

Board of Education Regular Meeting
Monday, August 21, 2023 6:00 PM
Ashland-Greenwood Middle/High School,
Conference Room
1842 Furnas St
Ashland, NE 68003

1. Call to Order. Roll Call.
2. Acknowledge of Open Meetings Law posting.
3. Pledge of Allegiance.
4. Recognition of public participation
5. Visitors and Communication from the public.
6. Approval of changes in the mailed agenda and/or changes in the agenda order.
7. Approval of Consent Agenda Items.
 - 7.1. Approval of Minutes of previous meetings
 - 7.2. Acceptance of Financial Reports
 - 7.3. Action on Claims
 - 7.4. Approval of Contracts
 - 7.5. Motion to excuse /approve the absence of board member(s)
8. Administrators' and Practitioners' Reports
 - 8.1. Ms. Beerbohm/Ms. Fangmeyer
 - 8.2. Ms. Moon/Ms. Poell
 - 8.3. Mr. Jacobsen/Mr. Flynn
9. Old Business
10. New Business

- 10.1. Approval of the 2023-24 Emergency Operations Plan. (Attached)
- 10.2. Discussion and action related to revised Policy 4030 (Teacher/Education Specialist Evaluation). (Attached)
- 10.3. Presentation of the 2023-24 Budget.
- 10.4. Discussion and action to approve Jill Finkey as the School District Treasurer for the 2023-24 school year.
- 10.5. Certified and non-certified staff resignations.
11. Informational Items - NASB Area Membership Meeting: Fremont, Wednesday, September 20th, 4:30 registration.
12. Call for Next Meeting
 - 12.1. The next meeting is set for Monday, September 19th, 2023 at 6:00 p.m. All meetings are held in Ashland-Greenwood Middle/High School, Conference Room at 1842 Furnas Street, Ashland, NE 68003. This meeting will be a Special Hearing related to the 2023-24 budget, followed by a regular meeting. Notice of the meetings are posted in advance in the District Office, 705 N 17th Ave., Ste3, Ashland, NE, Farmers & Merchants Bank, 1501 Silver St., Ashland, NE and Bank of Ashland, 2433 Silver St., Ashland, NE. All meetings are open to the public. An agenda for the meeting shall be kept continuously current in the Office of the District Office at 705 N 17th Ave., Ashland, NE 68003.
13. Adjournment.
 - 13.1. Board of Education Information:

BOARD OF EDUCATION MEETING INFORMATION:

The Ashland-Greenwood Public Schools Board of Education is empowered to act on any item listed on the agenda at any time during the meeting, irrespective of the time or order listed. Pages listed, or further detail, are available upon request. The Open Meetings Act requires and the intention of the Board is that agenda items be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. The Ashland-Greenwood Board of Education releases its agenda well in advance of most meetings and desires that all interested persons are fully informed. Any interested person who has a question or needs clarification about the sufficiency of a descriptive item should contact the Office of the Superintendent of Schools.

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

INSTRUCTIONS FOR THOSE WHO WISH TO SPEAK DURING PUBLIC FORUM:

Getting Started: *When it is your turn to speak during the public forum portion of the agenda, please come forward, sign your name and address on the sign-in sheet and state your name to the Board of Education.*

Time Limit: *You may speak only one time and must limit comments to 5 minutes or less.*

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

General Rules: *Please remember that this is a meeting of the Board of Education held in public for conducting the business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated.*

REQUEST FOR CLOSED SESSIONS:

The Ashland-Greenwood Public Schools is authorized by state statute to hold closed sessions. Closed sessions may be held when clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual. Reasons that meet this standard include but are not limited to: a) strategy sessions with respect to collective bargaining, real estate matters, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body; b) discussion regarding deployment of security personnel or devices; c) investigative proceedings regarding allegations of criminal misconduct; (d) evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting; and e) legal advice.

**Ashland-Greenwood Public Schools
Board of Education Regular Meeting Minutes
Monday, July 17, 2023**

Opening

A meeting of the Board of Education of the Ashland-Greenwood Public Schools was convened open and public session on Monday, July 17, 2023

Attendance

The roll was called and the following Board members were present:

Eric Beranek:	Present
Kylie Heflin:	Present
David Nygren:	Present
Suzanne Sapp:	Absent
Karen Stille:	Present
Russ Westerhold:	Present

Notice

Notice of the meeting was posted in advance in the Superintendent's Office, 705 N. 17th Ave, Suite #3, Ashland, NE, Farmers & Merchants Bank, 1501 Silver St., Ashland, NE and i3 Bank, 2433 Silver St., Ashland, NE. Notice of this meeting was given in advance to all members of the Board of Education. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the public.

1. Call to Order. Roll Call.

A regular meeting of the Board of Education of the Ashland-Greenwood Public Schools was convened in open and public session at 6:15 p.m. on the third Monday of the month by Vice-President Stille.

Notice of the meetings are posted in advance in the District Office, 705 N 17th Ave., Ste 3, Ashland, NE, Farmers & Merchants Bank, 1501 Silver St., Ashland, NE and i3 Bank, 2433 Silver Street, Ashland, NE.

2. Acknowledge of Open Meetings Law posting.

Vice President Stille announced and informed the public of the current copy of the Open Meetings Act in the meeting room.

3. Pledge of Allegiance.

4. Recognition of public participation

5. Visitors and Communication from the public.

6. Approval of changes in the mailed agenda and/or changes in the agenda order.

7. Approval of Consent Agenda Items. Motion to approve the consent agenda including previous board meeting minutes, current monthly financial statements for all accounts and current monthly claims for all accounts, made by Russ Westerhold and seconded by David Nygren, Passed.

Eric Beranek: Yea, Kylie Heflin: Yea, David Nygren: Yea, Karen Stille: Yea, Russ Westerhold: Yea

7.1. Approval of Minutes of previous meetings

7.2. Acceptance of Financial Reports

7.3. Action on Claims

7.4. Approval of Contracts

7.5. Motion to excuse /approve the absence of board member(s)

8. Old Business

9. New Business

9.1. Discussion and action to approve district surplus sale items. (Attached) Motion to approve the sale of surplus items as presented, made by Russ Westerhold and seconded by Eric Beranek, Passed.

Eric Beranek: Yea, Kylie Heflin: Yea, David Nygren: Yea, Karen Stille: Yea, Russ Westerhold: Yea

9.2. Discussion related to the 2023 district census report. (Attached)

9.3. Discussion and action related to the 2023-24 Policy Updates. (Attached) Motion to approve policy updates as presented, made by David Nygren and seconded by Eric Beranek, Passed.

Eric Beranek: Yea, Kylie Heflin: Yea, David Nygren: Yea, Karen Stille: Yea, Russ Westerhold: Yea

Mr. Libal reviewed and highlighted suggested policy changes as recommended by school legal counsel.

9.4. Discussion and action to approve 2023-24 Student Handbooks. (Attached) Motion to approve the changes to the student handbooks as presented, made by Russ Westerhold and seconded by David Nygren, Passed.

Eric Beranek: Yea, Kylie Heflin: Yea, David Nygren: Yea, Karen Stille: Yea, Russ Westerhold: Yea

9.5. Discussion and action to approve 2023-24 Staff Handbooks. (Attached) Motion to approve changes to the staff handbook as presented, made by David Nygren and seconded by Eric Beranek, Passed.

Eric Beranek: Yea, Kylie Heflin: Yea, David Nygren: Yea, Karen Stille: Yea, Russ Westerhold: Yea

9.6. Discussion and action related to the 2023-24 substitute teaching pay rate(s). Motion to approve substitute teacher pay as presented for the 2023-2024 school year, made by David Nygren and seconded by Russ Westerhold, Passed.

Eric Beranek: Yea, Kylie Heflin: Yea, David Nygren: Yea, Karen Stille: Yea, Russ Westerhold: Yea

9.7. Certified staff resignations.

10. Informational Items

Discussion was held on the status of possibly adding a school resource officer. It was shared that the grant that city law enforcement was potentially researching is not going to be an option for this upcoming year, but possibly in the future.

11. Call for Next Meeting

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12. Adjournment. Motion to adjourn the meeting at 7:18 p.m., made by Eric Beranek and seconded by Karen Stille, Passed.

Eric Beranek: Yea, Kylie Heflin: Yea, David Nygren: Yea, Karen Stille: Yea, Russ Westerhold: Yea

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Ashland-Greenwood Public Schools
July Public Hearing Minutes
Monday, July 17, 2023

Opening

A meeting of the Board of Education of the Ashland-Greenwood Public Schools was convened open and public session on Monday, July 17, 2023

Attendance

The roll was called and the following Board members were present:

Eric Beranek:	Present
Kylie Heflin:	Present
David Nygren:	Present
Suzanne Sapp:	Absent
Karen Stille:	Present
Russ Westerhold:	Present

Notice

Notice of the meeting was posted in advance in the Superintendent's Office, 705 N. 17th Ave, Suite #3, Ashland, NE, Farmers & Merchants Bank, 1501 Silver St., Ashland, NE and i3 Bank, 2433 Silver St., Ashland, NE. Notice of this meeting was given in advance to all members of the Board of Education. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the public.

1. Call to Order. Roll Call

The Public Hearing was held by the Board of Education of the Ashland-Greenwood Public Schools was convened in open and public session at 6:00 p.m. on the 17th day of July, 2023 by Vice-President Stille.

Notice of the meetings are posted in advance in the District Office, 705 N 17th Ave., Ste 3, Ashland, NE, Farmers & Merchants Bank, 1501 Silver St., Ashland, NE and i3 Bank, 2433 Silver Street, Ashland, NE.

2. Acknowledge of Open Meetings Law posting

Vice-President Stille announced and informed the public of the current copy of the Open Meetings Act in the meeting room.

3. Pledge of Allegiance

All stood and recited the Pledge of Allegiance.

4. Public Hearing on Parental Involvement Policy 5018 and review of Title I Parental involvement policy 5057. (Attached) Motion to adopt policies 5018 and 5057 Passed with a motion by Russ Westerhold and a second by David Nygren.

Eric Beranek: Yea, Kylie Heflin: Yea, David Nygren: Yea, Karen Stille: Yea, Russ Westerhold: Yea

A public hearing was held to consider, review and receive input on the Parental Involvement Policy 5018 and consider, review and receive input on Title I parental involvement policy 5057. No public input was received.

5. Public Hearing on Student Fee Policy 5045. (Attached)

A public hearing was held to review student fee policies and discuss, consider and receive input on a proposed student fees policy. No public input was received.

6. Board of Education review of Bullying Policy 5054. (Attached)

Review of Anti Bullying policy 5054, discussion held and determination to reaffirm the Anti-Bullying Policy.

7. Board of Education review of Attendance Policy 5001. (Attached)

Board reviewed attendance policy 5001.

8. Board of Education to receive an update related to policy 6020 - Multicultural Education. (Attached)

The Board reviewed the Multi-Cultural Policy 6020.

9. Board of Education review of policy 2007 - Reimbursement and Miscellaneous Expenditures. (Attached)

The Board reviewed the reimbursement and miscellaneous expenditures policy 2007.

10. Board of Education "repass" of policy 2008 - Meetings. (Attached) Motion to repass policy 2008 Passed with a motion by Eric Beranek and a second by Kylie Heflin.

Eric Beranek: Yea, Kylie Heflin: Yea, David Nygren: Yea, Karen Stille: Yea, Russ Westerhold: Yea

11. Adjournment Approval to adjourn public hearing at 6:13 p.m. Passed with a motion by David Nygren and a second by Eric Beranek.

Eric Beranek: Yea, Kylie Heflin: Yea, David Nygren: Yea, Karen Stille: Yea, Russ Westerhold: Yea

ASHLAND-GREENWOOD PUBLIC SCHOOLS FINANCIAL STATEMENT

Jul-2023

GENERAL FUND -JULY 2023

Beginning Balance \$ 2,068,424.03

RECEIPTS

Dick Blick Refund - overpayment	\$ 953.05
Cass CO - Mid June	\$ 13,407.03
Saunders CO - End June	\$ 84,774.58
Sarpy County - July	\$ 3.41
NCSA - Refund duplicate payment NCE	\$ 300.00
Board Insurance Premium	\$ 699.34
Cass CO - End June	\$ 27,527.85
ECF - BEAR - Erate reimb.	\$ 38,222.00
Saunders CO - Mid July	\$ 55,194.43
State Fleet Rebate - Q2 2023	\$ 227.81
Media Donations/I pad sales	\$ 110.00
Foundation Reimbursement - TOY	\$ 235.66
Surplus Sale Proceeds	\$ 40.00
Surplus Sale Proceeds	\$ 765.00
F&M Interest	\$ 128.09
NLAF Interest	\$ 1,434.57

\$ 224,022.82 \$ 2,292,446.85

DISBURSEMENTS

JULY Claims \$ 1,076,692.14

\$ 1,076,692.14 \$ 1,215,754.71

ENDING BALANCE

\$ 1,215,754.71

RECONCILIATION

NLAF Liquid Balance	\$ 310,611.17
Plus F&M Bank Balance	\$ 390,346.42
Plus General Fund Investments	\$ 604,631.10
Less: Outstanding Claims	\$ 89,833.98
Plus: Outstanding Deposits	
Reconciled Balance	\$ 1,215,754.71

\$ 1,215,754.71

ADMINISTRATIVE OPERATIONS ACCOUNT - JULY 2023

Beginning Balance			\$	1,534.54
<u>RECEIPTS</u>				
GF Check#				
Total			\$	1,534.54
<u>DISBURSEMENTS</u>				
6287 Staff- Mileage - DOT Physical	\$	33.41		
Total			\$33.41	\$ 1,501.13
Ending Balance				<u>\$ 1,501.13</u>
<u>RECONCILIATION</u>				
Bank Balance	\$	1,740.86		
Less: Claims Outstanding	\$	239.73		
Plus: Outstanding Deposits				
Reconciled Balance	\$	1,501.13		<u>\$ 1,501.13</u>

EMPLOYEE BENEFIT (SECTION 125) ACCOUNT - JULY 2023

Beginning Balance			\$	54,640.94
<u>RECEIPTS</u>				
Employee Payroll Deposit	\$	10,565.17		
I 3 Bank: Interest	\$	4.82		
Total			\$ 10,569.99	\$ 65,210.93
<u>DISBURSEMENTS</u>				
Employee Benefits	\$	6,778.58		
Total			\$ 6,778.58	\$ 58,432.35
Ending Balance				<u>\$ 58,432.35</u>
<u>RECONCILIATION</u>				
Bank Balance	\$	58,432.35		
Claims Outstanding				
Reconciled Balance	\$	58,432.35		<u>\$ 58,432.35</u>

SPECIAL BUILDING ACCOUNT - JULY 2023

Beginning Balance			\$	12,269,296.56
<u>RECEIPTS</u>				
Cass County				
Sarpy County				
Saunders County				
F & M Interest	\$	1,338.24		
NLAF Interest	\$	8,901.55		
NLAF Managed Interest	\$	46,917.58		
Total			\$	57,157.37
			\$	12,326,453.93
<u>DISBURSEMENTS</u>				
1648	Public Risk Management	Builders Risk Ins. Extens	\$	13,344.68
1649	Steelcase Financial	July PreK-2 Furn. Pay	\$	26,992.45
1649	Steelcase Financial	July MS INV	\$	5,542.35
1650	Kidwell	App 9 Security	\$	7,000.00
1651	Hausmann	MS#18	\$	1,366,405.96
1652	AQS/Terracon	MS Site Work	\$	3,035.50
1653	DLR	PreK-2 June Post Cont. I	\$	7,982.41
1653	DLR	MS June Fees	\$	27,659.82
1653	DLR	MS June Furn/Equip Fee	\$	1,355.00
1654	Kidwell	App 10 Security	\$	3,035.50
	NLAF	Fees June	\$	849.25
Total				\$1,463,202.92
			\$	10,863,251.01
Ending Balance				<u>\$ 10,863,251.01</u>
<u>RECONCILIATION</u>				
F&M Bank Balance	\$	1,314,398.66		
NLAF #9300590 Balance	\$	2,758,087.05		
NLAF Managed Fund Balance	\$	7,163,435.09		
Outstanding Checks	\$	372,669.79		
Reconciled Balance	\$	10,863,251.01		<u>\$ 10,863,251.01</u>

QUALIFIED CAPITAL PURPOSE FUND - JULY 2023

Beginning Balance			\$	69,769.73
<u>RECEIPTS</u>				
Interest	\$	2.96		
Total			\$	2.96
			\$	69,772.69
<u>DISBURSEMENTS</u>				
Total			\$	-
Ending Balance				<u>\$ 69,772.69</u>
<u>RECONCILIATION</u>				
Bank Balance	\$	69,772.69		
Less: Outstanding Claims	\$	-		
Reconciled Balance	\$	69,772.69		<u>\$ 69,772.69</u>

DEPRECIATION FUND - JULY 2023

Beginning Balance			\$	187,403.77
<u>RECEIPTS</u>				
F&M Bank Interest	\$	2.28		
NLAF Interest	\$	512.46		
Total			\$	514.74
			\$	187,918.51
<u>DISBURSEMENTS</u>				
Total	\$	20,365.97		
			\$	20,365.97
			\$	167,552.54
Ending Balance				<u>\$ 167,552.54</u>
<u>RECONCILIATION</u>				
F & M Bank Balance	\$	42,851.74		
NLAF Balance	\$	124,700.80		
Less: Outstanding Claims				
Reconciled Balance	\$	167,552.54		<u>\$ 167,552.54</u>

STUDENT FEE FUND - JULY 2023

Beginning Balance			\$	6,959.03
<u>RECEIPTS</u>				
College Tuition Payments				
Participation Fees				
Interest I3 Bank	\$	0.59		
Total			\$	0.59
			\$	6,959.62
<u>DISBURSEMENTS</u>				
Disbursements				
Total			\$	-
Ending Balance				<u>\$ 6,959.62</u>
<u>RECONCILIATION</u>				
Bank Balance	\$	6,929.62		
Claims Outstanding				
Deposits Outstanding	\$	30.00		
Reconciled Balance	\$	6,959.62		<u>\$ 6,959.62</u>

HOT LUNCH ACCOUNT - JULY 2023

	Beginning Balance		
<u>RECEIPTS</u>			\$ 165,790.94
Student and Staff Deposits	\$ 5.20		
Online Student Deposits	\$ 160.22		
PS Meals (from GF)	\$ 1,674.55		
Federal Reimbursement			
Other			
Vending Payment			
F&M Bank: Interest	\$ 9.40		
Total		\$ 1,849.37	\$ 167,640.31
<u>DISBURSEMENTS</u>			
Wages & Benefits	\$ 7,724.10		
Food/ Supplies/ Contracted Services	\$ 1,079.55		
Rebate/ Food Payment			
Lunch Refunds			
Total			
		\$ 8,803.65	\$ 158,836.66
Ending Balance			\$ 158,836.66
			<u>\$ 158,836.66</u>
<u>RECONCILIATION</u>			
Bank Balance	\$ 222,103.24		
Claims Outstanding	\$ 63,266.58		
	\$ 158,836.66		
Receipts Outstanding			
Reconciled Balance	\$ 158,836.66		
			<u>\$ 158,836.66</u>

BOND FUND - JULY 2023

Beginning Balance			\$ 552,889.87
<u>RECEIPTS</u>			
Cass County Taxes	\$ 5,347.24		
Sarpy County Taxes			
Saunders County Taxes	\$ 19,094.64		
Interest	\$ 95.87		
Total Deposits	\$ 24,537.75		\$ 577,427.62
<u>DISBURSEMENTS</u>			
Total		\$ -	<u>\$ 577,427.62</u>
<u>RECONCILIATION</u>			
F & M Bank Balance	\$ 577,427.62		
Plus: Outstanding Deposits			
Less: Outstanding Claims			
Reconciled Balance	\$ 577,427.62		
			<u>\$ 577,427.62</u>

INVESTMENTS

Date Bought	Security Description	Rate	Investment
General Fund Investments			
43030	Bank of Ashland, Ashland	0.800%	\$ 109,631.10
44510	Merrick Bank, UT	0.430%	\$ 247,000.00
44510	Third Coast Bank Ssb	0.400%	\$ 248,000.00
Total Investments			<u>\$ 604,631.10</u>

LOCAL BANK SECURITIES PLEDGE TO SCHOOL DISTRICT DEPOSITS & FDIC INSURANCE ON DEPOSITS

BANK OF ASHLAND

FDIC INSURANCE

\$ 250,000.00

Total Secured

\$ 250,000.00

FARMERS AND MERCHANTS BANK

FDIC INSURANCE

\$ 250,000.00

Pledged Safekeeping Security

Various pledged amounts at Agencies, Municipals, SBA, CD's etc,
monitored by: Farmers Merchant Bank

Total Face Value

Actual Value

\$ 3,000,000.00

Total Secured

\$ 3,250,000.00

**FINANCIAL STATEMENT
ACTIVITY FUND**

FOR MONTH ENDING Jul-2023

				<i>Beginning Balance</i>		\$	19,648.59	
<i>Date</i>	<i>Check #</i>	<i>Payee</i>	<i>Description</i>	<i>Receipt</i>	<i>Disbursed</i>	<i>Balance</i>		
ATHLETICS							\$	(55,787.95)
TOTALS				\$0.00	\$ -	\$	(55,787.95)	
ALUMNI Projects							\$	2,869.99
TOTALS				\$ -	\$ -	\$	2,869.99	
BAND							\$	30.00
TOTALS				\$ -	\$ -	\$	30.00	
BLUE TEAM							\$	104.94
TOTALS				\$ -	\$ -	\$	104.94	
DRAMA							\$	4,630.78
TOTALS				\$ -	\$ -	\$	4,630.78	
ELEM BOOK FAIR							\$	890.27
TOTALS				\$ -	\$ -	\$	890.27	
ELEM STAFF							\$	1,648.37
TOTALS				\$ -	\$ -	\$	1,648.37	
ELEM STUDENT COUNCIL - INTERMEDIATE							\$	2,963.07
TOTALS				\$ -	\$ -	\$	2,963.07	
ELEM STUDENT COUNCIL - PRIMARY							\$	2,963.07
TOTALS				\$ -	\$ -	\$	2,963.07	
FBLA							\$	12,746.44
	16615	Office Depot	FBLA Menus		\$ 10.00			
	16616	VISA	FBLA National Meals		\$ 1,286.30			
TOTALS				\$0.00	\$ 1,296.30	\$	11,450.14	
FFA							\$	16,146.47
		Mud Volleyball	Fundraiser	\$ 53.00				
	16616	VISA	Team Building Day		\$ 355.39			
TOTALS				\$ 53.00	\$ 355.39	\$	15,844.08	
HONOR SOCIETY							\$	175.46
	16617	Kaitlin Pfliefer (reissued check)	NHS Scholarship					
TOTALS				\$ -	\$ -	\$	175.46	
HS STUDENT COUNCIL							\$	1,184.68
TOTALS				\$ -	\$ -	\$	1,184.68	
MS/HS STAFF							\$	1,150.17
TOTALS				\$ -	\$ -	\$	1,150.17	
MS STUDENT COUNCIL							\$	332.68
TOTALS				\$ -	\$ -	\$	332.68	
PROM ACCOUNT							\$	3,781.15
TOTALS				\$0.00	\$ -	\$	3,781.15	
SENIORS							\$	-
TOTALS				\$ -	\$ -	\$	-	
SKILLS USA							\$	233.07
TOTALS				\$ -	\$ -	\$	233.07	

SPANISH CLUB				\$	244.11
TOTALS				\$	-
SPIRIT SQUAD - CHEER				\$	3,409.94
16616 VISA	Cheer Membership		\$	38.00	
TOTALS				\$	-
SPIRIT SQUAD - DANCE				\$	38.00
16616 VISA	Dance Team Earrings		\$	61.31	
TOTALS				\$	61.31
SPEECH				\$	1,538.42
TOTALS				\$	2,389.96
TALENTED/GIFTED ACTIVITES				\$	0.00
TOTALS				\$	-
VOCAL MUSIC				\$	(348.10)
TOTALS				\$	-
YEARBOOK/ANNUAL Middle School				\$	6,452.64
TOTALS				\$	-
YEARBOOK/ANNUAL High School				\$	618.45
TOTALS				\$	-
INTEREST				\$	(1,481.62)
i3	Interest		\$	1.79	
TOTALS				\$	1.79
ACTIVITY FUND TOTALS ALL ACCOUNTS				\$	54.79
				\$	-
				\$	1,751.00
				\$	17,952.38

Ending Balance	\$	17,952.38
Plus: Outstanding Checks	\$	1,149.94
Less: Outstanding Receipts		
Misdirected Deposit		
Equals: Bank Balance	\$	19,102.32

Ashland-Greenwood Public Schools' General Fund Claims
 General Fund Claims
 August 21, 2023

Check No.	Vendor	Amount	Description	NOTES
44280	Voyager Fleet Systems	\$ 2,432.96	Monthly Fuel	
44281	ASHLAND AUTO PARTS	\$ 33.44	Wiper Blades	
44282	CAPITAL BUSINESS SYSTEMS, INC.	\$ 59.92	Monthly Charges	
44283	CHARTER COMMUNICATIONS	\$ 150.00	Monthly Charges	
44284	BROOKE CHELEEN	\$ 926.34	Monthly PT Charges - June	
44285	COMPUTER HARDWARE INC.	\$ 8,729.50	iPads/Cases	
44286	Eakes Office Solutions	\$ 628.00	Senior File Scanning	
44287	EGAN SUPPLY CO.	\$ 7,215.62	Custodial Supplies	
44288	ERNIE'S STORE INC	\$ 1,249.00	Intermediate Fridge	
44289	Family Physical Therapy & Sports Center	\$ 495.00	Monthly Therapy Charges	
44290	TOM FIALA	\$ 11,557.55	23-24 Bus Service	
44291	FUN AND FUNCTION, LLC	\$ 485.97	SPED Supplies	
44292	MEININGER FIRE PROTECTION INC	\$ 675.00	Annual Fire/Backflow	
44293	MOSYLE CORPORATION	\$ 192.00	iPad License	
44294	NCS PEARSON/THE PSYCHOLOGICAL	\$ 437.50	Q Interactive	
44295	NSASSP REGION 1	\$ 75.00	Region 1 Fees	
44296	ONE SOURCE, INC	\$ 158.00	Background Check	
44297	ANTHONY PETERSEN	\$ 240.00	Monthly Pest Control	
44298	QUADIANT	\$ 789.00	Postage Charges	
44299	SAVVAS LEARNING COMPANY	\$ 4,762.15	23-24 Curriculum Supplies	
44300	SCHOOL DATEBOOKS	\$ 349.60	Student Planners	
44301	WAHOO-WAVERLY-ASHLAND NEWSP	\$ 78.00	Yearly Subscription	
44302	Payflex	\$ 230.48	July Acct. fee	
44303	TSA Consulting Group	\$ 83.33	403B June Acct. fee	
44304	Time Management Systems	\$ 1,228.00	June/July Service fees	
44305	Jackie Fudge	\$ 1,775.00	Inservice Supplies	
44306	ASHLAND DISPOSAL SERVICE	\$ 1,630.53	Monthly Charges	
44307	CHARTER COMMUNICATIONS	\$ 91.59	Monthly Charges	
44308	BROOKE CHELEEN	\$ 421.76	Monthly PT Charges - July	
44309	CITY OF ASHLAND	\$ 5,531.00	Monthly Charges	
44310	FAIRFIELD INN & SUITES	\$ 3,475.00	Admin Day Hotel	
44311	TOM FIALA	\$ 2,980.08	23-24 Bus Service	
44312	FUN AND FUNCTION, LLC	\$ 63.18	Shipping Cost	
44313	GRETNA SMALL ENGINE	\$ 31.81	Leaf Blower Repair	
44314	HATCH, INC.	\$ 1,980.00	23-24 Hatch Renewal	
44315	KSB SCHOOL LAW PC LLO	\$ 3,662.50	Monthly Legal Fees	
44316	LAKESHORE LEARNING MATERIALS	\$ 461.96	23-24 Supplies	
44317	LAMPE'S CLEAN AIR SPECIALISTS	\$ 2,438.10	Filters	
44318	MENARD INC	\$ 61.45	Maintenance Supplies	
44319	OMAHA PUBLIC POWER DISTRICT	\$ 20,223.60	Monthly Charges	
44320	PARKER'S SMOKEHOUSE LLC	\$ 1,014.10	SPED/New Employee Lunch	
44321	PIONEER VALLEY BOOKS	\$ 49.05	Shipping Cost	
44322	PREMIER SPORTS OFFICIALS ASSOC	\$ 8,385.00	Fall Official Contract	
44323	RSCHOOL TODAY	\$ 770.70	23-24 Renewal	
44324	Wildlife Learning Encounters	\$ 325.00	PK Family Day	
44325	ZULTYS INC	\$ 1,895.31	Monthly Charges	
44326	Sun Valley Lanes	\$ 1,341.90	Inservice Facility Rental	Title II A

Ashland-Greenwood Public Schools' General Fund Claims
 General Fund Claims
 August 21, 2023

Check No.	Vendor	Amount	Description	NOTES
44327	BlueCross/Blue Shield	\$ 165,719.39	AUG PR	
44328	I3 - 125/Payflex	\$ 10,525.17	AUG PR	
44329	Madison National Life	\$ 2,333.76	AUG PR	
44330	TSA - 403B Employee Contributions	\$ 2,950.00	AUG PR	
44331	VSP - Vision Insurance	\$ 925.97	AUG PR	
DD	AUG Net PR	\$ 410,372.70	AUG PR	
DD	IRS - Federal Taxes, SS, Medicare	\$ 129,314.55	AUG PR	
DD	NE - State Taxes	\$ 20,893.58	AUG PR	
DD	NPERS	\$ 116,101.12	AUG PR	
DD	HSA contributions - Employer/Employee	\$ 6,480.37	AUG PR	
44332	ACCO BRANDS CORP /GBC	\$ 260.28	Lamination Sheets	
44333	ASHLAND AUTO PARTS	\$ 166.36	Batteries	
44334	ASHLAND PHARMACY	\$ 363.90	Dry Cleaning Band/Graduation	
44335	AWARDS UNLIMITED, INC.	\$ 175.51	AG Lapel Pins	
44336	BARNES & NOBLE INC	\$ 190.69	MS Novels	
44337	BLACK SQUIRREL ENTERPRISES, LLC	\$ 748.90	Timeclock Services	
44338	BSN SPORTS	\$ 109.35	Athletic Supplies	
44339	CAPITAL BUSINESS SYSTEMS, INC.	\$ 401.83	Monthly Copy Charges	
44340	CDWG GOVERNMENT	\$ 666.65	Journalism/Tech Supplies	
44341	CHARTER COMMUNICATIONS	\$ 58.41	Monthly Charges	
44342	DIVERSIFIED DRUG TESTING	\$ 322.00	Drug Testing	
44343	FIRESPRING INC.	\$ 572.91	Inservice Supplies	
44344	FOLLETT CONTENT SOLUTIONS, LLC	\$ 450.36	Library Books	
44345	FOLLETT SCHOOL SOLUTIONS, INC.	\$ 2,845.63	Library Subscription	
44346	GENERAL FIRE AND SAFETY	\$ 395.00	Semi Annual Inspection	
44347	GIBBS SMITH PUBLISHERS	\$ 1,074.60	4th grade materials	
44348	HAUFF MID-AMERICA SPORTS	\$ 178.50	Athletic Supplies	
44349	Instructional Empowerment, Inc	\$ 2,500.00	iObservation Annual Renewal	Title II A
44350	JOHNSTONE SUPPLY	\$ 1,680.16	Maintenance Supplies	
44351	JOURNEYED.COM INC	\$ 875.00	Adobe License	
44352	JPW Industries, INC	\$ 4,835.15	Pipe Notcher	
44353	LAKESHORE LEARNING MATERIALS	\$ 113.30	23-24 Supplies	
44354	MEININGER FIRE PROTECTION INC	\$ 647.50	Service Call / Inspection	
44355	METAL DOORS AND HARDWARE	\$ 1,766.20	Classroom Doors/Keys	
44356	JULLETTA MEYER	\$ 2,475.00	CPR Training	
44357	NEBRASKA.GOV	\$ 7.50	License Checks	
44358	QUILL CORP	\$ 42.49	23-24 Supplies	
44359	RAYMOND GEDDES & COMPANY INC	\$ 182.36	23-24 Supplies	
44360	REALLY GOOD STUFF LLC	\$ 370.06	23-24 Supplies	
44361	S & L HARDWARE	\$ 790.63	Painting Supplies	
44362	SAUNDERS COUNTY YOUTH SERVICE	\$ 1,035.00	Attendance Services	
44363	SCHOOL SPECIALTY INC	\$ 20,701.22	23-24 Supplies	
44364	SOTER TECHNOLOGIES	\$ 450.00	Annual Fee	
44365	STEM Supplies	\$ 437.81	23-24 Supplies	
44366	PAUL SUTTON	\$ 80.00	DOT Physical	
44367	Teacher Innovations Inc	\$ 324.00	Annual Renewal	
44368	UNITED ELECTRICAL SUPPLY CO INC	\$ 309.95	Bulbs/Cables	
44369	USIC LOCATING SERVICES, LLC	\$ 381.15	Fiber Locating	

Ashland-Greenwood Public Schools' General Fund Claims
 General Fund Claims
 August 21, 2023

Check No.	Vendor	Amount	Description	NOTES
44370	RANDY WIESE	\$ 450.00	Spring Track Hours	
44371	WILLIAMS SCOTSMAN, INC	\$ 3,271.09	Monthly Rent	
44372	WINDSTREAM	\$ 57.68	Monthly Charges	
44373	WOODRIVER ENERGY LLC	\$ 182.24	Monthly Charges	

Incompletes:

Americom	NCA
Ashland Auto	NCSA
Ashland Community Med Found	No Frill/Spartan Nash
Ashland Gazette	Paper101
Carson Dellosa	Plank Road Publishing
Cornhusker International	Prestwick House
Cornhusker State Industries	Quill
Dick Blick	Really Good Stuff
Dietz Music	RTI
ESU 2	S&L
Family Zone	Scholastic
Follet	School Datebook
Gibbs Smith Education	School Specialty
GovConnect	Schmitt Music
Holiday Inn	Therapy Works
Lakeshore Learning	United Electrical
Matheson	US Mechanical
Menards	Vex Robotics
NASB	Virco
Nebraska Sports	VISA
	Voyager
	Windsupply

* Denotes conflict of interest

Authorized by:

Ashland-Greenwood Public Schools
8/21/23
Administrative Operations Account

Check No	Description		Amount
6288	Staff - ECSE Mileage - April-July	\$	113.98
6289	Staff - PS event supplies	\$	60.15
6290	Staff - SLP Mileage - end of May-July	\$	76.39

Authorized by:

Ashland-Greenwood Public Schools' Claims
Employee Benefit (Section 125 Account)
August 21, 2023

Auto Deduction	Description	Amount
	Employee Benefits	\$ 1,577.50
	Employee Benefits	\$ 1,883.00
	Employee Benefits	\$ 418.00
	Employee Benefits	\$ 114.04
	Employee Benefits	\$ 1,264.67

Authorized by:

Ashland-Greenwood Public Schools' Claims
Special Building
August 21, 2023

Check/ID No.	Vendor/Description	Amount
1655	Steelcase Financial	AUG PreK-2 Furn. Pay \$ 26,992.45
1655	Steelcase Financial	AUG MS INV \$ 1,822.20
1656	Sheppards Business Int.	Office Furn. Deposit \$ 4,632.82
1657	AQS/Terracon	Bluejay Way Site Work \$ 1,531.25
1657	AQS/Terracon	MS Site Work \$ 4,340.75
1658	DLR	PreK-2 July Post Cont. Hours \$ 7,905.00
1658	DLR	MS July Fees \$ 34,090.86
1658	DLR	MS July Furn/Equip Fees \$ 709.20
1659	Hausmann	MS #19 \$ 1,060,336.00
1659	Hausmann	PreK2 #24 \$ 19,394.00
1660	ScoreVision	MS Video Score Board \$ 73,005.32
1661	Sideline Power	MS GYM Conf. Logo \$ 4,600.00

Authorized by:

Ashland-Greenwood Public Schools' Claims
Depreciation
August 21, 2023

Check No.	Vendor/Description	Amount
1071	Delta Electric Interm. Office/Nurses Station	\$ 13,279.22
1072	Kasuske Construction Locker Install/Repairs	\$ 7,050.00
1073	Krieser Drywall Interm. Office/HS Conf. Repair/Replacement	\$ 20,945.11
1074	Loftus Plumbing Interm. Office/Nurses Station	\$ 6,000.00
1075	Meininger Fire Protection INC Sprinkler head movement/replace -Intermedi:	\$ 1,946.00
1076	Woodcraft Replace Table Saw	\$ 6,376.99

Authorized by:

**Activities Account
August 2023**

<i>Date</i>	<i>Check #</i>	<i>Vendor</i>	<i>Description</i>		<i>Disbursed</i>	<i>Organization</i>
8/9/23	16618	Lakeshore Learning	23-24 Supplies/Games	\$	194.28	ELEM StuCo
08/16/2023	16619	CASH/DRAWER CHANGE	Start Up Funds	\$	2,000.00	Athletics
08/16/2023	16620	CONCORDIA UNIVERSITY	Track Meet	\$	250.00	Athletics
08/16/2023	16621	SYRACUSE PUBLIC SCHOOLS	Girls Golf	\$	100.00	Athletics
08/16/2023	16622	WALSWORTH PUBLISHING COMPA	2nd Deposit	\$	384.55	HS Yearbook
08/16/2023	16623	WAVERLY PUBLIC SCHOOLS	Girls Golf	\$	125.00	Athletics
08/16/2023	16624	WEST POINT PUBLIC SCHOOLS	Girls Golf	\$	100.00	Athletics
8/17/2023	16625	HAMERAY PUBLISHING	Primary Building Reading Bo	\$	605.22	ELEM StuCo
8/17/2023	16626	RAYMOND GEDDES	Bluejay Rally Supplies	\$	54.00	ELEM StuCo
8/17/2023	16627	School Specialty	23-24 Supplies/Games	\$	103.24	Gifted/Talented

Authorized By:

INTERLOCAL COOPERATION ACT AGREEMENT

This Agreement entered into this 18th day of August 2023, by and between **Saunders County School District 78-0001, a/k/a Ashland-Greenwood Public Schools**, hereinafter referred to as “Ashland-Greenwood Public Schools,” and between **Sarpy County School District 77-0037, a/k/a Gretna Public Schools**, hereinafter referred to as “Gretna Public Schools.”

WHEREAS, Ashland-Greenwood Public Schools is a political subdivision and a Class III school district under the laws and statutes of the State of Nebraska; and

WHEREAS, Gretna Public Schools is a political subdivision, and a Class III school district under the laws and statutes of the State of Nebraska; and

WHEREAS, Neb. Rev. Stat. §§13-801 to 13-827, also known as the “Interlocal Cooperation Act,” and other Nebraska laws encourage political subdivisions to make the most efficient use of their powers, and enable them to cooperate on the basis of mutual advantage and on a basis that will best serve the needs and desires of both parties, in the development and running of local government units;

WHEREAS, Ashland-Greenwood Public Schools has English Language Learner (ELL) students (ELL Students) enrolled in that School District for the 2023-2024 school year; and,

WHEREAS, Ashland-Greenwood Public Schools does not currently have for the 2023-2024 school year an ELL program sufficient to address the educational needs of the ELL Students; and,

WHEREAS, Gretna Public Schools has in place for the 2023-2024 school year an ELL program sufficient to address the educational needs of the ELL Students; and

WHEREAS, Ashland-Greenwood Public Schools and Gretna Public desire to contract services to the mutual advantage of both school districts.

NOW, THEREFORE, in consideration of the foregoing and the mutual promises contained herein, the parties to this Agreement do hereby agree as follows:

1. **Term of this Agreement.** This contract for educational service for the ELL Students shall be for a term, which commences on August 18th, 2023 and ends on May 22, 2024. Either School District shall have the right to terminate this Agreement as to each individual ELL Student in the event that an ELL Student ceases enrollment in the Gretna Public Schools. The Ashland-Greenwood Public School District shall be obligated to notify the Gretna Public School District of the ending of the enrollment of such ELL Students. To exercise such right of termination, the School District exercising such right shall deliver a written notice of termination to the President of the Board of Education of the other School District within 10 calendar days of being notified of the ending of the ELL Student’s enrollment.

2. **A-GPSD Applications for enrollment of ELL Students** – Ashland Greenwood Public School District (A-GPSD) may apply to the Gretna Public School District (GPSD) to enroll ELL students in GPSD English Language Learner (ELL) school programs; provided the number of ELL students does not exceed six (6) students. In the event the A-GPSD would require services for more than six (6) students, GPSD will consider the applications based on capacity and staffing of the GPSD ELL program. The determination of capacity shall be made by GPSD, whose decision is final.

3. **Costs of Educational Services and Transportation.**

3.1 Educational Services. Ashland-Greenwood Public Schools shall pay to the Gretna Public Schools the sum of ONE HUNDRED FIFTY DOLLARS (\$150.00) per scheduled school day of attendance of the ELL Students for educational services provided to each such ELL Student residing in the Ashland-Greenwood Public School that is enrolled as a student in the Gretna Public Schools under this Agreement. The ELL Students shall be deemed students of the Ashland-Greenwood Public Schools, subject to the Ashland-Greenwood Public School academic standards, and reported to the Nebraska Department of Education as Ashland-Greenwood Public Schools students.

3.2 Transportation Costs. Transportation and related expenses for travel from the residence of the ELL Students in the Ashland-Greenwood Public Schools to the Gretna Public School facility to which the ELL Students are assigned shall be provided and paid for by the Ashland-Greenwood Public Schools.

3.3 Payments. Ashland-Greenwood Public Schools shall pay the amounts provided herein to Gretna Public Schools monthly, with the first payment due September 20, 2023, or in such amounts and on such dates as otherwise agreed from time to time. It is further agreed that the school districts may maintain a Shared Resources Ledger and that set-offs and credits may be made on the financial obligations of the school districts under this Agreement, and that such set-offs and credits may be made in lieu of payments.

4. **Educational Program, Supplies and Support Staff.** The Gretna Public Schools shall determine and provide appropriate curriculum, instruction and facilities, and supplies, testing materials, equipment and support staff (e.g., teachers, para-educators and other staff) to provide the necessary educational services to the ELL Students. The cost of supplies (for example, testing materials), equipment and support staff which benefit both school districts shall be paid by the Gretna Public Schools.

5. **Applicable Policies and Resolutions of Conflicts.** In the provision of the ELL services to the EL Students shall operate under the policies of Gretna Public Schools, and shall be under the direction and supervision of Gretna Public Schools.

6. **Operations.** No separate legal or administrative entity is created under this Interlocal Agreement. Other school districts or entities, which qualify as public agencies under the Act, may enter into this Agreement by amendment hereto executed and approved by all parties.

7. **Indemnification.** The Parties shall indemnify and hold each other, and its Board members, employees and agents harmless, from any claims, expenses (including attorneys' fees and litigation expenses), damages or losses either may suffer as a result of any claims made under, in the administration of, or regarding the validity of this Agreement or the effect of this Agreement on the expenditure or revenue authority of the Parties, including but not limited to liability, or taxpayer or regulatory claims.

8. **Amendment of Interlocal Agreement.** This Agreement may only be amended in writing. This Agreement will not automatically extend beyond the initial term unless the parties enter into a subsequent written agreement. The Superintendents of each school district shall notify the other, on or before May 1, 2023, of their intent to extend the term of the agreement for the subsequent year.

9. **Miscellaneous.** This Agreement shall be interpreted in accordance with the laws of the State of Nebraska.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year above written.

Saunders County School District 78-0001, a/k/a Ashland-Greenwood Public Schools	Sarpy County School District 77-0037, a/k/a Gretna Public Schools
BY: _____ President	BY:  President
ATTEST: _____ Secretary	ATTEST:  Secretary



District Mission Statement

Our school with family and community cooperation promotes life-long learning to awaken, develop, and enhance the individual potential

ASHLAND-GREENWOOD BOARD OF EDUCATION GOALS

Academic Engagement	Support the design and implementation of engaging learning experiences that challenge all students to reach their highest potential
Environment	Foster the creation and maintaining of a positive, collaborative culture within each building as well as across the district
Fiscal	Maximize and properly allocate fiscal resources to support the highest quality academics, activities, and facilities while also demonstrating transparent fiscal responsibility
Personnel	Attract, develop, and retain highly qualified staff for all positions
Pride	Cultivate connections within our schools and community to ensure all feel valued and engaged

ADMINISTRATORS REPORT: Kristin Fangmeyer & Dani Beerbohm

MEETING DATE: August 21, 2023

Academic Engagement

- Throughout the summer there were various curriculum trainings that took place. These trainings support the work our teachers continue to do in order to continue to make academic progress with our students. Below are a few of the training sessions that were held this summer.
 - Reveal Math training all K-5 + MS/HS math teachers
 - MS/HS Math team unit planning with ESU
 - ELA proficiency scale work
 - Alt. Standards work with special education department
 - School Improvement Data Day
 - Intermediate Grading Guide workday
 - HAL Training at ESU (Restore Grant)
- Our district is taking part in the Restore Grant through the ESU. Kristin Fangmeyer was selected to be on the leadership team with other area schools to help with the planning and development of the initial phase of the grant. This grant has a few different layers to it, but the main purpose of the grant is to support districts in establishing an identification process and programming opportunities for HAL students through the MTSS process. This aligns with one of our school improvement goals and will be helpful as we work toward enhancing our HAL program. A few perks to this grant is that it will pay for a teacher to receive their HAL certification through Wayne State at

no cost to the district or teacher. It will also support a para who is wanting to get their teaching certificate. We are in the beginning stages of this grant and still working through some of the fine details, but overall our district will benefit from being a part of the Restore Grant.

Environment

- Opening staff day is always an event that we put a lot of thought into, and do our best to think outside the box for ideas that contribute to our overall district culture. This year we spent time together, bowling, and focused on adjusting AIM to continue to Raise the Bar as an entire district team.



Personnel

- The New Teacher Orientation day went well. There is never enough time or headspace to onboard new staff without making it overwhelming. The entire group was full of energy and enthusiasm about joining our Bluejay family.
- August inservice days were filled with required trainings, staff meetings, professional learning opportunities around Chat GPT, PBIS (Positive Behavioral Interventions & Supports), and E-hall pass. Never enough time to get to all the things we want to, but we make it work.

Pride

- We have continued to enhance some of our programs that have strong community connections. Our Early Childhood team members continue to take on active roles with the Community for Kids program as well as Ashland POPS (Parents of Preschoolers) group. Having this connection with the community is very powerful. They have also been busy - already 8 new referrals in August!
- Our Unified Leadership Team held a retreat over the summer and identified some new opportunities to grow our program within the school and community for the upcoming school year, including working to apply to be a Unified Champion Banner School again (at all levels). In addition, we were notified that AGPS has representation on the Nebraska Special Olympics Youth State Leadership Team (known as YAC). Jaycee Fangmeyer and Charlie Earnest were selected as members and will be active in the organization throughout the school year. Congratulations to them!



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ADMINISTRATORS REPORT: Amanda Moon & Megan Poell	MEETING DATE: August 21, 2023
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Academic Engagement

- August Inservice meetings were used to review curriculum expectations, develop individual classroom management plans, and review the Bluejay way to ensure new staff and grade level teams are consistent as we begin the school year.
- Primary-K-2 ipad adoption-team members were trained by the Tech Team to begin work of finding ways to use the ipad to leverage learning.
- Assessment window opening soon to help us determine student needs and begin to develop plans of support.

Environment

- Primary and Intermediate Teams participated in a culture defining activity that helped the teams determine their three core beliefs during August Inservice Meeting. After defining these 3 core beliefs for each team, then team members identified what these beliefs would look like and sound like in their building. We will continue to do work around these beliefs throughout the year at Staff Inservices.
 - Primary: Student-Centered, Collaborative, and Relationships
 - Intermediate: Collaboration, Growth-Mindset, Student-Centered, and Family

Fiscal

- Many projects, including the main office work is near completion in the Intermediate Building. A HUGE THANK YOU to Tom Walsh and his team for all of the hours of hard work they have put in to get our buildings ready for the new school year!

Personnel

- Eight new certified staff members started their AG career on 8-9-2023. Staff members will work with Dani Beerbohm and their mentors throughout the year to learn about our AG practices and procedures.

Pride

- The Elementary buildings created an electronic newsletter to share with families in hopes of keeping families more connected with their child's school including upcoming events and important information. In the month of August our newsletter has already had approx 670 views from Bluejay Families!



Intermediate Staff



Primary Staff

The Intermediate's new main office is almost finished! Pictures of the progress are below.





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ADMINISTRATORS REPORT: Matt Flynn

MEETING DATE: August 21, 2023

Academic Engagement

- MS Students began taking math and reading screeners during the first 3 days and will take reading and math MAPS tests during the week of August 21st. This will help our MS Intervention team identify students that may need additional academic support.
- In 2016 Spring semester, we had 58 students high school enroll in 8 different Dual Credit classes through SCC. This fall semester, we have 87 students taking 27 different Dual Credit classes (153 total enrollments). This is incredible for our students as data would show that any student that completes 12 credit hours prior to HS graduation is much more likely to complete some form of a degree!

Environment

- Excitement for the new opportunities at the new Middle School building continues to build.
- Safety and security training for students (6-12) took place on Friday, August 18th.
- This year met with each High School grade level individually on opening day to set some new COVENANTS and review expectations with a 'inside/outside' circle activity. Pictures below (chart paper hung currently in hallways).

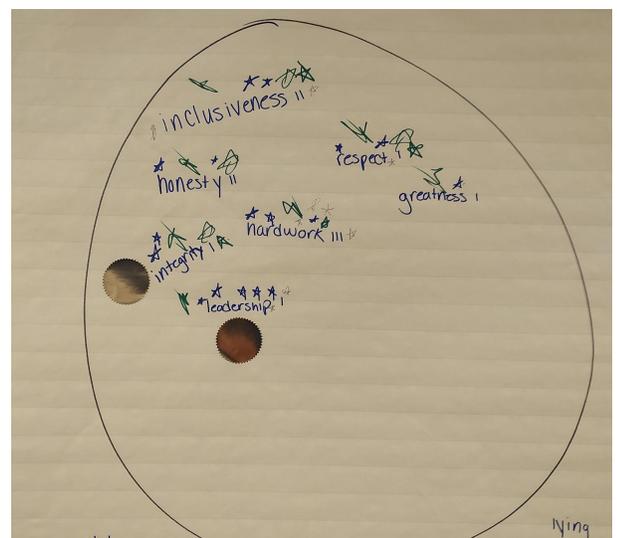
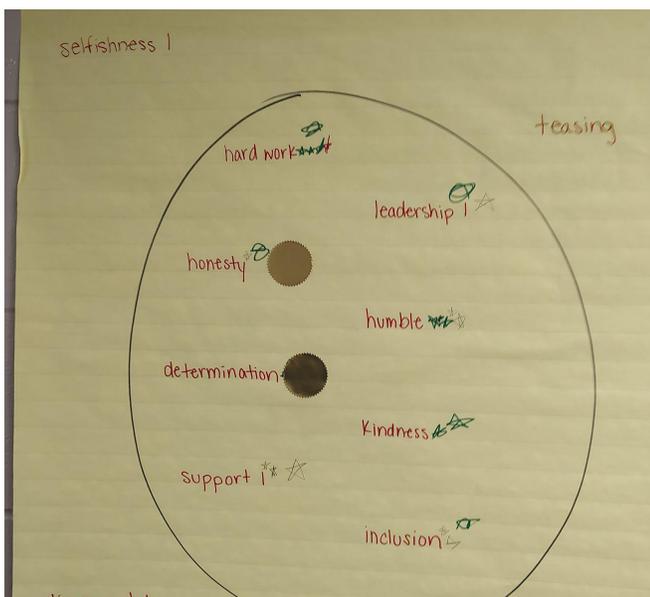
Fiscal

Personnel

- All staff participated in a wide range of PD activities to prepare for the new school year. Topics included: Safety, artificial intelligence in education, School Improvement, and teaming.
- MS & HS staff are all beginning to use a pass system called E HALL PASS that helps manage student coming and going from classrooms efficiently and eliminates chronic wandering.

Pride

- We have had an awesome first 3 days at the MS/HS. Our students have participated in opening day assemblies, middle school family groups, and the first pep rally of the year.
- We ended our opening day with a PEP RALLY that included ALL grades in 6-12...the final time that we can open a year with everyone. We highlighted our positive referrals for Q4 of 2022-23, spring and summer activities achievements, cheer performance, band pep songs, and Mr. Jacobsen leading the students in "BLUEJAY ROADS" and "BLUE & WHITE."



Ashland-Greenwood Public Schools

Emergency Operations Plan

Disclaimer:

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

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SIGNATURE PAGE

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

Name: Jason Libal
Title: AGPS (Superintendent)
Date:

Name: Suzanne Sapp
Title: AGPS Board President
Date:

Name: Kylie Heflin
Title: AGPS School Board Safety &
Security Committee
Date:

Name: Megan Poell
Title: AGPS Safety Team Chair/Member
Date:

Name: Matt Flynn
Title: AGPS Safety Team Co-Chair/Member
Date:

Name: Jill Finkey
Title: AGPS Safety Team Member
Date:

Name: Ryan Brady
Title: Ashland Police Chief
Date:

Name: Kevin Stukenholtz
Title: Saunders County Sheriff
Date:

Name: Terry Miller
Title: Saunders County Emergency Manager
Date:

Name: Stan Smith
Title: Ashland Fire Department (Fire Chief)
Date:

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the School Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Ashland-Greenwood Public Schools and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Ashland-Greenwood Public Schools has established guidelines and procedures to respond to threats, hazards and incidents in an effective way. The plan is a detailed document in order to prepare staff for various situations. In the event of an emergency, staff members are directed to the Emergency Response Packet located by all classroom exits.

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

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

B. Scope of the Plan

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

1. Definitions

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

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

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

Safety Team: The Superintendent shall establish a Safety Team made up of the designated members of the school district staff. The Safety Team is responsible for planning for the safety and security of the school, staff, and students. The teams will respond to and manage any safety or security incident that occurs in the school setting or which has the potential to disrupt the orderly operation of the school system. The team shall meet

quarterly to review crisis response actions and/or to practice crisis response scenarios. A Crisis Team and Threat Assessment team are subcommittees of the overall Safety Team. Team responsibilities are described below.

A. Crisis Team Functions: The Crisis Response Team may be activated when the physical or emotional safety and well-being of students or school personnel is threatened. The Crisis Team may assess the situation, plan and intervene in any crisis affecting students and staff. The team will provide a preplanned, organized approach to responding to a crisis to alleviate the crisis and mitigate damages and injury, and reduce the emotional and social impact of a crisis.

B. Threat Assessment Team Functions: The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The team also examines trends and implements ideas for prevention. Not every team member need participate in every threat assessment. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

2. School Board Policy Statement

The Ashland-Greenwood Public Schools Emergency Operations Plan operates within the framework of the Safety and Security 3040 and Safety/Crisis Committee 4019 School Board policies.

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

The current enrollment of Ashland-Greenwood Public Schools is approximately 505 elementary-school students located in one, three-story building. There are 233 middle-school students and 304 high-school students located in one, one-story building on campus. These students are supported by a committed staff and faculty consisting of:

9	Superintendent/Principal/ Administrators
117	Teachers
19	Paraprofessionals
4	Counselors, Social Workers, and Psychologists
3	School Nurses/Health Assistants
6	Custodians/Maintenance Personnel
6	Office/support staff no
9	Food Service/Cafeteria staff
6	Transportation Staff
_____	Other (specify _____)

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

b. Special Needs Population

Ashland-Greenwood Public Schools is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

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

The school's current enrollment of students with special needs is approximately 235; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

2. Building Information

Ashland-Greenwood Middle School/High School is located on a 20-acre lot and includes 1 building, 1 football field and 2 staff parking lots. All classes take place in the MS/HS Building, the main building on campus and the two portables located on the east side of the building. Ashland-Greenwood Elementary School is located on a 5 acre lot and includes 2 buildings, 1 football field, and 3 staff parking lots. All classes take place in the Elementary Building, the main building on campus .

Annotated maps of the buildings and grounds are included in [Appendix C Primary Elementary](#); [Appendix C Intermediate Elementary](#); [Elementary](#); [Appendix C Middle/High School](#)

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

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

Located in [Appendix D](#) are the list of local utility companies and their contacts for additional assistance.

3. Hazard Analysis Summary

Ashland-Greenwood Public Schools are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

On April 13, 2023, ALICAP completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may

impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The most recent risk assessment by ALICAP Insurance Company was completed on April 13, 2023.

In addition, the table on the following page briefly discusses Ashland-Greenwood Public Schools' high-priority hazards including behavioral crisis, domestic violence, human trafficking, weapons, death of staff or students, flood, tornado, fire, chemical, intruder, and terroristic threats.

Table 1. High-Priority Hazards

Behavioral Crisis	Data indicates we have students with social/emotional/behavioral needs. Parents may also come to school with concerns. When emotional reactions are high, there is the potential for behavioral crisis, violent behavior, escalation, and/or other related threats.
Domestic Violence	Domestic violence does exist in our community. We have families that are struggling and need support, which can lead to stressors and violence in the home and community. These events can also spill over into the school day/classroom.
Human Trafficking	AGPS is located close to the I-80 corridor and between Omaha and Lincoln. Small towns close to larger metros with national events and military bases leads to an increased risk of human trafficking.
Concealed Weapon	Small town and hunting community with possibility of more access to weapons within the home leads to this vulnerability at AGPS. When students are struggling or having behavioral crises or experience bullying may lead to bringing a weapon on school grounds.
Student or Staff Death	Behavior crisis and stressors may lead to engagement in high risk behaviors, which could cause accidents and death. AGPS has experienced the death or loss of students and staff before, which is a situation we want to be prepared to respond to appropriately.
Suicide	Data indicates we have students with social/emotional/behavioral needs. There is the potential for behavioral crisis and suicide attempt. Postvention is also important. Following a suicide, there is also the concern that others would mimic the actions.
Terroristic Threat	AGPS, like other public institutions, is vulnerable to terroristic threats.
Intruder	While a hostile intruder incident has never occurred in a Ashland-Greenwood School, AGPS, like any school, is vulnerable to intruders.
Chemical Spills	With Ashland's location near I-80, hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around AGPS. Currently, ammonia, chlorine, and propane are all used and stored on school grounds.
Flooding	Flooding is a natural feature of our climate and location of Ashland-Greenwood Public Schools. The area has experienced flooding in the past, with the most recent natural disaster occurring in 2019. Although the buildings have not been impacted, it has caused school and road closures and impacted our students and community.
Tornado	Tornados are a potential weather threat for AGPS, which could have catastrophic impact on the facilities and students and staff.
Fire	Fire hazards are commonly drilled and AGPS strives to be prepared for this type of hazard.

4. Prevention, Preparedness, Response, and Recovery Overview

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

It is the responsibility of all staff members to report all rumors and observations regarding information which might lead to a campus emergency. Such reports should be made immediately to their supervisor. Supervisors will see that the information is immediately reported and the threat is assessed. Faculty and staff are not to make final assessments as to the lethality of the rumor or observation and its potential to evolve into a campus emergency; they are to report. Teachers of early elementary age students are given the flexibility to discern whether or not the situation demands a report.

In addition, Ashland-Greenwood Public Schools require all adults to display identification badges. The school visitors and security protocols have been enhanced. All staff have been trained in our safety and security procedures.

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities.

Ashland-Greenwood Public Schools fosters preparedness at all levels including students, parents, teachers, staff and community partners. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

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

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

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Ashland-Greenwood Public Schools to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

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

- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

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

II . CONCEPT OF OPERATIONS

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

A. National Incident Management System (NIMS)

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

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

Ashland-Greenwood Public Schools recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Ashland-Greenwood Public Schools works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

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

B. Implementation of the Incident Command System (ICS)

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

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

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

Secure: is followed by the directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. Secure is called when there is a threat or hazard outside of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Secure uses the security of the physical facility to act as protection. (Threat is outside)

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

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

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

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

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



Standard Response Protocol – Public Address	
Type of emergency/ incident:	What to announce over intercom (Say it twice):
Need Medical Response Team	Medically trained staff to (location). Everyone else, we are business as usual.
Need Hall Clear	Hold in your room or area. Keep halls clear.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Tornado	Tornado Warning! Get to shelter location.
Fire Inside	Evacuate out of the building.
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

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

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

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

It is important during an emergency that all school personnel conduct themselves in a professional manner and demonstrate through their actions that degree of expertise which promotes confidence. What you do in the first ten minutes will make a major difference in reducing the panic of your students. Above all else, remain calm. Perform your assigned tasks and attempt a return to normalcy.

A. Principal/Building Administrator

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

B. Incident Commander

The Incident Commander responsibilities include:

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

C. IT Staff

- Teaching staff are first responsible for the supervision of students and shall remain with students until directed otherwise.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Aid Incident Commander in communicating through all appropriate forms (e.g. email, school messenger system, and social media).

D. Teachers

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

Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing or extra students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. Designated school staff will be trained and certified in first aid and CPR.
- Staff members are to remain with their students at all times during an emergency until relieved by administration.
- Do not release students until authorized to do so by the administration.
- Staff members are first responsible for the students under their care. As difficult as it is, personnel should not abandon their posts to go check on their own children who may also be students on the campus. Remember that another adult has responsibility for your children and they are doing their job. If you hear that your child has a serious injury, ask your administrator to relieve you from your post.

E. Paraprofessionals

Responsibilities include:

- Assisting students and teachers as directed.
- Remain with the student or students you are assigned to work with until relieved by administration.

F. Counselors, Social Workers, and Psychologists

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

Responsibilities include:

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

G. School Nurses/Health Assistants

Responsibilities include:

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

H. Custodians/Maintenance Personnel

Responsibilities include:

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

I. School Secretary/Office Staff

Responsibilities include:

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

J. Food Service/Cafeteria Workers

Responsibilities include:

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

K. Bus Drivers

Responsibilities include:

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

L. Other Staff (e.g., Anyone not with students, Substitute Teachers)

Responsibilities include:

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

M. Students

Responsibilities include:

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

N. Parents/ Guardians

Responsibilities include:

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

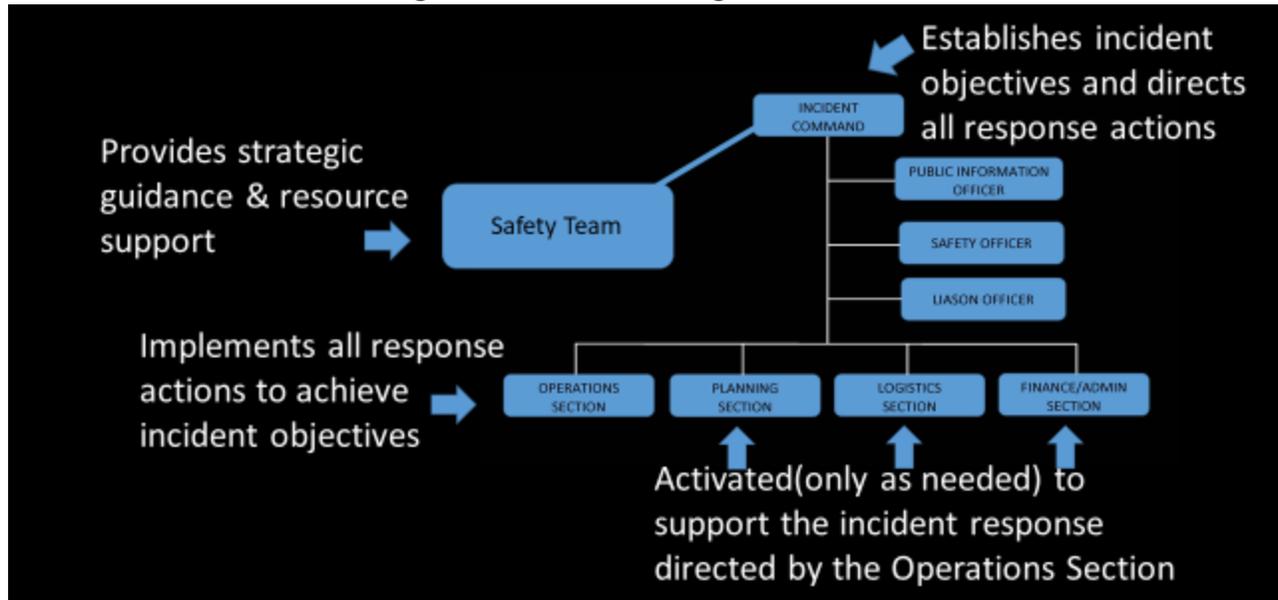
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

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

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

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

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

School-related responsibilities and duties include:

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

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

Specific responsibilities include:

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

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

Table 2 Operations Section Teams

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

<p>Student Release Team</p> <p>Reunification Team</p>	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> ● Setting up a secure reunion area. ● Checking student emergency cards for authorized releases. ● Completing release logs. ● Coordinating with the Public Information Officer on external messages.
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3. Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

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

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

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (phone system or two-way radio, battery-powered radio, written updates, etc.), and use Alert Now calling and/or email system for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities on the Chronological Log of Activities. [Appendix F](#)

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

Additional duties may include:

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

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

B. Coordination With Safety Team

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

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.

- Provide factual information, both internally and externally through the Incident Commander.

The Ashland-Greenwood Public Schools Superintendent/Principal/Incident Commander will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

The Ashland-Greenwood Public Schools District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Ashland-Greenwood Public Schools EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Terry Miller, County/City Emergency Manager, Saunders County/City Emergency Management Department.

D. Coordination With First Responders

An important component of the Ashland-Greenwood Public Schools EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Ashland-Greenwood Public Schools.

E. Source and Use of Resources

Ashland-Greenwood Public Schools will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members may be called upon to assist if available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- Cots and bedding supplies will be provided by: American Red Cross, Fire and Rescue can help contact
- Food/water supplies will be provided by: No Frills Grocery Store.
- Counseling services will be provided by: Blue Valley and Family Services.

Sample Memorandums of Understanding (MOU)

- [Appendix G1: Local Business](#)
- [Appendix G2: Interlocal Agreement](#)
- [Appendix G3: Emergency Response Entities](#)
- [Appendix G4: County Sample](#)

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Ashland-Greenwood Public Schools' communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication Between Staff/Faculty Members

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

- **Rapid Communication Service:** A Rapid Communication Service (School Messenger) is used for notifying staff and/or parents of an incident. The system will email, text, and/or call to provide information.
- **Email and Texting:** Building administration may provide information and updates to staff via email or text.
- **REMIND:** In addition to PA announcements, the REMIND app will be used to communicate incidents. Administrators for each building will invite staff members to the building's REMIND app for communication purposes.
- **Social Media/Website:** AGPS does utilize social media sites (e.g. Twitter and Facebook) and our district website to provide information to parents, students, staff, and the community.
- **Emergency Faculty Meeting:** As appropriate, updated information about an incident will be presented at a faculty meeting. Any new procedures will also be reviewed at this time. Staff will also have the opportunity to address any misinformation or rumors.

B. External Communications

Communicating with the larger school community begins before an incident occurs. The communication systems listed above are utilized regularly to communicate internally and externally. In the event of an incident, parents, media, and first responders will require clear and concise messages from Ashland-Greenwood Public Schools about the incident, what is being done about it, and the safety of the children and staff.

1. Communication With Parents

Before an incident occurs, Ashland-Greenwood Public Schools will:

- Discuss specific strategies with parents of students with special needs or trauma, the best way to support their children during an incident.
- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

During the incident, Ashland-Greenwood Public Schools will:

- Disseminate information via text messages, mass telephone messages, social media and website posts, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.

- Provide a phone number, Website address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, Ashland-Greenwood Public Schools administrators may schedule a debriefing session for parents as soon as possible.

2. Communication With Media

Incident Commander will:

- Designate a Public Information Officer.
- Establish a briefing area for media representatives. (Media Briefing Area)
- Coordinate messages with the admin team and Safety Team.

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

https://drive.google.com/file/d/12AkIkrRuyblYbBweIDcK_6hmGkV-XCbb/view?usp=sharing

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

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Ashland-Greenwood Public Schools may:

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

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Ashland-Greenwood Public Schools frequently exercises the School EOP with first responders to practice effective coordination and transfer of command. Locally, a unified command approach is utilized. The school Incident Commander will join the local response team.

5. Communication After an Incident (Recovery Process)

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

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

The staff/faculty teams will:

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

The school district will:

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

C. Communication Tools

Some common internal and external communication tools that Ashland-Greenwood Public Schools may use include the following:

- **Landline Phone:** Designate a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff enroute to or from a site.
- **App:** Staff and coaches utilize various classroom and team applications as messaging systems. These may be utilized in emergency situations.
- **REMIND App:** Administrators use the REMIND application to communicate emergencies with all staff.
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.

- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website (<https://news.agps.org/>).
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their location and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** A fire alarm will sound to signal evacuation.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

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

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

B. Recordkeeping

1. Administrative Controls

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

2. Activity Logs

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

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

C. Incident Costs

1. Annual Incident Management Costs

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

2. Incident Costs

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

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

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

D. Preservation of Records

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

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

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

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

A. Approval and Dissemination of the Plan

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

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

1. Record of Changes

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

2. Record of Distribution

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

B. Plan Review and Updates

The basic plan and its systems will be reviewed annually by the Safety Team, emergency management agency, law enforcement, fire/rescue, school board, and others deemed appropriate by school administration. The superintendent will establish a schedule for annual review of planning documents. Each August, a Safety & Wellness meeting will be held to involve and update local agencies.

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

C. Training and Exercising the Plan

Basic training and refresher training sessions may be conducted during the opening in-service days of the school year for all school personnel and may also include coordination with local fire, law enforcement, and emergency managers.

School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First Aid and CPR/AED training for designated staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.

- AGPS will provide staff with other training opportunities through the Safe Schools system.

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

[Appendix K1: Record of Trainings](#)

[Appendix K2: Schedule/Record of Drills](#)

[Appendix K3: Record of Exercises](#)

VIII. AUTHORITIES AND REFERENCES

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

Rule 10

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

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

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

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

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

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

GUIDANCE: Authority for this Plan is contained in:

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

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

Functional Systems

Note:

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

- Common procedures.
- Specialized procedures.

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

All functional systems should address:

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

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

Standard Response Protocol (SRP)

I. PURPOSE

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

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

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

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

II. SCOPE

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

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

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

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

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

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

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

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

IV. SPECIALIZED PROCEDURES

Intermediate Elementary Lockdown Details for Common Areas:

Outside: Staff and students who are outdoors can move to the bus barn workshop area on the south side of the building or into the building/classroom. The adult may opt to remove students to an off-school/the relocation site as well.

Cafeteria: Students should be moved to the kitchen and serving area. If additional room is needed, move students to the band storage area.

Gymnasium: Students in the gymnasium will move to the P.E. office and storage area.

Library: Students in the library will move to the media room.

Hallway: Go to the nearest classroom or unlocked door. Staff, as securing door check hallway for nearby students.

Bathrooms: If safe, go to nearest classroom. If not safe, put feet up and hide in stall.

Primary Lockdown Details for Common Areas:

Outside: The adult may opt to remove students to an off-school/the relocation site as well. If the danger is outside or nearby, staff may take students to the nearest door in the building.

Cafeteria: Students should be moved to the kitchen and serving area or media center workroom.

Gymnasium: Students in the gymnasium will move to the P.E. office.

Library: Students in the library will move to the media room workroom areas.

Hallway: Go to the nearest classroom or unlocked door. Staff, as securing door check hallway for nearby students.

Bathrooms: If safe, go to nearest classroom. If not safe, put feet up and hide in stall.

Intermediate Elementary Fire Evacuation & Severe Weather Details for students who cannot take stairs/in wheelchair:

The school has a Med Sled available for carrying students down stairs. For the 2023-24 school year, the Med Sled is located at the top of the east stairs on the third floor. If the Med Sled is not available, the following procedures will be followed:

Second floor: The student, accompanied by an adult, should be taken to room 204. Fire officials will remove the student (and adult) from the building. In the event this room is not accessible, move to room 205.

Third floor: The student, accompanied by an adult, should be taken to the room 304. Fire officials will remove the student (and adult) from the building. In the event this room is not accessible, move to room 305.

Gymnasium: The student, accompanied by an adult, should be taken to the enclosed area next to the elevator. Fire officials will remove the student and adult from the building.

Severe Weather: Students in wheelchairs or otherwise unable to use the stair would go to the west restroom.

Middle/High School Lockdown Details for Common Areas:

Outside: Staff and students who are outdoors can go to the nearest building/classroom. It may be safer to self-evacuate and leave school grounds.

Cafeteria: Kitchen during lunch, Training room otherwise.

Gymnasium: HS BOYS LOCKERROOM

MPR: Middle School Locker Room

Hallway: Go to the nearest classroom or unlocked door. Staff, as securing door check hallway for nearby students.

Bathrooms: If safe, go to nearest classroom. If not safe, put feet up and hide in stall.

IN AN EMERGENCY TAKE ACTION



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

STUDENTS

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

ADULTS

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



SECURE! Get inside. Lock outside doors.

STUDENTS

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

ADULTS

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



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

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



EVACUATE! (A location may be specified)

STUDENTS

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

ADULTS

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



SHELTER! Hazard and safety strategy.

STUDENTS

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

ADULTS

Lead safety strategy
Account for students and adults

Standard Reunification Method (SRM):

GUIDANCE: There Are Two Teams:

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

I. Purpose

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

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

II. Scope

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

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

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

SRM Operations Guide can be found at: <https://iloveguys.org/srm.html#>

The SRM Process in a Nutshell

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

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

- When it's all said and done, successful reunification is about managing the student and parent experience.

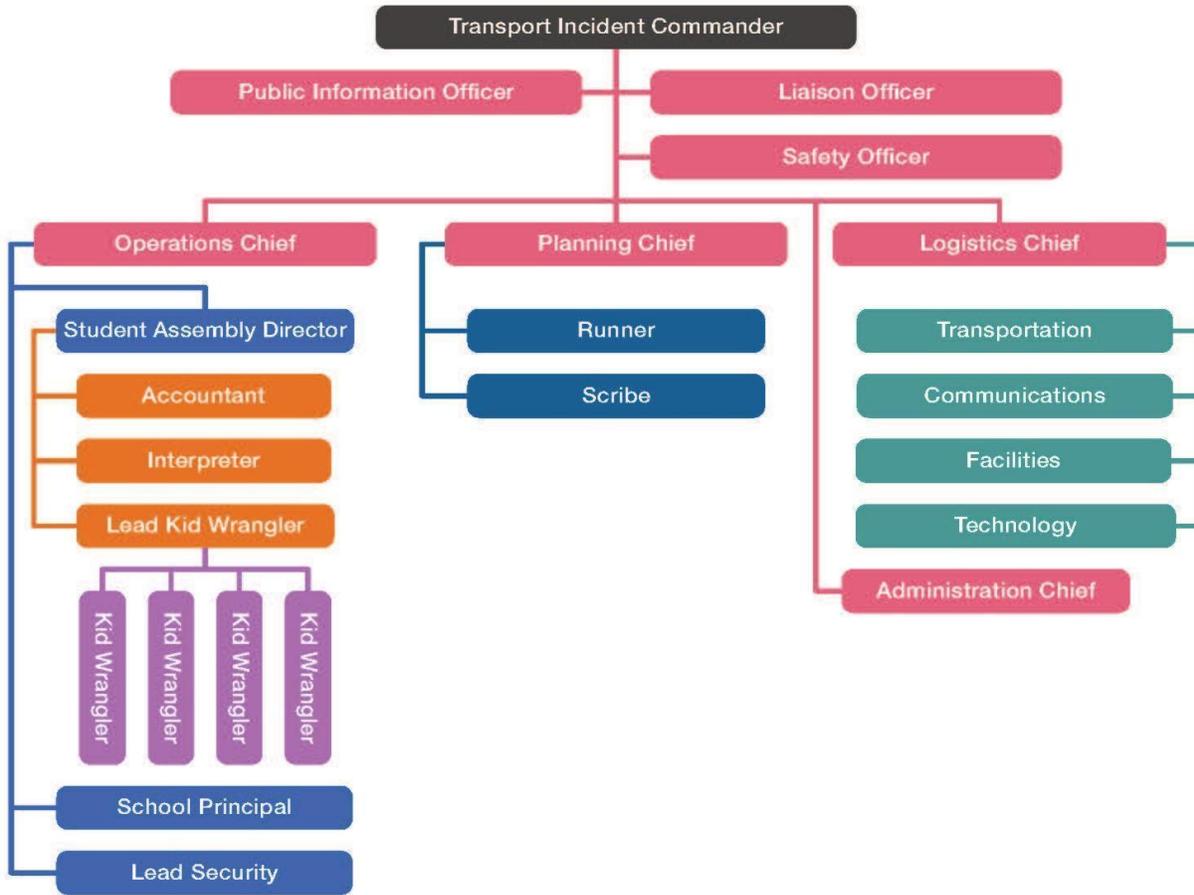
The Reunification Operations Kit (ROK) which are ready made SRM materials can be found at:

<https://iloveguys.org/srm.html#rok>

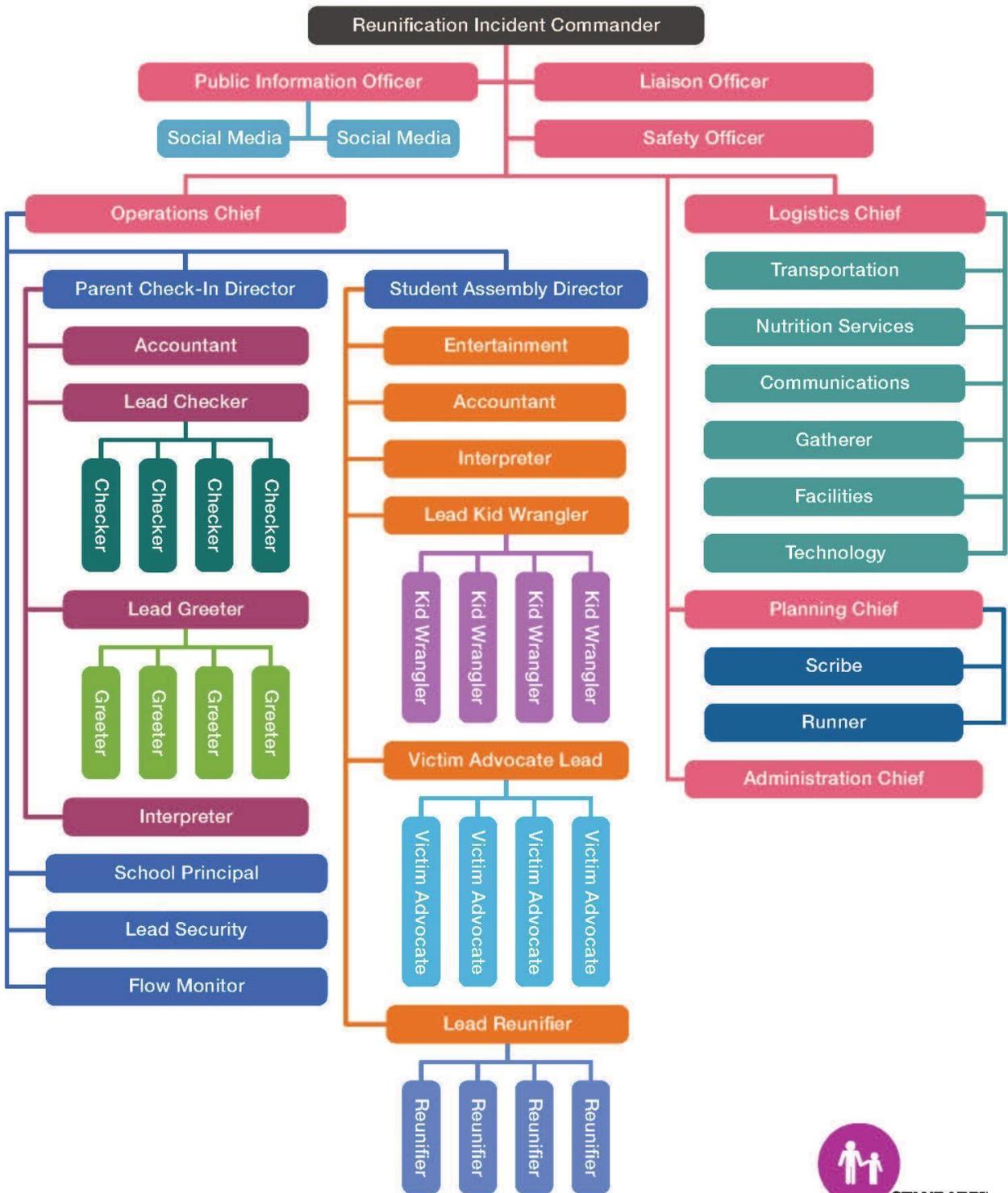
[Transport Organization Chart](#) (Fillable) [Appendix L1](#)

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

SAMPLE TRANSPORT ORGANIZATION CHART



SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



SRM Staging the

STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

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



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

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2 CLASSROOM EVACUATION

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



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

STUDENTS WITH DISABILITIES

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



SRM Actions and

COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

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



REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

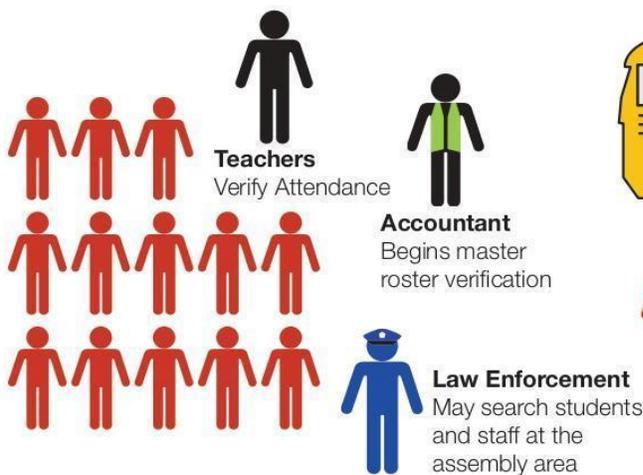
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



School for Transport

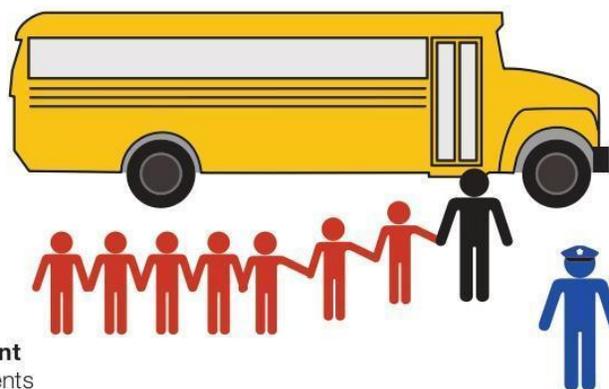
STEP 3 SECURE ASSEMBLY AREA

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



STEP 4 STUDENT AND STAFF TRANSPORT

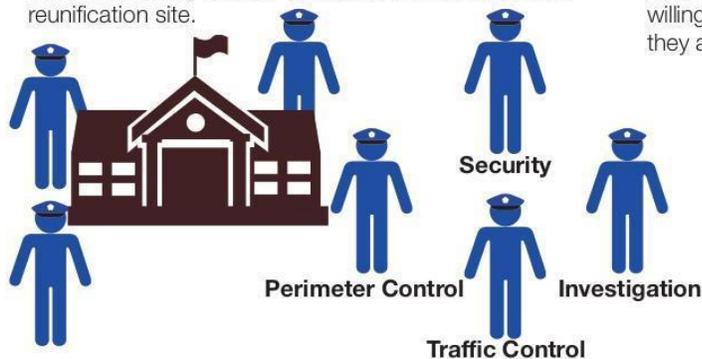
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

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



FIRE AND EMS CASUALTY CARE

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



CONTINUITY OF OPERATIONS (COOP) PLAN DRAFT

I. PURPOSE

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

Our COOP is our guidance on how to operate when normal operations are not possible.

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

II. SCOPE

It is the responsibility of Ashland-Greenwood Public School officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules.

RESPONSIBILITIES

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

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

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

AGPS Essential Functions to Continue Following an Emergency

- Continuity of education
 - Teaching and learning
 - Special education and related services
 - Social-emotional well-being of staff and students
- Food programs
- Communication to staff, students, and parents/guardians
- Business services (e.g. Payroll)
- Transportation

Essential Functions Performed by COOP Plan Personnel

Person Responsible	Actions
Superintendent /Principal	<ul style="list-style-type: none"> ● Determine when to close schools, and/or send students/staff to alternate locations. ● Disseminate information internally to students and staff. ● Communicate with parents, media, and the larger school community. ● Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Primary Person: Jason Libal	
Phone/Email: (402) 429-1750 jason.libal@agps.org	
Alternate: Jill Finkey	
Phone/Email:(402) 942-2831 jill.finkey@agps.org	
Second Alternate: Building Principal	
Phone/Email:	
Assistant Principal and/or Department Heads	<ul style="list-style-type: none"> ● Ensure systems are in place for rapid contract execution after an incident. ● Identify relocation areas for classrooms and administrative operations. ● Create a system for registering students. (out of district or into alternative schools) ● Brief and train staff regarding their additional responsibilities. ● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ● Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests) ● Reevaluate the curriculum.
Primary Person: Dustin Deterding	
Phone/Email: (402) 830-4620 dustin.deterding@agps.org	
Alternate: Matt Flynn	
Phone/Email: (402) 218-5705 matt.flynn@agps.org	
Second Alternate: Dani Beerbohm	
Phone/Email:(402) 720-8711 danielle.beerbohm@agps.org	
Custodians/ Maintenance Personnel	<ul style="list-style-type: none"> ● Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. ● Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)
Primary Person: Tom Walsh	
Phone/Email: (402) 667-8515 tom.walsh@agps.org	
Alternate: Bob Rist	
Phone/Email: (402) 209-3016 bob.rist@agps.org	
Second Alternate: Rod Kissel	
Phone/Email: (402) 521-1074 rod.kissel@agps.org	
School Secretary/ Office Staff & Payroll Staff	<ul style="list-style-type: none"> ● Maintain inventory. ● Maintain essential records (and copies of records) including the school's insurance policy. ● Ensure redundancy of records is kept at a different physical location. ● Secure classroom equipment, books, and materials in advance. ● Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. ● Retrieve, collect, and maintain personnel data. ● Provide accounts payable and cash management services.

Primary Person: Jodi/Shelly & Jill Finkey		Phone/Email: jodi.curtis@agps.org Michelle.Lindhorst@agps.org
Alternate: Shelly/Jodi		Phone/Email: Michelle.Lindhorst@agps.org / dana.allington@agps.org
Second Alternate: Kendall Washburn/Kelly Jacobs		Phone/Email: kendall.washburn@agps.org
Counselors, Social Workers, Psychologists	<ul style="list-style-type: none"> • Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols. • Maintain continual contact with families and students. • Help teachers with establishing and teaching expectations for alternative learning environments. 	
Primary Person: Jon Richards/Jessica Manion		Phone/Email: jon.richards@agps.org / jessica.manion@agps.org
Alternate: Jessica Manion/Jon Richards		Phone/Email: jessica.manion@agps.org / jon.richards@agps.org
Second Alternate: Vicki Washburn		Phone/Email: vicki.washburn@agps.org
School Nurses/Health Assistants	<ul style="list-style-type: none"> • Assist families with medical questions and concerns. • Connect families/students with medical services. 	
Primary Person: Dana Anderson/Lindsay Wellman		Phone/Email: dana.anderson@agps.org
Alternate: Lindsay Wellman/ Dana Anderson		Phone/Email: lindsay.wellman@agps.org
Second Alternate: Heather Cormier		Phone/Email: 402-620-8488; hjocormier@gmail.com
Food Service /Cafeteria Workers	<ul style="list-style-type: none"> • Determine how transportation and food services will resume. • Establish food security for any student. 	
Primary Person: Karee Nielsen		Phone/Email: Karee.Nielsen@agps.org
Alternate: Virginia Clark		Phone/Email: Virginia.Clark@agps.org
Second Alternate: Justine Yingling		Phone/Email: justine.yingling@agps.org
Teachers	<ul style="list-style-type: none"> • Develop Continuity of Learning Plan for students. • Alternative Education (web-based, electronic) (I.T.) • Provide educational feedback on completed student work. • Maintain continual contact with families and students. • Continue the learning environment as best possible. • Communicate with counselors any concerns on the well-being of students. • Establish and teach expectations for alternative learning environments 	
Primary Person: Dani Beerbohm		Phone/Email: (402) 720-8711 danielle.beerbohm@agps.org
Alternate: Matt Flynn		Phone/Email: (402) 218-5705 matt.flynn@agps.org

Second Alternate: Kristin Fangmeyer		Phone/Email: (402) 680-3732 kristin.fangmeyer@agps.org
Technology/Media Staff	<ul style="list-style-type: none"> • Ensure all staff and students have necessary devices, internet access, and programs to continue learning. • Support staff with technology related implementation of continuity of learning plans • Alternative Education (web-based, electronic) (I.T.) 	
Primary Person: Nate Tonjes		Phone/Email: nate.tonjes@agps.org
Alternate: Lindsay Kellams		Phone/Email: lindsay.kellams@agps.org
Second Alternate: Melissa Stewart		Phone/Email: melissa.stewart@agps.org
Emergency Management	<ul style="list-style-type: none"> • Assist the school with any needs. (i.e., state or federal agencies) • Coordinate using NIMS and ICS. • Coordinate personnel to assist in setting up structure. 	
Primary Person: Terry Miller		Phone/Email: (402) 432-6598 tmiller@co.saunders.ne.us
Alternate: TBD		Phone/Email:
Second Alternate:		Phone/Email:
Law Enforcement	<ul style="list-style-type: none"> • Maintain the security of off site location. • Set up traffic flow at an off site location. • Provide traffic control at the off site location. 	
Primary Person: Ryan Brady		Phone/Email: (402) 937-3549
Alternate: Kevin Stukenholtz		Phone/Email: (402) 443-37184
Second Alternate: Nebraska State Patrol		Phone/Email: (402) 471-4545
Parents	<ul style="list-style-type: none"> • Support the educational Continuity of Learning Plan provided by schools. • Communicate any concerns or needs for support to the school. • Provide an environment at home conducive to learning. • Provide support and encouragement to children for their continued learning. • Procure food security if needed. 	
Students	<ul style="list-style-type: none"> • Follow the educational Continuity of Learning Plan provided by the school. • Maintain communication with teacher(s). 	
Others (Specific)		
Primary Person:		Phone/Email:

Alternate:	Phone/Email:
Second Alternate:	Phone/Email:

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

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

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

Orders of Succession				
Conditions for Succession	Key position holder(s) are unable to execute their duties for an extended period of time.			
Method of Notification	Phone			
Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/Organizational Limitations
	Superintendent	Director of Business and Communications	Director of Teaching & Learning	
	Principal	Assistant Principal	Director of Student Services	
	Classroom Teacher	Assigned substitute	Grade level teaching partners/Content partners	
	Special Education Teacher	Assigned substitute	Special Education Staff	
	<i>Add rows if needed</i>			
Succession Revision Procedures/ Date Completed	<i>Incident command will update revisions</i>			

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

authority while in others the district superintendent has authority to decide whether or not schools stay open or closed and whether or not students are dismissed).

Delegation of Authority

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

Delegation of Authority			
Delegated Authorities	Position	Authority	Alternative & Limitations
	(e.g., Principal)	(associated authorities of the principal)	
	Superintendent	Teaching, Learning, and Assessment requirements Financial decisions, Social-emotional well-being of staff and students, schedule changes, Transportation, Food Services	Director of Business and Communications & Director of Teaching and Learning
	Middle School/High School Principal	Teaching, Learning, and Assessment requirements; Social-emotional well-being of staff and students	Assistant Principal
	Elementary Principal	Teaching, Learning, and Assessment requirements; Social-emotional well-being of staff and students	Assistant Principal
	Director of Teaching & Learning	Teaching, Learning, and Assessment requirements; Social-emotional well-being of staff and students	Director of Student Services
	Director of Student Services	Services and changes in services for students with specialized plans (504, IEP) Teaching, Learning, and Assessment requirements; Social-emotional well-being of staff and students	School Psychologist
	Assistant Principal	Teaching, Learning, and Assessment requirements; Social-emotional well-being of staff and students	Delegated by building principal

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

A. Activation and Relocation

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

B. Alert, Notification, and Implementation Process

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

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

Alternative Communications				
Device type/name	Internal Capability (Y/N)	External Capability (Y/N)	Data/System/Services that can be accessed	Redundant (Y/N)
Automated Messaging System	Y	Y	Phone or email	Y
USPS Mail	Y	Y	None	N
Take Home Folder Notes	Y	Y		
Email	Y	Y		
REMIND	Y	N		

C. Relocation Sites

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

D. Alternate Facilities and Strategy

Initially, the plan would be to resume learning as soon as possible. This would most likely take place through remote, online learning. **For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility could be the opposite school affected.** For a longer term arrangement, schools in the immediate vicinity of Ashland-Greenwood would be utilized if possible. Options for contingent alternative facilities are listed below:

Facility/Site Name	Alternate Sites Name/Location	Alternate Site Contact Information	Existing or Prepositioned Assets & Capabilities at Alternate Facility	Additional Resources Needed at Alternate Facility
Primary Facility: Ashland-Greenwood Middle/High School	Alternative Site: Possible: Camp Carol Joy Holling	27416 Ranch Rd, Ashland, NE 68003 (402) 944-2544	--Furniture: -- Internet access --Office supplies	Technology devices (computers, screens, printers)
	Secondary Site: Possible: SAC	28210 W Park Hwy, Ashland, NE 68003 (402) 944-3100	-- Internet access --Office supplies	Furniture Technology Devices (computers, screens, printers)
Primary Facility: Ashland-Greenwood Elementary Schools	Alternative Site: Possible: Camp Carol Joy Holling	27416 Ranch Rd, Ashland, NE 68003 (402) 944-2544	--Furniture: -- Internet access --Office supplies	Technology devices (computers, screens, printers)
	Secondary Site: Possible: SAC	28210 W Park Hwy, Ashland, NE 68003 (402) 944-3100	-- Internet access --Office supplies	Furniture Technology Devices (computers, screens, printers)

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

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

Interoperable Communications/Backup Sites

As noted above, the opposite school site or remote work will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

At Ashland-Greenwood Middle and High School, the hardware and physical lines are protected by the fire prevention, humidity controls, temperature controls, and electrical generating capacity of the building itself. The telephone lines will work even during power failures. The building also has a generator for emergency power. The main computer room housing the servers at the middle/high school is protected by an array of optimal controls such as humidity controls, large air conditioners, and temperature controls. The rest of the building, however, is highly vulnerable to damage from fire and rapid changes in temperature and humidity. Back-ups of all essential data stored on the servers at AGHS are sent to Educational Service Unit 2 on a nightly basis.

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

Vital Records and Retention File

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

Vital Records: Emergency Operations Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Staff Contact List	Printed with Safety EOP Plan	Located on district drive
Orders of Succession	Printed with Safety EOP Plan	Located on district drive
Delegation of Authority	Printed with Safety EOP Plan	Located on district drive

Vital Records: Legal & Financial Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Personnel Records	District Office	Not a back up, but listed & benefits enrolled with the company. Evaluations located online.
Payroll Records	District Office & on server	Backed up daily. Weekly backed up on thumb drive. Monthly take a thumb drive to the bank.
Contracts	District Office & on server	Backed up digitally on district drive
Student Emergency Contact List	Powerschool & Main Office	Powerschool
Student Medical Records	Powerschool & Health Office	Powerschool
Education Records	Main Office	Powerschool
Previous Students' Records	Physical files at high school	Digital file on thumb drive at district office. Also in Powerschool starting with 2003 class.

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

Human Capital Management

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

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

Notifying Staff about their role during an emergency

- Prior to an incident, share plan and expectations with staff
- Directly communicate with staff verbally, through email and zoom or in person staff meetings
- .

Notifying Students and Parents/Guardians about the Continuity of Instruction

- Automated messaging system through phone and email
- .
- .

Provisions and accommodations for students who have IEPs

- Special Services Director will communicate directly with staff
- Individual student teams will determine how to best meet IEP supports and instruction
- .

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

- Nutrition services will work with administration to determine need and process to continue to distribute meals
- Plans will be communicated through all communication avenues (automated messaging, email, social media)
- .

COOP training plan for staff

- District Safety Team will plan ongoing reminders and drills for the plan
- .
- .

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

Plan for Devolution

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

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

Outline your devolution plan below by answering the questions below:

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

- Superintendent has the authority when school essential functions “fail to operate”.
- .
- .

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

- Teaching staff and substitutes are unable or unavailable to teach students
- Buildings are unavailable, unsafe, or unable to open
- Bus drivers are unable or unavailable to transport students to/from school

What resources are required should a devolution occur?

- Memorandum of understanding (MOU) with other facilities
- Student and staff technology to maintain learning
- Plan for providing meals to students

- Instructional materials (supplies, curricular materials)

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

Reconstitution

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

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

Reconstitution Responsibilities			
Phase	Duties	Primary Responsible	Alternate Responsible

Relocation from alternate facility to primary (or replacement) facility	Internal alert and notification	Superintendent	Principal
	External alert and notification	Superintendent	Principal
	Transfer equipment, vital records, data	Maintenance & Admin Assistant	Asst. Principal
	Transfer communications	Technology/Media	
	Deployment and departure from alternate facility	Principal	Asst. Principal
	Transition to primary operations	Principal	Asst. Principal
	Set up at primary or replacement site	Maintenance	All staff
Operations	Execution of essential functions	Principal	Asst. Principal
	Execution of non-essential functions	Principal	Asst. Principal
	Establishment of communications	Superintendent	Curriculum Supervisor
	Procurement of equipment and supplies	Principal	Asst. Principal
	Conduct a review of COOP execution and effectiveness (After Action Report)	Superintendent	Curriculum Supervisor

Plan Maintenance, Testing, Training, Exercising

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

COOP Maintenance			
	Person Responsible		
Activity	Primary	Alternate	Completion
Schedule COOP maintenance meeting	Megan Poell	Matt Flynn	
Review list of essential functions	Megan Poell	Matt Flynn	
Identify essential employees and confirm their availability	Megan Poell	Matt Flynn	
Update contact information, emergency call roster, and checklists	Megan Poell	Matt Flynn	
Establish assistance/cooperative agreements with suppliers and vendors	Jill Finkey	Megan Poell	
Identify computer network interdependencies (such as servers connected to	Matt Flynn	Nate Tonjes	

the district network)			
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Megan Poell	Matt Flynn	
Other:			
Other:			
Other:			

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

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

I. PURPOSE

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

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

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

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

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

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

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

A. Prevention phase

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

B. Preparedness phase

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

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

C. Response phase

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

D. Recovery phase

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

II. SCOPE

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

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

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

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

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

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

III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

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

IV. SPECIALIZED PROCEDURES

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

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

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

Hospital/Funeral Arrangements:

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

Post-Incident Procedures:

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

Hazard- and Threat - Specific Systems:

- [Appendix N5: Goals/Objectives and Action Plan](#) Provides unique procedures, roles, and responsibilities that apply to a specific hazards identified by the Safety Team as high risk in the Ashland community.

Repeating information is not advisable for the following reasons:

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

Refer to the following Appendices:

[Appendix N1: Threats/Hazards List](#)

[Appendix N2: Risk Assessment Worksheet](#)

[Appendix N3: Examples of Threats/Hazards in SRP Areas](#)

[Appendix N4: Sample Goals/Objectives and Action Plan](#)

[Appendix N5: Goals/Objectives and Action Plan \(Fillable\)](#)

GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4030 Teacher/Educational Specialist Evaluation

Recognizing that our school district's most valuable asset are its educators, the Board of Education of Ashland Greenwood Public Schools acknowledges the need for the continuing evaluation of the performance of teachers and educational specialists employed by Ashland-Greenwood Public Schools and requires the Superintendent to ensure that such evaluation is carried out as outlined in this policy. It shall be the responsibility of the Superintendent to develop appropriate regulations, procedures, and forms to implement this policy and to ensure that the policy, regulations, and procedures comply with Nebraska law and Nebraska Department of Education regulations regarding the evaluation of certificated personnel.

District Mission. Our School with family and community cooperation, promotes lifelong learning to awaken, develop, and enhance the individual potential.

Purposes. The Board recognizes two major purposes for the evaluation of the performance of teachers and educational specialists:

1. To assist teachers and educational specialists in developing their knowledge and skills in order to improve teaching and learning in the district's schools.
2. To assess the performance of teachers and educational specialists so that the Board may make employment decisions as provided in state law.

Applicability. This policy is applicable to the following categories of certificated employees:

1. Teachers, defined as those certificated employees whose primary assignment is the direct teaching of students.
2. Educational specialists, defined as certificated employees whose primary assignment is to provide instructional support or special services to teachers and students and whose job assignment requires a Nebraska teaching or special services certificate. This category includes, but is not limited to, instructional support teachers, library-media specialists, technology coordinators, curriculum coordinators, school activity coordinators, guidance

counselors, speech/language therapists, physical and occupational therapists, and certificated school nurses.

Administrators, defined as those employees whose primary assignment requires them to hold a Nebraska administrative and supervisory certificate, are not covered by this policy.

Definitions. For purposes of this policy, these terms are defined as follows:

1. Evaluation Cycle. The evaluation cycle is the period of time during which a full summative evaluation of an employee's performance takes place. The evaluation cycle of probationary teachers/educational specialists shall be one school year. The evaluation cycle for permanent (tenured) teachers/educational specialists covered by this policy may be up to three school years.
2. Summative Evaluation. Summative evaluation takes place at the end of the evaluation cycle and includes the assessment of all components of the evaluation process.
3. Formative Evaluation. Formative evaluation takes place at specified points within the evaluation cycle and includes the rating of some components of the evaluation process and may include a non-summative review of other components.
4. Formal Observation. The formal observation of a teacher or educational specialist shall include: (1) advance notice to the employee of the time and date of the observation; (2) a pre-observation conference with the observer; (3) observation for a full instructional period in the case of probationary employees and for a duration determined by the observer in the case of permanent employees; (4) a post-observation conference with the observer, and (5) a written report summarizing strengths and suggestions for improvement.
5. Informal Observation. Informal observations are less than a full instructional period in duration, but somewhat longer than a walk-through observation. A duration of 15-20 minutes may be appropriate. Informal observations may be pre-announced or unannounced. They must include some oral or written feedback to the employee, but a formal post-conference and

written observation report are not required unless specific deficiencies are noted. For example, a brief, informal conversation or e-mail exchange would suffice to meet this requirement.

6. Walk-through Observation. Walk-through observations are brief classroom or work space visits, generally 5 to 10 minutes in duration for the purpose of monitoring the teaching and learning process. Such observations are generally unannounced and do not include a conference or required written report. Brief oral or written feedback to the employee may be provided at the observer's discretion, but is not required unless specific deficiencies are noted.
7. Full instructional period. For purposes of required classroom observations, a full instructional period shall be defined as the full duration of the class or subject period in which the observation is taking place on the day that the observation is taking place. For the observation of the work of probationary educational specialists, the duration of the observation should be for the equivalent of a typical instructional period as listed on the normal daily schedule of the school in which he or she is being observed.
8. Instructional Framework. For purposes of gathering data on teaching practices and the analysis of such practices, the district shall use the following instructional framework: *Robert Marzano's Causal Teacher Evaluation Model.*
9. ~~Student Learning Objectives/Specialist Program Objectives.~~ Professional Growth Plan For purposes of teacher and educational specialist evaluation, student achievement, program performance and teacher/educational specialists professional development results shall be assessed through the use of a Professional Growth Plan ~~Student Learning Objectives or Specialist Program Objectives.~~ In collaboration with his/her evaluator, each teacher or educational specialist shall develop a Professional Growth Plan ~~Student Learning Objectives or Specialist Program Objectives~~ each school year. The teacher/specialist will receive an annual evaluation rating based on his/her implementation of strategies designed to achieve these objectives and his/her results in achieving the objectives.

- ~~10. Individual Professional Development Plan. On an annual basis, beginning the second year of implementation each teacher/educational specialist shall develop a Professional Growth Plan Individual Professional Development Plan based on the results of his/her most current evaluation. The plan is to be developed in collaboration with his/her evaluator and consist of one or more professional development goals, strategies to achieve each of the goals, and a means of measuring success. The teacher/educational specialist will receive an evaluation rating each year (beginning the 2nd year of implementation) on his/her success in implementing the professional development strategies and achieving the goals.~~
~~Combined with #9~~
11. Student Perception Data. Student perception data shall be collected via student surveys at least once during each evaluation cycle for each teacher/educational specialist. The teacher/educational specialist will not receive an evaluation rating based on the survey results, but the results will provide data to assist the evaluator and teacher/educational specialist in identifying areas of strength and areas for professional growth.
12. Primary and Complementary Evaluators. All evaluators of teachers and educational specialists employed by the district shall be certificated administrators. The primary evaluator for each teacher/educational specialist is that employee's supervisor. In the case of teachers/educational specialists who are supervised by more than one supervisor, the Superintendent shall designate one supervisor as the primary evaluator. Complementary evaluators are certificated administrators, such as assistant principals or district-level administrators, who have been designated to assist the primary evaluator.
13. Peer Assistance. By mutual agreement of the teacher/educational specialist and his/her primary evaluator, a peer observer may be asked to observe and provide feedback to the teacher/educational specialist as part of a Plan for Improvement or Plan of Assistance. However, the results of such observation may not be used for evaluative purposes.
14. Plan for Improvement. A rating of "Needs Improvement" "~~Basic~~" in any component of a teacher/educational specialist's

formative or summative evaluation will lead to a specific Plan for Improvement in that component. The Plan for Improvement will outline the reason(s) for the rating of "Needs Improvement" "Basic" and provide recommendations for improvement and a timeline for implementing such recommendations. The employee and his/her evaluator shall review progress on the Plan for Improvement at least once per semester.

15. Plan of Assistance. A rating of "Unsatisfactory" in any component of a teacher/educational specialist's formative or summative evaluation will result in the development of a Plan of Assistance. The plan will include a description of the deficiencies that led to the "Unsatisfactory" rating, specific means for the correction of the deficiencies, and an adequate timeline for implementing the required improvements. As appropriate, the plan may also include resources and sources of assistance to help the employee make the necessary corrections. The Plan of Assistance shall be reviewed at least quarterly by the teacher/educational specialist and the evaluator.

Evaluative Criteria. By adopting the evaluative criteria listed below, the Board ensures that all teachers/education specialists are evaluated on instructional performance and classroom organization and management and are evaluated on personal and professional conduct in accordance with Nebraska Department of Education Rule 10.

1. Teacher/Educational Specialist Practice. Teacher practice will be evaluated based on the [Marzano Focus Instructional Model Effective Practices cited in the Nebraska Teacher Performance Framework](#). In order to develop appropriate evaluative criteria for educational specialists, the Superintendent shall review the [Marzano Focus Instructional Model Nebraska Framework's Effective Practices](#) and make such additions, deletions, or revisions as are necessary.
2. Classroom Practice. The analysis of classroom practice for teachers shall be based on the district's chosen instructional framework. The Superintendent shall designate Robert Marzano's [Focus Causal Evaluation Model](#) as the district's instructional framework. The analysis of practice for educational specialists shall be based on specialist rubrics designated by the Superintendent. The results of the assessment of classroom or

educational specialist practice shall comprise data for the evaluative ratings within the [Marzano Focus Instructional Model domains](#). ~~Nebraska Frameworks Effective Practices.~~

3. ~~Student Learning Objectives/Specialist Program Objectives.~~ [Professional Growth Plan](#) Student achievement or program performance, and the professional development of teachers/educational specialists shall be evaluated based on a [Professional Growth Plan](#) ~~Student Learning Objectives or Specialist Program Objectives~~, as appropriate. The Superintendent shall develop or adopt appropriate rubrics to assess teacher/educational specialist performance on such objectives.
4. ~~Professional Development.~~ ~~Professional development of teachers/educational specialists shall be evaluated through an annual rating of the employee's Individual Professional Development Plan. The Superintendent shall develop or adopt appropriate rubrics to assess performance on such plans.~~
5. Additional Local Standards. The Superintendent may propose to the Board for adoption such additional local standards for teachers/educational specialists as may be appropriate.
6. Overall Performance. Based on the criteria above, an overall performance rating shall be determined by the evaluator of each teacher/educational specialist as part of the employee's summative evaluation.

Levels of Performance. The performance of teachers/educational specialists shall be rated at four levels of performance on the evaluative criteria listed below. The ratings terms and general criteria for their application are:

1. [Highly Effective Exemplary.](#) In the judgment of the evaluator, the teacher/educational specialist meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she takes a leadership role in professional development and school leadership activities.
2. [Effective Proficient.](#) In the judgment of the evaluator, the teacher/educational specialist meets district performance

standards for the evaluative criteria on an overall basis and is actively engaged in professional development and school leadership efforts.

3. Needs Improvement~~Basic~~. In the judgment of the evaluator, the teacher/educational specialist meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient".
4. Unsatisfactory. In the judgment of the evaluator, the teacher/educational specialist does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

EVALUATION PROCEDURES

Annual Notice. The Superintendent shall annually ensure that teacher/educational specialists are made aware of the evaluation policy and procedures in writing by including it in the Faculty Handbook or other notice to employees.

Evaluation Cycle/Sequence of Evaluation Activities. A Teacher/Educational Specialist Evaluation Procedures Sequence is included as an Appendix to this policy.

1. Probationary Teachers/Educational Specialists. Teachers and educational specialists in probationary status shall have an annual evaluation cycle consisting of a formative evaluation during the first semester and a summative evaluation during the second semester. Each semester's evaluation shall include a formal observation for a full instructional period as described in this policy and ratings based on the Marzano Focus Model ~~Nebraska Effective Practices~~ and the district's local standards. In addition, the summative evaluation shall include ratings on the Professional Growth Plan ~~Student Learning Objectives/Specialist Program Objectives~~ performance. ~~and, in the second probationary year and subsequently, a rating on Individual Professional Development Plan performance~~ As well as an overall rating based on the evaluator's judgment of performance on all components of the evaluation process.

2. Permanent (Tenured) Teachers/Educational Specialists. Teachers and educational specialists in permanent status may have up to a three-year evaluation cycle as determined by his/her evaluator. At any point, the evaluator can return the teacher/specialist to an annual or more frequent evaluation cycle if the employee's performance warrants. A three-year evaluation cycle shall include two years of annual formative evaluations and one year of summative evaluation. The formative years shall include informal/walk-through observations with the number and duration of observations to be determined by the evaluator, a rating on the ~~Professional Growth Plan Student Learning Objectives/Specialist Program Objectives performance, a rating on Individual Professional Development Plan performance,~~ and a rating on the district's local standards, if applicable. The summative year shall include, in addition to the ratings described above, at least one formal observation and conference with the duration of the observation to be determined by the evaluator, ratings on the ~~Marzano Focus Model-Nebraska Effective Practices,~~ and an overall rating based on the evaluator's judgment of performance on all components of the evaluation process.

Gathering Evaluation Data. The district's evaluation system is based on data gathered from multiple measures of teacher and educational specialist performance, including but not limited to the following:

1. Direct observation of work performance. The evaluation of all teachers and educational specialists covered by this policy will be based in part on direct observation of the staff member performing his/her duties. The Board encourages multiple observations of teacher and educational specialist performance throughout the school year, including formal, informal, and walk-through observations. For probationary teachers, each semester's evaluation process will include at least one formal observation as defined in this policy for a full instructional period. For probationary educational specialists for whom classroom observation is not possible, direct observation of employee performance will be for the equivalent of a full instructional period for the school in which the specialist serves. For permanent teachers and educational specialists, at least one formal observation of employee performance with the duration to be determined by the evaluator shall be conducted during the summative year of the evaluation cycle. Informal and walk-through observations with the frequency and duration to be

determined by the evaluator shall be conducted during the formative years of the evaluation cycle. Per Nebraska law, if deficiencies are noted in the work performance of any probationary or permanent employee, the evaluator shall provide the employee at the time of the observation with a list of deficiencies, a list of suggestions for improvement, and assistance in overcoming the deficiencies, and follow-up evaluations and assistance when deficiencies remain.

2. The collection of data/artifacts. Evaluators shall endeavor to collect a wide variety of data regarding employee performance including artifacts such as lesson plans, student work, and similar data.
3. Student perception data. At least once during the evaluation cycle, typically during the summative year, the evaluator shall arrange for the sampling of student perception via a student survey which may be developed by the district or other entities. The Superintendent shall approve the specific surveys to be administered and shall approve the procedures for administration of the student surveys. The size and composition of the sample shall be determined by the evaluator after consultation with the teacher/educational specialist. Survey procedures must ensure the privacy and confidentiality of student responses and the results of the survey shall remain confidential as part of the teacher/educational specialist's employee record. The teacher/educational specialist will not be rated on the survey results. Rather, the information gathered shall be used to help the evaluator identify areas of strength and areas for professional development.
4. Student achievement/program performance data. On an annual basis, teachers and educational specialists shall develop and implement a **Professional Growth Plan that supports student learning.** ~~either a Student Learning Objectives (SLO) plan or, if student achievement is not an appropriate measure of a specialist's performance, a Specialist Program Objectives (SPO) plan. For the 2013-14 school year, each teacher/educational specialist participating in the Nebraska Evaluation Model Pilot Project shall develop and implement one Student Learning Objective or Special Program Objective. For subsequent years, each teacher/educational specialist shall develop and implement Student Learning Objectives or Special Program Objectives for the school year. The Superintendent shall develop procedures~~

~~for creating, implementing, and evaluating SLO's and SPO's and shall ensure that all teachers and evaluators have received training in the SLO/SPO process. The evaluation of SLO's/SPO's shall include an assessment of the quality and rigor of the objective, the implementation of strategies designed to achieve the objective, and the achievement results.~~

5. Evidence of professional development. On an annual basis, teachers and educational specialists shall develop and implement a **Professional Growth Plan Individual Professional Development Plan** based on the results of the employee's most recent summative evaluation. The rationale for this component is that the professional development goals and activities should arise out of professional development needs identified during the evaluation process and which are closely linked to the evaluation process. The development of a **Professional Growth Plan Individual Professional Development Plan** directly linked to the summative evaluation, does not preclude the existence of schoolwide professional development activities in which teachers and educational specialists are expected to participate or the creation of specific individual professional development goals and activities that are not a formal part of the evaluation process. ~~In the initial two years of implementation of this evaluation system, those teachers/educational specialists in the formative year(s) of the cycle shall develop Individual Professional Development Plans in collaboration with their evaluators. These plans will be reviewed annually, but will not receive an evaluative rating. Following the teacher/educational specialist's first summative evaluation year, he/she will develop an Individual Professional Development Plan in collaboration with his/her evaluator and will receive an evaluative rating on progress in achieving the goals contained in the plan at the end of the following year and each year subsequently.~~ The Plan will be revised annually based on evaluation results. The Superintendent shall develop procedures for creating, implementing, and evaluating **Professional Growth Plans IPD Plans** and shall ensure that all teachers and evaluators have received training in the **Professional Growth Plan IPD Plan** process. The evaluation of the **Professional Growth Plan IPD Plan** shall include an assessment of the quality and rigor of the professional development goals, the implementation of strategies designed to achieve the goals, **the support of student learning** and the achievement results.

6. Self-assessment/reflection. Self-assessment and reflection is a component of the evaluation system. The Superintendent shall develop or adopt appropriate procedures and documents for such a process for teachers/educational specialists.

Conferences and Reports. The Board encourages frequent conferences and the sharing of both oral and written feedback between teachers/educational specialists and evaluators. Formal observations require a pre-conference, post-conference, and written observation report; informal observations require some type of oral or written feedback but not a full post-conference and report, and walk-through observations do not require feedback. For any observation, a conference and written report is required if specific deficiencies are noted. Conferences to review progress on [Professional Growth Plans](#) ~~Student Learning Objectives/Specialist Program Objectives and conferences to reviewing progress on each teacher/specialist's Individual Professional Development Plan~~ should be held at intervals throughout the year. The Procedures Sequence (Appendix I) suggests appropriate times for these. For probationary teachers/educational specialists, a formative evaluation conference and the completion of the formative evaluation document is to be held at the end of the first semester of each probationary year. A summative evaluation conference and completion of the summative evaluation document is to be held during the second semester of each probationary year. For permanent teachers/educational specialists, formative evaluation conferences and the completion of the formative evaluation document are to be held at the end of each formative evaluation year; a summative evaluation conference and the completion of the summative evaluation document is to be held during the second semester of the summative evaluation year. A copy of any written feedback prepared in conjunction with observations and conferences shall be shared with the teacher/educational specialist and retained as part of the employee's evaluation file. However, this provision shall not require evaluators to share notes or other work product which do not become part of the employee's evaluation file.

Procedures for Addressing Deficiencies in Performance. If deficiencies are noted in any observation, the evaluator is to provide the teacher/educational specialist at the time of the observation with a list of the deficiencies, a list of suggestions for improvement, and assistance in overcoming the deficiencies, and follow-up evaluations and assistance when deficiencies remain. A description of the deficiencies and suggestions for improvements shall be provided both orally and in writing by the evaluator in a timely fashion following the

observation and a copy of this report shall be retained as part of the employee's evaluation file. The teacher/specialist shall acknowledge receipt of the evaluator's report.

A rating of "Needs Improvement" ~~"Basic"~~ in any component of a teacher/educational specialist's formative or summative evaluation will lead to a specific Plan for Improvement in that component. The Plan for Improvement will outline the reason(s) for the rating of "Needs Improvement" ~~"Basic"~~ and provide suggestions for improvement and a timeline for implementing such suggestions. The Plan for Improvement shall be reviewed by the teacher/educational specialist and his/her evaluator at least once per semester. An overall rating of "Needs Improvement" ~~"Basic"~~ on a summative evaluation will require, in addition to an overall Plan for Improvement, that the teacher/educational specialist be placed on an annual summative evaluation cycle.

A rating of "Unsatisfactory" in any component of a teacher/educational specialist's formative or summative evaluation will result in the development of a Plan of Assistance. The plan will include a description of the deficiencies that led to the "Unsatisfactory" rating, specific means for the correction of the deficiencies, and an adequate timeline for implementing the required improvements. As appropriate, the plan may also include resources and sources of assistance to help the employee make the necessary corrections. The Plan of Assistance shall be reviewed at least quarterly by the teacher/educational specialist and the evaluator to determine progress in correcting the deficiencies noted. Teachers/educational specialists participating in a Plan of Assistance shall receive a summative evaluation based on the relevant components once per semester.

The Superintendent shall develop or adopt procedures and documents to be used for implementing Plans of Assistance and Plans for Improvement.

Written Response. Teachers/educational specialists may submit a written response to any formative or summative evaluation document, observation report, or any other written report which has become part of their evaluation file. Such responses shall be attached to the document being responded to and shall be retained in the evaluation file. Responses shall be filed within 60 days of the receipt of the original evaluation document.

Training of Evaluators. All of the district’s evaluators shall possess a valid Nebraska Administrative and Supervisory Certificate and be trained in the use of the evaluation system and its forms and procedures. The Superintendent shall determine the nature of appropriate training for evaluators and arrange for all evaluators to receive such training prior to participating in evaluations.

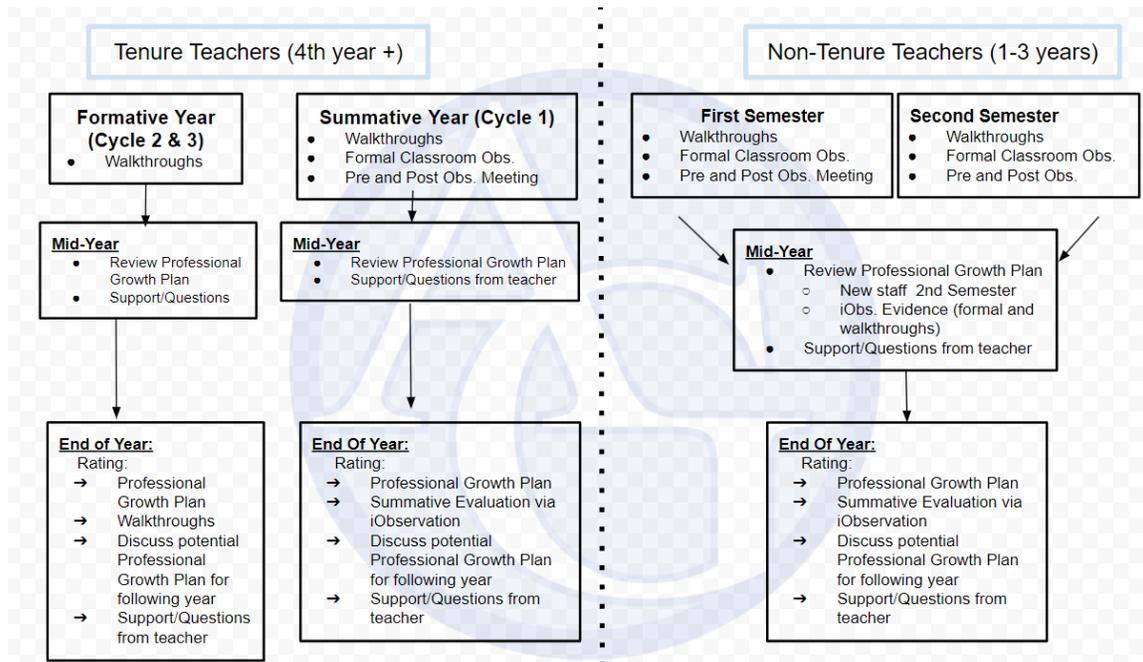
Development and Revision of Documents. The Superintendent shall be responsible for the development and revision of forms and documents necessary to implement this policy. The development and revision of such forms and procedures will not require Board approval.

Appendices. Appendix I: Teacher/Educational Specialist Evaluation Procedures Sequence

Adopted on: 10/21/2019
Revised on: _____
Reviewed on: _____

APPENDIX I Teacher/Educational Specialist Evaluation Procedures Sequence

The Nebraska Leadership Committee has recommended a teacher/educational specialist evaluation cycle of up to three years. Below are the sequences of activities required to evaluate probationary teachers/specialists twice per year and permanent (tenured) employees on a two- or three-year cycle. Note that teachers/specialists performing at a less than proficient level can be moved to a semester-long or year-long cycle at any time by making the sequence adjustments accordingly.



~~Note that Individual Professional Development Plans (IPDP) are developed at the end of the year following a summative evaluation and evaluated at the end of the following year. This is because IPD plans are linked to the result of the previous evaluation. Student Learning Objectives are developed near the beginning of the year and evaluated in the same year.~~

PROBATIONARY TEACHERS—(One-Year Cycle)	
Semester 1 Activities:	Semester 2 Activities:
<ul style="list-style-type: none"> ● Self-assessment/reflection on teaching practices ● Student Learning Objectives (SLO) development (conference with principal) ● Individual Professional Development Plan (IPD-Plan) review (Years 2 and 3) ● Formal classroom observation (minimum of one for a full 	<ul style="list-style-type: none"> ● Formal classroom observation (minimum of one for full instructional period) based on instructional framework; multiple informal/walk-through observations recommended. ● Provide list of deficiencies/suggestions at time of observation (if applicable) ● Review of data/artifacts

<p>instructional period) based on district's instructional framework; multiple informal and walk-through observations recommended.</p> <ul style="list-style-type: none"> ● Provide list of deficiencies/suggestions at time of observation (if applicable). ● Review of data/artifacts ● First semester formative evaluation (conference): <ul style="list-style-type: none"> ○ Ratings on 7 Effective Practices: ○ Review progress on SLO's. ○ Review IDP Plan (Years 2 and 3) ○ Rating on local standards (optional) ○ Complete formative evaluation document. ● Improvement plan/plan of assistance (if applicable) 	<ul style="list-style-type: none"> ● Gather student perception data ● Self-assessment/reflection summary ● Second semester summative evaluation (conference): <ul style="list-style-type: none"> ○ Ratings on 7 Effective Practices: ○ Rating on Student Learning Objectives: ○ Rating on IPD Plan (Years 2 and 3) ○ Rating on local standards (optional) ○ Overall rating for year ○ Complete summative evaluation document. ● Develop Individual Professional Development Plan for upcoming year. ● Improvement plan/plan of assistance (if applicable)
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TENURED-TEACHER-FORMATIVE YEAR(S)	TENURED-TEACHER-SUMMATIVE-YEAR
<ul style="list-style-type: none"> ● Self-assessment/reflection on teaching practices ● Student Learning Objectives (SLO) development (conference with principal) ● Review of Individual Professional Development Plan (from prior year) (excluding year 1 of implementation) ● Informal/walk-through classroom observations based on district's instructional framework (length determined by evaluator). Feedback from evaluator. ● Provide list of deficiencies/suggestions at time of observation (if applicable). ● Review of data/artifacts ● Mid-year conference to review of SLO progress and Individual Professional Development Plan (excluding year 1 of implementation for PD Plan) ● Self-assessment/reflective summary ● End-Year Formative Evaluation and conference: <ul style="list-style-type: none"> ○ Rating on Student Learning Objectives: ○ Rating on Individual Professional Development Plan: ○ Rating or review of local standards (optional) ○ No overall rating. 	<ul style="list-style-type: none"> ● Self-assessment/reflection on leadership practices ● Student Learning Objectives (SLO) development (conference with principal) ● Review of Individual Professional Development Plan (from prior year)(excluding year 1 of implementation) ● Formal classroom observation based on district's instructional framework (at least one with conference required; length of observation determined by evaluator); multiple informal/walk-through observations recommended. ● Provide list of deficiencies/suggestions at time of observation (if applicable): ● Review of data/artifacts ● Mid-year conference to review SLO progress and Individual Professional Development Plan. (excluding year 1 of implementation for PD Plan) ● Gather student perception data ● Self-assessment/reflective summary ● End-Year Summative Evaluation and conference: <ul style="list-style-type: none"> ○ Ratings on 7 Effective Practices

<ul style="list-style-type: none"> ○ Complete formative evaluation document. ● Develop/revise Individual Professional Development Plan for next year. ● If performance warrants, move to semester or yearly summative evaluation cycle. 	<ul style="list-style-type: none"> ○ Rating on Student Learning Objectives. ○ Rating on Individual Professional Development Plan. ○ Rating on local standards (optional) ○ Overall rating for evaluation cycle. ○ Complete summative evaluation document. ● Develop/revise Individual Professional Development Plan for next year. ● Improvement plan/plan of assistance (if applicable) ● Continue multi year cycle or move to more frequent summative cycle if performance warrants.
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Rule 10 Certificated Employee Evaluation Policies and Procedures

The written procedures for the certificated evaluation school board policy includes:

- _____ **007.06A1a Provide** for communicating the evaluation procedure annually, in writing, to those being evaluated
- _____ **007.06A1b A** description of the duration and frequency of observations and written evaluations for probationary and permanent certificated employees
 - _____ Duration of observation for probationary certificated employees
 - _____ Frequency of observations and evaluations for probationary certificated employees
 - _____ Duration of observation for permanent certificated employees
 - _____ Frequency of observations and evaluations for permanent certificated employees
 - _____ Superintendent evaluation twice during the first year of employment and at least once annually thereafter pursuant to §79-8828(2)
- _____ **007.06A1c Contain** criteria for certificated employee evaluation which includes:
 - _____ **007.06A1c(1)** instructional performance (applicable to teachers only)
 - _____ **007.06A1c(2)** classroom organization and management (applicable to teachers only)
 - _____ **007.06A1c(3)** personal and professional conduct
- _____ **007.06A1d Provide** for written communication to the teacher specifying:
 - _____ (1) deficiencies

_____ (2) a means for correcting the deficiencies

_____ (3) a timeline for implementing the suggested improvements

_____ **007.06A1e Provide** for a written certificated employee response to the evaluation

_____ **007.06A1f A** description of the district plan for training evaluators

_____ **Copies** of the board certificated employee evaluation policy, the evaluation model (procedures), and the board minutes approving the policies and procedures have been submitted.