

Board of Education Work Session

March 23, 2020 7:00 PM

Board Room, Central Services Building
14801 South 108 Street
Springfield, NE 68059-4925

Agenda

- I. Meeting Roll Call
- II. Notice of Open Meetings Act - Posted
- III. Public Comment
- IV. Items for Discussion/ Possible Action
 - A. Discussion/ Possible Action on Items Related to Long Term School Closure of Schools Due to COVID-19 or Coronavirus; Including, but Not Limited To Remote and eLearning Planning, activities, policies, lunch service
 - B. Discussion/ Possible Action on Resolutions Regarding COVID-19 Closure on Personnel Pay and Leave, Pay Non-Discretionary Claims, Assigning and Utilizing Staff for the Purposes of Health and Safety During School Closures
 - C. Discussion/ Possible Action on Sarpy County Declaration of State of Emergency
- V. Adjourn

Springfield Platteview Community Schools

eLearning Education Plan

Introduction

Springfield Platteview Community Schools believe that education is a partnership. This plan describes how we can ensure that we are prepared and can respond if an emergency affects our ability to deliver instruction in a traditional school setting. The plan does not replace processes that are in place for individual students or staff absences when school is in session. It is understood that families may face a variety of challenges during this time and it will be important to continue strong communication and problem solving so that we can work together to continue to allow educational opportunities for all students. In the event we have limited access to the school building, we must be capable to continue effective instruction. This plan will define the following:

1. Essential functions under different scenarios;
2. Summary of eLearning;
3. Expectations for different stakeholders through the process;
4. Implement procedure to conduct school remotely until school can resume in a traditional manner

Essential Functions Under Different Scenarios

Scenario A: An individual student/small group of students are ill and are self quarantined.

Materials could be similar to when a student is ill. Materials and books are collected and sent home for children frequently. This includes hard copies of materials and electronic support. If needed, the teacher will make arrangements to talk to the student via phone or video conferencing. The purpose of this time would be to answer any specific questions or support the parent with any direct questions.

Scenario B: Planned school closing: We are notified ahead of time that school must close for no more than a week.

This scenario would be similar to a traditional snow day. Instruction would not be made up unless it was decided by the Board of Education to increase instructional days at the end of the academic school year.

Scenario C: School closure on short notice for an undetermined number of days. The district would utilize eLearning days to allow students access to educational opportunities to reteach, reinforce and expand on their learning. Instruction could lead to department leaders and grade level leaders reviewing the district pacing guides to revise grade level/content objectives to teach essential skills/concepts.

eLearning Days Summary

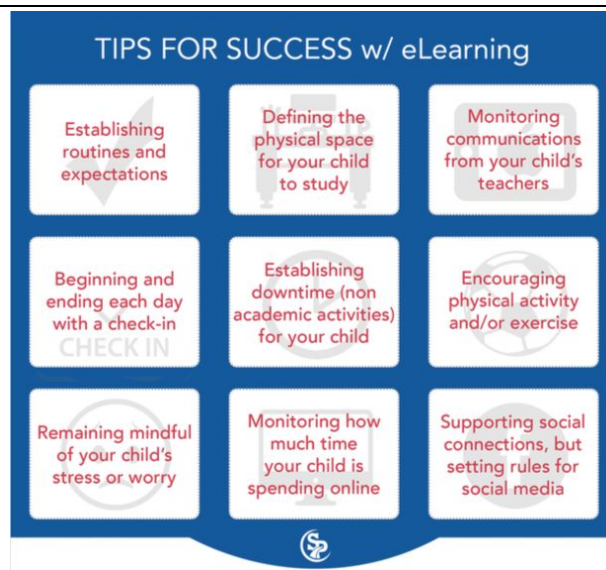
As a district, we have used digital learning to help drive and enhance instruction through the district's 1:1 initiative. Teachers use a learning management system to post and collect instructional materials and assignments. Teachers are accessible in case students have questions, and sometimes collaborate through the program. eLearning Days allow us as a district to use a similar digital learning format that we use in our classrooms daily but now can continue instruction during an interruption in physical attendance that affects attendance in schools outside a classroom environment.

We understand staff, students and families will be working through varying challenges in the event of an extended school closure. This plan should act as a guide but we recognize that flexibility may be necessary. The district has the ability to call staff back at any time to assist in the educational process. As a district, we will continue to communicate to best meet the needs of all students and staff.

The district would survey families to understand the obstacles that we would have to overcome in the area of different needs. This could include food, health and well being and technology. Once information is gathered, the district would work with families to reduce those obstacles. If technology is not an option for families, paper/pencil options could be available. As a district, we know that the paper/pencil option would make it more difficult for collaboration between the student and the teacher. It could still be an effective means of learning with additional communication.

The district would ensure that the necessary pieces are in place to offer eLearning days. The plan would look differently in grades PreSchool, Kindergarten through 2nd grade, 3rd grade through 6th grade and 7th grade through 12th grade.

Description of Student and Family Roles and Responsibilities	
Student	<ul style="list-style-type: none"> ● Establish a daily routine for engaging in the learning experiences ● Establish a space in your home where you can work effectively and successfully ● Access curriculum/materials online timely ● Be available online during the scheduled time ● Ask questions to help you understand the tasks and assignments that are assigned ● Communicate using appropriate programs when necessary ● Complete assignment/tasks by due dates ● Comply with the student handbook, including academic integrity and the use of technology
Family	<ul style="list-style-type: none"> ● Establish and monitor a daily routine for your child ● Define a space in your home where your child can work effectively and successfully ● Monitor communication from your child's teachers ● Begin and end each day with a check in ● Establishing downtime (non academic activities) for your child ● Encouraging physical activity and/or exercise ● Remaining mindful of your child's stress or worry ● Monitor how much time your child is spending online ● Supporting social connections, but setting rules for social media



Description of School Roles and Responsibilities	
Director of Teaching	<ul style="list-style-type: none"> ● Create and distribute the eLearning Plan (eLP) ● Support faculty and students/families shifting to an eLearning Plan ● Review records of student attendance for learning sessions and work completion submitted by teachers and interventionists at the end of each week (example summary of attendance template) ● Work with teachers to reach out to students who have not actively participated ● Help teachers implement eLP
Director of Student Services	<ul style="list-style-type: none"> ● Support interventionist staff and students/families shifting to an eLearning Plan ● Review records of student attendance for learning sessions and work completion submitted by special education and ELL teachers at the end of each week (example summary of attendance template) ● Work with teachers to reach out to students who have not actively participated ● Support faculty and students/families shifting to a hybrid eLearning environment ● Help interventionists implement eLP
Technology Department	<ul style="list-style-type: none"> ● Provide written/video support to assist faculty with using district identified resources ● Provide written/video support to assist students using district identified resources ● Provide written/video support to assist families using district identified resources ● Ongoing support through individual needs through help
Principals	<ul style="list-style-type: none"> ● Monitor communication between teachers and their students ● Weekly/Biweekly video message with students and/or families to continue open communications and relationships with families ● Be an instructor in every eLearning format (classroom) (existing or new) and complete “virtual walk-throughs” ● Review records of lesson plans at the start of each week (example lesson plan template) ● Review records of student attendance at the Live Online learning sessions and work completion submitted to you by teachers at the end of each week (example summary of attendance template) ● Work with teachers to reach out to students who have not actively participated ● Support faculty and students/families shifting to a hybrid eLearning environment ● Help teachers implement eLP
Assistant Principal	<ul style="list-style-type: none"> ● Monitor communication between teachers and their students ● Be an instructor in every eLearning format (classroom) (existing or new) and complete “virtual walk-throughs” ● Review records of lesson plans at the start of each week (example lesson plan template) ● Review records of student attendance at the live online learning sessions and work completion submitted to you by teachers at the end of each week (example summary of attendance template) ● Work with teachers to reach out to students who have not actively participated ● Support faculty and students/families shifting to a hybrid eLearning environment ● Help teachers implement eLP ● Serve as a liaison for students who have deficiencies in credit

	<ul style="list-style-type: none"> ● Ongoing communication with families
<p>Core Elementary Teachers</p>	<ul style="list-style-type: none"> ● Collaborate with other members of your team or department to design common distance learning experiences for your students (Zoom) ● Use district curriculum and resources (ex. Google, Schoology, Nearpod, online resources and textbooks) to communicate and deliver content ● Provide a range of activities and learning opportunities during the eLearning process ● Create records of lesson plans at the start of each week (example lesson plan template) ● Keep records of students attendance at the live online learning sessions and work completion - submit information to building principals at the end of each week (example summary of attendance template) <ul style="list-style-type: none"> ○ Make a copy of the form at the start of each week name: teacherlastname_week1_summaryofattendance ○ Compile information throughout the week ○ Move to google drive marked Summary of Attendance at the end of each week ● Follow the guidelines for content delivery or other district guidance ● Frequent, ongoing collaboration with the interventionalist who is supports the students on your class roster ● Work with interventionist to ensure that you are providing accommodations/modifications listed on IEP or student individual learning plans (SAT) (extended time, frequent breaks, large print, etc) ● Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Include the name of the resource in your communication. ● Communicate with and provide timely feedback with your students; Reach out to students who have not actively participated ● Communicate with parents, as necessary
<p>High School Teachers</p>	<ul style="list-style-type: none"> ● Collaborate with other members of your team or department to design distance learning experiences for your students (Zoom) ● Use district curriculum and resources (ex. Google, Schoology, Nearpod, online resources and textbooks) to communicate and deliver content ● Provide a range of activities and learning opportunities during the eLearning process ● Create records of lesson plans at the start of each week (example lesson plan template) ● Keep records of students attendance at the Live Online learning sessions and work completion - submit information to building principals at the end of each week (example summary of attendance template) <ul style="list-style-type: none"> ○ Make a copy of the form at the start of each week name: teacherlastname_week1_summaryofattendance ○ Compile information throughout the week ○ Move to google drive marked Summary of Attendance at the end of each week ● Follow the guidelines for content delivery or other district guidance ● Frequent, ongoing collaboration with the interventionalist who supports the students on your class roster ● Work with interventionist to ensure that you are providing accommodations/modifications listed on IEP or student individual learning plans (SAT) (extended time, frequent breaks, large print, etc) ● Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Include the name of the resource in your communication.

	<ul style="list-style-type: none"> ● Communicate with and provide timely feedback with your students; Reach out to students who have not actively participated ● Communicate with parents, as necessary
<p>Special Education Teachers</p>	<ul style="list-style-type: none"> ● Frequent, ongoing collaboration with the subject or classroom teachers who teach the students on your caseload ● Provide activities that support IEP goals ● Communicate regularly with students on your caseload and/or their parents ● Virtually meet with students as needed to support their educational needs ● Keep records of students attendance at the live online learning sessions and work completion - submit information to Director of Special Services at the end of each week (example summary of attendance template) ● Work with core teachers to ensure they have an understanding for accommodations/modifications listed on IEP (extended time, frequent breaks, large print, etc)
<p>Special Education Alternate Curriculum</p>	<ul style="list-style-type: none"> ● Establish an ongoing communication plan with families (Email, Phone, Zoom) <ul style="list-style-type: none"> ○ Determine if lessons need to be paper/pencil or electronic for each family- as long as there is internet access, it could be electronic ○ Paper/Pencil- building administration/district admin will help with mailings/delivery ○ Work is focused on IEP goals ● Provide distance learning supports (ex. Zoom, Schoology, physical materials, phone calls) by collaborating with related service providers ● Collaboration with regular education teacher and team members ● Work with core teachers to ensure they have an understanding for accommodations/modifications listed on IEP (extended time, frequent breaks, large print, etc)
<p>Learning Support Teachers (ex. Reading Specialists, Title I, HALE etc.)</p>	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload ● Work with core teachers to ensure they have an understanding for accommodations individual student plans (SAT) (extended time, frequent breaks, large print, etc)
<p>TAC Program High School/Online Learning</p>	<ul style="list-style-type: none"> ● Serve as a liaison for students who have deficiencies in credit or are not progressing in their current coursework ● Ongoing communication with families ● Provide resources for students and families to support them while they are away from school ● Frequent check in with students enrolled in TAC/online courses ● Frequent communication with assistant principal and grade level counselor to update on individual student progress
<p>K-6 Specials (PE, Music, Art, Guidance & Media)</p>	<ul style="list-style-type: none"> ● Develop a bank of activities being mindful of the resources families may or may not have in their home ● Create records of lesson plans at the start of each week (example lesson plan template) ● Communicate with parents how you will notify them when new online resources are available and how they will access those updates

	<ul style="list-style-type: none"> ● Communicate with students/families who reach out for assistance
7-8 Specials & Exploratories	<ul style="list-style-type: none"> ● Develop a bank of activities being mindful of the resources families may or may not have in their home ● Create records of lesson plans at the start of each week (example lesson plan template) ● Communicate with students/families who reach out for assistance
Counselors	<ul style="list-style-type: none"> ● Serve as a liaison for communication with students/families in crisis ● Serve as a liaison for students who have deficiencies in credit ● Ongoing communication with families ● Provide resources for students and families to support them while they are away from school ● Communicate about updated resources
Media Specialists	<ul style="list-style-type: none"> ● Collaborate with colleagues to find resources for high-quality distance learning experiences and research ● Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences ● Be available for teachers and students as needed for support and respond to identified technology issues. Work with the technology team to assist with help tickets as needed.
Birth-3	<ul style="list-style-type: none"> ● Establish an ongoing communication channel with families (Email, Phone) <ul style="list-style-type: none"> ○ Collaboration with team members
Preschool	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload. ● Provide activities that support IEP goals ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload
School Psychologists	<ul style="list-style-type: none"> ● Serve as a liaison for communication with students/families in crisis ● Provide resources for students and families to support them while they are away from school ● Assist Special Education teachers to support the academic and social-emotional needs of students
Speech Pathologists	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload. ● Provide activities that support IEP goals ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload
Occupational/ Physical Therapists	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload. ● Provide activities that support IEP goals ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload

eLearning by Grade Span

Each scenario presents different challenges for the following three functions:

1. Content Delivery: How will teachers deliver content to students and in what format?
2. Interaction: How will teachers interact with students, check for understanding, and how often?
3. Assessment: How will teachers assess student's work and communicate results?

Pre School	
<p>Priorities</p> <ul style="list-style-type: none"> ● Learning will be mainly focused around reteaching and reinforcing play, language, literacy and math to maintain current skills and build knowledge around prioritized content found in their learning expectations ● The primary tools for communication between the teachers and the families will be parent email addresses 	
Content Delivery	<ul style="list-style-type: none"> ● Pre School would not have access to school issued devices ● The school would provide hands on resources so that they have educational things to work on from home while they are on eLearning days ● The staff may provide information in regards to educational based materials that families could access online but most of their materials would be in hard copy

Kindergarten through 2nd grade	
<p>Priorities</p> <ul style="list-style-type: none"> ● The district will issue iPads for students to access instruction to utilize at home ● Learning will be mainly focused around reteaching and reinforcing literacy, language and math to maintain current skills. Instruction could lead to building knowledge around new content that is summarized as essential skills/concepts ● The essential skills will be aligned to the the district pacing guides, while focusing on the priority state standards ● Students will have both online and off-line learning activities ● The primary tools for communication between the teachers and the families will be communicated by the teacher at the start of the eLearning days and to parent email addresses ● Online learning could be delivered by a pre recorded video from the teacher and made available to students to watch at any time ● Teachers will share their online sessions in their lesson plan summary ● Special teachers (Music, PE, Art, Guidance, and Media) will provide a bank of activities being mindful of the resources families may or may not have in their home 	
Content Delivery	<ul style="list-style-type: none"> ● Hybrid of materials that would be sent home and an eLearning experience to support collaboration as students work on state standards in the area of literacy with a focus on reading and mathematics ● These activities would reinforce skills and enhance previously taught strategies

3rd grade through 6th grade

Priorities

- The district will issue iPads for students to access instruction to utilize at home
- Learning will be mainly focused around reteaching and reinforcing literacy, math and science to maintain current skills and instruction could lead to building knowledge around new content that is summarized as essential skills/concepts
- The essential skills will be aligned to the the district pacing guides, while focusing on the priority state standards
- Students will have both online and off-line learning activities
- The primary tools for communication between the teachers and the families will be Schoology and parent email addresses
- Core teachers will provide online learning that will also be recorded and made available to students to watch at any time
- Online learning that will be recorded by the teacher prior to the session and made available to students to watch at any time
- Teachers will share their online sessions in their lesson plan summary
- Special teachers (Music, PE, Art, etc) will provide a bank of activities being mindful of the resources families may or may not have in their home

Content Delivery

- Hybrid of materials that would be sent home and an eLearning experience to support collaboration as students work on state standards in the area of literacy with a focus on reading and mathematics
- Support state standards in the area of literacy, mathematics and science
- Teachers will provide content/lesson expectations through the Schoology course
- The lesson plans would include a learning objective, pre-teaching and an opportunity for students to interact with the content that was being presented
- The class content could be delivered by a pre recorded video from the teacher
- The teacher could be available for a scheduled time through live video
- The teacher will check for understanding through formative assessment

7th grade through 12th grade

Priorities

- The district will issue iPads for students to access instruction to utilize at home
- Learning will be focused for each class period that students are currently enrolled
- Instructional content will be designed to reteach and reinforce current skills and standards that have been previously taught and instruction could lead to building around new content that is summarized as essential skills/concepts
- The essential skills will be aligned to the the district pacing guides, while focusing on the priority state standards
- AP and Dual credit courses will continue to introduce new topics and follow their pacing guide suggested by the college or university
- Students will have both online and off-line learning activities
- The primary tools for communication between the teachers and the families will be Schoology
- Online learning that will be recorded by the teacher prior to the session and made available to students to watch at any time
- Teachers will share their live online sessions in their lesson plan summary

Content Delivery

- Teachers will provide content/lesson expectations through the Schoology course

- | | |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">● The lesson plans would include a learning objective, pre-teaching and an opportunity for students to interact with the content that was being presented● The class content could be delivered by a pre recorded video from the teacher● The teacher could be available for a scheduled time through live video● The teacher will check for understanding through formative assessment |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

General Guidelines for eLearning

Essential Resources	<ul style="list-style-type: none"> ● Learning Management System (Schoology) ● Video Conference option for every teacher (Schoology or Zoom) ● Screencasting option for every teacher ● iPads ● Schoology groups (Parent and Staff) to support understanding of the functions of the program
Essential Conditions	<ul style="list-style-type: none"> ● All students and teachers know their passwords for all required online applications ● All teachers can record a lesson in one of the following ways and upload to the student management system ● Teachers can create a video conference meeting time and invite students ● All teachers know how to complete the following in Schoology: ● Teacher Resource Course (elearning resources) <ul style="list-style-type: none"> ○ https://app.schoology.com/course/1527398749/materials?f=183644009 ○ Schoology Access Code - GMJB4-8V8ZH <ul style="list-style-type: none"> ■ Topics include: <ul style="list-style-type: none"> ● Add a resource ● Ensure all the sites and passwords are on the Schoology page ● Align activities to state standards ● Add an activity ● Edit text in content ● Create quiz and access results ● Embed a video ● Set up a discussion forum for grades (3-12) ● Teachers should know how to monitor and access content
Recommendation for Best Practices	<ul style="list-style-type: none"> ● Utilize Nearpod or similar program to narrate videos with a screencast ● Search for quality content to share with students ● Ensure that components of lesson plan are including all steps for the lesson in a single document or place ● Use text-based instruction whenever possible ● Use videos for modeling ● Suggestions for non graded formative assessments include discussions, google forms, polls, reflection ● Ensure that all your students understand expectations and tasks are clear with specifically understanding how/where to turn things in
Lesson Tasks	<ul style="list-style-type: none"> ● eLearning programs could include: Schoology, Nearpod, Quizlet, Kahoot, Khan Academy, Swivl lessons, etc ● Tasks can be either formative or summative in nature Examples include but are not limited to: <ul style="list-style-type: none"> - Completing an open book assessment - Hands on project that includes common things that you could find at home - Viewing online content and writing reflection - Read content and discuss during a video conference
	<ul style="list-style-type: none"> ● Timely communication during eLearning days.

<p>Timeline Updates</p>	<ul style="list-style-type: none"> ○ Lessons should be posted by 8:00 AM each day ○ Teachers should respond to students between the hours of 8:10 to 3:25 on school days, as quickly as possible ● Timely feedback on assignments <ul style="list-style-type: none"> ○ Feedback is essential to ensure learning continues during eLearning days. Feedback should occur as soon as possible but no later than 24 hours (during the school week) after the due date <ul style="list-style-type: none"> ■ For performance based activities or summative projects/tests, projects and essays the teacher will inform the student for the timeline for feedback ○ Examples of types of feedback teachers can provide include <ul style="list-style-type: none"> ■ Commenting on work ■ Participating in an online/video discussion with students ■ Graded submitted work
<p>Video Conferencing Expectations</p>	<ul style="list-style-type: none"> ● Casual dress similar to “Friday” attire ● Limited distractions during scheduled conferences ● Planned lesson ● Set beginning and end times ● Establish norms for class session <ul style="list-style-type: none"> ○ Start session ○ End session ○ How to get teachers attention ○ Respect each other’s time ○ Limit distractions while online (mute, etc) ● The teacher should be the last one to leave the learning session ● The sessions should be recorded and a link to the video should be communicated with students who could not attend ● Act in a respectful manner, similar to how you would in a traditional class setting ● Read your messages carefully before posting them online ● Ask questions, but check to see if those questions have already been answered ● When working collaboratively each person has a role to contribute to the assigned task ● Be prepared for video conferencing. Being prepared means that the space has limited distractions, dressed appropriately and has educational resources available to contribute to class
<p>Digital Citizenship Reminders</p>	<ul style="list-style-type: none"> ● Act in a respectful manner, similar to how you would in a traditional class setting ● Leave a positive digital footprint ● Utilize THINK prior to posting things online <ul style="list-style-type: none"> ○ T: Is it true? ○ H: Is it helpful? ○ I: Is it inspiring? ○ N: Is it nice? ○ K: Is it kind? ● Students should not harass others on the basis of race, color, or national origin in relation to stereotypes based on Covid-19 high infection areas
<p>Digital Resources Resources</p>	<ul style="list-style-type: none"> ● District Resource Document ● Helpdesk Support ● SPCS Online Database of Resources

	<ul style="list-style-type: none">● ThinkCentral: Elementary Reading and Math Curriculum● Nearpod● IXL● Khan Academy● Mystery Science● Virtual Field Trips● Scholastic Education
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Combination of Information Compiled from the following sources:

Shanghai American School Distance Learning

AISC Continuity of Instruction Plan v 5.0

COVID-19 RESOLUTION

WHEREAS, the school district is preparing for closure based on the statewide outbreak of COVID-19; and

WHEREAS, the board of education wishes to minimize disruption of the school district's operations;

NOW, THEREFORE, be it resolved that the superintendent, in consultation with the Board President, is authorized to pay all non-discretionary claims and take any other action authorized by law during the school closure, which the board will approve once the board resumes regular operations.

NOW, THEREFORE, be it further resolved that the superintendent is authorized to assign and utilize staff as necessary prior to, during, and after a closure, and to provide any leave and enter into agreements with staff for the purposes of protecting the health and safety of the school community, continuing the efficient operations of the school district, and ensuring staff return to work in the school district in the event of a closure.

Approved on _____, 2020.

**RETURN TO WORK AGREEMENT
IN EXCHANGE FOR LEAVE DURING COVID-19 CLOSURE**

This Agreement is made by and between Springfield Platteview Community Schools, (Sarpy County School District 46), referred to herein as the "District," and _____, referred to herein as the "Employee."

WHEREAS, the District has closed or will soon be closing due to the outbreak of COVID-19 within the District;

WHEREAS, the District employs the Employee pursuant to a work agreement and/or employment terms contained in District policy;

WHEREAS, the District needs quality non-instructional staff to be able to function and serve students, and those staff are difficult to recruit, retain, and train;

WITNESSETH, as the result of the District's closure due to COVID-19 and the interest of the parties to minimize its transmission, protect students and the public, and ensure that employees affected by a school closure return to service with the District afterwards, the parties agree as follows:

- 1. School Closure.** The District will be closed for a definite or indefinite period of time.
- 2. Return to Work.** The Employee is employed on an "at will" basis and could resign from his or her position at any time, without any reason, to pursue other employment or interests. In exchange for the benefits provided to the Employee by this Agreement, the Employee agrees that during the term of the District closure:
 - a.** The Employee will not resign his or her position with the District;
 - b.** The Employee will not seek other employment;
 - c.** The Employee will be available and will report to work during the closure, and agrees to work any duties assigned to them during the closure, at any times they would otherwise be expected to be performing their duties outside of the closure, or at any times assigned by the Superintendent during the closure;

d. The Employee agrees to return and perform all duties for the District for a period of at least six (6) months, unless otherwise allowed to resign or terminated by the Superintendent.

3. Payments During Closure. In exchange for the Employee's promises in this Agreement, the District agrees to provide the following to the Employee.

a. The District will provide full paid leave at the Employee's regular rate and expected hours, but not for any regular overtime, during the closure. Employees will be expected to work during the closure as assigned by the employee's supervisor or Superintendent, up to the amount of normal expected hours.

4. Deductions. Any payment made pursuant to this contract shall conform to the statutes and regulations governing deductions from compensation and shall be subject to the School Employees Retirement Act.

5. Repayment. If the Employee does not return to work for the District for at least the next six (6) months, the Employee agrees that the Employer may deduct from the Employee's pay any amounts paid pursuant to this Agreement and may recover any payments made pursuant to this Agreement by any other means available by law.

6. Other Applicable Leave. Employees who take leave pursuant to this Agreement and who also qualify for state or federal leave, including FMLA leave, are subject to the requirements of the school district's policy and law.

7. Policies, Rules and Regulations. The Employee agrees comply with all of the District's procedural requirements to request and be granted leave.

8. Continued At-Will Employment. The Employee is employed on an "at-will" basis. Regardless of any benefit or payment conferred by this Agreement, it creates no property right in continuing employment. and the Employee's employment may be terminated by the District for any lawful reason, including for any misuse of the leave or payments provided herein.

9. Length of Agreement. The terms of this Agreement shall remain in effect and supplement the other terms and conditions of the

Employee's employment until the sooner of: (a) the conclusion of the 2019-2020 contract year; or (b) the school district receives notification from the Nebraska Commissioner of Education COVID-19 transmission no longer poses a public health risk to the District's population.

Employee

Superintendent

Executed on _____, 2020.

Executed on _____, 2020.



SARPY COUNTY

Don Kelley
Chair

Board of Commissioners
1210 Golden Gate Drive • Papillion, NE 68046
Phone (402) 593-4155 • www.sarpy.com

SARPY COUNTY EMERGENCY DECLARATION

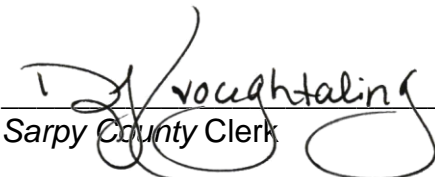
On March 11, 2020, the World Health Organization declared the coronavirus outbreak (COVID-19) as a global pandemic and, since then, the County has: (a) received guidance, recommendations and advice as to the capability of viral spread and clinical characteristics of this virus from local, state and national health care professionals, departments and organizations; (b) become aware of virus-related events that have occurred in Sarpy County, Nebraska; (c) been involved in or made aware of the numerous curtailing or cancellation of events at local, state and national levels; and (d) been made aware of the Emergency Proclamation of the Governor of the State of Nebraska, effective March 6, 2020, and the National Emergency Declaration issued by the President of the United States on March 11, 2020. Further, the President's emergency declaration allows for costs incurred under Category B (Emergency Protective Measures) of the Public Assistance Program in further aid to the public safety and provision of emergency protective measures.

Therefore, under FEMA Category B, Emergency Protective Measures, the Chair of the Sarpy County Board of Commissioners has declared a state of emergency authorized under Nebraska State Statute R.R.S. 81-829.50 on behalf of Sarpy County, and will execute for and on behalf of Sarpy County, the expenditure of emergency funds from all available sources, the invoking of mutual aid agreements, and the applying to the State of Nebraska for assistance from the Governor's Emergency Fund and any other resources he deems necessary in the fulfillment of his duties.

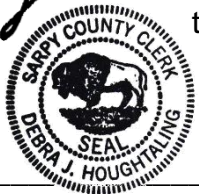


Chair, Sarpy County
Board of Commissioners

WITNESS my hand and the seal of my office
this 17th day of March, 2020.



Sarpy County Clerk



March 17, 2020
Date

RESOLUTION REGARDING CORONAVIRUS PLANS

EMERGENCY RESPONSE RESOLUTION OF THE BOARD OF SARPY COUNTY SCHOOL DISTRICT 77-0046, A/K/A SPRINGFIELD PLATTEVIEW PUBLIC SCHOOL DISTRICT REGARDING THE CORONAVIRUS

BE IT RESOLVED THAT:

WHEREAS, the World Health Organization designated the COVID-19 (coronavirus) outbreak as a global pandemic; and

WHEREAS, on March 13, 2020, President Trump declared a national emergency over the COVID-19 pandemic; and

WHEREAS, on March 13, 2020, Governor Ricketts declared a state emergency over the COVID-19 pandemic; and

WHEREAS, the Board of Sarpy County School District 77-0046, a/k/a Springfield Platteview Public School District (the “District”), in the interest of public health and safety hereby finds, determines and declares that, effective as of this date, that an epidemic sickness, disaster and emergency conditions prevail and exist within the boundaries of the District as defined in Neb. Rev. Stat. § 81-829.39 which is part of Neb. Rev. Stat. §§ 81-829.36 to 81-829.75, known as the Emergency Management Act (the “Act”) and other Nebraska laws; and

WHEREAS, these conditions are continually emerging and constitute a rapidly evolving situation which are a danger to the public health and safety, and to District students, staff, families and community partners; and

WHEREAS, as it is necessary for the District to react to the evolving situation and take significant actions that impact students, staff, community partners and programs operated out of District buildings and facilities or otherwise on little notice or in order to provide or implement a plans for continued operations, work and educational services when formal board meetings are unachievable; and

WHEREAS, in order to facilitate the ability to implement response actions plans and prompt reactions to the evolving situation, the Board of Education of the District hereby ratifies and approves all response actions to date and hereby finds and determines it is necessary and appropriate to suspend and waive existing all existing policies inconsistent with or that impede response implementation and further does hereby delegate the full power and authority to the Superintendent to close or limit access to buildings, schools or the District as needed or deemed appropriate by the Superintendent, implement a Pandemic Response Plan as it now or may exist or as amended by staff and other necessary, transportation or response action plans as developed, implement staff payment procedures as deemed appropriate, contract with or provide facilities maintenance and cleaning services as deemed appropriate, carry out nutrition services and food programs as deemed appropriate, undertake and continue special education measures may be deemed appropriate and/or required by law, and undertake or carry out any other program that may be required by local, state or federal law, implement distance or e-learning as deemed

RESOLUTION REGARDING CORONAVIRUS PLANS

appropriate, implement telework or “work from home” procedure, and take any and all other actions and sign all contracts or agreements in order to make emergency expenditures determined to be in the best interests of the District in this emergency situation and that this delegation of authority is to continue in effect until the emergency has been dealt with to the extent that the conditions no longer exist or the Board of Education ends this resolution; and

WHEREAS, the Sarpy County Emergency Management Director, Lynn Marshall, has issued the attached certificate under the provisions of Neb. Rev. Stat. § 81-829.51; and

WHEREAS, pursuant to Neb. Rev. Stat. § 81-829.51, and other applicable laws, before any expenditure, contract, or obligation is undertaken will be in excess of or in violation of existing statutory limitations or requirements, such expenditure, contract or obligation must be approved by a vote of the Board of Education.

NOW, THEREFORE, the Board of Education hereby approves and adopts the above stated facts, findings and determinations and further approves the following actions:

- A.** The Board of Education of the District hereby finds and determines it is necessary and appropriate to delegate authority and does hereby delegate the full power and authority to the Administrator or Administrator’s designee to close or limit access to buildings, schools or the District as needed or deemed appropriate by the Administrator, implement a Pandemic Response Plan as it now or may exist or as amended by staff and other necessary, transportation or response action plans as deemed appropriate, implement staff payment procedures as deemed appropriate, contract with or provide facilities maintenance and cleaning services as deemed appropriate, carry out nutrition services and food programs as deemed appropriate, undertake and continue special education measures may be deemed appropriate and/or required by law, and undertake or carry out any other program that may be required by local, state or federal law, implement distance or e-learning as deemed appropriate, implement telework or “work from home” procedures as deemed appropriate, and take any and all other actions and sign all contracts or agreements in order to make emergency expenditures determined to be in the best interests of the District in this emergency situation.
- B.** That this delegation of authority is to continue in effect until the emergency has been dealt with as determined by the Administrator to the extent that the conditions no longer exist, or until modified or terminated by action of the Board of Education.
- C.** In exercising the above authority, the Administrator or his designee shall maintain close contact with the Board President and regularly inform the members of the Board of Education of actions taken pursuant to the foregoing authority.

RESOLUTION REGARDING CORONAVIRUS PLANS

The above Resolution having been read in its entirety, Member _____ moved for its passage and adoption, Member _____ seconded the same. After discussion and on roll call vote, the following members voted in favor of the passage and adoption of the above Resolution: _____

The following members voted against the same: _____

The following members were absent or not voting: _____

The above Resolution having been consented to by a majority of the quorum of the Board of this District was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

DATED this ____ day of March, 2020.

**SARPY COUNTY SCHOOL DISTRICT
77-0046, A/K/A SPRINGFIELD
PLATTEVIEW PUBLIC SCHOOL
DISTRICT**

BY: _____
President or Other Officer

ATTEST: _____
Secretary