

SCHOOL DISTRICT NO. 17

a/k/a

**Millard Public School District
NOTICE OF MEETING**

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, August 3, 2020** at 5606 South 147th Street, Omaha, Nebraska. For public health purposes associated with COVID-19 this meeting can also be attended by videoconference through "ZOOM" with access available to the public and media. The Zoom link for the meeting can be found at www.mpsomaha.org.

Agenda for such meeting, kept continuously current, is available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska and on the MPS website at www.mpsomaha.org.

Stacy Jolley
Secretary

7-31-20

**THE DAILY RECORD
OF OMAHA**

JASON W. HUFF, Publisher

PROOF OF PUBLICATION

UNITED STATES OF AMERICA,
The State of Nebraska,
District of Nebraska,
County of Douglas,
City of Omaha, } ss.

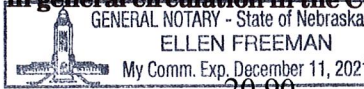
J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on July 31, 2020

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.



Subscribed in my presence and sworn to before
20.90 31st

Publisher's Fee \$ 20.90 me this July day of 20
Additional Copies \$ 20.90 20
Total \$ _____

**Notary Public in and for Douglas County,
State of Nebraska**

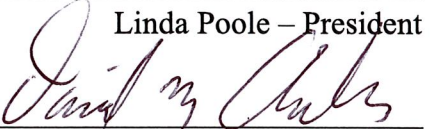
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on August 3, 2020, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

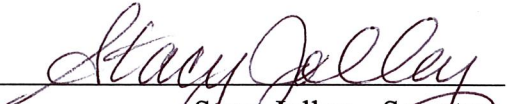
Dated this 3rd day of August, 2020



Linda Poole – President



Dave Anderson – Vice President



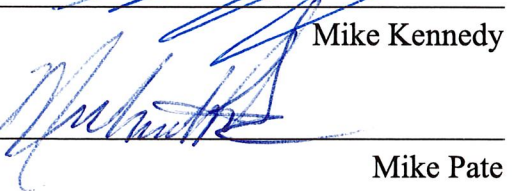
Stacy Jolley – Secretary



Amanda McGill Johnson – Treasurer



Mike Kennedy



Mike Pate

BOARD OF EDUCATION MEETING SIGN IN

August 3, 2020

NAME:

REPRESENTING:

Observing for
a Class? (Y/N)

Allen Hager

Myself

Doug Kagan

NE Taxpayers

Kevin O'Leary

myself

Andy Isaacson

NSEA

J.D. Koerner

Myself

Alesha Hintz

myself

Tara Hill

myself

MARY KOCOVSKA

"

Victoria Kusnierski

"

RICHARD KUSNIERSKI

"

Paul Meyer

"

Lisa Ellis

myself

Edison Geisler

Myself and Hogan VanderMeulen

David Nosal

Myself

Tami Nosal

myself

Vicki Nehm

Self

YMK Widstrom

Self

Cheryl Kretzmer

Self

Steve Williams

Self

Tim Forster

MEXI

BOARD OF EDUCATION MEETING SIGN IN

August 3, 2020

NAME:

REPRESENTING:

Observing for
a Class? (Y/N)

John McDonald

Alan & Christie Kozio

N

Rob Conrad

myself

N

Jana Coffman

myself

N

Jud Coffman

N

Kathleen DeLo

N

Miki Jabnstein

MYSELF

Y



**BOARD OF EDUCATION
MEETING**



August 3, 2020

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
AUGUST 3, 2020
6:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET

AGENDA

The August 3, 2020 Board of Education meeting will be held at 5606 South 147th Street, Omaha, NE. For public health purposes associated with COVID-19, this meeting can also be attended by videoconference through “ZOOM” with access available to the public and media. The Zoom link is <https://mpsomaha-org.zoom.us/j/94197543729> and can also be found at www.mpsomaha.org/board.

A. Call to Order

The Public Meeting Act is posted on the wall and available for public inspection.

B. Pledge of Allegiance

C. Roll Call

- D. Public Comments on agenda items** - This is the proper time for public questions and comments on agenda items only. If attending in person, please make sure a request form is given to the Board President before the meeting begins. Please use this link to complete a form if you wish to speak. You will be called upon to speak at the appropriate time.

E. Routine Matters

1. *Approval of Board of Education Minutes - July 6, 2020
2. *Approval of Bills and receive the Treasurer’s Report and Place on File

F. Information Items

1. Superintendent’s Comments
2. Board Comments/Announcements

G. Unfinished Business - None

H. New Business

1. Approval of 2020-2021 Reopening Resolution and Guidelines
2. Award of Architect Contracts for 2020 Bond Projects
3. Approval of Substitute Teacher Compensation
4. Approval of Personnel Actions: Recommendation to Hire, Resignation Agenda, Leave of Absence

I. Reports

1. Opening School Report
2. Educational Services End of the Year Report
3. Leadership & Learning 2019-2020 Annual Report
4. Student Information System Update
5. Legislative Report

J. Future Agenda Items/ Board Calendar

1. First Day of School for Students on Monday, August 10, 2020
2. Committee of the Whole Meeting on Monday, August 10, 2020 at 6:00 p.m. at the DSAC
3. Board of Education Meeting on Monday, August 17, 2020 at 6:00 p.m. at the DSAC
4. September 7, 2020 - Labor Day – No School for Teachers and Students – District Office Closed
5. Board of Education Meeting on Tuesday, September 8, 2020 at 6:00 p.m. at the DSAC
6. NASB Area Membership Meeting – September 10, 2020 at Embassy Suites (LaVista). Sessions begin at 4:30 with Dinner and Awards at 7:25 p.m.

K. Public Comments - This is the proper time for public questions and comments on agenda items only.

If attending in person, please make sure a request form is given to the Board President before the meeting begins.

Please use this link to complete a form if you wish to speak. You will be called upon to speak at the appropriate time.

L. Adjournment

All items indicated by an asterisk (*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
AUGUST 3, 2020
6:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET

ADMINISTRATIVE MEMORANDUM

A. Call to Order

**The Public Meeting Act is posted on the wall and on the Millard Public Schools website.
It is available for public inspection.**

B. Pledge of Allegiance

C. Roll Call

D. Public Comments on agenda items – This is the proper time for public questions and comments on agenda items only.
[If attending in person, please make sure a request form is given to the Board President before the meeting begins.](#)
[Please use this link to complete a form if you wish to speak. You will be called upon to speak at the appropriate time.](#)

E.1* Motion by _____, seconded by _____, to approve the Board of Education Minutes from July 6, 2020.
(See enclosure)

E.2* Motion by _____, seconded by _____, to approve the bills, receive the Treasurer's Report and Place on File. (See enclosure)

F.1 Superintendent's Comments

F.2 Board Comments/Announcements

G.1 Unfinished Business - None

H.1 Motion by _____, seconded by _____, to Approval of 2020-2021 Reopening Resolution and Guidelines.
(See enclosure)

H.2 Motion by _____, seconded by _____, that the District's Architect Contracts for professional services related to the 2020 bond projects be awarded as set forth in the following chart and that the Chief Financial Officer be authorized and directed to negotiate and execute contracts with architects related to said Projects. (See enclosure)

H.3 Motion by _____, seconded by _____, to approve the Substitute Teacher Compensation. (See enclosure)

H.4 Motion by _____, seconded by _____, to approve the Personnel Actions: Recommendation to Hire, Resignation Agenda, Leave of Absence. (See enclosure)

I. Reports

1. Opening School Report
2. Educational Services End of the Year Report

3. Leadership & Learning 2019-2020 Annual Report
4. Student Information System Update
5. Legislative Report

J. Future Agenda Items/ Board Calendar

1. First Day of School for Students on Monday, August 10, 2020
2. Committee of the Whole Meeting on Monday, August 10, 2020 at 6:00 p.m. at the DSAC
3. Board of Education Meeting on Monday, August 17, 2020 at 6:00 p.m. at the DSAC
4. September 7, 2020 - Labor Day – No School for Teachers and Students – District Office Closed
5. Board of Education Meeting on Tuesday, September 8, 2020 at 6:00 p.m. at the DSAC
6. NASB Area Membership Meeting – September 10, 2020 at Embassy Suites (LaVista). Sessions begin at 4:30 with Dinner and Awards at 7:25 p.m.

K. Public Comments - This is the proper time for public questions and comments on agenda items only.

[If attending in person, please make sure a request form is given to the Board President before the meeting begins.](#)

[Please use this link to complete a form if you wish to speak. You will be called upon to speak at the appropriate time.](#)

L. Adjournment

All items indicated by an asterisk (*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 17

A meeting of the Board of Education of the School District No. 17, in the county of Douglas in the state of Nebraska was convened in open and public session at 6:00 p.m., Monday, July 6, 2020, at the Don Stroh Administration Center, 5606 South 147th Street. For public health purposes associated with COVID-19, this meeting could also be attended by videoconference through "ZOOM" with access available to the public and media. The Zoom link was <https://zoom.us/j/93905282978>, and was posted on the district website.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, July 3rd, 2020 a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting.

President Linda Poole announced that the open meeting laws was posted on the wall as well as on Millard Public Schools website and available for public inspection and asked everyone to join in the Pledge of Allegiance.

Roll call was taken. Mr. Kennedy, Mrs. Jolley, Mr. Pate, Mr. Anderson, Mrs. Poole, and Mrs. McGill Johnson were present.

Mrs. Poole announced now the proper time for public questions and comments. We had twenty three requests to speak.

The following people spoke in favor of wearing masks when school resumes:

Tim Royers of 15927 O Circle, Kim Boyd of 14239 Frances Circle, Dana Blakely of 1204 S. 99th Street, Heidi Berry of 2217 S 152nd Street, Marissa Kreifels of 17027 Holmes Circle, Sarah Caswell of 17102 R Circle, Jody Keisner of 13448 Frances Street, Brooklynn Blood of 13441 Frances Street, Cheryl Moseke of 15108 Cornelia Circle, Cindy Maxwell-Ostdiek of 16626 Harney Street, Nuzhat Mahmood of 17036 I Street, Christopher Podoll of 14899 Harvey Oaks Ave, and Huda Ahmed of 10018 Seward Street

The following people spoke against wearing masks when school resumes:

Dr. Monte Hinze of 8174 s 185th Street, Reggan Simons (refused to provide address), Tiffany Carter of 12519 Bartels Drive, Chad Kelderman of 16507 Briar Street, Andrea Wike (refused to provide address).

John Butler of 16212 Riggs Street spoke regarding the lack of communication regarding COVID-19 protocols.

Aarron Schurevich of 9435 Ohio Street, Cynthia Walters of 2323 Mayfair Drive, and Cooper Pierce of 8118 North 164th Street spoke in opposition of school opening in August.

Motion was made by Mike Kennedy, seconded by Dave Anderson, to approve the Board of Education minutes for June 1, 2020, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Pate, Mr. Anderson, Mrs. Jolley, Mrs. McGill Johnson, Mrs. Poole, and Mr. Kennedy. Voting against were: None. Motion carried.

Mr. Anderson provided a summary of the Committee of the Whole from June 8, 2020.

Mrs. Poole requested to move reports to the top of the agenda. There was no objection.

Reports:

Opening School Update

Superintendent Dr. Sutfin shared that the goal is to safely open our schools and keep them open. He said we are thankful for a 100% return to school every day starting August 10. Dr. Sutfin explained that it is important for us to return at 100%. He said continued school closures threaten the health and safety of our children. In addition to learning losses from remote education, our children face increased risks of food insecurity, potential abuse, poor mental health and social-emotional wellness, and

lack of physical activity. And these harms fall hardest on children from lower income families. It is also essential that the decisions we make protect our workforce.

Dr. Sutfin said our safety protocols are aimed at helping us get as many employees as possible back to work and keeping them safe. Dr. Sutfin explained the process that will take place if we have a confirmed case in one of our schools.

Dr. Sutfin shared that the CDC recommends that people wear cloth face coverings in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain. He also shared that the Douglas County Health Department is working on a Health Risk Dial that takes the following into consideration:

1. Positivity rates
2. Trajectory of cases
3. Health care system capacity
4. Hospital ventilators
5. Contact tracing vs. unknown community spread
6. PPE in place

Dr. Sutfin said unless things change with the current health direction, following protocols will be brought to the Board for approval on August 3rd, 2020.

- Require the use of masks by students and staff.
- Practice social distancing when possible.
- Implement new cleaning protocols.
- Implement parent screening and district random screening.
- Increase hand washing.
- Develop and communicate additional protocols to families/staff.

Associate Superintendent of Educational Services Dr. Heather Phipps shared the return to learn plan. The learning plan that will be implemented will help students to re-learn how to "do school" as well as leverage assessment information we already have with MAP, curriculum based assessments, and diagnostics to make decisions about who needs to work on select standards. Finally, finish the unfinished learning in connection with standards and skills that are being taught the current year. Dr. Phipps said they are working with families who gave medical issues as well as maintaining multiple plans as contingency.

Associate Superintendent of Human Resources Dr. Kevin Chick said they have surveyed all staff regarding coming back to school in August. Dr. Chick said staff had the opportunity to let us know if they feel they will not be able to return due to health concerns with the staff member or their family.

Assistant Superintendent for Leadership, Planning & Evaluation Dr. Kim Saum-Mills said procedures & protocols were drafted and shared with all administrators on June 30. Procedures discussed include but are not limited to cleaning procedures and social distancing for bus rides, what lunch and classrooms will look like. It includes supervision practices for student entry and exit of the building. Dr. Saum-Mills shared that we are continuing to plan and prepare and we are excited that we will be back in school on August 10. She said we will finalize these procedures and protocols in July and Rebecca will send out the communication to staff and parents at the end of this week.

Each Board member shared input regarding the Opening School Update report. (Refer to audio recording on the Millard Public Schools website for details). All board members said they would support the requirement of masks for students and staff in August.

Facilities Report

Chief Financial Officer Chad Meisgeier thanked Facilities Director Shelly Kaup for all her work. Mr. Meisgeier said this report is focusing largely on summarizing our plans within the Facilities Department as we begin to reopen our buildings. He said since the beginning of the pandemic, our staff has been adjusting cleaning processes, working nights and weekends as needed to do extra cleaning. Mrs. Kaup said supplies are currently coming in and they expect to have all needed supplies before school begins. She also said custodian training will be provided to all custodial staff in late July.

Food Service Report

Chief Financial Officer Chad Meisgeier said through the end of last week we have now served 543,845 meals since the beginning of COVID-19. Director of Food Service Justin Wiley said they were able to offer ten curbside feeding sites as part of the open summer food program for anyone ages 1-18. There were some state waivers available which allowed for breakfast and lunch to be served concurrently, and allow parents to pick up meals without child. Mr. Wiley said his team is working closely with building principals to work out details for the 100% reopening in August. They are looking at options such as reducing the number of different meal offerings as well as extending the lunch serving time.

Building Culturally Competency Report

Superintendent Dr. Sutfin said this is the report he mentioned at the last committee meeting. He said they have been working on their plan and their listening strategies. Associate Superintendent of Educational Services Dr. Heather Phipps said this is a snapshot of the preliminary planning currently taking place. She said one main focus is to listen and take action on what we are hearing in our community. She also highlighted other areas of focus which are:

- Communication of our Complaint Procedures
- Policy & Procedural Review
- Curriculum
- Human Resources & Recruiting
- Activities and Athletics
- Training & Educational Plans for 2020-21

Legislative Report

Executive Director of Activities, Athletics & External Affairs Nolan Beyer said the legislative still intends to reconvene on July 20th for the remaining 17 days of business. Mr. Beyer said he is hearing that the Governor will ask the forecasting board to come back and report on July 23rd. The forecasting board will give their best estimate on where the state is financially and where they anticipate the state to be in the future.

Superintendent's Comments: No additional comments

Additional Board Comments:

Mike Kennedy: No additional comments.

Mike Pate: No additional comments.

Dave Anderson: No additional comments.

Stacy Jolley:

Mrs. Jolley thanked everyone who tuned in via zoom or attended the meeting in person. She said it positively shows that our community loves our schools.

Linda Poole:

Mrs. Poole thanked everyone who joined us tonight. She also shared that last Monday, the Board of Education honored Dr. Sutfin as employee of the month for all the amazing work he has done for the past year. She thanked Dr. Sutfin and his executive team.

Amanda McGill Johnson: No additional comments.

Unfinished Business:

Second Reading by Amanda McGill Johnson, Motion by Amanda McGill Johnson, seconded by Mike Kennedy, to approve Policy 6240: Curriculum, Instruction, and Assessment - Controversial Issues. Voting in favor of said motion was: Mrs. Jolley, Mr. Pate, Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, and Mr. Kennedy. Voting against were: None. Motion carried.

New Business:

Motion by Mike Kennedy, seconded by Stacy Jolley, to reaffirm Policy 4511: Human Resources - Voluntary Separation Program. Voting in favor of said motion was: Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley and Mr. Pate. Voting against were: None. Motion carried.

Motion by Amanda McGill Johnson, seconded by Stacy Jolley, to approve Rule 4511.1: Human Resources - Voluntary Separation Program. Voting in favor of said motion was: Mrs. Poole, Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley, Mr. Pate, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Mike Kennedy, seconded by Stacy Jolley, to approve Rule 6240.1: Curriculum, Instruction, and Assessment - Controversial Issues and to reaffirm Policy 6910: Curriculum, Instruction, and Assessment - Community Volunteers. Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley, Mr. Pate, Mr. Anderson and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Stacy Jolley, to approve Rule 6910.1: Curriculum, Instruction, and Assessment - Screening Procedures for Volunteers in the Classroom. Voting in favor of said motion was: Mrs. Jolley, Mr. Pate, Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, and Mr. Kennedy. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Dave Anderson, to approve Rule 6910.2: Curriculum, Instruction, and Assessment - Screening Procedures for Volunteers in Extracurricular Programs. Voting in favor of said motion was: Mr. Pate, Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, Mr. Kennedy, and Mrs. Jolley. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Stacy Jolley, to approve the 2020-21 Compensation Program for Non-Union Employees. Voting in favor of said motion was: Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley and Mr. Pate. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Stacy Jolley, to approve the 2020-21 Superintendent Goals. Voting in favor of said motion was: Mrs. Poole, Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley, Mr. Pate, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Mike Kennedy, to approve the Superintendent's Contract and to direct the President and Secretary of the Board of Education to execute the Contract with the Superintendent and to publish and file the Contract as provided by law. *Mrs. Poole said Dr. Sutfin informed the board he would not accept a raise. The board honored his wishes. Mrs. Jolley said this is a testament to his leadership. Mr. Kennedy pointed out that Dr. Sutfin came into his position at a lower salary than his predecessor and some of his peers. Dr. Sutfin said he loves his job and thanked his wife, Julie for her support.* Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley, Mr. Pate, Mr. Anderson and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Dave Anderson, to approve Local Option Substitute Hiring. Voting in favor of said motion was: Mr. Kennedy, Mrs. Jolley, Mr. Pate, Mr. Anderson, Mrs. Poole, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Mike Pate, that the District recognize SEIU Local 226 as the collective bargaining agent for custodial, maintenance, and grounds employees in the District for the 2020-21 contract. Voting in favor of said motion was: Mrs. Jolley, Mr. Pate, Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, and Mr. Kennedy. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Stacy Jolley, that the District's team for the Custodian, Maintenance, and Grounds employees' 2020-21 contract year negotiations be comprised of Duncan Young, Kevin Chick, Jake Curtiss, Mitch Mollring, and Chad Meisgeier, with Chad Meisgeier serving as the lead negotiator for the team. Voting in favor of said motion was: Mr. Pate, Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, Mr. Kennedy, and Mrs. Jolley. Voting against were: None. Motion carried.

Motion by Amanda McGill Johnson, seconded by Dave Anderson, that the District recognize the Millard Education Association as the collective bargaining agent for teachers in the District for the 2021-22 contract. Voting in favor of said

motion was: Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley and Mr. Pate. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Dave Anderson, that the District's team for the teachers' 2021-22 contract year negotiations be comprised of Duncan Young, Kevin Chick, Jake Curtiss, Mitch Mollring, and Chad Meisgeier, with Mr. Chad Meisgeier serving as the lead negotiator for the team. Voting in favor of said motion was: Mrs. Poole, Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley, Mr. Pate, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Mike Kennedy, seconded by Dave Anderson, that the District recognize the Millard Education Association as the collective bargaining agent for nurses in the District for the 2021-22 contract. Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley, Mr. Pate, Mr. Anderson and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Stacy Jolley, that the District's team for the nurses' 2021-22 contract year negotiations be comprised of Duncan Young, Kevin Chick, Jake Curtiss, Mitch Mollring, and Chad Meisgeier, with Mr. Chad Meisgeier serving as the lead negotiator for the team. Voting in favor of said motion was: Mr. Kennedy, Mrs. Jolley, Mr. Pate, Mr. Anderson, Mrs. Poole, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

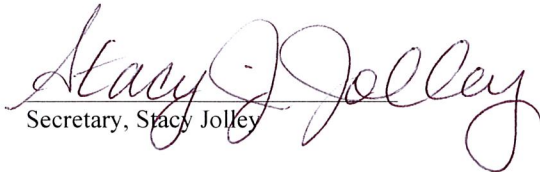
Motion by Mike Pate, seconded by Stacy Jolley, that the District adopt the attached Bond Resolution authorizing the issuance by the District of the Series 2020 Bonds and which also authorizes the Authorized Officers, or each individually, to set and to designate all other terms relating to the Series 2020 Bonds, all subject to the parameters set forth in the Bond Resolution. Voting in favor of said motion was: Mrs. Jolley, Mr. Pate, Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, and Mr. Kennedy. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Dave Anderson, to approve the Personnel Actions: Recommendation to Hire: Danielle A. Dyer, Monica L. Rogers, Anna E. Palmesano, Rachel E. Weber, Lindsey M. Szalewski, Krista K. Kurlmel, Katelyn N. Heard, Savanna K. Young, Lauren E. Rottinghaus, Michele C. Humpal, Joel J. Schindler, Rebecca J. Kegley, Shelby J. Hunke, Rachel E. Vogel, Chloe Staley, Elissa Negrete, Alexis K. Sherman; Resignation Agenda: Susan E. Waldron, Roshni R. Noronha, Samantha K. Ballard, Maria V. Munoz, Eric S. Peterson. Voting in favor of said motion was: Mr. Pate, Mr. Anderson, Mrs. Poole, Mrs. McGill Johnson, Mr. Kennedy, and Mrs. Jolley. Voting against were: None. Motion carried.

Future Agenda Items/ Board Calendar:

1. Board of Education Meeting on Monday, August 3, 2020 at 6:00 p.m. at the DSAC
2. First Day of School for Students on Monday, August 10, 2020
3. Committee of the Whole Meeting on Monday, August 10, 2020 at 6:00 p.m. at the DSAC
4. Board of Education Meeting on Monday, August 17, 2020 at 6:00 p.m. at the DSAC
5. September 7, 2020 - Labor Day – No School for Teachers and Students – District Office Closed
6. Board of Education Meeting on Tuesday, September 8, 2020 at 6:00 p.m. at the DSAC
7. NASB Area Membership Meeting – September 10, 2020 at Embassy Suites (LaVista). Sessions begin at 4:30 with Dinner and Awards at 7:25 p.m.

Meeting adjourned at 9:33 p.m.


Secretary, Stacy Jolley

Millard Public Schools

August 3, 2020

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	472540	07/02/2020	143207	TALACKO SAFETY SOLUTIONS	\$213,000.00
	472546	07/20/2020	064800	METRO UTILITIES DISTRICT OF OMAHA	\$1,001.01
	472548	07/20/2020	142290	OVERDRIVE INC	\$285.00
	472549	07/20/2020	133150	PENSKE TRUCK LEASING	\$271.50
	472550	07/20/2020	139797	US BANK NATIONAL ASSOCIATION	\$2,101.51
	472554	07/20/2020	098765	SECURITY BENEFIT LIFE INS CO	\$8,372.00
	472555	07/21/2020	098765	SECURITY BENEFIT LIFE INS CO	\$4,713.12
	472556	07/23/2020	026970	CRESCENT ELECTRIC SUPPLY CO	\$1,169.60
	472557	07/23/2020	065400	MILLARD LUMBER INC	\$240.80
	472560	08/03/2020	010112	JOSEY THOMAS AARON	\$3,895.00
	472561	08/03/2020	142695	AERCOR WIRELESS INC	\$1,777.50
	472564	08/03/2020	134210	AMERICAN FENCE STORE INC	\$541.12
	472567	08/03/2020	012989	APPLE COMPUTER INC	\$337.00
	472568	08/03/2020	013496	ASSN FOR SUPERVISION/CURRICULUM DEV	\$1,295.00
	472570	08/03/2020	F03053	AWESOME GAPPS SARL	\$4,500.00
	472571	08/03/2020	135852	COLLEEN D BALLARD	\$184.29
	472573	08/03/2020	143210	CHARLES A BERG	\$74.55
	472574	08/03/2020	139161	BERKLEY RISK ADMINISTRATORS CO LLC	\$5,000.00
	472575	08/03/2020	139184	VAN DEURSEN ENTERPRISES INC	\$1,130.00
	472576	08/03/2020	139321	BIZCO INC	\$1,643.00
	472577	08/03/2020	143211	BIZTRACKER SYSTEMS OF ST JOHNS LLC	\$10,139.74
	472580	08/03/2020	139947	YESENIA BRAVO	\$20.24
	472581	08/03/2020	019861	BRIGGS, INC.	\$1,388.83
	472582	08/03/2020	137886	LORI L BROWN	\$42.50
	472584	08/03/2020	140927	JESSICA M CARSON	\$53.33
	472586	08/03/2020	133970	CCS PRESENTATION SYSTEMS	\$4,848.94
	472587	08/03/2020	133589	CDW GOVERNMENT, INC.	\$1,286.12
	472589	08/03/2020	106836	KEVIN J CHICK	\$800.00

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	472590	08/03/2020	139202	CINTAS CORPORATION	\$1,712.92
	472592	08/03/2020	132152	GOVCONNECTION INC	\$5,206.88
	472593	08/03/2020	026443	CORE KNOWLEDGE FOUNDATION	\$279.40
	472595	08/03/2020	108436	COX COMMUNICATIONS INC	\$7,505.39
	472596	08/03/2020	108436	COX COMMUNICATIONS INC	\$540.91
	472597	08/03/2020	108436	COX COMMUNICATIONS INC	\$27,319.47
	472598	08/03/2020	142859	B2 CREATIVE	\$532.00
	472599	08/03/2020	026970	CRESCENT ELECTRIC SUPPLY CO	\$275.04
	472600	08/03/2020	106893	WICHITA WATER CONDITIONING INC	\$30.70
	472601	08/03/2020	027300	CUMMINS CENTRAL POWER LLC	\$1,289.76
	472602	08/03/2020	027345	CURRICULUM ASSOCIATES INC	\$3,506.99
	472603	08/03/2020	143212	TARA L RICHARDSON	\$295.00
	472605	08/03/2020	131003	DAILY RECORD	\$21.50
	472606	08/03/2020	135569	CYNTHIA L DARK	\$88.55
	472608	08/03/2020	032872	DENNIS SUPPLY COMPANY	\$565.21
	472609	08/03/2020	132750	JOHN D DICKEY	\$36.63
	472611	08/03/2020	100951	DYNA-KLEEN SERVICES INC	\$635.00
	472612	08/03/2020	052370	ECHO ELECTRIC SUPPLY CO	\$3,386.97
	472613	08/03/2020	037524	EDUCATIONAL SERVICE UNIT #9	\$15.00
	472614	08/03/2020	133823	REBECCA S EHRHORN	\$17.71
	472615	08/03/2020	108082	ELECTRONIC CONTRACTING COMPANY	\$4,529.00
	472616	08/03/2020	038140	ELECTRONIC SOUND INC.	\$1,684.14
	472617	08/03/2020	131007	ELMAN & CO INC	\$603.48
	472618	08/03/2020	135656	NEBRASKA ESU COOP PURCHASING	\$20,214.00
	472620	08/03/2020	142827	JAMES M FEENEY III	\$432.00
	472621	08/03/2020	136377	FEINER SUPPLY CO	\$108.90
	472622	08/03/2020	141922	MARIAN FEY	\$44.28
	472623	08/03/2020	130731	FIRST WIRELESS INC	\$824.70

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	472624	08/03/2020	131555	FLOORS INC	\$898.27
	472626	08/03/2020	044155	GENERAL FIRE & SAFETY EQUIPMENT CO	\$1,370.00
	472627	08/03/2020	142832	GITHUB INC	\$2,500.00
	472628	08/03/2020	106660	GLASSMASTERS INC	\$410.00
	472629	08/03/2020	044950	GRAINGER INDUSTRIAL SUPPLY	\$338.37
	472630	08/03/2020	136508	ERIC N GRANDGENETT	\$465.00
	472632	08/03/2020	143213	MARK E HAAR	\$40.00
	472633	08/03/2020	056820	FIRST INSURANCE GROUP LLC	\$459,912.91
	472634	08/03/2020	132489	CHARLES E HAYES III	\$19.24
	472635	08/03/2020	109808	CHERYL L HEIMES	\$114.85
	472636	08/03/2020	048517	GREENWOOD PUBLISHING GROUP INC	\$0.00
	472637	08/03/2020	102842	HELGET GAS PRODUCTS INC	\$3.15
	472638	08/03/2020	142777	HOME DEPOT USA INC	\$1,553.58
	472639	08/03/2020	049320	HONEYMAN RENT ALL	\$91.70
	472640	08/03/2020	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$640.00
	472641	08/03/2020	137426	HUGHES MULCH PRODUCTS LLC	\$10,870.00
	472642	08/03/2020	130283	KARA L HUTTON	\$476.50
	472643	08/03/2020	049844	HYDRONIC ENERGY INC	\$79.51
	472644	08/03/2020	049850	HY-VEE INC	\$44.94
	472645	08/03/2020	132581	IDENTISYS INC	\$588.00
	472646	08/03/2020	099749	IDVILLE INC	\$78.93
	472647	08/03/2020	134822	CHRISTINE L INGRAM	\$78.74
	472648	08/03/2020	142203	INNOVATIVE OFFICE SOLUTIONS LLC	\$735.84
	472649	08/03/2020	138126	INSTRUMENTALIST AWARDS LLC	\$253.00
	472650	08/03/2020	102451	INTERNATIONAL BACCALAUREATE	\$51.00
	472651	08/03/2020	140729	J F AHERN CO	\$4,224.00
	472652	08/03/2020	136953	DELI MANAGEMENT INC	\$74.58
	472653	08/03/2020	135735	GEORGE W JELKIN	\$65.44

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	472654	08/03/2020	132617	THERESA M JENSEN	\$161.50
	472655	08/03/2020	083400	TYCO FIRE & SECURITY MANAGEMENT INC	\$963.20
	472658	08/03/2020	140881	DARIN C KELBERLAU	\$224.00
	472659	08/03/2020	140487	KEVIN G KUSH	\$3,500.00
	472662	08/03/2020	132264	MICHELLE M KLUG	\$453.36
	472663	08/03/2020	106582	KOHL'S PHARMACY & HOMECARE INC	\$34.53
	472664	08/03/2020	143206	KUDER INC	\$900.00
	472666	08/03/2020	135257	LANGUAGE LINE SERVICES INC	\$470.69
	472668	08/03/2020	133027	TRACY L LOGAN	\$260.00
	472669	08/03/2020	131397	LOWE'S HOME CENTERS INC	\$356.28
	472670	08/03/2020	131586	LYMM CONSTRUCTION INC	\$73,610.00
	472672	08/03/2020	099321	MACKIN BOOK CO	\$275.77
	472673	08/03/2020	131832	DEANNA S MAHER	\$27.81
	472674	08/03/2020	137281	DMG INC	\$2,263.89
	472675	08/03/2020	133505	SUSAN N MARLATT	\$920.00
	472676	08/03/2020	140346	MEGAN N MCENANEY	\$138.76
	472677	08/03/2020	133898	MCGILL RESTORATION INC.	\$21,171.00
	472679	08/03/2020	121126	PATRICIA A MEEKER	\$102.95
	472680	08/03/2020	064600	METAL DOORS & HARDWARE COMPANY INC	\$2,503.70
	472682	08/03/2020	133403	AMERICAN NATIONAL BANK	\$13,624.91
	472686	08/03/2020	064800	METRO UTILITIES DISTRICT OF OMAHA	\$58,137.74
	472687	08/03/2020	139339	SPORTS FACILITY MAINTENANCE LLC	\$8,780.00
	472688	08/03/2020	131716	BRADLEY S MILLARD	\$689.00
	472689	08/03/2020	065438	MILLARD NORTH HIGH SCHOOL	\$5,865.00
	472691	08/03/2020	131328	MILLER ELECTRIC COMPANY	\$1,798.00
	472692	08/03/2020	136388	MITCHELL S MOLLRING	\$417.50
	472693	08/03/2020	142525	MICHAEL J MONTEMARANO	\$21.16
	472698	08/03/2020	143163	NATIONAL ART & SCHOOL SUPPLIES INC	\$16,468.32

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	472700	08/03/2020	100872	NEBRASKA LIBRARY COMMISSION	\$5,302.44
	472702	08/03/2020	109843	NEXTEL PARTNERS INC	\$3,891.32
	472704	08/03/2020	130667	CARRIE L NOVOTNY-BUSS	\$71.42
	472705	08/03/2020	143056	DENISE M O'CONNOR	\$174.57
	472706	08/03/2020	100013	OFFICE DEPOT 84133510	\$984.24
	472707	08/03/2020	070245	OHARCO DISTRIBUTORS	\$183.15
	472708	08/03/2020	070800	OMAHA PUBLIC POWER DISTRICT	\$347,102.83
	472709	08/03/2020	140402	OMNI FINANCIAL GROUP INC	\$770.00
	472710	08/03/2020	133850	ONE SOURCE	\$1,449.50
	472711	08/03/2020	107193	OTIS ELEVATOR COMPANY	\$1,048.00
	472712	08/03/2020	134428	ELIZABETH A PACHTA	\$25.82
	472713	08/03/2020	133150	PENSKE TRUCK LEASING	\$806.50
	472714	08/03/2020	135934	BROOKE M PHILLIPS	\$273.09
	472715	08/03/2020	073040	PITNEY BOWES PRESORT SERVICES INC	\$10,000.00
	472717	08/03/2020	131835	PRAIRIE MECHANICAL CORP	\$38,247.86
	472718	08/03/2020	101663	PRESTWICK HOUSE INC	\$3,331.80
	472719	08/03/2020	134598	PRIME COMMUNICATIONS INC	\$111,064.00
	472720	08/03/2020	141236	PRISM SMART SOLUTIONS	\$33,480.00
	472723	08/03/2020	102241	PYRAMID SCHOOL PRODUCTS	\$18,335.86
	472724	08/03/2020	138112	PHILADELPHIA GRATING CO INC	\$1,241.33
	472725	08/03/2020	137478	REALLY GREAT READING LLC	\$436.80
	472726	08/03/2020	143183	REGION IX EDUCATION COOPERATIVE	\$500.00
	472727	08/03/2020	142302	REMINDE 101 INC	\$27,516.68
	472728	08/03/2020	079179	RIEKES EQUIPMENT CO	\$656.68
	472730	08/03/2020	079310	ROCKBROOK CAMERA CENTER	\$703.00
	472731	08/03/2020	134882	LINDA A ROHMILLER	\$37.95
	472732	08/03/2020	136121	MELANIE E ROLL	\$5,940.00
	472733	08/03/2020	141866	JESSE R JACKSON	\$9,000.00

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	472735	08/03/2020	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$1,435.00
	472737	08/03/2020	137698	JOYCILYN Y ROZELLE	\$230.00
	472738	08/03/2020	143167	SADOFF & RUDOY INDUSTRIES LLP	\$5,171.43
	472739	08/03/2020	133389	RYAN D SAUNDERS	\$244.00
	472741	08/03/2020	081891	SCHMITT MUSIC CENTER	\$2,928.12
	472744	08/03/2020	098765	SECURITY BENEFIT LIFE INS CO	\$7,840.80
	472745	08/03/2020	140383	SENTRY INSURANCE, A MUTUAL COMPANY	\$96,742.32
	472746	08/03/2020	132590	SILVERSTONE GROUP INC	\$5,489.00
	472747	08/03/2020	137828	BRENT D SNOW	\$461.02
	472748	08/03/2020	143218	ROSEMARY M SODORO	\$30.77
	472749	08/03/2020	136250	SONOVA USA INC	\$100.00
	472751	08/03/2020	142102	STERLING COMPUTERS CORPORATION	\$1,510.77
	472752	08/03/2020	133300	TALX UC EXPRESS	\$1,659.01
	472753	08/03/2020	136627	THOMPSON MUSIC CO	\$2,445.00
	472754	08/03/2020	132493	GREGORY E TIEMANN	\$465.00
	472755	08/03/2020	142476	RON STEINER	\$3,320.00
	472756	08/03/2020	136578	PEGGI S TOMLINSON	\$50.54
	472758	08/03/2020	141772	TRED-MARK FINANCIAL INC	\$627.49
	472759	08/03/2020	141557	TODD E TRIPPLE	\$296.55
	472760	08/03/2020	106493	TRITZ PLUMBING, INC.	\$19,767.01
	472761	08/03/2020	131819	JEAN R UBBELOHDE	\$61.99
	472762	08/03/2020	102846	ULTIMATE OFFICE INC	\$606.29
	472763	08/03/2020	142309	UNANIMOUS INC	\$6,360.00
	472764	08/03/2020	090242	UNITED PARCEL SERVICE	\$299.10
	472766	08/03/2020	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$578.20
	472767	08/03/2020	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$6,470.48
	472768	08/03/2020	068875	UNIVERSITY OF NEBRASKA MED CENTER	\$937.50
	472769	08/03/2020	139797	US BANK NATIONAL ASSOCIATION	\$100.00

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	472770	08/03/2020	090678	VERITIV OPERATING CO	\$1,219.00
	472771	08/03/2020	140828	JOSEPH P VONDERHAAR	\$482.08
	472772	08/03/2020	130788	WALSWORTH PUBLISHING CO	\$2,760.72
	472774	08/03/2020	141464	ANTHONY J WEERS	\$465.00
	472775	08/03/2020	141432	WELLS FARGO FINANCIAL LEASNG INC	\$3,425.00
	472776	08/03/2020	139185	WEST OMAHA WINSUPPLY CO	\$187.76
	472777	08/03/2020	136909	WHEELER CONTRACTING INC	\$1,080.00
	472778	08/03/2020	094820	WHOLESALE HEATING & COOLING SUPPLY	\$33.50
	472779	08/03/2020	132485	TODD P WILCOX	\$50.60
	472780	08/03/2020	096200	YOUNG & WHITE	\$21,523.25
	472781	08/03/2020	142174	SIOUXLAND TURF PRODUCTS INC	\$2,520.00
	472782	08/03/2020	048517	GREENWOOD PUBLISHING GROUP INC	\$2,167.00
	E102336	07/09/2020	139474	SMA ENTERPRISES INC	\$800.00
	E102337	07/20/2020	038100	CONSOLIDATED ELECTRICAL DISTR INC	\$3,840.97
	E102338	07/20/2020	133919	FILTER SHOP INC	\$1,291.17
	E102339	07/20/2020	059470	LIEN TERMITE & PEST CONTROL INC	\$125.00
	E102340	07/20/2020	078420	RAWSON & SONS ROOFING, INC.	\$815.00
	E102341	07/20/2020	083188	SHIFFLER EQUIPMENT SALES, INC.	\$251.74
	E102342	08/03/2020	044050	ACCO BRANDS CORPORATION	\$1,512.15
	E102343	08/03/2020	010003	ACT INC	\$14,640.00
	E102344	08/03/2020	108351	AIRGAS INC	\$4,000.00
	E102345	08/03/2020	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$125.00
	E102347	08/03/2020	106436	AQUA-CHEM INC	\$1,989.25
	E102348	08/03/2020	013105	ARBOR SCIENTIFIC	\$311.81
	E102349	08/03/2020	135991	BAKER DISTRIBUTING CO LLC	\$2,589.44
	E102350	08/03/2020	099646	BARNES AND NOBLE BOOKSTORE	\$546.83
	E102351	08/03/2020	132475	BIO CORPORATION	\$179.39
	E102352	08/03/2020	019111	BISHOP BUSINESS EQUIPMENT	\$19,411.09

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	E102353	08/03/2020	019559	BOUND TO STAY BOUND BOOKS INC	\$3,087.88
	E102354	08/03/2020	024260	CENTER TROPHY COMPANY	\$4,927.00
	E102355	08/03/2020	090270	UNITED DISTRIBUTORS INC	\$2,290.05
	E102356	08/03/2020	136574	CONTROL DEPOT INC	\$1,960.74
	E102357	08/03/2020	026057	CONTROL MASTERS INC	\$1,941.17
	E102358	08/03/2020	132170	CORMACI CONSTRUCTION INC	\$6,015.00
	E102359	08/03/2020	100577	CURTIS 1000 INC	\$3,791.49
	E102360	08/03/2020	033473	DIETZE MUSIC HOUSE INC	\$928.75
	E102361	08/03/2020	136179	DIGITAL EXPRESS INC	\$202.48
	E102363	08/03/2020	073231	DXP ENTERPRISES INC	\$1,061.92
	E102364	08/03/2020	131740	EAGLE SOFTWARE INC,	\$86,154.25
	E102365	08/03/2020	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$24,768.00
	E102366	08/03/2020	036654	ECOLAB INC	\$156.56
	E102367	08/03/2020	139782	EDMENTUM INC	\$7,984.00
	E102368	08/03/2020	038023	EGAN SUPPLY COMPANY	\$1,072.20
	E102369	08/03/2020	038100	CONSOLIDATED ELECTRICAL DISTR INC	\$2,424.51
	E102370	08/03/2020	132066	ENGINEERED CONTROLS INC	\$4,442.00
	E102371	08/03/2020	040537	WOLSELEY INVESTMENTS INC	\$2,204.44
	E102372	08/03/2020	106956	FERRELLGAS	\$31.00
	E102373	08/03/2020	133919	FILTER SHOP INC	\$949.12
	E102375	08/03/2020	133960	FIREGUARD INC	\$42,352.13
	E102376	08/03/2020	041086	FLINN SCIENTIFIC INC	\$1,292.11
	E102377	08/03/2020	041100	FOLLETT SCHOOL SOLUTIONS INC	\$5,786.54
	E102378	08/03/2020	140791	FRONTLINE PRIVATE SECURITY LLC	\$432.00
	E102379	08/03/2020	044891	THE PROPHET CORPORATION	\$1,792.60
	E102380	08/03/2020	035610	HAND2MIND INC	\$92.93
	E102381	08/03/2020	048517	GREENWOOD PUBLISHING GROUP INC	\$0.00
	E102382	08/03/2020	099235	HERFF JONES INC	\$21,732.00

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	E102383	08/03/2020	048786	HILLYARD INC	\$3,656.69
	E102384	08/03/2020	140636	IPEVO INC	\$199.00
	E102385	08/03/2020	054630	JOHNSTONE SUPPLY	\$47.80
	E102386	08/03/2020	099217	LAKESHORE EQUIPMENT CO	\$369.79
	E102387	08/03/2020	135156	LAWSON PRODUCTS INC	\$611.48
	E102388	08/03/2020	106469	LEGO EDUCATION NORTH AMERICA LLC	\$222.95
	E102389	08/03/2020	059470	LIEN TERMITE & PEST CONTROL INC	\$484.00
	E102390	08/03/2020	060023	NEBRASKA SPORTS INDUSTRIES INC.	\$5,145.14
	E102391	08/03/2020	060111	LOVELESS MACHINE & GRINDING SVC INC	\$87.00
	E102392	08/03/2020	108227	MAX'S BODY SHOP INC	\$333.00
	E102394	08/03/2020	137947	MECHANICAL SALES PARTS INC	\$5,635.90
	E102395	08/03/2020	065233	MIDWEST TURF & IRRIGATION INC	\$68.67
	E102397	08/03/2020	107539	MUELLER ROBAK LLC	\$13,750.00
	E102398	08/03/2020	130548	NCS PEARSON INC	\$709.27
	E102399	08/03/2020	068334	NEBRASKA AIR FILTER INC	\$2,334.35
	E102401	08/03/2020	071190	OVERHEAD DOOR COMPANY OMAHA	\$286.00
	E102403	08/03/2020	139949	GRAPHIC TECHNOLOGIES INC	\$241.50
	E102404	08/03/2020	082200	SCHOOL HEALTH CORPORATION	\$86.39
	E102405	08/03/2020	082350	SCHOOL SPECIALTY INC	\$2,008.20
	E102406	08/03/2020	083175	SHEPPARD'S BUSINESS INTERIORS	\$9.00
	E102407	08/03/2020	134606	TEACHER CREATED RESOURCES	\$80.41
	E102409	08/03/2020	133969	TENNANT SALES & SERVICE COMPANY	\$3,041.70
	E102411	08/03/2020	106364	TRANE US INC	\$1,160.12
	E102412	08/03/2020	138047	AUTO PROS OF MILLARD INC	\$154.86
	E102413	08/03/2020	140314	VARI SALES CORPORATION	\$355.50
	E102414	08/03/2020	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	\$1,211.06
	E102416	08/03/2020	138759	VIA INC	\$988.85
	E102417	08/03/2020	092323	VIRCO INC	\$6,448.80

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	E102419	08/03/2020	093650	VWR INTERNATIONAL LLC	\$54.40
	E102420	08/03/2020	139738	WASTE MANAGEMENT OF ILLINOIS INC	\$17,779.25
	E102421	08/03/2020	093765	WATER ENGINEERING, INC.	\$2,166.80
	E102422	08/03/2020	140689	WONDER WORKSHOP INC	\$558.87
	E102423	08/03/2020	095349	WOODWIND & BRASSWIND INC	\$175.78
01 - Total					\$2,229,410.23
02	26715	07/16/2020	143217	CIT BANK N.A.- PETTY CASH	\$4,610.00
	26716	08/03/2020	106893	WICHITA WATER CONDITIONING INC	\$13.00
	26717	08/03/2020	140871	DAVID C WOOD	\$2,530.20
	26718	08/03/2020	100951	DYNA-KLEEN SERVICES INC	\$6,900.00
	26719	08/03/2020	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	\$1,764.85
	26720	08/03/2020	101476	SODEXO INC & AFFILIATES	\$214,535.11
	E30035	08/03/2020	137911	RIVER CITY GLASS LLC	\$231.90
02 - Total					\$230,585.06
06	472559	08/03/2020	010040	A & D TECHNICAL SUPPLY CO INC	\$72.62
	472561	08/03/2020	142695	AERCOR WIRELESS INC	\$6,314.97
	472572	08/03/2020	133480	BERINGER CIACCIO DENNELL MABREY	\$2,135.50
	472586	08/03/2020	133970	CCS PRESENTATION SYSTEMS	\$120,285.00
	472656	08/03/2020	136678	K C PETERSEN CONSTRUCTION CO	\$37,800.00
	472665	08/03/2020	058775	LAMP RYNEARSON ASSOCIATES INC	\$22,000.00
	472671	08/03/2020	140309	M E COLLINS CONTRACTING CO INC	\$135,374.67
	472697	08/03/2020	142914	MARATHON REPROGRAPHICS INC	\$435.00
	472734	08/03/2020	134824	ROOFING SOLUTIONS INC	\$5,750.00
	472751	08/03/2020	142102	STERLING COMPUTERS CORPORATION	\$1,866,309.00
	472773	08/03/2020	143030	WASHA LANDSCAPING LLC	\$12,000.00
	E102340	07/20/2020	078420	RAWSON & SONS ROOFING, INC.	\$2,770.00
	E102364	08/03/2020	131740	EAGLE SOFTWARE INC,	\$6,844.68
E102418	08/03/2020	141363	PATTI BANKS ASSOCIATES LLC	\$4,136.25	

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
06 - Total					\$2,222,227.69
07	472547	07/20/2020	131328	MILLER ELECTRIC COMPANY	\$47,716.25
	472563	08/03/2020	143193	AIRTECH SERVICE INC	\$5,500.00
	472572	08/03/2020	133480	BERINGER CIACCIO DENNELL MABREY	\$1,200.00
	472578	08/03/2020	108047	ARR ROOFING LLC	\$116,370.00
	472579	08/03/2020	141835	BRADCO COMPANY	\$92,933.10
	472583	08/03/2020	134794	CARLEY CONSTRUCTION LLC	\$161,149.50
	472585	08/03/2020	142324	CBJ CONSTRUCTION CO INC	\$46,248.50
	472591	08/03/2020	025689	COMPUTER CABLE CONNECTION INC	\$50,400.00
	472604	08/03/2020	142010	DAEDALUS CONSTRUCTION CO	\$296,461.10
	472610	08/03/2020	143144	DPS LLC	\$135,102.38
	472631	08/03/2020	143214	H2I GROUP INC	\$27,010.00
	472656	08/03/2020	136678	K C PETERSEN CONSTRUCTION CO	\$775.00
	472661	08/03/2020	143145	KILDOW CONSTRUCTION INC	\$114,878.25
	472671	08/03/2020	140309	M E COLLINS CONTRACTING CO INC	\$96,669.90
	472691	08/03/2020	131328	MILLER ELECTRIC COMPANY	\$39,542.78
	472697	08/03/2020	142914	MARATHON REPROGRAPHICS INC	\$5,462.75
	472722	08/03/2020	139758	PROTECH ELECTRIC SERVICES INC	\$460,784.70
	472734	08/03/2020	134824	ROOFING SOLUTIONS INC	\$25,875.00
	472750	08/03/2020	130500	SPECPRO INC	\$48,199.00
	472757	08/03/2020	141553	TR CONSTRUCTION LLC	\$318,849.21
	E102358	08/03/2020	132170	CORMACI CONSTRUCTION INC	\$16,301.75
	E102362	08/03/2020	139946	DOWNS ELECTRIC INC	\$11,912.60
	E102393	08/03/2020	136147	MCKINNIS ROOFING & SHEET METAL INC	\$120,780.00
	E102402	08/03/2020	137779	JARDINE QUALITY IRRIGATION INC	\$4,234.24
	E102410	08/03/2020	132452	TERRACON INC	\$14,554.50
	E102418	08/03/2020	141363	PATTI BANKS ASSOCIATES LLC	\$675.00
07 - Total					\$2,259,585.51

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	472594	08/03/2020	132443	CORNERSTONES OF CARE	\$2,350.00
	472618	08/03/2020	135656	NEBRASKA ESU COOP PURCHASING	\$1,414.00
	472625	08/03/2020	140841	KELLY A GALLEGOS	\$45.90
	472721	08/03/2020	138487	PRODUCTIVITY INC	\$8,975.51
	472736	08/03/2020	143215	ROYAL FIREWORKS ONLINE LEARNING INC	\$1,150.00
	472751	08/03/2020	142102	STERLING COMPUTERS CORPORATION	\$22,879.06
	472765	08/03/2020	143014	THE REGENTS OF UNIVERSITY COLORADO	\$488.00
	E102344	08/03/2020	108351	AIRGAS INC	\$10,100.00
	E102346	08/03/2020	140411	SCOMAC INC	\$1,805.60
	E102350	08/03/2020	099646	BARNES AND NOBLE BOOKSTORE	\$1,292.40
	E102353	08/03/2020	019559	BOUND TO STAY BOUND BOOKS INC	\$984.88
	E102367	08/03/2020	139782	EDMENTUM INC	\$150,618.75
	E102386	08/03/2020	099217	LAKESHORE EQUIPMENT CO	\$164.40
	E102400	08/03/2020	071138	ORIENTAL TRADING COMPANY	\$198.65
	E102408	08/03/2020	132974	TEACHING STRATEGIES LLC	\$10,575.75
11 - Total					\$213,042.90
14	472562	08/03/2020	097000	AETNA LIFE INSURANCE CO	\$181,491.96
	472743	08/03/2020	142167	SCRIP POINT	\$7,751.25
14 - Total					\$189,243.21
17	472558	08/03/2020	142753	3D UNIVERSE LLC	\$46,173.00
	472566	08/03/2020	140305	AMERICAN TRAILER & STORAGE INC	\$198.00
	472567	08/03/2020	012989	APPLE COMPUTER INC	\$499.50
	472569	08/03/2020	013226	LATIMER ASSOCIATES INC	\$165.00
	472572	08/03/2020	133480	BERINGER CIACCIO DENNELL MABREY	\$210.50
	472583	08/03/2020	134794	CARLEY CONSTRUCTION LLC	\$134,067.83
	472586	08/03/2020	133970	CCS PRESENTATION SYSTEMS	\$4,767.42
	472588	08/03/2020	051572	CENGAGE LEARNING	\$73,146.25
	472607	08/03/2020	143200	DELFIN INDUSTRIAL CORP	\$7,738.40

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
17	472623	08/03/2020	130731	FIRST WIRELESS INC	\$1,121.40
	472656	08/03/2020	136678	K C PETERSEN CONSTRUCTION CO	\$26,865.00
	472657	08/03/2020	140623	KE FLEX CONTRACTING LLC	\$323,504.10
	472660	08/03/2020	F3075	KIDDER MANUFACTURING CO LTD	\$644.28
	472667	08/03/2020	140456	THE LINCOLN ELECTRIC CO	\$85,460.31
	472678	08/03/2020	140110	MCGRAW-HILL EDUCATION INC	\$56,443.42
	472691	08/03/2020	131328	MILLER ELECTRIC COMPANY	\$1,274.00
	472694	08/03/2020	066185	BGTM LLC	\$22,483.36
	472695	08/03/2020	092603	MACMILLAN HOLDINGS LLC	\$72,626.12
	472697	08/03/2020	142914	MARATHON REPROGRAPHICS INC	\$742.00
	472701	08/03/2020	134677	NEMAHA LANDSCAPE CONSTRUCTION INC	\$65,031.03
	472703	08/03/2020	143201	BLUE TARP FINANCIAL INC	\$1,847.95
	472716	08/03/2020	143195	POWER DISTRIBUTORS LLC	\$8,625.00
	472721	08/03/2020	138487	PRODUCTIVITY INC	\$4,150.88
	472729	08/03/2020	141708	ROBERT BOSCH TOOL CORP	\$40,294.80
	472740	08/03/2020	143172	GATEWAY EDUCATION HOLDINGS LLC	\$331,776.11
	472742	08/03/2020	102278	SDI INNOVATIONS INC	\$1,422.00
	472773	08/03/2020	143030	WASHA LANDSCAPING LLC	\$6,419.75
	E102388	08/03/2020	106469	LEGO EDUCATION NORTH AMERICA LLC	\$3,419.16
	E102396	08/03/2020	063150	MSC INDUSTRIAL SUPPLY CO	\$2,063.80
E102410	08/03/2020	132452	TERRACON INC	\$3,814.25	
E102415	08/03/2020	138328	VEX ROBOTICS INC	\$108,453.49	
E102417	08/03/2020	092323	VIRCO INC	\$12,900.24	
17 - Total					\$1,448,348.35
50	472565	08/03/2020	142582	M & P INC	\$15,686.27
	472618	08/03/2020	135656	NEBRASKA ESU COOP PURCHASING	\$2,116.00
	472619	08/03/2020	143153	FAIRPLAY CORPORATION	\$31,981.73
	472656	08/03/2020	136678	K C PETERSEN CONSTRUCTION CO	\$800.00

Millard Public Schools Check Register Prepared for the Board Meeting for Aug 3, 2020

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	472690	08/03/2020	065443	MILLARD WEST HIGH SCHOOL	\$1,668.31
	472699	08/03/2020	068445	NEBRASKA FURNITURE MART INC	\$2,356.00
	472772	08/03/2020	130788	WALSWORTH PUBLISHING CO	\$20,236.42
	E102350	08/03/2020	099646	BARNES AND NOBLE BOOKSTORE	\$86.28
	E102358	08/03/2020	132170	CORMACI CONSTRUCTION INC	\$16,983.00
	E102377	08/03/2020	041100	FOLLETT SCHOOL SOLUTIONS INC	\$410.68
50 - Total					\$92,324.69
Overall - Total					\$8,884,767.64

AGENDA SUMMARY SHEET

Agenda Item: 2020-2021 Reopening Resolution and Guidelines of the Board of Education of Douglas County School District No.17 A/K/A Millard Public School District

Meeting Date: August 3, 2020

Background/**Description:**

This action item gives limited authority to the superintendent to make decisions while remaining in this state of emergency regarding the reopening of school for the 2020-2021 school year.

Action Desired: Approval

Policy /**Strategic Plan****Reference:**

Responsible Person(s): Jim Sutfin

Superintendent's Signature:

**RESOLUTION OF THE BOARD OF
EDUCATION OF DOUGLAS COUNTY SCHOOL DISTRICT NO. 17
A/K/A MILLARD PUBLIC SCHOOL DISTRICT REGARDING
2020-2021 SCHOOL YEAR REOPENING**

BE IT RESOLVED THAT:

WHEREAS, the World Health Organization has declared COVID-19 to be a global pandemic and epidemic sickness and a national emergency was also declared on March 13, 2020 by President Trump and was also declared to be a state of emergency by Governor Ricketts, Mayor Stothert, the Douglas County Board of Health, and the Sarpy County Board of Health; and

WHEREAS, the Millard Public School's Board of Education passed a Resolution authorizing and directing the District's Administration to make emergency expenditures, to enter into necessary contracts, and to incur obligations related to the emergency management of the District, notwithstanding existing statutory limitations and requirements; and

WHEREAS, the conditions presented as a result of the COVID-19 global pandemic and epidemic sickness and resulting health conditions, continue to have serious implications affecting the safe operation of the schools within the Millard Public School District and which have resulted in new national, state and local executive and directed health measure orders and guidelines relating to the reopening of school districts during the COVID-19 pandemic and for which more such directives and guidelines are anticipated and expected relating to the reopening and operation of the Millard Public Schools as health conditions continue to evolve; and

WHEREAS, the office of the Governor of the State has issued a statement providing that "customers may be encouraged to wear face coverings, but may not be refused service for the failure to do so," under the threat of withholding federal coronavirus assistance on June 18, 2020, and on July 17, 2020 conducted a briefing in support of safely opening schools in the fall for the benefit of the children; and

WHEREAS, the Nebraska Department of Education and the Nebraska Department of Health and Human Services released recommended guidelines effective July 20, 2020, that allow schools to reopen which include a recommendation that students and teachers wear face coverings and observe social distancing in schools, as set forth in the recommended guidelines depending on certain factors being present in the community and as the factors may change from time to time, leaving those decisions in the hands of the local school boards; and

WHEREAS, the Douglas County Health Department issued Directed Health Measure Order 2020-DCHD-004 on July 6, 2020, which provides guidelines and a summary of current conditions in the District and the Douglas/Sarpy County community and sets forth the applicable related restrictions; and

WHEREAS, it is in the best interests of all students to be back in school where they can experience in-class learning and in-person instruction which provides the most effective method of teaching

and instruction for all students and which promotes the educational advancement and social-emotional wellbeing of the students; and

WHEREAS, the Millard Public Schools Administration in close consultation with the Nebraska Commissioner of Education, the Douglas/Sarpy County Health Departments and the State of Nebraska has developed plans and protocols for the reopening of the District's school buildings, facilities and programs and all such reopening plans and protocols are still under review and are still being further developed as needs are changing and evolving and will be implemented within the framework of the guidelines of the State and Douglas/Sarpy County Health Departments; and

WHEREAS, the District's Board of Education acknowledges and commits to compliance with the directed health measure orders and the executive guidelines of the State of Nebraska in formulating its reopening plans and protocols to allow and provide for the in-school education of our students as our primary mission and for the safe operation of the schools and the safety of our students and staff while fulfilling that mission.

NOW, THEREFORE, based on the framework of the COVID-19 official orders and guidelines from the State of Nebraska and the Douglas and Sarpy County Health Departments, the District's Board of Education hereby approves and adopts the above stated facts, findings and determinations and further approves and adopts the following actions:

- A. The Superintendent of the District has provided a detailed report of those actions taken by the District at his direction in order to continue and protect the education efforts of the District, protect and secure all District facilities and property, protect and retain the employees essential and necessary to the District and the educational activities of the students, and to protect the public health of the students, staff and community.
- B. That all closure, emergency response actions and the successful completion of the 2019-2020 school year as accomplished by the Superintendent, Administration, teachers, and all staff under the Board's Resolution of March 2020, are hereby ratified and approved.
- C. The State of Nebraska, the Nebraska Department of Education, and the Douglas and Sarpy County Health Departments have issued reopening directed health measure orders and recommended guidelines which shall be followed by all students and staff. All such State and local executive and directed health measure orders are hereby approved and adopted as the protocol for the reopening and safe operation of the District's school buildings and educational operations. A copy of the Nebraska Department of Education Guidelines is attached hereto and incorporated herein.
- D. The Nebraska Department of Health and Human Services (DHHS) and the Nebraska Department of Education have issued recommended guidelines that provide that the use of face coverings/face masks are to be strongly recommended for school districts in the reopening for the fall.
- E. The Douglas County Health Department (DCHD) and the Sarpy County Health Department issued recommended guidelines on June 19, 2020 that provide that the use of

face coverings/face masks are to be strongly recommended for school districts in the reopening for the fall.

- F. In consultation with the Nebraska Commissioner of Education, the Governor of the State of Nebraska, and the Douglas and Sarpy County Health Departments, the District's Administration has developed reopening plans and protocols for the District's schools which presently shall require the students and staff to wear face coverings, where feasible, which shall be enforced through disciplinary measures for willful disobedience for failure or refusal to wear such face coverings.
- G. District employees shall strongly encourage voluntary compliance with the face covering requirement. Classroom teachers and personnel, in conjunction with school administrators, shall use their individual judgment and discretion in enforcing the face covering requirement for students, and shall also rely on their individual experience, knowledge, and familiarity with their students in enforcing the requirement. To the extent possible, District employees are advised to resort to disciplinary action only when the employee has concluded that voluntary compliance is not possible, that non-compliance is purposeful and/or repetitive, and/or that the lack of compliance has resulted in a substantial disruption to the educational environment of the classroom.
- H. The District's Administration has been delegated the power and authority by the Board of Education to implement and carry out the provisions of the school reopening plans and protocols, to establish District policies and regulations in compliance with any State or Douglas or Sarpy County reopening executive orders, directed health measure orders and guidelines, and to carry out the foregoing and any and all District policies or rules relating to the reopening and operation of schools during COVID-19 emergency management.
- I. That all such reopening plans and protocols, as well as all such actions of the Superintendent, Administration and staff, shall be designed and taken for the purposes and objectives of safely reopening the District's schools for the in-school education of the District's students while implementing and maintaining reasonable safety measures to minimize disease transmission and protect the health and safety of students, staff and the community, and to provide for continued in-school education of the District's students thereby minimizing the use of and the need for distance learning.
- J. The Superintendent, Dr. James Sutfin, or his designees, in order to facilitate the ability to implement action plans and prompt reactions to safely reopen the schools and implement the educational process while operating within the evolving COVID-19 virus pandemic and to address the health directives, if any, and avoid unnecessary delays in the implementation of needed actions to address educational and health needs, is hereby delegated the authority by this Board of Education to close or limit access or impose necessary requirements for access to programs, buildings, and schools of the District as needed or deemed appropriate by the District Administration; to amend, alter, modify and/or adjust the 2020-2021 school year calendar, and/or the school day schedule, and/or modify attendance requirements as necessary to protect the educational process and/or comply with any public health or safety directives; to implement emergency response action plans in compliance with any health directives; to contract with or provide facilities

maintenance and cleaning services as deemed appropriate; to carry out nutrition services and food programs as deemed appropriate; to undertake and continue special education measures as deemed appropriate or required by law; to implement health services, early intervention, distance learning, telework or other instructional delivery or work plans or programs as necessary; to undertake or carry out any other services or programs that may be required by local, state or federal law; and to take other such actions as may be determined to be in the best interests of the District provided, however, that any such action taken by the Superintendent or his designee shall be presented to the Board of Education for its consideration within ten (10) school days of the action taken for the Board's approval and ratification or to rescind, modify, or amend the action taken.

- K. This delegation of authority is to continue in effect until modified or terminated by action of the Board of Education, and/or through the withdrawal of the State of Emergency by the Governor of Nebraska, and/or the Douglas or Sarpy County Health Departments.
- L. In exercising the above authority, the Superintendent or his designee shall keep all members of the Board of Education reasonably informed of all actions taken pursuant to the foregoing authority.

The above Resolution having been discussed and consented to by a majority of the members of the Board of Education of this School District, was declared passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings Act.

Dated this _____ day of _____, 2020.

 President, Millard Public School District
 Board of Education

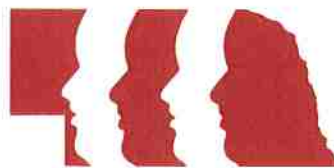


Planning a Safe Return to School in Nebraska





The Nebraska Department of Education would like to thank the following partners for contributing to this guidance.



Nebraska Council
of School Administrators

Disclaimer: The information provided in this and related documents does not, and is not intended to, constitute legal advice. This is intended to be a guidance document to support and inform local school districts and school systems and all information included is for reference only. Because local school board policy and unique facts make dramatic differences in analyzing any situation, the Nebraska Department of Education and the Nebraska Department of Health and Human Services advise each school district or school system to consult with the local school district or system attorney for specific legal advice regarding the impact of the COVID-19 pandemic on school operations. Additionally, the Nebraska Department of Education and the Nebraska Department of Health and Human Services encourage districts to consult their local health departments to ensure that the health and safety of all students and staff are prioritized while working to provide a high-quality education to all students. The document contains links to other resources and sites and are provided for convenience only. The links do not constitute an endorsement. It is likely that evolving circumstances will necessitate changes to this document and local plans. While this guide is not comprehensive to all needs nor static in nature, it is intended to capture the most important components necessary for school planning as of the date of release.

Introduction

The mission of the Nebraska Department of Education is to lead and support the preparation of all Nebraskans for learning, earning, and living. As Nebraska schools begin the complicated transition into the fall, it is critical to address considerations for students and attendance in the fall. *The purpose of this document is to outline protocols schools should consider given their particular level of risk as determined by their Local Health Department and/or the Department of Health and Human Services.*

Foundational Values

- **Equity:** We must ensure our students, especially those who have been historically underserved, maintain access to high quality teaching.
- **Quality:** While flexibility and innovation must be pursued, we must not back down from our standards for quality.
- **Flexibility:** We must pursue flexibilities in regulations and innovations to ensure students have access to high quality teaching.
- **Safety:** Learning cannot occur if the school community does not feel safe in their environment.
- **Decisive:** Given the size and scope of the challenge, we must move deliberately and make tough choices. We will make mistakes, and we will adapt quickly as variables on the ground change.

Process for Engaging with These Protocols

Step 1: Analyze Risk:

Work with the Local Health Department to determine level of risk (ex. Green, Yellow/Orange, Red)

Step 2: Identify and Tailor Protocols:

Consider the protocols detailed below.

Step 3: Plan around these protocols using your "Return to School" team:

Planning should occur to consider the potential pivot to remote learning or differentiated levels.

Step 4: Review and Communicate:

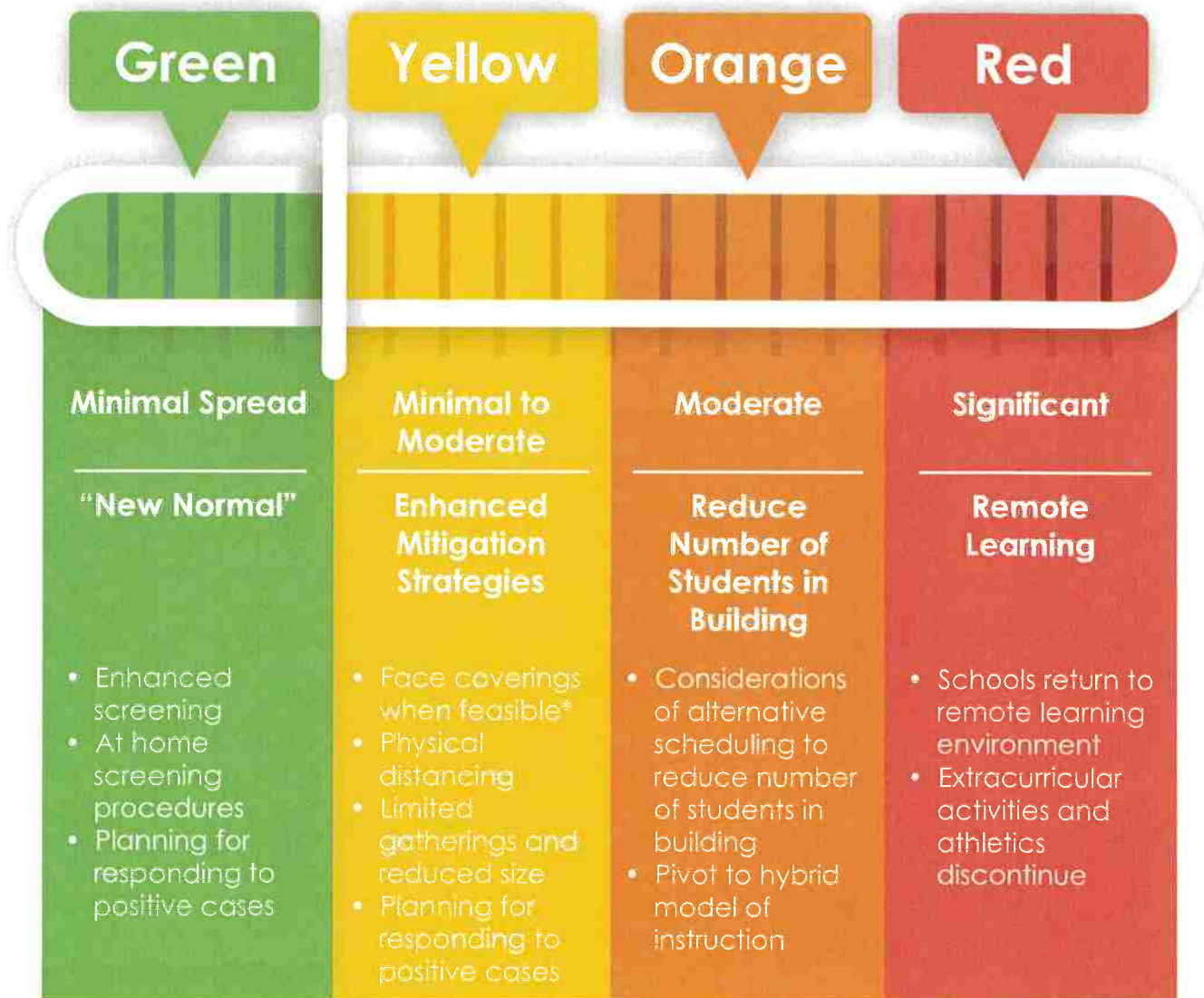
Continue conversation with your Local Health Department as they review and approve your plan. Finally, communicate the steps with all stakeholders including parents and family, community, and students.

School policies and planning must be flexible and nimble in responding to new information, and administrators must be willing to refine approaches when specific policies are not working. Additionally, the actions and guidelines below acknowledge are intended to mitigate, not eliminate, risk.

Additional Support

The American Academy of Pediatrics (AAP) provides additional, helpful guidance which starts with the goal of having students physically present in school, while ensuring safety and providing age-appropriate guidance. The AAP provides high-priority and lower-priority strategies, which are in alignment to the guidance below. More information can be found [here](#).

Overview:



All Schools: Enhanced cleaning; increased emphasis on social-emotional supports; education materials on handwashing, coronavirus, etc.

*CDC recognizes that wearing cloth face coverings may not be possible in every situation or for some people. In some situations, wearing a cloth face covering may exacerbate a physical or mental health condition, lead to a medical emergency, or introduce significant safety concerns. Adaptations and alternatives should be considered whenever possible to increase the feasibility of wearing a cloth face covering or to reduce the risk of COVID-19 spreading if it is not possible to wear one. For more information, see CDC "Feasibility and Adaptations" section of Cloth Face Cover Guidance.

Scenario 1: Minimal Community Spread (Green)

Virus Status	<ul style="list-style-type: none">• Local Health Departments analyze risk using variables such as number of positive cases, percent of positive cases, hospitalization rate (situationally factored in), and the increase in positive cases from previous rolling averages.• In this level, few, if any, active COVID-19 cases locally.• Risk level corresponds to late Phase III or IV of DHMs.• Future statewide, regional, or local DHMs may necessitate additional requirements.
How to Keep School Communities Safe	<ul style="list-style-type: none">• School preparedness activities primarily focused around awareness and updating emergency operations plans.• Close and continuing communication between school and local public health leaders focused on local epidemiology and any changes in disease surveillance that would necessitate a change to “minimal to moderate spread” community spread status.• Evaluate whether there are students or staff at risk for severe illness and/or students or staff living with a high-risk individual and develop or refine plans for remote work and education if necessary.• Encourage sick students and staff to stay home and consider waiving requirements for doctor's excuse notes.• Clean and disinfect work and school areas regularly (between groups of students, between school day and after school programs, etc).• Embed teaching of hygiene practices into regular routines.
School Operating Status	<ul style="list-style-type: none">• Open for in-person instruction.

Mental and Social Emotional Health

- » Assess social-emotional and mental health resources (personnel, existing partners) to determine if there is a need for additional external support, and reach out to the existing mental health provider community to assess the potential for expanded clientele and services.
- » Designate a school-based mental health liaison to work with the school district, mental health providers, local public health agencies, and community partners.
- » Establish a mental health crisis response team that includes school administrators, school nurses, mental health practitioners, students, and parents, to focus on student and staff mental health and wellness using trauma informed, evidence-based models.
- » Evaluate staff mental health readiness utilizing questionnaires, surveys, screening tools, and direct outreach. If any screening does occur, it should comply with privacy laws and requirements.
- » Where feasible, institute evidence-based universal mental health screening tools appropriate for school staff and students in different grades. If any screening does occur, it should comply with privacy laws and requirements.
- » Provide resources for staff self-care, including resiliency strategies.
- » Consider additional resources designed for populations with special needs that are developmentally, culturally, and linguistically appropriate.

Hygiene

- » Provide adequate supplies to support healthy hygiene behaviors (e.g. , soap, hand sanitizer with at least 60% alcohol for safe use by staff and older children, paper towels, and tissues).
- » Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol by staff and older students.
- » Systematically and frequently check and refill hand sanitizers
- » Encourage staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- » Limit sharing of personal items and supplies such as writing utensils.
- » Keep students' personal items separate and in individually labeled cubbies, containers or lockers.
- » Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.
- » Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering over the mouth and nose).

Spacing, Movement, and Access

- » Changes to class sizes and spacing unnecessary; can resume normal seating.
- » No changes in movement between classes is required.
- » Parents are not allowed in the school building except under extenuating circumstances determined by district and school officials; adults entering the building should wash or sanitize hands prior to entering.
- » Only one parent per child should be allowed to enter except under extenuating circumstances determined by district and school officials.
- » Strict records, including day and time, should be kept of visitors entering and exiting the building. If resources allow, any visitors should be temperature screened and, ideally, asked about symptoms, close contact with a known or suspected case, and recent travel history.

Screening Students

- » Children who become ill at school should be placed in a designated area of quarantine with a surgical mask in place until parents/guardians arrive. Students should not be placed in a mask if developmentally unable to remove it.
- » The preferred PPE for nurses or other health staff who care for the student showing possible symptoms of COVID-19 or a student who has been potentially exposed to COVID-19 is an N95 or equivalent or higher-level respirator as well as gown, gloves, and eye protection (goggles or face shield). Staff should be fit-tested for N95s before use. An acceptable alternative would be a surgical mask along with gown, gloves, and face shield. (See CDC Guidance).
- » Students sent home from school should be kept home until they have completely recovered according to CDC guidelines or DHM requirements.
- » Students are allowed to enter the building at only 1-2 sites and must egress from other exits to keep traffic moving in a single direction.
- » Parents are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available. Consider providing thermometers for families who do not have one and need to monitor their child's symptoms.
- » Parents are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, loss of taste or smell, or gastrointestinal symptoms every morning. The presence of any symptoms should prompt the parent to keep the student home from school.
- » If resources allow, temperature checks on students can be performed once per day by staff; febrile students should be sent to the quarantine area, nurse's office, or other area isolated from other students and staff until safe transport home by parents/guardians.

Testing Protocols for Students and Responding to Positive Cases

- » Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility.
- » Parents should be notified of the presence of any positive cases in the classroom and/or school to encourage closer observation for any symptoms at home.
- » Students sent home from school should be kept home until they have completely recovered according to CDC guidelines. Consider providing thermometers for families who do not have one and need to monitor their child's symptoms.
- » In the event that a student tests positive, schools should immediately call their Local Health Department to report it, and work with them to contact any close contacts (those who spent more than 15 minutes in close proximity to the student) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended, only those that develop symptoms require testing.

Responding to Positive Tests Among Staff and Students

- » In the event of a positive test among staff or a student, the classroom or areas exposed should be closed until cleaning and disinfection can be performed.
 - o If the person was in the school building without a facial covering, or large areas of the school were exposed to the person, short term dismissals (2-5 days) may be required to clean and disinfect the larger areas. This decision should be made in concert with the Local Health Department.
 - o If possible, smaller areas should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.
- » The preferred PPE for staff cleaning after a confirmed COVID-19 is an N95 or equivalent or higher-level respirator as well as gown, gloves, and eye protection (goggles or face shield). Staff should be fit-tested for N95s before use. An acceptable alternative would be a surgical mask along with gown, gloves, and face shield. (See CDC Guidance). Ensure proper and adequate ventilation after cleaning and before returning students to the area.

Dining, Gathering, Athletics, and Extracurricular Activities

- » Meal activities continue per normal operating procedures.
- » Require students, teachers, and cafeteria staff to wash hands before and after every meal. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- » When possible, students and teachers wash hands before and after every event (eg. assemblies, games, plays, etc).
- » Large scale gatherings are allowed per normal operating status.
- » Extracurricular activities and gatherings conducted normally.
- » After school programs are open and operating normally.
- » All activities are allowed to continue per normal procedures.
- » Spectator events are allowed per normal procedures.

Personal Protective Equipment (PPE)

- » Staff that may be in contact with a student with suspected COVID-19 or cleaning after a confirmed COVID-19 case should be provided with PPE, trained on when and what PPE is necessary, how to don (put on) and doff (take off) PPE, limitations of PPE, and proper care, maintenance, and disposal of PPE.
- » Cloth face coverings are not required for staff or students.
 - o However, CDC recommends that face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult, so schools may also choose to recommend doing so.
 - o Face coverings should be worn over the nose and mouth.
 - o One circumstance where distancing cannot be maintained is annual school health screening. Schools should consider having students who are able to wear cloth face coverings do so during the brief time needed for screening.
 - o PPE (facemasks, eye protection, gloves) should be worn by staff responsible for delivering direct personal care where physical distancing cannot be maintained. Such staff may include, but is not limited to Health Office staff, health support staff, and special education staff who have close contact with students (within 6 ft.).
- » Regular use of hand sanitizer and hand washing is encouraged.

Cleaning

- » School campuses should undergo normal cleaning on a daily basis.
- » Strongly recommended that frequently touched surfaces including lights, doors, benches, bathrooms, etc. should undergo cleaning with either an EPA-approved disinfectant or dilute bleach solution (1/3 cup bleach in 1 gallon of water) at least twice daily.
- » Libraries, computer labs, arts, and other hands-on classrooms should undergo standard cleaning procedures per normal operating status.
- » Strongly suggested that student desks should be wiped down with either an EPA-approved disinfectant or dilute bleach solution at the beginning and end of every day.
- » Strongly suggested that playground equipment and athletic equipment can be cleaned with either an EPA-approved disinfectant or dilute bleach solution twice daily.
- » Strongly suggested that staff should wear gloves, surgical mask, and face shield when performing all cleaning activities.
 - o Store and use cleaning supplies out of the reach of children.

Busing and Student Transportation

- » School busing operations proceed normally.
- » No changes to schedules or seating patterns on the buses are required.

Medically Vulnerable Students and Teachers

- » Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for COVID-19.
- » Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work re-assignments.
- » Enable staff that self-identify as high risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of 6 feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.

Scenario 2: Minimal to Moderate Local Community Spread (Yellow/Orange)

Virus Status	<ul style="list-style-type: none"> • Local Health Departments analyze risk using variables such as number of positive cases, percent of positive cases, hospitalization rate (situationally factored in), and the increase in positive cases from previous rolling averages. • Movement from Red to Orange/Yellow: Similar to movement from DHM Phase I to Phase II • Movement from Green to Orange/Yellow: Similar to movement from DHM Phase III/IV to Phase II • Risk level corresponds to Phase II and III of Nebraska Directed Health Measures. • Robust testing, contact tracing, and containment protocols in place. • Need for continued physical distancing, use of facial coverings, and mitigation in school and workplace settings. • Gathering sizes limited to small numbers.
How to Keep School Communities Safe	<ul style="list-style-type: none"> • School preparedness and response activities shift from ongoing surveillance to a series of <i>active mitigation measures</i>. • All staff and students should wear facing coverings when feasible. • Schools should be prepared to immediately implement physical distancing measures that include: <ul style="list-style-type: none"> » Reducing the frequency of large gatherings, • Altering schedules, • Limiting inter-school interactions, and • Deploying remote learning. • Short-term dismissals of 2-5 days and suspension of extracurricular activities should be expected for cleaning and contact tracing purposes <ul style="list-style-type: none"> » Students and teachers at increased risk of severe illness should be prepared to implement distance teaching and learning modalities.
School Operating Status	<ul style="list-style-type: none"> • Situationally dependent

Mental and Social Emotional Health

- » Assess social-emotional and mental health resources (personnel, existing partners) to determine if there is a need for additional external support, and reach out to the existing mental health provider community to assess the potential for expanded clientele and services.
- » Designate a school-based mental health liaison to work with the school district, mental health providers, local public health agencies, and community partners.
- » Establish a mental health crisis response team that includes school administrators, school nurses, mental health practitioners, students, and parents, to focus on student and staff mental health and wellness using trauma informed, evidence-based models.
- » Evaluate staff mental health readiness utilizing questionnaires, surveys, screening tools, and direct outreach. If any screening does occur, it should comply with privacy laws and requirements.
- » Where feasible, institute evidence-based universal mental health screening tools appropriate for school staff and students in different grades. If any screening does occur, it should comply with privacy laws and requirements.
- » Provide resources for staff self-care, including resiliency strategies.
- » Consider additional resources designed for populations with special needs that are developmentally, culturally, and linguistically appropriate.

Hygiene

- » Provide adequate supplies to support healthy hygiene behaviors (e.g. , soap, hand sanitizer with at least 60% alcohol for safe use by staff and older children, paper towels, and tissues).
- » Teach and reinforce handwashing with soap and water for at least 20 seconds or the safe use of hand sanitizer that contains at least 60% alcohol by staff and older students.
- » Systematically and frequently check and refill hand sanitizers
- » Encourage staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- » Limit sharing of personal items and supplies such as writing utensils.
- » Keep students' personal items separate and in individually labeled cubbies, containers or lockers.
- » Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.
- » Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering over the mouth and nose).

Spacing, Movement, and Access

- » Spacing is six feet between desks. If not possible, consider another physical barrier such as plexiglass partitions or cardboard dividers.
- » At the Orange level, consider alternative schedules resulting in a hybrid instruction model (ex. half days or A/B days, 3/2 days etc).
- » In early grades, K-2, where tables are utilized, recommend spacing students as far apart as feasible.
- » Arrange all desks facing the same direction toward the front of the classroom.
- » Encourage outdoor lessons, when weather permits and students are able to maintain distancing.
- » Class sizes should be kept to 20 students or fewer (as afforded by necessary spacing requirements and personnel).
 - o If all students cannot fit in the classroom space available, it is recommended that a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching be implemented.
- » Teachers should try to maintain six feet of spacing between themselves and students as much as possible.
- » Assemblies of more than 50 students at a time are discouraged but allowed as long as facial coverings remain in use and 6-foot distancing implemented.
- » At the Orange level, large scale assemblies of more than 50 students should be discontinued.
- » Facial coverings should be worn at all times in hallways for grades K-12, as feasible or tolerated and/or most essential in times where physical distancing is difficult. Any one that has trouble breathing or is unconscious should not wear a facial covering. Any one that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering.
- » Staff should continuously wear face coverings as feasible while indoors, except when eating or in closed-door environments (e.g. their empty classroom).
- » Classroom windows should be open as much as possible and conditions allow.
- » Consider having cohorts of students that stay in the same class, eat lunch together, break together, and arrive/leave at the same time. For upper classes, have teachers rotate/move rooms rather than students, as much as possible.
- » As able, schools should try to cohort groups of students to isolated hallways or areas that can be monitored if there is a COVID-19 exposure.
- » As able, specialists from laboratories, libraries, and other specialized services or locations should be brought to the classrooms instead of having students transit to those locations.
- » Flow of foot traffic should be directed in only one direction, if possible.
 - o If one way flow is not possible, hallways can be divided with either side following the same direction.

- » Efforts should be made to keep six feet of distance between persons in the hallways.
- » Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.
- » Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
- » Provide physical distancing floor/seating markings in waiting and reception areas
- » Mark six feet of spacing to remind students and staff to always stay six feet apart in lines and at other times when they may congregate
- » Have staff monitor arrival and dismissal to discourage congregating outside the building.
- » Parents are not allowed in the school building except under extenuating circumstances determined by district and school officials; adults entering the building should wash or sanitize hands prior to entering.
- » Only one parent per child should be allowed to enter except under extenuating circumstances determined by district and school officials.
- » Strict records, including day and time, should be kept of visitors entering and exiting the building. If resources allow, any visitors should be temperature screened and, ideally, asked about symptoms, close contact with a known or suspected case, and recent travel history

Screening Students

- » Children who become ill at school should be placed in a designated area of quarantine with a surgical mask covering mouth and nose until parents/guardians arrive. Students should not be placed in a mask if developmentally unable to remove it.
 - o Larger schools that may have many students per day going to the nurse's office may have to consider entire rooms with privacy curtains or some other barriers.
 - o The preferred PPE for nurses or other health staff who care for a student with suspected or confirmed COVID-19 is an N95 or equivalent or higher-level respirator as well as gown, gloves, and eye protection (goggles or face shield). An acceptable alternative would be a surgical mask along with gown, gloves, and face shield. (See CDC Guidance)
- » Students sent home from school should be kept home until they have completely recovered according to CDC guidelines.
- » Students are allowed to enter the building at only 1-2 sites and must egress from other exits to keep traffic moving in a single direction.
- » Parents are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available. Consider providing thermometers for families who do not have one and need to monitor their child's symptoms.

- » Parents are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, loss of taste or smell, or gastrointestinal symptoms every morning. The presence of any symptoms should prompt the parent to keep the student home from school.
- » If resources allow, temperature checks on students can be performed once per day by staff; febrile students should be sent to the quarantine area, nurse's office, or other area isolated from other students and staff until safe transport home by parents/guardians.
- » Testing Protocols for Students and Responding to Positive Cases
- » Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility.
- » Parents should be notified of the presence of any positive cases in the classroom and/or school to encourage closer observation for any symptoms at home.
- » Students sent home from school should be kept home until they have completely recovered according to CDC guidelines.
- » In the event that a student tests positive, schools should immediately call their Local Health Department to report it. Additionally, Local Health Departments should report to the school if a student tests positive and work with them to notify any close contacts (those who spent more than 15 minutes in close proximity to the student) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended, only those that develop symptoms require testing.

Responding to Positive Tests Among Staff and Students

- » In the event of a positive test among staff or a student, the classroom or areas exposed should be closed until cleaning and disinfection can be performed.
 - o If the person was in the school building without a facial covering, or large areas of the school were exposed to the person, short term dismissals (2-5 days) may be required to clean and disinfect the larger areas. This decision should be made in concert with the local public health department.
- » If possible, smaller areas should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.
- » The preferred PPE for staff cleaning after a confirmed COVID-19 is an N95 or equivalent or higher-level respirator as well as gown, gloves, and eye protection (goggles or face shield). Staff should be fit-tested for N95s before use. An acceptable alternative would be a surgical mask along with gown, gloves, and face shield. (See CDC Guidance). Ensure proper and adequate ventilation after cleaning and before returning students to the area.

Dining, Gathering, and Extracurricular Activities

- » Students, teachers, and cafeteria staff wash hands before and after every meal.
- » If possible, school supplied meals should be delivered to classrooms with disposable utensils, and classrooms should be utilized for eating in place, taking into consideration food allergies.
- » If cafeterias need to be used, meal times must be staggered to create seating arrangements with six feet of distance between students.
 - o Disposable utensils should be employed.
 - o Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks; N95 respirators are not required.
- » Assemblies of up to 50 students at a time are discouraged but allowed as long as facial coverings remain in use.
- » Outside guests are not allowed to attend.
- » Large scale assemblies of more than 50 students should be discontinued.
- » Off-site field trips discontinued.
- » For assemblies, schools should consider offering telecasting of events if able.
- » Students and teachers wash hands before and after every event (ex. assemblies, games, plays).
- » After school programs may continue with the use of facial coverings.
- » Additional guidance will be provided for programs and classes which pose higher risk due to potential for increased droplet/aerosol spread (i.e. band/choir).
- » Athletics and Extracurricular Activities
 - » Students, teachers, and staff should wash hands before and after every practice, event, or other gathering.
 - » Each district should develop a procedure and appoint a responsible person (Ex. AD or coach) for every participant to confirm that they are healthy and without any symptoms prior to any event.
 - » All equipment should be disinfected before and after use.
 - » Schools should follow guidance from the Nebraska High School Athletics Association and local public health departments when deciding which sports can be safely conducted and with any restrictions required.
 - o Spectators are allowed provided that facial coverings are used by observers at all times and physical distancing is maintained.
 - » Weight room and physical conditioning activities should follow guidance from the Nebraska High School Athletics Association.
 - » At the Orange level, sports that do not allow adequate distancing such as football, wrestling, basketball, etc. should be discontinued.
 - » Large scale spectator or stadium events are not allowed.

- » Locker rooms and group changing areas should be closed.
- » Handshakes, fist bumps, and other unnecessary contact should be minimized.
- » Any uniforms or other clothing that need to be washed/laundered at school can be washed in warm water with regular detergent. These should be single use without sharing of ice, towels, or other materials.
- » Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

Personal Protective Equipment

- » All staff and students should wear facing coverings when feasible; facial coverings may be homemade or disposable. Any one that has trouble breathing or is unconscious should not wear a facial covering. Any one that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering.
- » PPE (facemasks, eye protection, gloves) should be worn by staff responsible for delivering direct personal care where physical distancing cannot be maintained. Such staff may include, but is not limited to Health Office staff, health support staff, and special education staff who have close contact with students (within 6 ft.).
- » Gowns, hair coverings, and shoe covers are not required.
- » Staff that may be in contact with a student with suspected COVID-19 or cleaning after a confirmed COVID-19 case should be provided with PPE, trained on when and what PPE is necessary, how to don (put on) and doff (take off) PPE, limitations of PPE, and proper care, maintenance, and disposal of PPE.

Cleaning

- » Frequently touched surfaces including lights, doors, benches, bathrooms, etc. should undergo cleaning with either an EPA-approved disinfectant or dilute bleach solution should now be cleaned every two-four hours.
- » Libraries, computer labs, arts, and other hands on classrooms should undergo cleaning with either an EPA-approved disinfectant or dilute bleach solution should now be cleaned after every class period. Efforts should be made to minimize sharing of materials between students as able.
- » Student desks should be wiped down with either an EPA-approved disinfectant or dilute bleach solution after every class period.
- » Playground equipment should be cleaned twice daily, athletic equipment should be cleaned and disinfected with an EPA-approved disinfectant or dilute bleach solution twice daily.
- » Staff should wear gloves, surgical mask, and face shield when performing all cleaning activities. Ensure proper and adequate ventilation after cleaning and before returning students to the area.
- » Store and use cleaning supplies out of the reach of children.
- » Busing and Student Transportation

- » Clean and disinfect transportation vehicles regularly. Children must not be present when a vehicle is being cleaned.
- » Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children and adequate ventilation when staff use such products. Ensure proper and adequate ventilation after cleaning and before returning students to the area.
- » Clean and disinfect frequently touched surfaces in the vehicle (eg. surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- » Keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- » Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.
- » Create a policy that if an individual becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above.
- » Create a plan for getting students home safely if they are not allowed to board the vehicle.
- » If a driver becomes sick during the day, they must follow protocols for sick staff above and must not return to drive students.
- » Encourage the use of hand sanitizer before entering the bus. Where possible, hand sanitizer should be supplied on the bus.
- » Where possible, allow for six feet of physical distancing between students, and between students and the driver, while seated on vehicles if feasible (e.g., by utilizing larger vehicles with more seats, by increasing frequency of routes to reduce occupancy, one rider per seat in every other row)
- » Consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff

- » Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- » Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work re-assignments.
- » Enable staff that self-identify as high risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of 6 feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.

Scenario 3: Significant Community Spread (Red)

Virus Status	<ul style="list-style-type: none"> » Local Health Departments analyze risk using variables such as number of positive cases, percent of positive cases, hospitalization rate (situationally factored in), and the increase in positive cases from previous rolling averages. » Risk level corresponds to Phase I of Nebraska Directed Health Measures. » High, uncontrolled community prevalence rate.
How to Keep School Communities Safe	<ul style="list-style-type: none"> » Nebraska leaders have decided to return to Phase One of the Directed Health Measures for the county/region or have ordered a complete shutdown of the state. » School preparedness and response activities shift from an ongoing surveillance footing to a series of active mitigation measures. » Schools should be closed for all in-house activities for an extended period of time
School Operating Status	<ul style="list-style-type: none"> » Schools are closed for in-person instruction. Remote learning initiated.

Mental and Social-Emotional Health

- » Since learning is remote, schools should consider innovative ways to ensure the social-emotional and mental health supports for students and staff. Refer to the **Conditions for Learning** page on Launch NE for further resources and support.

Spacing and Movement

- » Schools are closed for in-person instruction and will implement a remote learning plan.

Screening Students

- » Schools are closed for in-person instruction.

Dining, Gathering, and Extracurricular Activities

- » Schools enact off site food programs.

Athletics and Extracurricular Activities

- » All athletics and extracurriculars are suspended.

Personal Protective Equipment and Hygiene

- » Schools are closed for in-person instruction.

Cleaning

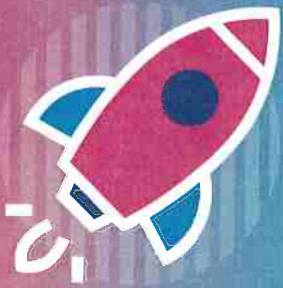
- » Schools are closed and cleaning practices adjusted to maintain school buildings in clean and well functioning order.

Busing and Student Transportation

- » All busing operations are suspended.

Medically Vulnerable Students and Teachers

- » All teaching should be moved to video conferencing platforms.



LAUNCH NEBRASKA

www.launchne.com



AGENDA SUMMARY SHEET

Agenda Item: Award of Architect Contracts for 2020 Bond Projects

Meeting Date: August 3, 2020

**Background/
Description:** Following passage of the District's bond election on May 12, 2020, Requests for Proposals ("RFP") were issued for architectural services. Copies of the RFP were sent to architects who expressed an interest in District projects and notice of the RFP was published.

The District received 14 responses from architect firms. Responses were received from:

- (1) Alley Poyner Macchietto Architecture
- (2) BCDM Architects
- (3) BVH Architecture
- (4) Calvin L. Hinz Architects
- (5) Carlson West Povondra Architects
- (6) DLR Group
- (7) Holland Basham Architects
- (8) Jackson – Jackson & Associates
- (9) KPE Architecture • Engineering • Forensics
- (10) LEO A DALY
- (11) Prochaska & Associates
- (12) Purdy & Slack Architects
- (13) Schemmer
- (14) TACKarchitects

A team of Chad Meisgeier, Chief Financial Officer, and Project Managers John Brennan, Jeremy Madson, and Steve Mainelli reviewed the written responses and selected seven firms for interview based on three factors – (a) price / value, (b) quality of proposal showing the firm's approach to the work, and (c) experience in projects similar to those proposed in the 2020 bond. Based on those criteria, the firms chosen for interview were:

- (1) Alley Poyner Macchietto Architecture
- (2) BCDM Architects
- (3) Carlson West Povondra Architects
- (4) Holland Basham Architects
- (5) Purdy & Slack Architects
- (6) Schemmer
- (7) TACKarchitects

The interview team consisted of Mr. Meisgeier, Mr. Brennan, Mr. Madson, Mr. Mainelli, and Millard North High School Assistant Principal Chad Zimmerman. In addition to the three categories reviewed in the written RFP's the interview team considered the quality of the interview and the firm's fit for individual projects.

Action Desired:

It is recommended that the District's Architect Contracts for professional services related to the 2020 bond projects be awarded as set forth in the following chart and that the Chief Financial Officer be authorized and directed to negotiate and execute contracts with architects related to said projects.

Project	Location	Architectural Firm	Fees
#1	Sandoz Elementary	Schemmer	Grouped fee: \$80,592
#8	Cather Elementary	Schemmer	
#2	Beadle MS	BCDM Architects	\$15,400
#3	Millard Central MS	BCDM Architects	\$669,200
#4	Keith Lutz Horizon	BCDM Architects	\$86,200
#12	Holling Heights Elem.	BCDM Architects	\$58,000
#14	Morton Elementary	BCDM Architects	\$43,000
#16	Rockwell Elementary	BCDM Architects	\$37,700
#17	Millard North MS	BCDM Architects	\$126,000
#18	Millard South HS	BCDM Architects	\$338,500
#5	Cody Elementary	Holland Basham Architects	Grouped Fee: \$615,479
#6	Hitchcock Elementary	Holland Basham Architects	
#7	Norris Elementary	Holland Basham Architects	
#9	Cottonwood Elementary	Purdy & Slack Architects	Grouped Fee: \$199,000
#10	Disney Elementary	Purdy & Slack Architects	
#11	Harvey Oaks Elementary	Purdy & Slack Architects	
#13	Montclair Elementary	Purdy & Slack Architects	
#15	Neihardt Elementary	Purdy & Slack Architects	

**Policy /
Strategic Plan
Reference:**

N/A

Responsible Person(s): Chad Meisgeier, Chief Financial Officer

Superintendent's Signature:



AGENDA SUMMARY SHEET

Agenda Item: Approval of Substitute Teacher Compensation

Meeting Date: August 3, 2020

Background/Description: Other school districts in the metro have increased substitute teacher compensation for the 2020-21 school year. Hiring of substitute teachers continues to be an area of high need. These districts that have base pay at \$160 per day and long-term sub jobs at \$170 per day. The District currently pays \$150 per day with an increase to \$160 upon completion of 50 sub teaching days for the District or upon acceptance of a long-term sub job.

Action Desired: Approval of an increase of \$10 per day to substitute teacher rates to \$160/\$170.

Policy / Strategic Plan Reference: N/A

Responsible Person(s): Kevin Chick, Associate Superintendent of Human Resources
Mitch Mollring, Director of Personnel
Jake Curtiss, Director of Employee Relations

Superintendent's Signature:



AGENDA SUMMARY SHEET

Agenda Item: Human Resources

Meeting Date: August 3, 2020

Background:

Description: Personnel Items: (1) Recommendation to Hire; (2) Resignation Agenda; (3) Leave of Absence Agenda

Action Desired: Approval

**Policy /
Strategic Plan Reference:** N/A

Responsible Person(s): Dr. Kevin Chick
Associate Superintendent of Human Resources

Superintendent's Signature:



August 3, 2020**TEACHER RECOMMENDED FOR HIRE****Recommend: The following teachers be hired for the 2020-2021 school year:**

1. Chloe J. Ross – BA – Kansas State University. Social Studies teacher at Millard North Middle School for the 2020-2021 school year.
2. Marcia A. Hilger – MA+9 – Middlebury College, VT. French teacher at Millard West High School for the 2020 2021 school year. Previous Experience: California Public Schools (2014-2020); Virginia Public Schools (2001-2006)
3. Stacie A. Duello – BA+9 – Concordia College. Itinerant Elementary Support teacher for Millard Public Schools for the 2020-2021 school year. Previous Experience: Millard Public Schools (1994-2000)
4. Haley R. Douglas – BA – University of Nebraska, Omaha. Itinerant Elementary Support teacher for Millard Public Schools for the 2020-2021 school year.
5. Victoria L. Hasiak – Education Specialist – Capella University, MN. School Psychologist at Wheeler and Cottonwood Elementary Schools for the 2020-2021 school year. Previous Experience: Papillion La Vista Community Schools (2018-2020); Council Bluffs Community School District (2013-2016)
6. Tiffany L. Granillo – BA+6 – University of Kansas. Grade 3 teacher at Reagan Elementary for the 2020-2021 school year.
7. Susan M. Pense – BA+36 – University of Nebraska, Lincoln. Resource teacher at Holling Heights and Rockwell Elementary Schools for the 2020-2021 school year. Previous Experience: Yorktown and Dinwiddie Public Schools, VA (2014-2016)
8. Sylvia G. Jager – BA – University of Nebraska, Lincoln. Kindergarten teacher at Wheeler Elementary School for the 2020-2021 school year.
9. Allie C. Knoepfler – BA – Grade 2 teacher at Morton Elementary School for the 2020-2021 school year.
10. Telma B. Cruz – BA – University of Nebraska, Lincoln. Spanish teacher at Millard North Middle School for the 2020-2021 school year. Previous Experience: Omaha Public School District (2011-2018)

August 3, 2020

RESIGNATIONS

Recommend: The following resignation(s) be accepted:

1. Kristin A. Hoffman – Art teacher at Millard West High School. Retiring effective immediately.
2. Anna L. Clausen – HAL teacher at Wheeler Elementary School. Resigned effective immediately for personal reasons.
3. Lindsey B. Kozney – Grade 3 teacher at Reagan Elementary School. Resigned effective immediately for personal reasons.
4. Colleen M. McGrath – French teacher at Millard West High School. Resigned effective immediately for personal reasons.

August 3, 2020

LEAVE OF ABSENCE

Recommend: The following Leave of Absence be accepted:

1. Chelsea D. Cleary – Grade 6 teacher at Beadle Middle School. Requesting a Leave of Absence for the 2020-2021 school year for personal reasons.

EDUCATIONAL SERVICES DIVISION

END OF YEAR REPORT

AUGUST 3, 2020



Submitted by:

**Dr. Heather Phipps
Associate Superintendent for
Educational Services**

Educational Services End of Year Report 2019-2020

This report summarizes the work of the Educational Services Division as it strives to support the mission of the Millard Public Schools and the efforts of its principals and teachers. Guided by the District's Strategic Plan and the recurring recommendations of the Curriculum Management Audit, Educational Services seeks to align all of its activities so that the written, taught, and assessed curriculum and associated programs and activities are seen as contributing to the successful completion of the District's mission.

The mission of the Millard Public Schools is to guarantee each student demonstrates the character, knowledge, and skills necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that engages and challenges all students.

The Educational Services Division provides numerous reports to the Board of Education throughout the school year. This year-end report serves to summarize and highlight the many facets of Educational Services. Specific areas covered include:

- Alternative Education Program
- Career and Technical Education
- Community and School Volunteers
- Curriculum Cycle
- Diploma Paths
- Early Childhood
- eLearning
- English Language Learner Program
- Grants Report
- High Ability Learner Program
- Multicultural Education
- Multi-Tiered System of Supports
- Special Education

The following contributed to this report:

Mr. Andy DeFreece, Director of Early Childhood and Elementary Education
 Dr. Anthony Weers, Director of Secondary Education
 Dr. Terry Houlton, Director of Special Education
 Dr. Carrie Novotny-Buss, Coordinator of Elementary Special Education
 Dr. Jean Ubbelohde, Coordinator of Early Childhood
 Dr. Laura Beschaler, District Audiologist
 Ms. Shelley Schmitz, MTSS Program Facilitator
 Ms. Terri Connell, Coordinator of Grants, Community Service and Mentoring
 Dr. Kara Hutton, Coordinator of Special Programs
 Dr. Melanie Olson, Coordinator of Secondary Programs
 Dr. Amy Himes, C & I MEP Facilitator, Odysseyware facilitator
 Ms. Monica Hutfles, C & I MEP Facilitator, High Ability Learner Program

Respectfully submitted,

Heather Phipps, Ed.D.
 Associate Superintendent for Educational Services

Table of Contents

<u>Report</u>	<u>Page</u>
Alternative Education Program	1
Career & Technical Education	5
Community and School Volunteers	15
Curriculum Cycle (Elementary & Secondary Education)	17
Diploma Paths	20
Early Childhood	21
eLEARNING	24
English Language Learner Program	25
Grants Report	42
High Ability Learner Program	44
Multicultural Education	47
Multi-Tiered System of Supports (MTSS)	53
Special Education	55

Alternative Education Program 2019-2020

District Rule 6690.1 states that, “The Millard School District’s Alternative Education Programs will include, but not be limited to, full school day, multi-year, educational programs. These programs will provide more individualized instruction, an innovative and rigorous curriculum, and a caring, structured environment. Alternative Education Programs will also address the needs of those students who have dropped out, who are at risk of dropping out and who wish to earn their diplomas, who have not met the District’s Essential Learner Outcome assessment requirements for graduation, and who have been expelled or subjected to a long-term suspension for ten (10) school days or more.”

To meet these requirements the District’s Alternative Education Program consists of:

Keith Lutz Horizon High School (KLHHS)

KLHHS provides credit recovery coursework and a pathway toward high school graduation. Students at KLHHS are at a significant risk of not completing high school graduation requirements. KLHHS students may have been unsuccessful in the District’s traditional high schools and the non-traditional environment at KLHHS provides students a smaller environment in which to complete high school graduation requirements. Students at KLHHS experience courses within a four-by-four block so that each semester they have the opportunity to focus on four courses at one time. Each semester, students are able to enroll in coursework. Students are also permitted to graduate at the end of each of the four semesters when high school graduation course requirements are completed.

Course Completion at Keith Lutz Horizon High School

Course Completion	2019-2020 CURRENT	2018-2019	2017-2018	2016-2017
Number of courses completed	168	251	224	172
Number of credits	840	1255	1120	860
Number of students	131	85	94	78
ELA	50	68	64	50
Mathematics	10	9	11	14
Science	16	43	20	29
Social Studies	58	104	101	78
Personal Finance	11	14	13	1
Art History	23	13	15	0

Graduation at Keith Lutz Horizon High School 2019-2020

2019-2020 Graduates	Semester 1	Semester 2	Semester 3	Semester 4	TOTAL
Total Students	8	16	22	17	63

Credit Recovery: Odysseyware

Odysseyware is an online tool selected to utilize as a credit recovery option for unique situations and based on students' individual needs. Millard Public Schools began utilizing Odysseyware in August of 2009 at the Millard Learning Center and continues to utilize Odysseyware with students at Keith Lutz Horizon High School.

- **Historical Background of Odysseyware in MPS:**
 - Odysseyware also meets the needs of Homebound students. Approval for the use of Odysseyware licenses and monitoring of the program procedures and utilization is controlled by the Office of Secondary Education.
 - In the 2016-2017 school year, Art History, Personal Finance, College Algebra, United States History, and Psychology were added in addition to three English courses, nine mathematics courses, three science courses, and four social studies courses already available through Odysseyware.
 - In 2018-2019, all of the required English courses, English 9A/B, English 10A/B, and English 11A/B, were updated for Odysseyware in the 2018-19 school year to align with the new Millard curriculum.
 - Odysseyware courses were offered to 2019 Summer School students during the morning and afternoon sessions and up to 25 students are permitted to enroll in each session.

Odysseyware Summer School 2019	
Students Enrolled	37
Students Dropped	8
Students Completing Courses	29
Number of Courses Enrolled	39
Number of Courses Failed	3
Number of Courses Completed	31

During Summer School 2019, thirty-seven (37) students enrolled in Odysseyware. Ultimately, only eight (8) students dropped courses. Out of the thirty-one (31) courses completed, three (3) courses were failed in Summer School. The final completion rate for summer school 2019 was **94%**.

Odysseyware Credit Recovery at Keith Lutz Horizon High School

2019-2020 Year	Semester 1	Semester 2	Semester 3	Semester 4
Total Students	108	78	120	78

Credit Recovery Pilot Programs: Odysseyware 2019-2020

MNHS Biology Credit Recovery

In 2019-2020, MNHS piloted a Biology credit recovery study hall option for students who had not passed the first semester of Biology. The pilot was interrupted by the onset of remote learning. Prior to the interruption students were progressing successfully in the guided remote learning study hall environment.

MNHS Biology Credit Recovery Pilot 2019-2020	
Students Enrolled	15

MSHS Odysseyware Credit Recovery Class

In 2019-2020, MSHS piloted a credit recovery class option for students in need of graduation requirements. The pilot was interrupted by the onset of remote learning. Prior to the interruption students were progressing successfully in the guided remote learning study hall environment.

MSHS Odysseyware Credit Recovery Pilot 2019-2020	
Students Enrolled	24

Ombudsman (Education Continuity)

A specific off-campus program that provides expelled students, students suspended for ten (10) school days or more, and/or students who have discontinued their enrollment without completing the District's graduation requirements, with opportunities that might allow them to acquire sufficient credits so as to stay on track for graduation. During 2019-2020, 160 students were enrolled in the Ombudsman program. These included:

Long Term Suspension Students:	96
Expelled Students:	54
Special Education Placement:	4
Special Circumstances Students:	10
Restart Students:	0
Emergency Exclusion:	1

Credits Earned by Students Who Attended Ombudsman	
Students Enrolled	160
Courses Enrolled	883
Courses Passed	323

Ombudsman Restart Program

Students who have officially dropped out of high school and remain in the Millard Public Schools boundaries are welcomed back to Millard as they work to fulfill their graduation requirements. Students attend daily during a four hour session and complete classes through a personalized course of study. They work at their own pace and are granted credit for the course upon successful completion. Students are able to access this opportunity through the semester of their 21st birthday. Those that do not finish courses by the end of second semester are able to continue those courses when they return in August the following year until they complete their requirements.

Ombudsman Restart Enrollment 2019-2020				
	NHS	SHS	WHS	Total
Number of Restart Students Enrolled	0	0	0	0
Number of Graduates during 2016-2017	0	0	0	0

Night School Program

In addition to addressing the needs of students who have been expelled or long-term suspended, Millard Public Schools and Ombudsman have collaborated to provide an extended learning, credit recovery option to eleventh and twelfth grade students. During 2019-2020, there were 3 English, 6 mathematics, 6 science, and 6 social studies courses available through Night School. Students attend either Monday or Tuesday for a two-hour session (4:15-6:15 p.m.) for 15 sessions or until completion in the fall. For the spring semester a Wednesday evening session was added.

Of the 49 students who enrolled in the Millard Public Schools and Ombudsman Night School Program during the first semester of the 2019-2020 school year, 44 students finished the course with 53% of them passing and earning credit. During the second semester, 79 students began Night School with 62 students finishing their course while 63% of them earned credit. Without having the Night School option, 62 students would not have earned credit for these courses.

Night School Credit Recovery 2019-2020					
	HHS	NHS	SHS	WHS	Total
Semester 1 Beginning Students	3	24	15	7	49
Semester 1 Ending Students	1	23	14	6	44
Students Earning Credit	0	12	8	3	23
Percentage of Students Earning Credit	0	52	57	50	52
Semester 2 Beginning Students	4	38	28	9	79
Semester 2 Ending Students	4	27	23	8	62
Students Earning Credit	2	15	15	7	39
Percentage of Students Earning Credit	50	56	65	88	63

Career & Technical Education Report 2019-2020

Career and Technical Education in the Millard Public Schools continues to be a strong, student-centered program grounded in School Counseling and the offerings of the Skilled and Technical Sciences (formerly Industrial Technology), Business and Information Technology, Family & Consumer Sciences, the Technology Mini-magnet and the Millard Career Academies. These programs are supported by the Millard Educational Program (MEP), the District Strategic Plan, Carl Perkins grant funds, articulation agreements with Metropolitan Community College, dual enrollment agreements with Metropolitan Community College and the University of Nebraska at Omaha, and work-based learning opportunities.

Each discipline provides the opportunity for students to participate in a Career & Technical Education Student Organization (CTSO). The CTSOs, such as Distributive Education Clubs of America (DECA); SkillsUSA; Family, Career and Community Leaders of America (FCCLA); Health Occupation Students of America (HOSA) and Educators Rising provide extensions to classroom curriculum, and opportunities to apply college and career readiness skills and develop leadership skills. Students from each high school participated in district and state competitive events. Career and Technical Education activities of note during the 2019-2020 academic year include:

Millard Educational Program (MEP) Curriculum Support

During the 2019-2020 school year Skilled and Technical Sciences (formerly Industrial Technology) completed Phase II work of the MEP Cycle. Family & Consumer Sciences High School was in Phase IV of the MEP Cycle. Counseling and Family & Consumer Sciences Middle Level were in Phase IV. Business and Communication and Information Systems (CIS) were in Phase I of the MEP Cycle.

Personal Learning Plans (PLP)

The Naviance web-based college and career planning tool continued to be used to support the Millard PLP. The 6-12 grade subscription to Naviance enhanced transitions from 8th to 9th grade and from 12th to post graduation, as students prepare to be college and career ready by gaining self-understanding regarding personal traits and interests and search for career possibilities.

Naviance streamlined the PLP process as a tool that synchronized with Infinite Campus, provided electronic inventories, and automatically recorded the results in the student file. In addition, the system linked career interest results to college and career placement information.

Counselors conducted a lesson to create and document a four year course plan for each student using the Academic Planner feature of Infinite Campus. Counselors worked with students and advisors to review and revise the Academic Plan in Infinite Campus and make course selections for the 2020-2021 school year. The initial 9th grade lesson and follow-up to review and revise the four year plan will occur annually and will be used to make course selections to prepare for graduation and post-secondary plans.

Carl Perkins Funding

During the 2020 fiscal year Millard received \$131,040 in Perkins funds. Grant funds were used to purchase welders, a tool changer, 18 inch bandsaw, and fabrication table for Skilled and Technical Sciences; a WindowWear 5 year district subscription for Family & Consumer Sciences department; a large format printer and Virtual Business site licenses for Business. In addition, funds were used to support staff development in the form of related conferences and trainings. The Nebraska Department of Education wrote a new Perkins plan in response to the reauthorization of Perkins V at the Federal level. As a result Millard conducted a local needs assessment and developed a new multi-year Perkins plan.

Millard Career Academies

Students remain actively engaged in the Business and Logistics Management; Education; Business and Entrepreneurship, and Health Sciences Academies. Participants earned 40 credits per year toward high school graduation and had the option to participate in dual enrollment credit with Metropolitan Community College and University of Nebraska Omaha.

Enrollment for All Millard Career Academies for 2019-2020								
Academy	Academy Location	Year	Enrollment	Assigned High School				# using district provided Transportation
				NHS	SHS	WHS	HHS	
Business & Logistics Management	NHS	1	11	3	1	7	0	3
		2	3	0	2	1	0	0
Education	WHS	1	21	7	7	7	0	11
		2	19	1	5	13	0	2
Business & Entrepreneurship	SHS	1	23	6	6	11	0	2
		2	18	2	3	13	0	2
Health Sciences	Horizon	1	60	10	10	39	1	22
		2	59	12	7	40	0	17
Total Participation 2019-2020 Year 1 and Year 2			214	41	41	131	1	59

The following tables document enrollment, optional tuition cost, and course sequence for all Millard Career Academies for 2019-2020.

Millard Career Academy Tuition Cost and Savings for 2019-2020							
	Reduced Rate Tuition (Per Course)	Full-time Student Tuition (Per Credit)	Number of Enrollments	Credits	Total Reduced Rate Tuition	Total Full-Time Student Tuition	Tuition Savings
Metropolitan Community College	\$ 48.00-Millard teacher \$37.00/credit MCC teacher	\$64.00	1109	5696.5	\$103,144	\$364,576	\$261,432
University of Nebraska Omaha	\$250.00	\$223.25	158	474	\$ 57,500	\$105,820	\$48,320
Total				6170.5	\$160,644	\$470,396	\$309,752

Business & Logistics Management Academy Optional Dual Enrollment Tuition Costs

Year 1, Semester 1					
Course Number	Course Name	Millard Credits	MCC Dual Enrollment Tuition*		Transfer Notes
			Credits	Tuition	
0007	English 11-A	5	4.5	\$ 48.00	MCC ENGL 1010 & transfers to UNO as ENGL 1150
ATD10	Introduction to Business	5	4.5	\$ 48.00	MCC BSAD 1000 & transfers to UNO MGMT 1500
ATD01	Introduction to Transportation, Distribution & Logistics	5	4.5	\$ 48.00	MCC INCT 1100
ATD05	Industrial Safety & Health	5	4.5	\$ 48.00	MCC INCT 1000
	<u>Additional fees for above course</u> OSHA Card Fee			\$ 8.00	Class fees
Tuition due to post-secondary institution in August				\$ 200.00	
Year 1, Semester 2					
0007	English 11-B	5	4.5	\$ 48.00	MCC ENGL 2450 & transfers to UNO as ENGL 2450
ATD15	Introduction to Distribution	5	4.5	\$ 48.00	MCC INCT 1500
ATD20	Principles of Marketing	5	4.5	\$ 48.00	MCC BSAD 1010 & transfers to UNO MKT 3310
ATD25	Principles of Management	5	4.5	\$ 48.00	MCC BSAD 2100 & transfers to UNO MGMT 3490
Tuition due to post-secondary institution in January				\$ 192.00	
Year 2, Semester 1					
ATD30	Mechanical Print Reading	5	4	\$ 48.00	MCC ELME 1050
ATD60	College Composition and Research	5		\$ 148.00	MCC ENGL 1020, Directly enrolled through MCC
ATD50	Production and Operations Management	5	4.5	\$ 48.00	MCC BSAD 2420 & transfers to UNO as BSAD elective credit
ATD55	Distribution and Logistics Management Internship	5			
Tuition due to post-secondary institution in August				\$ 244.00	
Year 2, Semester 2					
ATD40	Purchasing and Material Management	5	4.5	\$ 48.00	MCC BSAD 2410 & transfers to UNO as BSAD elective credit
ATD45	Problem Solving	5	4.5	\$ 48.00	MCC INCT 2050
ATD35	Business Logistics	5	4.5	\$ 48.00	MCC BSAD 2400 & transfers to UNO SCMT 2000
ATD55	Distribution and Logistics Management Internship	5			
Tuition due to post-secondary institution in January				\$ 144.00	

* Based on Metropolitan Community College reduced rate tuition of \$48.00 per course or \$37.00 fee per credit for courses taught jointly by MCC and Millard staff for 2019-2020. This rate is subject to change by MCC.

Education Academy Optional Dual Enrollment Tuition Costs

Year 1, Semester 1

Course Number	Course Name	Millard Credits	College Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
				Per course	Per course	
0007	English 11	10	4.5/4.5	\$ 96.00		MCC ENGL 1010 & ENGL 2450 & transfers to UNO as ENGL 1150 & ENGL 2450
0527	Child Development	5	4.5	\$ 48.00		MCC ECED 1150 & transfers to UNO as TED 2250
AED02	Preschool Child Development	5	4.5	\$ 48.00		MCC ECED 1120
Tuition due to post-secondary institution in August				\$ 192.00		

Year 1, Semester 2

AED35	Professional Speaking	5	4.5	\$ 48.00		MCC SPCH 1110 & transfers to UNO as CMST 1110
AED10	Introduction to Professional Education	5	3		\$ 250.00	Directly enrolled at UNO TED 1010
0422	World Religions	5	3		\$ 250.00	Directly enrolled at UNO RELI 1010
AED15	Education Seminar I	5				
Tuition due to post-secondary institution in January				\$ 48.00	\$ 500.00	

Year 2, Semester 1

AED25	Introduction to Communication Disorders	5	3		\$ 250.00	Directly enrolled at UNO SPED 1400
AED05	College Composition and Research	5	4.5	\$ 48.00		MCC ENGL 1020 & transfers to UNO as ENGL 1160
0453	AP [®] Psychology	5	3		\$ 250.00	Directly enrolled at UNO PSYCH 1010
AED30	Best Practices in Education	5				
Tuition due to post-secondary institution in August				\$ 48.00	\$ 500.00	

Year 2, Semester 2

AED55	Introduction to Special Education	5	3		\$ 250.00	Directly enrolled at UNO SPED 1500
AED40	Education Seminar II	5				
AED45	Education Seminar III	5				
AED50	Education Practicum	5				
Tuition due to post-secondary institution in January					\$ 250.00	

* Based on Metropolitan Community College reduced rate tuition of \$48.00 per course or \$37.00 fee per credit for courses taught jointly by MCC and Millard staff for 2019-2020. This rate is subject to change by MCC.

** Based on University of Nebraska at Omaha reduced rate tuition of \$250.00 per course for 2019-2020. This rate is subject to change by University of Nebraska at Omaha.

Business & Entrepreneurship Academy

Optional Dual Enrollment Tuition Costs

Year 1, Semester 1					
Course Number	Course Name	Millard Credits	College Credits	MCC Dual Enrollment Tuition*	Transfer Notes
				Per Course	
AEN01	College Accounting I-A	5	4	\$ 148.00	MCC ACCT 1100 -- Completion of College Accounting I-A, I-B & II transfers to UNO as ACCT 2010 & ACCT 2020
0007	English 11-A	5	4.5	\$ 48.00	MCC ENGL 1010 & transfers to UNO as ENGL 1150
AEN20	Introduction to Entrepreneurship	5	4.5	\$ 48.00	MCC ENTR 1050 & transfers to UNO as Business Elective
AEN10	Introduction to Business	5	4	\$ 48.00	MCC BSAD 1000
Tuition due to post-secondary institution in August				\$ 292.00	
Year 1, Semester 2					
AEN01	College Accounting I-B	5	4	\$ 148.00	MCC ACCT 1110 -- Completion of College Accounting I-A, I-B & II transfers to UNO as ACCT 2010 & ACCT 2020
0007	English 11-B	5	4.5	\$ 48.00	MCC ENGL 2450 & transfers to UNO as ENGL 2450
AEN05	Financial Literacy	5	4.5	\$ 48.00	MCC FINA 1000 & transfers to UNO as FNBK 2280
AED25	Legal Issues for the Entrepreneur	5	4.5	\$ 166.50	MCC ENTR 2060 & transfers to UNO as Business Elective
Tuition due to post-secondary institution in January				\$ 410.50	
Year 2, Semester 1					
AEN15	College Accounting II	5	4	\$ 148.00	MCC 1120 -- Completion of College Accounting I-A, I-B & II transfers to UNO as ACCT 2010 & ACCT 2020
AEN40	Marketing for the Entrepreneur	5	4.5	\$ 48.00	MCC ENTR 2050 & transfer to UNO Business elective
0541	AP [®] Microeconomics	5			Credit earned by meeting AP [®] testing criteria
AEN45	Entrepreneurship Internship	5			
Tuition due to post-secondary institution in August				\$ 196.00	
Year 2, Semester 2					
0540	AP [®] Macroeconomics	5			Credit earned by meeting AP [®] testing criteria
AEN55	Principles of Management	5	4.5	\$ 48.00	MCC BSAD 2100 & transfers to UNO MGMT 3490
AEN30	Entrepreneurship Feasibility Study	5	4.5	\$ 48.00	MCC ENTR 2040 & transfers to UNO Business elective
AEN45	Entrepreneurship Internship	10			
Tuition due to post-secondary institution in January				\$ 96.00	

* Based on Metropolitan Community College reduced rate tuition of \$48.00 per course or \$37.00 fee per credit for courses taught jointly by MCC and Millard staff for 2019-2020. This rate is subject to change by MCC.

Health Sciences Academy

Optional Dual Enrollment Tuition Costs

Year 1, Semester 1					
Course Number	Course Name	Millard Credits	MCC Dual Enrollment Tuition*		Transfer Notes
			Credits	Tuition	
AHS01	Human Anatomy & Physiology for Health Sciences	10	5	\$ 48.00	MCC BIOS 1310 & transfers to UNO BIOL 1730
AHS05	Medical Terminology I	5	4.5	\$ 48.00	MCC HIMS 1120
AHS20	Introduction to Medical Law & Ethics	5	4.5	\$ 48.00	MCC HIMS 1150
Tuition due to post-secondary institution in August			\$ 144.00		
Year 1, Semester 2					
AHS15	Health Sciences Orientation Seminar <ul style="list-style-type: none"> • Cardiopulmonary Resuscitation • Foundations of Health Careers 	5	6.5	\$ 144.00	<ul style="list-style-type: none"> • MCC EMSP 1000 CPR • HLTH 1015 Foundations in Health Careers
AHS10	Medical Terminology II	5	4.5	\$ 48.00	MCC HIMS 1130
AHS25	Nutrition in the Life Cycle	5	4.5	\$ 48.00	MCC HLTH 1050
AHS30	Disease Processes	5	4.5	\$ 48.00	MCC HIMS 1180
Tuition due to post-secondary institution in January			\$ 288.00		
Year 2, Semester 1					
AHS45	Emergency Medical Technician - Basic	10	12.5	\$ 404.00	MCC EMSP 1100
	<u>Additional fees for above course</u> Background Check \$45.00 National Registry Exam \$80.00 Omaha Fire Department \$25.00 Ride-along Scheduling Fee \$15.75 Student Liability \$14.50			Total \$ 180.25	Class fees
AHS50	Health Sciences Internship	5			
Tuition due to post-secondary institution in January			\$ 584.25		
Year 2, Semester 2					
AHS35	Long Term Care/Certified Nursing Assistant	10	6.5	\$ 48.00	MCC HLTH 1200
	Additional fees for above course			\$ 59.50	Class fees
AHS50	Health Sciences Internship	5			
Tuition due to post-secondary institution in August			\$ 107.50		
Year 2, Semester 3					
AHS40	Genetics	5	4.5	\$ 48.00	MCC HLTH 2010
0432/ 0453	Psychology/AP [®] Psychology	5/5			Credit earned by meeting AP [®] testing criteria
Tuition due to post-secondary institution in August			\$ 48.00		
Year 2, Semester 4					
0035	College Writing	5			
0432/ 0453	Psychology/AP [®] Psychology	5/5			Credit earned by meeting AP [®] testing criteria
Tuition due to post-secondary institution in January			\$ 0.00		

* Based on Metropolitan Community College reduced rate tuition of \$48.00 per course or \$37.00 fee per credit for courses taught jointly by MCC and Millard staff for 2019-2020. This rate is subject to change by MCC.

Metropolitan Community College Academies

Millard Public Schools continues a partnership with Metropolitan Community College to provide the following technical academies. The District seeks appropriate school-to-career programs that will enhance the school and work-based learning opportunities available for students.

Metropolitan Community College Academy Offerings and Enrollment

		17/18					18/19					19/20				
		H	N	S	W	T	H	N	S	W	T	H	N	S	W	T
0837	Auto Collision Tech Y1				2	2		1		2	3				1	1
0837	Auto Collision Tech Y2					0				1	1				1	1
0838	Automotive Technology Y1				2	2				1	1				4	4
0838	Automotive Technology Y2					0					0				1	1
0842	Criminal Justice		1		3	4				1	1				5	5
0845	Diesel Technology Y1					0		2			2			1		1
0845	Diesel Technology Y2					0				1	1					0
0854	Digital Cinema/Filmmaking			1	2	3				3	3			2	2	4
0843	Electrical Technology Y1					0				1	1		1			1
0843	Electrical Technology Y2					0					0					0
0858	EMT					0		1	1		2					0
0868	Fire Science Tech Y1					0					0				2	2
0869	Fire Science Tech Y2					0		3			3					0
0870	Pre-Apprenticeship Plumbing					0					0					0
0835	Theatre Tech. Apprenticeship Y 1		1		1	2					0					0
0835	Theatre Tech. Apprenticeship Y 2					0		1			1		1			1
0871	Utility Line Technician					0					0					0
0852	Welding Tech Y 1		1			1		1	1	2	4		1	1	1	3
0853	Welding Tech Y2					0					0		1	1		2
MCC01	3D Animation and Games														1	1
MCC04	Architecture Technology														1	1
MCC28	Certified Nursing Assistant												2	1	2	5
MCC14	Construction Technology													2	1	3
MCC08	HVAC														1	1
	Total		3	1	10	14		9	2	12	23		6	8	23	37

University of Nebraska Medical Center Health Science Alliance

Nebraska Medical Center (UNMC) to offer science classes to high school juniors and seniors who are interested in health sciences. Selected applicants participated in the UNMC High School Alliance along with students from nine other local school districts. The UNMC High School Alliance included 50 students from the nine school districts. Eleven Millard students participated in the 2019-2020 school year including six students from Millard West, two from Millard North, and three from Millard South. They attend their assigned high school in the morning and travel to UNMC for their Alliance courses in the afternoon. Millard Public Schools does not provide transportation to and from UNMC.

Air Force Junior Reserve Officer Training Corp

The Air Force Junior Reserve Officer Training Corp (AFJROTC) unit at Millard South was approved by the Department of Defense in the fall of 2015 and had previously been approved for implementation by the Millard Public Schools Board of Education in preparation for acceptance to the program. The 2016-2017 school year was the first year of the AFJROTC. The AFJROTC unit has two officer instructors.

Current eighth grade students and their parents are notified of the AFJROTC opportunity at the same time they are invited to apply for Early College. Parents and students attended an informational meeting hosted by Millard South. Of the 144 students enrolled in AFJROTC one student transferred to Millard South from out-of-district, twelve students transferred from Millard West, and six transferred from Millard North.

AFJROTC Enrollment Record

	9th Grade	10th Grade	11th Grade	12th Grade	Total
2019-2020	36	41	48	19	144
2018-2019	49	59	29	18	155
2017-2018	86	38	32	25	181
2016-2017	35	33	25	17	110

Avenue Scholars

Millard South High School again participated in the Avenue Scholars Program provided by the Avenue Scholars Foundation. Avenue Scholars provided a Career Coach for selected juniors and seniors. An Avenue Scholar Plan was developed for each student with a focus on academic, career, and financial plans in preparation for post-secondary opportunities. Following high school, students are able to enter Metropolitan Community College (MCC) with the support of the Career Coach.

Juniors met with the Career Coach for one block on alternating days and earned five credits per semester. Seniors met with the Career Coach for one block on alternating days during first semester and earn five credits. During the second semester of the senior year Avenue Scholars participants attended high school classes in the morning and traveled to an MCC campus in the afternoon. Students met with the Career Coach one day per week and earned dual credit while completing two college courses the remainder of the week. Students earned twenty elective credits during the second semester. Twenty-five to thirty students a year participate in the program. This was the seventh year that second semester Avenue Scholar seniors earned dual credit at Metropolitan Community College.

A special thank you to the Metropolitan Community College, Millard Public Schools Foundation, and the Peter Kiewit Foundation for their support of Early College High School through grants to the District.

Early College

The 2015-2016 school year was the first year of the Early College High School at Millard South. Students who enter the program in 9th grade and follow the recommended four-year plan will earn an

Associate of Arts degree at Metropolitan Community College (MCC) while earning a Millard Diploma. In May of 2020, 112 Millard South seniors in the Early College program completed their Associate of Arts degree from MCC.

Metropolitan Community College provided a reduced rate tuition of \$36 per class for ECHS students. The Millard Public Schools Foundation provided students a half-tuition scholarship for each ECHS course. The Millard Public Schools Foundation paid for \$18 per class and the student was responsible for the remaining \$18 per class. The District received a grant from the Peter Kiewit Foundation to support Early College. The grant pays for dual enrollment tuition for students who qualify for financial aid.

Millard South teachers who meet the criteria for adjunct faculty established by Metropolitan Community College provide instruction. These teachers must have a Master's degree either in their field or a Master's degree in another area of study with an additional 18 graduate hours in their field. Early College teachers modified instructional practices to incorporate digital learning strategies and collaborated with representatives of Metropolitan Community College to align Millard curriculum. The Peter Kiewit Foundation grant also supports scholarships for teachers to complete graduate courses to qualify to teach dual enrollment courses.

Early College Financial Support					
	Millard Public Schools	MPS Foundation	Metropolitan Community College	Peter Kiewit Foundation	Total Cost 2019-2020
Scholarships for Students					
Scholarship to reduce tuition from \$48 to \$36 (\$12.00 per course)			\$37,824		\$37,824
Tuition Scholarships 1/2 reduced rate tuition		\$45,072			\$45,072
Tuition Scholarships, students qualifying for Free or Reduced Lunch Prices				\$23,328	\$ 23,328
Scholarships for teachers				\$9,283.90	\$9,283.90
Printing/Mailing	\$1,122.35				\$1,122.35
Total Financial Support	\$1,122.35	\$45,072	\$37,824	\$32,611.90	
Total Expenses					\$116,630.25

Six hundred and ten students participated in the Early College Program in 2019-2020. One hundred ten of the 610 students (18%) qualified for Free or Reduced Lunch Status. Reported ethnicity is noted in the chart below.

Ethnicity	2019-2020
American Indian or Alaskan Native	10 (0.02%)
Asian	31 (5%)
Black/African American	29 (4.8%)
Hispanic/Latino	53 (8.7%)
White	487 (79.8%)
Total	610

Meal Status	2019-2020
Free	74 (12%)
Reduced	36 (6%)
Not Eligible	500 (82%)
Total	610

Enrollment for 2017-2018					
	9th Grade	10th Grade	11th Grade	12th Grade	Total
Enrollment	164	131	118	40	453
Within District Transfer	24	31	22	10	87
Open Enrollment	14	10	12	6	42
MSHS Assigned School	126	90	84	24	324

Enrollment for 2018-2019					
	9th Grade	10th Grade	11th Grade	12th Grade	Total
Enrollment	174	154	128	111	567
Within District Transfer	25	24	31	20	100
Open Enrollment	18	11	11	14	54
MSHS Assigned School	131	119	86	77	413

Enrollment for 2019-2020					
	9th Grade	10th Grade	11th Grade	12th Grade	Total
Enrollment	168	172	146	124	610
Within District Transfer	28	25	22	30	105
Open Enrollment	18	17	11	11	57
MSHS Assigned School	122	130	113	83	448

Community and School Volunteers 2019-2020

Community Service/Service Learning for Students

Middle school and high school students participated in service learning opportunities within all required social studies classes. Middle school students participated in service learning experiences and completed assignments as part of their Ancient Civilizations 6, World Geography 7, and American History 8 courses. They also completed a culminating project in American History 8 connecting their experiences to the class and explaining the meaning of civic engagement and responsibility.

High school students were required to complete 10 hours of service learning anytime from the summer prior to entering ninth grade through the first semester of their senior year. Evidence of completion of their service learning hours and the service learning activity along with their personal reflections were recorded in their Personal Learning Plans. Students also completed assignments in every required social studies course helping students to make current connections to their courses. The 10 hour requirement must be completed prior to students taking *United States Government and Economics* or *Advanced Placement® United States Government and Economics* in eleventh or twelfth grade. When taking one of those two courses, students were then required to complete a culminating project and engage in conversations with their peers to connect their service learning experience to the class and further define the meaning of civic engagement and responsibility.

While there was no explicit requirement for elementary students, they participated in service learning projects within their classroom or school-wide service learning projects.

There are four schools in MPS that provide an International Baccalaureate (IB) Program: Aldrich and Black Elk Elementary Schools, North Middle School, and North High School. Community Service is a large component of this program and each school promotes community service.

A Service Learning Twitter Account is active to keep students, parents, and organizations updated with the latest news on Millard Service Learning: TerriConnell@MPSServLearning.

Adult Volunteers

Per District policy, parents and grandparents of current Millard students are not required to go through a screening process in order to volunteer in the District, but community members must. This year, Classroom Volunteer, and Watchdog applications were submitted and background checks were performed. All applications were approved. The Nebraska Department of Health and Human Services are being completed through a separate MPS portal and collated with One Source background check information.

During the 2019-20 school year, volunteers in MPS provide services in a number of positions: as classroom volunteers, in the Watchdog program, as mentors in the TeamMates Mentoring Program of Millard, as office volunteers, as field trip chaperones, as field day and special events helpers, and as after school clubs assistants.

The majority of volunteers were parents and grandparents who performed unpaid work in the elementary and middle school buildings their children and grandchildren attended, during the school day. This year, at least 2,504 individuals provided over 17,933 hours in the elementary and middle schools, or an average of about seven hours per person. Using the starting wage of \$13.75 per hour, including benefits, for a new general education paraprofessional, the volunteers contributed the monetary equivalent of over \$246,579 to the District.

Volunteers at the high school level primarily provided assistance for extracurricular activities that their children were most interested in and participated in, such as athletics, band, theater, and after-prom

parties. For the most part, they determined and organized their own volunteer activities and did not report to school administrators or classroom instructors the amount of time they spent volunteering. Anecdotally, hundreds of parent volunteers each spend hundreds of hours working for no payment on post-prom alone. A conservative estimate of volunteers and the hours they performed for each of the three high schools is 125 volunteers at an estimated average of 10 unpaid work hours each, for a total of 375 high school volunteers providing 3,750 hours of work free of charge. Again using the starting wage of \$13.75 per hour for a new general education paraprofessional, the volunteers contributed the estimated equivalent of \$51,563.

The Millard TeamMates Mentoring Program, which is in 35 Millard Schools, had 408 mentors that volunteered 6,107 hours during the 2019-20 school year. These volunteers contributed the monetary equivalent of \$83,971 to the District.

The Millard Watchdog Program is presently in all 25 Millard Elementary Schools. There are more than 1,439 Watchdogs that volunteered over 8,348 hours. Using the starting wage of \$13.75 per hour, including benefits, for a new general education paraprofessional, the volunteers contributed the monetary equivalent of \$114,785 to the District.

For the 2019-20 school year, Millard Public Schools had a total of approximately 4,726 volunteers that volunteered a total of 36,138 hours and contributed the monetary equivalent of \$496,898 to the district.

Curriculum Cycle Millard Education Program 2019-2020

The curriculum cycle is dependent on state and district timelines and budget constraints.

<i>Content Area & Framework</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>	<i>2022-23</i>	<i>2023-24</i>	<i>2024-25</i>
Cycle Based on Nebraska State Standards Curriculum Cycle							
<i>Language Arts PK-12 2017</i>	Phase II/III	Phase III/IV	Phase IV	Phase I*	Phase II	Phase II	Phase III
<i>Mathematics PK-12 2015</i>	Phase IV	Phase IV	Phase IV	Phase IV*	Phase I	Phase II	Phase II
<i>Science PK-12 2018</i>	Phase II	Phase II (field study)	Phase III New State Test	Phase IV	Phase IV	Phase IV	Phase I
Cultural & World Studies							
<i>Social Studies PK-12 2013</i>	Phase IV	Phase I*	Phase I/II	Phase II	Phase III	Phase III	Phase VI
<i>World Language K-12 (including IB) 2014</i>	Phase IV	Phase I	Phase II	Phase II	Phase III	Phase III	Phase IV
Fine Arts Studies (Drama discussion 21-22)							
<i>Art PK-12 2009</i>	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II	Phase III
<i>Music – Instrumental 4-12 2011</i>	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II	Phase III
<i>Music – Vocal PK-12 2011</i>	Phase IV	Phase IV	Phase IV	Phase I	Phase II	Phase II	Phase III
Business and Information Technology & Industrial Technology Studies							
<i>Business 9-12 2014</i>	Phase IV	Phase I	Phase II	Phase IV	Phase IV	Phase I	Phase II
<i>Information Technology PK-12 2014</i>	Phase IV	Phase I	Phase II	Phase I	Phase II	Phase II	Phase III
<i>Skilled and Technical Sciences 6-12 2019</i>	Phase I (two-year Phase I)	Phase II	Phase III	Phase I* (refresh only)	Phase IV	Phase IV	Phase IV
Wellness Studies							
<i>Counseling PK-12 2016</i>	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II
<i>Health PK-12 2016</i>	Phase III	Phase IV	Phase IV	Phase I* (refresh only)	Phase IV	Phase I	Phase III
<i>Physical Education PK-12 2016</i>	Phase III	Phase IV	Phase IV	Phase IV	Phase IV	Phase I	Phase II
<i>Family Consumer Science 6-12 2016</i>	Phase III	Phase IV	Phase IV	Phase I* (refresh only)	Phase IV	Phase I	Phase II
MPS Academies & Early College							
<i>Academies & Early College</i>	Phase IV	Phase IV	Phase I	Phase II	Phase II/III	Phase III/IV	Phase IV

9-12 2009							
Middle School Electives	Develop	Develop	Review	Review	Review	Review	Develop
Internal Program Planning							
Early Childhood				X			
ELL		X			X		
HAL						X	
Montessori			X				
MTSS Model (Intervention)						X	
YAP			X				

**Phase adjustment based on NDE Standards Revisions Timeline.*

College and Career Readiness Skills - Implemented as part of District Strategic Plan 2014 and embedded within Course and Counseling Frameworks and Course Guides. Specific Content Areas follow with Curriculum Phase updates.

HAL Curriculum - Specific Content Areas follow the year after with Curriculum Phase updates.

Alternate Curriculum - Specific Content Areas follow the year after Curriculum Phase updates.

Intervention Curriculum - Specific Content Areas follow the year after with Curriculum Phase updates.

As curricular areas go through phase, a determination will be made about whether it should be PK-12 or K-12.

MILLARD PUBLIC SCHOOLS CURRICULUM MODEL 2019-2020

- I. Phase I: Research and Alignment
 - A. Identify Participants from Staff and Community for Committees
 - B. Prepare Data Book to Provide Research and Data to Participants
 - C. Curriculum Planning Committee Participants Receive and Review Provided Materials
 - D. Parallel Curriculum and Instruction MEP Facilitator and Instructional Technology MEP Facilitator Activities Completed
 - E. Curriculum Planning
 - F. Resource Evaluation Preparation
 - G. Textbook/Instructional Materials Selection and/or Creation of Digital Instructional Materials or Resources
 - H. Textbook/Instructional Materials Selection: Field Study Preparation
 - I. Textbook/Instructional Materials Selection: No Field Study Preparation
 - J. PK-12 Framework Preparation
- II. Phase II: Curriculum Development
 - A. No Field Study or Textbook Selection: Selection and/or Creation of Digital Instructional Materials or Resources
 - B. Field Study for Textbook/Instructional Materials Selection
 - C. No Field Study: Textbook/Instructional Materials Selection Committees Meet
 - D. Host Curriculum Materials Review Opportunity
 - E. Field Study and/or Textbook/Instructional Materials Selection Committee Report and Materials Approved by Board of Education
 - F. Conduct cost-benefit analysis for total program implementation including, but not limited to, textbooks, ancillaries, interventions, technology and digital learning resources, staff development, etc.
 - G. Submit budget requirements to appropriate Director
 - H. Course Guides Developed
 - I. All Course Guides subjected to quality review before implementation using identified criteria
 - J. Devise Implementation Plan
 - K. Share newly adopted course guides and materials with appropriate stakeholders including administrators
- III. Phase III: Implementation
 - A. Allocate District Resources
 - B. The Curriculum and Instruction MEP Facilitator(s) in collaboration with the Instructional Technology MEP Facilitator(s) and/or Office of Staff Development, will provide District staff development opportunities including best instructional practices and most effective strategies
 - C. Provide administrators staff development and documentation to assist in monitoring the written, taught, and assessed curriculum, including but not limited to instructional practices and fidelity of implementation via walk-through/best practices guide for principals
 - D. Implement courses using new course guides and PK-12 Framework
 - E. Monitor implementation and adjust course guides as needed
 - F. Collaborate with Assessment, Research, and Evaluation and Special Education to create the District ELO as defined in 6315.1 and Demonstration of Proficiency
 - G. Continue curriculum development process for: Selection or Creation of Digital Instructional Materials or Resources (digital resources/textbooks) and/or courses related to Textbook/Instructional items purchased second round adoption as appropriate – continue Phase II as outlined above.
- IV. Phase IV: Curriculum Monitoring
 - H. Monitor implementation and adjust course guides and digital learning resources through collaborative efforts between the Curriculum and Instruction MEP Facilitator, the Instructional Technology MEP Facilitator, and teachers as needed
 - I. Provide resources and staff development as needed to refine course guides and the implementation of the written curriculum
 - J. Provide resources and staff development towards related best instructional practices for teachers and administrators including fidelity of implementation (walk-through/best practices guide for principals)
 - K. Monitor alignment between/among standards, indicators, and indicator expectations, and assessment data through Vertical Team meetings, content area and cluster/grade level meetings, etc.
 - L. Collect student and program assessment data to determine additional or alternate program need

High School Diploma Paths 2019-20

High school students in the Millard District have the opportunity to choose a diploma path to pursue during their high school years. In addition to the Regular Diploma, there are two categories of diplomas that students are able to select. One diploma path, the Liberal Arts path, specifically addresses the needs of students who plan to earn a baccalaureate degree after graduation.

The second diploma path, the Specialty path, focuses on students who plan to specialize in a particular career field. In the Specialty areas, students complete an approved sequence of study in a career field. These students may also plan on participating in post-secondary education opportunities or they may select to enter the work force immediately after graduation.

Both paths include incentive categories by which students are able to achieve a more rigorous diploma by taking more classes and by achieving a higher Grade Point Average. These incentive categories are labeled *Commended* and *Distinguished*.

A certificate of achievement is sent to each student who successfully completed his or her selected diploma path along with a letter mailed to both the student and his or her parents in recognition of this accomplishment.

Of the 2019 Graduates, 63 students (non-duplicated) met the requirements of a diploma path. These 63 students completed a total of 66 Diploma Paths with 3 earning both a Liberal Arts path and one or more Specialty paths-

	Liberal Arts Commended			Liberal Arts Distinguished			Specialty Commended			Specialty Distinguished		
	3.0 Overall			3.5 Overall			3.0 in Area 2.0 Overall			3.5 in Area 2.5 Overall		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
MNHS	1	1	1	37	12	8	21	3	7	16	6	3
MSHS	2	0	0	3	0	0	10	5	5	13	2	1
MWHS	8	3	1	8	5	2	7	10	8	30	18	30
Total	11	4	2	48	17	10	38	18	20	59	26	34

The following table illustrates Specialty Areas completed within the Specialty Diploma Path.

	Business, Marketing & Management			Communication & Information Systems: Arts & Communication			Communication & Information Systems: Information Technology			Health Sciences			Human Sciences & Resources			Skilled & Technical Sciences: Industrial, Manufacturing & Engineering Systems		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
MNHS	3	4	2	16	2	4	1	0	0	8	1	4	0	0	0	10	2	0
MSHS	11	3	5	6	0	0	0	0	0	3	1	1	0	0	0	3	3	0
MWHS	9	12	4	1	2	2	1	1	1	15	2	19	5	2	3	2	7	8
Total	23	19	11	23	4	6	2	1	1	26	4	24	5	2	3	15	12	8

Early Childhood 2019-2020

Preschool Programs

There are 10 elementary buildings throughout the district that have a preschool program. Early Childhood Special Education preschools are provided for 3 year olds in half day programs at Cody, Sandoz, Harvey Oaks, Hitchcock, Rockwell and Wheeler. In addition, our 4 year old full and half day programs are fully blended, serving children with disabilities, Title I, ELL, and Parent Pay. Morning and afternoon sessions are offered at Cody, Harvey Oaks, Hitchcock, Neihardt, Rockwell, Sandoz, and Wheeler. Full day programs are offered at Bryan, Cody, Holling Heights, Norris, Rockwell, Disney and Sandoz. All of our programs include home visits twice a year, family involvement and parent education activities throughout the year. We provide parents with opportunities to participate in family/child activities, attend field trips, and learn about activities that they can do at home to support their child's development. All children new to preschool participate in a developmental screening.

MPS Early Childhood programs are in compliance with Nebraska Department of Education Rule 11. Teachers and paraprofessionals participated in monthly professional development focused on program quality assessments, effective practices in providing learning environments and resources for blended classrooms, mathematics, science, early literacy, and language. Preschool principals met regularly throughout the year for continued professional development focused on early childhood.

MPS Early Childhood programs are also in compliance with Nebraska Results Matters. Results Matter in Nebraska is a child, program, and family outcomes measurement system designed and implemented to improve programs and supports for all young children birth to age five (B-5). Child outcomes are measured three times a year with Teaching Strategies GOLD. Program outcomes are evaluated annually utilizing the Classroom Assessment Scoring System (CLASS). The CLASS assessment focuses on the type and quality of teacher/child interactions. Our CLASS process includes instructional coaching opportunities to facilitate implementation of strategies to support teachers, paras and students. All of our preschool programs (Title I, ECSE, Montessori) have been approved by the Nebraska Department of Education, and we receive state aid for 4 year old students.

Montessori Preschool Program is located at Montclair and Norris Elementary Schools. This program serves 3- and 4-year olds as part of the Montessori age 3-6 program. The Montessori program continues to be self-supporting with a total enrollment of 115 students at Montclair and Norris. Parents may choose the full-day program, 8:30-3:45 or half-day, 8:30-11:30 or 12:45-3:45. The before and after-care program at Montclair is run through the Millard Public Schools Foundation. The majority of Montessori preschool students continue in the school-age Montessori Program.

Preschool Enrollment

	SpEd	Parent Pay	Title	Total
Bryan	8	0	23	31
Cody	35	3	23	61
Harvey Oaks	34	5	14	53
Hitchcock	22	9	12	43

Holling Heights	4	0	12	16
Montclair Montessori	0	84	0	84
Neihardt	20	12	18	50
Norris	4	0	14	18
Norris Montessori	0	30	0	30
Rockwell	21	4	17	42
Sandoz	22	4	18	44
Wheeler	31	5	15	51
Home-based Special Education (birth-3)	163			163
Itinerant	124			124
Home visiting (birth-3)	70			70
TOTAL				880

The Learning Community's Superintendents' Early Childhood Plan, in collaboration with the Buffett Early Childhood Institute is taking place at two Millard schools (Cody and Sandoz). These schools are participating in the Full Implementation plan for birth through the elementary years. Each building has a home visitor/family facilitator on site. This plan applies research-based practices in supporting children and families across levels: birth to 3 years through home visiting, family/child activities and parent education, 3 and 4 year olds through high quality preschool experiences, family engagement, and aligned curriculum and instruction with students in Kindergarten through the elementary years. The goals include the use of evidence-based approaches to learning and family support and strategies to close the achievement gap through supporting teachers and students in the provision of effective learning experiences. This collaboration includes professional development, staffing for home visitors and family specialists, and ongoing instructional coaching, assessment and evaluation through the Buffett Early Childhood Institute.

Home Visiting

Home visiting represents Millard Public School's commitment to meeting the needs of children and families during the child's most critical years of development, birth to age three. Our home visitors support young children and families in our Title I schools. The home visitor forms a partnership with families to address the physical, cognitive and social and emotional development of the child as well as the family's needs. Each family receives 3 visits a month plus an opportunity to join other families in a

monthly socialization group. Home visitors are funded by grants from the Sixpence Early Learning Fund and NDE Flex Grant.

Story Time incorporates a story time and book checkout at many of our elementary sites for families or caregivers. Books appropriate for young children were purchased and housed at each of the sites for families to checkout. Story time was provided at many elementary schools this year with each building setting up the frequency of meeting times.

Advisory Groups and Community Partnerships have been established with several organizations. We hosted a Family Night at the Museum as a part of our ongoing partnership with the Omaha Children's Museum. We also collaborated with the Children's Museum to develop field trip experiences that match the MPS standards and indicators for preschool. We have partnered with the Omaha Public Library, Millard Branch, to provide a family night focused on transitions to preschool and kindergarten, along with sharing both MPS and library resources to support families and young children. Many of these organizations have representatives that sit on the Early Childhood Advisory Committee which meets 4 times a year. In addition to the Early Childhood Advisory Committee, we also have the Planning Region 21 Team that consists of members who assist in collaborative planning and development of a family centered, interagency community-based system for all children, with emphasis on those with disabilities, birth to age five. Our goal is to continue to build partnerships with additional community organizations including area childcare and private preschools, and organizations that provide support for wellness, nutrition, and social services.

Transition to Kindergarten

Three Action Plans from within the District Strategic Plan, Strategy 6, related to transition to kindergarten were implemented during the 2006-07 school year. Those plans were operationalized and have continued during the 2019-2020 school year. Two parent sessions and one community provider session were provided in September for potential incoming kindergarten students. Information was also mailed to all families and community providers that included suggested activities to help children transition to kindergarten.

Parent Information Nights:

Families with children that are eligible for kindergarten in 2020-2021 received information about MPS Kindergarten programs along with notification about parent information sessions. Parent sessions, conducted by a team of kindergarten teachers and a Family Resource Specialist, focused on providing families with information regarding Kindergarten expectations along with strategies for parents to help support their children at home.

Community Preschool and Child Care Home Information Nights:

A team of kindergarten teachers provided area child care and preschool providers with information about Millard's Kindergarten curriculum and expectations during a September meeting. Participants were provided with strategies to support the young children in their daycare/preschool settings.

Parent Meeting for Kindergarten Round-up:

All buildings continue to use the district parent night agenda and information packets that were designed by a group of district Kindergarten teachers and principals. This provides continuity throughout the district as parents begin forming their relationships with Millard Public Schools.

Early Entrance to Kindergarten:

The Board approved policy for Early Entrance to Kindergarten continued to be implemented this year, with assessments available February through early August. Children tested had birth dates that ranged from August 1 through October 15. The assessment process mirrors the District Acceleration Procedures used for grade acceleration at the elementary level. School Psychologists now complete the testing and communicate the results with parents.

eLearning Grants

A special thank you to the Millard Public Schools Foundation for their support of our eLearning initiatives through the following grants.

eLearning is a term used to describe instruction that happens digitally. As our access to technology has increased, we have been able to offer more online options for students. This work grew out of 2 different Millard Public School Strategic Plans, and it will likely continue to evolve moving forward. Below are summaries of a few specific initiatives related to eLearning.

Exact Path

Exact Path is a digital tool which uses a student's MAP RIT score to create an online learning path in both mathematics and reading to personalize instructional support.

Year	Number of Licenses	Implementation
2017-2018	12,200	K-8 as requested by building for step-ahead year
2018-2019	16,200	K-8 full implementation
2019-2020	16,200	K-8 full implementation

DreamBox

DreamBox is an adaptive digital tool which uses a student's MAP RIT score to create an online learning path in mathematics to personalize instructional support.

Year	Number of Licenses	Implementation
2018-2019	1 site license	Beadle Middle School step-ahead
2019-2020	7 site licenses	Hitchcock, Holling Heights, Reagan, AMS, BMS, CMS, RMS

Canvas

Canvas is a Learning Management System (LMS) platform used in MPS to house our Blended Learning Courses. These courses are offered in a combination of face-to-face and virtual instruction.

Year	Courses
2019-2020	College Algebra, College Writing, United States Government and Economics

English Language Learner Program Millard Public Schools

The English Language Learner (EL) Program has continued to grow and establish itself as an integral part of the Millard Public Schools. The purpose of the EL Program is to provide English language instruction to limited and non-English speaking students who enter our community and require these services. It is the goal of the program to assist students in becoming full participants in the general education program. Research shows that having a program for English development is more beneficial than not having one (Saunders and Goldenberg, 2010). This is to say that students who are acquiring English as an additional language are more likely to be successful in school if they receive direct English language instruction.

Program Demographics

The demographic counts included within this report were pulled on June 8, 2020, and are based on each student's last enrollment of the 2019-2020 school year.

EL K-12 Program Sites

Bryan Elementary School
Cather Elementary School
Disney Elementary School
Holling Heights Elementary School
Montclair Elementary School
Norris Elementary School
Sandoz Elementary School
Willowdale Elementary School
Andersen Middle School
Millard Central Middle School
Millard South High School

Preschool

Children who are eligible for preschool may be identified as English learners based on parent report on the Home Language questions. Millard offers a blended preschool program at 13 sites.

Number of Limited English Proficient (LEP) students enrolled in Preschool	97
Number of Limited English Proficient (LEP) students enrolled in K-12 (EL Eligible – Not Participating and Participating)	673
Number of LEP students who participated in the K-12 EL Program (EL Eligible and Participating)	505
Number of former LEP students who have been Redesignated English Fluent Less Than 4 Years and are being monitored as required by ESSA.	907
Number of students whose parents waived EL services (EL Eligible – Not Participating)	168
Number of students tested who did not qualify for services (DNQ)	92

EL Preschool Enrollment

Attendance Location	LEP Eligible	Attendance Location	LEP Eligible
Bryan Elementary	11	Montclair Elementary	10
Cody Elementary	12	Neihardt Elementary	4
Disney Elementary	12	Norris Elementary	11
Harvey Oaks	2	Rockwell Elementary	4
Hitchcock Elementary	4	Sandoz Elementary	13
Holling Heights Elementary	6	Wheeler Elementary	8
Grand Total			97

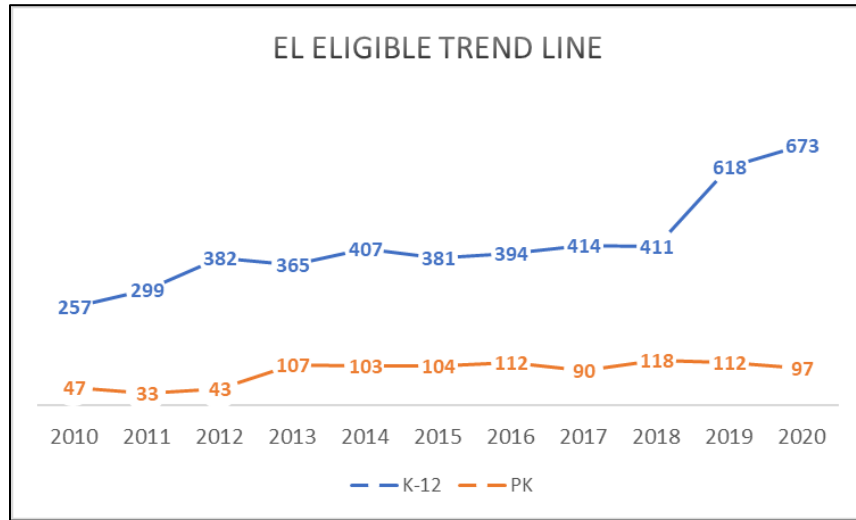
EL K-12 Enrollment

Attendance Location	EL Eligible - Not Participating	EL Eligible and Participating	Redes. English Fluent less than 4 years	Grand Total
	LEPW	LEPA	REF<4	
Abbott Elementary	3		2	5
Ackerman Elementary	9		10	19
Aldrich Elementary	22		33	55
Andersen MS	2	26	29	57
Beadle MS	3		22	25
Black Elk Elementary	24		18	42
Bryan Elementary	1	16	10	27
Cather Elementary		35	70	105
Cody Elementary	10		5	15
Cottonwood Elementary	8		5	13
Disney Elementary	1	56	25	82
Ezra Millard Elementary	10		5	15
Harvey Oaks Elementary	4		2	6
Hitchcock Elementary	6		6	12
Holling Heights Elementary	3	59	19	81
Kiewit MS	4		14	18
Millard Central MS		32	86	118
Millard Horizon HS			5	5
Millard North HS	5		92	97
Millard North MS	7		83	90
Millard South HS	4	77	120	201
Millard West HS	1		49	50
Montclair Elementary		62	33	95
Morton Elementary	1		1	2
Neihardt Elementary	7		7	14
Norris Elementary	1	27	9	37
Ombudsman Program		1	4	5
Other Provider			4	4
Reagan Elementary	4		7	11
Reeder Elementary	5		3	8
Rockwell Elementary	1		2	3
Rohwer Elementary	7		7	14
Russell MS	1		50	51
Sandoz Elementary		53	31	84
Upchurch Elementary	5		14	19
Wheeler Elementary	9		7	16
Willowdale Elementary		61	17	78
Young Adult Program			1	1
Grand Total	168	505	907	1580

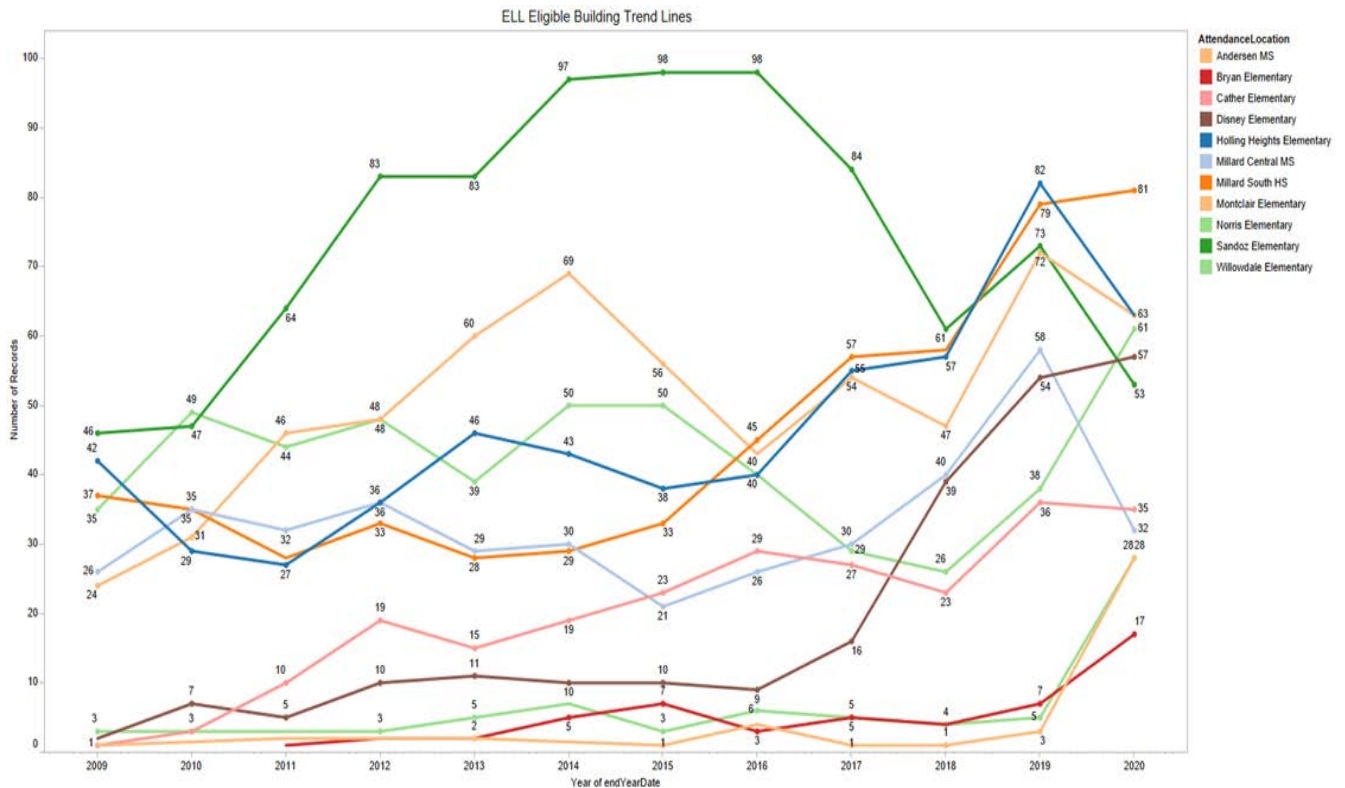
LEPW = Limited English Proficient Waived
LEPA = Limited English Proficient Active

REF = Redesignated English Fluent
LEPC=Limited English Proficient Consultative

Enrollment of EL Eligible students in the K-12 program increased by 55 during the 2019-2020 school year. The number of preschool students shows a decrease of five in 2020. The number of students who are eligible for EL services, but whose parents have chosen to waive services (Eligible, Not Participating), increased by 32 students from 2018-19 to 2019-20.



Millard South continues to grow, with 81 students in the 2019-2020 school year. At the elementary level, Willowdale grew from 38 to 61 during the same time period. This growth, combined with the number of EL eligible students who are waiving services at elementary schools on the west side of the district may be an indication of a shift in EL demographics. For example, Reagan, Reeder, Rohwer, Upchurch, and Wheeler each have 4, 5, 7, 5, and 9 eligible EL students respectively. In addition, due to special programs, Aldrich has 22 and Black Elk has 24 students who are eligible for EL services but waive to attend the special program.

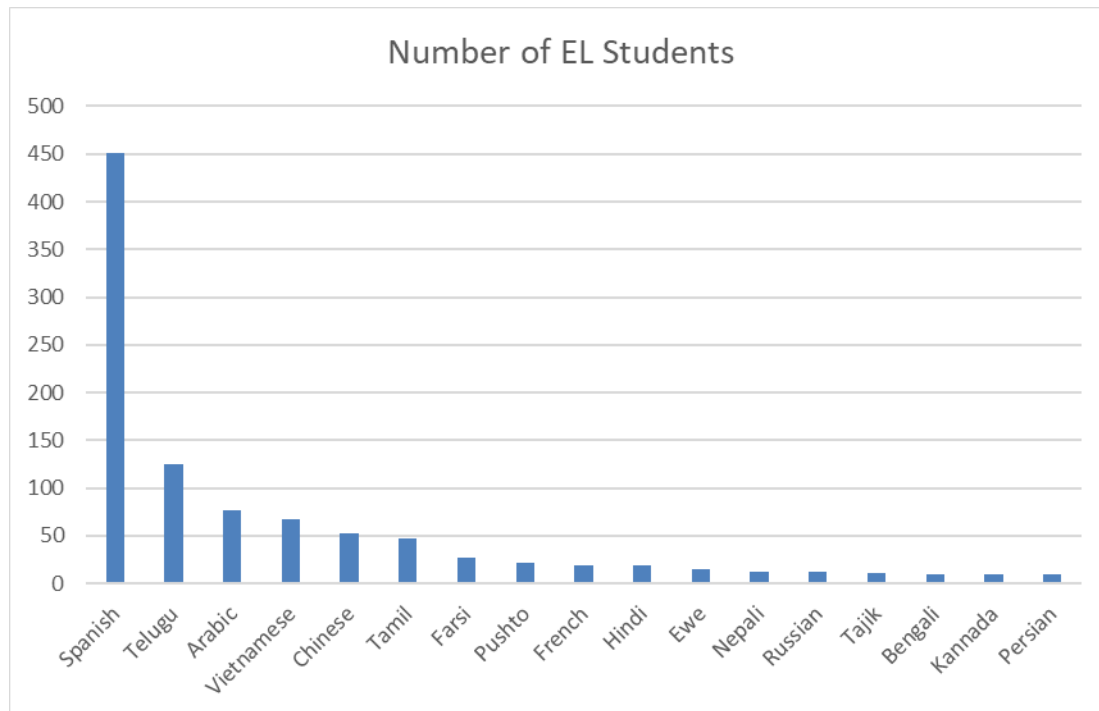


Special Education

11% of K-12 EL Eligible students are also verified with a disability and receive services through the Special Education Program. This is an increase from 10.6% in 2018-19. District-wide, 14% of students are verified for services.

Native Language

78 languages other than English are spoken in Millard. There are 64 languages spoken by current students who are eligible for EL or who have been redesignated English fluent less than 4 years. The most highly spoken languages are Spanish, Telugu, Vietnamese, Chinese, and Arabic. Spanish is the majority native language with 40% of EL students speaking Spanish as their first language. The percentage of students speaking Telugu has increased from 10.4% in 2018-19 to 11% in 2019-20. Arabic is spoken by 6.9% of EL students. In addition, 6% speak Vietnamese, 4.2% speak Tamil, and 4.7% speak Chinese.

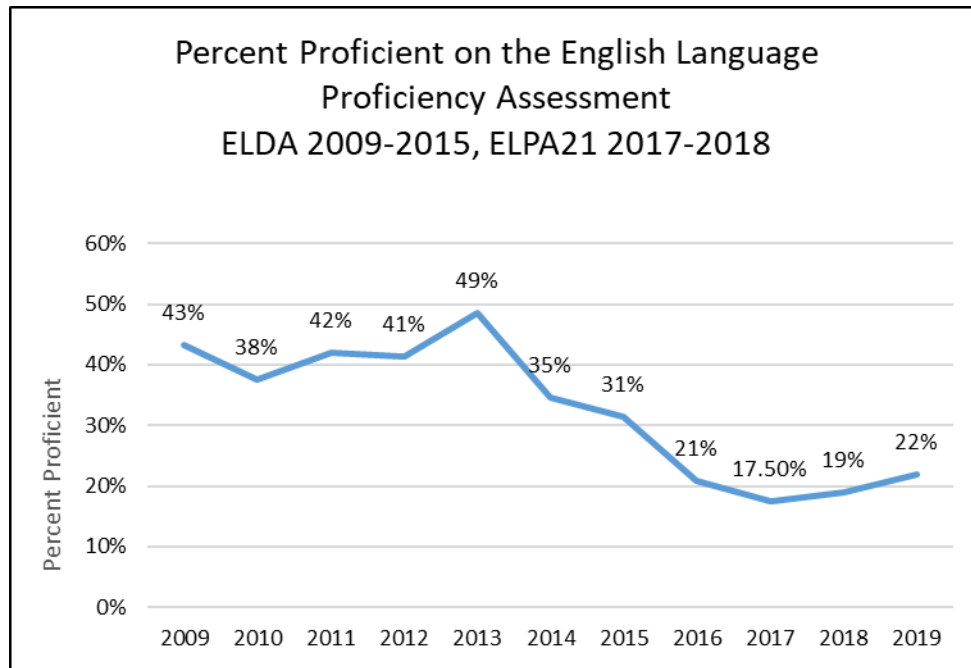


Student Achievement

English Language Proficiency Assessment

As required by Title III and Rule 15, all EL students must participate in the state language proficiency assessment. In Nebraska, the English Language Proficiency Assessment for the 21st Century (ELPA21) has been the test administered to all EL students since the 2015-16 school year. The ELPA21 is a battery of on-line tests used to measure progress in the acquisition of English language proficiency skills among non-native English-speaking students in grades K-12. ELPA21 measures a student's English language proficiency overall, as well as in reading, writing, speaking, and listening. The ELPA21 results for 2018-19 were received in May of 2019 and the results were in place for the 2019-20 school year. The EL students in 2019-20 took the ELPA21 in February and early March, prior to the dismissal of school due COVID-19. Those results will be implemented in 2020-21.

The number of students earning a proficient score on the ELPA21 2019 was 122 or 22% of all eligible English Language Learners. In 2018, 72 (19%) students earned a proficient score on the ELPA21.



Also required by Title III and Rule 15, and as outlined in the program evaluation section of the Limited English Proficiency Plan for State Aid, all EL students participate in the state content assessments. This provides English learners an opportunity to demonstrate their knowledge and skills. Participation yields data that informs educators of progress in learning language and academics and can be used to inform instructional decisions. For students who are very limited in their English proficiency, the emphasis is on the opportunity to participate with less concern as to whether or not the student masters the assessment. The district provides appropriate accommodations to ensure meaningful participation in the assessments.

Table 1- 2019 NSCAS results for EL Students Participating in the EL Program

EL and participating			
	Developing	On Track	College and Career Ready
NSCAS-ELA03	71.70%	28.30%	0.00%
NSCAS-ELA04	92.90%	7.10%	0.00%
NSCAS-ELA05	88.90%	11.10%	0.00%
NSCAS-ELA06	88.90%	11.10%	0.00%
NSCAS-ELA07	75.00%	25.00%	0.00%
NSCAS-ELA08	100.00%	0.00%	0.00%
NSCAS-M03	80.40%	19.60%	0.00%
NSCAS-M04	78.60%	21.40%	0.00%
NSCAS-M05	85.20%	15.80%	0.00%
NSCAS-M06	66.70%	33.30%	0.00%
NSCAS-M07	75.00%	18.80%	6.30%
NSCAS-M08	100.00%	0.00%	0.00%

Table 2- 2019 NSCAS results for EL Students Not Participating in the EL Program

EL and not participating			
	Developing	On Track	College and Career Ready
NSCAS-ELA03	80.00%	0.00%	20.00%
NSCAS-ELA04	60.00%	30.00%	10.00%
NSCAS-ELA05	100.00%	0.00%	0.00%
NSCAS-ELA06	83.30%	16.70%	0.00%
NSCAS-ELA07	100.00%	0.00%	0.00%
NSCAS-ELA08	100.00%	0.00%	0.00%
NSCAS-M03	60.00%	40.00%	0.00%
NSCAS-M04	50.00%	50.00%	0.00%
NSCAS-M05	66.70%	33.30%	0.00%
NSCAS-M06	50.00%	50.00%	0.00%
NSCAS-M07	100.00%	0.00%	0.00%
NSCAS-M08	50.00%	50.00%	0.00%

Tables 1 and 2 show the 2019 Nebraska Student Centered Assessment System (NSCAS) results for EL students participating and those EL students who are eligible but not participating in the EL Program. In Table 1, the data shows that more students in 3rd and 7th grade are on track to be College and Career Ready in English Language Arts. Over all, more students are on track to be College and Career Ready in Mathematics compared to English Language Arts.

In Table 2 we see that students in 4th and 6th grade who are not participating have a higher percentage of students on track in English Language Arts. Similar to those EL students participating, the EL students not participating in the EL program do better in mathematics and all grades except 7th show that 33-50% are on track to be College and Career Ready.

Table 3-Redesignated English Fluent Less than <2 years

Redesignated English Fluent (<2 years)			
	Developing	On Track	College and Career Ready
NSCAS-ELA03	43.20%	43.20%	13.50%
NSCAS-ELA04	37.00%	51.90%	11.10%
NSCAS-ELA05	69.20%	23.10%	7.70%
NSCAS-ELA06	69.20%	23.10%	7.70%
NSCAS-ELA07	80.00%	20.00%	0.00%
NSCAS-ELA08	33.70%	43.70%	22.50%
NSCAS-M03	43.20%	48.70%	8.10%
NSCAS-M04	40.70%	59.30%	0.00%
NSCAS-M05	53.90%	38.50%	7.70%
NSCAS-M06	84.60%	15.40%	0.00%
NSCAS-M07	40.00%	60.00%	0.00%
NSCAS-M08	100.00%	0.00%	0.00%

Table 3 reflects that those students redesignated English fluent have higher percentages of students on track to be College and Career Reading in both English Language Arts and Mathematics. In addition, there are more students already achieving College and Career Readiness.

Table 4-2019 NSCAS for former EL students who have been redesignated English fluent for more than 2 years as compared to non-EL students.

	Developing		On Track		College and Career Ready	
	REF	Non-EL	REF	Non-EL	REF	Non-EL
NSCAS-ELA03	11.60%	26%	55.80%	46%	32.60%	28%
NSCAS-ELA04	17.10%	26.9%	43.90%	44.3%	39.00%	28.8%
NSCAS-ELA05	25.70%	34.2%	42.90%	39.7%	31.40%	26.1%
NSCAS-ELA06	39.40%	40.8%	37.90%	35.4%	22.70%	23.9%
NSCAS-ELA07	43.00%	41.7%	38.00%	43.1%	19.00%	15.3%
NSCAS-ELA08	45.00%	33.7%	32.60%	43.7%	22.50%	22.5%
NSCAS-M03	18.60%	28.6%	55.80%	54.5%	25.60%	16.9%
NSCAS-M04	17.10%	32.0%	65.90%	52.1%	17.10%	15.9%
NSCAS-M05	21.40%	30.3%	50.00%	49.0%	28.60%	20.7%
NSCAS-M06	33.30%	32.5%	45.50%	51.1%	21.20%	16.4%
NSCAS-M07	45.60%	39.8%	38.00%	46.8%	16.50%	13.4%
NSCAS-M08	52.80%	41.8%	31.50%	45.4%	15.70%	12.8%

This chart reflects that higher percentages of former EL students were College and Career Ready than non-EL students on all NSCAS assessments except 6th grade English Language Arts.

Table 5- Elementary MAP Mathematics -Fall 2019 Compared to Winter 2019 (Spring scores unavailable due to COVID-19).

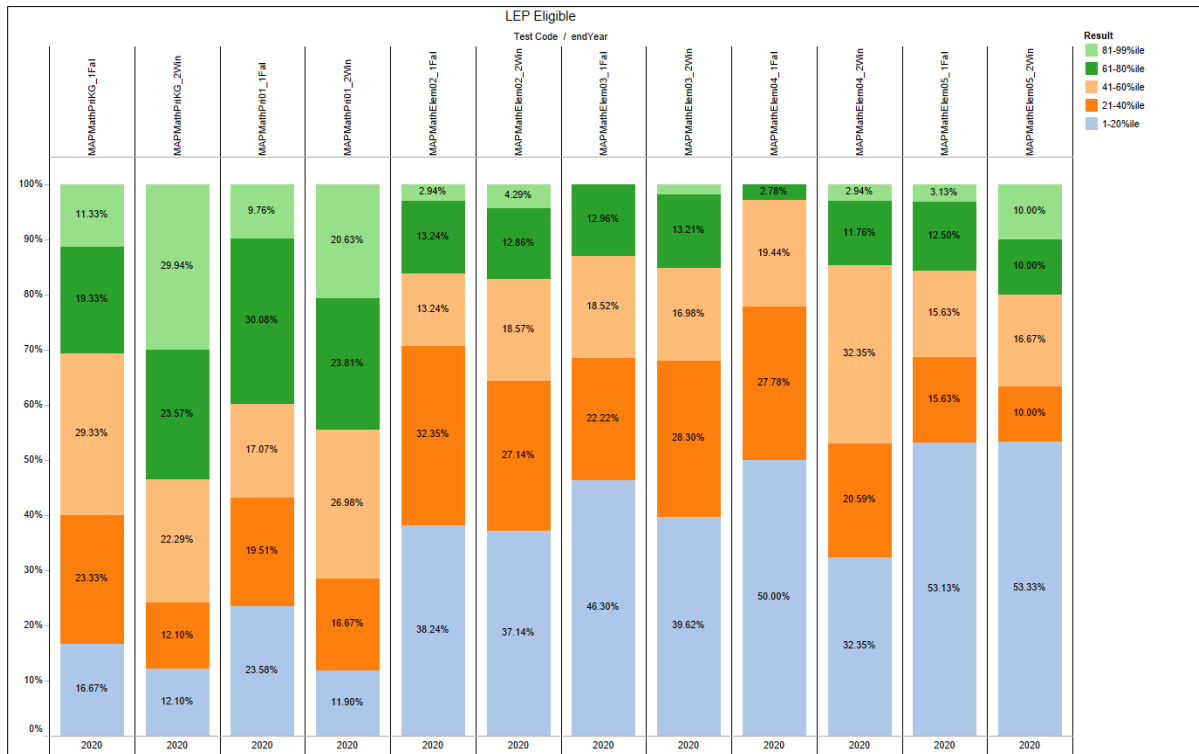
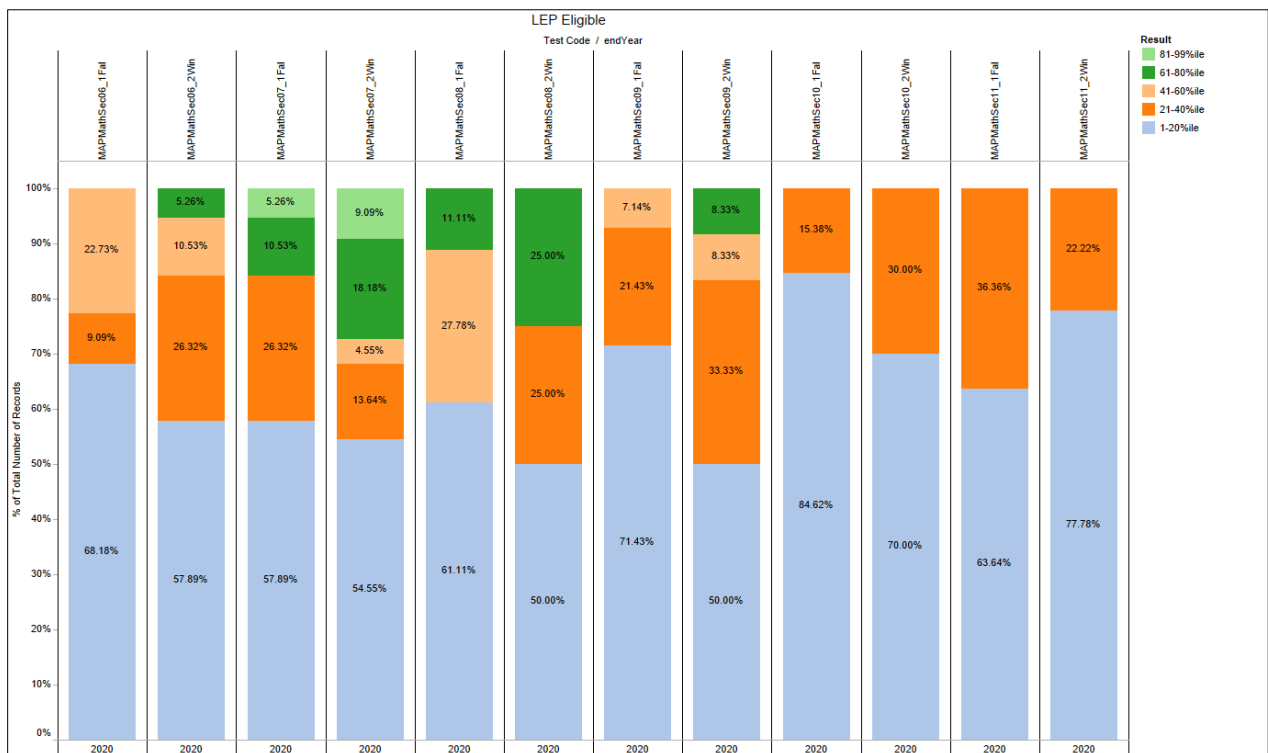


Table 6-Secondary MAP Math Fall 2019 Compared to Winter 2019



Tables 5 and 6 reflect that EL students at all grade levels except 11th made growth from fall to winter on MAP mathematics. In addition, more elementary EL students score at the 40th percentile or above than do secondary EL students.

Table 7- Elementary MAP Reading-Fall 2019 Compared to Winter 2019

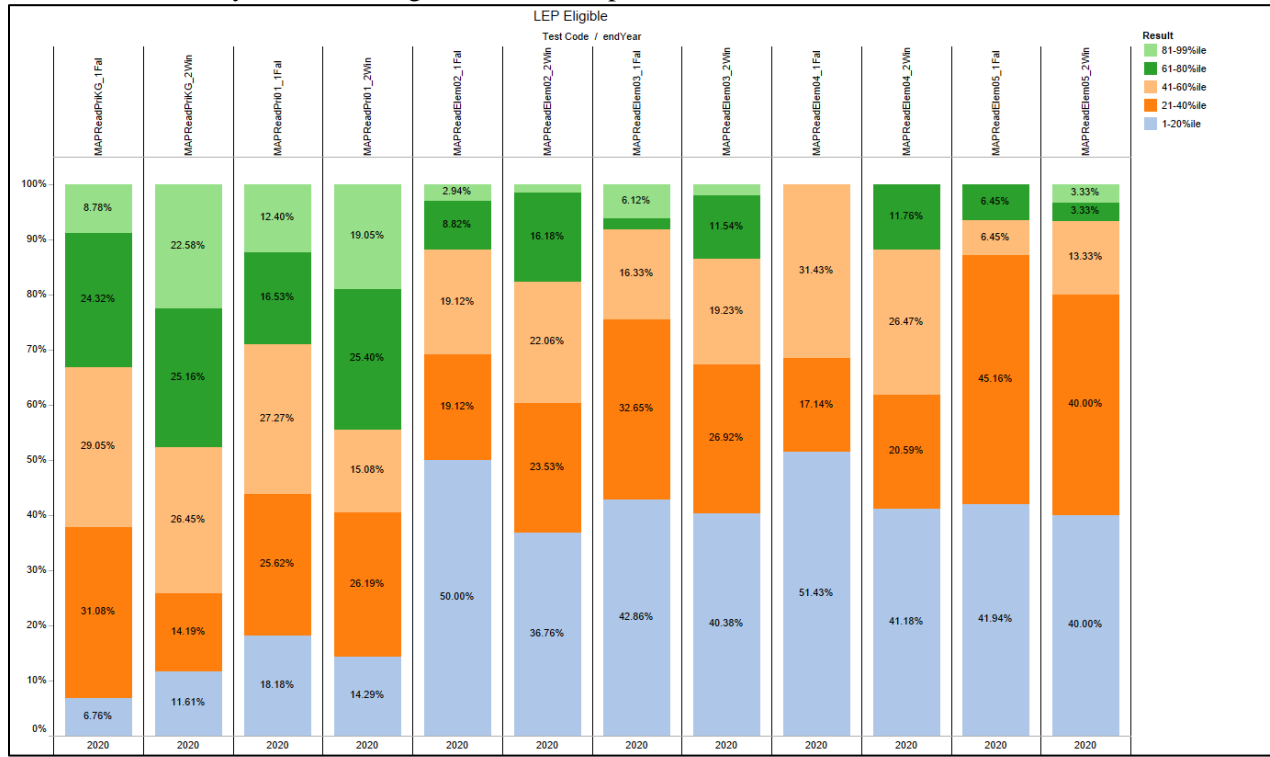
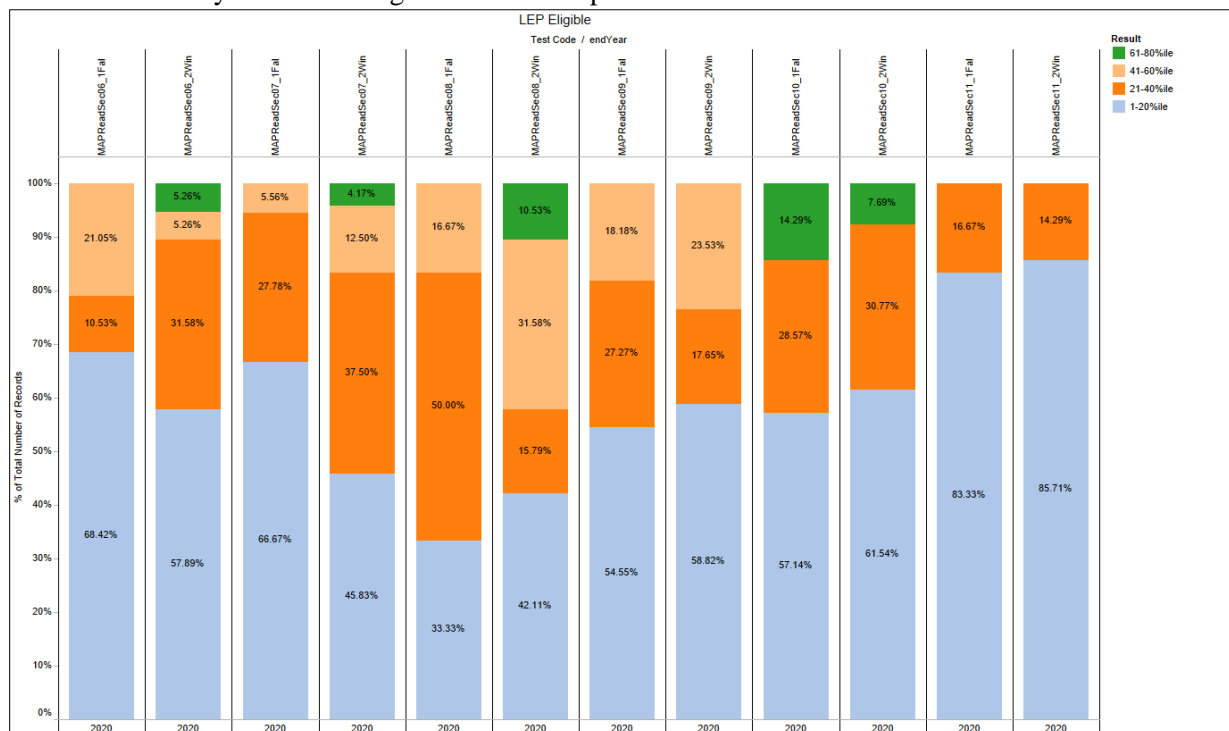


Table 8-Secondary MAP Reading-Fall 2019 Compared to Winter 2019



Data from the MAP reading assessments indicate that in general, more EL students in the lower grades score in the 41st percentile or above than those EL students in the upper grades. In addition, elementary students demonstrate more growth from fall to Winter than students in the higher grades.

Table 9- ACT results 2017-2019 for EL Students and Those Redesignated English Fluent for Less Than 4 Years. Due to COVID-19, the 2020 ACT exam was unable to be administered.

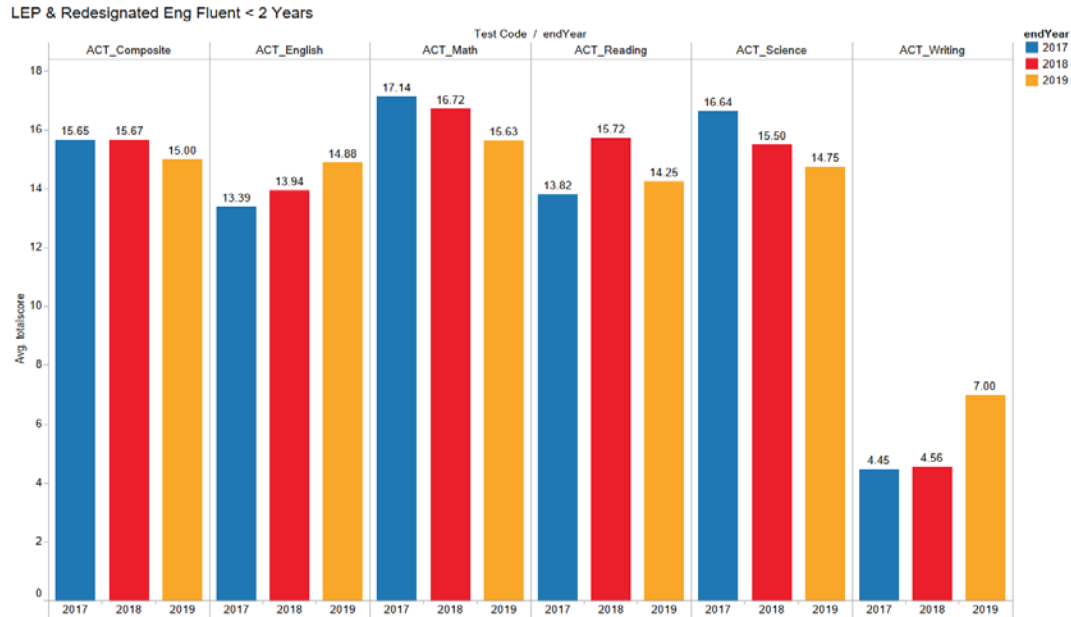
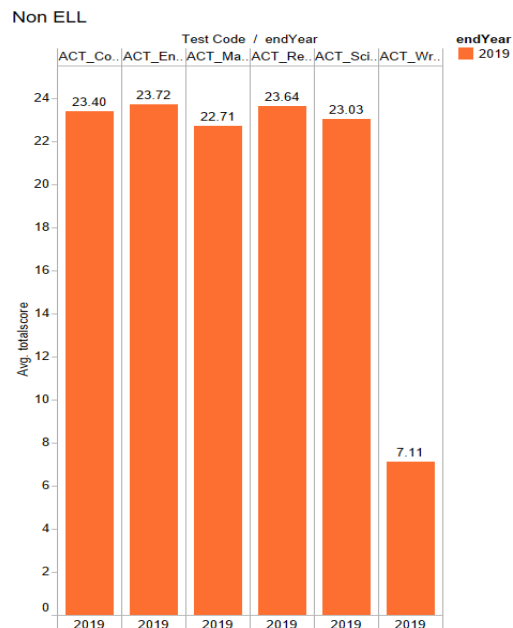
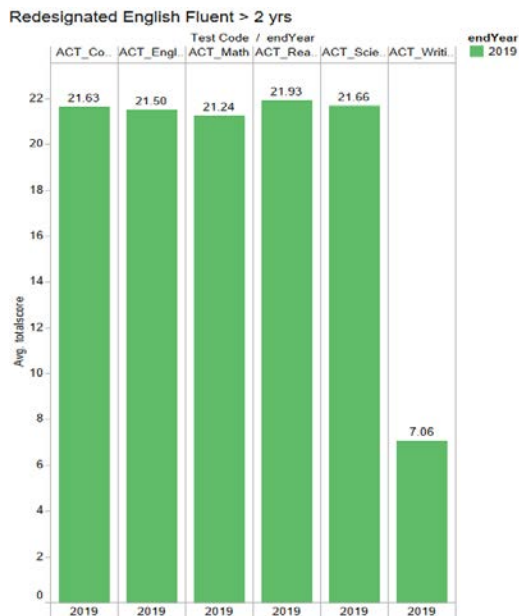


Table 10-2019 ACT results for EL Students Redesignated English Fluent for More Than 4 years

Table 11-2019 ACT results for Non-EL students



Tables 9, 10, and 9 examine ACT data for 2017-19. EL eligible students and those redesignated English fluent for less than four years have higher average scores in Math and Science as compared to English and Reading. The average scores for Math and Science fell slightly from 2018 to 2019, while English and

Writing average scores showed an increase. EL students who have been redesignated English fluent for more than two years have comparable average ACT scores to those students who are not EL.

Accomplishments Related to Curriculum and Instruction Support for EL Students

- Established an EL Parent Advisory group that will meet 3 times per year. Due to COVID-19, only one meeting was held in 2019-2020.
- Created a landing page of remote learning resources for EL teachers and classroom teachers of EL students who do not participate in the EL program.
- Provided professional development and other supports at Bryan Elementary, Norris Elementary, and Andersen Middle School, new EL sites in 2019-2020.
- Collected and analyzed data pertaining to student achievement, using Tableau for data visualization.
- A representative group of EL teachers and district level leaders met to review the current model of the MPS EL Language Development Program. Research was done and recommendations were developed to meet the needs of our EL students. A written review, including the recommendations, was provided to the Superintendent.
- Participated in professional development activities including structured activities during EL Collaborative meetings, district professional development days, conferences, off-site workshops, and webinars.
- Continued to monitor and promote growth among EL students who did not actively participate in EL or have exited the EL Program. The itinerant EL teacher had regularly established times to support teachers at elementary schools with high numbers of students who waive EL services.
- Sponsored evening enrichment opportunities for EL students and their families funded by the Title III LEP.
- Promoted summer school opportunities among all English learners. In the summer of 2019, 16 secondary beginning English learners participated in the EL courses and 21 current EL students took other courses.
- At the elementary level in summer of 2019, 97 EL eligible students participated in summer school. Thirty-eight of these students are beginners and participated in the EL summer course.
- Participated in Service Learning Projects in collaboration with the University of Nebraska at Omaha and the Walnut Grove Senior Center.
- Collaborated with colleagues throughout the metro area and state.
 - Metro Area Teachers of ELs (MATELLs)– Advisory Meetings and Teaching Circles
 - NDE Developing Professional Developer Meetings
 - Science and ELP Standard Alignment
 - Omaha Refugee Task Force (ORTF) meetings

EL Staffing and Professional Development

Rule 15 requires that each school district ensure that all teachers of language instruction educational programs hold an endorsement in English as a Second Language (ESL) or participate annually in professional development.

For the 2019-20 school year there were 16.5 EL teachers employed by the District, all of whom hold ESL endorsements. This includes a .5 itinerant EL teacher who supports teachers of EL students in the schools that are not EL sites. In addition, South High School has one EL para. At the district level there is one District EL Support Specialist.

Professional development sessions for EL teachers, classroom teachers, and administrators are listed below. Presentations on a variety of language development topics were made available to principals through the District EL Support Specialists and several buildings invited them in to present to their staff. Additionally, there were instructional coaching opportunities for classroom teachers to work with an EL coach.

Course Title	Date	Demographics	
New Teacher Training	8/1/2019	EL Teachers	3
	8/2/2019	EL Teachers	3
	1/3/2020	EL Teachers	3
	3/16/2020	EL Teachers	3
EL Fall Workshop	August 6	EL Teachers	16.5
		EL Bilingual Liaisons	2
		Administrators	0
		District Level Leaders	1
		District MEP for Technology	1
Collaborative Meetings-			
Elementary EL Collaborative Meetings	9/4, 10/2, 11/6, 12/4, 1/8, 3/27, 4/1, 4/9, 4/20, 5/6,	EL Teachers	12
		Administrators	1
		District Level Leaders	1
		District MEP for Technology	1
Middle School EL Collaborative Meetings	8/21, 9/17, 10/29, 11/14, 2/10, 4/6, 4/20, 5/18	EL Teachers	2.5
		Administrators	1
		District Level Leaders	1
		District MEP for Technology	1
High School EL Collaborative Meetings	9/23, 10/7, 11/4, 1/6, 2/24, 3/9, 4/6, 5/18	EL Teachers	2
		Administrators	1
		District Level Leaders	1
Combined K-12 Collaborative Meetings	3/23, 5/14	District MEP for Technology	1
Communicating with our ELL Families (IC, Interpreters/Translators/Language Line)	August 14	EL Teachers	0
		Administrators	1
		District Nurses	30

Creating a Culturally Responsive Classroom and Communicating with our ELL Families-Norris	August 7	EL Teachers	1
		Administrators	2
		Classroom Teachers	17
		Paras	6
		Specialists	10
Intro to ELL Part 1- Andersen MS	August 7	EL Teachers	1
		Classroom Teachers	60
		Specialists	10
		Administrators	3
Intro to ELL part 2-Andersen MS	August 7	Classroom teachers	15
		Administrators	3
		EL teachers	1
Language Levels - Stages of Language Development - Imagine Learning-Norris	August 20	Classroom Teachers	18
		EL Teachers	1
		Administrators	2
		Specialists	7
		District Level Leaders	1
Supporting Beginners (level 1 and 2) Norris	September 9	Classroom Teachers	1
		EL Teachers	1
		District Level Leaders	0
		Administrators	0
Secondary Writing Assessment	August 6	EL Teachers	4
		Specialists	1
Supporting Newcomers-Montclair	August 27	EL Teachers	2
		Administrators	0
		Specialists	0
		Classroom Teachers	0
Level Descriptions and Language Line Refresher-Sandoz	August 20	EL Teachers	2
		Administrators	2
		District Level Leaders	0
		Classroom Teachers	20
		Specialists	9
EL Strategies for Content Teachers-Andersen Middle School- Lunch and Learn	September 20	Classroom Teachers	7
		EL Teachers	1
		Administrators	0
		District Level Leaders	1
MidTESOL-Omaha, NE	9/27, 9/28	EL Teachers	8
		Classroom Teachers	0
		Administrators	1
		District Level Leaders	1

EL Strategies for Content Teachers-MSHS	10/16-3 sessions	Classroom Teachers	16
		EL Teachers	1
		Administrators	0
		District Level Leaders	1
Modifying Assignments for ELL Students	10/16-3 sessions	Classroom Teachers	22
		Specialists	1
		Administrators	0
		District Level Leaders	1
Changing the Cultural Landscape	1/14-2 Sessions	EL Teachers	0
		Content teachers	8
		High School Students	190
		District Level Leaders	1
ELPA Classroom Teacher SD and Practice -Hitchcock, Wheeler, Aldrich, Rohwer, Upchurch, Harvey Oaks, Rockwell, Cottonwood, Ezra, Reagan, Reeder, Ackerman, Cody, Neihardt, Black Elk, Abbott, Willowdale,	12/11, 12/13, 12/16, 12/17, 1/6, 1/7, 1/8, 1/9, 1/15, 1/16, 2/13	Classroom Teachers	125
		Specialists	22
		EL Teachers	3
		Administrators	6
		District Level Leaders	1
EL 101 Intro to ELL for Morton Elementary	May 19	EL Teachers	1
		Classroom Teachers	16
		Specialists	5
		Paras	4
		Administrators	1
		District Level Leaders	1

In addition, several MPS teachers presented at conferences or to other schools.

Presentations to outside Audiences	Date	Conference	Audience
Dual Language Assessment: Pre-referral to Verification	Sept 27	Mid-TESOL, Omaha, NE	30 EL Teachers
The Importance of SEL for EL Students	Sept 27	Mid-TESOL, Omaha, NE	28 EL Teachers
Dual Language Assessment: Pre-referral to Verification	Oct 3	NSLHA Conference at UNO	120 SLPs
SEL through the lens of EL	Oct 17	Wayne State HS	1 Administrator
			19 Teachers
			3 Specialists

Parent Outreach and Community Connections

As authorized under Title III, LEP grant funds are used to provide community participation programs, family literacy services and parent outreach or training activities to EL children and their families. A Parent Outreach Committee meets several times each year to plan events for parents and families.

Event	Date	Number of Staff Participating	Number of Students and Parents Participating
EL Fall Family Night	11/05/2019	28	205
Extended Learning Childcare for Children of refugee and immigrant parents attending adult ESL courses*	08/12/19 to 11/1/2019	3	Average of 6 children each session

* Beginning March 6, 2017, Metro Community College provided the adult ESL teacher while Early and Extended Learning for their children was paid for with EL Immigrant Education funds.

Program Planning and Evaluation

As required by Rule 15 and described in the EL Plan for State Aid, the Instructional Approaches, Curriculum, and Assessment Review Procedures for the EL Program have been created and approved by Educational Services. This process, which is similar to the MEP Curriculum Review process, yet unique, includes two phases: Program Planning and Curriculum Planning, Development, and Implementation.

Program Planning

Phase I, *Program Planning*, is carried out in a manner consistent with program evaluation requirements set forth by Nebraska Rule 15. A committee of teacher representatives from K-12 EL, representatives of classroom teachers, principals from an elementary and secondary EL program site, and the EL Coordinator meet annually to carry out a program review. The committee is charged with reviewing EL practices, procedures and documents to ensure compliance to district and state policy and rule and adoption of best practices. Participants synthesize research and data to identify program strengths and weaknesses and set program goals.

During the 2019-2020 school year, the Program Planning and Evaluation Committee was combined with a specialized task force developed to examine the ELD model used by the district. This committee met on the following dates throughout the year.

September 24, 2019
November 12, 2019
January 30, 2020
February 24, 2020

Committee members included:

Kara Hutton	Coordinator Special Programs	MPS
Pam Erixon	EL District Support Specialist	MPS
Amy Becker	EL Teacher	MPS
Jennifer Scott	EL Teacher	MPS
Paul Grant	EL Teacher	MPS
Sierra Becker	EL Teacher	MPS

2019-20 Program Goals

The meeting began with an update of the two goals implemented based on feedback from the 2018/2019 Program Review.

1. Build parent engagement
 - a. Opportunities for parent education
 - b. Research the possibility of a Welcome Center
 - c. School-based parent engagement opportunities
2. Provide professional development
 - a. Language Development vs. Language disorders
 - b. The effects of poverty and trauma
 - c. Explore other ways to support classroom teachers

During the 2019-2020 school year the EL department worked on building parent and family engagement. The annual Fall family night was held in November and had a focus on STEM activities for the whole family. In addition, throughout the fall, many of the EL sites held reading or math nights for families as well as curriculum meetings and Open House.

On February 18, 2020 the MPS EL Family Advisory committee was launched. We invited 12 parents, representatives from two community groups and 10 Millard teachers and administrators to attend the inaugural meeting. Although only one parent participated, we had good conversation and received important feedback. The advisory group asked the following questions:

- How many interpreters do we have? Do any of them speak Arabic?
- Do we offer training to our interpreters in the area of special education and interpreting for MDT and IEP meetings?
- Could we provide more parent education?
 - How does the school system work?
 - Digital Citizenship
 - Technology classes
 - Back to school meeting specifically for EL families
- Do we offer a dual language program?
- Could there be a school-based ESL program for parents?
-

The advisory group was enthusiastic and encouraged the continuation of the committee with 3 meetings per year. Another meeting was scheduled for April 24, but was canceled due to COVID-19.

Based on feedback from this first meeting, the creation of a regularly meeting parent education group is being explored. In addition, all EL families will be invited to a virtual back to school informational meeting via Zoom in early August. Sessions will be held in English, Spanish, Arabic and Vietnamese. Another focus in 2020 was on professional development. This year many sessions were provided to three new EL sites, Norris Elementary, Bryan Elementary, and Andersen Middle School. The itinerant EL teacher also provided a lot of support at the schools that are not EL sites, but have high numbers of EL eligible students. As part of this goal, four new EL Professional Development opportunities were developed and will be offered beginning in 2020-2021.

Finally, the International consortium for Multilingual Excellence in Education from UNL developed four great summer modules on working with EL students. These online modules were promoted at all of our EL sites as well as at those schools with a high number of EL students not participating in the EL program. A \$100 stipend will be made available to teachers completing one of the modules.

The Program Evaluation/Model Review committee analyzed student program data and procedures. This includes:

- Identification of EL students
- English Language Development (ELD) Program Model currently in place, best practices and current research on ELD models.
- Assessment, including accommodations for EL students on district and state assessments
- Program exit requirements
- Results of the English Language Proficiency Assessment (ELPA21), state content (NSCAS) assessments, and other relevant assessments and data
- The process for monitoring students who have been re-designated English fluent for less than two years, including a comparison of academic performance to non-EL students
- Program strengths and weaknesses

In 2019-2020, much of the focus was on the ELD Model currently in use and current research on the effectiveness of the various models. The questions the committee addressed included:

- Is the current English-only, content-based program effectively teaching our students English so that they can be successful in their classes and meeting district and state standards?
- As the Millard EL population continues to grow, does the current model allow the most efficient and effective use of staff?
- According to research, what ELD models are the most effective at the various school levels as well as for beginning English learners compared to more advanced English learners?

To kick-off the review of research, the district worked with Hanover Research who did a research review, addressing the questions above. Each committee member also independently looked at research, books, and other available information on ELD models and their effectiveness. To summarize, the findings of the Program Evaluation/Model Review committee members was very much aligned with the findings from Hanover Research.

1. In broad terms, ELD programs fall into two categories: English-only or bilingual or dual language.
2. Bilingual programs are highly effective across grade levels and English proficiency levels
3. English-only programs may be more effective for low-proficiency EL students as they can promote the quick development of English acquisition.

Based on their research findings, demographics of the EL population in Millard, and the needs of EL students, the committee developed a set of recommendations that have been submitted for review. Due to the change in instruction because of COVID-19, the recommendations are still under review. The recommendations fall into main categories.

- Instructional approach-push-in, pull-out, co-teaching, sheltered instruction
- Professional development for content teachers
- Parent Support-literacy groups, educational opportunities, transition support, celebrating multilingualism.

Conclusion

The English Language Learner Program in Millard Public Schools is a strong program that demonstrates measured success in supporting students in the development of the English language and in meeting content standards. Teachers and leaders work diligently to ensure the needs of students and parents are met and that EL students have equal opportunities to succeed alongside their native English-speaking peers. Nonetheless, there is room to improve and grow. As a result of the program evaluation cycle and

model review, we have reflected on research and data which has led us to develop the aforementioned model recommendations. Once the recommendations are reviewed and approved, a timeline of activation and implementation will be developed. Likewise, in keeping with the LEP Plan, which is approved by the Board of Education and submitted to the Nebraska Department of Education, the evaluation process will recommence in 2020-21 to evaluate our progress and set new goals or strategies.

State Aid

For the certification of State Aid, every school district is required to designate a maximum Limited English Proficiency Allowance. This designation must be filed with the Department of Education on or before October 15 of each school year along with a Limited English Proficiency Plan.

In the 2018-19 certification for State Aid, the total Limited English Proficiency Allowance was \$1,265,000. For Fiscal Year 2019-20, LEP expenditures are estimated to total \$1,615,000.

Millard Public Schools Grants Report 2019-2020

As in the past, proposal writing for the year focused on supporting the District Strategic Plan and individual building site plans. All grant awards fall outside the spending lid. Listed below are the larger grants for 2019-20, including carry-over funds from last year.

ESU#6 Circle of Friends	6,000
Clarke Community Initiative	150,000
District Targeted Improvement Plan Support (DTIPS) - PeAK Project Grant	180,135
EducationQuest College Access Grant	20,000
High Ability Learner/Rule 3 (gifted student program)	154,000
Hubbard Grant	23,000
Learning Community, Elementary Learning Center Literacy Coach	150,000
Learning Community, Superintendent's Early Childhood Plan (Buffett Institute)	228,551
Midwest Dairy Council (pizza machines and blenders for MS/HS)	54,883
Midwest Dairy Council (Food Service Grant)	12,000
MPS Foundation : Building Building Site Grant	600,000
MPS Foundation: AP/IB	412,000
MPS Foundation: e learning	295,000
MPS Foundation: Early College	50,000
MPS Foundation: HS Media Center Grants	35,000
MPS Foundation: District Appreciation Dinner	8,000
MPS Foundation: Post Prom	10,500
MPS Foundation: One Book/One District	10,000
MPS Foundation: Art Project	10,000
Nebraska Arts Council (artist-in-schools, transportation arts event)	12,060
Nebraska Experience School Bus Grant Program	1,200
Nebraska Department of Education, Positive Behavior Intervention Support	5,000
Nebraska Vocational Rehabilitation Project SEARCH	23,000
Pacific Life Foundation (various schools; technology, teacher training or textbooks)	14,500
Perkins (vocational education)	131,040
Perkins reVision	49,993
Region 21 Interagency Planning Teams (SPED)	13,000
Reteaching RTI+I	300,000
Sherwood Foundation	13,000
Sixpence Grant	86,275
Target Corporation (classroom arts projects, field trips)	3,500
TeamMates of Millard (Building Coordinator Stipends)	30,000
Textbook Loan/Rule 4	49,000
Title I, Part A	1,691,600
Title II, Part A	350,701
Title III (Limited English Proficiency)	80,332
Title III (Immigrant Education)	17,304

Title IV	126,311
Walmart Foundation (classroom projects)	3,000
Waste Management recycled tires grant	30,000
Whole Foods	3,000
Unforeseen Grant Awards	500,000
Total Grants Awards	5,593,002

In addition to the grants in the chart above, teachers and administrators at various buildings have received numerous small grants from a variety of sources, most of which are less than \$2,500. Sources include but are not limited to: Walmart/Sam's Club, Lauritzen Gardens, Special Olympics, Joslyn Art Museum, Papio-Missouri NRD, Target, Prudential, Cox Communications, Family Fare, and Lowes.

High Ability Learner Program 2019-2020

Overview:

The bulk of the high ability curriculum is delivered in the elementary schools by classroom teachers. Students identified as having high ability in math, visual spatial, and/or reading study those subjects in small groups (or individually) using a curriculum developed for high ability learners. These groups meet once or twice a week in the regular classroom to augment the regular curricula. In many schools, individual students or small groups meet with the High Ability Learner (HAL) Facilitator in order to study particular subjects in more depth or at a faster pace than their classmates.

During the 2019-20 school year, 5,936 students were identified High Ability Learners. 849 of those are current elementary students; 1,297 are in middle school, including above-level math students; and 3,790 are in high school enrolled in Honors, AP, or IB classes.

In the middle schools, units applicable to high ability learners have been developed for the three grade levels in social studies, reading, and science. Classroom teachers use these units as they differentiate for the students' needs. Middle school math placement is based largely on the results of the Orleans-Hanna test of mathematical ability that the majority of 5th grade students take, along with MAP Growth Assessment results.

Middle school students also participate in HAL seminars. These seminars occur either on-site at schools or off-site at metro locations. The seminars provide extension of the regular curriculum and reinforce the exploratory vision of the middle school philosophy.

At the high school level, placement in more rigorous classes is largely by student and parent choice, with the exception of math. Accelerated math placement begins with sixth grade and continues as appropriate through high school.

A substantial portion of the funding for our High Ability Learner program comes from grants. In 2019-20, MPS applied for and received \$153,995.00 from the Nebraska Department of Education. In addition, the district budget included money which each school could apply to "gifted" education. The elementary and high schools may spend this money for services to high ability learners. The District budget allocation was combined with the allocation from the state department of education grant to partially fund a full-time HAL facilitator for each middle school.

During the school year, all buildings submitted plans to use monies received from the state (Rule 3) to support High Ability Learners.

- Elementary schools received a total of \$41,812.89 with individual schools receiving \$3.38 per pupil in total enrollment and \$6.91 for each identified HAL student.
- In addition, \$8,500 was allocated for K-5 HAL choral and instrumental music.
- Middle schools received a total of \$27,069.26 with individual building amounts ranging from \$4,010.22 to \$5,139.10. These funds were used to partially fund the six Middle School High Ability Learner Facilitator positions.
- High schools received a total of \$29,291.52 with individual building amounts ranging from \$8,835.84 to \$9,991.68. Horizon High School received \$606.72.

Funds were distributed to the buildings using a formula that incorporated an equity factor for the number of identified high ability students and a base factor for total enrollment in the building. The monies were used for resources, activities, and programs for students and teachers.

Summary:

The NDE Rule 3 funds enabled schools to fund an array of activities and programs that benefited both students and teachers. The following narrative represents a summary of how the funds were spent.

Elementary Activities

Training for new facilitators, as well as a refresher for the veterans, was conducted by the District HAL Program Facilitator in August. This year there were five new elementary HAL/Building Instructional Facilitators. Any necessary teacher training was conducted in-house by these facilitators in August.

Activities and programs for students included after-school clubs for Future Cities, coding, technology, stock market, and the Brain Academy Club. Students in many schools participated in contests including Doodle 4 Google, WordMasters, Quiz Bowl, MAVS Tournament, the Stock Market game through the NE Council of Economic Education, Marrs Magnet Center Math Contest, and the National Geographic Geography Bee.

Other activities included independent study projects, Nebraska Association for the Gifted Kids Conference, 4H Enrichment activities, the Plum Creek Literacy Festival, and field trips to the Joslyn Art Museum, the DRL Group, Student Leadership Conference at UNO, and the UNO campus. HAL Facilitators also have access to the Fermi Math League and to district technologies for checkout including Spheros, Cubelets, Osmo, drones, nanotechnology, and Google Expedition kits.

Guest presenters included guest speakers from the Nebraska Humanities Council, 4-H presentations, UNL Engineering Ambassadors, and CareerRocket partners.

Workshops included the ESU 3 Makerspace & Innovation Lab, microbiology, electric circuits, bridges and structures, Creativity in STEAM, STEAM Expo, CSI- DNA crime scene investigations, and coding.

Some building purchased materials included Little Genius Starter Osmos, Osmo kits and supplies, materials to support the updated HAL curriculum, IXL and ALEKS subscriptions, Lego WeDo, Ozobot, Makedo supplies, math games, small group work materials, visual-spatial games, embryology kits, Sphero mat, green screen, STEAM materials, 3D Pen kits and mats, and a 3D printer and color filaments.

Resources, activities, and programs for teachers included designated facilitator and classroom teacher attendance at the Nebraska Association for the Gifted Conference (NAG) in Omaha, further teacher professional development was also provided as the new K-5 HAL Reading and Visual-Spatial curriculum was implemented second semester, and building HAL Facilitators were provided with subscriptions to Byrdseed TV.

Middle School Activities

The middle school activities were funded by the district HAL budget, the schools' budgets, and NETA Grants. Most of the middle school program was accomplished through one- and two-day seminars on a variety of topics. They included seminars in engineering, writing/Nebraska authors, architecture, genetics, animal behaviors, forensic science, and Battle of the Books. Students participated in Engineering at UNL, Writing at UNO, Celebrate Creativity at the Joslyn, Biodiversity and Conservation at the Henry Doorly Zoo and the Wildlife Safari Park, Mock Trial, Advanced Theater at the Rose, and others. With assistance from ESU3, the facilitators host several Millard-only events such as CyberSurgery distance learning activity, Extreme Math days, and Quiz Bowls.

Students also participated in school spelling bees, then the District Spelling Bee. The district winner was to advance to the *Omaha World Herald* Spelling Bee in March, which was cancelled due to COVID-19.

Resources, activities, and programs for teachers included designated facilitator and classroom teacher attendance at the Nebraska Association for the Gifted Conference (NAG) in Omaha and further teacher professional development was provided as the new ELA 6 & 7 HAL Reading curriculum was implemented second semester.

High School Activities

Resources, activities, and programs for students included the purchase of curricular materials for IB English and Advanced Placement (AP) classes, expanded AP test review sessions, National Exams in the world languages, the National Math Exam, and the Hugh O'Brien Leadership program. Students also participated in Ethics Bowl, American Mathematics Competition, and UNL Math day.

Resources, activities, and programs for teachers included AP Teacher registrations and stipends for one-day workshops, provision of off-contract time for teachers to tutor students for AP exams, and materials to support best practices. Designated AP/IB teacher attendance also occurred at the Nebraska Association for the Gifted Conference (NAG) in Omaha.

Multicultural Education Report 2019-2020

Beliefs are the foundation of the Millard Public School District's Strategic Plan. The belief statements are an expression of the fundamental values, ethical codes, overriding convictions and principles for the District.

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- Shaping and developing character is the shared responsibility of the individual, family, school, and community.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Educated and engaged citizens are necessary to sustain our democratic society.
- All schools are accountable to the community.
- Public education benefits the entire community and is the shared responsibility of all.
- Excellence is worth the investment.

Multicultural education is an essential element of our educational program.

Nebraska Department of Education Rule 10 stipulates that “The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on **human relations** and **sensitivity toward all races**. The regulation is based on statute and cannot be waived through Section 013.01 of 92 NAC 10.”

In addition, Rule 10 (sections 004.01F and 004.01F1-F5) requires that:

- The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.
- The district curriculum guides, frameworks, or standards incorporate multicultural education.
- The district multicultural education program includes a process for selecting appropriate instructional materials.
- The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.
- The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.

Board of Education Policy 6610 and Rule 6610.1, Curriculum, Instruction, and Assessment: Multicultural Education, address these requirements including the mission of the Multicultural Education Program as defined by a District task force and approved by the Board of Education.

In addition, Multicultural Education continues to be one of several filters or screening variables within each of the phases of the Millard Education Program curriculum model. In this way, the District meets the requirements of Rule 10 ensuring that multicultural instructional materials are identified and secured, staff development provided, and all curriculum documents incorporate multicultural education components.

In 2019-2020 each school was asked to complete an audit of the multicultural activities completed during the year. The responses were submitted to Educational Services as a summary and as a way to document compliance to Rule 10. Examples included guest speakers, literature and music related to other cultures. Many grade levels completed research related to other cultures and/or held diversity/culture fairs. Students took field trips and participated in service learning projects related to cultural diversity.



Category: Curriculum, Instruction, and Assessment

Policy: Multicultural Education

6610

The instructional program of the Millard Public Schools shall incorporate multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans with special emphasis on human relations and sensitivity toward all races.

Related Rule: [6610.1](#)

Legal Reference: Neb. Rev. Stat. §§ 79-719 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10 Section 004.01F5

Date of Revision: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008; February 2, 2015

Millard Public Schools
Omaha, NE



Category: Curriculum, Instruction, and Assessment

Policy: Multicultural Education

Rule: Multicultural Education

6610.1

The Multicultural Education Program shall comply with the requirements of Nebraska law and the accreditation rules of the Nebraska Department of Education.

I. Statement of Philosophy

A. Multicultural Education is essential in meeting the mission of the Millard Public Schools. Students will be provided with opportunities:

1. **to gain knowledge and appreciation of their own unique racial and ethnic heritage**
2. **to gain knowledge, understanding and respect for the racial and ethnic diversity of our country, our world and its peoples.**

II. Program Parameter

A. The Multicultural Education Program shall be incorporated into the Millard Education Program, **all curriculum frameworks and course guides, and include a process for selecting appropriate instructional materials, providing staff development, and periodic assessment of the program.**

An annual report shall be provided to the Board of Education.

Related Policies and Rule: [6100](#), [6120](#), [6610](#), [6120.1](#)

Legal Reference: Neb. Rev. Stat. § 79-703, 79-719 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10, Section 004.01F5

Date of Revision: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008; February 2, 2015

Multicultural Education Curriculum Examples

Preschool

Creative Curriculum integrates children's home cultures, family practices, and first languages into everyday routines and experiences such as greetings, literature, counting, songs, and rhymes. Teachers highlight children's cultures by sharing family photos and inviting families into the classrooms.

Art

Throughout the art curriculum students are studying artists and culture throughout the world through literature and activities. Themes include feelings identification, personal identity, and self-expression.

Counseling

The elementary counseling curriculum was developed around common themes that build from kindergarten through fifth grade. Several relevant themes related to the development of a more inclusive and positive environment include feelings development and recognition, bullying and empathy, developing positive relationships, developing perseverance and resilience, and cooperation skills.

Health and Counseling

Sanford Harmony materials help children experience healthy relationships by developing universally beneficial skills such as communication, cooperation, empathy, collaboration, and inclusion.

Mathematics

- *Math Expressions* helps students learn to **communicate**, represent, and make connections with all math concepts through critical thinking, problem solving, mathematical reasoning, and perseverance.
- **A collaborative learning environment** provides students with a variety of opportunities to develop mathematical understanding, fluency, and problem solving skills.
- The standards and processes reflect the **interaction skills** necessary for success in math coursework as well as the ability to apply math knowledge and processes within real-world contexts.

ELA

Embedded within our ELA Standards are **comprehension indicators that address cultural or multicultural perspectives**. I'm attaching two screenshots for examples only: Kindergarten and 2nd grade. These came from the Wonders Correlation document to NE Standards. You'll see they've identified numerous places/resources that these indicators are met.

ENGLISH LANGUAGE ARTS STANDARDS	TEACHER'S EDITION PAGE REFERENCES
<p>LA 2.1.6.h Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.</p>	<p>READING/WRITING WORKSHOP: Unit 2: 118–123</p> <p>LITERATURE ANTHOLOGY: Unit 2: 136–159, 160–163</p> <p>CLOSE READING COMPANION: 44, 45, 46, 115, 126, 140, 146</p> <p>READING WORKSTATION ACTIVITY CARDS: 23</p> <p>TEACHER'S EDITION: Unit 2: T139B, T145A–T145B, T154–T155</p> <p>LITERATURE ANTHOLOGY: Unit 2: 185, 205 Unit 3: 231, 293, 299 Unit 4: 321, 355 Unit 5: 455, 485 Unit 6: 535, 555</p> <p>LEVELED READERS: Unit 4, Week 1: <i>Rocky Mountain National Park</i> (A, O, B)</p> <p>YOUR TURN PRACTICE BOOK: 50, 80, 160, 230, 260</p> <p>CLOSE READING COMPANION: 14, 28, 31, 32, 33, 40, 54, 98, 99, 146, 153, 163, 165, 186, 193</p> <p>READING WORKSTATION ACTIVITY CARDS: 22</p> <p>TEACHER'S EDITION: Unit 1: T338, T428 Unit 2: T237A–T237B, T246, T338 Unit 3: T62, T329A–T329B, T338, T428 Unit 4: T51A–T51B, T60–T61, T62–T63, T72–T73, T76–T77 Unit 5: T240, T420 Unit 6: T150, T240</p>

ENGLISH LANGUAGE ARTS STANDARDS	TEACHER'S EDITION PAGE REFERENCES
<p>LA 0.1.6.h Make connections between own life and/or other cultures in literary and informational text.</p>	<p>Experiences of characters LEVELED READERS: Unit 3, Week 1: <i>Go, Nat!</i> (O, ELL) READING WORKSTATION ACTIVITY CARD: 15 TEACHER'S EDITION: Unit 1: S27, S51, S75, T34, T35, T116, T117, T140 Unit 2: T222–T223 Unit 3: T35, T58, T116, T140, T222–T223 Unit 4: T140–T141 Unit 6: T58, T117, T140, T199, T222 Unit 7: T140–T141, T199, T222 Unit 8: T35, T58, T222 Unit 9: T58, T117, T140 Unit 10: T37, T60, T142 LITERATURE BIG BOOKS: Unit 1, Week 1: <i>What About Bear?</i> Unit 1, Week 2: <i>Pouch!, Baby Animals on the Move</i> INTERACTIVE READ-ALoud CARDS: Unit 1, Week 1: "The Lion and the Mouse" Unit 1, Week 2: "The Tortoise and the Hare" Unit 2, Week 1: "Timimoto" Unit 7, Week 3: "Anansi: An African Tale" Unit 8, Week 1: "The King of the Winds" Unit 10, Week 1: "The Elves and the Shoemakers"</p> <p>Comparison of two texts READING/Writing WORKSHOP BIG BOOK: Unit 1, Week 3: <i>A Feast of the Senses</i> CLOSE READING COMPANION: 8, 12, 16, 40, 48, 56, 76, 109, 120 READING WORKSTATION ACTIVITY CARDS: 16 TEACHER'S EDITION: Unit 1: T58–T59, T140–T141, T198, T199, T222–223 Unit 2: T58–T59, T58–T59, T117, T126–T127, T140–T141 T222–T223 Unit 3: T58–T59, T140–T141, T222–T223 Unit 4: T26–T27, T116–T117, T222–T223 Unit 5: T140–T141, T198–T199, T208–T209, T222–T223 Unit 6: T140–T141, T222–T223 Unit 7: T35, T58–T59, T117, T222–T223 Unit 8: T58–T59, T140–T141, T222–T223 Unit 9: T140–T141, T222–T223 Unit 10: T60–T61, T128–T129, T142–T143, T201, T224–T225 LITERATURE BIG BOOKS: Unit 1, Week 3: <i>Senses at the Seashore</i> Unit 2, Week 1: <i>The Handiest Things in the World</i> Unit 2, Week 2: <i>Shapes All Around, "Find the Shapes"</i> Unit 5, Week 3: <i>An Orange in January, "Farmers' Market"</i> Unit 10, Week 2: <i>Good For You</i> INTERACTIVE READ-ALoud CARDS: Unit 1, Week 3: "A Feast of the Senses" Unit 2, Week 2: "Kites in Flight" Unit 5, Week 3: "Farms Around the World" Unit 7, Week 1: "Baby Farm Animals" Unit 7, Week 2: "The Family Pet" Unit 10, Week 3: "Protect the Environment!"</p>

Social Studies

AP US Government and Politics

Unit 6 Civil Rights and Civil Liberties; District Assessment Landmark Supreme Court Cases

Multicultural Education Building Examples

- Responsive Classroom Training
- International Baccalaureate International Mindfulness
- Inclusive Communities- Valuing Cultural Backgrounds
- High School National Writing Project- Social Justice
- Youth Frontier/Joe Beckman Sessions on Acceptance, Kindness, and Bully-prevention

MTSS (Multi-Tiered Systems of Support)

It is not uncommon to hear the term RtI and Multi-Tiered Systems of Support (MTSS) used interchangeably. In 18-19, MPS shifted our history of work in developing a RtI+I framework to match the current national philosophy of MTSS. Much like MPS's RtI+I model, MTSS is a framework that promotes an integrated system connecting general education and special education, along with all components of teaching and learning, into a high quality, standards-based instruction and intervention system that is matched to a student's academic, social-emotional and behavior needs.

The principles and practices of a MTSS are based upon what research has shown to be effective in both creating successful and sustainable system change as well as what is necessary in providing the most effective instruction to all students. The MTSS framework is designed to address the academic and behavioral needs of every student, regardless of whether the students are struggling or have advanced learning needs. MTSS promotes a positive school climate and heading off learning obstacles before they affect students or the adults around them.

Millard's MTSS Model is predicated on the beliefs that:

- Preventive action is better than the wait-to-fail approach,
- Early intervention is more effective than remediation,
- Universal screening prevents students from falling through the cracks,
- Tiers of instruction are available to meet the needs of all students, and
- All students can learn and high expectations promote higher achievement

MTSS Highlights for 19-20:

Systems Development:

- Updated MPS's MTSS website providing resources and guiding documents for K-12 buildings to include the addition of ELL considerations in addition to the areas of ELA, Mathematics, and Behavior.
- MTSS District Committee, an input and vision team, met four times in 2019-20. The topic of equity for students who struggle academically was explored through reading and discussing the article [The Opportunity Myth](#).

MTSS-A (Academic):

- Supported implementation of the Nebraska Reading Improvement Act (NRIA) with elementary buildings including providing plans, guidance documents, and professional development.
- Continued development of a Math Tool-Kit, a Tier 1 resource, as a systematic way for teachers/interventionist to ensure a vertical connectedness of strategies and progression of skills that support the needs of students in: Addition, Subtraction, Multiplication, Division, Geometry, Fractions, Decimals
- Supported the implementation of ELA intervention, WonderWorks in elementary buildings through staff development and coaching. Wonderworks supports the progression of MPS's Tier 1 ELA program, Wonders.
- Completed a modified curriculum cycle with Middle School Literacy Intervention including researching best practices, materials evaluation, and course guide writing.

MTSS-B (Behavior):

- In 2019-2020, Dr. Tim Lewis and his team supported high schools in order to grow their knowledge of MTSS-B systems and collaborative efforts. Their work encouraged high school teams to examine their current structures, collaborate, and provide behavior support to address the needs of students.
- In 2019-20, MPS behavior coaches (counselors, psychologists, social workers, and administrators) participated technical assistance, professional development, from a development

team from MHTTC (Mental Health Technology Transfer Center)/MMI (Munroe Meyer Institute) on behavior coaching, collaboration/communication, and the use of data. The session scheduled for April on the problem solving process will be held in 2020. During the month of April, a remote collaborative session was held that focused on practical conversation and resources connected to the needs of care providers and students.

- On MLK day behavior coaches facilitated professional development focused on Fierce Conversations: Mineral Rights Conversation Model and Delegation Conversation Model. Internal behavior coaches led roundtable sessions for their peers on topics related to MTSS-B systems development, Tier 2 Interventions, and behavior coaching skills.

Special Education 2019-2020

Introduction

During the 2019-20 school year Millard Public Schools provided special education and related services to 3,258 students' birth through twenty-one years of age who were eligible under the requirements set forth in the Federal Individuals with Disabilities Education Act and Nebraska Title 92 NAC Chapter 51. The official count of students with disabilities was taken on October 1, 2019. The tables below provide more information about the students with disabilities served by Millard Public Schools during 2019-2020.

Official MPS Enrollment	Total Enrollment	Number Disabled	Percent Disabled
PK-21	24,036	3,258	13.55%
K-21	23,239	2,863	12.32%
Category		Number	Percent
Female		1,111	34.10%
Male		2,147	65.90%
American Indian/Alaskan Native		17	0.52%
Asian		73	2.24%
Black (Not Hispanic)		123	3.78%
Hispanic		383	11.76%
Native Hawaiian/Pacific Islander		7	0.21%
White (Not Hispanic)		2,502	76.80%
Two or More Races		153	4.70%
Total count of students with disabilities, Birth - 21 on 10-1-19		3,258	

Disability	Number	Percent
Autism	250	7.67%
Developmental Delay	319	9.79%
Emotional Disturbance	242	7.43%
Hearing Impairment	40	1.23%
Intellectual Disability	198	6.08%
Multiple Impairments	35	1.07%
Orthopedic Impairment	21	0.64%
Other Health Impairment	440	13.51%
Specific Learning Disability	794	24.37%
Speech Language Impairment	902	27.69%

Traumatic Brain Injury	2	0.06%
Visual Impairment	15	0.46%
Total count of students with disabilities, K - 21 on 10-1-18	3,258	

Special education services were delivered in accordance with each student's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). The District's birth through age 21 special education program is comprised of several service delivery models, including the following:

- Consultation with general education teachers
- Special education support provided in general education classrooms (collaboration)
- Collaborative teaching in general education classrooms (co-teaching)
- Special education resource programs in combination with general education classes (pullout)
- Special education classrooms offering highly specialized educational programming (cluster site program)
- Early childhood home-based services (birth through age 3) offered in collaboration with the family in the home or other community based settings
- Preschool programs (ages 3-5) in 10 elementary buildings
- Remote learning specially designed instruction
- Homebound/hospital services for students with medical conditions that prevent them from attending a Millard Public School
- Contracted special education services provided in locations outside the Millard Public Schools

Early Childhood Special Education

During the 2019-20 school year, 198 children birth to age 3, and 318 children ages 3-5, were referred due to concerns about the child's development. Each child was either screened or evaluated by MPS early childhood teachers and related service providers to determine their eligibility for Early Childhood Special Education services. The evaluation includes a multidisciplinary team to assess a child's development in the areas of communication, gross and fine motor skills, cognitive, behavioral and social-emotional development, hearing and vision.

Early Childhood Special Education services were provided to students and their families utilizing the following models:

1. Students' birth to age three are provided services in the child's natural environment (home or childcare setting). This model may also be used for preschool-age students who are so medically fragile that they cannot be safely educated outside of their home/daycare environment.
2. Early Childhood Special Education is provided for 3-year-olds in half day preschool programs at Cody, Sandoz, Hitchcock, Harvey Oaks, Rockwell and Wheeler. In addition, our 4-year-old full and half day programs are fully blended, serving children with disabilities, Title I eligible, and Parent Pay. Morning and afternoon sessions are offered at Neihardt, Wheeler, Cody, Hitchcock, HarveyOaks and Sandoz. Full day programs are offered at Rockwell, Cody, Bryan, Norris, Holling Heights, Disney and Sandoz. Preschoolers attend 5 days a week and preschool teachers have a home visit with each family twice a year (August and February). The preschool program offers family engagement opportunities through field trips, parent education activities, and family nights at our community partners (i.e., Omaha Public Library, Omaha Children's Museum). The District provides transportation for preschool children with verified disabilities; typically developing peers are transported to the program by their parents.

3. Itinerant services are provided to students who do not need the intensity of a classroom setting, but benefit from more individualized instructional opportunities focused on specific learning areas.
4. Consultative services to children and their parents/caregivers are provided through collaboration with community preschools and child-care professionals.

K-12 Resource Program

Each school in the District provides special education and related services to students in their attendance area through resource programs, speech-language services, paraprofessional support, psychological services and other related services, i.e., occupational/physical therapy, vision services. All students are provided special education services in the least restrictive environment as recommended by the student's IEP Team. These services are available at all 25 Millard elementary schools and at each middle and high school.

When a student's Individual Education Program (IEP) Team determines that the student's needs are such that more intensive special education services are needed than can be provided in the neighborhood school, the student may attend a special education program outside their assigned neighborhood school. These specialized cluster site programs are provided for students with severe academic deficiencies, behavioral difficulties or other significant educational needs that cannot be appropriately met at the neighborhood school. These programs may be located at another Millard school or at a location outside the school district. Transportation to the program recommended by the student's IEP Team is provided by the District.

Forty Two students with disabilities in grades six through twelve who were suspended or expelled from school during the 2019-20 school year received services with their nondisabled peers at the Ombudsman Program. This is an increase of fifteen students from the 2018-19 school year. The students with disabilities who attended the Ombudsman Program continued to receive special education and related services as determined appropriate by their IEP Team.

Services for Students in Alternate Curriculum Programs

Millard Public Schools has a small percent of students whose IEP Teams have recommended that the student participate in an alternate curriculum in order to most appropriately meet their educational needs. The purpose of the Alternate Curriculum Program is to provide individualized, specially-designed instruction in the areas of functional academics, personal management, motor development, vocational development, and independent living skills and develop the life-long skills necessary for maximum independence. All students in the Alternate Curriculum Program participate as appropriate with general education peers in grade level general education classes.

During the 2019-20 school year students in the K-12 Alternate Curriculum Program were served at six elementary buildings, four middle school sites and each of the comprehensive high schools. During the 2019-20 school year, IEP Teams recommended thirteen elementary (9 preschooler students, 2 students new to Millard, 2 students from Millard elementary schools), three middle school students and four high school students for placement in ACP cluster site programs; two middle school students exited a cluster site program and were able to return to a general education classroom with resource support.

Staff development was provided for ACP teachers on AbleNet's Equals, NSCAS-AA assessments, individualized classroom assessments, small group instruction, professionalism, and Restraint and Seclusion training appropriate for students with special needs. Students in ACP programs were provided opportunities to practice gross motor skills through unified activities such as bowling, and skating.

Elementary ACP teachers participated in PLC's focused implementation of Equals by AbleNet, a structured Mathematics curriculum. Secondary ACP PLC met with a focus on integrating technology three times a month to enhance student instruction.

Services for Students with Autism

During the 2019-2020 school year numerous opportunities for training and professional development were provided to staff members working with students with Autism Spectrum Disorders (ASD). Training topics provided in district included Comprehensive Autism Planning with 16 school teams (early childhood, elementary and middle school), Executive Functioning, Self-Regulation, STEPS training with middle school and high school, Interoception, overview training of Verbal Behavior to certified staff, Verbal Behavior Coaches Training, Evidence Based Practices for ASD, and Introduction to Intensive Teaching of Verbal Behavior for support staff. An overview of Autism was presented to 4 of our 25 elementary buildings to all staff. A total of 68 staff members attended one of 10 local trainings on autism.

The iSEE program (interactive Social Education Experiences), originally funded by a grant from the Autism Speaks Foundation, continued this year with funding from Autism Action Partnership and through support from the MPS Special Education Department. Autism Action Partnership awarded Millard South, Millard North and Millard West High Schools a total of \$900 to the iSEE program, which served 17 students with ASD and five typically developing peers. In the iSEE program students learned and practiced social skills and leadership skills through weekly meetings and monthly outings. Training and activities for students were planned, implemented and supervised by two high school resource teachers and three Program Facilitators. Beginning parent meetings provided opportunities for networking and updates on the grant activities.

Staff observed students using these social skills on a variety of community outings, which included: bowling, trampoline park, pottery, and more. We celebrate that students are taking risks and participating in school and community activities while building friendships.

The Autism Action Partnership also helped MPS further social skills instruction by creating a source of funding for Circle of Friends programs for students with ASD. In 2019-2020, Millard Public Schools had 20 schools receiving funding through the Autism Action Partnership for Circle of Friends. That number includes 14 elementary buildings, 3 middle school buildings, and 3 high school buildings. All programs ran during the 2019-20 school year were successful in creating meaningful social opportunities for students with ASD and their peers.

Millard Public Schools received the Weitz Grant which focuses on early identification of ASD. Our birth to age five staff was trained to administer the MCHAT (Modified Checklist for Autism in Toddlers) screener. Members from the Steering Committee presented our work at the Early Childhood Symposium and ASD State Conference. The Steering Committee also worked on creating a video for all stakeholders and a flyer to be placed in doctors' offices to promote early identification of Autism.

Services for Students requiring Behavioral Supports

General and special education staff members at all Millard schools who work with K-12 students who demonstrate behavioral difficulties were provided training and support by a Special Education Program Facilitators and Special Education Coordinators at the elementary and secondary levels. The Special Education Program Facilitators and Coordinators provided support to buildings through staff development, consultation with school teams, assisting in the development of behavior intervention plans, assisting in the assessment of students, and providing direct services to students.

The Program Facilitators and Coordinators continued to provide consultation to teachers in almost every Millard school during this school year. The consultation services included classroom observations of

students, assessing students, assisting in the development of behavior plans, problem solving the implementation of plans, and attending meetings for these students.

The SBS school teams and Special Education Program Facilitators presented staff development on the topic of behavior management strategies to First Student bus drivers, MPS van drivers, and several groups of para-professionals.

When a student's Individual Education Program (IEP) Team determines that the student's behavioral/emotional needs are such that more intensive special education services are needed than can be provided in the neighborhood school, the student may attend a Structured Behavioral Skills (SBS) program outside their assigned neighborhood school. The cluster site Structured Behavioral Skills programs are located at Cottonwood Elementary School, Holling Heights Elementary Schools, Andersen Middle School, Central Middle School, Kiewit Middle School and Russell Middle School. To meet increased demand and student needs, the elementary SBS program grew by one classroom at the Cottonwood Elementary SBS site. These programs use the general curriculum, supplemented with social skills instruction. The three comprehensive high schools provided additional behavioral support for students with disabilities whose IEP teams recommended it.

The Coordinators and Program Facilitators also worked with out-of-district contract placement programs to facilitate Millard student placements in the contract programs or to integrate students back into Millard schools.

Services for Students with Hearing Impairments

The District serves the majority of students with hearing impairments in Millard Public Schools classrooms; these students include those who can benefit from an oral educational program and those who also utilize the services of a sign language interpreter in the regular curriculum program. Seven school-age students requiring intensive deaf education instructional services were served out of district.

During the 2019-20 school year, the District Audiologist conducted 291 (June-March) diagnostic hearing evaluations including 61 diagnostic evaluations (June-March) for the Metro Regional Program. Hearing screenings are also an integral part of the job responsibilities of the District Audiologist.

Services for Students with Speech and Language Impairments

Speech and language services are provided to children who meet the eligibility requirements of Nebraska Title 92 NAC Chapter 51. A speech-language pathologist works with a comprehensive range of skills in the following service delivery domains: collaboration, counseling; prevention and wellness; screening; assessment; treatment; modalities, technology, and instrumentation; and population and systems. SLPs work across domains to address difficulties that comprise communication, including disorders that contribute to problems with communication. These disorders may include:

- Expressive/receptive language impairments (phonology, morphology, syntax, semantics, pragmatics, prelinguistic/paralinguistic communication, and literacy)
- Cognitive disorders (attention, memory, problem solving, executive functioning)
- Speech Production (articulation, motor planning and execution, phonological, speech delays)
- Fluency (stuttering, cluttering)
- Voice disorders
- Hearing impairments

The speech-language pathologist (SLP) works directly with students, resource teachers, general education teachers, administrators, audiologists, psychologists, social workers, counselors, parents, and others to provide information and strategies to support the student in and out of the classroom. The SLP conducts a comprehensive evaluation of the student's communication needs, consults with parents and teachers,

develops interventions, and implements these interventions through the student's Individual Education Plan. Interventions will vary depending on the nature and severity of the problem, the age of the individual, and the individual's awareness of the problem. The settings in which interventions are provided include pull-out therapy in a separate location or 1:1, small group in a separate location or instruction within a general education classroom, team-teaching with the general education teacher, and/or consultation with the general education teacher. Speech-language pathologists select intervention approaches based on the highest quality of scientific evidence available in order to:

- Help individuals with speech sound disorders, such as, articulation and phonological disorders to learn the appropriate placement and production of phonemes.
- Assist individuals with voice disorders to develop proper control of the vocal and respiratory systems for correct voice production. This may include: phonation quality, pitch, loudness, and alaryngeal voice
- Assist individuals who stutter or clutter to increase their fluency
- Help children with receptive and/ or expressive language disorders to improve language comprehension and expression of thoughts and ideas (e.g., grammar/syntax, vocabulary, conversation, and story-telling skills)
- Assist individuals with severe communication disorders with the use of augmentative and alternative communication systems
- Support individuals with social language deficits to achieve social communication competence in social contexts. Therapy focuses on social interaction, social cognition, pragmatics and language processing.

The Speech and Language Department in Millard Public Schools employs 60.9 FTE speech-language pathologists; 2.5 FTE are specialists in the area of Assistive Technology and Augmentative Communication. SLP workload averages were 40-59 students/FTE. Professional development provided to SLPs focused on the following topics: Dyslexia, Multi Tiered Systems of Support (MTSS) for Language, Dual Language Assessment and Considerations, Supervision, Ethical Practices for SLPs, Three Dimensional Learning, Telepractice, Evidence Based Practices, MAP Assessments/SLI: Supporting Growth and Achievement, Intervention/ Resources and Medicaid in the Public Schools: Documenting and Reporting.

Young Adult Program

The Millard Public Schools Young Adult Program focuses on transitioning students, ages 18-21, from the school environment to the community. To assure a successful transition, students participate in curriculum that emphasizes personal management, vocational development, and independent living. Functional academic instruction is embedded in the daily living and vocational development activities.

The Young Adult Program, located on the grounds of Central Middle School, served approximately 53 students during the 2019-2020 school year. Five teachers, eight paraprofessionals, and 3 van drivers/job coaches assisted the young adults in acquiring the skills necessary for independent living and the world of work. The program serves students who have a wide variety of abilities. The participation hours vary based on the needs of individual students. There are students who attend the Young Adult Program all week long, while other students only attend on a part-time basis due to college attendance or job schedules.

In a typical week students spend two days in instructional classes directed toward their future vocational and independent living goals, two days at a job site and one day focused on community integration and social skill development. Activities and outings are scheduled throughout the school year to provide a variety of community experiences as it relates to the curriculum, vocational development or recreation. These experiences include opportunities such as local cultural attractions, Metro Area Transit System training, shopping, vocational tours, bank tours, and volunteering (e.g. bell ringing).

The Young Adult Program provides work experiences at volunteer employment sites. Volunteer work sites this year included: Millard Lumber, MPS Distribution Center, Central Middle School, Oakview Mall, Westroads Mall, Hy-Vee, Lakeside Hospital, Faith Westwood Church, Mockingbird and Montclair Community Centers, Millard Central Boys and Girls Club, Hand Me Ups, Godfather's Pizza, and Rotella's Bakery. The District provides transportation from the school to all non-paid work sites and exploratory work experiences during the school day.

The Young Adult Program also runs a small business called Creative Cottage Crafts. From this business the Young Adult Program operates a coffee and snack cart. This business provides students opportunities with packaging, measurement, and money management skills. It also gives students opportunities to follow directions, develop team building and problem solving skills. The income generated from this business is used to buy additional supplies for the coffee cart as well as funding outings and experiences. The coffee cart serves staff at district level meetings as well as various elementary, middle school and high school buildings multiple times throughout the year. This provides exposure for the Young Adult Program to the MPS staff.

For the 2019-2020 school year, nine students participated in the Project SEARCH program in partnership with The Heritage at Sterling Ridge and Nebraska VR. One teacher and one skills trainer (para), work with the interns in developing marketable and transferable skills to help them become competitively employed. The students participate in three, 10 week internships that occur over the course of one school year. Each internship rotation consists of a different work experience within the host business. Their work day includes one hour of coursework and approximately five hours of internship. A gradual release of responsibility model is used where students assume additional responsibilities as they progress through the program. The Project SEARCH teacher provides ongoing assessment of student's performance and determines modification and accommodations to job tasks as needed. Once the students have demonstrated a set of core skills, additional skills are incorporated to further increase their independence and marketability. Students are transported to The Heritage at Sterling Ridge where all of their class work and vocational experiences occur unless alternative vocational experiences are needed to meet a student's skill development needs. Vocational internship experiences included; Housekeeping, Administrative Intern, Maintenance, Activities, Memory Care, Dishwashing, Server/Host, Coffee Shop, and Kitchen.

Twenty Young Adult Program students aged-out (21 years of age) of eligibility for public education services or met all of their graduation requirements at the end of the 2019-2020 school year. A virtual ceremony was held in May to commemorate the accomplishments of the students.

Contracted Services

The educational needs of some students are not able to be met in programs provided at Millard Public Schools facilities. The District contracted with the agencies listed below to provide services for these students, whose disabilities are generally in the areas of behavior disorder or hearing impairment.

- Alpha School
- Autism Center of Nebraska
- Brook Valley School (operated by ESU 3)
- Father Flanagan's Boys Town Day School
- Metro Intervention Center at Boys Town
- Goodwill Industries
- Heartland School
- Omaha Public Schools
- Ombudsman
- Suburban Hearing Impaired Program (early childhood and school age program)
- Westside Community Schools

Related Services

Related services are provided to students with disabilities when necessary to provide the student with a free appropriate public education. Related services were provided in the following areas:

- Adaptive Physical Education
- Occupational and Physical Therapy
- Speech and Language Therapy
- Assistive Technology/Augmentative Communication
- Hearing and Vision Services, including Audiological Evaluations and Orientation and Mobility Services
- Vocational Services

Psychological Services

Psychological services were provided by a staff of 20 school psychologists with a total full-time equivalency of 19.0. These psychologists provided a full range of direct and consultative services to students, staff members, and parents. Consultation refers to the collaboration with and input to school teams, administrators, school counselors, agencies, parents, and other professionals, including referrals to community agencies. In collaboration with teachers and administrators, psychologists assisted with the development and implementation of classroom plans designed to facilitate learning and overcome behavior difficulties and other social problems.

The psychologists completed 700 non-special education assessments. This number includes screenings for mental health issues, Attention Deficit Hyperactivity Disorder (ADHD), English Language Learners (ELL), intellectual giftedness. It also includes assessments to determine qualifications for grade retention or acceleration, 504 plans, early entrance to kindergarten, administration of the and functional behavioral assessments for manifestation determination hearings.

Direct services to children involved individual evaluations (intellectual, social, emotional, and behavioral) with subsequent follow-up. The vast majority of new evaluations were the result of referrals from the building level staff and general education problem solving team. Referrals also came from parents, physicians, social agencies, private schools, and from exempt schools.

In the case of referrals that did not originate with the building staff or general education problem solving team, documentation was reviewed by the MDT in order to screen the cases prior to initiating the evaluation process. Results of evaluations were discussed with the child's parents and teachers. Recommendations were made for academic programming, behavior management, and when appropriate, placement in special education programs. This year, 72% of all students who were referred to multidisciplinary teams (MDT) for evaluations that included psychological assessments were determined to be eligible for special education services. This percentage is lower than the 2018-2019 school year when 83% of the students assessed qualified for Special Education services. It should be noted that many evaluations were in progress when school closed on March 12th due to COVID-19. The numbers reported below include evaluations that had been started but some evaluations were not completed due to the school closure, thus likely decreasing the percentage of students who qualify for special education services. With parental consent, evaluations will be resumed in 2020-2021 when students return to school.

Students with disabilities are re-evaluated every three years as required by law. These regularly scheduled individual reevaluations are used to assess progress, determine continued eligibility for special education programming, and help identify specific educational needs and potential interventions. As noted above, many students were in the middle of the re-evaluation process when schools were closed for COVID-19, thus impacting the number of completed evaluations and qualifying percentages. The table below summarizes the direct services provided by the Millard school psychologists during the 2019-20 school year.

School	New Evaluations			Reevaluations		
	Tested	Verified	%	Tested	Verified	%
Abbott Elementary	4	4*	100%	13	11*	85%
Ackerman Elementary	10	6*	60%	17	16*	94%
Aldrich Elementary	4	4	100%	5	4*	80%
Black Elk Elementary	16	9*	56%	9	8*	89%
Bryan Elementary	17	14*	82%	14	10*	71%
Cather Elementary	10	8*	80%	6	5*	83%
Cody Elementary	14	12*	86%	14	10*	71%
Cottonwood Elementary	10	4	40%	14	14	100%
Walt Disney Elementary	11	3*	27%	21	18*	86%
Harvey Oaks Elementary	6	4*	67%	8	8	100%
Hitchcock Elementary	14	4*	29%	3	3	100%
Holling Heights Elementary	8	5*	63%	10	10	100%
Ezra Millard Elementary	15	5*	33%	14	12*	86%
Montclair Elementary	18	6*	33%	19	11*	58%
Morton Elementary	10	8*	80%	9	9	100%
Neihardt Elementary	13	6*	46%	23	21*	91%
Norris Elementary	12	10*	83%	15	11*	73%
Reagan Elementary	12	5*	42%	5	5	100%
Reeder Elementary	14	4*	29%	19	10*	53%
Rockwell Elementary	4	3*	75%	13	11*	85%
Rohwer Elementary	19	9*	47%	15	11*	73%
Sandoz Elementary	13	4*	31%	18	13*	72%
Upchurch Elementary	10	7*	70%	13	11*	85%
Wheeler Elementary	4	0*	0%	15	13*	87%
Willowdale Elementary	20	9	45%	5	3	60%
Andersen Middle School	8	5*	63%	53	44*	83%
Beadle Middle School	14	10*	71%	40	25*	63%
Central Middle School	21	9*	43%	51	34*	67%
Kiewit Middle School	18	12*	67%	33	24*	73%
North Middle School	9	5*	56%	33	30	91%
Russell Middle School	12	6	50%	27	14	52%
Millard North High School	23	14*	61%	84	69*	82%
Millard South High School	19	11*	58%	143	119*	83%

Millard West High School	15	6*	31%	66	57*	86%
Early Childhood Special Education – Homebased & Center Based	58	24*	41%	118	106*	90%
Horizon High School	3	1*	33%	5	4*	80%
Young Adult Program	-	-	NA	28	25*	89%
2019-2020 Total	488	256*	52%*	998	809*	81%*

*Due to Covid-19 impacting evaluations that were completed, these numbers may be lower than the total of students who could have potentially verified if evaluations were completed in the 2019-2020 school year. All evaluations that were started but unfinished due to school closure will be completed when students are able to return to school.

Special Education Program Highlights

1. The total number of students with disabilities served by Millard Public Schools is consistent with previous school years and below the State special education child count percentage. This allows MPS to focus resources on the students who are of need in the special education area.
2. 2019-20 was the fourth year the Nebraska School Activities Association offered- Unified Bowling as a sanctioned sport. Unified Sports promotes social inclusion through shared sports training and competition experiences and joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. All three Millard High Schools participated in Unified Bowling. Millard North was Runner-Up at the State Tournament.
3. Millard South High School and Millard North Middle Schools were recognized as Special Olympics Unified Champion Schools. A Special Olympics Unified Champion School has an inclusive school climate and exudes a sense of collaboration, engagement and respect for all members of the student body and staff. A Unified Champion School receives a national banner recognition by demonstrating a commitment to inclusion by meeting 10 national standards of excellence. These standards were developed by a national panel of leaders from Special Olympics and the education community. Millard South and Millard North Middle Schools both received national banner recognition. Millard North Middle School is the first middle school in Nebraska to receive this honor.
4. MPS's elementary Alternate Curriculum Program staff hosted their second district unified event. With the support of Nebraska Special Olympics, 110 students from the six elementary schools joined as unified pairs to bowl and develop friendships.
5. In March, over 200 parents and community members attended a Community Showcase Resource Fair where over 35 both private and community agencies that specialize in providing services to children with disabilities and their families. Parents were able to interact to make connections and access resources.
6. During the 4th quarter, the special education department moved to a remote learning service delivery model for all 3,258 students with disabilities. The collaboration between families, special education teachers, related service providers, school psychologists, school administrators, and students allowed Individual Education Plans to be implemented to the greatest extent possible. Partnering, collaboration and communication with families made this possible.
7. The special education department furthered a partnership with the University of Nebraska Medical Center's - Munroe-Meyer Institute (MMI). Joint projects include:
 - Development of Embedded Behavior Coaches (Counselors, Psychologists, Social Workers, and Administrators) with the support of MHTTC
 - Middle School Mental Health Supports

- High School and Young Adult Program transition partnering and supports
- Autism Physician Education and Collaboration Grant
- Middle School/High School social skills development program for students with Autism

AGENDA SUMMARY SHEET

Agenda Item: Leadership and Learning Department 2019-2020 Annual Report

Meeting Date: August 3, 2020

Department: Leadership & Learning

Title and Brief Description: Annual Report

Action Desired: Approval Discussion Information

Background: The Leadership & Learning Department is an innovative team promoting Millard's culture of engagement and learning. We maximize staff potential to positively impact student achievement. Our department focuses on six major areas to increase personal, building and district growth. These six areas will be included in our annual report.

- Induction
- Instructional Coaching
- Leadership Development
- Salaried Staff & Administrator Evaluation
- Salaried & Hourly Staff Development
- Strategic & Site Planning

The Annual Leadership & Learning report shares only a snapshot of the offerings coordinated by the District. It does not reflect all of the various professional development coordinated by buildings or other District departments.

Strategic Plan

Reference: Strategy (implemented 1990) – We will develop and implement plans to ensure the highest quality staff.

Implications of

Adoption/Rejection: N/A

Timeline: N/A

Responsible

Persons: Dr. Todd Tripple, Director of Staff Development & Instructional Improvement
Dr. Kim Saum-Mills, Assistant Superintendent for Leadership, Planning & Evaluation

Superintendent's Signature: _____

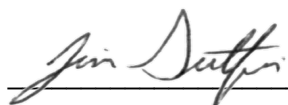


TABLE OF CONTENTS

INTRODUCTION	1
INDUCTION	2
Administrator Induction	2
Staff Induction (Salaried)	2
INSTRUCTIONAL COACHING	6
SALARIED STAFF & ADMINISTRATOR EVALUATION	8
Administrator Evaluation	8
Salaried Staff Evaluation	9
SALARIED AND HOURLY STAFF DEVELOPMENT	9
Salaried	9
Hourly Staff Development	11
STRATEGIC PLANNING	12
SITE PLANNING	12
Overview of Site Plan Phases & District Support Provided	13

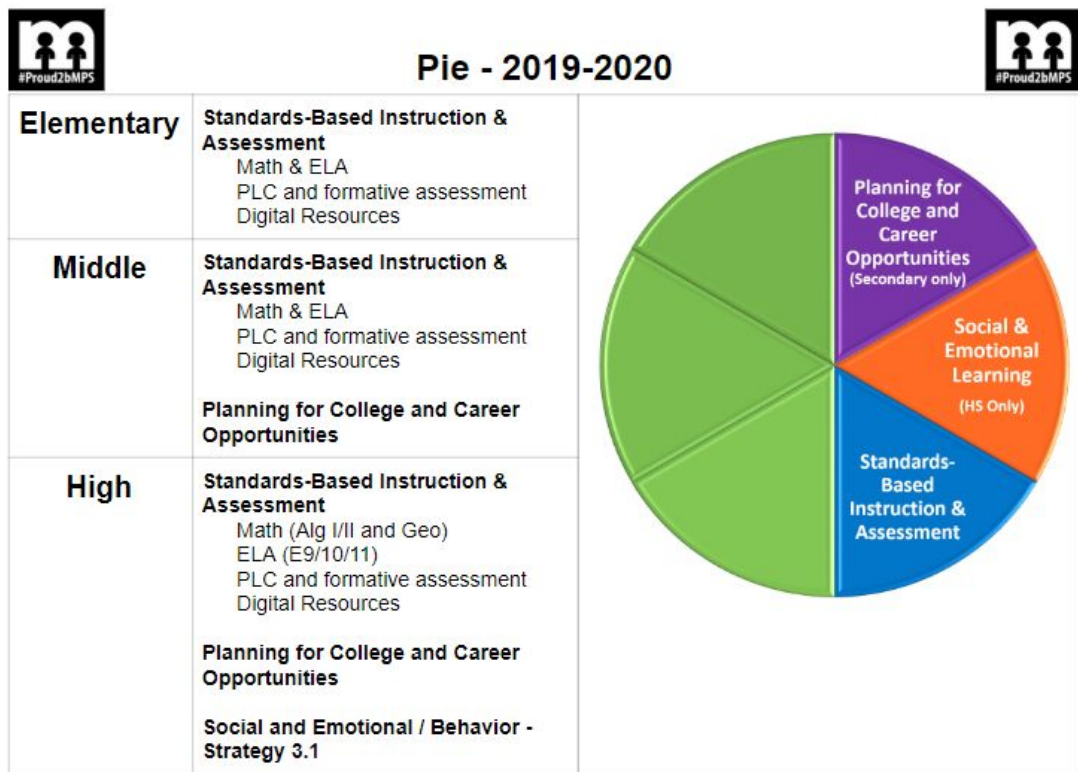
INTRODUCTION

The Leadership & Learning Department is an innovative team promoting Millard's culture of engagement and learning. We maximize staff potential to positively impact student achievement. Through systems of support, we foster continuous personal, building, and district growth.

Our department focuses on six major areas to increase personal, building, and District growth. These six areas are included in our annual report:

- Induction
- Instructional Coaching
- Leadership Development
- Salaried Staff & Administrator Evaluation
- Salaried & Hourly Staff Development
- Strategic & Site Planning

Our District continues to narrow our focus to achieve a better result. Under the direction of our Superintendent, we continue to use the term “Pie” to help us focus on major District initiatives. Buildings are able to add individualized focus from their building site plans. The graphic below outlines each topic area of Pie in 2019-20.



The Annual Leadership & Learning report shares only a snapshot of the offerings coordinated by the District. It does not reflect all of the various professional development coordinated by buildings or other District departments.

INDUCTION

Administrator Induction

In addition to the comprehensive leadership staff development Millard provides to all administrators and other leaders, we also provide a 2-year New Administrator Induction program to help new administrators acclimate to their new role. Our goal is to provide strategic direction and a successful network of support to help new administrators succeed. Specifically our new administrators learn about their new job expectations, building relationships, and how to access resources by actively participating in professional development activities aligned to their mutual commitments and job accountabilities. This extra support helps to prepare new administrators for their new positions in MPS.

During year one of administrator induction, there is a focus on successful acclimation to their new role. Building relationships is a major theme. Administrators are assigned a mentor and utilize several of Millard's evaluation and professional development tools. Administrators meet for three days during the summer prior to their first year in MPS and periodically during the school year. The goal of the meetings is to provide new information and to monitor and adjust learning. Each of these sessions help them successfully acclimate to their role.

During year two of administrator induction, there is a focus on refining and thriving. Becoming an instructional leader is a major theme. Administrators meet quarterly for breakfast meetings. This cohort of 2nd year administrators develop great bonds. The focus of many of the meetings is to have honest, helpful conversations about staff evaluation and people management.

[Click here to see a scope and sequence](#) of what we offer in this two year administrator induction program.

Elementary Administrative Intern Induction

In the past few years, we have added an elementary administrative intern induction and development experience. In 2019-2020, six of the 14 administrative interns were in their first year of the position and six were in their second year. The goal of the intern induction program is to successfully transition new leaders to their new roles. Topics included but were not limited to: clear expectations of their position, evaluating classified staff, student behavior, special education, assessment and instructional leadership. Next year we will continue with this leadership development and the focus will be on instructional coaching.

Staff Induction (Salaried)

MPS New Staff Induction Program

Since 2002, the MPS New Staff Induction Program supports collaborative efforts in recruiting and retaining the highest quality certificated staff. The program is developed, designed, and delivered by the New Staff Induction Program team in three Induction Phases to support all certificated new hires in their first three years of employment as they prepare for and enjoy a long, successful career in the Millard Public Schools. The 2019-2020 marked a new era as Leadership and Learning partnered with other stakeholders in the MPS community to vision enhancements and refinements to this three-year experience.

Program Data

2019-2020 MPS INDUCTION BY THE NUMBERS

Year 1: Mentoring Relationships

- 154 New Staff
- 157 Mentors & Curriculum Contacts
- Ongoing support
- 4.5 days of differentiated orientation experiences
- 54 Team Release Days

Year 2: Peer Coaching Partnerships

- 182 Practitioners Partnering
- 4 Sessions with two format options
- Ongoing peer-based application and reflection

Year 3: Extended Professional Experiences

- 89 Enthusiastic Educators
- 3 customized, informative sessions



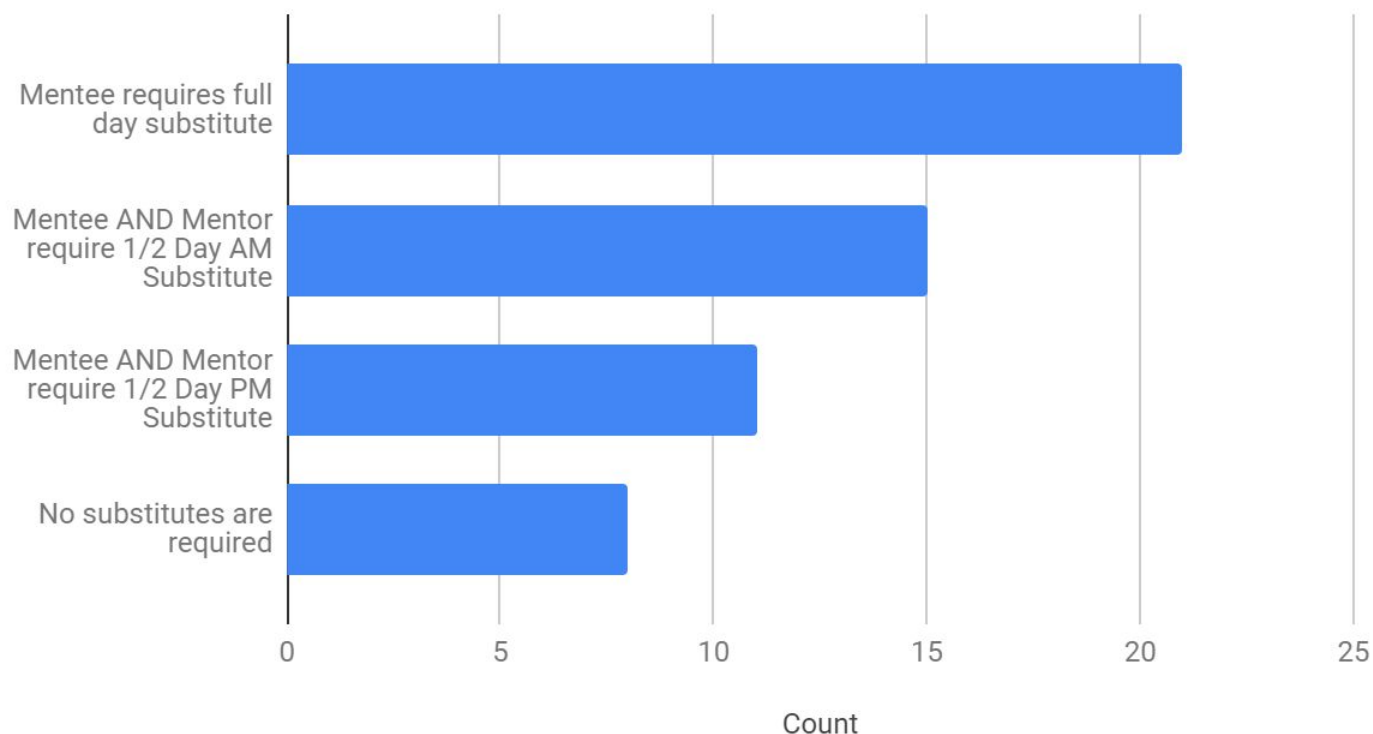
Programmatic data is analyzed on an annual basis. In conjunction with the Human Resources Personnel report, Leadership and Learning facilitators triangulate sources gathered through professional development surveys, an annual MPS Induction Survey (including Peer Coaching Veteran Staff Survey), and qualitative measures such as anecdotal notes from site visits to consistently improve upon and achieve program goals. See highlights from [MPS Induction 2019-20 here](#).

Induction cohort is comprised of 30-50% teachers brand-new to the profession, supporting the differentiated learning opportunities provided in Year 1 Orientation experiences and as well as Year 2 Peer Coaching Partnerships. MPS Induction aligns with research findings indicating mentoring, comprehensive induction programs, and competitive salaries are critical supports for teacher retention ([National Center for Education Statistics](#), 2019).

Mentoring Relationships

New certificated staff benefit from individualized support through the professional guidance of a trained Building Mentor during their first year. In addition to the building mentor, District “singletons,” such as elementary music teachers, receive support from a Curriculum Contact who shares job-alike responsibilities. Staff members who transfer buildings or grade levels are supported through a Building Buddy and are invited to attend Orientation professional learning days. In addition, teams may engage in optional Mentoring Team release time to support individualized professional learning goals. Fifty-four mentoring teams utilized this support in various ways during the 2019-2020 school year (see below).

Distribution of Mentoring Release Time



Impact of Mentoring Team Release Time

What were some of the most powerful aspects of your release time?	What are some implications of your release time on teaching and learning in the coming weeks?
<ul style="list-style-type: none"> <i>I learned some new ways to incorporate responsive classroom into lessons as well as seeing engaging ways to use cooperative learning among desk groups. I noticed how lessons were extremely student driven and collaborative conversations grew students' understanding rather than teacher talk.</i> <i>Obtaining creative, engaging ideas for literacy stations for my students from my mentor. I was able to formulate how I will structure my literacy stations in the months ahead. This long-range planning is extremely helpful.</i> 	<ul style="list-style-type: none"> <i>It has fueled my enthusiasm for developing new activities for my own classroom. It built up my confidence in my teaching method.</i> <i>We are fully prepared for the unit (including the chance for eLearning days--this was very beneficial to have a mentor-mentee discussion over this). We reviewed the district rubric and prepared some Google Forms and documents to help us prepare to teach the objectives and the standards.</i> <i>We will be creating new materials for use in small group instruction and implementing technology throughout our instructional days.</i>

MPS Mentor Training

Over 570 MPS active veteran staff members are trained mentors. In July 2019, an additional 47 certificated staff members became trained District mentors through the MPS Mentor Training. Since 1991, Millard Public Schools participated in the Metropolitan Omaha Educational Consortium Mentor Training Project. This project was eliminated, providing an opportunity to leverage District resources and reallocate District funds to support District initiatives. July 2020 MPS Mentor Training will mark the third year of hosting in-district mentor training.

Peer Coaching Partnerships

Peer Coaching is a unique opportunity for certificated staff in their 2nd year of employment with Millard Public Schools to work with another certificated staff member in their building as a Peer Coaching Team. The focus is on exploring the Millard Instructional Model and includes peer collaboration, peer observation, self-assessment, and reflection. The Peer Coaching experience includes four skill development experiences: Establishing Your Classroom at the Beginning of the Year, Data-Driven Differentiation, Gradual Release of Responsibility, and Engagement. During the 2019-2020 calendar year, elementary mathematics coaching partners explored content in the area of “Clarity in Elementary Mathematics”. Peer Coaching is offered in 2 formats: Facilitated Content Sessions at ESU#3 (112 participants), and Online Content Exploration via Google Classroom (70 participants). After attending Peer Coaching Session 1 in July/August, Coaching Teams chose their pathway for Peer Coaching.

Extended Professional Experiences

Staff in their 3rd year of employment participate in a facilitated three-session professional growth experience. The focus of these sessions is developing a long and successful MPS career through Professional Wellness, Professional Awareness, and Culturally Responsive Teaching. Topics include professional well-being; financial fitness; a message from the Superintendent; the MPS strategic and site planning processes; moving from appraisal phase to continuous growth phase in the staff evaluation process, development of long range career goals, and Culturally Responsive Teaching.

Culturally Responsive Teaching (CRT)

Between 2008-2014, all Millard staff received Culturally Responsive Teaching (CRT) training. After 2014, Culturally Responsive Teaching became part of the 3 Year New Staff Induction Process to ensure all staff in Millard are equipped with the appropriate knowledge and skills in the area of Culturally Responsive Teaching. The CRT session is provided to all new staff members in Millard during their 3rd year of employment. CRT focuses on pedagogy that responds to all cultures, celebrating different perspectives & values, offering equitable access to education, creating a positive classroom climate, and effective teaching and learning. Participants in this session gain an understanding of privilege and their own cultural bias. Participants leave the session with knowledge on five research-based CRT practices to immediately use in the classroom. These practices are based on the research of New York University Steinhardt School of Culture, Education, and Human Development - Culturally Responsive Classroom Management Strategies.

Research-based CRT Practices to Use in the Classroom

1. Recognize your own cultural lens and bias.
2. Develop strong knowledge of your students’ cultural backgrounds.
3. Be aware of the broader social, economic and political context.
4. Commit to building a caring classroom community.
5. Building relationships with students and show you care.

In addition to new staff members, all Millard employees have access to the [MPS Culturally Responsive Teaching Resource site](#). This site contains helpful information for staff and buildings to continue their professional learning on CRT with additional resources and links.

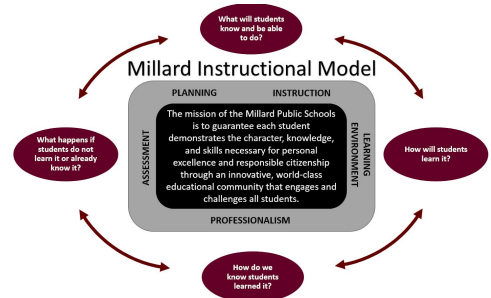
Veteran District Staff Involvement

Veteran District staff may receive training and serve as a Building Mentor or District Curriculum Contact to a new staff member, participate in Peer Coaching as a coaching partner to a 2nd year staff member, and/or seek opportunities to support 3rd year staff in their building with activities related to Extended Professional Experiences. Previously trained mentors are offered optional experiences to ensure high-quality mentoring at all levels.

First-Year Staff Required Staff Development

Millard Instructional Model Workshop - MIM

This course is designed to introduce new certificated staff members to the Millard Instructional Model and Professional Learning Communities as they function in Millard Public Schools. Participants examine all 5 domains of the model with an emphasis on the Learning Environment during Fall Orientation and subsequent differentiated, domain-specific experiences during Winter and Spring Orientation. These experiences provide foundational knowledge as it relates to staff evaluation.



Tech Ethics

Technology and social media are constantly changing. This course is required training for all MPS Staff as a means of being proactive to possible pitfalls of using technology within PK-12 education. All new staff who attended Fall Orientation completed this requirement face-to-face with MPS Technology staff facilitators.

Staff Induction (Hourly)

An online resource site is used to help all hourly staff become acquainted with the various resources provided to new employees and job expectations. Click here to review the [Hourly Orientation Website](#).

INSTRUCTIONAL COACHING

The MPS Instructional Coaching Project was launched in the Fall of 2012 to provide instructional support to teachers. The purpose of instructional coaching (iCoach) is to maximize a teacher's instructional potential thus impacting student learning. The MPS Instructional Coaching Project provides a research-based process to assist teachers in becoming reflective practitioners who adjust and refine instruction based on feedback from students, others, and self. These instructional decisions are embedded in best practice pedagogy.

The Instructional Coaching Process involves the following steps:

- Relationship Building
- 1st Videotape Processing
- Goal Setting
- Implementing
- Model Teaching
- 2nd Videotape Processing
- Instructional Refining

The implementation model for instructional coaching involves three Phases:

- Phase I: Creating a Building Culture for Instructional Coaching (A district level leader instructional coach is coaching in a building.)
- Phase II: Creating Building Capacity for Instructional Coaching (A building instructional coach is working side-by-side with a district level leader instructional coach.)
- Phase III: Creating a Building System for Instructional Coaching (Building instructional coach independently coaching a teacher in the building.)

The District has designed a pathway for teachers to become building instructional coaches. In order to be considered for this building leadership role, a teacher must have administrator approval, participated as a coachee for a semester, and completed the District-designed building instructional coach training.

Currently, 34 schools have participated in the Instructional Coaching Project. As we close out the 2019-2020 school year, MPS has 150 trained instructional coaches. Instructional Coaches provide valuable support and

feedback to foster growth in instructional practice. The district has designed an [Instructional Coaching website](#) to provide support to Instructional Coaches as they support teachers in their buildings.

iCoach Huddle was created in 2016 to provide an avenue for building instructional coaches to receive professional development directly related to the Instructional Coaching Process and to their unique role. The iCoach Huddle was held quarterly. Meeting topics for 2019-20 included: MAP Data to Instruction Framework, Informal Assessment Strategies, Design Your Personal Coaching Adventure, and Continuum of Self-Reflection.

During the 2018-19 school year, the Leadership & Learning Team provided Teacher Librarians with professional development in the area of Instructional Coaching. In 19-20, we added additional layers of coaching training as Teacher Librarians continued to support the 1-to-1 iPad implementation with 4th and 5th grade classroom teachers, and the addition of 3rd grade teachers. Topics explored were: Partnership Principles, Jim Knight's Impact Cycle, and Reflective Questioning and Feedback.

LEADERSHIP DEVELOPMENT

In MPS, we believe "Excellence is worth the investment" and "Our greatest resource is people". We provide comprehensive leadership development to maximize staff potential and increase student achievement. Leadership has been defined in MPS as "the art and science of inspiring others toward a common mission and a shared vision through collaborative relationships characterized by integrity, humility, resiliency, and commitment to empowering others to reach their highest potential."

[Millard's Leadership Framework](#) is used to align our leadership professional development and to help leaders develop specific leadership skills. The title "leader" in MPS may include all staff positions, not just administrators.

We have several activities offered to develop our leaders including but not limited to:

- Principal Supervisor Cohort
 - Our priorities for principal supervision have been aligned to our [Leadership Framework](#), and supervisors have focused the last 5 years on improving their coaching skills. Over the years we have provided professional growth opportunities including Cross & Jofus Consulting, Steve Gerring, and Gallup Strengths Coach, JerLene Mosley. In February 2020, JerLene Mosley facilitated a workshop with principal supervisors that focused on Gallup's new book, [It's the Manager](#). Gallup has found that "the quality of managers and team leaders is the single biggest factor in your organization's success."
- Targeted Leadership Professional Development
 - Various optional and required staff development opportunities are offered to teacher leaders and administrator leaders on a rotating annual process.
 - General Administration Staff Development occurs monthly. In 2019-20 we had a variety of topics ([see link](#)) that included a continued focus on pie, staff evaluation and personal leadership development (Jen McNally on Self-Care).
 - MPS Gallup Strengths Coaching continues and is offered through contracting with Gallup or by facilitation of our Millard trained coaches. New administrators and Leadership Academy participants are all offered an invitation to participate in a 1:1 coaching conversation focused on their strengths.
- Leadership Academy
 - The purpose of the MPS Leadership Academy is to develop leadership capacity in staff throughout the District. Staff includes leaders who aspire to become principals or District teacher leaders or staff who want to grow as a building teacher leader. Participants of the MPS Leadership Academy will:

- Use the MPS Leadership Framework to develop specific leadership skills that improve staff performance and increase student achievement.
 - Relate theory to operational Millard practices.
 - Reflect on personal strengths and leadership styles.
 - Engage in practicum and shadowing experiences throughout the District.
 - Build lateral capacity of leadership throughout the District.
 - Have the opportunity to have 50% tuition paid - 3 hours of graduate credit (UNO).
 - Be invited to participate in 2 summer workshops titled *Fierce Conversations*, and *Effective Listening and Speaking*.
- The graduates from the 2019-2020 MPS Leadership Academy participated in their last session via Zoom due to COVID-19. The [2020-2021 Leadership Academy](#) kick off was April 22, 2020 and also via Zoom due to COVID-19. Here is a [link](#) to review more information about Leadership Academy,
- Elementary Principal Institute
 - The purpose of Elementary Principal Institute is to provide professional development for aspiring elementary principals through a structured, supportive, experiential process. Participants will possess the knowledge, skills, and dispositions to successfully move into the role of elementary principal in Millard Public Schools. The Nebraska Performance Framework for Principals (established by the Nebraska Department of Education) is used as the guiding document, along with the MPS [Leadership Framework](#). The scope and sequence for this Institute includes: Leading Through Learning and Leading Through Application.
 - After year two, aspiring principals are invited to participate in annual professional growth experiences that include a mentoring relationship between a participant and an elementary principal, focusing upon the participant's personal and professional needs.
 - The monthly meetings are led by elementary principals who serve as the leaders of the Principal Institute. Elementary principals who led this leadership development in 2019-2020 included Colleen Ballard, Dr. Heidi Penke, Dr. Ryan Saunders and Dr. Brad Sullivan.

SALARIED STAFF & ADMINISTRATOR EVALUATION

Administrator Evaluation

The purpose of Millard Public Schools evaluation is threefold: 1) accountability; 2) professional growth; and 3) school improvement. The Administrator Evaluation System consists of three components: Mutual Commitments, Key Performance Action Plans and Leadership Dimensions. Probationary certificated administrators are evaluated at least once each semester and non-certificated administrators & permanent certificated administrators are evaluated at least once every school year. Formative evaluation includes verbal or written feedback provided to administrators during the school year that include data recorded during or after the visitation. Mid-year checks are used to discuss the status of the administrator's progress on his/her Mutual Commitments and/or Key Performance Action Plans. Summative Evaluation includes a written evaluation and final conference. Click [here](#) to review the 2019-2020 Administrator Evaluation Handbook.

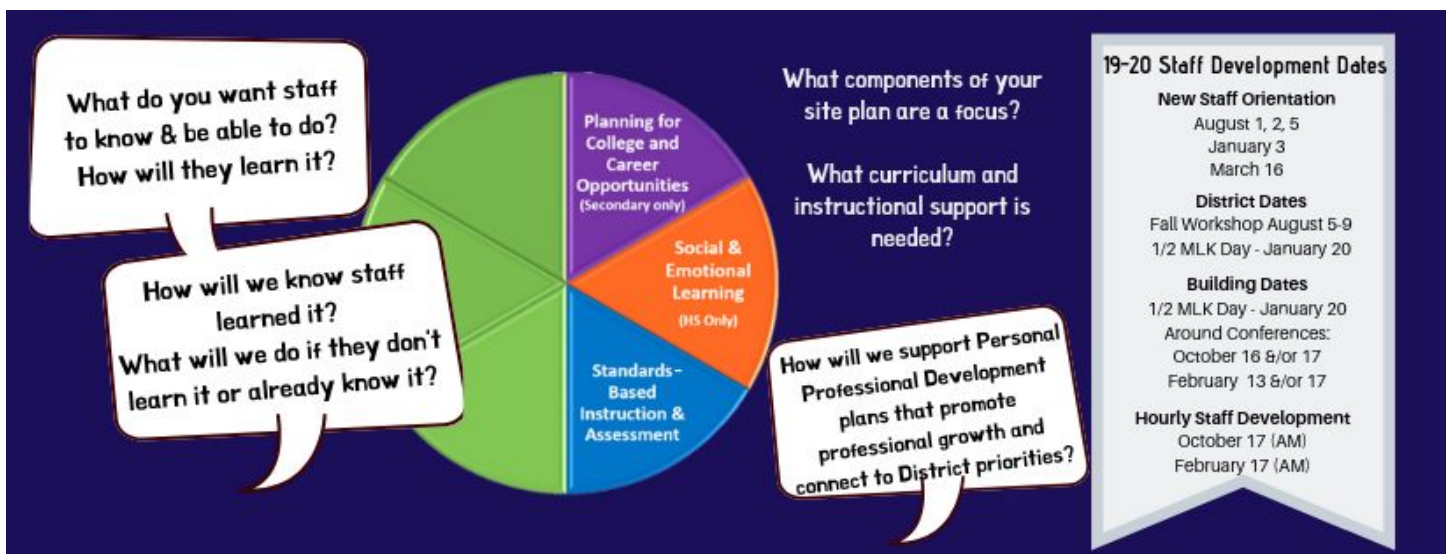
In 2019-20 we had [12 principal supervisors and 35 principals](#). Each supervisor is assigned 2-5 principals. Each principal supervisor has other job responsibilities. To review the defined and expected roles and responsibilities of our principal supervisors click on this [LINK](#).

Salaried Staff Evaluation

The Leadership and Learning Department provides leadership for both the Millard Instructional Model and the staff evaluation process. 2019-20 was the fifth year of full implementation of our revised staff evaluation process and our revised Millard Instructional Model. Due to the COVID-19 pandemic, Summative Evaluations were revised to be a short reflection, and conversations were conducted remotely. No additional revisions were made to the process for 2019-20.

In October 2019, all leaders participated in professional development focused on staff evaluation. Evaluators reviewed effective staff evaluation practices connected to Standards-based Instruction & Assessment. Participants focused on collecting teacher evidence and discussed coaching conversation prompts to support standards-based instruction & assessment.

SALARIED AND HOURLY STAFF DEVELOPMENT



District Focus Areas

During the 2019-20 school year, 463 unique staff development courses were offered in both a face-to-face and online format for salaried and hourly staff. District staff development sessions focused on the District Pie Pieces in collaboration with curriculum specific needs. For a complete list of course offerings please see Appendix A. Buildings also incorporated goals from their School Site Plans to round out their staff development plans for the year.

Salaried

Professional Development Focus & District Staff Development Days

2019-2020 Elementary Staff Development Pie Focus:

- Elementary Pie Focus Topics:
 - Standards-based Instruction & Assessment

2019-2020 Secondary Staff Development Pie Focus:

- Middle School Pie Focus Topics:
 - Standards-based Instruction & Assessment

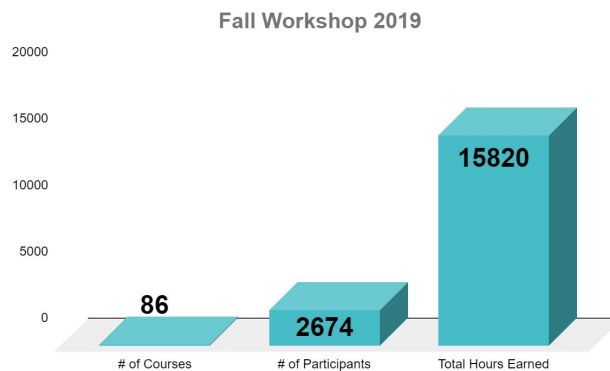
- Planning for College and Career Opportunities
- High School Staff Development Pie Focus:
 - Standards-based Instruction & Assessment
 - Planning for College and Career Opportunities
 - Social & Emotional Learning

2019-2020 Required Trainings for All Staff:

- All About Boundaries: Establishing and Maintaining Professional Boundaries
- Drug-Free Workplace
- Suicide Awareness & Prevention

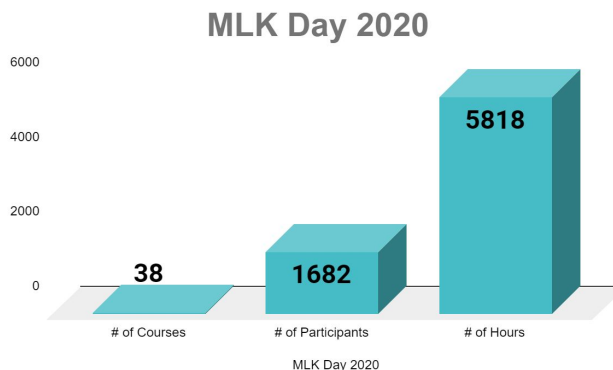
FALL WORKSHOP

Numerous staff and administrators planned and facilitated content specific staff development for August 5th to 9th, 2019. In addition to content specific staff development sessions, most salaried staff participated in a session focused on Standards-based Instruction & Assessment. Specific information about all Fall Workshop days can be found at the [2019 Fall Workshop Website](#).



DR. MARTIN LUTHER KING, JR. STAFF DEVELOPMENT DAY

District Staff Development sessions were held the morning of January 20th, 2020. District session information was communicated to staff via a comprehensive website of session offerings. Courses were designed for specific content area topics. The majority of elementary and secondary staff participated in a session on Standards-based Instruction & Assessment which built upon the content they learned in Fall Workshop. Specific information about this staff development day can be found at the [MPS 2020 MLK Day Site](#).



BUILDING LEARNING PLANS

Once again, building leadership teams utilized a district-provided template to communicate year-long plans for staff development, MTSS funds, and active action plans for the building Site Plan. This template provided an overview of the required staff development for the year. This overview included annual compliance requirements as well as details related to the District Focus areas. The utilization of Google applications allowed teams to link appropriate resources in one location and make the plans viewable to other administrators. A blank template is viewable [here](#).

SYNERGY IMPLEMENTATION

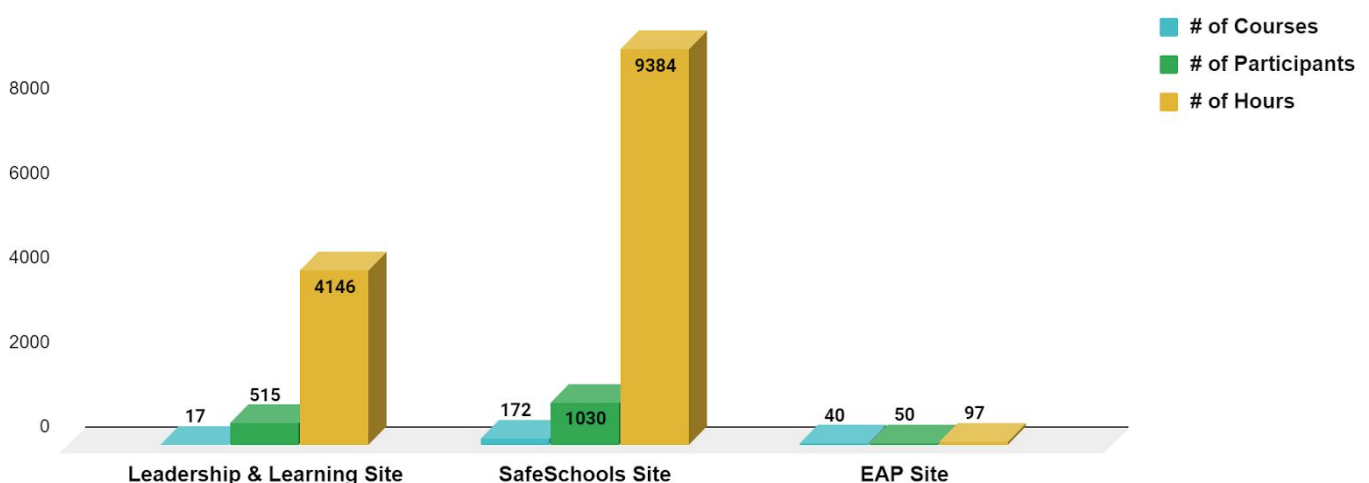
Millard Public Schools periodically evaluates the effectiveness of current systems. It was determined that a new student information system would better fit district needs, and in the fall of 2019 the work began to transition from Infinite Campus to Synergy. This collaborative effort is ongoing and includes the following MPS departments: Assessment, Research & Evaluation, Student Services, Special Education, Technology, and Leadership & Learning. Leadership & Learning contributed through project management and training. Differentiated training for various staff groups began in the Spring of 2020 and was an integral piece of the May Professional Development week. The remainder of the training will occur over the summer with plans for just-in-time training for the 2020-2021 school year. The training catalog can be reviewed [here](#).

HOURLY STAFF DEVELOPMENT

Millard Public Schools provides extensive training and professional growth experiences to hourly staff members. Hourly Staff began the year with a Fall Workshop Kickoff on August 9, 2019. Hourly staff heard from Dr. Sutfin and completed required staff training with Dr. Kevin Chick. Additional Hourly Staff Development occurred on [October 16, 2019](#), and [February 17, 2020](#), in addition to after-school sessions to fulfill job-specific and required trainings throughout the year. Course offerings were informed by partnerships with Educational Services as well as various stakeholders to support our District mission and strategic plan goals.

2019-2020 Hourly Staff Development During May

In response to school closures due to COVID-19, our hourly staff had the opportunity to participate in a number of online staff development sessions. All training options were accessed on the [MPS Online Training 2020](#) site or via our new online training platform, SafeSchools.







STRATEGIC PLANNING

Strategic planning is the means by which a community continuously creates systems to serve extraordinary purposes. Millard has had a history of almost 3 decades of outstanding strategic planning. A successful Strategic Planning process occurred during the 2017-2018 school year. Over the past two school years, Millard has continued to implement and evaluate several action plans. During the 2019-2020 school year, each team responsible for individual strategies worked on the implementation of these strategies with the goal of participating in an internal progress check on Wednesday, March 4, 2020. A report of the March 6 internal progress check was provided to the Board of Education at the March 9, 2020, Committee meeting. This [LINK](#) will lead you to the Strategic Planning website that will help communicate our plan, history, and process with all stakeholders.

SITE PLANNING

The Millard Public School district uses Site Planning as the mechanism for school improvement. Site Planning is conducted in four phases, with all 35 schools in MPS spread across each phase of Site Planning implementation.

2019-2020 Comprehensive Site Planning Schedule

PHASE 1 Millard Site Planning Data Retreat First Planning Session Action Team Research Final Planning Session 		PHASE 2 Millard Site Planning Implementation Begins  School Strategically Activates Action Plans Schools Remain in Phase 2 for 2 years		PHASE 3 Millard Site Planning • Site Plan Update • Schools continue implementation • Schools have the opportunity to update Site Plan if any new critical issues arise 		PHASE 4 Millard Site Planning  Schools activate all remaining Action Plans Schools remain in Phase 4 for 1-2 years School Improvement Teams, in cooperation with the Leadership & Learning Department, determine if they are ready to return to Phase 1 once all Specific Results have been met.	
		Year 1	Year 2				
Abbott	Cather	Ezra	Aldrich	Ackerman			
Black Elk	Cody	Harvey Oaks	Morton	Bryan*			
Hitchcock	Disney	Reeder	Neihardt	Cottonwood			
Holling Heights	Montclair	Wheeler	Rockwell	Reagan			
Norris	Andersen Middle	Kiewit Middle	Sandoz	Rohwer			
Beadle Middle	Millard West High	Millard North High	Upchurch	Central Middle*			
Keith Lutz Horizon High			Willowdale	North Middle			
			Millard South High	Russell Middle			

*Indicates second year in Phase Four

Overview of Site Plan Phases & District Support Provided

Site Plan Phase & Support from Leadership & Learning				
Phase 1	Phase 2 Year 1	Phase 2 Year 2	Phase 3	Phase 4
<ul style="list-style-type: none"> • Data Retreat • Site Plan Rewrite • Action Teams • Final Session • Phase 2 Implementation Guide sent in follow up email after final session. 	<ul style="list-style-type: none"> • Phase 2 Implementation Guide sent to all Phase 2 administrators with an invitation for Leadership and Learning support contact to come to the building to discuss implementation. 	<ul style="list-style-type: none"> • Phase 2 Implementation Guide sent to all Phase 2 administrators with an invitation for Leadership and Learning support contact to come to the building to discuss implementation. • Administrators meet in May with Leadership and Learning to review evaluation of site plan. • Evaluation Guide is shared in preparation for Phase 3 the following year. 	<ul style="list-style-type: none"> • Evaluation Guide is shared with administrators via email as a follow up from May meeting the year before. • Leadership and Learning facilitator meets with each Phase 3 administrator to prepare for the Phase 3 Update. • Phase 3 Update occurs during 2nd or 3rd School Improvement Team Meeting and is facilitated by Leadership and Learning. 	<ul style="list-style-type: none"> • Continue Implementation and Evaluation • Visit with all Phase 4 administrators to evaluate implementation status and determine if moving on to Phase 1 is appropriate. • Meet with all administrators to prepare for Phase 1 Site Plan Rewrite.

In the 2019-2020 school year, seven Millard schools went through Phase One of the Site Planning process.

Phase One Site Planning 2019-2020			
School	Data Retreat	Site Plan Rewrite	Final Session
Abbott	9/19/19	10/20/19	3/10/20
Black Elk	10/3/19	1/7/20	4/22/20
Hitchcock	9/24/19	11/14/19	4/3/20
Holling Heights	9/19/19	10/22/19	3/5/20
Horizon	10/2/19	10/16/19	2/13/20
Norris	10/3/19	11/7/19	4/8/20
Beadle Middle	9/24/19	11/19/19	4/8/20

Phase One, consisting of a full Site Plan Rewrite, begins with a data evaluation process at a Data Retreat. A team of 10-15 teachers and administrators evaluate academic progress over the past 3 years in the areas of reading, writing, math, science, and social studies. This team evaluates trends over time, including subgroups. Behavior, engagement, and digital learning data is also analyzed, and themes derived from the data are written. A data book is generated with these findings and is used to educate the entire Site Planning team regarding the current reality of the school. Leadership & Learning partners with the Department of Assessment, Research & Evaluation to provide these structured data retreats.

Phase One continues with a Site Plan Rewrite Day. During this experience the Site Plan team, comprised of 16-20 people, including school administrators, teachers, support staff members, parents, and students (at the high school level), are gathered for a day to analyze the data book finalized after the Data Retreat experience. The Site Planning team also evaluates recommendations from the Nebraska Framework (Rule 10) visits and incorporates these recommendations into identification of critical issues. At the end of the Site Plan Rewrite day, the school mission is developed in draft form and the school strategies are finalized.

Action Teams are then composed for the purpose of describing how to operationalize the strategies set forth by the Site Planning Team. Action Teams consist of a composite group of the school's community: administrators, teachers, parents, community leaders, and occasionally students.

After 3-4 months of action research, the Site Planning team reconvenes for a half day Final Session to approve the Action Plans. With the unique circumstances related to COVID-19, four of the seven Final Session were held remotely using Zoom. This proved to be an effective method to collaborate and still use consensus for the decision making process.

The Action Plans are regularly reviewed and progress is noted. The process is cyclical, with a full rewrite occurring every 5-6 years and formal update sessions occurring mid-cycle.

The seven schools in Phase One of Site Planning during 2019-2020 created rigorous Action Plans that will allow schools to implement instructional, engagement, technology, and behavioral strategies until the 2024-2025 school year. The following are the Strategies and Specific Results created in Phase One of Site Planning this school year:

School	Strategies & Specific Results
Abbott	<p>Strategy One: We will improve academic achievement by systematizing processes to support staff.</p> <ul style="list-style-type: none"> ● Improve communication within Abbott for successful transition of students and families. ● Analyze, refine, and evaluate our Multi-Tiered System of Supports (MTSS) process to make it more efficient. ● Provide support for staff in the areas of enrichment, assessment, and curriculum to maintain our high student achievement levels during implementation changes. <p>Strategy Two: In cooperation with families and community, we will capitalize on and enhance our system of supports for social and emotional learning.</p> <ul style="list-style-type: none"> ● Implement ways to support community building and wellness for our staff. ● Ensure that all staff are equipped to effectively implement Social and Emotional Learning (SEL) curriculum and meet the diverse needs of their students.

	<ul style="list-style-type: none"> ● Increase parents', guardians' and Abbott community's understanding of social and emotional competencies. <p>Strategy Three: We will systematically improve teachers' technology literacy and confidence by expanding training and support.</p> <ul style="list-style-type: none"> ● Increase staff knowledge, confidence, and implementation of technology.
Black Elk	<p>Strategy One: We will maximize our International Baccalaureate World School culture to empower our students to positively impact the world around them.</p> <ul style="list-style-type: none"> ● We will capitalize on resources to strengthen and showcase International Mindedness at Black Elk Elementary. ● We will improve the quality of inquiry practices by stimulating curiosity and encouraging student agency.. ● We will refine our professional learning communities (PLCs) to increase productivity and enhance opportunities for authentic International Baccalaureate collaboration so that students can positively impact the world around them. <p>Strategy Two: By meeting the individual needs of students, we will increase student achievement.</p> <ul style="list-style-type: none"> ● Create a master schedule for all staff (teaching and support staff) that maximizes human resources to increase student achievement across the building. ● We will incorporate best practices to increase students' academic achievement. ● Successfully implement opportunities to increase family and community involvement. ● Effectively plan and incorporate various forms of technology to intentionally promote student growth and achievement. ● Utilize effective instructional and assessment practices to target and support specific student groups. <p>Strategy Three: We will refine our behavior systems to meet the behavioral needs of students.</p> <ul style="list-style-type: none"> ● Evaluate and refine our school wide practices to increase positive student behavior. ● Streamline behavior documentation to impact the use of behavior data.
Hitchcock	<p>Strategy One: We will enhance our differentiation practices for all students, especially those who require above grade-level instruction.</p> <ul style="list-style-type: none"> ● Refine and create resources to successfully meet the needs of students performing above grade-level. ● Implement research-based instructional strategies in order to best meet the unique needs of our students performing above grade-level. ● Implement the use of reading and writing across content areas in order to improve student learning. ● Support innovation through learning opportunities for all students, specifically those students performing above grade level, with a focus on critical thinking and problem-solving. <p>Strategy Two: In cooperation with family and community, we will increase parent involvement and celebrate our accomplishments.</p> <ul style="list-style-type: none"> ● Increase communication with our families. ● Involve and engage stakeholders in our school community.

Holling Heights	<p>Strategy One: We will refine instructional processes that align planning, instruction and assessment with standards to maximize the growth of all students.</p> <ul style="list-style-type: none"> ● Use data to maximize instructional decisions. ● Implement best practices that incorporate immediate and specific feedback. ● Effectively use objectives aligned with state and district standards to plan with intention, and communicate objectives. ● Implement high-yield instructional strategies to increase students' content and academic vocabulary development. ● Increase understanding of standards progression across levels through vertical collaboration. ● Create a strong culture of reading as a school community. <p>Strategy Two: In collaboration with our school community, we will systematically support all students so they are ready to learn.</p> <ul style="list-style-type: none"> ● Build collaborative relationships with community groups and services to support family and student needs. ● Build collaborative relationships with families.
Norris	<p>Strategy One: We will refine and expand instructional practices to increase student achievement.</p> <ul style="list-style-type: none"> ● Increase reading achievement through systematic instruction. ● Expand our instructional strategies through the use of small-group instruction. ● Identify and utilize best practices that transcend all curricular areas. ● Maximize our staff and volunteers to increase achievement. <p>Strategy Two: We will capitalize on social and emotional support systems to positively impact behavior and engagement in the learning environment.</p> <ul style="list-style-type: none"> ● Empower teachers to develop Responsive Classroom strategies. ● Ensure a positive environment for students and staff through consistent implementation of Social and Emotional Learning (SEL) instruction. ● Provide wellness support for staff. ● Effectively communicate our school-wide positive behavior system and SEL curriculum to collaborate and actively engage with families.
Beadle Middle	<p>Strategy One: We will capitalize on our dedicated staff, supportive community, and resources to move all students to higher proficiency levels.</p> <ul style="list-style-type: none"> ● Incorporate effective collaboration strategies to move all students to higher proficiency levels. ● Incorporate effective teaching strategies, instructional methods, and structures to increase student growth and achievement. ● Increase student growth and achievement by improving methods of student engagement. ● Increase growth and achievement in our students receiving special education services. <p>Strategy Two: We will address social and emotional health to improve student engagement and achievement.</p> <ul style="list-style-type: none"> ● Create a supportive student environment with Social and Emotional Learning (SEL). ● Capitalize on Beadle structures in order to maximize opportunities for students to engage with peers and staff.

	<p>Strategy Three: We will address staff needs in order to promote our positive culture and increase student achievement.</p> <ul style="list-style-type: none"> ● Implement activities that promote a fun and positive staff environment. ● Foster school pride through relationship- building activities. ● Investigate and implement time-saving strategies to maximize engagement.
Keith Lutz Horizon High School	<p>Strategy One: We will provide academic supports and opportunities to ensure students have successful transitions.</p> <ul style="list-style-type: none"> ● Develop and implement effective transition support strategies for students to successfully transition to and while at Horizon. ● Develop and implement effective transition support strategies for students to successfully transition out of Horizon. <p>Strategy Two: We will address barriers to learning and engagement by enhancing our system of supports.</p> <ul style="list-style-type: none"> ● Integrate innovative practices and procedures for promoting positive behavior and life skills development. ● Expand educational opportunities and provide resources to our students, families, and community. ● Incorporate innovative practices to improve student attendance. <p>Strategy Three: We will expand community collaboration in order to provide resources for students and staff.</p> <ul style="list-style-type: none"> ● Create an alternative education network to support the needs of staff and ultimately to the benefit of students. ● Create an alumni program and network to support the needs of students. ● Create a network to support the career interests and post secondary plans of our students.

While the Site Planning process gives each school autonomy to write strategies and specific results to address critical issues, there are common themes that emerged at each of the 7 schools going through Phase One in 2019-2020. Most schools wrote a Strategy focused on student success, achievement, and growth. Many schools also created either a Strategy or Action Plan to address behavioral, social, and emotional needs. Additional action plans included topics such as technology, family engagement, and community collaboration.

Phase Three of Site Planning is known as the Site Plan Update. During this phase, schools continue to implement additional Action Plans within their School Site Plan and the District Focus Areas. In addition, schools are given the opportunity to update their plan should any new critical issues need to be addressed. The Site Plan Update is held during a School Improvement Team meeting and is facilitated by a Leadership & Learning Facilitator.

At the Site Plan Update, members of the School Improvement Team (administrators, teachers, staff members, parents, and students) celebrate the strides the school has taken to implement their school site plan and discuss new critical issues the school may be facing. During the 2019-2020 school year eight Millard schools went through Phase Three. All schools identified new critical issues. In order to address critical issues, schools identify if the issue is addressed in the current site plan, if it can be handled operationally, if a new or edited step addresses the issue, or if a new plan is needed. This year one school decided to write a new action plan related to inclusivity and connections between all students and staff. Most schools made minor modifications to current action plans in order to better address the critical issues that were identified.

School & Update Information	New Critical Issues and/or Action Plans for Schools in Phase 3
Aldrich	<p>Topics Discussed:</p> <ul style="list-style-type: none"> ● Strategy 1: <ul style="list-style-type: none"> ○ What does “higher student achievement” mean? ○ Staff development in the area of differentiation. ○ New technology 1-to-1 in grade levels. ○ Different ways to assess students beyond the state assessments. ○ Clarification needed..is it differentiation for staff or is it for students?. ● Strategy 3: <ul style="list-style-type: none"> ○ Communicating the ‘language’ used in BIST to parents. A consistent language that can be shared with parents. <p>Action Taken:</p> <ul style="list-style-type: none"> ● 1.1 Specific Result changed: Attain higher student achievement by providing and utilizing differentiated staff development opportunities <i>in the area of differentiation</i>. ● 1.1 addition of an action step (to come after step 7)--<i>Use formative assessments to gather student information and data to inform instruction.</i> ● 1.1 add to action step #2, #3 “<i>and technology</i>” ● 3.3 add to #2-c. <i>What is the common language used with behaviors that families can also use?</i>
Morton	<p>Topics Discussed:</p> <ul style="list-style-type: none"> ● Social and Emotional development of all students - making sure we develop a system that is reinforcing the positives <ul style="list-style-type: none"> ○ Be able to access resources for significant behavior concerns - zones of regulation, PBiS ○ Help new staff members understand and manage behavior and character traits ○ Being purposeful with using and looking at data to evaluate systems ● How can we be more strategic with the resources we have (Math) - master scheduling, WatchDOGS, specialists and support staff ● Opportunities for all types of learners (e.g. Artist in the classroom was discussed at PTA) ● Do we have families that are struggling and need assistance? <p>Action Taken:</p> <ul style="list-style-type: none"> ● 3.1 replace Step #5 - with Research and determine a new purposeful student recognition system. “Implement a ticket system where any student can be recognized by any teacher/staff for displaying positive social behavior.” ● 3.2 Specific Result - delete our BIST and replace with “a” <ul style="list-style-type: none"> ○ Add action step between #1 & #2 - “Evaluate and refine our current behavior program” ○ Delete “BIST” on step #5 ● 1.2 Add action step to top of list as new #1 - “Evaluate effectiveness of master schedule to meet student needs.”
Neihardt	<p>Topics Discussed:</p> <ul style="list-style-type: none"> ● Social Skills as building blocks for achievement (<i>we are addressing this in our current</i>

	<p><i>plan)</i></p> <ul style="list-style-type: none"> ○ Morning meeting ○ Zones of Regulation ○ Behavior Consultant ○ Counselor small groups ● Ensuring Neihardt is able to catch new staff up <ul style="list-style-type: none"> ○ <i>New teacher meetings might be necessary--admin team</i> ○ <i>Responsive Classroom is being offered in June again so might be a good PD for new staff</i> ● AQuESTT <ul style="list-style-type: none"> ○ Data informing instruction---CFAs, analyze the data and determine next steps. ○ Informing parents <ul style="list-style-type: none"> ■ How can we help parents problem solve through the tech issues? ○ Technology piece of CFAs <ul style="list-style-type: none"> ■ Student issues when taking the tests ■ Are the scores ○ How do we leverage our technology to prepare students? ● Neihardt feels that there are several things that they will work on in the future, that the plan is not fully complete. <p>Action Taken:</p> <ul style="list-style-type: none"> ● Neihardt has action steps needed in our current plan. The notes above assist us in prioritizing our next steps.
Rockwell	<p>Topics Discussed:</p> <ul style="list-style-type: none"> ● Increase in student behavior and students coming to Rockwell with trauma or other students experiencing trauma, more students experiencing trauma, how might Rockwell increase counseling supports within the building? ● Offering families SEL opportunities, specific BIST language to families, home to school connection related to BIST, blend of BIST and PBiS and Responsive Classroom, is there a way that we can offer parent staff development to keep parents informed on school-wide expectations? ● No reference to specific student achievement data focus in the current site plan ● Students seeing behavior students who were receiving rewards when they were already exhibiting these behaviors ● Inclusion efforts ● Culture and climate--seeing these efforts <p>Action Taken:</p> <ul style="list-style-type: none"> ● Explore other supports for students impacted by trauma. (Strategy 2.4 #7) ● Provide staff and families information in the area of trauma informed practices. (Strategy 2.4 #8) ● Add a bullet under Step #5--Provide opportunities for families to understand the Rockwell behavior program (BIST, PBiS, Responsive Classroom) ● Strategy 1.1 #1 Allow student academic and behavior data from previous years to drive content/standard focused for small groups instruction. <ul style="list-style-type: none"> ○ Using common formative assessment data to inform small groups. ● Strategy 2.4 #3 Identify a data process to evaluate behavior trends at the school-level, grade-level classroom-level and individual-level. (changed wording) ● Strategy 2-new plan (convene a small group to work on this plan) <ul style="list-style-type: none"> ○ Culture and climate <ul style="list-style-type: none"> ■ Inclusion ■ Preschool

Sandoz	<p>Topics Discussed:</p> <ul style="list-style-type: none"> ● Group 1 - Family engagement - tie to academics - having a math night may help parents understand how to help their children at home. This night event could also help parents understand the same behavior expectation language so they could use it at home as well. Consistency. ● Group 2 - visited about those same topics as well. Would like to have school be the hub. How can we get parents/families at Sandoz during the day. Still have severe behavior issues - kids with emotional trauma. Continue with principal visibility. How can we figure out some common planning time? ● Group 3 - how to be creative with parent involvement - get better at communicating NRIA, suicide awareness and training...changes in curriculum - science coming up - instructionally there have been a lot of changes - eLearning - would a resource video for parents be helpful? <p>Action Taken:</p> <ul style="list-style-type: none"> ● Family/parent engagement - <ul style="list-style-type: none"> ○ Strategy 3 ○ Improve communication with families ○ Replace step 5 on Action plan 3.2 “Create opportunities for family, volunteers, or staff to work with students for remediation and/or extension in reading skills and strategies.” ○ Replace step 5 on Action plan 3.3 “Create opportunities for family, volunteers, or staff to work with students for remediation and/or extension in math skills and strategies.” ○ Add an extra step in 3.1 “Create opportunities for family, volunteers, or staff to work with students for remediation and/or extension in writing skills and strategies.” ○ Add step - add in all 3 action plans in Strategy 3 <ul style="list-style-type: none"> ■ “Increase communication strategies with families to improve parent understanding of the curriculum content and strategies to use at home.” ○ Strategy 1 - could parents be included? <ul style="list-style-type: none"> ■ Revise Step 2 on 1.2 - “We will develop a committee whose goal is to increase education, communication and partnership with staff, family and outside resources.” ● Behavior <ul style="list-style-type: none"> ○ Lots of extra steps Sandoz is still planning to take with current site plan - Strategy 1 ○ Add bullets under Action plan 1.2 - step 2 <ul style="list-style-type: none"> ■ Research trauma informed practices & self-care strategies for staff ○ Add a step to Action plan 1.2 <ul style="list-style-type: none"> ■ Research and explore best practices & structures that address improving the learning for students with trauma ■ Explore district, local and state resources on educating students with trauma
Upchurch	<p>Topics Discussed:</p> <ul style="list-style-type: none"> ● Grading for Learning - discussion of growth mindset, making up work / credit earned <ul style="list-style-type: none"> ○ Currently a part of site plan....also Operational - committee being created to address - looking for parents to join ● Wonders curriculum adoption has occurred since last time site plan was written. Input was given on what might be considered with Upchurch building staff

	<p>development plan to include peer sharing / collaborative time during contract time for teachers to learn and grow from each other with new curriculum. How does Upchurch manage teacher burn out? Lindsey will add to her instructional /leadership team meeting agenda to discuss further.</p> <ul style="list-style-type: none"> ● Math strategy - some of our current assessments may be different intent - do we need to look at our primary grades ● Strategy 3 - Are we consistent from grade level to grade level and from school to home? <ul style="list-style-type: none"> ○ This is not a critical issue, something that we want to keep up front and being intentional about it. Lindsey will add to a future staff meeting agenda. ● Open enrollment - changing demographics - more frequent students coming in (transitions - how do we know when they come in that they know the Upchurch way?) <ul style="list-style-type: none"> ○ MTSS is a system in place at Upchurch that is addressing this. Administration and MTSS leadership team can monitor if refinements need to be addressed with MTSS process for new students ● PBiS - data and training is less then previous years <ul style="list-style-type: none"> ○ This is addressed in current Upchurch Site Plan. ● Celebrations at Upchurch noted in today's conversation <ul style="list-style-type: none"> ○ Morning meetings have brought community to the classroom ○ Pad time - seems to give older kids a feeling of accomplishment and responsibility ○ More technology implemented at Upchurch has benefitted kids & teachers <p>Action Taken:</p> <ul style="list-style-type: none"> ● Add a Bullet to plan 3.1 to address growth mindset: <ul style="list-style-type: none"> ○ Explore Pillars of Character resources to determine classroom application and school-home connections
--	---

Phases Two, Three, and Four of Site Planning allow each school to implement their strategies and action plans according to an Implementation Schedule determined by the building administration and the School Improvement Team. While schools have multiple Action Plans within their School Site Plan, typically buildings intentionally activate only 2-5 Action Plans per year.

Leadership & Learning's searchable [Site Planning Website](#) has allowed schools to review all MPS Site Plans, for principals to clearly communicate their Site Plans to their staff, and for Site Plans to be easily audited.

Agenda Item: Student Information System (SIS) Update

Meeting Date: August 3, 2020

**Background/
Description:** A new student information system will be launched in 2020-21.

Action Desired: Informational Only

**Policy /
Strategic Plan**

Reference: MPS District Parameters

Responsible Person(s):

Dr. Kim Saum-Mills, Assistant Superintendent of Leadership, Planning & Evaluation
Dr. Darin Kelberlau, Executive Director of Assessment, Research & Evaluation

Superintendent's Signature:



Millard Public Schools periodically evaluates the effectiveness of our systems. We follow two MPS parameters when we evaluate.

- No new program, course, and/or service will be added unless:
 - It meets a clearly demonstrated, mission-related need;
 - It survives a cost-benefit analysis;
 - Its impact on other programs/courses/services is addressed;
 - Adequate staffing, staff development, funding, and facilities are provided;
 - It contains an evaluation procedure.
- No existing program, course, and/or service will be maintained unless it:
 - Meets a clearly demonstrated, mission-related need;
 - Survives a cost-benefit analysis and periodic evaluation.

After a comprehensive review in the 2019 spring semester, it was determined that a new student information system would better fit district needs, and in the fall of 2019 the work began to transition from Infinite Campus to Synergy, a product from Edupoint. We have been using Infinite Campus since 2005. Based on feedback from staff, we have learned that Infinite Campus has not been meeting all of our needs. We found a new Student Information System that offers:

- Increased Efficiency
- A Robust Gradebook
- A Modern Interface
- Streamlined Special Education Processes
- User Friendly Features

Synergy Education Platform unites multiple K-12 data management solutions in one system, creating system wide data connections with the goal of improving administrative processes. The implementation of Synergy has been a collaborative effort including the following MPS departments: Assessment, Research & Evaluation, Communications, Student Services, Special Education, Technology, and Leadership & Learning.

Synergy has an outstanding suite of apps including StudentVUE, ParentVUE, TeacherVUE, AdminVUE, HealthVUE, SEVUE, CounselVUE, and KioskVUE.

StudentVUE allows students quick access to attendance, schedule, course history, fees, grade book, report card, test history, and other student information.

ParentVUE is an app that gives parents the access to their student's grades, attendance, class schedule, and other data. Synergy will replace both Infinite Campus and the Millard App. Parents will be able to see records for all of their children with a single login. ParentVUE is available for both a desktop and a mobile device.

TeacherVUE is an environment where teachers track attendance, take lunch counts, create seating charts, submit discipline referrals, view student demographics and much more. Teachers are also able to access a digital grade book for recording assignments and grades.

AdminVUE allows administrators access to student and staff information on their mobile device.

HealthVUE helps school nurses and health staff access and manage student health data.

SE VUE gives special education teams access to student information and functions when mobility is required. Health staff can enter and edit health assessments.

CounselVUE gives school counselors access to student information and functions when mobility is required.¹⁵² With CounselVUE, you can: Search for students by name or ID Scan student ID card barcodes to view student records, including current classes, schedule, and course history.

KioskVUE allows you to print a student ID card, check in tardy students, add OLR Documents, and check in students for detention.

A large portion of the Millard staff members will primarily work within TeacherVUE and the digital gradebook as these tools will meet their needs. Other staff members like administrators, counselors, and secretaries primarily use the Student Information System (SIS) component of Synergy as their positions require more and different access to student information.

Synergy SE is the special education resource in our new system that will help to simplify the entire special education management process for our special education staff. It is more than an IEP writer and uses the centralized database to ensure the student data is accurate and in real time.

AdminVUE is an app that has been created for administrators. This is a robust digital application that empowers principals to interact with the student data as they are out and about and away from their office.

Synergy allows for online registration (OLR). This module is how families can register for enrollment.

Differentiated training for various staff groups began in the Spring of 2020 and was an integral piece of the May 18-22 Professional Development week. The remainder of the training occurred over the summer with plans for training in fall workshop and some just-in-time training during the 2020-2021 school year. The training catalog can be reviewed [here](#).

A [tutorial website](#) was developed in Millard so staff can find helpful information as they transition from Infinite Campus to Synergy. This Synergy website resource provides Millard created directions, tips, and hints on a variety of day-to-day tasks that complement the built in help pages that exist in the Synergy tool itself. This site will grow as additional training resources are developed.

During the 2020-2021 school year, in addition to just-in-time training and refining our processes with Synergy, the MTSS (Multi-Tiered Systems of Support) module will be created for a fall 2021 implementation. Additional training and development of the Master Scheduler tools within Synergy will happen in fall of 2020 in preparation for 2020-2021 registration.