. Staff may use social media for school-related communication with fellow educators, students, parents, and patrons.
3. Teachers should integrate the use of electronic resources, which may include social media, into the classroom. As the quality and integrity of content on social media is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter.

C. Unacceptable Use

1. Staff shall not access obscene or pornographic material while at school, on school-owned device or on school-affiliated social media accounts.
2. Staff shall not engage in any illegal activities, including the downloading and reproduction of copyrighted materials.
3. Staff shall not access social media networking sites such as Facebook, Twitter, and Instagram on school-owned devices or during school time unless such access is for an educational activity which has been preapproved by the staff member's immediate supervisor. This prohibition extends to using chat rooms, message boards, or instant messaging in social media applications and includes posting on social networking sites using personal electronic devices.

III. School-Affiliated Digital Content

A. General Use and Conditions for School-Affiliated Accounts

Staff must obtain the permission of their supervising administration prior to creating, publishing, or using any school-affiliated web pages, microblogs, social media pages or handles, or any other digital content which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any content which identifies the school district by name in the account name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated accounts and must only publish content appropriate for the school setting. Staff may not provide the username and password to school-affiliated accounts to any unauthorized individual, including students and volunteers.

B. Moderation of Third Party Content

The purpose of school-related social media accounts is to disseminate information. No school-related or school-affiliated social media account covered by this policy shall permit comments by the public unless otherwise approved by the superintendent. All comment functions for applications such as Facebook and Instagram must be turned to "off" without this approval.

In the event the superintendent permits content created by anyone other than the administrator of the account to appear on the account's pages, such as comments made by students, parents, and patrons, the account administrator must monitor the content to ensure it complies with this policy. Posts, comments, or any other content made on the account's pages may be removed when the content meets any of the following conditions:

1. Is obscene, lewd, or appeals to prurient interests;
2. Contains information relating to a student matter or personnel matter which is protected under or prohibited by state or federal law;
3. Contains threatening, harassing, or discriminatory words or phrases;

4. Incites or is reasonably anticipated to incite violence, illegal activity, or a material and substantial disruption to school operations or activities; or
5. Contains any other threat to the safety of students and staff.

Every account administrator must keep a copy of any removed content and must provide a copy to the superintendent along with written notification for the reason the post has been removed. All questions about the appropriateness of removal must be directed to the superintendent.

Adopted on: _____

Revised on: _____

Reviewed on: _____

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

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

[Reference/Background Information](#)

[Before the Meeting](#)

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

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

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

[Conduct the Closed Session Properly](#)

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

[Document Compliance:](#)

[Formal Action:](#)

Closed Session Procedures (Checklist)

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

Reference/Background Information

Before the Meeting

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

Identify Lawful Purpose(s) for Closed Session

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

Make a Proper Motion in Open Session

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

Vote on the Motion (In Open Session)

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

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

Conduct the Closed Session Properly

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

Return to Open Session and Record in Minutes

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

Document Compliance:

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

Formal Action:

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

Hemingford Public Schools

Conflict Resolution and Management Plan

Preface

Schools play a vital role in the growth and development of future leaders of our families, communities, states, and nations. They bring together individuals from diverse backgrounds and are entrusted with two of the most precious aspects of people's lives: their children and their tax dollars.

Conflict is an inherent part of human interaction and can be intensified by strong emotional connections (such as those to children) and the allocation of scarce resources. It is unlikely, if not impossible, to eliminate all conflict from our work. A more realistic approach is to provide a process to mitigate the impact of conflict on the educational environment and to establish procedures for addressing, resolving, and managing conflicts effectively.

This plan draws on principles from various major belief systems around the world, including:

- Compassion and Empathy
- Justice and Fairness
- Humility and Self-Control
- Forgiveness
- Honesty and Truthfulness
- Patience and Understanding
- Reconciliation and Harmony
- Consultation and Dialogue

This framework is intended to guide understanding and addressing conflicts in a manner that is fair and consistent with these principles.

Types of Conflict

The types of conflict anticipated by this plan include those between students, staff, and family members. Here are some examples:

Student and Student:

- Bullying
- Arguments over academic competition
- Social exclusion or cliques
- Physical fights
- Cyberbullying

Student and Teacher:

- Disagreements over grades or feedback
- Classroom behavior issues
- Differences in expectations or rules
- Misunderstandings or communication gaps

Teacher and Teacher:

- Professional disagreements
- Competition for resources or recognition
- Differences in teaching philosophies or methods
- Personal conflicts

Student and School Administration:

- Disputes over disciplinary actions
- Conflicts regarding school policies or rules
- Issues related to dress code or conduct
- Concerns about fairness or equity in school decisions

Teacher and School Administration:

- Disagreements over administrative decisions
- Conflicts regarding workload or responsibilities
- Issues related to professional development or evaluation
- Differing visions for the school's direction

Parent and Teacher:

- Disputes over student performance or behavior
- Differences in educational approaches or support
- Concerns about communication or transparency
- Conflicts over accommodations or special needs support

Parent and School Administration:

- Disagreements over school policies or procedures
- Concerns about student safety or well-being
- Conflicts regarding resource allocation or support services
- Issues related to school governance or decision-making

Student and Parent:

- Disputes over academic expectations or performance
- Conflicts about behavior or discipline
- Differences in values or priorities
- Communication breakdowns

Teacher and Support Staff:

- Conflicts over roles or responsibilities
- Misunderstandings or communication issues
- Disagreements about student support or intervention strategies
- Professional respect or recognition issues

Support Staff and School Administration:

- Disagreements over job duties or expectations
- Conflicts regarding workplace conditions or resources
- Issues related to professional development or support
- Communication and coordination challenges

Administration and Administration:

- Conflicts over resource allocation
- Disagreements on policy implementation
- Differences in strategic vision or goals
- Issues related to communication and decision-making processes

Challenging and Changing Social Dynamics

All parties involved in school conflicts operate within a rapidly changing and complex world, even within the relatively controlled environment of our schools. The current social environment is often described as a “VUCA world”:

- **Volatility:** The nature and dynamics of change, including its speed and volume. This involves unpredictable shifts in various aspects such as markets, technology, and social dynamics.
- **Uncertainty:** The lack of predictability and difficulty in understanding and anticipating events. Even with ample information, predicting outcomes or impacts can be challenging.
- **Complexity:** The multiple and interconnected factors that make analyzing and understanding situations difficult. Complex environments have numerous variables that interact in diverse and unpredictable ways.
- **Ambiguity:** The lack of clarity about meaning and the potential for misinterpretations. Ambiguity arises when cause and effect are unclear, and there's no clear roadmap for action or decision-making.

These elements describe a world that requires strategies and adaptive leadership to effectively manage and thrive amidst chaos.

Conflict Resolution Steps

Five Steps:

1. **Identify the source of the conflict:** Go directly to the source to seek resolution.
2. **Look beyond the incident:** Understand the broader context and underlying issues.
3. **Request solutions:** Write down the specific solution you are seeking and share it with the person involved.
4. **Identify solutions both disputants can support:** Find common ground and mutually agreeable solutions.
5. **Agreement:** Reach a final agreement that resolves the conflict.

Additional Guidelines:

- Address the person directly in a respectful and constructive manner.
- Arrange meetings in a place free of distractions, possibly with a mediator or facilitator if needed.
- Consider using a hearing officer or mediation framework for more complex conflicts.
- Encourage all parties to participate in good faith and with a collaborative mindset.

How to Effectively Communicate with Our School Team

When students, parents, or community members need to work through questions or issues, it is essential to know whom to contact. This document outlines the appropriate contacts for various matters, starting with the first person listed. Most issues can be resolved at this initial level. If necessary, appointments can be made with the next person in the chain of command.

Matters involving student schedules and course placement:

1. Classroom Teacher
2. School Counselor
3. Principal
4. Superintendent

Matters involving instruction/curriculum:

1. Classroom Teacher
2. Principal
3. Superintendent

Matters involving student activities:

1. Coach/Sponsor (wait 24 hours after the activity to contact)
2. Activities Director
3. Secondary Principal
4. Superintendent

Matters involving student discipline:

1. Classroom Teacher and Special Education Teacher (if the student has an IEP)
2. Principal
3. Special Education Director (if the student has an IEP)
4. Superintendent

Matters involving transportation:

1. Bus Driver
2. Transportation Director
3. Activities Director (if related to activities)
4. Principal
5. Superintendent

Matters involving school nutrition:

1. Head Cook
2. Elementary Principal
3. Superintendent

Matters involving student physical health:

1. School Nurse
2. Building Principal
3. Superintendent

Matters involving student mental health:

1. School Counselor
2. Building Principal
3. Mental Health Professional (LMHP or School Psychologist)
4. Superintendent

Matters involving facilities:

1. Building Custodian
2. Head Custodian or Head of Maintenance (whichever is applicable)
3. Building Principal
4. Superintendent

Matters involving technology:

1. Classroom Teacher
2. Technology Coordinator
3. Building Principal
4. Superintendent

Matters involving attendance:

1. Classroom Teacher
2. Building Principal
3. Superintendent

Matters regarding students in the SAT Process or 504 Plans:

1. Classroom Teacher
2. School Counselor
3. School Nurse (if 504 plan is health-related)
4. Principal
5. Special Education Director
6. Superintendent

Matters regarding students with disabilities involving general education:

1. Classroom Teacher and Special Education Teacher
2. Principal
3. Special Education Director
4. Superintendent

Matters regarding students with disabilities involving special education:

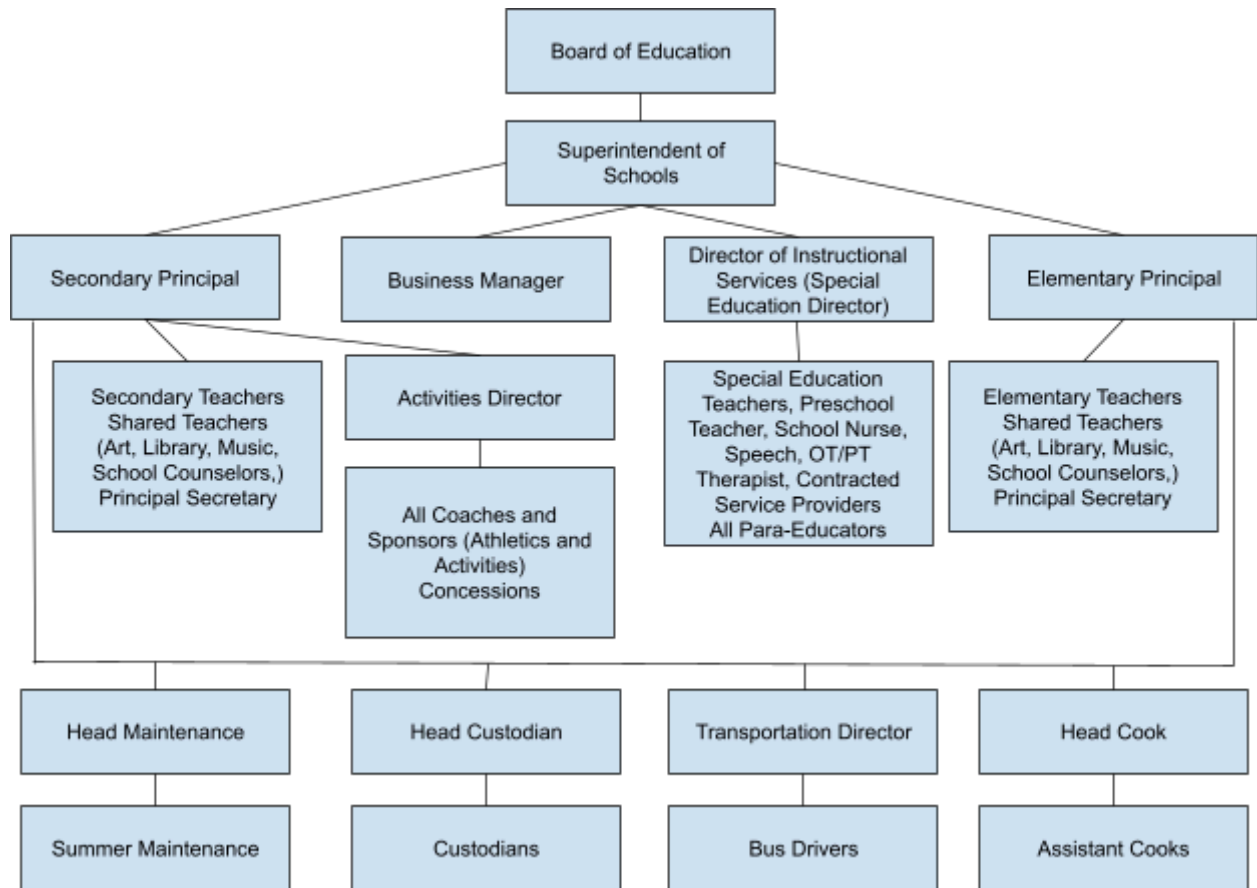
1. Classroom Teacher and Special Education Teacher
2. Principal
3. Special Education Director
4. Superintendent

Matters involving school safety/security:

1. Safety Committee Chair
2. Principal
3. Superintendent

Thank you in advance for partnering with our team to find effective ways to meet the educational needs of our students.

Chain of Command Diagram:



Direction for School Personnel

Resolution Pathway:

Ensure individuals are directed to the appropriate source for resolving their conflicts. If people complain about decisions, practices, or staff members, direct them to the person with whom they have an issue. If they have already addressed the issue with that person, guide them to the next level in the chain of command. Avoid sympathizing with those who do not follow proper channels, as this erodes trust and undermines effective team dynamics.

Speaking Well of Others:

Except during necessary evaluations or assessments, avoid making unkind or critical remarks about any employee, student, parent, or administrator. Blaming others when things do not go well erodes trust and undermines the collaborative culture in our schools.

Policies to Consider/Review for Alignment and Consistency:

- 201.01R1 - GUIDELINES FOR BOARD AND SUPERINTENDENT OPERATIONS
- 204.12 - PUBLIC COMMENT IN BOARD MEETINGS

- 301.02 - MANAGEMENT TEAM
- 301.04 - COMMUNICATION CHANNELS
- 402.05 - EMPLOYEE GRIEVANCES
- 403.05 - PUBLIC COMPLAINTS ABOUT EMPLOYEES
- 504.01 - STUDENT DUE PROCESS RIGHTS
- 1005.01- PUBLIC COMPLAINTS

201.01R1 - GUIDELINES FOR BOARD AND SUPERINTENDENT OPERATIONS

Limits of Authority of the Board

AUTHORITY LIMITS:

All actions of the board shall be taken only in official board meetings called, scheduled and conducted according to the bylaws of the Board of Education and the laws of the State of Nebraska.

Individual members of the board should avoid making decisions as an individual or group outside legal board meetings that will commit the board or district to a particular course of action. Requests for board action presented to board members outside of regular board meetings should be accepted without comment or commitment by the board member. A board member may direct the complainant to take up the issue with the proper school official if they have not already done so. Those making the requests should be directed to address the Board of Education as a whole at a regular board meeting. Only after an issue or problem has been presented to the entire Board of Education, and all sides to such issue or problem have been presented, and the logic involved has been considered by all members, will board members make individual commitments.

It shall be the policy of all board members to inform employees to consult with their immediate supervisor for instructions. No board member will give instructions or indicate what he or she thinks the superintendent's instructions should be on any specific issue or problem. Employees who approach board members with grievances will be instructed to consult with their immediate supervisor, and, if necessary, arrangements will be made for employees to meet with the entire board to air their grievances. Employees must make those arrangements with the superintendent of schools through the district's grievance policy.

An exception to this policy is in order whenever the board in an official meeting has expressly appointed a particular board member, or committee of board members, with specific authority to act on behalf of the board. The primary responsibility of the Board of Education is a legislative one under which it provides a framework for the operation and maintenance of the school system and delegates the administrative authority to carry out these policies to the superintendent and staff.

Superintendent's Memo of Understanding

1. Board Meetings
 - 1.1. In the materials submitted to board members prior to a board meeting, the Superintendent shall present all relevant information (including both the information that supports his recommendations and that which does not.)

- 1.2. With regard to any action items on the agenda, the Superintendent shall inform the Board of the viable options or alternatives, if any, which may exist.
- 1.3. Neither the Superintendent nor any of the board members shall engage in any of the following tactics at board meetings:
 - 1.4. Disclosing "surprise" information that could have been shared with others prior to the meeting
 - 1.5. Asking "surprise" questions designed to "catch someone off-guard" or embarrass them rather than to seek clarification or additional information
 - 1.6. Bringing up "surprise" items (other than emergency items) for discussion when such items are not on the agenda
 - 1.7. A list of all bills will be available to board members prior to the meeting. The board members may review those bills and call or conference with the Superintendent with any questions they may have prior to arriving for the board meeting.
2. Complaints
 - 2.1. The complaints are brought to board members, the board members will listen to the complaint, but will direct the complainant to the appropriate level in the chain of authority in the school system. The board member will not offer or agree to become an advocate for the complainant or commit to taking any action on the complaint.
 - 2.2. If the complainant has exhausted his/her administrative remedies (including having presented his/her complaint to the Superintendent), the board member shall direct the complainant to reduce his/her complaint to writing and submit it to the president of the Board. The president of the board shall provide a copy of the written complaint to the Superintendent and review it with him/her. After conferencing with Superintendent, the president shall decide whether or not the complaint is a matter that warrants board consideration. If so, he/she shall place the matter on an upcoming board agenda. If not, he/she shall so notify the complainant.
 - 2.3. Notwithstanding any provisions above to the contrary, any complaints involving allegations of personal or professional misconduct on the part of the Superintendent shall be directed to the president of the Board.
3. Hiring Practices
 - 3.1. The Superintendent shall be responsible for the recruiting, screening, and interviewing processes for all employment vacancies in the district. He/she shall recommend candidates for employment in the District. The board of education shall decide whether or not to accept the recommendation.
 - 3.2. If the board of education does not accept the recommendation of the Superintendent, the Superintendent shall submit a different recommendation at a subsequent meeting of the board.
 - 3.3. No member of the board shall lobby the superintendent to recommend a relative, friend, acquaintance, or any other candidate for any position of employment with

the District. It shall not be considered a violation of this Paragraph if a candidate lists a board member as a reference in his/her application for employment.

4. Employee Job Performance Reviews (Evaluations)
 - 4.1. The Superintendent and his/her designee(s) shall be responsible for conducting job performance review (evaluations) for all employees in the District (except the Superintendent). The board of education shall be responsible for the job performance review of the Superintendent.
 - 4.2. No individual board member shall request to examine any employee's job performance reviews or request an administrator to discuss an employee's evaluation with them. The board as a whole, however, may, in closed session and with a majority of the members voting in favor of such, examine the job performance reviews of employees.
 - 4.3. Notwithstanding the provisions of the preceding paragraph, if the Superintendent and/or his/her designee(s) are considering non-renewal, dismissal, or disciplinary action against an employee and the employee has a statutory or contractual right to have the Superintendent's decision or recommendation reviewed by the board, members of the board shall not request to examine such employees job performance reviews until such matters have been concluded and the time for an appeal to the board has expired.
 - 4.4. The board shall have a legitimate educational purpose for examining job performance reviews. In no event will the board examine job performance reviews simply out of curiosity or for personal reasons.
 - 4.5. No board member shall disclose, discuss, or in any way communicate the contents of any job performance review with anyone other than another board member or the Superintendent.

5. Purchases
 - 5.1. The Superintendent shall have the responsibility of operating the school system within the overall limits of the approved budget.
 - 5.2. Once the budget is approved, the Superintendent shall have the authority and discretion to approve all purchases of goods, materials, and services which he/she believes are necessary or desirable for the operation of the school district.
 - 5.3. Notwithstanding the provisions of the preceding paragraph, the Superintendent shall present the following purchases for prior board approval:
 - 5.4. The purchase of a new textbook series in any curriculum area. Prior approval shall not be required for the routine replacement of damaged or lost textbooks nor the purchase of necessary additional copies of a current textbook series.
 - 5.5. The purchase or lease of new vehicles.
 - 5.6. The purchase of any item or expenditure that exceeds \$5,000 unless that expenditure was contemplated and discussed during the budget development process. If time is of the essence, the purchase may be made but reported at the next meeting. This exemption would only apply to replacement of existing

equipment. Purchases of new or additional equipment are not exempt from this requirement.

6. School "Visits"

6.1. In order to avoid creating channels of communication around the Superintendent and, thus, reducing his/her effectiveness as the leader of the school system, board members will visit schools and seek direct communication with employees only under a systematic plan mutually agreed to by and between the Board and the Superintendent.

6.2. The preceding provision shall not apply to activities open to the public or visits where the board member is acting solely in his/her role as a parent of a student.

7. Micro-Management

7.1. No member of the Board (nor the Board as a whole) shall become involved in micromanagement of District operations.

7.2. "Micro-management" shall mean becoming actively involved in matters that are not policy-related in nature or that are not specifically required of the board by law.

7.3. The primary responsibility of the Board shall be to formulate and adopt policies. The primary responsibility of the Superintendent shall be to implement and enforce such policies and to administer the day-to-day operations of the District.

7.4. No individual board member will give directions or orders to the Superintendent or any other employees of the District.

7.5. Board members shall not call (or have someone else call) the Superintendent out of conferences or meetings except for emergency situations (unless requested to do so by the Superintendent.)

8. Board Policies

8.1. The Superintendent shall assist the Board with reviewing and revising its policies on a regular basis.

8.2. When situations arise which are not covered by Board policy, the Superintendent shall have the authority to take whatever action he/she believes to be best under the circumstances.

Approved:

Reviewed: 2/12/2024

Revised:

204.12 - PUBLIC COMMENT IN BOARD MEETINGS

The board recognizes the importance of citizen participation in school district matters and has created rules to assure citizens are heard, and board meetings are conducted efficiently and in an organized manner. The board shall set time aside for public comment during a public comment portion of each board meeting except closed sessions and those times specified by the board. The orderly process of the board meeting shall not be interfered with or disrupted. Subjects for comment should involve areas within the board's proper responsibility. Hostile conduct and offensive or defamatory comments will not be tolerated.

The board has the discretion to limit the amount of time set aside for public comment. The board president shall specify the total amount of time available for public comment prior to opening the public comment period. If public comment is allowed prior to individual agenda items, that limit on the total comment period should also be defined. Individual comments will be limited to 3 minutes for each participant. The entire public comment period will generally be limited to 30 minutes. The board president will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board president shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments or another individual causing disruption may be asked to leave the board meeting.

The board requires any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the board waives the address requirement to protect the security of the individual.

Individuals who have a complaint about employees or students who have complaints shall follow policies 403.05 and 504.01, respectively. The board will follow policy 1005.01 in handling public complaints.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the Wednesday preceding a Monday night meeting, and such information will only be added to the agenda packet at the discretion of the superintendent after consultation with the board president.

Legal Reference: Nebraska Statute 84-1408 to 1414

Cross Reference: 201.07 Board Member Liability
403.05 Public Complaints about Employees

Approved:

Reviewed: 3-11-2024

Revised: 2-12-2024, 7-15-2024

301.02 - MANAGEMENT TEAM

The board considers all those who have a role in the recruitment or release of employees to be part of the management team. The management team shall be headed by the superintendent. The superintendent shall convene meetings to discuss school district policies, administrative procedures and other business brought to the superintendent's attention.

The management team shall meet with the board upon the board's request or superintendent's recommendation to review overall operations of the school district and conditions affecting the management team. The management team shall have no relationship to the formal negotiating unit. In the event a member or members of the management team are unable to resolve a problem, a committee of one board member, one management team member, and the superintendent shall investigate the circumstances and make a recommendation. If the recommendation does not settle the matter, the board and the management team shall meet to resolve the matter. The board may seek the advice of outside management consultants to assist in resolving the matter.

Approved:

Reviewed: 4-15-2024

Revised:

301.04 - COMMUNICATION CHANNELS

Questions and problems shall be resolved at the lowest organizational level nearest to the complaint. School employees shall be responsible for conferring with their immediate supervisor on questions and concerns. Students and other members of the school district community shall confer with a certificated employee and then with the principal on questions and concerns. Policies referenced at the end of this page shall serve as guidelines for additional resolution of conflicts.

If resolution is not possible by any of the above, individuals may bring it to the attention of the superintendent within 5 school days of their discussion with the principal. If there is no resolution or plan for resolution by the superintendent within 5 school days of the individual's discussion with the superintendent, the individual may ask to have the question or problem placed on the board agenda. The action of the board will be final.

It shall first be the responsibility of the administrators to resolve questions and problems raised by the employees and the students they supervise and by other members of the school district community.

Legal Reference: Nebraska Statute 79-254 et seq.

Cross Reference: 204.12 Public Participation in Board Meetings
402.05 Employee Grievances
504.01 Student Due Process Rights
506.06 Student Publications
1005.01 Public Complaints

Approved:
Reviewed: 4-15-2024
Revised:

402.05 - EMPLOYEE GRIEVANCES

School employees are encouraged to solve difficulties and problems within the school or department in which they are employed. In the event that a difficulty or grievance cannot be settled within the school or department, the employee is encouraged to bring the matter to the attention of the district administrator in charge of certificated personnel. This grievance procedure serves to secure, at the lowest possible administrative or supervisory level, proper and equitable solutions to grievance, and to guarantee orderly succession of procedures within which solutions may be pursued. School personnel are encouraged to ask their immediate supervisor for assistance on any matters that relate to their duties.

It will be incumbent upon all district employees to follow these procedures to settle their grievances. Within this general framework the following specific purposes are to be served by this grievance procedure:

1. To ensure that a complaint is considered fairly, with all due speed and without prejudice or reprisal to the aggrieved person.
2. To encourage teacher expression regarding conditions that affects him or her professionally.
3. To provide a specific procedure that will facilitate the understanding of district policies that affect teachers.
4. To build confidence in the sincerity and integrity of the procedure as a means to establish the facts upon which a grievance is based and a fair conclusion is reached.

Nothing in this policy shall contradict the requirements stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board.

Cross Reference: 301.04 Communication Channels

Approved:

Reviewed: 5-13-2024

Revised:

402.05E1 - EMPLOYEE GRIEVANCE APPEAL FORM

Name _____ Assigned Building _____

Step #I - Initial Completed Steps

- _____ 1. I have informally discussed my concern with my immediate supervisor on:
(Date) _____.
- _____ 2. My problem was resolved.
- _____ 3. I have stated my problem to my immediate supervisor in writing.
- _____ 4. I have received the written decision and reasons from my immediate supervisor.

STEP #II - Initial Completed Steps

- _____ 1. I seek to appeal the decision and actions of my immediate supervisor as a grievance.
- _____ 2. I have provided my written grievance statement and immediate supervisor's written decision to _____.
- _____ 3. A Step #II conference was held with the following supervisors and personnel present at the review conference. _____
- _____ 4. I have received the written decision and reasons from
(supervisor) _____.

USE THIS SECTION IF ANOTHER SUPERVISOR IS INVOLVED IN THE APPEAL PROCESS

Initial Completed Steps

- _____ 1. I seek to appeal the decision and action of supervisor
_____ to supervisor
_____.
- _____ 2. I have provided Supervisor _____ with my written grievance and the preceding decisions.
- _____ 3. A review conference was held on (Date) _____ with the following supervisors and personnel present at the conference. _____
- _____ 4. I have received the written decision and reasons of supervisor:

_____.

STEP #III

_____ 1. I seek to appeal the decision and actions of Supervisor _____
to the Superintendent of schools.

_____ 2. I have provided the superintendent with all written documents from previous appeal
steps.

_____ 3. The superintendent has held a review conference on date: _____ 20____ with
the following supervisors and personnel present:

_____.

_____ 4. I have reviewed a written copy of the superintendent's decision and reasons.

STEP #IV

_____ 1. I seek to appeal the decision and actions of the superintendent of schools to the
board of education.

_____ 2. I have provided written documents of each step of the appeal process to the president
of the board of education.

_____ 3. The board of education granted me an appeal hearing on date: _____
20____.

_____ 4. I have received a copy of the Board's decision and actions.

STEP #V

_____ 1. I seek to appeal the decision of the Board of Education to the Commission of
Industrial Relations. The aggrieved employee shall initial each item completed in the appeal
process and sign at that step they feel the matter was satisfactorily resolved. The supervisor
resolving the grievance matter shall keep the appeal form on file.

Approved:

Reviewed: 5-13-2024

Revised:

402.05R1 - EMPLOYEE GRIEVANCE PROCEDURE

The district's grievance procedure is the professional channel of appeal which shall be used by professional employees to seek just and productive solutions to employee and policy conflicts. Employees, who are aggrieved by; the actions and decisions of supervisory staff; other employees; or the effects of district policy, shall seek solutions through the following procedures:

STEP #I

1. Informally present and discuss your grievance matter with your immediate supervisor.
2. If the grievance matter is not resolved to your satisfaction, state your grievance in writing to your immediate supervisor.
3. The immediate supervisor shall provide you with a written decision and reasons within three days after receiving your written grievance.

STEP #II

1. If the grievance is not resolved to your satisfaction, appeal your grievance to the principal or next ranking supervisor (follow the chain-of administrative organization) within five days.
2. Present your written grievance statements and accompanying documents to the next succeeding supervisor in charge.
3. The supervisor receiving your written appeal shall arrange a review conference with the employees involved within five days.
4. The receiving supervisor shall provide the involved parties his/her written decision within three days following the review conference.

STEP #III

1. If your grievance remains unresolved to your satisfaction, file a written appeal with the Superintendent of Schools.
2. Provide the Superintendent with all documents from the preceding procedural steps.
3. The Superintendent shall hold a review conference with the parties involved within five days after receipt of a grievance appeal.
4. The Superintendent shall provide his/her written decision and reasons to the involved parties within three days after the review conference.

STEP #IV

1. If your grievance remains unresolved, appeal in writing to the Board of Education by giving notice to the Board President.
2. Provide the Board President with all written documents from the preceding steps of the appeal process.
3. The Board President shall arrange a conference with the board and all involved parties after receiving the written appeal request as soon as practical but no later than the next regular Board meeting.

4. After the conference the Board President shall provide to all parties the written decision of the Board of Education as soon as practical. The decision of the Board of Education shall be final.

STEP #V

When an employee grievance matter concerns employment conditions covered in the current board\teacher representative written negotiated agreement, the employee may appeal a Board decision to the Commission of Industrial Relations. Any claimant shall be entitled to representation of his/her choice when a grievance claim is appealed through the procedure of the Board of Education.

CONDITIONS AND LIMITATIONS OF GRIEVANCE PROCEDURE

1. A grievance against actions and decisions of an immediate supervisor - Begin procedure at Step #I.
2. A grievance against the actions and decisions of a principal - Begin procedure at Step #II.
3. A grievance against the actions and decisions of Superintendent- Begin at Step #III.
4. A grievance against the actions and decisions of the Board of Education - Begin at Step #III.
5. A grievance against another non-supervisory employee - Begin at Step #II.
6. A grievance resulting from the interpretation of policies in the district's policy manual - Begin at the supervisory step of the individual making the interpretation.
7. A grievance which is created by the correct administration of district policy - Begin at Step #III.

Filing of Complaint: A complainant must file a complaint within 30 days after the event or action which the complaint is based upon.

Misuse of Procedure: Repeated use of the grievance procedure through Step #IV for frivolous and unsupported reasons will result in disciplinary action by the Board of Education. Only the Board of Education shall make this determination. Employee complaints not channeled through this professional communications procedure will be handled as malicious gossip and petty gripes and may cause the employee to be charged with unprofessional conduct and/or insubordination.

Grievance Procedure Conditions: It is agreed by both parties that these proceedings will be kept as informal and confidential as may be appropriate at any level of this procedure. Failure at any step of this procedure to communicate the decision on a grievance within the specified time limits shall permit the aggrieved employee to proceed to the next step. Failure at any step of this procedure to appeal a grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision rendered at that step. It is understood that employees shall, during and notwithstanding the pendency of any grievance, continue to observe all assignments and applicable rules and regulations of the Board until such grievance and any effect thereof shall have been fully determined. Since it is important that grievances be processed as rapidly

as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. Staffs, who seek to appeal the decision of any supervisor, shall notify the supervisor in writing of their action seeking to appeal the decision or actions.

Approved:

Reviewed: 5-13-2024

Revised:

403.05 - PUBLIC COMPLAINTS ABOUT EMPLOYEES

The board recognizes situations may arise in the operation of the school district which are of concern to parents and other members of the school district community. While constructive criticism is welcomed, the board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or change.

While speakers may, during public meetings, offer objective criticism of school operations and programs, the board will not hear personal complaints concerning district personnel nor against any person connected with the school system unless that complaint is an agenda item having followed the process described below. To do so could expose the board to a charge of being party to slander and would prejudice any necessity to act as the final review of administrative recommendations regarding the matter. The board president will direct the patron to the appropriate means for board consideration and disposition of legitimate complaints involving individuals.

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board it will be referred to the administration to be resolved. Prior to any board consideration however, the following should be completed:

1. Matters concerning an individual student, teacher, or other employee should first be addressed to the teacher or employee.
2. Unsettled matters from (1) above or problems and questions about individual attendance centers should be addressed to the employee's building principal for certificated employees and the superintendent for support staff. At this level, if requested by the administrator, the complainant shall put the complaint in writing.
3. Unsettled matters regarding certificated employees from (2) above or problems and questions concerning the school district should be directed to the superintendent.
4. If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board in writing. The board will follow policy 1005.01 in handling public complaints.

Cross Reference: 204.10 Agenda
 204.12 Public Participation at Board Meetings
 1005.01 Public Complaints

Approved:

Reviewed: 5-13-2024

Revised:

504.01 - STUDENT DUE PROCESS RIGHTS

Student complaints and grievances regarding board policy or administrative regulations and other matters should be addressed to the student's specific teacher, activity sponsor or other certified employee, other than the administration, for resolution of the complaint. It is the goal of the board to resolve student complaints at the lowest organizational level.

All students will be afforded due process as guaranteed by constitutional provisions. The process will be in accordance with state laws as well as with the provisions outlined in the Board's policies and procedures on student suspension and student expulsion. Rules for student conduct and appeal procedures will also be published in the student handbook.

If the complaint cannot be resolved by a certified employee, the student may discuss the matter with the principal within 5 days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within 5 days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy. However, the board will only directly consider appeals dealing with policies, procedures and programs. Any appeals involving issues with employees or disciplining of specific students will be passed on to the board's legal counsel to determine whether district policies and procedures were followed by the administrator in attempting to resolve the conflict.

Legal Reference: Neb. Statute 79-254 et seq.

Cross Reference: 204.10 Board Meeting Agenda
 204.12 Public Participation in Board Meetings
 301.04 Communication Channels
 506.06 Student Publications
 1005.01 Public Complaints

Approved:

Reviewed: 10/10/2022, 9-16-2024

Revised:

1005.01- PUBLIC COMPLAINTS

The board recognizes that concerns regarding the operation of the school district will arise. The board further believes constructive criticism can assist in improving the quality of the education program and in meeting individual student needs more effectively. The board also places trust in its employees and desires to support their actions in a manner that frees them from unnecessary or unwarranted criticism and complaints.

Procedures for dealing with complaints concerning programs or practices should be governed by the following principles:

- where action/investigation is desired by the complainant, or where it seems appropriate, the matter should be handled as near the source as possible;
- complaints should both be investigated and, if possible, resolved expeditiously;
- complaints should be dealt with courteously and in a constructive manner; and,
- individuals directly affected by the complaint should have an opportunity to respond.

The board, consistent with its board policy-making role, will review the action taken to resolve complaints concerning specific schools, programs or procedures only after the usual channels have been exhausted. Complaints regarding employees or complaints by students will follow the more specific policies 403.05 and 504.01 respectively.

When a complaint requiring attention is received by the board or a board member it will be referred to the superintendent. After all of the channels have been exhausted, the complainant may appeal to the board by requesting a place on the board agenda. If the complainant appeals to the board, the appeal shall be in writing, signed and explain the process followed by the complainant prior to the appeal to the board.

However, the board will only directly consider appeals dealing with policies, procedures and programs. Any appeals involving employee issues will be passed on to the board's legal counsel to determine whether district policies and procedures were followed by the administrator in attempting to resolve the conflict.

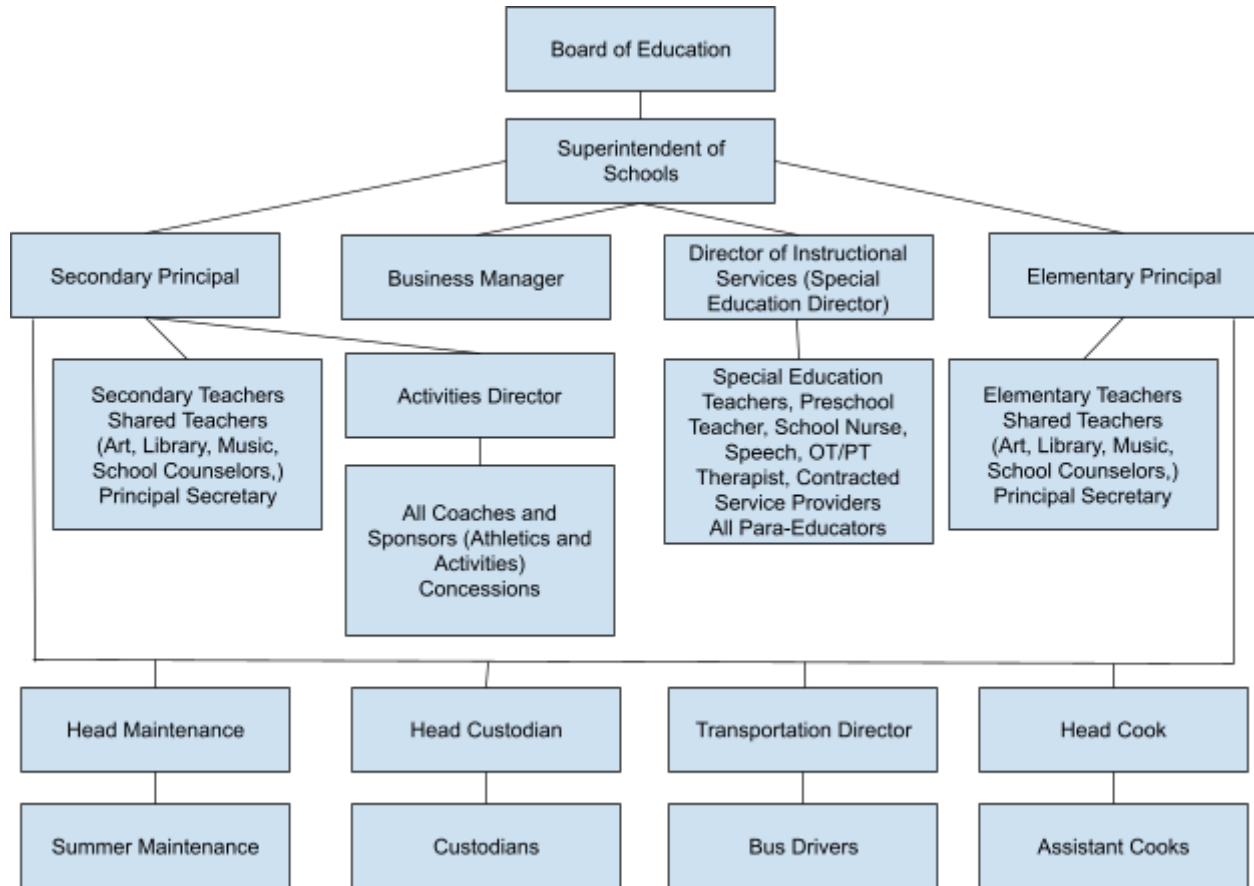
Cross Reference: 204.12 Public Participation at Board Meetings
 403.05 Public Complaints about Employees
 504.01 Student Due Process Rights
 606.03 Objection to Instructional Materials

Approved:
Reviewed: 12/11/2023
Revised:

APPENDIX B: CHAIN OF COMMAND, CONFLICT RESOLUTION, AND COMMUNICATION

HEMINGFORD PUBLIC SCHOOLS

Chain of Command



Directives for School Personnel

Conflict Resolution Responsibilities:

All school employees have a responsibility to ensure individuals are directed to the appropriate source for resolving their conflicts. If people complain about decisions, practices, or staff members, direct them to the person with whom they have an issue. If they have already addressed the issue with that person, guide them to the next level in the chain of command. Avoid sympathizing with those who do not follow proper channels, as this erodes trust and undermines effective team dynamics.

Speaking Well of Others:

Except during necessary evaluations or assessments, school employees are to avoid making unkind or critical remarks about any employee, student, parent, or administrator. Blaming others when things do not go well erodes trust and undermines the collaborative culture in our schools.

How to Effectively Communicate with Our School Team

When students, parents, or community members need to work through questions or issues, it is essential to know whom to contact. This document outlines the appropriate contacts for various matters, starting with the first person listed. Most issues can be resolved at this initial level. If necessary, appointments can be made with the next person in the chain of command.

Matters involving student schedules and course placement:

1. Classroom Teacher
2. School Counselor
3. Principal
4. Superintendent

Matters involving instruction/curriculum:

1. Classroom Teacher
2. Principal
3. Superintendent

Matters involving student activities:

1. Coach/Sponsor (wait 24 hours after the activity to contact)
2. Activities Director
3. Secondary Principal
4. Superintendent

Matters involving student discipline:

1. Classroom Teacher and Special Education Teacher (if the student has an IEP)
2. Principal
3. Special Education Director (if the student has an IEP)
4. Superintendent

Matters involving transportation:

1. Bus Driver
2. Transportation Director
3. Activities Director (if related to activities)
4. Principal
5. Superintendent

Matters involving school nutrition:

1. Head Cook
2. Elementary Principal
3. Superintendent

Matters involving student physical health:

1. School Nurse
2. Building Principal
3. Superintendent

Matters involving student mental health:

1. School Counselor
2. Building Principal
3. Mental Health Professional (LMHP or School Psychologist)
4. Superintendent

Matters involving facilities:

1. Building Custodian
2. Head Custodian or Head of Maintenance (whichever is applicable)
3. Building Principal
4. Superintendent

Matters involving technology:

1. Classroom Teacher
2. Technology Coordinator
3. Building Principal
4. Superintendent

Matters involving attendance:

1. Classroom Teacher
2. Building Principal
3. Superintendent

Matters regarding students in the SAT Process or 504 Plans:

1. Classroom Teacher
2. School Counselor
3. School Nurse (if 504 plan is health-related)
4. Principal
5. Special Education Director
6. Superintendent

Matters regarding students with disabilities involving general education:

1. Classroom Teacher and Special Education Teacher
2. Principal

3. Special Education Director
4. Superintendent

Matters regarding students with disabilities involving special education:

1. Classroom Teacher and Special Education Teacher
2. Principal
3. Special Education Director
4. Superintendent

Matters involving school safety/security:

1. Safety Committee Chair
2. Principal
3. Superintendent

Thank you in advance for partnering with our team to find effective ways to meet the educational needs of our students.

Conflict Resolution Steps

Five Steps:

1. **Identify the source of the conflict:** Go directly to the source to seek resolution.
2. **Look beyond the incident:** Understand the broader context and underlying issues.
3. **Request solutions:** Write down the specific solution you are seeking and share it with the person involved.
4. **Identify solutions both disputants can support:** Find common ground and mutually agreeable solutions.
5. **Agreement:** Reach a final agreement that resolves the conflict.

Additional Guidelines:

- Address the person directly in a respectful and constructive manner.
- Arrange meetings in a place free of distractions, possibly with a mediator or facilitator if needed.
- Consider using a hearing officer or mediation framework for more complex conflicts.
- Encourage all parties to participate in good faith and with a collaborative mindset.



Settings & privacy

Search settings

Preferences

Customize your experience on Facebook.

Reaction preferences

Notifications

Accessibility

Media

Dark mode

Audience and visibility

Control who can see what you share on Facebook.

Page details

How people find and contact you

Posts

Stories

Page setup

Reels

Followers and public content

Page and tagging

Blocking

Payments

Manage your payment info and activity.

Ads payments

Permissions

Manage what info Facebook uses to make your experience better, like your interests and location.

Linked accounts

Apps and websites

Off-Facebook activity

Manage and view access

People with Facebook access

Add New



April Christianson Hanson

Content, Messages and calls, Community Activity, Ads, Insights

People with task access

Add New



Eric Arneson

Community Activity, Insights, Content

Community Managers

Community managers can moderate chat comments, suspend or remove people who violate community standards and see all admins of this Page.

Manage

Business portfolio access



Hemingford Schools

Business portfolio (ID: 478277850940622)



Hemingford Public Schools

Facebook Page



Hemingford Public Schools

Professional dashboard

Overview

Insights

Home

Your Page

Content

Audience

Grow your audience

Ad Center

Your tools

Weekly challenge progress

Earn achievements for creating reels

Inspiration hub

Comments manager

Events

Page access

A/B Tests

New

Moderation Assist

Linked accounts

Fan engagement

Nonprofit Manager

Page recommendation

Collaborations

Platform tools

Meta Business Suite

Inbox

16

See more

Tools to try

Stars

Brand collab

Help and guidance

Page overview

Last 28 days

Create post

Views	226,811
Reach	25,555
Content interactions	6,189
Follows	29

Top content

Last 28 days

See all

Boost this post to reach up to 3808 more people with every \$35 you spend.



Hemingford Schools accepted donations for the RJ Wright family of...

Published by ClassIntercom



February 1 at 3:07 PM

Views	Reach	Interactions
30,619	10,178	261

See insights

Boost post

Content

Most recent content and ads

The Hemingford Cheerleaders
Kiss-O-Gram
Fundraiser
FEB. 3RD-11TH
Order a Kiss-O-Gram, write a sweet message, and

Content
See content

Ads
See Ads

Audience

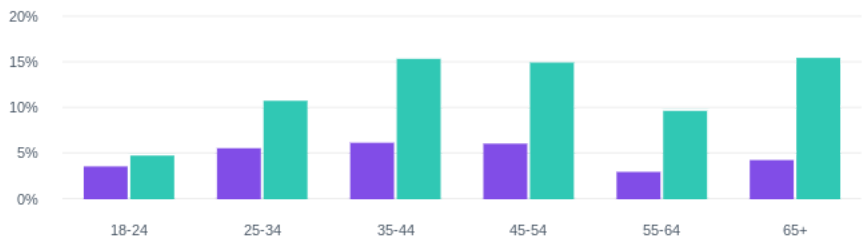
Lifetime

Followers 2,259

Age and gender

Men 28.70%

Women 71.30%



See more



Hemingford Public Schools

Professional dashboard

Overview

Insights

Home

Your Page

Content

Audience

Grow your audience

Ad Center

Your tools

Weekly challenge progress

Earn achievements for creating reels

Inspiration hub

Comments manager

Events

Page access

A/B Tests

New

Moderation Assist

Linked accounts

Fan engagement

Nonprofit Manager

Page recommendation

Collaborations

Platform tools

Meta Business Suite

Inbox

16

See more

Tools to try

Stars

Brand collab

Help and guidance

Audience

Last 28 days

Create post

Follows

29

Unfollows

9

Net follows

20

Demographics

Lifetime

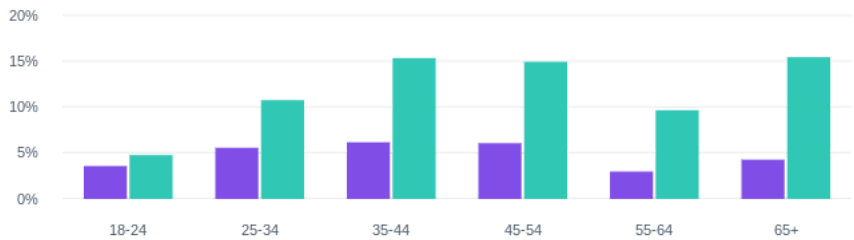
Followers

2,259

Age and gender

Men 28.70%

Women 71.30%



Location

Cities

Countries

Alliance, NE

642

Hemingford, NE

352

Lincoln, NE

111

Chadron, NE

74

Scottsbluff, NE

52

Sterling, CO

33

Gering, NE

32

Crawford, NE

26

Hay Springs, NE

23

North Platte, NE

22

Your data will be available within the next 24 hours. Please check back later.

Hemingford Public Schools Daily Schedule and Calendar Survey

Please complete the following survey to share your thoughts, ideas, and perceptions related to the school daily schedule and school calendar:

traviswaynemiller@gmail.com [Switch account](#)



* Indicates required question

Email *

Your email

To what extent do you favor or oppose the concept of Friday 2:00 PM dismissals? *

- Strongly favor Friday 2:00 PM dismissals
- Somewhat favor Friday 2:00 PM dismissals
- Somewhat oppose Friday 2:00 PM dismissals
- Strongly oppose Friday 2:00 PM dismissals



To what extent do you favor or oppose the concept of the same start and end time for every day of a 5-day school week (e.g., start classes at 8 and end at 3:30 each day, Monday through Friday)? *

- Strongly favor the same start and end time for every day of a 5-day school week
- Somewhat favor the same start and end time for every day of a 5-day school week
- Somewhat oppose the same start and end time for every day of a 5-day school week
- Strongly oppose the same start and end time for every day of a 5-day school week

To what extent do you favor or oppose the concept of a 4-day school week with longer school days?

- Strongly favor a 4-day school week with longer school days
- Somewhat favor a 4-day school week with longer school days
- Somewhat oppose a 4-day school week with longer school days
- Strongly oppose a 4-day school week with longer school days

To what extent do you favor or oppose the concept of a 4-day school week with a longer school calendar? *

- Strongly favor a 4-day school week with a longer school calendar
- Somewhat favor a 4-day school week with a longer school calendar
- Somewhat oppose a 4-day school week with a longer school calendar
- Strongly oppose a 4-day school week with a longer school calendar



To what extent do you favor or oppose the concept of a 4-day school week with snow days being made up on the planned day off (e.g., Friday)? *

- Strongly favor a 4-day school week with snow days being made up on the planned day off (e.g., Friday)?
- Somewhat favor a 4-day school week with snow days being made up on the planned day off (e.g., Friday)?
- Somewhat oppose a 4-day school week with snow days being made up on the planned day off (e.g., Friday)?
- Strongly oppose a 4-day school week with snow days being made up on the planned day off (e.g., Friday)?

To what extent do you favor or oppose the concept of a 4-day school week with snow days being made up with extra days added to the end of the school year if needed? *

- Strongly favor a 4-day school week with snow days being made up with extra days added to the end of the school year if needed
- Somewhat favor a 4-day school week snow days being made up with extra days added to the end of the school year if needed
- Somewhat oppose a 4-day school week with snow days being made up with extra days added to the end of the school year if needed
- Strongly oppose a 4-day school week with snow days being made up with extra days added to the end of the school year if needed

Please make any additional comments, concerns, or suggestions related to the school daily schedule in the space below:

Your answer



Please make any additional comments, concerns, or suggestions related to the school calendar in the space below:

Your answer

Please choose the category below that best represents your role in our school district: *

- Student
- Parent
- Teacher
- Para-Educator
- Bus/Custodial/Maintenance
- Office/Administrative
- Community Business Owner/Representative
- Other:

Submit

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Hemingford Public Schools

2025-2026 Calendar

Get Up Bobcat Nation!

<https://www.hemingfordschools.org/>

2025														2026							
2025							August 2025							2026							
AUGUST							4-10 Box Butte County Fair							JANUARY							
Teacher Inservice-no school for students- August 11-13							Open House - August 12							First Days of School August 14-15 (2:00pm dismissal)							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
					1	2						1	2	4	5	6	7	8	9	10	
3	4	5	6	7	8	9	First Days of School August 14-15 (2:00pm dismissal)							11	12	13	14	15	16	17	
10	11	12	13	14	15	16	September 2025							18	19	20	21	22	23	24	
17	18	19	20	21	22	23	September 1 - Labor Day - No School							25	26	27	28	29	30	31	
24	25	26	27	28	29	30	October 2025							FEBRUARY							
31	September 1 - Labor Day - No School							October 10 - End of First Quarter							October 15 - No School for Students - P/T Conferences 1:00-7:00						
SEPTEMBER							October 16-17 - No School - Fall Break							November 2025							
S	M	T	W	Th	F	S	November 26-28 No School - Thanksgiving Break							S	M	T	W	Th	F	S	
1	2	3	4	5	6		December 2025							1	2	3	4	5	6	7	
7	8	9	10	11	12	13	December 19 - End of 2nd Quarter/1st Semester							8	9	10	11	12	13	14	
14	15	16	17	18	19	20	December 20-31 No School - Christmas Break							15	16	17	18	19	20	21	
21	22	23	24	25	26	27	January 2026							22	23	24	25	26	27	28	
28	29	30					January 1-2 No School - Christmas Break							29	30	31					
OCTOBER							January 5 - Teacher Inservice - No School for Students							MARCH							
S	M	T	W	Th	F	S	January 6 - Start of 3rd Quarter							S	M	T	W	Th	F	S	
			1	2	3	4	February 2026							1	2	3	4	5	6	7	
5	6	7	8	9	10	11	February 13-16 Winter Break - No School							8	9	10	11	12	13	14	
12	13	14	15	16	17	18	February 16 - No School for Students - Teacher Inservice at ESU 13							15	16	17	18	19	20	21	
19	20	21	22	23	24	25	March 2026							22	23	24	25	26	27	28	
26	27	28	29	30	31		March 13 - End of Quarter 3							29	30	31					
NOVEMBER							March 18 - No School for Students - P/T Conferences 1:00-7:00							APRIL							
S	M	T	W	Th	F	S	March 19-20 No School - Spring Break							S	M	T	W	Th	F	S	
						1	April 2026											1	2		
2	3	4	5	6	7	8	April 3-6 No School - Easter Break							3	4	5	6	7	8	9	
9	10	11	12	13	14	15	May 2026							10	11	12	13	14	15	16	
16	17	18	19	20	21	22	May 1 - Teacher Work Day							17	18	19	20	21	22	23	
23	24	25	26	27	28	29	May 9 - Graduation							24	25	26	27	28	29	30	
30	March 18 - No School for Students - P/T Conferences 1:00-7:00							May 20- Students Last Day (11:30 dismissal)							31						
DECEMBER							May 21-22 Teacher Inservice							MAY							
S	M	T	W	Th	F	S	Box Butte County Fair							S	M	T	W	Th	F	S	
	1	2	3	4	5	6	Open House														
7	8	9	10	11	12	13	Graduation (2:00 pm)							3	4	5	6	7	8	9	
14	15	16	17	18	19	20	End of 9 Weeks/Semester							10	11	12	13	14	15	16	
21	22	23	24	25	26	27	In-Service No School for Students							17	18	19	20	21	22	23	
28	29	30	31				Total							24	25	26	27	28	29	30	
First Day/Last Day of School							Staff							Students							
No School - Break							Q1							44							
Teacher Inservice and Parent/Teacher Conferences							Q2							45							
							Q3							49							
							Q4							46							
							Total							184							
							Total							174							

NOTE: Proposed in-service dates are subject to revision, pending availability of consultants &/or district needs.

Preschool will not be in session on half days and on Parent-Teacher Conference Days.

Preschool sessions will be shortened during late starts or early outs due to inclement weather.

Breakfast will not be served on late starts due to inclement weather.

NOTE: This calendar does not allow for any inclement weather days as forgiven days. Depending on time of year and calendar status, days missed due to inclement weather, contagious disease, pandemic flu, or other Acts of God, may or may not be scheduled as make-up days, subject to administrative discretion. If make-up days are added to the end of the year, the last day for students (May) and last day for teachers (May) will be later than noted herein.