

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

ELEMENTARY LEARNING CENTER PROGRAMMING INTERLOCAL AGREEMENT
(Subcouncil #4)

This ELEMENTARY LEARNING CENTER PROGRAMMING INTERLOCAL AGREEMENT ("Agreement") is entered into as of June 7, 2024, by and between the Learning Community of Douglas and Sarpy Counties, a Nebraska political subdivision ("Learning Community") and Sarpy County School District 77-0037, a/k/a Gretna Public Schools ("District").

WHEREAS, Learning Community is statutorily authorized to establish a system of elementary learning centers to enhance the academic achievement of elementary students within Learning Community, particularly students who face challenges in the educational environment due to factors such as poverty, limited English skills, and mobility; and

WHEREAS, pursuant to the Interlocal Cooperation Act (Neb. Rev. Stat. §§ 13-801 – 13-827) (the "Act"), public entities are authorized to enter into an agreement for joint or cooperative action so as to make the most efficient use of their powers, and this Agreement is made and entered into pursuant to the Act;

WHEREAS, Learning Community has determined that, in addition to offering programming through elementary learning centers, offering programming in partnership with member school districts, including District, is an effective means to fulfill its statutory mission; and

WHEREAS, District is willing to offer elementary learning programming in cooperation with Learning Community pursuant to this Agreement and the Act.

NOW THEREFORE, in consideration of the mutual agreements, promises and covenants set forth herein, Learning Community and District (each referred to herein individually as "Party" and collectively as "the Parties") agree as follows:

1. Interlocal Agreement. This Agreement is entered into pursuant to the Act. No separate legal entity is created by this Agreement, and no property will be acquired which would need to be disposed of upon termination. This Agreement will be administered on behalf of District by the Superintendent, and on behalf of Learning Community by its Executive Director, Elementary Learning Centers ("ELC ED").

2. Statement of Work

a. Pursuant and subject to the terms and conditions set forth in this Agreement, Learning Community hereby agrees to provide funding and District agrees to undertake and conduct the program(s) more specifically set forth in the Elementary Learning Center Programming Description(s) & Budget(s) in the form(s) submitted by District and approved by Learning Community (including any amendments thereto) (collectively and individually, the "Program"), a summary of which is marked as Exhibit "A" attached hereto and by this reference incorporated herein (all references herein to the "Agreement" include the Agreement as supplemented by the Elementary Learning Center Programming Description(s) & Budget(s) in the form(s) submitted by District).

b. The purpose of the Program is to enhance the academic success of elementary students of District, particularly students who face challenges in the educational environment due to factors such as poverty, limited English skills, and mobility.

3. Performance Period. District will commence work on the Program and conclude such work on a timeframe consistent with the dates identified in the document(s) on Exhibit A ("Program Term"), which date(s) may be extended by mutual written agreement of the parties hereto. Notwithstanding the foregoing, neither party to this Agreement shall hold the other party responsible for damages or delays in performance caused by acts of God, strikes, lockouts, accidents, or other events beyond the reasonable control of said party.

4. Fiscal Agent. District shall be the fiscal agent for the Program. As fiscal agent, District shall be solely responsible for compliance with the terms and conditions set forth in this Agreement related to the incurring of Program expenses, including the approval thereof, the payment of any and all bills and invoices related to the Program, and the submission of financial reports to Learning Community related to the Program.

5. Elementary Learning Center Program. The Program shall be implemented as an Elementary Learning Center program of Learning Community and District. Funding for the Program shall be provided from the Elementary Learning Center Fund Budget of Learning Community (the "Program Amount"). The Parties acknowledge and agree that the Program funding provided under this Agreement may not be the exclusive source of funding for the Program. The ELC ED shall, on behalf of and for Learning Community, have general oversight of the Program with regard to compliance by District with the terms of this Agreement, but shall have no authority with regard to the implementation, day-to-day operations or staffing of the Program, which shall be the sole responsibility of District.

6. Participants. District shall determine how many students will enroll in the Program and select the students that will participate in the Program; provided, however, that the Program shall not have an official enrollment of less than fifty percent (50%) of the projected enrollment set forth in the Program.

7. Program Funding.

a. The Program Amount will be paid in monthly installments over the course of Program Term, and paid in arrears pursuant to statements submitted to Learning Community for costs incurred and services rendered by District during the previous calendar month. Such statements will be provided to Learning Community on or before the fifth (5th) calendar day of the month following the month to which such statement applies, with the first such statement to be received by Learning Community on or before September 5, 2024 (i.e. covering August 2024). Upon the written request of Learning Community, District will provide accurate and reasonable documentation substantiating all itemized expenses set forth in such statements. Payment of approved statements (or portion(s) thereof) will be made by Learning Community on or before the twentieth (20th) day of the month following the month in which the applicable services were provided.

b. The final monthly payment will be remitted subsequent to the termination of the Program or expiration of the Program Term, whichever occurs first, and submission of the final report to Learning Community pursuant to Section 8.b of the Agreement. The final report will include a statement for Program services provided during the Program Term, which statement will set forth an itemized listing of expenses actually incurred by District and will be accompanied by documentation substantiating all itemized expenses set forth on such statement. Learning Community will, after review and approval of the statement submitted by District, remit the final monthly payment to District within thirty (30) days after receipt of the final report; provided, however, that the amount remitted in the final monthly payment will not result in

the total amount paid to District exceeding either the lesser of the budget amounts reflected on Exhibit A of the Agreement or the total amount of Program expenses actually incurred by District. If, upon receipt and review of the final report, Learning Community has, after application of all remittances made pursuant to Section 7.a and this Section 7.b. of the Agreement, made payments to District which exceed the total amount of Program expenses actually incurred by District, District will refund to Learning Community the amount by which the total remittances made by Learning Community exceed total expenses actually incurred.

c. The amount(s) to be paid by Learning Community as provided under Sections 7.a and 7.b shall constitute the entire amount of funding by Learning Community for the Program. Learning Community shall not be liable for any further costs, including, but not limited to, such items as overhead, social security, pension, employment compensation, taxes, or any other expenses, incurred by District in the performance of the services related to the Program.

d. District expressly agrees and acknowledges that District shall be solely and exclusively responsible for the day-to-day operations of the Program and for any and all payments to any contracted service providers contracted by District for services related to the Program. Learning Community shall not be responsible for any payment to any such contracted service providers for services related to the Program and District specifically acknowledges that Learning Community has no obligation for the day-to-day operations of the Program or for any payments of any kind or nature to any contracted service providers.

e. Learning Community reserves the right to withhold or suspend any payment(s) to be made by Learning Community pursuant to this Agreement, or to require a total or partial refund of Learning Community funds, if, as determined by Learning Community in its sole discretion, such action is necessary: (i) because District has not complied with the terms and conditions of this Agreement; (ii) to protect the purposes and objectives of the Program; or (iii) to comply with the requirements of any law or regulation applicable to Learning Community, District, or the Program.

f. District expressly agrees and acknowledges that the enactment of legislation by the Nebraska Legislature subsequent to the date of this Agreement which either eliminates or reduces the levy authority of Learning Community pursuant to Neb. Rev. Stat. § 77-3442(2)(i) may result in the termination of this Agreement by Learning Community in accordance with Section 12 herein. District further expressly acknowledges and agrees that funding of the Program following the first fiscal year is subject to change due to reallocation of funding within the subcouncils, availability of carryover funds from previous fiscal years, and ultimate approval by Learning Community.

8. Reporting.

a. Within sixty (60) days of the termination of the Program or expiration of the Program Term, whichever occurs first, District shall collect and report to the Munroe-Meyer Institute for Genetics and Rehabilitation, University of Nebraska Medical Center ("Evaluator"), the third-party evaluator of the Program retained by Learning Community, or such other qualified third-party evaluator retained by Learning Community and who is compliant with the Family Educational Rights and Privacy Act, as amended ("FERPA"), specified demographic and program evaluation data, as follows: (i) that data specified in the Program; and (ii) data mutually agreed upon by District, Learning Community and Evaluator. Learning Community acknowledges and agrees that any personally identifiable student information obtained by Evaluator from District pursuant to this Agreement is subject to FERPA, and in accordance with District's position thereon, such personally identifiable information shall not be disclosed to Learning Community, and Learning Community will not be provided access to such personally identifiable information.

b. Within sixty (60) days of Program completion, District shall prepare and submit to Learning Community a written final Program report ("Report"). The Report shall include a narrative description of Program activities and accomplishments, including progress made on student learning outcomes and evaluation data described in the Program, and a detailed accounting of all expenditures made from payments received pursuant to Sections 7.a and 7.b. Said Report shall be submitted to the ELC ED. At the request of Learning Community, District shall make a live presentation of the Report to the appropriate achievement subcouncil of the Learning Community Coordinating Council and the Elementary Learning Centers Task Force.

9. Obligations of District.

a. District is responsible for administering and conducting the Program in accordance with this Agreement and for maintaining documentation of all actions taken and expenditures incurred with regard to the Program. District acknowledges that failure to comply with the requirements of this Agreement could result in suspension or termination of the Program Amount by Learning Community and could result in District being required to return Learning Community funds to Learning Community. Prior to commencing the Program, District shall have submitted a fully-executed Statement of Assurances regarding the Program to Learning Community with this Agreement.

b. The ELC ED, or other designated representative of Learning Community, will be permitted to conduct pre-arranged site visit(s) to the Program during the Program Term in order to evaluate the Program, the provision of services, and the administration and implementation of the Program. For purposes of this Section 9.b, such site visits shall be scheduled by the ELC ED, or other designated representative of Learning Community, with District not less than twenty-four (24) hours in advance.

c. Absent express approval from Learning Community, funds provided by Learning Community pursuant to this Agreement shall be accounted for separately in the financial books and records of District. District shall be responsible for establishing and maintaining adequate financial records for the Program, which records shall include a systematic accounting of the receipt and disbursement of Learning Community funds and shall retain original substantiating documents related to specific expenditures of Learning Community funds and shall make these records available for review by Learning Community, or its designated representatives, upon request. District shall keep all financial records with respect to this Program for at least four (4) years following the year during which the Program Term ended. Learning Community, or a designated representative thereof, reserves the right, upon prior written notice, to audit District's books and records relating to the expenditure of any funds provided by Learning Community related to the Program.

d. District shall assure that all District employees providing services in conjunction with the Program shall have the appropriate credentialing or other licenses required by state law. District shall require, via contract with any contracted provider of Program services, that such third party shall require that its employees have the appropriate credentialing or other licenses required by state law.

e. District shall conduct, for its employees providing Program services who will, or may, directly interact with children a criminal background check, a national sex offender registry check,

and a Nebraska Sex Offender Registry check, and District shall require, via contract with any contracted provider of Program services, that such third party conduct said checks on all officers, employees and volunteers of said contracted provider involved with the Program who will, or may, directly interact with children. Neither District nor, if applicable, a contracted entity shall knowingly permit the involvement with the Program of any officer, employee or volunteer of said entity who does not pass all checks.

f. If applicable, District shall assure that all entities with whom District contracts to provide services for the Program have a license to operate in Nebraska.

g. District shall procure and maintain at all times during the Program Term, and, if applicable, shall require that all contracted service providers with whom District contracts for the Program procure and maintain at all times during the Program Term, the following minimum types and amounts of insurance:

i. Commercial General Liability Insurance providing coverage to District and naming Learning Community as Additional Insured on a primary and non-contributory basis, including completed operations, with limits of not less than \$1,000,000 per occurrence, \$2,000,000 general aggregate, \$2,000,000 product and completed operations aggregate, and \$1,000,000 personal and advertising injury. District shall waive its rights of recovery against Learning Community and will obtain a waiver of subrogation from its insurer. Such waiver of subrogation shall be contained in the policy or in an endorsement attached to the policy in favor of Learning Community;

ii. Sexual Abuse & Molestation coverage with a limit of not less than \$500,000 each occurrence and \$1,000,000 in the annual aggregate;

iii. Professional or Educator's Legal Liability insurance with a limit of not less than \$1,000,000 each claim;

iv. Automobile Liability insurance with a combined single limit for bodily injury, death and property damage of not less than \$1,000,000 per accident, which coverage shall apply to all owned, hired and non-owned vehicles used by District, its employees, agents, representatives, or volunteers in conducting the Program;

v. Workers' Compensation Insurance covering District and its employees for all costs and statutory benefits and liabilities under the Nebraska Workers Compensation Act and any similar laws for its employees, and Employer's Liability Insurance with limits of not less than \$100,000 each employee injury, \$100,000 each employee disease, and \$500,000 policy limit for all accident injury or disease. District shall waive its rights of recovery against Learning Community and will obtain a waiver of subrogation from its insurer. Such waiver of subrogation shall be contained in the policy or in an endorsement attached to the policy in favor of Learning Community; and

vi. Umbrella / Excess Liability Insurance with limits of not less than \$1,000,000 each occurrence which shall provide additional liability coverage in excess of the Commercial General Liability, Auto Liability and Employer's Liability.

Before District or any contracted service provider shall be permitted to begin work or provide services, District and all such contracted service providers shall provide Learning Community with evidence of such insurance issued on a standard ACORD Certificate of Insurance as will

meet all insurance requirements stated in this Agreement. It is the sole responsibility of District and any contracted service provider to provide Learning Community with written notice should any required insurance pursuant to this section be cancelled or non-renewed. Failure of District or a contracted service provider to provide and maintain all insurance required, or failure to provide written notice, shall not relieve District or such contracted service provider of its obligation under this Agreement.

By requiring insurance under this Agreement, Learning Community does not represent that the coverage and limits required will necessarily be adequate to protect District or its contracted service providers for all claims or amounts of loss. Such coverage and limits shall not be deemed or construed to be any limitation of District's, or its contracted service provider's, liabilities under any indemnification obligations provided to Learning Community under this Agreement.

h. District shall allow Learning Community to review and approve the text of any proposed publicity or external communication concerning the Program prior to its release, which approval shall not be unreasonably withheld. Learning Community may include information regarding the Program, any photographs provided by the parties, and any general information about the parties and their activities in any external communications of Learning Community; provided, however, that Learning Community shall not use any District logos or trademarks without the prior approval of District, which approval shall not be unreasonably withheld.

10. Obligations of Learning Community. Learning Community shall:

a. Provide funds to District in a manner consistent with the terms and conditions of this Agreement; and

b. Comply with the terms and conditions of this Agreement, as well as all applicable laws, rules, and regulations applicable to Learning Community

11. Warranties & Representations. District hereby warrants and represents to Learning Community that:

a. The Program and use of Learning Community funds will comply with the terms of this Agreement, as well as all applicable laws, rules and regulations applicable to District and the Program.

b. There is no fact known to District, its board members, officials, employees, representatives or agents which would materially affect the decision of Learning Community to enter into this Agreement which has not been disclosed to Learning Community.

c. District is responsible for administering the Program in accordance with this Agreement and for maintaining documentation of all actions taken and expenditures incurred with regard to the Program. District acknowledges that failure to comply with the requirements of this Agreement could result in suspension or termination of the Program Amount by Learning Community and could result in District being required to return Learning Community funds to Learning Community.

12. Termination. Either party may terminate this Agreement, with or without cause, at any time upon sixty (60) days prior written notice to the other party; provided, however, that performance may be terminated with immediate effect by Learning Community upon delivery of

written notice to District if Learning Community determines, in its sole discretion, that District is in breach of this Agreement.

13. Notice. Any notice required to be given by this Agreement shall be sufficient if communicated in writing and sent by hand delivery or by certified United States Mail, postage prepaid, or by facsimile transmission. Notice shall be given as follows:

If to Learning Community: Chief Executive Officer
Learning Community of Douglas and Sarpy Counties
1612 North 24th Street
Omaha, Nebraska 68110
FAX: (402) 964-2478

If to District: Shawn Hoppes, Executive Director of Curriculum,
Instruction, and Assessment
Gretna Public Schools
11717 South 216th Street
Gretna, Nebraska 68028

or to such other address as any party hereto may, from time to time, give notice of to the other party in the above manner.

14. Independent Contractor. The parties hereto are independent contractors in their relationship to one another and are not, by virtue of this Agreement or otherwise, made agents, employees, employers, or joint venturers of one another. Neither party shall have any authority to bind the other party hereto.

15. Indemnification. District covenants and agrees to indemnify and hold harmless Learning Community, its Council members, officers, consultants, agents, employees and representatives, and their successors and assigns, individually and collectively, (collectively, the "Indemnified Parties") from and against any and all costs, expenses, liabilities, losses, damages, suits, actions, fines, penalties, demands or claims of any kind, including, but not limited to, attorney's fees, in any way arising out of or based upon the negligent or willful acts or omissions of District, its employees or agents in administering the Program as specified in this Agreement, and District further agrees to pay all expenses in defending against any claims made against the Indemnified Parties; provided, however, that District shall not be liable for any injury, damage or loss occasioned by the negligence or willful misconduct of the Indemnified Parties.

16. Non-Discrimination. The parties to this Agreement shall not, in the performance of this Agreement, discriminate or permit discrimination in violation of federal or state laws or local ordinances because of race, color, religion, sex, sexual orientation, national origin, disability, age, marital status, citizenship status, or economic status.

17. Governing Law. This Agreement shall be interpreted according to the law of the State of Nebraska.

18. Citizenship Verification. District agrees and acknowledges that it shall use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska pursuant to Neb. Rev. Stat. § 4-108 to 4-114, as amended.

19. Compliance with Applicable Laws. The parties hereto shall comply with all applicable federal, state and local laws and ordinances applicable to the Program, including, but not limited to, FERPA and Neb. Rev. Stat. § 84-712 to 84-712.09, as amended.

20. Amendment. This Agreement may only be amended or modified by written agreement of all parties hereto. The parties hereto agree that amendments or modifications to the Program services, activities or budget which do not increase the total Program Amount set forth in this Agreement may be approved on behalf of Learning Community by Learning Community's Chief Executive Officer or Executive Director.

21. Severability. Should any part hereof or any sections of this Agreement be rendered or declared illegal, invalid or unenforceable by any court of competent jurisdiction, the remaining portions of this Agreement shall not be affected thereby.

22. Waiver. Any waiver by either party of a breach of any provision of this Agreement shall not operate as or be construed as a waiver of any other provision or any subsequent breach.

23. Assignment. This Agreement may not be assigned or transferred by either party to this Agreement except by written agreement of the non-assigning party.

24. Time is of the Essence. The Parties acknowledge and agree that time is of the essence with respect to the final execution of this Agreement. As such, in the event District fails to provide Learning Community with an executed copy of this Agreement by August 1, 2024, the offer to enter into this Agreement by Learning Community shall automatically expire and become null and void as of such date. At the discretion of Learning Community, this may result in the funding identified in this Agreement being reallocated to other districts within the subcouncil.

25. Entire Agreement. This Agreement, together with any exhibits or schedules hereto, constitutes the entire agreement between the parties as to the subject matter hereof, and replaces all prior written and oral statements and understandings.

[Signature page follows]

IN WITNESS WHEREOF, this Agreement has been executed in duplicate on the respective dates set forth below.

Sarpy County School District 77-0037, a/k/a
Gretna Public Schools

By: Russ Olson Its:

DIR OF BUSINESS & OPERATIONS

Date: 7/1/2024

LEARNING COMMUNITY OF DOUGLAS AND
SARPY COUNTIES, a Nebraska political
subdivision

Gerald M. Kuhn, II

By: _____

Its: Gerald M. Kuhn, II – Interim CEO

Date: May 31, 2024

ELEMENTARY LEARNING CENTER PROGRAMMING AGREEMENT

Exhibit "A"

Elementary Learning Center
Programming Description & Budget

(See Attached)

SUBCOUNCIL 4

Gretna Public Schools - Extended Learning / Summer

**LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES****Instructional Coaching Proposals**

PROPOSAL			
Summary			
Electronic File Name:	Proposal 2024/2025 - 2026/2027_LearningCommunity_ District Name		
School District:	Gretna Public Schools		
Program Name:	Behavioral Coaching		
Program Category	<input checked="" type="checkbox"/> Instructional Coaching		
Amount Requested:	\$17,141.37		
Sub council: (choose only one)	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6		
Program Start Date:	August 1, 2024	Program End Date:	May 31, 2027
Please use Attachment B to complete the following fields:		Total Cost of Program:	Total (\$234,085.37) 3 Behavioral Facilitators (\$216,944) CPI Training (17,141.37)
# of Weeks per Year of Program:	36	# Program Hours per Week:	90 teacher-contact hours per week.
# of Students in Program:	Varies based on behavioral needs of students. Total students per elementary building include: Falling Waters - 388 Squire John Thomas - 465 Gretna - 340 Total: 1,193	Contact Hours per Teacher per Week:	90 hours per week x 3 coaches = 90 hours 90 hours / 103 teachers = About 1 Hour per Week
# of Teachers Coached:	103 total teachers at 3 elementary buildings. Varies based on behavioral needs within the classroom. In 2023-2024, 25 teachers were directly coached with students in need of behavioral plans.	Cost per Teacher per Hour:	234,085.37 / 103 teachers = \$2,276.67 cost per teacher \$2,276.67 / 40 hour per teachers = \$56.82 per teacher per hour
# of Coaches:	3		
Supporting Documents:	<input checked="" type="checkbox"/> We agree that by submitting this application that we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute. <input checked="" type="checkbox"/> On Attachment B, please provide the budget summary and cost-per-teacher per hour.		

<p>Executive Summary: Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right.</p>	<p>Please limit response to 300 words or less in the space below.</p> <p>Our Behavioral Facilitators will work with teachers in need of support with student behaviors. The Behavioral Facilitator program in Gretna Public Schools has expanded this year to support the addition of schools within the district. Over the past two years, data has shown that Falling Waters Elementary is a school of focus due to need to support student behaviors and teachers.</p> <p>Behavioral Facilitators have been trained in crisis intervention and de-escalation techniques through the Crisis Prevention Institute (CPI). Our facilitators lead the CPI training for educators prior to each school year and provide ongoing coaching through the year to support teachers and their students. The primary focus of this training and work with behavioral facilitators is to implement positive classroom culture building and de-escalation techniques that help to increase staff retention and a reduction in student behaviors that lead to office referrals.</p> <p>The premise for this training is supported by research from Hattie (2017) which noted the positive benefits of programs that focus on Response to Intervention (effect size of 1.29) and Behavioral Intervention Programs (effect size of .62). In addition, Gretna Public Schools has also focused on the work of Maslow's Hierarchy of Needs and the importance for providing students with a solid base of physiological needs, safety and security, and love and belonging in order to reach higher levels of learning.</p>
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Contact Information:	
Name and Title:	Andrew Boone, Curriculum Coordinator
School District:	Gretna Public Schools
Email:	aboone@gpsd.org
Phone:	402-332-3265
Street Address:	1717 S. 216 th St.
City, State and ZIP Code:	Gretna, NE, 68028

<p>1. Principle: Educational Need (Attachment A)</p> <p>1. Educational Need: Attachment A is a document that describes the educational need for the school. It includes a description of the need, the current level of the need, and the proposed solution. The need is described in terms of the current level of the need, the current level of the need, and the proposed solution. The need is described in terms of the current level of the need, the current level of the need, and the proposed solution.</p> <p>Please report using Attachment A. See Attachment A.</p> <p>Falling Waters Elementary Squire John Thomas Elementary Gretna Elementary</p>

2. Principle: Program Design – Staff Focus

Evidence-Based Research – New Programs Only: Briefly describe and cite the scientific research model that provides evidence the program will assist teachers in helping students meet state and local academic achievement standards. Include references, for example, Jones & Chavez, 1999. References do not count toward word limitations. This section may be more limited if prior experience is listed in 2b.

(Please limit response to 200 words or less in the space below.)

- **Situated learning:** (i.e., professional development and learning that takes place in its natural context) This model helps to promote greater outcomes than discrete training in the day-to-day moments. This will be done through modeling and mentoring. –Lave J, Wenger E. *Situated learning: Legitimate peripheral participation*. Cambridge, MA: University of Cambridge Press; 1991.
- **Collaborative approach:** A coach can help create professional networks that serve to sustain newly acquired skill implementation -Dunlap G, Hieneman M, Knostrer T, Fox L, Anderson J, Albin RW. Essential elements of inservice training in positive behavior support. *Journal of Positive Behavior Interventions*. 2000;2:22-32. doi: 10.1177/109830070000200104.
- **Reflective practices:** A coach can accomplish this by asking questions, listening critically to the response, reflecting the teacher's ideas back to them, and guiding choice making- Rosenfield S. *Instructional consultation*. Hillsdale, NJ: Lawrence Erlbaum; 1987.

b. Evidence of Program Outcomes – All Programs: Have you implemented this program previously? If so, please be sure to report the following information:

- What strategies is your program using to support teachers' and other staff members' continuous improvement in those key teaching/learning interactions?
- Please include effect size scores from previous year evaluation from ICPE-Munroe Meyer.
- Individual results will not be published by the Learning Community.

Behavior coaching has happened in previous years. Coaching has grown in Gretna from 1 coach for all schools K-12, to 3 coaches for 8 elementary buildings. All coaches use collaborative problem solving, in which a coach helps teachers address the needs of students through facilitation of problem-solving stages (i.e., problem identification, identifying and prioritizing goals, developing an action plan, and evaluating the outcomes). Components used are building rapport, the focus on data and problem solving and modeling through situations in real time.

An Outcome of immediate feedback, staff praise and reinforcement will help to increase staff retention, build teacher confidence in their field and build a successful community within their classroom.

"Teachers also need support to successfully implement universal practices as well as to develop and enact plans for supporting students with disruptive behavior."

"Findings indicated that during meetings with teachers, coaches spent time action planning and providing performance feedback to teachers on their implementation of the behavior support plans. In addition, teachers reduced their rate of reprimands with the targeted at-risk students. Students receiving behavioral supports demonstrated decreased rates of disruptive behavior, increased prosocial behavior, and a trend toward improved on-task behavior." (Reinke W, Stormont M, Herman K, Wang Z, Newcomer L, King K. Use of Coaching and Behavior Support Planning for Students With Disruptive Behavior Within a Universal Classroom Management Program. *Journal of Emotional and Behavioral Disorders*; 2014; 22:2

c. **Strong Personalized Learning – New Programs Only:** Provide a brief overview and describe how the program will personalize learning to the individual teacher to the greatest extent possible, providing the most appropriate, research-based instructional strategies focusing on identified student needs. How will you ensure the program focuses on an identified strategy or skill for teachers? New programs should demonstrate at least one year of implementing this evidence-based program. Include references (for example Jones & Chavez, 1999). References do not count toward word limitations.

(Please limit response to 200 words or less.)

Coaches will utilize techniques including observing and providing feedback to teachers, modeling the use of evidence-based tools and processes, assessing needs and delivering professional development sessions.

Reference: Hasbrouck J, Denton CA. *The reading coach: A how-to manual for success*. Longmont, CO: Sopris West; 2005.

Utilize a strength-based approach, increasing and developing the teacher's strengths to provide appropriate strategies to foster the development of social skills and emotional regulation within their classroom.

"By allowing people to "flourish" in the workplace, they can be more motivated and productive. But, the thing about flourishing is that everyone flourishes in different ways."

Power sharing is another critical element of establishing an effective coach-teacher relationship. Behavior coaches will model in real-time situations to help build trust and power sharing between the classroom teacher and the coach.

Erchul WP, Raven BH. School power in school consultation: A contemporary view of French and Raven's bases of power model. *Journal of School Psychology*. 1997;35:137–171.

d. Standards and Objectives—New Programs Only: Describe how the program will provide targeted intensive coaching along with the approximate ratio of teachers per instructional coach.

What is the intensity of the program (i.e., duration, frequency) and how do you know this dosage is effective?

How will you decide which teachers receive intensive coaching?

Please provide a description of the coaching time with targeted teachers including observations, modeling, feedback, and data analysis. Please also provide a breakdown of the percentage of time the instructional coaches spend in staff development (large group), coaching activities and their other tasks/activities.

How will you measure the impact of instructional coaching on classroom instruction?

(Please limit response to 200 words or less.)

Referral forms are completed by administration and/or certified staff request. Upon referral, Coaches will observe the classroom for 3-5 days at various times to gather data and determine the teacher's strengths and areas for improvement to meet the needs of the students.

Coaches and the teacher will develop and implement a plan. We will spend approximately 3-5 days within the classroom role modeling and providing feedback to the teacher. As the teacher becomes fluent in using the plan, Coaches will then begin to fade out of the classroom by decreasing role modeling and feedback and increasing observations and data collection.

At the end of the intensive coaching, Coaches will meet with the teacher to review the plan and make necessary adjustments.

Coaches will continue to follow up 1-2 times per week to observe, collect data, and to ensure fidelity in implementation. Data will be reviewed weekly to ensure success of the plan.

Coaches will spend 75% of their time providing direct coaching to the staff within the classroom. The other 25% of the time, Coaches will create documentation and data analysis to support the student and staff in evaluation of the behavior plan.

e. Staff Protocols for Coaches—New Programs Only: What specific training will the coaches receive? How will you prioritize which teachers receive the coaching? What protocols will be in place to ensure strong relationship building between coaches and teachers? What will you use to determine the quality of instruction (i.e., scaffolding, effective questioning to prompt reflection and critical thinking)?

(Please limit response to 200 words or less.)

Coaches receive specific training from Crisis Prevention Institute. This train the trainer model allows Gretna Public Schools Behavioral Facilitators to provide ongoing training to educators (special education staff, building administration, and classroom teachers).

Teachers that receive coaching will be prioritized based on student need and administrator referral. Teachers will work collaboratively with the coach to determine the amount of coaching necessary to successfully implement a child's behavioral intervention plan.

Coaches will work with the teachers 1, 2 times per week. This frequency allows teachers to build a relationship with the coach and continually review the implementation of the behavioral plan to ensure fidelity of the plan.

To determine the quality of the work with the teacher and respective student, check-ins will be implemented to ensure fidelity to the behavioral plan. In addition, data specific to the behavioral plan will be collected and documented to ensure the success of the plan and the coaching with the teacher.

<p>f. Standards and Objectives – New Programs Only: Describe how the program will provide targeted intensive coaching along with the approximate ratio of teachers per instructional coach.</p> <p>a. What is the intensity of the program (i.e. duration, frequency) and how do you know this dosage is effective?</p> <p>b. How will you decide which teachers receive intensive coaching?</p> <p>c. Please provide a description of the coaching time with targeted teachers including observations, modeling, feedback, and data analysis. Please also provide a breakdown of the percentage of time the instructional coaches spend in staff development (large group) coaching activities and then other tasks/writes.</p> <p>d. How will you measure the impact of instructional coaching on classroom instruction?</p> <p><i>(Please limit response to 200 words or less.)</i></p>
<p>Gretna Behavioral Facilitators will prioritize working with teachers in need of support due to student behaviors. These teachers are prioritized based on Building Administration referral.</p> <p>Teachers that receive coaching will be coached by a behavioral facilitator 1 to 2 times per week with observation and feedback. Teachers receiving coaching will be coached 1:1 with a behavioral facilitator.</p> <p>Behavioral facilitators will utilize 75% of their time to directly work 1:1 with teachers through observation, feedback, and review of a child's behavioral plan. 25% of a behavioral facilitator's time will be utilized to gather data on the behavioral plan and reviewing the student data.</p> <p>Measuring the impact of instructional coaching will be determined through the use of data gathered specific to a child's behavioral plan. Data will also be collected at a building level to determine number of students given office referrals and the types of behaviors categorized as major or minor.</p>
<p>g. Staff Protocols for Teachers – New Programs Only: Describe the protocol process agreed upon with each school served to decide how teachers are identified for both coaching and participation. How will you determine which teachers will serve as coaches?</p> <p><i>(Please limit response to 200 words or less.)</i></p>
<p>A teacher who has a student in the problem-solving process or student assistance team process are eligible for coaching based on the request of the teacher and referral by a building administrator. Needs for coaching are based on the child's response to current interventions and the consideration for further coaching by a behavioral facilitator. Teachers that are currently serving as behavioral facilitators within the district all have special education endorsements and have received specialized training in crisis-prevention and de-escalation.</p>
<p>h. Staff Coordination – New Programs Only: Describe how you will provide dedicated staff time for coaches to provide specific feedback to teachers? How will you ensure teachers understand instructional strategy feedback will not be used in any performance evaluations?</p> <p><i>(Please limit response to 200 words or less.)</i></p>
<p>Coaches will be provided dedicated time to work with individual teachers within the school day through direct observation and immediate feedback as well as collaborative plan times that are arranged during the teacher's plan period. In addition, continuous development and feedback will be implemented during staff development days. Currently, Gretna Public Schools has increased its staff development days from 4 days in 2023-2024 to 6 days in 2024-2025.</p> <p>Prior to a behavioral facilitator working with a teacher, the teacher and administrator both agree to using a behavioral facilitator to further develop behavioral plans and the implementation of techniques within the plan to improve student behavior. It is understood that by agreeing to using a behavioral facilitator that a teacher's performance will not be included on formal evaluations and that a facilitator's observation of the teacher is only for the purpose of ensuring fidelity towards the implementation of the student's behavioral plan.</p>

1. Staff Improvement—New Programs Only: How will the quality of coaches meet or exceed the indicators of staff quality in the regular classroom? How will coaches help to continually improve services provided by the teacher?
(Please limit response to 200 words or less.)

The quality of our coaches is established by the requirement of a special education endorsement through the Nebraska Department of Education. Our behavioral facilitators also receive specialized training in crisis prevention through de-escalation techniques. Three coaches are certified trainers through Crisis Prevention Institute. In addition, behavioral facilitators have been trained in trauma-informed practices for students.

Coaches will work to continually improve the services provided by the teacher through a variety of techniques. Those techniques include observation of students, fidelity checks towards a students' behavioral plan, instructional feedback in coaching sessions to build on teacher strengths, and collaborative networking and sharing of data with stakeholders involved in the child's behavioral plan.

3. Principle: Knowledge Transfer

Knowledge Transfer—All Programs: To what extent would you be willing to network, sharing best practices and results with other providers?
(Please limit response to 200 words or less in the space below.)

Gretna Public Schools and Behavioral Facilitators would be willing to engage collaboratively with other schools to share the outline of the Behavioral Facilitator program, coaching provided to teachers, description of training provided through the Crisis Prevention Institute, and data collected and documented within the program.

4. Principle: Justified Budget for Program Support – Attachment B

Budget Summary Justification – All Programs: Provide a detailed itemized budget for each category of program income and expense on an attached document. Justify proposed expenditures by providing details as to the purpose of the expenditure and the itemization of the expense (e.g., hourly rate or per-term cost). Program budgets should balance (project income minus project expense = 0). Please also indicate total cost of program, number of weeks per program, number of teachers, program hours per week.

Please complete Attachment B

5. Principle: Statement of Assurances

Assurances – All Programs: The applicant understands by submitting this proposal that the applicant assures the Learning Community that they will comply with the assurances and will provide the listed information to ICRE, Unidos Maya Institute for the 2023/2024, 2024/2025, 2025/2026 evaluation. The applicant understands that student identifiable data and district level data will be aggregated for the Learning Community and will, therefore, not be publicly disclosed.

The district or organization assures:

- All information, including attachments, is accurate and current to the best of the applicant's knowledge.
- If the funding allocation is different than the original proposal, we will send a revised RFP application within 2 weeks of notification.
- We will provide a final actual budget within 4 weeks of program completion.
- We will not utilize any of the third-party evaluation information in teacher performance reviews.

For Extended Learning, Jumpstart to Kindergarten and Instructional Coaching Programs:

- We will provide student level data to be reported to the external evaluation team linked by NSSRS ID number with key demographic variables (free or reduced lunch, SPED, ELL, gender, race, ethnicity, grade level). Data should be provided within 60 days of program completion.
- We will provide student level data for other key variables (NSCAS ELA, writing, mathematics and science) and other information that districts systematically collect for K-6 (such as NWEA-MAP, FastBridge, or other district assessments). Data should be provided within 60 days of program completion. The MEFS will be collected pre and post for the Jumpstart to Kindergarten Program by the UNMC/MMI evaluation team.
- We will submit parent, teacher, and/or surveys (as applicable) within 60 days of program completion.

I understand all of the above information is accurately and completely represented to the best of my knowledge. If Learning Community staff should have clarification questions, we agree to respond within two business days.


Superintendent

5-28-24
Date

ATTACHMENT A

Subcouncil: #4, #6
Program Type: Instructional Coaching
School District: Gratna Public School

[illegible]

ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including In-kind)	\$216,944.00	The District supports the cost of salaries for 3 FTE Facilitators at each building.
Learning Community Request	\$17,141.37	CPI Training
Total Program Revenue	\$	
Program Expenses	Amount	Comment
Salaries & Wages	\$216,944.00	3 FTE
Insurance Benefits	\$	
Transportation Costs	\$	
Training	\$17,141.37	CPI Training
Equipment	\$	
Supplies	\$	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$	
Total Program Expenses	\$234,085.37	

Total Cost of Program	# of Weeks per Year of Program	# of Teachers In Program	# Program Hours per Week
\$234,085.37	36	103	30 teacher contact hours x 3 coaches = 90 hours per week