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, November 21, 2022** at Don Stroh Administration Building 5606 S. 147th St. Omaha, NE 68137.

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.

Mike Kennedy
Secretary

11/18 ZNEZ

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.**

JASON W. HUFF and/or NIKLAUS STEWART

being duly sworn, deposes and say that they are the

PUBLISHER and/or 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 November 18, 2022

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

GENERAL NOTARY - State of Nebraska
NICOLE M. PALMER
My Comm. Exp. October 1, 2025

Subscribed in my presence and sworn to before me this 18th **day of** November **20**22

Publisher's Fee $ 23.44

Additional Copies $

Total $ 23.44

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 November 21, 2022, at the Don Stroh Administration Center, 5606 South 147 Street, Omaha, NE 68137

Dated this 21th day of November, 2022

Stacy Jolley – President

Linda Poole – Vice President

Mike Kennedy – Secretary

Mike Pate – Treasurer

Amanda McGill Johnson

Dave Anderson

Charlotte Parker - Millard North

Phoenix Nehls - Millard South

Emily Ciesielski - Millard West

BOARD OF EDUCATION MEETING SIGN IN

November 21, 2022

NAME:	REPRESENTING:	Observing for a Class? (Y/N)
Andrew Lang	Morrissey Engineering	N
Lisa Schoenberger		
Amy Soleta		
Nancy Lui		
Erin Line		✓
Megan Patterson		Y
Maria McLeay		Y
Maggie Stessman		Y
Cecilia Regan		Y
Christina Kleinsmith		Y
Molly Macklin	Schemmer	
Bria Hamilton		Y
Lizzie Evans		
Meghan Ranslem		Y
Tami Williams	parent	N
Anne Peterson	parent	N
Cale Peterson		N

BOARD OF EDUCATION MEETING SIGN IN

November 21, 2022

NAME:	REPRESENTING:	Observing for a Class? (Y/N)
Grace Stannard	marian	yes
Calie walz	Marian	yes
elise kirke	marian	yes
Megan Benoit	self	no
Isabella Raczynski	Marian	yes
elissa eisele	marian	yes

Proud to be Millard PUBLIC SCHOOLS
www.mpsomaha.org

BOARD OF EDUCATION MEETING

November 21, 2022

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
NOVEMBER 21, 2022
6:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET

AGENDA

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. **Showcase** - Recognition of Students

E. **Public Comments on agenda items** – This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.

F. **Routine Matters**
1. *Approval of Board of Education Minutes – November 7, 2022
2. *Approval of Bills and receive the Treasurer's Report and Place on File

G. **Information Items**
1. Superintendent's Comments
2. Board Comments/Announcements
3. Report from Student Representatives

H. **Unfinished Business**
1. Second Reading and Approval of Policy 4510: Human Resources - Leaves of Absence

I. **New Business**
1. Approval of Rule 4510.01: Human Resources - Illness, Injury, Disability
2. Approval of Rule 4510.02: Human Resources - Long Term Disability - Group Income Protection Plan
3. Approval of Rule 4510.03: Human Resources - Business and Emergency Leave
4. Approval of Rule 4510.04: Human Resources - Leave Without Pay
5. Approval of Rule 4510.05: Human Resources - Leave of Absence Without Pay
6. Approval of Rule 4510.06: Human Resources - Leaves of Absence - Family Medical Leave Act (FMLA)
7. Reaffirm Rule 4510.07: Human Resources - Perpetually Infectious Diseases
8. Approval of Rule 4510.08: Human Resources - Family Death Leave
9. Approval of Rule 4510.09: Human Resources - Professional Leave
10. Approval of Rule 4510.10: Human Resources - Association Leave
11. Approval of Rule 4510.11: Human Resources - Sabbatical Leave
12. Approval of Rule 4510.12: Human Resources - Jury Duty, Election Boards - Subpoenas
13. Reaffirm Rule 4510.13: Human Resources - Inclement Weather
14. Approval of Rule 4510.14: Human Resources - Uniform Service Leave (Military Leave of Absence)

15. Approval of Rule 4510.15: Human Resources - Pre-Retirement Planning Programs
16. Approval of Rule 5110.1: Student Services - K-12 Transfer of Students within the District
17. Approval of Rule 6320.1: Curriculum, Instruction, and Assessment- Students: Requirements for Senior High School Graduation
18. Approval of Contract for Sandoz Elementary School Renovation
19. Approval of Contract for Millard North High School Lighting Upgrade Phase III
20. Approval K-12 World Language Framework Part II: Textbook and Instructional Materials Selection
21. Approval of Personnel Actions: Recommendation to Hire, Resignation Agenda, Resignation Notification Incentive (RNI), Voluntary Separation Program (VSP)
22. Executive Session - Evaluation

J. **Reports**

1. United Way Report
2. Millard Public Schools Foundation Report
3. English Language Learner Program Report
4. Engagement Survey Results
5. Community Survey Results

K. **Future Agenda Items/ Board Calendar**

1. No School for Students on Wednesday, November 23, 2022
2. Thanksgiving Holiday – No School for Students and Staff on November 24 & 25, 2022
3. Board of Education Meeting on Monday, December 5, 2022 at 6:00 p.m. at the DSAC
4. Winter Break - No School Wednesday, December 21, 2022 – Wednesday, January 4, 2023
5. School Resumes on Thursday, January 5, 2023
6. Board of Education Meeting on Monday, January 9, 2023 at 6:00 p.m. at the DSAC
7. No School for Students on January 16, 2023 for Martin Luther King Jr. Day – Staff Development Day
8. Board of Education Meeting on Monday, January 23, 2023 at 6:00 p.m. at the DSAC

L. **Public Comments** - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.

M. **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
NOVEMBER 21, 2022
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 available for public inspection.

B. Pledge of Allegiance

C. Roll Call

D. Showcase - Recognition of Students

E. Public Comments on agenda items – This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.

F.1* Motion by _____, seconded by _____, to approve the Board of Education Minutes from November 7, 2022.

F.2* Approval of Bills and receive the Treasurer's Report and Place on File

G.1 Superintendent's Comments

G.2 Board Comments/Announcements

G.3 Report from Student Representatives

H.1 Second Reading by _____. Motion by _____, seconded by _____, to approve Policy 4510: Human Resources: Leaves of Absence.

I.1 Motion by _____, seconded by _____, to approve Rule 4510.01: Human Resources - Illness, Injury, Disability.

I.2 Motion by _____, seconded by _____, to approve Rule 4510.02: Human Resources - Long Term Disability - Group Income Protection Plan.

I.3 Motion by _____, seconded by _____, to approve Rule 4510.03: Human Resources - Business and Emergency Leave.

I.4 Motion by _____, seconded by _____,to approve Rule 4510.04: Human Resources - Leave Without Pay.

I.5 Motion by _____, seconded by _____, to approve Rule 4510.05: Human Resources - Leave of Absence Without Pay.

I.6 Motion by _____, seconded by _____, to approve Rule 4510.06: Human Resources - Leaves of Absence - Family Medical Leave Act (FMLA).

I.7 Motion by _____, seconded by _____, to reaffirm Rule 4510.07: Human Resources - Perpetually Infectious Diseases.

I.8 Motion by _____, seconded by _____, to approve Rule 4510.08: Human Resources - Family Death Leave.

I.9 Motion by _____, seconded by _____, to approve Rule 4510.09: Human Resources - Professional Leave.

I.10 Motion by _____, seconded by _____, to approve Rule 4510.10: Human Resources - Association Leave.

I.11 Motion by _____, seconded by _____, to approve Rule 4510.11: Human Resources - Sabbatical Leave.

I.12 Motion by _____, seconded by _____, to approve Rule 4510.12: Human Resources - Jury Duty, Election Boards - Subpoenas.

I.13 Motion by _____, seconded by _____, to reaffirm Rule 4510.13: Human Resources - Inclement Weather.

I.14 Motion by _____, seconded by _____, to approve Rule 4510.14: Human Resources - Uniform Service Leave (Military Leave of Absence).

I.15 Motion by _____, seconded by _____, to approve Rule 4510.15: Human Resources - Pre-Retirement Planning Programs.

I.16 Motion by _____, seconded by _____, to approve Rule 5110.1: Student Services - K-12 Transfer of Students within the District.

I.17 Motion by _____, seconded by _____, to approve Rule 6320.1: Curriculum, Instruction, and Assessment-Students: Requirements for Senior High School Graduation.

I.18 Motion by _____, seconded by _____, that the contract for the Sandoz Elementary School Renovation be awarded to Genesis Contracting Group in the amount of $921,000 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

I.19 Motion by _____, seconded by _____, that the contract for the Millard North High School Lighting Upgrade Phase III be awarded to Superior Lighting in the amount of $418,600 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

I.20 Motion by _____, seconded by _____, to approve K-12 World Language Framework Part II: Textbook and Instructional Materials Selection.

I.21 Motion by _____, seconded by _____, to approve Recommendation to Hire, Resignation Agenda, Resignation Notification Incentive (RNI), Voluntary Separation Program (VSP).

I.22 Executive Session - Evaluation

J. Reports

1. United Way Report
2. Millard Public Schools Foundation Report
3. English Language Learner Program Report
4. Engagement Survey Results
5. Community Survey Results

K. Future Agenda Items/ Board Calendar

1. No School for Students on Wednesday, November 23, 2022
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7. No School for Students on January 16, 2023 for Martin Luther King Jr. Day – Staff Development Day
8. Board of Education Meeting on Monday, January 23, 2023 at 6:00 p.m. at the DSAC

L. Public Comments - This is the proper time for public questions and comments on any topic.
Please make sure a request form is given to the Board President before the meeting begins.

M. 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, November 7, 2022, at the Don Stroh Administration Center, 5606 South 147th Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, November 4, 2022 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 their Acknowledgement of Receipt of Notice and 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. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

President Stacy Jolley announced that the open meeting laws are posted and available for public inspection and asked everyone to join in the Pledge of Allegiance.

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

Motion by Mike Pate, seconded by Dave Anderson, to excuse Mike Kennedy from the meeting. Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mrs. Jolley, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Awards were presented to Employees of the Month Jake Svacina, 4th grade teacher at Reagan Elementary and Dawn Ennis, Secretary at Millard North Middle.

Mrs. Jolley announced this is the proper time for public questions and comments on agenda items only. There were no requests to speak on agenda items.

Motion was made by Linda Poole, seconded by Dave Anderson, to approve the Board of Education minutes for October 10, 2022, and approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mrs. Poole, Mrs. Jolley, Mr. Anderson, Mrs. McGill Johnson, and Mr. Pate. Voting against were: None. Motion carried.

Superintendent's Comments:
Dr. Schwartz welcomed the members of the leadership academy who were present. Dr. Schwartz shared that we will honor the Millard West State Band champions at Millard West on November 21st at 8:45 a.m.

Dr. Schwartz thanked Chad Zimmerman and Chad Meisgeier for the great job they did on the recent School Funding 101 presentation to current Millard Senators as well as the Senator candidates. Dr. Schwartz said about 12 people attended and we had great dialogue and it allowed us the opportunity to share Millard's story and educate the group on school finance.

Dr. Schwartz shared two videos created by Ashley Nodgaard and Intern Omaha Lydia Bruckner with the Board. These videos are part of the *Rooted in Academics, Grown for Success* campaign.

Dr. Schwartz said tomorrow is a teacher work day. This is one of the two additional work days the board approved for this year. Dr. Schwartz said the feedback he has received is that the additional time is very much appreciated by our teachers.

Board Comments:

Mike Pate: None

Mrs. Poole:
Mrs. Poole said she had the opportunity to see the Millard North Newsie performance and it was so much fun. Mrs. Poole also attended the Superintendent's Business Advisory meeting via zoom and said the feedback from the group was amazing. Mrs. Poole thanked Dr. Schwartz for taking her on school visits recently to Upchurch, Wheeler, Cody and Norris. She said she really enjoyed the visits.

Mrs. Poole encouraged everyone to get out and vote tomorrow and wished her fellow board members good luck.

Mr. Anderson
Mr. Anderson said he also attended the Superintendent's Business Advisory meeting via zoom. He appreciated the convenience of it being via zoom and thought the group provided great feedback.

Mr. Anderson wished Mike Kennedy, Stacy Jolley and all the school board candidates good luck tomorrow.

Mrs. McGill Johnson:
Mrs. McGill Johnson wished her colleagues good luck tomorrow as well. Mrs. McGill Johnson said the Legislative 101 sessions were well done. She appreciated the bipartisan support expressed for Millard.

Mrs. Jolley:
Mrs. Jolley thanked all of those who came out to support Millard North's Newsie performance. Mrs. Jolley shared that she has now visited all 35 schools and that she saw amazing things happening in every school.

Mrs. Jolley said the Legislative 101 sessions were well attended. She was happy to see Senator Arch attend so he could learn more about school funding. Senator Arch is not a Millard Senator but may be the Speaker next legislative session and she appreciated him taking the time to attend. Mrs. Jolley shared several takeaways she had from the sessions which helped her better understand the state aid and school funding process.

Phoenix Nehls, student representative from Millard South High School, Emily Ciesielski, student representative from Millard West High School, and Charlotte Parker, student representative from Millard North High School, reported on the academic and athletic happenings at their school.

Unfinished Business: None

New Business:
Linda Poole gave the First Reading Policy 4510: Human Resources: Leaves of Absence.

Motion by Dave Anderson, seconded by Amanda McGill Johnson, to reaffirm Policy 6265: Curriculum, Instruction, and Assessment- Copyright Compliance. Voting in favor of said motion was: Mr. Anderson, Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, and Mrs. Jolley. Voting against were: None. Motion carried.

Motion by Amanda McGill Johnson, seconded by Linda Poole, to approve Rule 6320.1: Curriculum, Instruction, and Assessment- Students: Requirements for Senior High School Graduation. Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, Mrs. Jolley, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Dave Anderon, seconded by Linda Poole,to approve High School and Middle School Handbook and Registration Guides 2023-2024. *Director of Secondary Education Dr. Tony Weers said the changes to the handbook reflect the new technology act requirements as well as changes to the music and art pathways.* Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mrs. Jolley, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded by Amanda McGill Johnson, to approve the 2022-2023 Learning Community Superintendents' Early Childhood Plan Agreement. Voting in favor of said motion was: Mrs. Jolley, Mr. Anderson, Mrs. McGill Johnson, Mr. Pate, and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Mike Pate, that the contract for the Kiewit Middle School Roof Replacement Phase I be awarded to Scott Enterprises in the amount of $525,151and that the Chief Financial Officer be authorized to execute any and all documents related to such project. *Chief Financial Officer Chad Meisgeier said Kelly Rosburg BVH Architecture was available to address questions and concerns from the Board.* Voting in favor of said motion was: Mrs. Poole, Mrs. Jolley, Mr. Anderson, Mrs. McGill Johnson, and Mr. Pate. Voting against were: None. Motion carried.

Motion by Amanda McGill Johnson, seconded by Linda Poole, that the contract for Morton Elementary School Roof Replacement Phase II be awarded to Bradco Roofing in the amount of $572,000 and that the Chief Financial Officer be

authorized to execute any and all documents related to such project. *Chief Financial Officer Chad Meisgeier said Kelly Rosburg BVH Architecture was available to address questions and concerns from the Board.* Voting in favor of said motion was: Mr. Anderson, Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, and Mrs. Jolley. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded by Amanda McGill Johnson, that the contract for the Millard West High School Roof Replacement Phase VIII be awarded to 10 Men LLC in the amount of $628,000 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. *Chief Financial Officer Chad Meisgeier said Kelly Rosburg BVH Architecture was available to address questions and concerns from the Board.* Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Pate, Mrs. Poole, Mrs. Jolley, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Amanda McGill Johnson, to approve Dr. John Schwartz as the Educational Service Unit #3 Representative. Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mrs. Jolley, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded by Amanda McGill Johnson, to approve Dr. John Schwartz as the ESSA Authorized Representative. Voting in favor of said motion was: Mrs. Jolley, Mr. Anderson, Mrs. McGill Johnson, Mr. Pate, and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Amanda McGill Johnson, to approve Recommendation to Hire: Courtney J. Kelly, Karen L. Ramos, Elizabeth L. Christman, Claire D. Mahoney, Lisa E. Semanko, Claire M. Aken, Hannah L. Miller, Chelsie B. Peterson, Madison N. Pressler; Resignation Agenda: Macie A. Tice; Resignation Notification Incentive (RNI): Dr. Brad D. Sullivan, Kelly A. Welsh, Gayle L. Anderson, Lisa L Meister, Kelly A. Pugh, Nancy G. Anderson, Cheri J. Maly, Melisa D. Schwartz, Katherine J. Sicheneder, Rachelle A. Pechacek, Chandler E. Nielson; Voluntary Separation Program (VSP): Dr. Brad D. Sullivan. Voting in favor of said motion was: Mrs. Poole, Mrs. Jolley, Mr. Anderson, Mrs. McGill Johnson, and Mr. Pate. Voting against were: None. Motion carried.

Mrs. Jolley requested to move Executive Session to the end of the agenda. There was no objection.

Reports:

Summer School 2022 Report

Director of Elementary and Early Childhood Education Mr. Andy DeFreece said the overall number of students who participated in summer school was down but the total numbers of courses taken had increased.

Mr. DeFreece said nearly 600 students participated in the Elementary SLAM program. This is a free, all day, 5 week program for students needing reading, and math support and is by invitation only. This year a similar program was offered at the middle level to target students who need additional support.

Mr. DeFreece said that at the high school level 19 students were able to complete coursework needed to graduate. He said 21% of the courses taken were for credit recovery.

Graduating Class of 2022 ACT Report

Executive Director of Assessment, Research, and Evaluation Dr. Darin Kelberlau reminded the board that the information listed is the most recent ACT test scores. The District ACT composite average is 21.5, again higher than the state average of 19.4. Trendlines show Millard maintaining strong ACT results that consistently outperform the state and nation. This year's results show the highest growth in the last five years. The ACT culture in Millard encourages students to continue taking rigorous courses all four years of high school as well as retaking the ACT their senior year.

Dr. Kelberlau shared that all Nebraska students take the ACT. He said there are only 14 states that have 90% or more of their students take the ACT. Millard is tied for 2nd with the highest scores out of these 14 states.

Enrollment Report (October 3, 2022)
Dr. Darin Kelberlau, Executive Director of Assessment, Research and Evaluation, shared the enrollment report and indicated that this data was pulled on October 3, 2022. This snapshot is similar to what will be used for the official NDE numbers. PK-12 enrollment numbers are 23,637. This number is 150 lower from last year's official numbers.

2022-2023 Personnel Report
Associate Superintendent of Human Resources Dr. Kevin Chick said this report is used as an internal audit and is a snapshot from October, 2021 to October, 2022. Dr. Chick made reference to the highlights that were listed on the summary sheet.

Mrs. Jolley reminded the Board of future agenda items and said this is the proper time for public questions and comments. There were two requests to speak on non-agenda items. *Michaela Kazor* of *11619 Grand Ave* spoke regarding her experiences in Millard Public Schools and *Megan Benoit* of *15210 Charles St.* spoke regarding school choice and election day.

Future Agenda Items/ Board Calendar:

1. Teacher Work Day – No School for Students – November 8, 2022
2. Board of Education Meeting on Monday, November 21, 2022 at 6:00 p.m. at the DSAC
3. NASB State Education Conference on November 16-18, 2022 at the CHI Health Center in downtown Omaha
4. MPSF Jingle on Friday, November 18, 2022 at 6:00 p.m. at Champions Run
5. No School for Students on Wednesday, November 23, 2022
6. Thanksgiving Holiday – No School for Students and Staff on November 24 & 25, 2022
7. Board of Education Meeting on Monday, December 5, 2022 at 6:00 p.m. at the DSAC

At 7:10 p.m. Linda Poole made a motion to go into Executive Session, seconded by Dave Anderson. Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mrs. Jolley, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole to come out of Executive Session at 8:03 p.m.. Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mrs. Jolley, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Secretary, Mike Kennedy

Millard Public Schools

November 21, 2022

Millard Public Schools Check Register Prepared for the Board Meeting for Nov 21, 2022

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	495498	11/03/2022	141662	KUBOTA TRACTOR CORPORATION	$175.82
	495499	11/03/2022	132518	LINCOLN SOUTHWEST HIGH SCHOOL	$370.00
	495500	11/03/2022	132832	NEBRASKA SCHOOL ACTIVITIES ASSN	$35.00
	495501	11/03/2022	136072	NEBRASKA STATE TREASURER	$1,664.74
	495502	11/03/2022	141973	SOCIETY OF HEALTH & PHYSICAL ED NE	$400.00
	495503	11/03/2022	133311	THUNDERBIRDS FORENSICS BOOSTER CLUB	$387.00
	495504	11/03/2022	133311	THUNDERBIRDS FORENSICS BOOSTER CLUB	$117.00
	495514	11/10/2022	143971	AMERICAN NATIONAL BANK MASTERCARD	$400.35
	495515	11/10/2022	143691	FOLLETT CONTENT SOLUTIONS LLC	$108.80
	495517	11/10/2022	143389	WIRELESS TRAINING & SOLUTIONS LLC	$14,850.00
	495518	11/10/2022	144050	JOEL MEYER	$200.00
	495551	11/21/2022	143369	CAPITAL SANITARY SUPPLY CO INC	$4,327.41
	495555	11/21/2022	139202	CINTAS CORPORATION	$873.40
	495556	11/21/2022	108436	COX COMMUNICATIONS INC	$33.82
	495557	11/21/2022	108436	COX COMMUNICATIONS INC	$422.24
	495558	11/21/2022	140274	TALMADGE PROPERTIES INC	$499.80
	495559	11/21/2022	141981	ROY ALLEN SMITH JR	$100.00
	495560	11/21/2022	133397	HY-VEE INC	$569.46
	495561	11/21/2022	049850	HY-VEE INC	$588.27
	495562	11/21/2022	102451	INTERNATIONAL BACCALAUREATE	$744.00
	495565	11/21/2022	143609	JACKSON SERVICES INC	$2,435.20
	495566	11/21/2022	132518	LINCOLN SOUTHWEST HIGH SCHOOL	$515.00
	495567	11/21/2022	067000	NASCO	$369.02
	495568	11/21/2022	142160	NEBRASKA SPEECH & DEBATE ASSN	$20.00
	495570	11/21/2022	109843	T-MOBILE USA INC	$3,726.62
	495571	11/21/2022	131446	TOSHIBA FINANCIAL SERVICES	$101.00
	495572	11/21/2022	131446	TOSHIBA FINANCIAL SERVICES	$200.00
	495573	11/21/2022	131446	TOSHIBA FINANCIAL SERVICES	$101.00

Millard Public Schools Check Register Prepared for the Board Meeting for Nov 21, 2022

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	495574	11/21/2022	131446	TOSHIBA FINANCIAL SERVICES	$101.00
	495575	11/21/2022	131446	TOSHIBA FINANCIAL SERVICES	$150.00
	495576	11/21/2022	131446	TOSHIBA FINANCIAL SERVICES	$200.00
	495577	11/21/2022	090242	UNITED PARCEL SERVICE	$251.95
	495578	11/21/2022	139797	US BANK NATIONAL ASSOCIATION	$167.00
	495580	11/21/2022	141432	WELLS FARGO FINANCIAL LEASNG INC	$3,425.00
01 - Total					**$38,629.90**
02	27093	11/21/2022	143976	PRAISE Y AGBALETI	$94.25
	27094	11/21/2022	143574	ERIC AMADOR	$87.00
	27095	11/21/2022	143577	TWILA L BOYSEN	$97.88
	27096	11/21/2022	143977	ERRELL ENYARD JR	$97.88
	27097	11/21/2022	143750	STEPHANIE M JOHNSON	$20.13
	27098	11/21/2022	140980	CHRISTY NICHOLS	$4.50
	27099	11/21/2022	139832	PAMELA S OSTERMAN	$19.00
	27100	11/21/2022	143975	RYLEE M SCHROEDER	$65.25
	27101	11/21/2022	143083	JEROME DANTE WOOLRIDGE	$87.00
02 - Total					**$572.89**
07	495579	11/21/2022	143362	THE WEITZ GROUP LLC	$24,817.75
07 - Total					**$24,817.75**
11	495561	11/21/2022	049850	HY-VEE INC	$31.50
	495569	11/21/2022	143701	WASTE CONNECTIONS OF NEBRASKA INC	$92.78
11 - Total					**$124.28**
50	495501	11/03/2022	136072	NEBRASKA STATE TREASURER	$1,851.60
	495516	11/10/2022	108403	MARK ROYER	$70.00
50 - Total					**$1,921.60**
Overall - Total					**$66,066.42**

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due : **11/16/2022** BOE Meeting Date: **11/21/2022** Sale or Disposals Scheduled After: **11/21/2022**

Lot	Quantity	Description
1	4	HP Laserjet M551n
2	1	HP Laserjet 4250
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AGENDA SUMMARY SHEET

Agenda Item:	Second Reading and Approval of Policy 4510 – Human Resources – Leaves of Absence
Meeting Date:	November 21, 2022
Background/ Description:	Review and update to Policy and underlying Rules based on regulatory changes and current District practices. This Policy has been reviewed by the District's legal counsel.
Action Desired:	Second Reading and Approval of Policy 4510 – Human Resources – Leaves of Absence
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

John Schwarte

Human Resources

Leaves of Absence 4510

Leaves of absence may be granted with or without loss of pay and benefits provided, ~~however,~~ that such leave shall be in accordance with ~~the~~ applicable federal and state laws. Any rights of the employer are specifically reserved by the District.

All leaves granted in accordance with this policy and its applicable rules shall be reported to the Board annually.

Related Policies & Rules: 4510.1, 4510.2, 4510.3, 4510.4, 4510.5, 4510.6, 4510.7,. 4510.8, 4510.9, 4510.10, 4510.11, 4510.12, 4510.13, 4510.14, 4510.15

Policy Adopted: October 7, 1974 Millard Public Schools
Revised: January 10, 1983; September 20, 1993; March 17, 2003; November 21, 2022 Omaha, Nebraska
Reaffirmed: February 21, 2011, November 6, 2017

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Rule 4510.01: Human Resources - Illness, Injury, Disability
Meeting Date:	November 21, 2022
Background/ Description:	Review and update of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Approval of Rule 4510.01: Human Resources - Illness, Injury, Disability
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Illness, Injury, Disability 4510.1

I. **Rules.**

The following provisions shall apply to usage of paid leave for illness, injury, and/or disability (hereinafter "sick leave") by eligible employees:

A. Eligible employees may be required to file a doctor's statement certifying to the need for the absence when using leave for illness, injury, or disability.

B. An eligible employee who has been absent due to illness, injury or disability shall report the absence and set forth the reason he or she is entitled to sick leave. Absences shall be reported through the building principal or immediate supervisor.

C. When an eligible employee becomes aware of circumstances which may require an extended absence, such employee shall notify his/her immediate supervisor. Circumstances that would require such notice include but are not limited to: pregnancy, extended illness, personal injury, anticipated surgery, hospitalization and/or disability preventing the performance of the employee's job. The eligible employee may be required to furnish a written statement from his/her physician confirming the condition and providing an opinion as to the employee's physical and/or mental ability to continue employment. If applicable, the physician shall advise the District of the scheduled date of surgery, the expected delivery date for pregnancy, and/or the date the employee should discontinue work.

D. The Superintendent or his/her designee may make a continuing request for medical evidence demonstrating the continued need for sick leave and may also request a physician's opinion as to the anticipated date that the eligible employee will be able to return to work.

E. Except as provided by the Family Medical Leave Act, eligible employees may use accumulated ~~personal illness~~ paid leave in the event there is illness in the immediate family; however, the maximum number of days per school year that can be used for this purpose is ten (10). The Superintendent or his/her designee may waive this maximum number for extenuating circumstances.

F. The District may limit any of the above provisions if an eligible employee has abused the District's provisions governing leaves of absence.

G. The District may permit an employee who has available vacation to substitute vacation in lieu of sick leave for reasons of illness, injury, and/or disability.

II. **On-the-job Injury**

Employees sustaining an injury arising out of and in the course of his/her employment with the District shall immediately notify the building principal and/or his/her immediate supervisor and shall obtain and complete a worker's compensation accident report form. The form should be sent to the Human Resources office within twenty-four (24) hours of the injury. The employee must also complete the Choice of Doctor form (Form 50) made available by the employee's supervisor or Human Resources Department. Failure to complete and return the fully completed Form 50 within a reasonable period of time, not to exceed 30-days from the date of injury, provides the District the right to select a physician to treat the employee in accordance with Neb. Rev. Stat. § 48-120.

III. **Definitions:**

A. "Eligible employee" shall mean an employee who has not exhausted his/her paid sick leave provided for by the applicable collective bargaining agreement or Board approved administrative allowance in the absence of a collective bargaining agreement.

B. "Extended period of absence" shall mean an absence of three (3) or more consecutive workdays.

C. "Immediate family" shall mean the employee's spouse, parents, children, grandchildren, brothers, sisters, grandparents, mother-in-law, father-in-law, sisters-in-law, brothers-in-law, sons-in-law, daughters-in-law, spouse's grandparents, or any relative who is a permanent resident in the employee's home or for whom the employee has specific legal responsibility.

Related Policies and Rules: 4510, 4510.6

Legal Reference: Neb. Rev. Stat. § 48-164, 48-165, 48-120, and 48-120.02.

Rule Approved: October 7, 1974 Millard Public Schools
Revised: July 5, 1983; April 15, 1989; September 7, 1993; September 9, 1996; Omaha, NE
July 27, 1998; March 17, 2003; February 21, 2011; November 6, 2017; November 21, 2022

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Rule 4510.02: Human Resources - Long Term Disability - Group Income Protection Plan
Meeting Date:	November 21, 2022
Background/ Description:	Review and update of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Approval of Rule 4510.02: Human Resources - Long Term Disability - Group Income Protection Plan
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Long Term Disability - Group Income Protection Plan 4510.2

I. Procedure

Employees who qualify and are eligible for long-term disability under the District's Group Income Protection Plan (hereinafter "the Plan") shall be considered to be separated from employment under the Plan upon initial receipt of benefits under the Plan. In order to receive benefits under the Plan, the following procedures shall be followed:

A. The employee or his/her designee shall submit a written application for Long Term Disability benefits on the form approved by the Plan's insurance provider. The Plan's insurance provider shall review the request and the insurance provider shall determine if the employee is eligible for benefits under the terms of the Plan. The employee's written application must establish and certify that the employee is unable to do the essential functions of the employee's job with or without reasonable accommodations.

B. Upon approval of benefits under the Plan by the Plan's insurance provider, the employee shall submit a written resignation to the Superintendent or his/her designee as a condition of receiving benefits. The employee's written resignation must establish and certify that the employee is unable to do the essential functions of the employee's job with or without reasonable accommodations.

C. In the event the former employee is able to return to his/her job with or without reasonable accommodation within one (1) year of initial receipt of long-term disability benefits under the Plan, the former employee shall be entitled ~~for~~ to preferred re-employment by the District. To be eligible for preferred re-employment under this provision, ~~application~~ written notice must be ~~submitted~~ provided by the employee to Human Resources ~~by the former employee~~ within one (1) year of the date benefits were first received under the Plan.

1. If a former employee returns to employment within one (1) year of initial receipt of Plan benefits, the District will ~~attempt~~ use reasonable efforts to re-employ the employee in an available position comparable to the position held prior to the employee's resignation for which the employee is qualified by virtue of certification and licensure.

2. In the event long-term disability benefits exceed one (1) year, the former employee will not be entitled to preferred re-employment with the District, but the former employee may apply for future employment with the District as an applicant without any preferred right of employment.

D. In the event an employee applies for benefits under the Plan, but benefits are denied by the Plan's insurance provider, the employee may request leave under Board Rule 4510.5 (Extended Leave Without Pay) and/or Board Rule 4510.6 (Family and Medical Leave Act) as applicable.

II. Salary and Benefits

If an employee is awarded long-term disability benefits under the Plan, ~~D~~during the period of separation ~~of employment, the former employee will not be paid a~~ no salary or benefits shall be paid nor will ~~he/she~~ an the employee be advanced on any salary schedule. ~~Health~~ Any insurance coverage provided to the former employee by the District immediately prior to the ~~leave of absence~~ separation associated with long-term disability benefits may be continued during ~~such leave~~ the period of disability at the former employee's expense in accordance with the provisions of COBRA and the ~~health~~ insurance plan(s). This Rule shall apply to all persons who are or have been receiving benefits under the Plan.

Related Policies and Rules: 4510, 4510.5, 4510.6

Rule Approved: October 3, 1988 Millard Public Schools
Revised: September 7, 1993; March 17, 2003; February 21, 2010; June 3, 2013; November 6, 2017; November 21, 2022 Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Rule 4510.03: Human Resources - Business and Emergency Leave
Meeting Date:	November 21, 2022
Background/ Description:	Review and update of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Approval of Rule 4510.03: Human Resources - Business and Emergency Leave
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Business and Emergency Leave 4510.3

I. Paid leave may be granted to eligible employees for personal business obligations or unforeseen emergencies (hereinafter "B/E leave") which cannot be scheduled on non-duty days or at a time other than during working hours.

II. Requests for B/E leave shall be reviewed by the employee's immediate supervisor. Approval of B/E leave shall be at the sole discretion of the District and will be based upon the following factors:
A. The particular date the leave is requested,
B. The number of requests for the date requested,
C. The availability of a substitute (if needed), and
D. Any other factors deemed relevant by the District.

III. Sufficient Grounds for B/E Leave:

A. Examples of situations for which B/E leave may be granted are:

1. Legal matters which cannot be arranged at a time other than during working hours.
2. To attend the funeral of a friend or non-immediate family member.
3. Doctor or dental appointments for employee or immediate family members which cannot be scheduled at a time other than during working hours.
4. Employee's college requirements including, but not limited to, meeting with an advisor, taking tests and other District approved course requirements which cannot be scheduled at a time other than during working hours.
5. Closing on the sale or purchase of employee's personal primary residence.
6. Moving to or from a house which cannot be scheduled at a time other than working hours.
7. Weddings and/or graduations of the employee, of a family member (including a non-immediate family member), of a friend, or when the employee's children participate. (Note: Employees are limited to paid leave for the day of the graduation or wedding; however, a second B/E day will be allowed for travel if the ceremony is more than 200 miles away.)
8. Attending a competition where the employee is the spouse of an employee-participant or the parent of a student-participant.
9. Observation of major religious holiday as approved by the Human Resources Office.
10. District approved course-work.
11. Serious illness of a friend or family member (including non-immediate family members).
12. Designated remote-learning/online learning days when school is closed, but classes are continued online.

B. Examples of Insufficient Grounds for B/E Leave:

1. Accompanying a spouse on a business trip or vacation.
2. Applying or interviewing for a position outside the District.
3. Entertaining, shopping and/or running errands.
4. Closing on the sale or purchase of rental, business, or secondary property.
5. Looking for housing.
6. Personal recreational activities, (e.g. hunting, fishing, hobbies, family or personal vacations and family business trips.)

C. Leave without pay may be granted for any of the above grounds if approved by the Superintendent or his/her designee.

IV. Definitions:

A. "Eligible employees" shall mean employees who have not exhausted their paid leave (i.e. paid sick leave) provided for by the applicable collective bargaining agreement or Board approved administrative allowance in the absence of a collective bargaining agreement. Use of B/E leave shall reduce the paid leave allocation of the employee.

B. "Immediate family" shall mean employee's spouse, parents, children, grandchildren, brothers, sisters, grandparents, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, spouse's grandparents or any other relative who is a permanent resident in the employee's home or for whom the employee has specific legal responsibility.

C. "Working hours" shall mean the regularly scheduled hours of work assigned to an employee as determined by the Superintendent or designee and in accordance with applicable collective bargaining agreement or Board approved administrative allowance in the absence of a collective bargaining agreement.

Related Policies and Rules: 4510, 4510.4

Rule Approved: October 7, 1974 Millard Public Schools
Revised: August 6, 1979; July 10, 1989; September 7, 1993; June 16, 1997; Omaha, NE
July 27, 1998; March 17, 2003; February 21, 2011; September 6, 2011;
November 6, 2017; November 21, 2022

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Rule 4510.04: Human Resources - Leave Without Pay
Meeting Date:	November 21, 2022
Background/ Description:	Review and update of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Approval of Rule 4510.04: Human Resources - Leave Without Pay
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Leave Without Pay 4510.4

I. Requests for leave without pay will be considered on an individual basis. Factors which may be considered for determination will include the following:

A. The amount of leave time requested,
B. The frequency of the employee's request for leave without pay,
C. The availability of a substitute (if necessary),
D. The effect of the employee taking leave would have on the educational process or District operation, and
E. Any other factors deemed relevant by the District.

Requests for an extension of leave without pay after a medical leave has expired or as a short-term accommodation will also be considered on an individual basis. The District discourages the use of leave without pay for vacations and/or spousal business trips.

II. Procedure. Initial approval or denial will be made by the employee's immediate supervisor. The supervisor's recommendation will be submitted to the Human Resources Office for final determination.

III. Benefits and Salary Schedule. If an employee elects to take leave without pay for a period exceeding ten (10) working days, the unpaid leave period shall also be leave without paid benefits.

IV. Violation of District Determination. If a request for leave without pay is denied and the employee takes unauthorized leave or the employee takes more leave than the amount authorized by the District, the employee's actions shall constitute neglect of duty, insubordination, and conduct which interferes substantially with the continued performance of the employee's duties as set forth in 79-824(4) and the District may take any discipline as authorized by policy, rule or law.

Related Policies and Rules: 4510, 4510.1, 4510.3, 4510.5

Legal Reference: Neb. Rev. Stat. § 79-824(4)

Rule Approved: July 21, 1980 Millard Public Schools
Revised: September 7, 1993; March 17, 2003; February 21, 2011; November 6, 2017; November 21, 2022 Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Rule 4510.05: Human Resources - Leave of Absence Without Pay
Meeting Date:	November 21, 2022
Background/ Description:	Review and update of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Approval of Rule 4510.05: Human Resources - Leave of Absence Without Pay
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

~~Extended Leave Without Pay~~ Leave of Absence Without Pay 4510.5

I. ~~Extended leave without pay~~ A leave of absence without pay is leave for one or more semesters or, in the case of leave ~~under~~ related to the Family and Medical Leave Act (FMLA), for a period of time ~~exceeding~~ extending beyond the qualified FMLA entitlement.

~~Such~~ A leave of absence without pay may be granted for the following:

A. Staff desiring to continue~~ing~~ one's education,

B. ~~p~~Personal or immediate family health reasons, ~~or~~

C. Staff desiring to stay at home with one's children, or~~.~~

~~At the sole discretion of the District, such~~ D. ~~I~~A leave of absence without pay may also be granted for other personal reasons depending upon the circumstances at the sole discretion of the District.

~~Such~~ A leave of absence without pay will not be granted for the following:

A. ~~i~~If the purpose of the requested leave of absence or the reason necessitating the leave request is to seek or obtain other employment in a certificated role,

B. ~~i~~If the employee intends to work for another ~~employer~~ school district during the leave of absence without pay, or

C. If the staff member is ~~to~~ moving~~e~~ from the Omaha area ~~regardless of~~ for any reason other than ~~the reason for such move~~continuing one's education.

II. Procedures and Conditions. After a minimum of ~~three (3)~~ one (1) full year~~s~~ of employment with the District, ~~an extended leave without pay~~ a leave of absence without pay may be ~~granted~~requested. The following procedure must be followed:

A. A request for a~~n extended~~ leave of absence without pay must be submitted in writing to the Human Resources Office and all such requests must be approved by the Human Resources Office. Such approvals~~request is~~ are not routine or automatic~~ally~~ and are subject to the District's staffing needs and requirements. ~~recommended to the Board for its approval. If the~~ When a certificated staff member submits a request for a leave of absence without pay~~is~~ for one full semester or more, the request must ~~receive formal approval from~~ also be approved by the Board of Education ~~after approval from the Human Resources Office~~.

B. A ~~Leaves~~ leave of absence without pay may be granted for up to one full school year. Any ~~extended~~ leave of absence without pay that exceeds one full semester shall be considered one school year. To continue a leave of absence without pay beyond one school year, the employee must reapply. A subsequent leave of absence without pay for two consecutive ~~beyond one~~ school years will only be granted in extreme circumstances.

C. A request for a leave of absence without pay to continue one's education must be submitted at least one semester prior to the requested leave and must include the name of the institution, the course of study and the number of semester credit hours to be completed. The course of study must meet the approval of the District. A minimum of nine (9) credit hours must be earned for each semester of leave.

D. A leave of absence agreement must be accepted by the ~~employee~~ certificated staff member requesting the leave prior to the request being submitted to the Board of Education for approval.

E. When an employee ~~wishes~~ intends to return to work from ~~extended leave without pay~~a leave of absence without pay, the employee shall report this intention in writing to the Human Resources Office by the following deadlines:

(1) on or before ~~February 1~~ March 15 when the employee intends to return to work at the beginning of the following school year; or

(2) ~~at least one month~~ no fewer than thirty (30) days prior to ~~return when~~ the date that the requested leave expires when the employee intends to return to work during the middle of a school year.

(3) For leave of absences without pay that lasts fewer than 30 days, the employee shall provide such notice prior to the date that leave commences.

If no such written notice is received by the applicable deadline, the employee's inaction will be considered a resignation. The District shall not be responsible for reminding an employee of this requirement.

III. Salary and Benefits. During ~~the extended leave without pay~~a leave of absence without pay, the employee will not receive salary or credit for years of service with the District. ~~Health~~ Any insurance coverage provided to the employee by the District immediately prior to the leave of absence may be continued during such leave at the employee's expense in accordance with the provisions of COBRA and the ~~health~~ insurance plan(s).

IV. Return to Employment. The District does not guarantee that an employee on ~~extended~~ a leave of absence without pay will return to the same building location or to the position held prior to the leave of absence. Reasonable efforts will be made to place the employee in the same or comparable position upon returning to employment. An employee returning from leave must verify the leave was for the purpose requested.

Related Policies and Rules: 4510, 4510.4, 4510.6

Rule Approved: April 16, 1979 Millard Public Schools
Revised: September 7, 1993; March 17, 2003; April 4, 2005; February 21, 2011; July 2, 2012; November 6, 2017; November 21, 2022 Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Rule 4510.06: Human Resources - Leaves of Absence - Family Medical Leave Act (FMLA)
Meeting Date:	November 21, 2022
Background/ Description:	Review and update of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Approval of Rule 4510.06: Human Resources - Leaves of Absence - Family Medical Leave Act (FMLA)
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Family and Medical Leave Act 4510.6

I. **Entitlement to Unpaid Leave under the FMLA.**

A. Eligibility for Family/Medical Leave**.** Any employee with 12 months or more of service who worked 1,250 hours or more in the immediately preceding 12 months is eligible for a Family Leave and Medical Leave Act (FMLA). An eligible employee shall be entitled to a total of 12 work weeks of leave during any 12-month period for one or more of the following reasons:

1. The birth of a son or daughter of an employee and in order to care for such son or daughter;

2. The placement of a son or daughter with an employee for adoption or foster care;

3. To care for a spouse, son, daughter, or parent of an employee if such spouse, son, daughter, or parent has a serious health condition;

4. A serious health condition that makes an employee unable to perform the functions of the position of such employee; and/or

5. A qualifying exigency arising out of employee's spouse, son, daughter or parent being on covered active duty or who has been notified of an impending call or order to covered active duty~~; and/or~~

6. ~~Any purpose other than their own serious health condition or that of a child or spouse~~.

An employee's cumulative absences under this policy may not exceed 12 weeks in any 12-month period. The 12-month period shall be measured backward from the date the employee uses the FMLA leave. If employee's spouse also works for the District, their combined FMLA leave for shall be limited to 12 weeks in a 12-month period, except as hereinafter provided.

B. Military Family Leave under the Family and Medical Leave Act. An eligible employee shall be entitled to FMLA leave for any qualifying exigencies arising from the foreign deployment of the employee's spouse, son, daughter or parent with the Armed Forced or to care for a serviceman with a serious injury or illness if the employee is the servicemember's spouse, son, daughter, parent or next of kin as follows:

1. Thirty (30) days during the time the deployment order is in effect for a spouse or parent of the employee as set forth in the Nebraska Family Military Leave Act;

2. A total of 12 work weeks of leave during any 12-month period because of any qualifying exigency arising out of the fact that a spouse, son, daughter or parent is on covered active duty or has been notified of an impending call or order to covered active duty in the Armed Forces; or

3. A total of 26 work weeks of leave during any 12-month period to care for a covered servicemember who is a spouse, son, daughter, parent, or next of kin, when the covered servicemember is:

i. A member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, or is otherwise in outpatient status or on the temporary disability retired list, for a serious injury or illness incurred in the line of duty on active duty, or existed before the

beginning of the servicemember's active duty and was aggravated by service in the line of duty in the Armed Forces, and which may render the servicemember medically unfit to perform the duties of the servicemember's office, grade, rank, or rating.

ii. A veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time during the period of five years preceding the date on which the veteran undergoes medical treatment, recuperation, or therapy, for a qualifying injury or illness, as defined by the Secretary of Labor, that was incurred by the member in the line of duty on active duty in the Armed Forces, or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces, and that manifested itself before or after the member became a veteran.

C. Expiration of Entitlement for Child Birth or Adoption Leave. The entitlement to leave for child birth or adoption leave shall expire at the end of the 12-month period beginning on the date of such birth or placement.

D. Combined Leave Total. An eligible employee shall be limited to a combined total of 26 work weeks of leave for any FMLA-qualifying reasons during the single 12-month period for the combination of Family/Medical Leave and Military Family Leave.

E. Paid and Unpaid Leave. If the District provides paid leave for a lesser period of time, the additional weeks of leave necessary to attain the days or work weeks of leave required under this Rule will be provided without compensation.

1. The District shall require the employee to substitute any of the employee's available paid sick leave for any part of the time period for such leave. An employee may elect to utilize available vacation time for FMLA leave if available.

2. No extensions beyond the required periods of leave for any given 12-month period will be allowed without prior District approval. However, if an employee uses paid leave under circumstances that are determined by the District not to qualify as FMLA leave, the leave will not count against the weeks of FMLA leave to which the employee is entitled.

3. If any of the above provisions are subject to a collective bargaining agreement, and provided that such provisions do not impose additional limitations or violate state or federal law, the provisions of the collective bargaining agreement shall prevail.

F. Intermittent or Reduced Leave.

1. Immediate Family or Employee Health or Servicemember Family Leave for Instructional Personnel. Subject to the following paragraphs, in any case in which an eligible District employee, employed principally in an instructional capacity for the District, requests leave for immediate family, employee health, or servicemember family leave that is foreseeable based on planned medical treatment, and the employee would be on leave for greater than 20% of the total number of working days in the period during which the leave would extend, the District may require that such employee elect either:

a. To take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment; or

b. To transfer temporarily to an available alternative position offered by the District for which the employee is qualified and that:

i. Has equivalent pay and benefits; and

ii. Better accommodates recurring periods of leave than the employee's regular employment position.

2. Immediate Family or Employee Health or Servicemember Family Leave for Non-Instructional Personnel. Leave for immediate family, employee health, or servicemember family leave may be taken intermittently or on a reduced leave schedule when medically necessary. The taking of leave intermittently or on a reduced leave schedule pursuant to this paragraph shall not result in a reduction of the total leave to which the employee is entitled beyond the amount of leave actually taken. If an employee requests intermittent leave, or leave on a reduced leave schedule under this section that is foreseeable based on planned medical treatment, the District can require such employee to transfer temporarily to an available alternative position offered by the District for which the employee is qualified and that:

a. Has equivalent pay and benefits; and

b. Better accommodates recurring periods of leave than the employee's regular employment position.

G. Birth or Adoption Leave. Birth or adoption leave shall not be taken by an employee intermittently or on a reduced leave schedule unless the employee and the District agree otherwise.

II. **Employee's Notice Requirement for Births or Adoptions.**

In any case in which the necessity for leave for child birth or adoption leave is foreseeable based on an expected birth or placement, the employee shall provide the District Human Resources Office with not less than 30 days' notice before the date the leave is to begin of the employee's intention to take leave, except that if the date of the birth or placement requires leave to begin in less than 30 days, the employee shall provide such notice as soon as is practicable.

III. **Requirement for Health Leave or Servicemember Family Leave.**

A. In any case in which the necessity for leave for immediate family, employee health, or servicemember family leave is foreseeable based on planned medical treatment, the employee:

1. Shall make a reasonable effort to schedule the treatment so as not to disrupt unduly the operations of the District, subject to the approval of the health care provider of the employee or the health care provider of the son, daughter, spouse, parent, or next of kin of the employee, as appropriate; and

2. Shall provide the District Human Resources Office with not less than 30 days' notice, before the date the leave is to begin, of the employee's intention to take leave under such subparagraph, except that if the date of such treatment requires leave to begin in less than 30 days, the employee shall provide such notice as soon as is practicable.

B. In any case in which the necessity for leave for an impending family member's call to covered active duty is foreseeable, whether because the spouse, or a son, daughter, or parent of the employee is on covered active duty, or because of notification of an impending call or order to covered active duty in the Armed Forces, the employee shall provide such notice to the District as is reasonable and practicable.

IV. **Certification for Serious Health Condition Leave**.

The District shall require that a request for leave for immediate family or employee health be supported by a medical certification issued by the health care provider of the eligible employee or of the son, daughter, spouse, or parent of the employee, as appropriate, which sets forth the information required by 29 C.F.R. § 825.306(a).

A. Clarification and Authentication. The District may contact the health care provider for purposes of clarification and authentication of the medical certification, whether an initial certification or recertification, after the employee has been given the opportunity to cure deficiencies and as provided in 29 C.F.R. § 825.307(a). It is the employee's responsibility to provide the District with a complete and sufficient medical certification and to clarify the medical certification if necessary.

B. Second Opinion. In any case in which the District has reason to doubt the validity of the medical certification, the District may require, at the expense of the District, that the eligible employee obtain the opinion of a second health care provider designated or approved by the District concerning any information certified above for such leave. A health care provider so designated by the District shall not be employed on a regular basis by the District.

C. Resolution of Conflicting Opinions. In any case in which the second opinion described above differs from the opinion of the original certification provided under this Rule, the District may require, at the expense of the District, that the employee obtain the opinion of a third health care provider designated or approved jointly by the District and the employee concerning the information so certified under this Rule. The opinion of the third health care provider concerning the information certified under this Rule shall be considered to be final and shall be binding on the District and the employee.

D. Recertifications. The District may require that the eligible employee obtain recertification no more often than every thirty days in accordance with 29 C.F.R. § 825.308.

V. **Certification for Qualifying Exigency and Military Caregiver Leave.**

The District shall require that for a request for qualifying exigency or military caregiver leave, the employee provide a copy of the documentation issued by the military or a health care provider certification, and the applicable Department of Labor forms or another District form containing the same basic information.

VI. **Spouses Employed by the District**.

In any case in which a husband and wife are both eligible for leave under this Rule are both employed by the District, the aggregate number of work weeks to which both may be entitled will be limited as follows:

A. To 12 work weeks during any 12-month period for child birth and bonding with the newborn child, or adoption and bonding with the newly placed child, or immediate family health leave.

B. To 26 work weeks during any single 12-month period for the care of a servicemember with a serious injury or illness referred to as "military caregiver leave", if each spouse is a parent, spouse, son or daughter or next of kind of the servicemember.

Eligible spouses who are both employed by the District are each entitled to up to 12 work weeks of FMLA in a 12-month period without regard to the amount of FMLA leave their spouse uses for the following FMLA qualifying reasons:

A. The care of a spouse or son or daughter with a serious health condition;

B. A serious health condition that makes the employee unable to perform the essential functions of his or her job; and

C. Any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a military member on "covered active duty."

VII. **Employment and Benefits Protection.**

A. Restoration to Position. Except as otherwise provided, any eligible employee who takes leave under this Rule for the intended purpose of the leave shall be entitled, on return from such leave:

1. To be restored by the District to the position of employment held by the employee when the leave commenced; or

2. To be restored to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment. For purposes of determinations relating to restoration to an equivalent position, such determination shall be made on the basis of established District board policies and practices and collective bargaining agreements.

B. Employment Benefits. The taking of leave shall not result in the loss of any employment benefits accrued prior to the date on which the leave commenced.

C. Limitations. Nothing in this section shall be construed to entitle any restored employee to:

1. The accrual of any seniority or employment benefits during any period of leave; or

2. Any right, benefit, or position of employment other than any right, benefit, or position to which the employee would have been entitled had the employee not taken the leave.

D. Periodic Reporting. The District may require an employee on child birth or adoption, immediate family, or employee health leave to report periodically on the status and intention of the employee to return to work.

VIII. **Maintenance of Employee Benefits.**

A. Coverage. Except as provided in the next succeeding paragraph, during any period that an eligible employee takes leave under this Rule, the District shall maintain coverage under the applicable benefit plan(s), including health, dental, and vision, for the duration of such leave at the level and under the conditions coverage would have been provided if the employee had continued in employment continuously for the duration of such leave.

B. Failure to Return from Leave. The District may recover the premium that the District paid for maintaining coverage for the employee under such applicable benefit plan(s) during any period of unpaid leave if:

1. The employee fails to return from leave under this Rule after the period of leave to which the employee is entitled has expired; and

2. The employee fails to return to work for a reason other than:

i. The continuation, recurrence, or onset of a serious health condition that entitles the employee to immediate family or employee health leave, or servicemember family leave; or
ii. Other circumstances beyond the control of the employee.

C. Certification. For a claim made under preceding paragraph VIII. B.2., the District may require a timely certification by the treating health care provider on a form provided by the District to be submitted to the District Human Resources Office.

IX. **Rules Applicable to Periods near the Conclusion of an Academic Term.**

The following rules shall apply with respect to periods of leave near the conclusion of the District's academic term in the case of any eligible employee employed principally in an instructional capacity by the District:

A. Leave More than Five Weeks Prior to the End of Term. If the eligible employee begins leave under this Rule more than five weeks prior to the end of the academic term, the District may require the employee to continue taking leave until the end of the term, if:

1. The leave is of at least three weeks duration; and

2. The return to employment would occur during the three-week period before the end of such term.

B. Leave Less than Five Weeks Prior to the End of Term. If the eligible employee begins immediate family, employee health, child birth or adoption or servicemember family leave during the period that commences less than five weeks prior to the end of the academic term, the District may require the employee to continue taking leave until the end of such term, if:

1. The leave is of greater than two weeks duration; and

2. The return to employment would occur during the two-week period before the end of such term.

C. Leave Less than Three Weeks Prior to the End of Term. If the eligible employee begins immediate family, employee health, child birth or adoption or servicemember family leave during the period that commences less than three weeks prior to the end of the academic term and the duration of the leave is greater than five working days, the District may require the employee to continue to take leave until the end of such term.

X. **Definitions.**

A. Academic Term shall mean either of the two school semesters.

B. Covered Active Duty shall mean in the case of a regular component of the Armed Forces, duty during deployment of the member with the Armed Forces to a foreign country, and in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a) (13)(B).

C. Covered Servicemember shall mean a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, or is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness, or a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

D. Eligible Employee shall mean an employee who has been employed by the District for at least 12 months and for at least 1250 hours of service with the District during the previous 12-month period.

E. Employment Benefits shall mean all benefits provided or made available to District employees, regardless of whether such benefits are provided by a District practice or written policy or through an employee benefit plan.

F. Health Care Provider shall mean a doctor of medicine or osteopathy who is authorized to practice medicine or surgery, as appropriate, by the State in which the doctor practices or any other person determined by the Secretary of Labor to be capable of providing health care services.

G. Instructional Employees shall mean those whose principal function is to teach and instruct students in a class, small group, or on an individual basis. This term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants. This term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily noninstructional employees.

H. Next of Kin of a Covered Servicemember shall mean the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives

who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA.

I. Parent shall mean a biological, adoptive, step or foster father or mother of an employee or an individual who stood *in loco parentis* (i.e., in the place of a parent) to an employee when the employee was a son or daughter. This term does not include parents-in-law.

J. Reduced Leave Schedule shall mean a leave schedule that reduces the usual number of hours per workweek, or hours per work day, of an employee.

K. Serious Health Condition shall mean an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical care facility, or continuing treatment by a health care provider.

L. Serious Injury or Illness shall mean for members of the Armed Forces, including members of the National Guard or Reserves, an injury or illness incurred by the member in the line of duty on active duty in the Armed Forces, or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces, and that may render the member medially unfit to perform the duties of their office, grade, rank, or rating, and shall mean for veterans who were members of the Armed Forces, including the National Guard or Reserves, at any time during the period of five years preceding the date on which the veteran undergoes medical treatment, recuperation, or therapy, a qualified injury or illness, as defined by the Secretary of Labor, that was incurred by the veteran in the line of duty on active duty in the Armed Forces, or existed before the beginning of the veteran's active service and was aggravated by service in the line of duty on active duty in the Armed Forces, and that manifested itself before or after the member became a veteran.

M. Son or Daughter shall mean a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing *in loco parentis*, who is under 18 years of age or who is 18 years of age or older and incapable of self-care because of a mental or physical disability.

N. Spouse shall mean husband or wife as defined or recognized under State law for the purposes of marriage in the State where the employee resides.

O. Twelve-Month Period shall mean, for purposes of child birth or adoption, immediate family or employee health or impending family member call to covered active duty leave, the twelve-months constituting the school year which begins August 1 and ends July 31. For purposes of service member family leave, the term Twelve-Month Period shall mean the first day the eligible employee takes FMLA leave to care for a covered servicemember and ends twelve months after that date.

P. Veteran shall mean the same meaning given the term in 38 U.S.C. § 101.

Legal Reference: Family and Medical Leave Act of 1993; 29 U.S.C. §§ 2601 to 2619; 29 C.F.R. §§ 825.100 to 825.800.; Nebraska Family Military Leave Act, Neb. Rev. Stat. §§ 55-501 to 55-507

Related Policies and Rules: 4510, 4510.1, 4510.3, 4510.5

Rule Approved: September 7, 1993 Millard Public Schools
Revised: September 9, 1996; August 11, 2008; May 18, 2009; February 21, 2011; November 6, 2017; November 21, 2022 Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item:	Reaffirm Rule 4510.07: Human Resources - Perpetually Infectious Diseases
Meeting Date:	November 21, 2022
Background/ Description:	Review of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Reaffirm Rule 4510.07: Human Resources - Perpetually Infectious Diseases
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Perpetually Infectious Diseases 4510.7

I. Is the policy of the District that there shall be no discrimination against an employee because of disability. This policy shall apply to a disability which may arise from a perpetually infectious disease; provided, however, that due consideration must be given to the specific facts of each case and the possibility of harm to others.

II. In all instances where an employee has a perpetually infectious disease, the employee's condition and identity will remain confidential unless the employee has consented to the release of such information.

III. The provisions of Rule 4510.1 shall apply to eligible employees, as defined therein, with a perpetually infectious disease. In addition to the conditions set forth therein for use of sick leave days, such may also be used by persons with a perpetually infectious disease, if warranted to avoid opportunistic infections.

IV. "Perpetually infectious diseases" are those diseases which are carried throughout life by the infected person and have the potential to be transmitted to other individuals and include but are not limited to: AIDS, ARC, CMV (as defined below), Tuberculosis, Hepatitis, and Herpes.

A. Acquired Immune Deficiency Syndrome (AIDS) - infected with human T - lumphotropic virus type III/lumphadenophy associated virus (HTLV- III/LAV). Persons infected with this virus are unable to fight off a variety of infections and rare illnesses. Symptoms include repeated infections that result in persistent diarrhea, swollen glands, fatigue, fevers or persistent cough which the body is unable to fight off, eventually resulting in a life-threatening illness such as pneumonia or uncommon skin cancer. The disease is transmitted through blood to blood contact or intimate sexual contact.

B. AIDS Related Complex (ARC) - a medical condition in which the body has repeated infections and is unable to protect itself from certain tumors and/or infections. Symptoms similar to AIDS are present but there has been no life-threatening illness. This condition may progress to AIDS although the symptoms may be the result of other diseases. The disease is transmitted through blood to blood contact or intimate sexual contact.

C. Ctyomegalovirus (CMV) - common virus which is harmless to most persons. At greatest risk are fetuses and persons receiving medications which suppress their natural immunity to infections. It is transmitted by close person to person contact, body secretions and blood.

V. The following procedures shall be followed with respect to an employee who is suspected of having or has a perpetually infectious disease.

A. Any employee who has or suspects that he/she has a perpetually infectious disease shall advise the Superintendent or Superintendent’s designee. Such information shall be treated as confidential and will not be divulged to other persons or sources except to the extent necessary to take precautions to protect others from the disease.

B. The Superintendent or Superintendent’s designee may require an employee to provide current medical information or to submit to a medical evaluation if he has a reasonable suspicion that an employee has a perpetually infectious disease.

C. If an employee has been diagnosed with a perpetually infectious disease, determination of whether the employee should be permitted to continue to be employed in his/her capacity will be made by a review of each individual case by a team (hereinafter "Team") established by the Superintendent or Superintendent’s designee. The Team shall meet within seven (7) working days of the diagnosis and make a determination within ten (10) working days of the Team meeting.

D. The Team will consider the following factors in arriving at its recommendation as to the propriety of the employee's continued employment in his/her current capacity:

1. The employee's work place and interaction with other persons;

2. The physical condition of the employee;
3. Whether the employee's condition substantially interferes with his/her ability to perform essential job functions with reasonable accommodation; and
4. Whether the employee poses a substantial possibility of harm to others.

E. Upon diagnosis and prior to a decision by the Team, the Superintendent may remove the employee from the work place if he determines that the employee's presence in the work place poses a health threat.

F. Based upon the information available to the Team, it may recommend:

1. Continued employment in his/her current capacity;
2. Reassignment;
3. Leave of absence;
4. Reduction in amount of employment;
5. Termination;
6. Such other reasonable accommodations as may permit the employee to perform essential job functions; or
7. Any combination of the above.

G. Based upon the Team's recommendation, the Superintendent or the Superintendent's designee shall take appropriate action. If the employee's employment status will be affected appropriate due process procedures as required by law shall be followed.

Legal References: 29 U.S.C. 794, Neb. Rev. Stat. 48-1101

Related Policies & Rules: 4100, 4510, 4510.1, 4510.6

Rule Approved: September 6, 1988 Millard Public Schools
Rule Revised: September 7, 1993; March 17, 2003; February 21, 2011 Omaha, Nebraska
Reaffirmed: November 6, 2017; November 21, 2022

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Rule 4510.08: Human Resources - Family Death Leave
Meeting Date:	November 21, 2022
Background/ Description:	Review and update of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Approval of Rule 4510.08: Human Resources - Family Death Leave
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Family Death Leave 4510.8

I. Eligible employees shall be granted ~~not more than~~ up to four (4) workdays of paid leave immediately following the death of an immediate family member. Such leave covers each death in the immediate family.

II. An eligible employee who is required to travel a minimum of four hundred miles (400) one way to attend the funeral of an immediate family member will be granted ~~an~~one additional day of leave for a maximum of five (5) workdays. The Superintendent or his designee may grant additional days in extenuating circumstances.

III. Use of family death leave shall reduce the paid personal leave allocation of the employee.

IV. Definitions:

A. "Immediate family member" shall mean the employee's spouse, parents, children, brothers, sisters, grandchildren, grandparents, mother-in-law, father-in-law, sisters-in-law, brothers-in-law, sons-in-law, daughters-in-law, spouse's grandparents, or any relative who is a permanent resident in the employee's home or for whom the employee has specific legal responsibility.

B. "Eligible employee" shall mean an employee who has not exhausted his/her paid leave provided for by the applicable collective bargaining agreement or Board approved administrative allowance in the absence of a collective bargaining agreement. Use of Family Death leave shall reduce the paid personal leave allocation of the employee.

Related Policies and Rules: 4510

Rule Approved: July 10, 1989 Millard Public Schools
Revised: September 7, 1993; July 27, 1998; March 17, 2003; February 21, 2011; November 21, 2022 Omaha, Nebraska
Reaffirmed: November 6, 2017

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Rule 4510.09: Human Resources - Professional Leave
Meeting Date:	November 21, 2022
Background/ Description:	Review and update of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Approval of Rule 4510.09: Human Resources - Professional Leave
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Professional Leave 4510.9

I. Employees of the District may request paid professional leave for the purpose of attending local, state and national professional meetings or conferences. Paid professional leave may be granted if the District determines that the attendance at such meeting or conference will directly benefit the District.

II. Requests by an employee for professional leave and related expenses will be submitted to the employee's immediate supervisor and/or the person responsible for the budget from which expenses, if allowed, will be paid. The request should be submitted with sufficient time to make appropriate arrangements and to secure a substitute where necessary. Reimbursements of expenses will be provided in accordance with procedures provided by the Business Office.

III. Professional leave is defined as time away from one's normal work assignment to participate in work-related activities. These activities include, but are not limited to, professional meetings, staff development, curriculum writing, or supervision at student competition.

IV. Professional leave may be provided by departments for District purposes. When professional leave is initiated by the District, staff supervisors will be notified and substitutes will be scheduled where necessary.

V. Employee's attending professional meetings during contract time and at District expense may be required to submit a written report or develop a presentation which allows them to share information received at the meetings with other District personnel.

VI. The Superintendent or his/her designee reserves the right to limit approval for Professional Leave based upon the ability of the District to deliver the educational program. If attendance is limited, preference will be given to those employees who have the greatest business need to attend or participate in the professional leave and shall be determined by the District in consultation with the employee's supervisor.

Approved professional leave shall not result in the use of paid personal leave of the employee.

Related Policies & Rules: 4510

Rule Approved: October 7, 1974 Millard Public Schools
Revised: September 7, 1993; March 17, 2003; February 21, 2011; November 6, 2017 November 21, 2022 Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Rule 4510.10: Human Resources - Association Leave
Meeting Date:	November 21, 2022
Background/ Description:	Review and update of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Approval of Rule 4510.10: Human Resources - Association Leave
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Association Leave 4510.10

I. The District may permit approved association leave. All requests for association leave shall be reviewed by the association president and by the employee's immediate supervisor before being submitted to the Human Resources Office for consideration. The request for association leave shall state how the release time will be used by the member employee.

II. The membership of the teachers' organization recognized by the Board of Education will be granted a maximum aggregate total of eighteen (18) excused absences during a single school year to attend professional meetings of the teachers' association or other association obligations.

III. For the teacher's organization, ~~T~~the cost of ~~these~~ any days missed will be shared equally by the District and the teachers' association. The association will pay half the cost of a substitute teacher for any days its member employees are absent for association leave.

~~III. Requests for association leave shall be reviewed by the association president and by the employee's immediate supervisor before being submitted to the Human Resources Office for consideration. The request for association leave shall state how the release time will be used by the member employee.~~

Related Policies & Rules: 4510

Rule Approved: March 3, 1980 Millard Public Schools
Revised: September 7, 1993; March 17, 2003; February 21, 2011; Omaha, Nebraska
November 6, 2017; November 21, 2022

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Rule 4510.11: Human Resources - Sabbatical Leave
Meeting Date:	November 21, 2022
Background/ Description:	Review and update of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Approval of Rule 4510.11: Human Resources - Sabbatical Leave
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Sabbatical Leave 4510.11

I. A certificated staff member who meets the criteria set forth below may apply for a sabbatical leave for up to one year. The sabbatical must involve professional growth of the individual in a scholarly program, approved by the Superintendent or his/her designee, and must be in the interest of improved education in the District.

II. Criteria for employee eligibility:

A. Employed full-time as a certificated employee by the District for at least seven (7) consecutive years immediately preceding the request for the sabbatical leave;
B. Hold a Masters Degree from an approved institution;
C. No previous sabbatical has been taken; and
D. Must complete at least twelve (12) graduate level semester credit hours during each semester of leave. Such hours shall be in a program of study leading to the completion of a PhD, EdD or EdS in Curriculum and Instruction or School Administration.

III. If leave is granted, the employee shall be subject to the following conditions:

A. The employee shall accept a written agreement with the Board of Education which shall provide that at the end of the sabbatical leave, he or she will return immediately to the employment of the District for a minimum of three (3) years; provided, however, that if the sabbatical leave is for less than a full year, the employee shall agree to return to the District's employ for three (3) semesters. The employee shall further agree to reimburse the District as set forth herein in the event he/she does not fulfill this provision.
B. The employee will be paid one-half of his/her salary and insurance benefits during the time he/she is on sabbatical leave, provided however, that the certificated staff member receiving such insurance benefits agrees to pay and keep current and does pay and keep current the remaining one-half of the total premium, and all employee Health Insurance Premium contributions.
C. Credit will be given toward salary advancement, insurance benefits and seniority as if the employee had remained a ~~full time~~full-time employee of the District.
D. The employee cannot be guaranteed that he/she will return to the position held prior to the sabbatical leave, but an effort will be made to place the employee in a comparable position.

IV. If the employee does not fulfill the employment requirements following his/her sabbatical as set forth above, or fails to complete the sabbatical requirements, the employee shall reimburse the District at the time he/she ceases employment according to the following schedule:

Length of Sabbatical	Return to Employment	Amount Employee Must Reimburse District
ALL	Does Not Complete Sabbatical Requirements	Full salary received
1 Year	Does Not Return to Work	Full salary received
1 Year	Completes 1 Year	2/3 salary received
1 Year	Completes 2 Years	1/3 salary received
1 Year	Completes 3 Years	No Reimbursement Required
Less than 1 Year	Does not return	Full salary received
Less than 1 Year	Completes 1 Semester	2/3 salary received
Less than 1 Year	Completes 2 Semesters	1/3 salary received
Less than 1 Year	Completes 3 Semesters	No Reimbursement Required

The employee is also responsible to reimburse the District for all costs of any benefits provided by the District in the same proportion as any repayment of salary from the above-table.

V. Application for sabbatical leave for the ensuing school year must be submitted to the Superintendent prior to January 1.

VI. Up to thirty (30) months of sabbatical leave may be granted by the District during any school year. If there are more than thirty (30) months of sabbatical leave requested in a school year, leaves will be granted to the staff members whose leaves would most benefit the District as determined by the Superintendent or his/her designee. If a decision cannot be made based upon benefit to the District, then the staff members with the longest full-time continuous service to the District will be given preference.

Related Policies & Rules: 4510

Rule Approved: Millard Public Schools
Revised: March 21, 1988; September 7, 1993; May 4, 1998; March 17, 2003; Omaha, NE
February 21, 2011; November 6, 2017; November 21, 2022

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Rule 4510.12: Human Resources - Jury Duty, Election Boards – Subpoenas
Meeting Date:	November 21, 2022
Background/ Description:	Review and update of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Approval of Rule 4510.12: Human Resources - Jury Duty, Election Boards – Subpoenas
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Jury Duty - Election Boards - Subpoenas 4510.12

I. Any employee who is summoned ~~to serve on~~ for jury duty or election board duty, or who is subpoenaed on behalf of the District within the scope of the employee's work duties, shall not be subject to discharge from employment, loss of pay, loss of sick leave, loss of vacation time, or any other form of penalty~~,~~ as a result of his or her absence from work (including shift work) due to such service. Any such impacted Employee shall ~~provided the employee submits~~ provide to the Human Resources Department a copy of the summons, notice, or subpoena ~~in advance~~ within 7 days of receipt of such summons, notice, or subpoena, and in advance of the day(s) to be missed~~, to the Human Resources Office~~.

II. The District may reduce the pay of an employee who is absent for jury or election board duty by an amount equal to any compensation, other than expenses, paid by the court for jury or election duty, or for the employee's appearance pursuant to a subpoena.

Legal Reference: Neb. Rev. Stat. § 25-1640

Related Policies & Rules: 4510

Rule Approved: October 7, 1974 Millard Public Schools
Revised: August 2, 1993; August 16, 1993; September 7, 1993; March 17, 2003; Omaha, Nebraska
February 21, 2011, November 6, 2017; November 21, 2022

AGENDA SUMMARY SHEET

Agenda Item:	Reaffirm Rule 4510.13: Human Resources - Inclement Weather
Meeting Date:	November 21, 2022
Background/ Description:	Review of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Reaffirm Rule 4510.13: Human Resources - Inclement Weather
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Inclement Weather 4510.13

The Superintendent or his/her designee shall establish, publish, and distribute attendance requirements for employees of the District regarding periods of inclement weather. The requirements and procedures shall provide for the precedence, applicability of and effect upon other leave and attendance rules in the event of inclement weather.

Related Policies & Rules: 4510

Rule Approved: Millard Public Schools
Revised: November 19, 1984; September 7, 1993; March 17, 2003; Omaha, Nebraska
Reaffirmed: February 21, 2011; November 6, 2017; November 21, 2022

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Rule 4510.14: Human Resources - Uniform Service Leave (Military Leave of Absence)
Meeting Date:	November 21, 2022
Background/ Description:	Review and update of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Approval of Rule 4510.14: Human Resources - Uniform Service Leave (Military Leave of Absence)
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Uniform Service Leave (Military Leave of Absence) 4510.14

I. Leave of absence will be granted to employees of the District who are absent from employment by reason of service in the uniformed services as provided by law.

II. **Eligibility.** The following employees are eligible for service leave:

A. Employees who are members of the National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air Force Reserve, and Coast Guard Reserve are entitled to a leave of absence, without loss of pay, on all days during which they are employed under the orders or authorization of competent authority in the active service of the State of Nebraska or of the United States**.** Employees who normally work or are normally scheduled to work one hundred fifty-nine (159) hours or more in three consecutive weeks and scheduled to work twenty-four-hour shifts shall receive a military leave of absence of one hundred sixty-eight (168) hours (21 days) each calendar year. Employees who normally work or are normally scheduled to work one hundred twenty (120) hours or more but less than one hundred fifty-nine (159) hours in three (3) consecutive weeks shall receive a military leave of absence of one hundred twenty (120) hours (15 days) each calendar year. Members who normally work or are normally scheduled to work less than one hundred twenty (120) hours in three (3) consecutive weeks shall receive a military leave of absence each calendar year equal to the number of hours they normally work or normally would be scheduled to work whichever is greater, in three consecutive weeks. Such military leave of absence may be taken in hourly increments and shall be in addition to the regular annual leave of the persons named in this Rule.

B. If the Governor declares that a state of emergency exists, any persons named above who are ordered to active service of the state shall receive a state of emergency leave of absence until such person is released from active service by competent authority. During a state of emergency leave of absence, the affected employee shall receive his/her normal salary or compensation minus the state active duty base pay he or she receives in active service of State.

III. **Return to Employment.** Upon an honorable discharge from active service, such employee shall be entitled to a return to the same or comparable position as provided by law; provided, however, that the employee is still qualified to perform the duties of the employee's former position, and the employee makes a timely application to return to employment as follows:

A. **Service of 1 to 30 days**. The employee must report to his or her employer not later than the first full regularly scheduled work period on the first full calendar day following the completion of the period of service and the expiration of eight (8) hours after a period allowing for the safe transportation of the person from the place of that service to the person's residence. If, due to no fault of the employee, timely reporting back to work would be impossible or unreasonable, the employee must report back to work as soon as possible.

B. **Fitness Exam.** The time limit for reporting back to work for a person who is absent from work in order to take a fitness-for-service examination is the same as the one above for persons who are absent for 1 to 30 days.

C. **Service of 31 to 180 days.** In the case of a person whose period of service in the uniformed services was for more than 30 days but less than 181 days, an application for re-employment must be submitted to the District no later than 14 days after completion of the person's service. If submission of a timely application is impossible or unreasonable through no fault of the person, the application must be submitted the next first full calendar day when submission of such application becomes possible.

D. **Service of 181 days or more.** In the case of a person whose period of service in the uniformed services was for more than 180 days, an application for re-employment must be submitted to the District no later than 90 days after the completion of the person's service.

E. If such employee is not qualified to perform the duties of such position upon the employee's return by reason of a disability sustained during the training or service but is qualified to perform the duties of any other positions, the employee shall be restored to such other positions, the duties of which the employee is

qualified to perform, as will provide the employee with the same seniority, status, and pay, or the nearest approximation thereof consistent with the circumstances of the employee's case. Such person shall not be discharged without justifiable cause within one (1) year after reinstatement.

F. Any such employee submitting an application for re-employment shall, upon request, provide the District documentation to establish that the person's application is timely and that the person is entitled to the benefits under this Rule.

IV. **Preservation of Benefits.** Absence for any of the reasons stated above shall not affect the employee's right to receive normal vacation, sick leave, bonus, advancement and other advantages of the employee's employment normally to be anticipated in the employee's particular position.

V. **Re-Employment.** A person whose military service lasted 1 to 90 days shall be promptly re-employed:

A. In the job the person would have held had the person remained continuously employed, so long as the person is qualified for the job or can become qualified after reasonable efforts by the employer to qualify their person; or in the position of employment in which the person was employed on the date of the commencement of the service in the uniformed services, only if the person is not qualified to perform the duties of the position the person would have held after reasonable efforts by the employer to qualify the person.

B. If the employee cannot become qualified for either position described above, even after reasonable employer efforts, the person is to be re-employed in a position that is the nearest approximation to the positions described above which the person is able to perform, with full seniority.

C. A person whose military service lasted 91 or more days shall be promptly re-employed in the job the person would have held had the person remained continuously employed, or a position of like seniority status and pay, so long as the person is qualified for the job or can become qualified after reasonable efforts by the employer to qualify the person; or, in the position of employment in which the person was employed on the date of the commencement of the service in the uniformed services, or a position of like seniority, status, and pay the duties of which the person is qualified to perform, only if the person is not qualified to perform the duties of the position the person would have held after reasonable efforts by the employer to qualify the person. If the employee cannot become qualified for either position, then in any other position of lesser status and pay, but that most nearly approximates the above positions (in that order) that the employee is qualified to perform with full seniority.

VI. **Definitions**.

A. The term "service in the uniformed services" means the performance of duty on a voluntary or involuntary basis in a uniformed service under competent authority and includes active duty, active duty for training, initial active duty for training, inactive duty training, full-time National Guard duty, and a period for which a person is absent from a position of employment for the purpose of an examination to determine the fitness of the person to perform any such duty.

B. The term "uniformed services" means the Armed Forces, the Army National Guard and the Air National Guard when engaged in active duty for training, inactive duty training, or full-time National Guard duty, the commissioned corps of the Public Health Service, and any other category of persons designated by the President in time of war or national emergency.

Legal Reference: Neb. Rev. Stat §§ 55-160, 55-161, 38 U.S.C §4301 *et seq*.

Rule Approved: January 10, 1983 Millard Public Schools
Revised: September 7, 1993; March 17, 2003; February 21, 2011, September 7, 2021 Omaha, Nebraska
November 21, 2022
Reaffirmed: November 6, 2017

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Rule 4510.15: Human Resources - Pre-Retirement Planning Programs
Meeting Date:	November 21, 2022
Background/ Description:	Review and update of Rule based on regulatory changes and current District practices. This Rule has been reviewed by the District's legal counsel.
Action Desired:	Approval of Rule 4510.15: Human Resources - Pre-Retirement Planning Programs
Policy / Strategic Plan Reference:	N/A
Responsible Person(s):	Dr. Kevin Chick, Associate Superintendent of Human Resources Jake Curtiss, Director of Employee Relations

Superintendent's Signature:

Human Resources

Pre-Retirement Planning Programs 4510.15

I. Any employee who participates in the Nebraska School Employees Retirement System and ~~is at least fifty (50) years of age or over~~ has vested in the School Employees Retirement Plan may attend ~~one~~ or participate in pre-retirement planning programs ~~per fiscal year,~~ sponsored by The Nebraska School Employees Retirement System~~,~~ while employed by the District. The employee is responsible for paying his or her own expenses for ~~the~~ any pre-retirement planning programs.

II. Attendance at ~~the~~ any pre-retirement planning program is voluntary. An employee who is qualified and registered to attend a planning program can do so without loss of pay. Planning programs may be conducted in-person or via live-broadcast webinars. Planning programs do not include information that can be accessed at any time via electronic means. Each employee may attend ~~a~~ up to two days of planning programs ~~no more than twice~~ without loss of pay. A qualified employee may choose to attend ~~the~~ additional planning programs ~~more than twice~~, but such leave shall be without pay and shall be at the discretion of the Superintendent or his/her designee.

III. An employee desiring to attend a pre-retirement planning program must submit the proper request form to the ~~Office of the~~ Superintendent or his/her designee and receive approval to attend prior to his or her attendance. An employee who attends must verify his or her attendance with the ~~Office of the~~ Superintendent or his/her designee. The Superintendent or his/her designee reserves the right to limit attendance at any ~~one~~ planning program based upon the ability of the District to deliver the educational program. If attendance is limited, preference will be given to those employees who are nearest retirement.

IV. Employees wishing to attend pre-retirement planning programs outside of those events specifically sponsored by The Nebraska School Employees Retirement System must use personal leave, vacation, or take leave without pay.

Legal Reference: Neb. Rev. Stat. § 84-1511

Related Policies & Rules: 4510

Rule Approved: October 5, 1987
Revised: September 7, 1993; November 17, 1997; February 21, 2011; November 6, 2017; April 19, 2021; November 21, 2022
Reaffirmed: March 17, 2003

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: 5110.1: Student Services - K-12 Transfer of Students within the District

Meeting Date: November 21, 2022

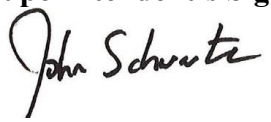
Background/Description: Seven-year review.

Action Desired: Approval

Policy/Strategic Plan Reference: N/A

Responsible Person(s): Bill Jelkin – Director of Student Services

Superintendent's Signature:



Student Services

K-12 Transfer of Students within the District 5110.1

I. K-12 Within-District Transfers

A. A parent of a kindergarten through twelfth grade student who is currently enrolled in the District may submit a request to have his/her student attend a different school or special program during the current or next school year. Such requests shall be made in accordance with the following procedures.

II. Student Eligibility for Within-District Transfers

A. Any K-12 student whose parents reside in the District attendance area.

B. Any K-12 student who is currently attending the District under Option Enrollment.

~~C. Any K-12 student who has been accepted into a specific building under the Open Enrollment provision as long as the request is for the subsequent year in which enrollment was granted.~~

III. Limitations and Restrictions on Student Eligibility

A. Students will not be allowed to transfer to another school during suspension or expulsion. A student's disciplinary record will be considered and students with extensive disciplinary records will not be considered for transfer unless it is determined to be in the best interests of the student or the school.

B. The within-district transfer policy will not apply to or alter a student's mandatory reassignment.

C. If the student is in a special education program, the approval recommendation of the Director of Special Education will be based upon the student's individualized education program and educational needs; class size; related service needs; transportation arrangements as may be required by law; the allocation of specially trained staff and personnel; facility issues; and the allocation of equipment or materials necessary to provide an appropriate education program.

D. If the student receives EL~~L~~ services, the recommendation of the Superintendent or designee will be based upon the student's educational needs and the allocation of specially trained staff and personnel.

IV. Conditions of Transfers

A. Student Withdrawal from Special Program: Any student approved for a within-district transfer to attend a special program in the District who subsequently withdraws from participation in such program shall have his/her within-district transfer approval revoked. Such student shall be reassigned to the school he/she would have attended if the within-district transfer had not been approved.

B. Students of parents who move from one school's attendance area to that of another within the District during the school year may continue attending the original school for the remainder of the current school year and start attendance at the assigned school with the commencement of the next school year. If the parents would like the student to remain at the original school to complete the educational level a Within-District Transfer Request Form is required. Approval of such a

Within-District Transfer Request will be in accordance with the factors outlined in Sections IX and X of this Rule.

C. Once a student is transferred to a particular school, the parents need not re-apply unless they want the student to transfer back to the student's home school or to another school at the same educational level (elementary school, middle school, or high school) in the District.

D. Within-district transfers are only for the educational level (elementary school, middle school, or high school). As the student moves from elementary into middle school or from middle school into high school, another within-district transfer must be filed. If not, the student will attend their assigned school.

E. The Superintendent or designee may reassign a student should it be determined that circumstances justify such reassignment.

F. Once a transfer is approved, every effort will be made to make the transfer permanent; however, the District reserves the right to reassign transferred students back to their home school.

G. Unless special safety, health, or program issues are involved, no student will be granted more than one transfer per school year.

V. Transportation

A. Transportation for students who transfer within the District must be provided by the student's parents or legal guardian unless as otherwise required by law.

VI. Within-District Transfer Applications

A. A Within-District Transfer Request Form should be completed ~~and returned~~ online to the Office of Student Services.

B. Students who desire to attend a special program may be required to complete a Within-District Transfer Form in the event that a program waitlist is necessary.

C. Only one Within-District Transfer Request Form may be completed at any given time for an individual student.

VII. Determination of Schools Open to Within-District Transfers

A. The Superintendent or designee will recommend which schools, programs, grades or classes are to be considered open to within-district transfers.

B. The Superintendent or designee will base recommendations on available space, curriculum, class size, personnel and staffing requirements, facility issues, the allocation of equipment and materials, and anticipated growth for the school, program, grade, or class.

~~C. The Board will approve annually any schools, programs, grades or classes that are to be open to within-district transfers.~~

VIII. K-12 Within-District Transfer Requests for the Subsequent School Year

A. Application Timeline

1. Applications Open: Parents may submit applications for within-district transfers to the Office of Student Services any time after September 1 of the year preceding ~~proceeding~~ the school year in which the transfer would take effect if approved.

2. Applications Deadline: Applications for within-district transfers must be ~~delivered by~~ submitted online by ~~U.S. mail postmarked on or before~~ February 15 of the preceding school year or by personal delivery, received no later than 5:00 p.m. on February 15 of the preceding school year. Applications must be completed by the parent, legal guardian or emancipated minor student.

3. The application period for within-district transfers will re-open after the option enrollment application process is completed. Within-district transfer applications will be accepted on a first come-first served basis.

B. Approval Process

1. Applications for within-district transfers will be approved for a specific building or program based upon the order outlined in Section VIII (C) below.

2. If requests for within-district transfers exceed capacity, a random drawing in the order outlined in Section VIII (C) below will determine which applications are approved.

C. Order of Approval

1. School Attendance Area Students

   a. Special Programs by Grade

2. Other District Resident Students

   a. Millard Resident Siblings

   b. Special Programs by Grade

   c. Regular Program by Grade

~~3. Non-Resident Open Enrollment Students~~

~~a. Special Programs by Grade~~

~~b. Regular Program by Grade~~

~~4.~~3. Non-Resident Option Enrollment Students

   a. Special Programs by Grade

   b. Regular Program by Grade

~~5.~~4. All other Non-Resident Students

   a. Special Programs by Grade

   b. Regular Program by Grade

~~D.~~C. Notification to Parents: The District shall notify the parents of the approval or denial of their student's request for within-district transfer on or before March 1 of the preceding school year.

~~E. Acceptance by Parents: After receiving notification of approval of a within-district transfer, the parent shall accept such transfer in writing by completing the District's enrollment process for the student on or before noon on March 10 (or noon the following Monday if March 10 is on a weekend) of the preceding school year.~~

IX. K-12 Within-District Transfers for the Current School Year

A. Parents may submit applications for within-district transfers for the current school year to the Office of Student Services after the first day of school and prior to January 15 of the current year.

B. The Superintendent or designee will determine whether the transfer request will be granted or denied after considering the following factors:

1. The reasons for the within-district transfer request.

2. The time of year the transfer request is made.

3. Personnel and staffing requirements, building or program capacity, curriculum, and facility issues affecting the building to which the student wishes to transfer.

4. The student's educational program including, but not limited to, course credits and graduation requirements.

C. The District shall notify the parents of the approval or denial of their student's request for within-district transfer.

X. Extenuating Circumstances.

A. The Superintendent may in his/her discretion allow students to transfer ~~to closed schools~~ when extenuating circumstances warrant.

B. The Superintendent may in his/her discretion determine that transfer order of approval for certain schools be prioritized for relieving overcrowding.

XI. Special programs shall mean the District's Core Program, Montessori Program, and International Baccalaureate Programmes.

Related Policies and Rules: 5110

Legal Reference: Neb. Rev. Stat. §§ 79-520 and 526

Rule Approved: October 5, 1992

Revised: January 8, 1996; March 17, 1997; February 16, 1998; September 11, 2000; March 3, 2003; March 6, 2006; January 8, 2007; October 19, 2009; December 7, 2009; January 11, 2010; November 21, 2011; April 16, 2012; June 4, 2012; November 5, 2012; October 20, 2014; November 7, 2016; November 21, 2022

Reaffirmed: June 1, 2009

AGENDA SUMMARY SHEET

Agenda Item: Approve Rule 6320.1: Curriculum, Instruction, and Assessment- Students: Requirements for Senior High School Graduation

Meeting Date: November 21, 2022

Background/ Description: This policy is being revised to reflect the start date for the new technology graduation requirement.

Action Desired: Approve Rule 6320.1: Curriculum, Instruction, and Assessment- Students: Requirements for Senior High School Graduation

Policy / Strategic Plan Reference: N/A

Responsible Person(s): Dr. Heather Phipps

Superintendent's Signature:

Curriculum, Instruction, and Assessment
Students: Requirements for Senior High School Graduation 6320.1

Students differ widely in interests, abilities and personal goals. For this reason, the following are stated as minimums to allow flexibility in the planning of individual student programs. These basic uniform requirements are established for graduation from the Millard Public Schools. In addition to specified credit requirements, students must successfully meet District Assessment requirements as outlined in Board of Education Rule 6315.1 and complete a Personal Learning Plan according to District requirements.

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
English	40	English 9	10
		English 10	10
		English 11	10
		Oral Communications	5
		Choice of Speech, Forensics, Debate, Competitive Debate, Professional Speaking (Education Academy) or the combination of IB Language A, IB Language B and 12th Grade Theory of Knowledge	5
		Choice of an English Selected Course	

The student will take five (5) credits from the following:

English Selected Courses

AP English Language & Composition	IB English HL II
AP English Literature & Composition	Literacy for Life
Contemporary Literature	Popular Genres in Literature
Creative Writing	Literature and Film
Global Perspectives through Literature	Research Methods
	21st Century Media Literacy

I. Credits: A minimum of **230 credits** is required for graduation. Each student's program shall include, but not be limited to, the programs and courses listed below and may be amended, revised, or deleted by the Board of Education as approved and published in the Millard Public Schools High School Curriculum Handbook and Registration Guide.

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Social Studies	30	World Geography - 9th	5
		World History - 10th	10
		United States History - 11th or 12th	10
		United States Government & Economics -11th or 12th	5

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Mathematics	30	Algebra I or Algebra 1: Foundations I or appropriate course from the math sequence	10
		A course numbered 220 or higher	10
		One additional math course	10
		Computer Science courses may not be applied toward math credit.	

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Science	30	Biology - 9th	10
		Chemistry OR	10 OR
		Physical Science: Chemistry - 10th or 11th	5
		Physics OR	10 OR
		Physical Science: Physics - 10th or 11th	5
		Choice of Science Electives - dependent upon choice of 5 or 10 credit Chemistry and Physics courses	0-10

Curriculum Handbook describes science courses and recommended/optional course sequences.

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Physical Education	15	Choice of grade appropriate course	15

Curriculum Handbook describes PE courses and recommends grade appropriate levels.

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Health Education	5	Healthy Living taken in 10th or 11th grade	5
		ELD Health	

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Fine & Performing Arts	5	Choice of Fine & Performing Arts Selected Courses	5

The student will take five (5) credits from the following:

Fine & Performing Arts Selected Courses

Any art course
Any music course
Theatre & Performance I
Theatre Appreciation

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Financial Literacy	5	Choice of Financial Literacy Selected Courses	5

The student will take five (5) credits from the following:

Financial Literacy Selected Courses

Personal Finance
Financial Literacy (Entrepreneurship Academy)
Life Skills & Career Opportunities (AFJROTC)
ELD Financial Literacy

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Human Resources	5	Choice of Human Resources Course	5

The student will take five (5) credits from the following:

Human Resources Selected Courses

Sociology	Human Diversity
Psychology	International Relations
Adult Life & Parenting	Introduction to Behavioral Sciences
Child Development	IB Psychology
AP Psychology	IB Theory of Knowledge I
Law Studies	World Religions
ELD Adult Living	

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
		For the Class of 2027 and beyond:	
Technology Education	5	Choice of Technology Education Selected Courses	5

The student will take five (5) credits from the following:

Technology Education Selected Courses

Business Technologies
Emerging Technologies
Introduction to Computer Science
AP Computer Science Principles
Digital Media
Introduction to Engineering
Information Technology I (STEM Academy)
ELD Computer Literacy

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
		For the Classes prior to 2027:	
Electives	6~~0~~	A total of 6~~0~~ additional credits	6~~0~~
		For the Class of 2027 and beyond:	
Electives	60	A total of 60 additional credits	60

A. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements.

B. Electives courses are offered in the subject areas previously listed and in business marketing & management, communication & information systems, world language, family & consumer sciences, skilled & technical sciences, art, drama, debate, journalism, and music.

C. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.

D. A student must complete credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.

II. Assessments: In addition to 230 credits required for graduation, students must also successfully meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments. Assessment requirements, including the process to be followed when a student does not initially meet the Essential Learner Outcomes of College and Career Readiness metric for each outcome, are found in Rule 6315.1.

III. Personal Learning Plan (PLP): In addition to 230 credits and successfully meeting the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness, students must also complete a Personal Learning Plan (PLP) according to District requirements.

IV. Graduation: Upon successful completion of the required credits, assessments and Personal Learning Plan, a student shall
be eligible for a graduation diploma from the Millard Public Schools.

V. Annual Review: This rule shall be reviewed annually by the Educational Services Division and the Department of Assessment,
Research, and Evaluation and brought to the Board of Education when changes are necessary.

Related Policies and Rules: 6301, 6301.1, 6315, 6315.1, 6320, 6320.2, 6320.3, 6320.4

Rule Approved: April 16, 2011 — Millard Public Schools

Revised: Dec. 5, 1983; Dec. 17, 1990; May 17, 1999; Oct. 18, 1999; July 31, 2000; March 4, 2002; July 21, 2003; June 21, 2004; June 6, 2005; June 5, 2006; June 4, 2007; July 7, 2008; November 2, 2009; November 1, 2010; November 7, 2011; November 5, 2012; October 21, 2013; August 4, 2014; November 3, 2014; July 6, 2015; November 2, 2015; July 11, 2016; August 20, 2018; June 3, 2019; June 3, 2019; June 7, 2021; May 2, 2022; November 7, 2022; November 21, 2022 — Omaha, NE

Reaffirmed: July 6, 2009

AGENDA SUMMARY SHEET

Agenda Item: Approval of Contract for Sandoz Elementary School Renovation

Meeting Date: November 21, 2022

Background/ Description: This is a summer project funded with the proceeds from the 2020 bond issue.

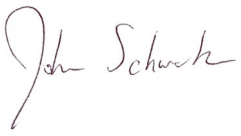
Copies of the architect's letter and the bid tab are attached. A representative from Schemmer Architects will be present to answer any questions.

Action Desired: It is recommended that the contract for the Sandoz Elementary School Renovation be awarded to Genesis Contracting Group in the amount of $921,000 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

Policy / Strategic Plan Reference: n/a

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

Superintendent's Signature:



SCHEMMER

Design with Purpose. Build with Confidence.

November 9th, 2022

Mr. Chad Meisgeier
Millard Public Schools
Don Stroh Administration Center
5606 South 147th Street
Omaha, NE 68137

RE: MPS Sandoz Elementary School Renovations
Schemmer Project No. 08346.001

Dear Mr. Meisgeier,

On November 3, 2022, bids were received at the MPS Support Services Center. Per the attached bid tabulation sheet, four (4) bids were received. Schemmer's most recent cost estimate was $864,351. The project budget allocated is $910,775. The low bidder was Genesis Contracting Group with a base bid of $921,000.

Due to continued construction inflation and this being the second time this project has gone out to bid, Schemmer recommends a contract be awarded to Genesis Contraction group in the amount of $921,000 for the MPS Sandoz Elementary School Renovations.

Upon your approval, we can proceed with preparation of contracts. Please let me know if you should have any questions or concerns.

Sincerely,

Molly Macklin, AIA, Architect

	MPS Project #1: Sandoz Elementary School Renovation - Bids (11/03/2022)			
	General Contractor	Base Bid	Bid Bond	Addendum No. 1
1	MARK SEVEN	$1,690,000.00	yes	yes
2	CL	$1,102,000.00	yes	yes
3	PRAIRIE	$1,055,000.00	yes	yes
4	GENESIS	$921,000.00	yes	yes
5				
6				
7				
8				

AGENDA SUMMARY SHEET

Agenda Item: Approval of Contract for Millard North High School Lighting Upgrade Phase III

Meeting Date: November 21, 2022

Background/ Description: This is a summer project funded with the proceeds from the 2020 bond issue.

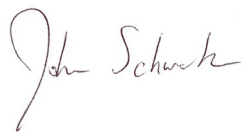
Copies of the engineer's letter and the bid tab are attached. A representative from Morrissey Engineering will be present to answer any questions.

Action Desired: It is recommended that the contract for the Millard North High School Lighting Upgrade Phase III be awarded to Superior Lighting in the amount of $418,600 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

Policy / Strategic Plan Reference: n/a

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

Superintendent's Signature:



morrissey engineering inc

mechanical | electrical | technology | commissioning

November 11, 2022

Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

Attn: John Brennan

Project #22394: Millard North Lighting Upgrade – Phase 3
RE: Bid Proposals dated December 21, 2021

Mr. Brennan:

Bids were received for the Millard North High School Lighting Upgrade Phase 3 at MPS Support Services Center on November 8th, 2022 at 2:00 p.m. Per the attached bid tab, three bids were received. The low base bid was submitted by Superior Lighting in the amount of $418,600 (four hundred eighteen thousand six hundred dollars). Superior Lighting has successfully completed similar projects led by MEI including the lighting replacement at Millard Central Middle School.

The total bid amount of $418,600 is lower than the original project estimate of $550,000.

We recommend awarding base bid to Super Lighting in the amount of $418,600 (four hundred eighteen thousand six hundred dollars)

Superior Lighting indicated on their Bid Proposal they would finish by August 4th, 2022. We have confirmed with them this is intended to be final completion which is per the specifications.

Please advise if you require any additional information.

Sincerely,

Andrew Lang, PE

Enclosure

4940 North 118th Street
Omaha, NE 68164
P: 402.491.4144
www.morrisseyengineering.com

PROJECT: MPS North High School Lighting Upgrade - Phase 3

BID DATE: 11/8/2022
BID TIME: 2:00 PM
MEI PROJECT NO.: 22394

morrissey engineering inc
mechanical | electrical | technology | commissioning

BID TABULATION

BIDDERS	Base Bid			Bid Bond	Comments
Downs Electric	**$607,762**			**Y**	
IES Commercial	**$461,800**			**Y**	
Superior Lighting	**$418,600**			**Y**	

Bids to replace the existing interior lighting at North High School Phase 3 as described in construction documents dated 10/11/22

AGENDA SUMMARY SHEET

Agenda Item: Approval K-12 World Language Framework Part II: Textbook and Instructional Materials Selection

Meeting Date: November 21, 2022

Background/ Description:

The K-12 World Language Framework: Part I was approved by the Board of Education on April 20, 2020. The K-12 World Language Framework Part II: Textbook and Instructional Materials Selection is being presented for approval at this time.

Several subcommittees consisting of teachers and administrators have collaborated to complete the tasks needed to work toward materials implementation. In addition, opportunities for additional input were provided.

Two Materials Community Review meetings were held on September 8 and September 13, 2022. In addition to 8 staff members, 8 community members attended.

Part II of the World Language Framework includes:
- K-12 World Language Instructional Materials Selection Committee Members
- Adjusted Timeline for MEP Cycle Procedures to include activities completed during Phase II
- The Framework Standards and Indicators

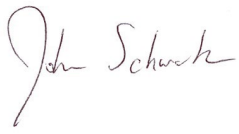
Pending the program budgeting process, the full K-12 cost is estimated at $1,300,000.

Action Desired: Approval of the K-12 World Language Framework Part II

Policy / Strategic Plan Reference: Strategy 2: We will develop and implement plans to differentiate and expand our instructional delivery system to meet each student's needs in a changing world.

Responsible Person(s): Dr. Heather Phipps, Dr. Tony Weers, Andy DeFreece, Dr. Melanie Olson, Dr. Amy Himes, and Jessica Nelson

Superintendent's Signature:



K - 12
World Language Framework

Part I: K-12
April 20, 2020

Part II: K-12 Instructional Materials Selection
November 21, 2022

Notice of Non-Discrimination
The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, age, or on any other basis prohibited by federal, state, or local laws in admission or access to or treatment of employment in its programs and activities. The following person has been designated to handle inquiries regarding the discrimination and harassment policies: Associate Superintendent of Human Resources, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Associate Superintendent of Human Resources may delegate this responsibility as needed. Complaints by school personnel or job applicants regarding unlawful discrimination or unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 4001.2. Complaints by students or parents regarding unlawful discrimination or unlawful harassment (including sexual harassment) shall follow the procedures of District Rule 5010.2.

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K-12 World Language Philosophy:

World Language learning guarantees all students will effectively communicate as responsible culturally competent global citizens. Students will become college and career ready by connecting and expanding their experiences as life-long learners within their communities.

Academic and College and Career Readiness Essential Learning Outcomes
This framework aligns to the academic and college and career readiness outcomes approved by the Board of Education in Rule 6110.

K-12 World Language Curriculum Planning Committee Members 2019-2020

Under the facilitation of Dr. Amy Himes, MEP Curriculum & Instruction Facilitator

Dr. Jennifer Allen	Assistant Principal	Millard West High School
Samantha Ballard	Spanish Teacher	Millard West High School
Heather Baker	Spanish Teacher	Millard West High School
Erin Beiriger	Spanish Teacher	Millard South High School
Sheila Bolmeier	MEP Technology Facilitator	Ron Witt Support Svs Center
Jamie Bowcott	Spanish Teacher and WL Department Head	Millard West High School
Wendy Brennan	German Teacher	Millard North High School
Kathy deBoer	Spanish Teacher	Aldrich Elementary
Janet Dahlgaard	MEP Curriculum & Instruction Facilitator	Ron Witt Support Svs Center
Ryan Foehlinger	French Teacher	Millard North High School
Kathie Garabrandt	Spanish Teacher	Central Middle School
Megan Geerts	Spanish Teacher	Central Middle School
Antonio Gonzalez	SPED and Spanish Teacher	Horizon High School
Theresa Jensen	Spanish Teacher	Millard North High School
Sarah Karst	French Teacher	Millard West High School
Stacy Kester-Pearson	Spanish Teacher	Russell Middle School
Julia Kolander	Latin Teacher	Millard North High School
Susan Marlatt	Assistant Principal	Millard North High School
Christina Mendez	Spanish Teacher	Kiewit Middle School
Jason Pitt	German Teacher	Millard North High School
Shelly Ramig	Spanish Teacher and WL Department Head	Millard South High School
Dr. Jennifer Reid	Assistant Principal	Beadle Middle School
Juventina Sloter	Spanish Teacher	Millard South High School
Anna Thoma	Assistant Principal	North Middle School
Sarah Valasek	Spanish Teacher	Black Elk Elementary
Heidi Weaver	Principal	Millard South High School

Millard Public Schools World Language Community Focus Group 2019-2020

Under the facilitation of Dr. Amy Himes, MEP Curriculum & Instruction Facilitator

Mr. Bastian Derichs	Bilingual Centralized Registration Specialist	Millard Public Schools
Dr. Kara Hutton	Coordinator of Special Programs	Millard Public Schools
Dr. Melanie Olson	Coordinator Special Programs	Millard Public Schools
Mr. Andrew Schilling	Senior Director, Greater Omaha Chamber	International Business Development
Dr. Laura Walls	Assistant Professor, UNO	College of Arts & Sciences Foreign Languages & Literature
Dr. Anthony Weers	Director of Secondary Ed	Millard Public Schools

K-12 World Language Framework Committee 2019-2020

Under the facilitation of Dr. Amy Himes, MEP Curriculum & Instruction Facilitator

Dr. Jennifer Allen	Assistant Principal	Millard West High School
Samantha Ballard	Spanish Teacher	Millard West High School
Heather Baker	Spanish Teacher	Millard West High School
Erin Beiriger	Spanish Teacher	Millard South High School
Sheila Bolmeier	MEP Technology Facilitator	Ron Witt Support Svs Center
Jamie Bowcott	Spanish Teacher and WL Department Chair	Millard West High School
Wendy Brennan	German Teacher	Millard North High School
Kathy deBoer	Spanish Teacher	Aldrich Elementary
Janet Dahlgaard	MEP Curriculum & Instruction Facilitator	Ron Witt Support Svs Center
Ryan Foehlinger	French Teacher	Millard North High School
Kathie Garabrandt	Spanish Teacher	Central Middle School
Megan Geerts	Spanish Teacher	Central Middle School
Antonio Gonzalez	SPED and Spanish Teacher	Horizon High School
Theresa Jensen	Spanish Teacher	Millard North High School
Sarah Karst	French Teacher	Millard West High School
Stacy Kester-Pearson	Spanish Teacher	Russell Middle School
Julia Kolander	Latin Teacher	Millard North High School
Susan Marlatt	Assistant Principal	Millard North High School
Christina Mendez	Spanish Teacher	Kiewit Middle School
Jason Pitt	German Teacher	Millard North High School
Shelly Ramig	Spanish Teacher and WL WL Department Chair	Millard South High School
Dr. Jennifer Reid	Assistant Principal	Beadle Middle School
Juventina Sloter	Spanish Teacher	Millard South High School
Anna Thoma	Assistant Principal	North Middle School
Sarah Valasek	Spanish Teacher	Black Elk Elementary
Heidi Weaver	Principal	Millard South High School

K-12 World Language Phase 2 Committee 2020-2021
Materials Research (Year 1)
Under the facilitation of Dr. Amy Himes, MEP Curriculum & Instruction Facilitator

Erin Beiriger	Spanish Teacher	Millard South High School
Sheila Bolmeier	MEP Technology Facilitator	Ron Witt Support Services Center
Wendy Brennan	German Teacher	Millard North High School
Sierra Burkinshaw	Spanish Teacher	Millard North Middle School
Margaret Cowell	Spanish Teacher	Millard North Middle School
Kathy deBoer	Spanish Teacher	Aldrich Elementary
Ryan Foehlinger	French Teacher	Millard North High School
Theresa Jensen	Spanish Teacher	Millard North High School
Sarah Karst	French Teacher	Millard West High School
Stacy Kester-Pearson	Spanish Teacher	Russell Middle School
Julia Kolander	Latin Teacher	Millard North High School
Wendy Langer	German Teacher	Millard West High School
Matt Meyer	Latin Teacher	Millard North High School
Kayla Pitt	Spanish Teacher	Millard North High School
Kristie Plugge	Spanish Teacher	Anderson Middle School
Shelly Ramig	Spanish Teacher	MSHS WL Department Chair
Andrea Turner	German Teacher	Millard West High School
Sarah Valasek	Spanish Teacher	Black Elk Elementary
Terri Wright	French Teacher	Millard South High School

K-12 World Language Phase 2 Committee 2021-2022; 2022-2023
Materials Recommendations and Hi Impact Reading Strategies (Year 2 & 3)
Under the facilitation of Dr. Amy Himes, MEP Curriculum & Instruction Facilitator

Erin Beiriger	Spanish Teacher	Millard South High School
Sheila Bolmeier	MEP Technology Facilitator	Ron Witt Support Services Center
Wendy Brennan	German Teacher	Millard North High School
Sierra Burkinshaw	Spanish Teacher	Millard North Middle School
Michelle Cox	Spanish Teacher	Russell Middle School
Margaret Cowell	Spanish Teacher	Millard North Middle School
Kathy deBoer	Spanish Teacher	Aldrich Elementary
Ryan Foehlinger	French Teacher	Millard North High School
Theresa Jensen	Spanish Teacher	Millard North High School
Sarah Karst	French Teacher	Millard West High School
Stacy Kester-Pearson	Spanish Teacher	Russell Middle School
Julia Kolander	Latin Teacher	Millard North High School
Wendy Langer	German Teacher	Millard West High School
Matt Meyer	Latin Teacher	Millard North High School
Jessica Nelson	MEP Technology Facilitator	Ron Witt Support Services Center
Kayla Pitt	Spanish Teacher	Millard North High School
Kristie Plugge	Spanish Teacher	Andersen Middle School
Shelly Ramig	Spanish Teacher	MSHS Department Chair
Jolene Tesar	Spanish Teacher	Millard West High School
Andrea Turner	German Teacher	Millard West High School
Sarah Valasek	Spanish Teacher	Black Elk Elementary

Phase I Timeline for K-12 World Language
Millard Education Program

Date	Group- Purpose
May 2019	• Preliminary Preparation • Preliminary research
June 2019	• K-12 Team of 10 WL Teachers attended Comprehensible Input Conference in Nevada, Iowa
October 2019	• Convened Curriculum Planning Committee Meeting #1 • Reviewed Data Book and determined research topics
November 2019	• 6-12 Team of WL Teachers conducted action research about Comprehensible Input teaching strategies at Gretna High School
November 2019	• Gretna Team reported action research to the CPC Meeting #2 • CPC Research teams conducted research
November 2019	• Research shared with the Curriculum Planning Committee
December 2019	• Community Focus Group convened.
February 2020	• Curriculum Planning Committee team attended ESU #3 Standards Workshop • Research shared with the Curriculum Planning Committee Meeting #3 • Curriculum Planning Committee wrote and completed World Language Matrix • Curriculum Planning Committee wrote and completed World Language Matrix • The Curriculum Planning Committee made final Matrix recommendations to Educational Services. • The Framework Committee finalized the MPS K-12 World Language Framework.
March 2020	• Educational Services made recommendations.
April 2020	• Millard Public Schools Board of Education approved the MPS K-12 World Language Framework.

Timeline Phase II Millard Education Program K-12 World Language
2020-2021 Year 1
2020-2022 Year 2
2022-2023 Year 3

Timeline K-12 World Language Instructional Materials Selection Phase II (Year 1)

September 2020	Phase II Team (Year 1) • MPS Framework review and study proficiency levels • Transitions from MS to HS • ACL Ancient and Classical Languages • WIDA "World-class Instructional Design and Assessment." Specific Considerations Heritage Language/Native Speaker and Dual Language Courses
October 2020	Phase II Team (Year 1) NILA Virtual Conference 2020 (Nebraska International Language Association) • 11 teachers attended the virtual conference sessions
November 2020	Phase II Team (Year 1) ACTFL Virtual Conference 2020 (National) • 8 teachers attended the virtual conference sessions
November 2020	Phase II Team (Year 1) • French and German Articulation • Level 4 / 5 sunset • Value of Honors and Regular • AP Culture
December 2020	Phase II Team (Year 1) • Evaluate proficiency level **"end-of-course"** targets (standards and indicators) All Languages
January 2021	Phase II Team (Year 1) • Complete the MPS articulated proficiency standards sequence for each language and each level • Select and identify activities for each language (and at each level) that support the implementation of proficiency standards. (5 Strands, 10 Standards, and performance level Indicators) • Develop a comprehensive list of world language resources
February 2021	Phase II Team (Year 1) • 9-12 French, 9-12 German, 9-12 Latin Teachers only • Guest: Dr. Juliette Parnel UNO new certification program at UNO for French • Review of Assessment Models vs Placement Exam
March 2021	Phase II Team (Year 1) • K-12 Spanish Teachers only • Guest: Dr. Cecilia Tocaimaza-Hatch UNO MALT Certification Program • Review of Assessment Models vs Placement Exam

March 2021	Phase II Team (Year 1) • K-12 Spanish Teachers only • Articulation Discussion and Planning
April 2021	Phase II Team (Year 1) • 9-12 French, 9-12 German, 9-12 Latin Teachers only • Articulation Discussion and Planning
April 2021	Phase II Team (Year 1) • IPA - Integrated Performance Assessment discussion • Proficiency Based Instruction and Assessment
May 2021	Phase II Team (Year 1) • Fall Workshop preparation with New Standards and Indicators • Proficiency Based Instruction and Assessment

Timeline K-12 World Language Instructional Materials Selection Phase II (Year 2)

September 2021	Phase II Team (Year 2) • Schedule and preparations for vendor presentations • Review Standards and Indicators • Preparation for December 7, 2021 vendor presentations • Introduction to Textbook Evaluation and Novel Evaluation procedures
December 2021	Phase II Team (Year 2) • First Group: Hybrid Vendor presentations (In-Person and Virtual)
February 2022	Phase II Team (Year 2) • Second Group: Hybrid Vendor presentations (In-Person and Virtual)
April 2022	Phase II Team (Year 2) • Finalize Materials Recommendations • CPC Reconvened (Curriculum Planning Committee) • CPC approved materials recommendations

Timeline K-12 World Language Instructional Materials Selection Phase II (Year 3)
Materials Recommendations and Hi Impact Reading Strategies

August 2022	Phase II Team (Year 3) • Fall Workshop: Hi Impact Reading Strategies • Standards based instruction and assessment • PLC Leadership
September 8, 2022 and September 13, 2022	Community Review Nights

Introduction to MPS K-12 World Language Matrix

Introduction

The matrix displays the Millard World Language standards and indicators created by the World Language Curriculum Planning Committee. This standards document is based on the Nebraska K-12 Foreign Language Frameworks (1996) and the Nebraska World Language Standards (2019). Standards for Foreign Language Learning in the 21st Century (2006), Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2001), and American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines (2012). Additional information is provided, where appropriate, to show progression in concepts and skills.

Legend

Cell without shading: State or Millard standard or indicator exists

Cell with shading: No standard or indicator is taught at this level

The World Language standards within the framework are listed by levels of progression based on beginning, emerging, developing, advancing, and expanding language acquisition skills.

Nomenclature

The 6-12 World Language Standards and Indicators are sequenced in the following matrix. The nomenclature for the standards and indicators is as follows:

WL World Language
CCR College and Career Readiness
S State Standard, shown in black
M Millard Standard, shown in red

1-5 Comprehensive Standards or Strands: The "Five C's" of World Language Learning

1 – Communication
2 – Culture
3 – Connections
4 – Communities
5 – Cognition

Comprehensive Standard	**Concepts**
Strand One: Communication	Students communicate effectively in a variety of situations for multiple purposes. 1.1 Students exchange information through interaction and negotiation of meaning. 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.3 Students present ideas and information according to a variety of purposes and audiences.
Strand Two: Culture	Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language. 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied. 2.2 Students identify and apply culturally-appropriate language and behavior.
Strand Three: Connections	Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas. 3.1 Students apply the language of study to discuss other content areas of study.
Strand Four: Communities	Students can apply their world language skills to personal, community, and career experiences. 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan. 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
Strand Five: Cognition	Students explain what they know and are able to monitor their own learning journey with support from their teachers. 5.1 Students self-assess growth in language learning, practice, and understanding. 5.2 Students set language learning goals and organize priorities.
Examples	
WL S 1.3.e	World Language, State Standard, Comprehensive Standard 1.3, Intermediate Mid, Indicator e
WL S 1.3.g	World Language, State Standard, Advanced Low, Indicator g

Strand One: Communication
Students communicate effectively in a variety of situations for multiple purposes.

Key point:

- Students should use language for a meaningful, communicative purpose.

Communication is the most elemental purpose of language learning. As simple as a child's first word or as complex as a discourse on the impacts of science and technology, communication is invariably tied to need, situation, purpose, and mode. These concepts are represented in later strands. Strand One focuses on the dexterity of manipulating the language and language structures in various modes of communication. The Modes of Communication are Interpersonal, Interpretive, and Presentational. The Interpersonal Mode represents negotiation of information among two or more parties. The Interpretive Mode requires an interpretation of meaning. The Presentational Mode refers to the creation of a message that others will have to interpret. All modes of communication might be conducted in written or oral format.

6-12 Comprehensive Standard Strand One: Communication Students communicate effectively in a variety of situations for multiple purposes.			
	Novice Low	**Novice Mid**	**Novice High**
	1.1		
Novice	**WL S 1.1: Students exchange information through interaction and negotiation of meaning.**		
	WL S 1.1.a Novice Low Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.	WL S 1.1.b Novice Mid Participate in basic exchanges in structured contexts about familiar and predictable topics using high-frequency vocabulary and phrasing.	WL S 1.1.c Novice High Participate in basic exchanges by constructing simple questions and answers using familiar vocabulary and language structures.
	1.2		
	WL S 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
	WL S 1.2.a Novice Low Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.	WL S 1.2.b Novice Mid Identify elements of the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.	WL S 1.2.c Novice High Identify the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.
	1.3		

	WL S 1.3: Students present ideas and information according to a variety of purposes and audiences.		
	WL S 1.3.a Novice Low Present information on familiar and everyday topics using isolated, high frequency words and phrases in highly structured contexts.	WL S 1.3.b Novice Mid Present information on familiar and predictable topics using high-frequency vocabulary and phrases in structured contexts.	WL S 1.3.c Novice High Present information on familiar and everyday topics using simple sentences in structured contexts.
Intermediate			
	Intermediate Low	**Intermediate Mid**	**Intermediate High**
	1.1		
	WL S 1.1: Students exchange information through interaction and negotiation of meaning.		
	WL S 1.1.d Intermediate Low Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.	WL S 1.1.e Intermediate Mid Initiate, sustain, and conclude exchanges about familiar topics with focused structures in a series of connected sentences.	WL S 1.1.f Intermediate High Initiate, sustain, and conclude exchanges in a variety of situations on familiar topics by manipulating advanced vocabulary and language structures.
	1.2		

	WL S 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
	WL S 1.2.d Intermediate Low Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.	WL S 1.2.e Intermediate Mid Comprehend the main idea and some supporting details of messages on familiar topics that contain contextualized or familiar vocabulary and language structures.	WL S 1.2.f Intermediate High Comprehend and summarize main idea and some supporting details of messages on familiar topics that may contain low-frequency vocabulary, complex language structures, and/or contextual clues.
	1.3		
	WL S 1.3: Students present ideas and information according to a variety of purposes and audiences.		
	WL S 1.3.d Intermediate Low Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.	WL S 1.3.e Intermediate Mid Express personal meaning on familiar topics by creating combinations of language and structure specific to purpose and audience.	WL S 1.3.f Intermediate High Express personal meaning on familiar and unfamiliar topics using known language to compensate for higher vocabulary.
Advanced			
	Advanced Low	**Advanced Mid**	**Advanced High**
	1.1		

	WL S 1.1: Students exchange information through interaction and negotiation of meaning.		
	WL S 1.1.g Advanced Low Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.	WL S 1.1.h Advanced Mid Engage in unplanned, in-depth exchanges and discussions on a variety of concrete and abstract topics across all major time frames.	WL S 1.1.i Advanced High Engage in unplanned, in-depth exchanges by applying social and cultural norms on concrete and abstract topics, across all major time frames
	1.2		
	WL S 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
	WL S 1.2.g Advanced Low Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.	WL S 1.2.h Advanced Mid Analyze the implicit meaning literal meaning, and purpose of messages containing contextualized interdisciplinary and/or unfamiliar vocabulary within complex language structures.	WL S 1.2.i Advanced High Analyze the implicit meaning literal meaning, and purpose of messages containing interdisciplinary and/or unfamiliar vocabulary within complex language structures.
	1.3		
	WL S 1.3: Students present ideas and information according to a variety of purposes and audiences.		
	WL S 1.3.g Advanced Low Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and	WL S 1.3.h Advanced Mid Create and deliver information on familiar and unfamiliar topics, using focused or context-specific vocabulary and organized and	WL S 1.3.i Advanced High Create and deliver information on familiar and unfamiliar topics, elaborating and clarifying detailed and organized ideas.

	organized ideas across various time frames.	detailed ideas across most major time frames.	
ACL Ancient and Classical Languages	WL 1.1 Specific Considerations for Ancient and Classical Languages (ACL): The 2017 Standards for Classical Language Learning state, "There are philosophical differences that govern the various approaches to using interpersonal communications in the Latin classroom. Some teachers use interpersonal communication intermittently, some use it frequently, and some use it as the basis of the entire educational platform. There is growing evidence that the use of spoken Latin in the classroom facilitates student comprehension of the language, which facilitates reading it. Whichever approach a teacher uses will determine the ultimate level of proficiency that learners attain in the interpersonal mode."		
	WL 1.3 The 2017 Standards for Classical Language Learning state, "The presentational mode focuses on the creation of messages to inform, to tell a story, to give an explanation, or to persuade. Communication in the presentational mode may include writing, speaking, or a combination of one of these with visual communication."		
WIDA "World-class Instructional Design and Assessment." Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses	WL 1.1 Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses: Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortiums "Can Do Descriptors" may provide a richer expectation for heritage language study.		
	WL 1.2 Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.		
	WL 1.3 Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served		

	with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Strand Two: Culture

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

Key points:

- The culture of the target language is fundamental to all language instruction and can be taught through implicit instruction as well as explicit instruction.
- Elements of culture can, and should be, taught in the target language whenever appropriate and feasible.
- Learners must have insight into cultural perspectives, and the ability to behave appropriately in a variety of cultural contexts, in order to be effective communicators.

Interculturality is the ability to understand the underlying histories, values, attitudes, beliefs, practices, and views that affect communication and understanding among people. It is the essence of 'it's not what was said; but how it was said'. Strand Two illustrates that true language proficiency requires an awareness of and familiarity with the connotations, social cues, and perceptions associated with language in order to communicate the desired message. Intercultural competence often results in empathy, closer introspection, greater self-awareness, and active listening.

<table>
<tr><th colspan="4">6-12 Comprehensive Standard
Strand Two: Culture
Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.</th></tr>
<tr><td rowspan="8">Novice</td><td>Novice Low</td><td>Novice Mid</td><td>Novice High</td></tr>
<tr><td colspan="3">2.1</td></tr>
<tr><td colspan="3">WL S 2.1: Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.</td></tr>
<tr><td>WL S 2.1.a
Novice Low
Identify and describe products, practices and perspectives using isolated words and phrases.</td><td>WL S 2.1.b
Novice Mid
Identify products, practices, and perspectives using high-frequency vocabulary and phrases.</td><td>WL S 2.1.c
Novice High
Identify and describe products, practices, and perspectives using simple sentences in structured contexts.</td></tr>
<tr><td colspan="3">2.2</td></tr>
<tr><td colspan="3">WL S 2.2: Students identify and apply culturally-appropriate language and behavior.</td></tr>
<tr><td>WL S 2.2.a
Novice Low
Identify expressions unique to the cultures studied.</td><td>WL S 2.2.b
Novice Mid
Identify and react with simple expressions and idioms unique to the languages and cultures studied.</td><td>WL S 2.2.c
Novice High
Identify and respond with culturally appropriate simple expressions in everyday situations in structured or highly predictable situations.</td></tr>
<tr><td>Intermediate</td><td colspan="3"></td></tr>
</table>

	Intermediate Low	**Intermediate Mid**	**Intermediate High**
	2.1		
	WL S 2.1: Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.		
	WL S 2.1.d Intermediate Low Investigate, compare, and provide insight into products, practices, and perspectives using familiar vocabulary and limited language structures.	WL S 2.1.e Intermediate Mid Investigate and compare products, practices, and perspectives using familiar vocabulary and creating combinations of limited and advanced language structures.	WL S 2.1.f Intermediate High Investigate and compare products, practices, and perspectives using advanced language structures and known language to compensate for unfamiliar vocabulary.
	2.2		
	WL S 2.2: Students identify and apply culturally-appropriate language and behavior.		
	WL S 2.2.d Intermediate Low Interact with culturally appropriate learned behaviors, familiar vocabulary, and limited language structures appropriate to the social context in everyday or common scenarios.	WL S 2.2.e Intermediate Mid Interact with culturally appropriate learned behaviors, familiar vocabulary and combinations of limited and advanced language structures.	WL S 2.2.f Intermediate High Interact with culturally appropriate learned behaviors, advanced language structures and known language to compensate for unfamiliar vocabulary.
Advanced			
	Advanced Low	**Advanced Mid**	**Advanced High**

	2.1		
	WL S 2.1: Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.		
	WL S 2.1.g Advanced Low Analyze the products, practices and perspectives of various groups using descriptive vocabulary and organized ideas.	WL S 2.1.h Advanced Mid Analyze and explain the products, practices and perspectives of various groups using focused or context-specific vocabulary and organized and detailed ideas.	WL S 2.1.i Advanced High Analyze and explain the products, practices and perspectives of various groups using interdisciplinary and/or unfamiliar vocabulary within complex language structures.
	2.2		
	WL S 2.2: Students identify and apply culturally-appropriate language and behavior.		
	WL S 2.2.g Advanced Low Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using familiar language.	WL S 2.2.h Advanced Mid Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using both familiar and unfamiliar language.	WL S 2.2.i Advanced High Participate appropriately and effectively in intercultural situations that require the appropriate application of vocabulary, register, courtesy or style in any given situation.
ACL Ancient and Classical Languages	WL 2.1 Although many common products have been lost to historical record, it may be possible to investigate historical artifacts. Possible products include: clothing, jewelry, dwellings, sports, literature, artwork, tools, and pottery. Products may be discoverable through ancient artwork, ruins, or other artefacts. WL S 2.2 Daily life, idioms, and regional variations in the language may not have been recorded or may not be available to allow students to interact with these elements today. ACL educators are encouraged to present and discuss what unique expressions, idioms, and cultural language points are available.		

Strand Three: Connections

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

Key Points:

- Scaffolding and structure support the use of appropriately chosen authentic materials.
- Using authentic materials contextualizes the language, expands lexicon through production, and validates the learning of the language and the learning of the content.

Languages bring the power to communicate a message to an exponentially larger audience. Languages are a mechanism that support access to resources, opportunities, and careers. In making connections to other content areas, students will expand vocabulary, contextualize the language, and begin to seek out a pathway to personalized language learning. Strand One and Strand Two are about the finesse and use of language. Strand Three and Strand Four are about the purpose of language study: to make connections, and to apply the skills students have learned.

6-12 Comprehensive Standard Strand Three: Connections Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.			
Novice	**Novice Low**	**Novice Mid**	**Novice High**
	3.1		
	WL S 3.1: Students apply the language of study to discuss other content areas of study.		
	WL S 3.1.a Novice Low Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.	WL S 3.1.b Novice Mid Apply high-frequency vocabulary and predictable language structures to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.	WL S 3.1.c Novice High Apply familiar vocabulary and simple sentences to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.
Intermediate			
	Intermediate Low	**Intermediate Mid**	**Intermediate High**
	3.1		
	WL S 3.1: Students apply the language of study to discuss other content areas of study.		

	WL S 3.1.d Intermediate Low Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using familiar vocabulary and language structures in short, connected sentences.	WL S 3.1.e Intermediate Mid Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom by creating combinations of limited and higher-level language structures in short, connected sentences.	WL S 3.1.f Intermediate High Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using higher-level language structures and known language to compensate for unfamiliar vocabulary.
High			
	Advanced Low	**Advanced Mid**	**Advanced High**
	3.1		
	WL S 3.1: Students apply the language of study to discuss other content areas of study.		
	WL S 3.1.g Advanced Low Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using low-frequency vocabulary, higher-level language structures, and various time frames.	WL S 3.1.h Advanced Mid Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures and various time frames.	WL S 3.1.i Advanced High Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.
ACL Ancient and Classical	WL 3.2 The Latin language uses root words and derivatives that connect to many other disciplines. The use of words in Science, Law, Religion, English Language and Literature, as well as Modern World Languages provide for the possibility of comparative language studies to meet the requirements of this standard.		

Languages	
WIDA "World-class Instructional Design and Assessment." Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses	WL 3.1 Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" or "Spanish Language Development Standards" may provide a richer expectation for heritage language study.

Strand Four: Communities
Students can apply their world language skills to personal, community, and career experiences.

Key Points:

- Providing a connection to world languages outside of the school setting is critical to student motivation and engagement.
- Community involvement builds empathy, respect for diversity, and self-awareness.
- When there is an awareness of the world, it is far easier to find one's place within it.

Our global world and impact continue to expand. Language skills bring global connections closer to home, allowing students to connect across the world or at the market on the corner. Strand Four emphasizes participation in multilingual communities around us. With another language, students can be aware of the world and their role within it, have an understanding of community needs and concerns, and be able to take responsibility for their development as a member of their community.

6-12 Comprehensive Standard Strand Four: Communities Students can apply their world language skills to personal, community, and career experiences.			
Novice	**Novice Low**	**Novice Mid**	**Novice High**
	4.1		
	WL S 4.1: Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.		
	WL S 4.1.a Novice Low Identify college and career options that incorporate the language studied using isolated words and phrases.	WL S 4.1.b Novice Mid Identify college and career options that incorporate the language studied using high-frequency vocabulary and predictable language structures.	WL S 4.1.c Novice High Identify college and career options that incorporate the language studied using familiar vocabulary and simple sentences.
	4.2		
	WL S 4.2: Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.		
	WL S 4.2.a Novice Low Use digital tools to select, categorize, and paraphrase information that tends to use isolated, high-frequency words and/or phrases and extra-linguistic supports.	WL S 4.2.b Novice Mid Use digital tools to select, categorize, and paraphrase information that tends to use high-frequency words and phrases in structured contexts.	WL S 4.2.c Novice High Use digital tools to select, categorize, and paraphrase information that tends to use simple sentences in structured formats on familiar or highly contextualized topics.

Intermediate			
	Intermediate Low	**Intermediate Mid**	**Intermediate High**
	4.1		
	WL S 4.1: Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.		
	WL S 4.1.d Intermediate Low Relate, evaluate and summarize personal interests, skills, and values using familiar vocabulary and language structures in short, connected sentences.	WL S 4.1.e Intermediate Mid Relate and describe careers that align with personal skills and interests by creating combinations of limited and higher-level language structures in short, connected sentences.	WL S 4.1.f Intermediate High Relate training, education, and/or certification requirements for careers of interest using higher-level language structures and known language to compensate for unfamiliar vocabulary.
	4.2		
	WL S 4.2: Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.		
	WL S 4.2.d Intermediate Low Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in short statements.	WL S 4.2.e Intermediate Mid Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in connected sentences.	WL S 4.2.f Intermediate High Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using known language to compensate for higher vocabulary.

High			
	Advanced Low	**Advanced Mid**	**Advanced High**
	4.1		
	WL S 4.1: Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.		
	WL S 4.1.g Advanced Low Develop and list educational and career connections to a personal plan of language learning using low-frequency vocabulary and higher-level language structures.	WL S 4.1.h Advanced Mid Develop and describe educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures.	WL S 4.1.i Advanced High Develop and appraise educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with advanced language structures.
	4.2		
	WL S 4.2: Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.		
	WL S 4.2.g Advanced Low Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, low-frequency vocabulary, complex language structures, and/or contextual clues.	WL S 4.2.h Advanced Mid Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, contextualized interdisciplinary and/or unfamiliar vocabulary, and complex language structures.	WL S 4.2.i Advanced High Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, interdisciplinary and/or unfamiliar vocabulary, and complex language structures.

ACL Ancient and Classical Languages	WL 4.2 The Latin language provides the opportunity for exploration of Latin-in-use in other disciplines, studies, and career fields. Connections with academic institutions and career professionals can be used to promote community knowledge and skills application. Digital tools advance the studies of authentic resources and studies connect the ancient and modern worlds.

Strand Five: Cognition
Students explain what they know and are able to monitor their own learning journey with support from their teachers.

Key Points:

- Learning is a partnership between the student and the teacher.
- Learning to learn establishes processes and connections that more efficiently route information to its destination.
- Using the language of study to define expectations, discuss language acquisition, and to set learning goals increases the ability to place language in context.
- Taking an active role in planning for language study propels students to higher levels of proficiency.

First language learning and acquisition is a process that begins in infancy and lasts a lifetime. Second language learning and acquisition is both similar and more dynamic than first language learning. Language learning is the natural absorption of language that is firmly rooted in situational and contextual surroundings. Infants come to associate “mama”, “papa”, and “bottle” with things that they need. Language acquisition is a formalized study of language and its functions. It will be years before those same children understand “nouns” and can manipulate them in sentences. Strand Five serves to help educators and students remember that language learning and acquisition is a process. By learning the cognition of language study, students will be better able to engage in and take responsibility for their own learning.

6-12 Comprehensive Standard Strand Five: Cognition Students communicate effectively in a variety of situations for multiple purposes.			
Novice	**Novice Low**	**Novice Mid**	**Novice High**
	5.1		
	WL S 5.1: Students self-assess growth in language learning, practice, and understanding.		
	WL S 5.1.a Novice Low Use isolated words, phrasing, or images to identify what concepts, skills, or information have been learned.	WL S 5.1.b Novice Mid Use simple words or phrasing to identify what concepts, skills, or information have been learned.	WL S 5.1.c Novice High Use simple sentences or structures to identify and describe what concepts, skills, or information have been learned.
	5.2		
	WL S 5.2: Students set language learning goals and organize priorities.		
	WL S 5.2.a Novice Low Identify what concepts, skills, or information are desired using isolated words, phrasing, or images.	WL S 5.2.b Novice Mid Identify what concepts, skills, or information are desired using simple words or phrasing.	WL S 5.2.c Novice High Identify and describe what concepts, skills, or information are desired using simple sentences or guided models.
Intermediate			

	Intermediate Low	**Intermediate Mid**	**Intermediate High**
	5.1		
	WL S 5.1: Students self-assess growth in language learning, practice, and understanding.		
	WL S 5.1.d Intermediate Low Reflect on how personal learning, practice, and understanding are evident.	WL S 5.1.e Intermediate Mid Reflect on how personal learning, practice, and understanding are evident and how learning might be improved.	WL S 5.1.f Intermediate High Reflect on personal learning, practice, and understanding in response to predetermined goals, outcomes, or expectations.
	5.2		
	WL S 5.2: Students set language learning goals and organize priorities.		
	WL S 5.2.d Intermediate Low Create simple, short-term goal statements in response to units of study or other focused needs.	WL S 5.2.e Intermediate Mid Create simple, measurable, attainable, relevant, and timely goals using guided models in response to units of study or other focused needs.	WL S 5.2.f Intermediate High Create simple, measurable, attainable, relevant, and timely goals that are supported by explanation and are in response to units of study or other focused needs.
High			
	Advanced Low	**Advanced Mid**	**Advanced High**
	5.1		

	WL S 5.1: Students self-assess growth in language learning, practice, and understanding.		
	WL S 5.1.g Advanced Low Analyze how personal learning, practice, and understanding have developed over time.	WL S 5.1.h Advanced Mid Analyze how personal learning, practice, and understanding have, or have not, prepared for future growth.	WL S 5.1.i Advanced High Analyze how personal learning, practice, and understanding can be sustained for future growth.
	5.2		
	WL S 5.2: Students set language learning goals and organize priorities.		
	WL S 5.2.g Advanced Low Produce long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.	WL S 5.2.h Advanced Mid Produce long-term measurable, attainable, relevant, timely goals with detailed steps that support the achievement of the goals.	WL S 5.2.i Advanced High Produce, explain, and analyze the success of long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

Appendix

High School Course Descriptions

0132 FRENCH I 10 Credits
Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading, and writing at an introductory level. There are five strands or "essential components" present in every world language classroom: Communication, Culture, Connections, Communities, and Cognition. There are three modes of communication that contribute to a culture of language proficiency: Interpretive, Interpersonal, and Presentational.
Prerequisites: None

0130 HONORS FRENCH I 10 Credits
Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing. There are five strands or "essential components" present in every world language classroom: Communication, Culture, Connections, Communities, and Cognition. There are three modes of communication that contribute to a culture of language proficiency: Interpretive, Interpersonal, and Presentational. Honors Level I is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®.
Prerequisites: None

0133 FRENCH II 10 Credits
Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading, and writing skills, students will communicate in the present and past tenses in French.
Prerequisites: French I or Honors French I

0134 HONORS FRENCH II 10 Credits
Description: Students will learn an expanded vocabulary and develop skills at an accelerated pace. Students will explore culture through a variety of topics. Using listening, speaking, reading, and writing skills, students will communicate in the present and past tenses in French. Authentic text will be introduced and students will demonstrate more independence in communication. Honors Level II is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®.
Prerequisites: French I or Honors French I

0135 FRENCH III 10 Credits
Description: Students will further develop the reading, writing, listening, and speaking skills needed to function in the language and in practical situations in the French culture. Students will expand their vocabulary and complex mechanics to develop skills utilizing authentic sources. Students will communicate in the present, past, and future tenses. Students will also explore culture through a variety of topics.
Prerequisites: French II or Honors French II

0136 HONORS FRENCH III 10 Credits
Description: Students will further develop the reading, writing, listening, and speaking skills needed to function in the language and in practical situations in the French culture. Students will learn an expanded

vocabulary and develop skills at an accelerated pace utilizing authentic sources. Students will use complex mechanics of the language and explore culture through a variety of topics. The majority of the course will be conducted in French. Honors Level III is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® courses.
Prerequisites: French II or Honors French II

0137 FRENCH IV 10 Credits
Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the French culture. Students will communicate with greater spontaneity and in greater detail utilizing authentic sources. Students will also explore culture through a variety of topics. The majority of the course will be conducted in French.
Prerequisites: French III or Honors French III

0139 ADVANCED PLACEMENT® FRENCH LANGUAGE AND CULTURE 10 Credits
Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in French, and students are expected to speak French at all times. Completion of this course will prepare all students to take the Advanced Placement® French Language and Culture exam.
Prerequisites: French III, Honors French III, or French IV

0140 IB FRENCH B SL 12 North only 10 Credits
Description: A student may take this course as a fifth-year language course and/or choose to take the Advanced Placement exam. The premise of this curriculum is that the student should have a fundamental knowledge of the history, geography, literature, and art/music of the country in order to better understand the modern culture that has evolved and its role in the world. Current events and world affairs will be the core. The continuing study of French civilization and the reading of literary works from more modern periods are the basis of the course. Students work with advanced grammatical materials and use higher level thinking skills in activities that go beyond the functioning level to a more refined level of reading, writing, speaking and listening. The goal of active communication in French is given high priority. Cultural concepts are explored as they relate to literature, civilization, and international studies. Through use of video, magazines and newspapers, the students will deal with current issues in Francophone countries and other countries around the world. The IB curriculum will be emphasized, but students may also sign up to take the Advanced Placement exam. The necessary Advanced Placement review materials will be available.
Prerequisites: Honors French III, or AP French Language and Culture

0112 GERMAN I 10 Credits
Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to German culture. There are five strands or “essential components” present in every world language classroom: Communication, Culture, Connections, Communities, and Cognition. There are three modes of communication that contribute to a culture of language proficiency: Interpretive, Interpersonal, and Presentational.
Prerequisites: None

0110 HONORS GERMAN I 10 Credits
Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing. Students will learn about and experience cultural practices relating to German culture. There are five strands or "essential components" present in every world language classroom: Communication, Culture, Connections, Communities, and Cognition. There are three modes of communication that contribute to a culture of language proficiency: Interpretive, Interpersonal, and Presentational. Honors Level I is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®. Prerequisites: None

0113 GERMAN II 10 Credits
Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the present and past tenses in German. Prerequisites: German I or Honors German I

0114 HONORS GERMAN II 10 Credits
Description: Students will learn an expanded vocabulary and develop skills at an accelerated pace. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the present and past tenses in German. Authentic text will be introduced and students will demonstrate more independence in communication. Honors Level II is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®. Prerequisites: German I or Honors German I

0115 GERMAN III 10 Credits
Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the German culture. Students will learn an expanded vocabulary and complex mechanics to develop skills utilizing authentic sources. Students will communicate in the present, past and future tenses. Students will also explore culture through a variety of topics.
Prerequisites: German II or Honors German II

0116 HONORS GERMAN III 10 Credits
Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the German culture. Students will learn an expanded vocabulary and develop skills at an accelerated pace utilizing authentic sources. Students will use complex mechanics of the language and explore culture through a variety of topics. The majority of the course will be conducted in German. Honors Level III is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® courses.
Prerequisites: German II or Honors German II

0117 GERMAN IV 10 Credits
Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the German culture. Students will communicate with greater spontaneity and in greater detail utilizing authentic sources. Students will also explore culture through a variety of topics. The majority of the course will be conducted in German.
Prerequisites: German III or Honors German III

0119 ADVANCED PLACEMENT® GERMAN LANGUAGE AND CULTURE 10 Credits
Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in German, and students are expected to speak German at all times. Completion of this course will prepare students to take the Advanced Placement® German Language and Culture exam.
Prerequisites: German III, Honors German III, or German IV

0120 IB GERMAN B SL 12 North only 10 Credits
Description: A student may take this course as a fifth-year language course and/or choose to take the AP exam. The student will improve in all skill areas (reading, writing, speaking, and understanding). Grammar is reviewed as needed to aid in effective communication. Emphasis will be placed on using authentic material such as video, magazines, and newspapers to study current events and culture in order to provide a thorough understanding of the language so that optimum communication can be achieved. Higher-level communication skills will be attained and assessed through a variety of oral and written activities and assignments. The IB curriculum will be emphasized, but students may also sign up to take the Advanced Placement® exam. The necessary AP review materials will be available.
Prerequisites: Honors German III, or AP German Language and Culture.

0162 HONORS LATIN I North only 10 Credits
Description: Students will experience an introduction to Latin with emphasis on acquiring a vocabulary foundation, strengthening basic grammatical skills, and learning Classical Latin reading skills. Students will begin a literature study focusing on Roman and/or Greek epic poetry in translation. Roman history and culture, as well as Greco-Roman mythology, will provide an understanding of the historical and contemporary influences of the Ancient Roman world.
Prerequisites: None

0163 HONORS LATIN II North only 10 Credits
Description: Students will learn new grammar concepts to advance comprehension of Latin manuscripts and further their communication skills using Latin. Students will continue their literary studies emphasizing primary historical sources in translation. Roman historical and cultural studies will focus primarily upon the legacy of Julius Caesar and the Roman Republic.
Prerequisites: Honors Latin I

0164 HONORS LATIN III North only 10 Credits
Description: Students will explore the development of both prose and poetry, emphasizing a survey of Roman authors, including Cicero, Caesar, Vergil, and Catullus, with authentic reading selections chosen for diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Roman influence through the Classical world, past and present.
Prerequisites: Honors Latin II

0172 ADVANCED PLACEMENT® LATIN North only 10 Credits
Description: Students will explore the development of both prose and poetry, emphasizing a survey of Roman authors, including Cicero, Caesar, Vergil, and Catullus, with authentic reading selections chosen

for diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Roman influence through the Classical world, past and present. Completion of this course will prepare all students to take the Advanced Placement® Latin exam.
Prerequisites: Honors Latin III

0161 IB LATIN SL 12 North only 10 Credits
Description: Through the poetry of Ovid, Horace, Vergil, and Catullus, the scholar will demonstrate excellent knowledge and understanding of the influences and perspectives the modern world has of the ancient world. By intensely studying the grammar of Latin, the scholar will be more adept at analyzing the ancient authors' subtle and overt intentions. Students will study the authors' techniques, styles, and both the literary and non-literary connections to the Roman civilization. Scholars will use the Latin texts, as well as English translations, to support the development of analysis regarding the impact these authors and the Roman world had upon the past and the present cultures. The scholar will enjoy using these timeless pieces of literature as a basis of exploration into our own modern humanity. The Standard Level assessment includes translating unprepared scripts and masterfully analyzing in-depth extracts from within subordinate topics.
Prerequisites: Honors Latin III

0152 SPANISH I 10 Credits
Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading, and writing at an introductory level. Students will learn about and experience cultural practices relating to Spanish culture. There are five strands or "essential components" present in every world language classroom: Communication, Culture, Connections, Communities, and Cognition. There are three modes of communication that contribute to a culture of language proficiency: Interpretive, Interpersonal, and Presentational.
Prerequisites: None

0147 HONORS SPANISH I 10 Credits
Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing. Students will learn about and experience cultural practices relating to Spanish culture. There are five strands or "essential components" present in every world language classroom: Communication, Culture, Connections, Communities, and Cognition. There are three modes of communication that contribute to a culture of language proficiency: Interpretive, Interpersonal, and Presentational. Honors Level I is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®.
Prerequisites: None

0153 SPANISH II 10 Credits
Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading, and writing skills, students will communicate in the present and past tenses in Spanish.
Prerequisites: Any of the following: Spanish A-B-C sequence, Spanish I, Honors Spanish I, or full middle school sequence I-A, II-A, and II-B

0154 HONORS SPANISH II 10 Credits
Description: Students will learn an expanded vocabulary and develop skills at an accelerated pace. Students will explore culture through a variety of topics. Using listening, speaking, reading, and writing skills, students will communicate in the present and past tenses in Spanish. Authentic text will be introduced and students will demonstrate more independence in communication. Honors Level II is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate®.
Prerequisites: Any of the following: Spanish A-B-C sequence, Spanish I, Honors Spanish I, or full middle school sequence I-A, II-A, and II-B

0155 SPANISH III 10 Credits
Description: Students will further develop the reading, writing, listening, and speaking skills needed to function in the language and in practical situations in the Spanish culture. Students will learn an expanded vocabulary and complex mechanics to develop skills utilizing authentic sources. Students will communicate in the present, past and future tenses. Students will also explore culture through a variety of topics.
Prerequisites: Any of the following: Spanish II, Honors Spanish II, or full middle school sequence I-A, II-A, and II-B

0156 HONORS SPANISH III 10 Credits
Description: Students will further develop the reading, writing, listening, and speaking skills needed to function in the language and in practical situations in the Spanish culture. Students will learn an expanded vocabulary and develop skills at an accelerated pace utilizing authentic sources. Students will use complex mechanics of the language and explore culture through a variety of topics. The majority of the course will be conducted in Spanish. Honors Level III is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® courses.
Prerequisites: Any of the following: Spanish II, Honors Spanish II, or full middle school sequence I-A, II-A, and II-B

0157 SPANISH IV 10 Credits
Description: Students will further develop the reading, writing, listening, and speaking skills needed to function in the language and in practical situations in the Spanish culture. Students will communicate with greater spontaneity and in greater detail utilizing authentic sources. Students will also explore culture through a variety of topics. The majority of the course will be conducted in Spanish.
Prerequisites: Spanish III or Honors Spanish III

0158 HONORS SPANISH IV/ SPANISH V 10 Credits
Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills utilizing authentic sources. Students will communicate with greater spontaneity and in greater detail. Students will also explore culture through a variety of topics. The course will be conducted in Spanish. Honors Level IV is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® courses.
Prerequisites: Spanish III, Honors Spanish III, or Spanish IV

0159 ADVANCED PLACEMENT® SPANISH LANGUAGE AND CULTURE 10 Credits
Description: Students will gain advanced knowledge of the Spanish language through the use of authentic print and audio materials. Listening, reading, writing, and speaking skills are emphasized. Cultural knowledge will be taught throughout the course and grammatical concepts reviewed. The course will be

conducted in Spanish, and students are expected to speak Spanish at all times. Completion of this course will prepare students to take the Advanced Placement® Spanish Language and Culture exam.
Prerequisites: Spanish III, Honors Spanish III, Spanish IV, or Honors Spanish IV/Spanish V

0160 IB SPANISH B SL 12 North only 10 Credits
Description: The objective of the course is to advance students' reading comprehension, oral and listening skills, and writing proficiency through the study of literature and current events. Themes such as family, health, urban problems, and civil rights are analyzed from many cultural perspectives. Special attention is devoted to current events and issues concerning the Hispanic world. Students should have strong grammatical skills at the onset because the class emphasizes building vocabulary and increasing fluency. Few new structures are introduced, and brief grammar review is done as necessary. Spanish is used almost exclusively in class. Students are expected to exercise analytical skills, critical thinking and creativity. An independent study of Hispanic literature is required. Students are encouraged to seek, and are provided, opportunities to participate in Spanish-speaking communities directly and by electronic means. Authentic sources from multiple countries, class standpoints and genres are incorporated. A student may take this course as a fifth-year language course and/or choose to take the Advanced Placement® exam.
Prerequisites: Honors Spanish III, Honors Spanish IV/Spanish V, or AP Spanish Language and Culture

0171 IB SPANISH A2 HL A 12 North only 10 Credits
Description: This course is for the native Spanish speaker. The objective of the course is to advance students' reading comprehension, oral and listening skills, and writing proficiency through the study of literature and current events. Themes such as family, health, urban problems, and civil rights are analyzed in Spanish and from many cultural perspectives. Special attention is devoted to current events and issues concerning the Hispanic world. Students should have strong grammatical skills at the onset because the class emphasizes building vocabulary and increasing fluency. Few new structures are introduced, and brief grammar review is done as necessary. Spanish is used almost exclusively in class. Students are expected to exercise analytical skills, critical thinking, and creativity. An independent study of Hispanic literature is required. Students are encouraged to seek, and are provided, opportunities to participate in Spanish-speaking communities directly and by electronic means. Authentic sources from multiple countries, class standpoints and genres are incorporated. A student may take this course as a fifth-year language course and/or choose to take the Advanced Placement Spanish Language exam.
Prerequisites: Honors Spanish IV/ Spanish V or native Spanish speaker.

Middle School Course Descriptions

1618 Spanish A 1 Year
Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to Spanish culture. Spanish A is the first year of a three-year course to be completed in 8th grade. The course meets on alternate days or alternate hexters. There are five strands or "essential components" present in every world language classroom: Communication, Culture, Connections, Communities, and Cognition. There are three modes of communication that contribute to a culture of language proficiency: Interpretive, Interpersonal, and Presentational. By completing Spanish A, Spanish B, and Spanish C, students will work through material similar to Spanish I at the high school.

1718 Spanish B 1 Year
Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to Spanish culture. Spanish B is the second year of a three-year course to be completed in 8th grade. The course meets on alternate days or alternate hexters. By completing Spanish A, Spanish B, and Spanish C, students will work through material similar to Spanish I at the high school.

1818 Spanish C 1 Year
Students will further develop the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to Spanish culture. Spanish C is the third year of a three-year course sequence. The course meets on alternate days or alternate hexters. By completing Spanish A, Spanish B, and Spanish C, students will work through material similar to Spanish I at the high school.

1620 Spanish I-A 1 Year
This sixth-grade course meets on alternate days or alternate hexters and will continue with Spanish II-A in seventh grade and Spanish II-B in eighth grade. There are five strands or "essential components" present in every world language classroom: Communication, Culture, Connections, Communities, and Cognition. There are three modes of communication that contribute to a culture of language proficiency: Interpretive, Interpersonal, and Presentational. In Spanish I-A, Spanish II-A, and Spanish II-B, students will work through material similar to Spanish I & II at the high school.

1722 Spanish II-A 1 Year
This seventh-grade course meets on alternate days or alternate hexters and will continue with Spanish II-B in eighth grade. There are five strands or "essential components" present in every world language classroom: Communication, Culture, Connections, Communities, and Cognition. There are three modes of communication that contribute to a culture of language proficiency: Interpretive, Interpersonal, and Presentational. In Spanish II-A and Spanish II-B, students will work through material similar to Spanish I & II at the high school.

1826 Spanish II-B 1 Year
This eighth-grade course meets on alternate days or alternate hexters. In Spanish II-B, students will work through material similar to Spanish II at the high school. There are five strands or "essential components" present in every world language classroom: Communication, Culture, Connections, Communities, and Cognition. There are three modes of communication that contribute to a culture of language proficiency: Interpretive, Interpersonal, and Presentational. Upon successful completion of this course, students will have the option of enrolling in Spanish III or Honors Spanish III in high school.

1814 Explore French (8th) 1 Hexter
Students will experience the vocabulary, geography and cultural aspects of the French language. Students will participate in activities related to the language and customs of the French culture(s). There are five strands or “essential components” present in every world language classroom: Communication, Culture, Connections, Communities, and Cognition. There are three modes of communication that contribute to a culture of language proficiency: Interpretive, Interpersonal, and Presentational. This course will meet every day for one hexter.

1833 Explore German (8th) 1 Hexter
Students will experience the vocabulary, geography and cultural aspects of the German language. Students will participate in activities related to the language and customs of the German culture(s). There are five strands or “essential components” present in every world language classroom: Communication, Culture, Connections, Communities, and Cognition. There are three modes of communication that contribute to a culture of language proficiency: Interpretive, Interpersonal, and Presentational. This course will meet every day for one hexter.

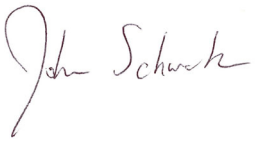
World Language Instructional Materials

Course	Materials
French I / Honors French I	A La Une Level I (publisher KLETT) • Pauvre Anne (Reader)
French II / Honors French II	A La Une Level II (publisher KLETT) • Perdue Dans Les Catacombes (Reader) • Illini digital access
French III / Honors French III	A La Une Level III (publisher KLETT) • Notre Monde 2 (Reader) • Illini digital access
French IV / Honors French IV	A La Une Level I (publisher KLETT) • Le Petit Prince (Reader) • Illini digital access
AP French	AP French (publisher Savvas) Face A Face (publisher VHL) • Illini digital access
German I / Honors German I	Deutsche Neu 1 (publisher KLETT) • Fritz Abenteuer in Amerika (Reader) • Brandon Brown will einen Hund (Reader)
German II / Honors German II	Deutsche Neu 2 (publisher KLETT) • Briefe en Susie (Reader)
German III / Honors German III	Deutsche Neu 3/4 (publisher KLETT) • Briefe en Fritz (Reader)
German IV / Honors German IV	Deutsche Neu 3/4 (publisher KLETT) • Fritz Abenteuer in Amerika (Reader) • Brandon Brown will einen Hund (Reader)
AP German	Aspekte Junior B1+ (publisher KLETT) • Oh wie schon ist Panama (Reader) • Die unendliche Geschichte (Reader)
Honors Latin I	Ecce Romani I (publisher Savvas) • Suburani Book 1 - digital access (publisher Hands Up)
Honors Latin II	Ecce Romani II (publisher Savvas) • Suburani Book 2 – digital access (publisher Hands Up) • Plutarch, Fall of the Roman Republic (Reader) • The Greek Plays (Reader)

Honors Latin III	Ecce Romani III (publisher Savvas) • Cicero: Selected Political Speeches (Reader)
AP Latin	• A Song of War: Readings from Vergil's Aeneid • A Call to Conquest: Reading from Ceasar's Gallic Wars • Caesar: The Conquest of Gaul (Reader) • Virgil, The Aeneid
Spanish Kindergarten	Listos! A (publisher Vista Higher Learning) • Digital access
Spanish grade 1	Listos! B (publisher Vista Higher Learning) • Digital access
Spanish grade 2	Listos! C (publisher Vista Higher Learning) • Digital access
Spanish grade 3	Listos! D (publisher Vista Higher Learning) • Digital access
Spanish grade 4	Listos! E (publisher Vista Higher Learning) • Digital access
Spanish grade 5	Listos! F (publisher Vista Higher Learning) • Digital access
Spanish A	EntreCulturas 1 (publisher Wayside) • Senor Wooly digital access • El Capibara Con Botas (Reader) • Soy Carlos (Reader) • Semi-Profesional: Parte 1 (Reader) • Acquisition Readers Spanish Level 1 Bundle (FVR)
Spanish B	EntreCulturas 1 (publisher Wayside) • Senor Wooly digital access • El Capibara Con Botas (Reader) • Soy Carlos (Reader) • Semi-Profesional: Parte 1 (Reader) • Acquisition Readers Spanish Level 1 Bundle (FVR)
Spanish C	EntreCulturas 1 (publisher Wayside) • Senor Wooly digital access • El Capibara Con Botas (Reader) • Soy Carlos (Reader) • Semi-Profesional: Parte 1 (Reader) • Acquisition Readers Spanish Level 1 Bundle (FVR)

Spanish I / Honors Spanish I	EntreCulturas 1 (publisher Wayside) • Senor Wooly digital access • La clase de confesiones (Reader) • Soy Carlos (Reader) • Semi-Profesional: Parte 1 (Reader) • Semi-Profesional: Parte 2 (Reader) • Acquisition Readers Spanish Level 1 Bundle (FVR)
Spanish II / Honors Spanish II	EntreCulturas 2 (publisher Wayside) • Senor Wooly digital access • La pasajera misteriosa (Reader) • Como salir de la zona de amigos (Reader) • La Fiesta Fatal (Reader) • Acquisition Readers Spanish Level 2 Bundle (FVR)
Spanish III / Honors Spanish III	EntreCulturas 3 (publisher Wayside) • Senor Wooly digital access • Pintando con los manos (Reader) • Acquisition Readers Spanish Level 2 Bundle (FVR)
Spanish IV / Honors Spanish IV	EntreCulturas 4 (publisher Wayside) • La hija del sastre (Reader) • El armario (Reader) • La marimba de mi abuelo (Reader)
Spanish IV-V / Honors Spanish IV-V	EntreCulturas 4 (publisher Wayside) • El camino del cafe (Reader) • Las sombras (Reader) • Vida y Muerte en la Marasalvatrucha (Reader)
AP Spanish	Temas (publisher Vista Higher Learning) • Digital access

AGENDA SUMMARY SHEET

Agenda Item:	**Human Resources**
Meeting Date:	**November 21, 2022**
Background	
Description:	**Personnel Items: (1) Recommendation to Hire, (2) Resignation Agenda, (3) Resignation Notification Incentive (RNI), (4) Voluntary Separation Program (VSP)**
Action Desired:	**Approval**
Policy / Strategic Plan Reference:	**N/A**
Responsible Person(s):	**Dr Kevin Chick** **Associate Superintendent of Human Resources**
Superintendent's Signatu	

November 21, 2022

TEACHER RECOMMENDED FOR HIRE

Recommend: The following teachers be hired for the 2022-2023 school year:

1. Leah M. Mattox – BA – University of Nebraska, Omaha. Elementary ESSER teacher starting in January 2023.
2. Derek M. Westerman – BA – University of Nebraska, Omaha. Elementary ESSER teacher starting in January 2023.
3. Rachel M. Forrest – BA – University of Nebraska, Omaha. Spanish teacher at Central Middle School starting in January 2023.
4. Dylan S. Dittman – BA+9 – Peru State University. Social Studies teacher at Millard North High School starting in January 2023. Previous years of Experience: Rockport, MO (2022)
5. Megan N. Siebe – BA – University of Nebraska, Omaha. Music teacher for the 2022-2023 school year. Previous Experience: Millard Public Schools (2014-2015)

Recommend: The following teachers be hired for the 2023-2024 school year:

1. Lydia M. Hogan – BA – Creighton University. Open contract – hired as a teacher for the 2023-2024 school year.

November 21, 2022

RESIGNATIONS

Recommend: The following resignation(s) be accepted:

1. Jennifer M. Ploen – Math Interventionist and READ teacher at Upchurch Elementary School. Resigning effective 11/16/2022 for personal reasons.

November 21, 2022

Resignation Notification Incentive

Recommend: The following resignations be approved to participate in the District's Resignation Notification Incentive Program:

14. Sarah F. Ferguson – Grade 1 teacher at Norris Elementary School. Resigning at the end of the 2022-2023 school year for employment outside of education.
15. Jennifer A. Griffin-Mangan – Counselor at Neihardt Elementary School. Retiring at the end of the 2022-2023 school year.
16. Bodwin L. Holmes – Math teacher at Millard North High School. Retiring at the end of the 2022-2023 school year.
17. Trent M. Monzingo – Science teacher at Millard North High School. Retiring at the end of the 2022-2023 school year.
18. Dodie A. Warren – CORE teacher at Cather Elementary School. Retiring at the end of the 2022-2023 school year.
19. Monica M. Cox – Music teacher at Millard Central Middle School Retiring at the end of the 2022-2023 school year.
20. Mikala M. Hansen – Science teacher at Millard West High School. Resigning at the end of the 2022-2023 school year because of family relocation.
21. Nancy K. Wagemann – Special Education, ACP, teacher at Wheeler Elementary School. Retiring at the end of the 2022-2023 school year.
22. Joselyn S. Erickson – Grade 5 teacher at Ackerman Elementary School. Resigning at the end of the 2022-2023 school year for employment outside of education.

November 21, 2022

Voluntary Separation Program (VSP)

Recommend: The following qualified candidates be approved to participate in the District's Voluntary Separation Program.

2. Terry A. Dischler – Counselor at Montclair Elementary School
   ~ 20.5 years of service
3. Monica M. Cox – Vocal Music teacher at Central Middle School
   ~ 30 years of service
4. Bodwin L. Holmes – Math teacher at Millard North High School
   ~ 20 years of service
5. Jennifer A. Griffin-Mangan – Counselor at Neihardt Elementary School
   ~ 20.6 years of service

AGENDA SUMMARY SHEET

Agenda Item: United Way Campaign Summary - 2022

Meeting Date: November 21, 2022

Background/ Description: Millard Public Schools United Way Campaign

Each year the District supports two charitable fund drives as stated in Community Policy 1425 - Cooperation with Non-Profit Agencies. The two campaigns are the United Way of the Midlands and the Millard Public Schools Foundation Campaign.

Our overall total for giving to the United Way this year was $48,459 which is a decrease of 9% from 2021.

Staff contributions were up 13%
Student contributions were down 19%

Attached is summary of MPS giving to the United Way since 1988.

TRAVELING TROPHY WINNERS

Trophy Awarded	2021	2022
Greatest Staff Participation (Elementary)	Willowdale	Willowdale
Greatest Staff Participation (Middle School)	Russell Middle School	Russell Middle School
Greatest Staff Participation (High School)	Millard North High School	Millard South High School
Greatest Student Participation (Elementary)	Abbott Elementary	Black Elk Elementary
Greatest Student Participation (Middle School)	Kiewit Middle School	Kiewit Middle School
Greatest Student Participation (High School)	Millard North High School	Millard North High School

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Action Desired: Information Only

Policy / Strategic Plan Reference: Policy 1425

Responsible Person(s): Dr. Kim Saum-Mills, Assistant Superintendent for Leadership, Planning & Evaluation

Superintendent's Signature:

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Updated October 26, 2022

YEAR	STAFF	STUDENTS	TOTAL
1988	$35,517	$1,494	$37,011
1989	$36,279	$3,161	$39,440
1990	$36,279	$4,690	$40,969
1991	$35,002	$8,582	$43,584
1992	$37,260	$4,634	$41,894
1993	$40,294	$4,804	$45,098
1994	$42,514	$3,318	$45,832
1995	$35,405	$15,591	$50,996
1996	$41,708	$6,882	$48,590
1997	$42,563	$8,355	$50,918
1998	$42,324	$9,364	$51,688
1999	$42,236	$12,945	$55,181
2000	$45,863	$10,953	$56,816
2001	$52,370	$17,654	$70,024
2002	$51,550	$18,439	$69,989
2003	$52,361	$17,503	$69,864
2004	$50,088	$24,320	$74,408
2005	$55,704	$25,865	$81,569
2006	$50,004	$21,684	$71,688
2007	$56,928	$26,148	$83,076
2008	$50,722	$21,071	$71,793
2009	$55,486	$19,300	$74,786
2010	$56,534	$22,914	$79,448
2011	$52,949	$19,211	$72,128
2012	$47,990	$19,559	$67,549
2013	$42,450	$19,777	$62,227
2014	$34,023	$17,013	$51,036
2015	$30,063	$16,721	$46,785
2016	$29.103	$16,065	$45,168
2017	$24,296	$19,505	$43,801
2018	$24,280	$23,891	$48,171
2019	$20,234	$28,782	$49,017
2020 (no campaign)			
2021	$16,370	$37,107	$53,478
2022	$18,476	$29,983	$48,459

AGENDA SUMMARY SHEET

Agenda Item: 2022 MPS Foundation Staff Campaign Report

Meeting Date: November 21, 2022

Background/ Description: Each year per Board Policy 1425, Community Relations - Cooperation with Nonprofit Agencies, the school district participates in the annual Millard Public Schools Foundation Staff Campaign. This year the Foundation raised participation to a record 46%. Millard staff contributed a total of $61,424.

In 2021 the campaign raised $72,220 with a participation rate of 44%. In 2020 the campaign was paused for the pandemic. In 2019 the campaign raised $66,056 with a participation rate of 34%.

Action Desired: Informational

Policy / Strategic Plan Reference: Board Policy 1425 Community Relations – Cooperation with Non-Profit Agencies

Responsible Person(s): Rebecca Kleeman, Director of Communications

Superintendent's Signature:

English Learner Program Report 2021-2022
Millard Public Schools

The English 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 July 15, 2022 and are based on each student's last enrollment of the 2021-2022 school year.

EL K-12 Program Sites

- Aldrich Elementary School
- Black Elk Elementary School
- Bryan Elementary School
- Cather Elementary School
- Disney Elementary School
- Holling Heights Elementary School
- Montclair Elementary School
- Morton 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	108
Number of Limited English Proficient (LEP) students enrolled in K-12 (EL Eligible – Not Participating and Participating)	709
Number of LEP students who participated in the K-12 EL Program (EL Eligible and Participating)	549
Number of former LEP students who have been Redesignated English Fluent Less Than 4 Years and are being monitored as required by ESSA.	527
Number of students whose parents waived EL services (EL Eligible – Not Participating)	160
Number of students tested who did not qualify for services (DNQ)	97

EL Preschool Enrollment

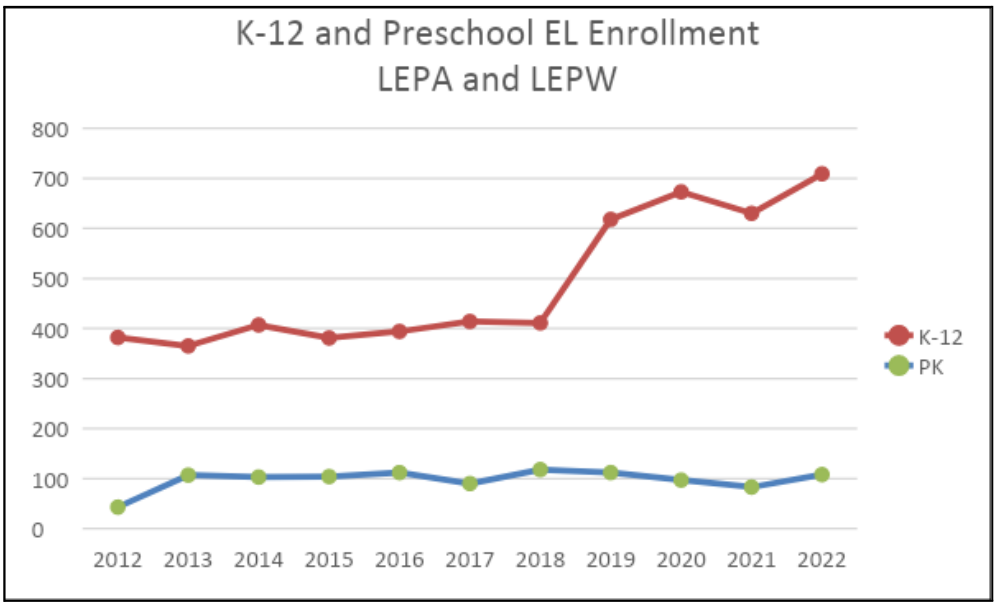
Attendance Location	LEP Eligible	Attendance Location	LEP Eligible
Bryan Elementary	10	Neihardt Elementary	6
Cody Elementary	17	Norris Elementary	5
Disney Elementary	8	Reagan Elementary	7
Harvey Oaks	2	Rockwell Elementary	11
Holling Heights Elementary	7	Sandoz Elementary	12
Montclair Elementary	9	Reeder Elementary	5
Home Based	9		
Grand Total			**108**

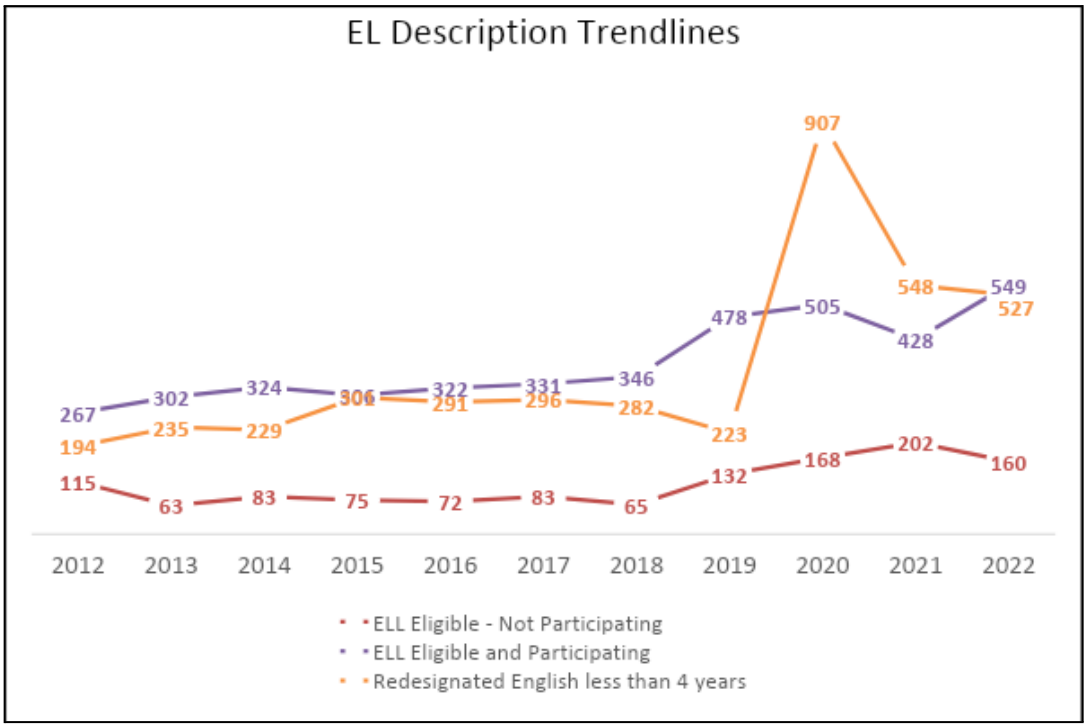
EL K-12 Enrollment

Attendance Location	EL Eligible and Participating	EL Eligible - Not Participating	Redes. English Fluent less than 4 years	Grand Total
	LEPA	LEPW	REF<4	
Abbott Elementary		6	4	10
Ackerman Elementary		12	10	22
Aldrich Elementary	18		29	47
Andersen Middle School	26	2	10	38
Beadle Middle School		3	10	13
Black Elk Elementary	26	4	26	56
Bryan Elementary	33		9	42
Cather Elementary	33		54	87
Cody Elementary		4	8	12
Contract Service Agency			1	1
Cottonwood Elementary		4	5	9
Disney Elementary	57	3	40	100
Ezra Millard Elementary		15	5	20
Harvey Oaks Elementary		6	2	8
Hitchcock Elementary	1	2	1	4
Holling Heights Elementary	51	1	26	78
Kiewit Middle School		3	13	16
Millard Central Middle School	27		50	77
Millard North High School		6	9	15
Millard North Middle School		9	47	56
Millard South High School	88	2	25	115
Millard West High School		6	7	13
Montclair Elementary	34		18	52
Morton Elementary	16	1	5	22
Neihardt Elementary		8	5	13
Norris Elementary	35		11	46
Reagan Elementary		8	6	14
Reeder Elementary		5	7	12
Rockwell Elementary		4	5	9
Rohwer Elementary	2	9	5	16
Russell Middle School		3	9	12
Sandoz Elementary	39		22	61
Upchurch Elementary		12	8	20
Wheeler Elementary		20	10	30
Willowdale Elementary	63	1	25	89
Grand Total	**549**	**160**	**527**	**1236**

LEPW = Limited English Proficient Waived **REF** = Redesignated English Fluent
LEPA = Limited English Proficient Active

Enrollment of EL Eligible students in the K-12 program increased in the 2021-2022 school year. The number of students who are eligible for EL services, but whose parents have chosen to waive services (Eligible, Not Participating), decreased by 42 students from 2020-21 to 2021-22. This could be due to the addition of two new EL sites at Aldrich and Black Elk Elementary Schools.



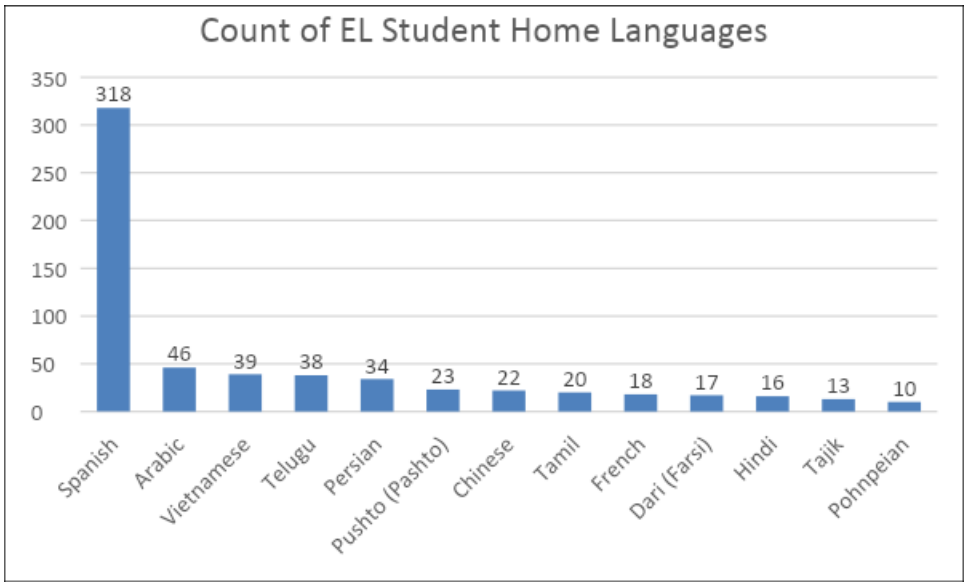


In 2019-2020, as directed by ESSA, we began monitoring students who have been redesignated as English Fluent for 4 years rather than two.

Special Education
10% of K-12 EL Eligible students are also verified with a disability and receive services through the Special Education Program. This is a decrease from 12% in 2020-21. District-wide, 14% of students are verified for services.

Native Language-
Sixty-nine languages other than English are spoken among the EL student population. The three most highly spoken languages are Spanish, Arabic and Vietnamese. Spanish is the majority native language with 44% of EL students speaking Spanish as their first language. Arabic is spoken by 6% of EL students and Vietnamese, Telegu, and Persian are each spoken by 5% of the Millard EL students.

There are 90 different languages spoken by the families of all Millard students, English learners and non-English learners.

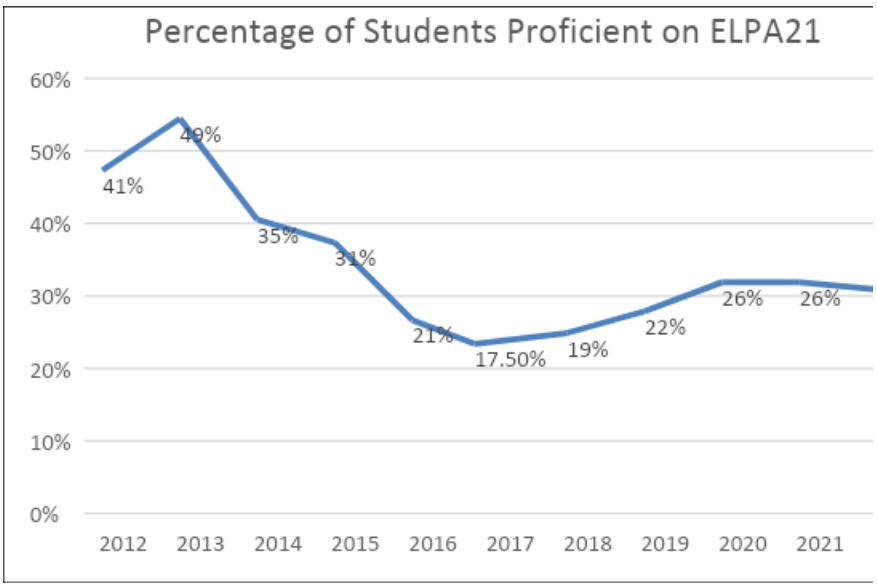


Student Achievement

English Language Proficiency Assessment

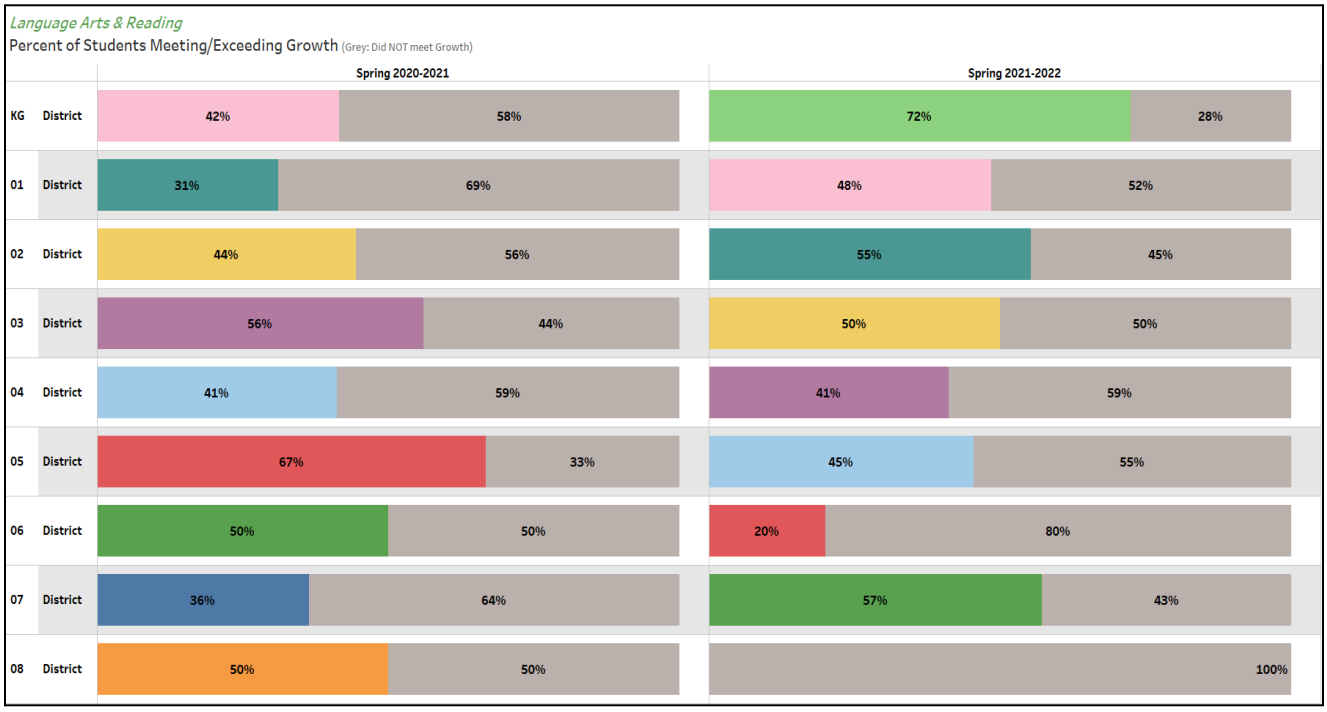
As required by Title III and Rule 15, all EL students must participate in the state language proficiency assessment. In Nebraska, the English Language Proficiency Assessment for the 21st Century (ELPA21) has been the test administered to all EL students since the 2015-16 school year. The ELPA21 is a 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 2020-21 were received in May of 2021 and the results were in place for the 2021-22 school year. The EL students in 2021-22 took the ELPA21 in February and early March and those results will be implemented in 2022-23.

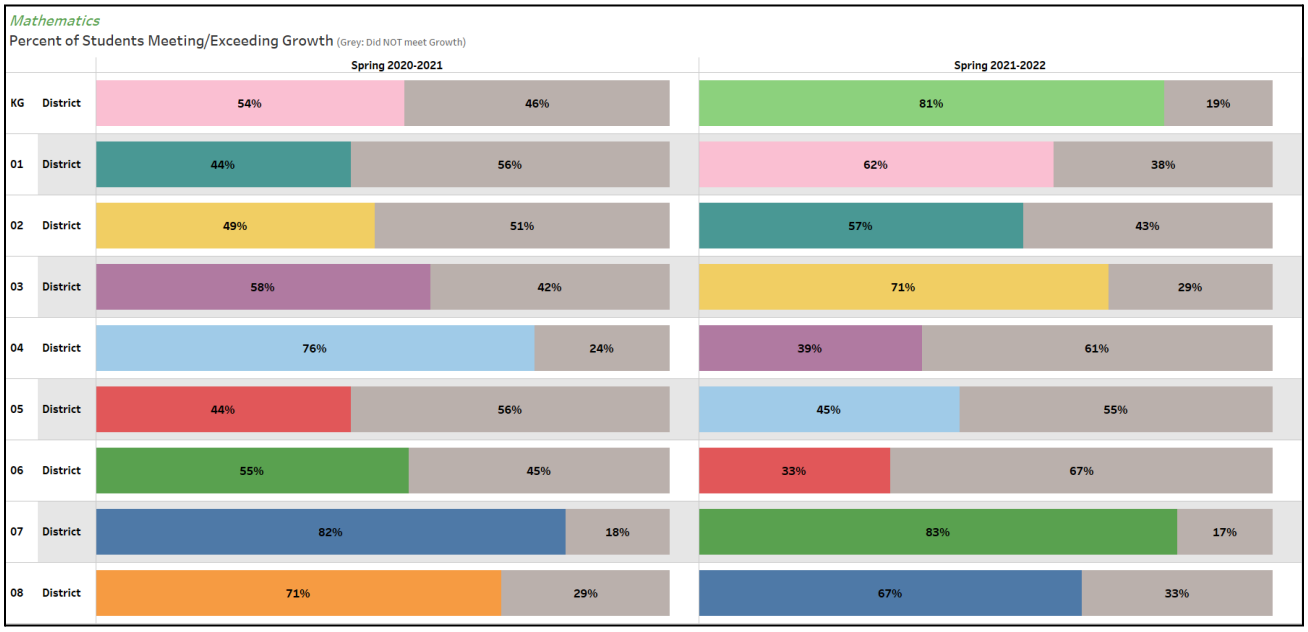
The number of students earning a proficient score on the ELPA21 2021 was 165 or 26.5% of all eligible English learners. In 2020, 152 (26%) students earned a proficient score on the ELPA21. The 2021-22 ELPA21 individual results have been released but district results are not yet available.



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 (NSCAS). 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.

In addition to NSCAS, Millard EL students, K-8, also participate in MAP growth assessments. The following charts show the percentage of EL eligible (participating and not participating) students who met their growth goals in 202-21 and 2021-22 for Language Arts/Reading and Mathematics. The percentage of students meeting their growth goal increased in 2021-22 in five of the nine grade levels for Reading. For mathematics, the percentage increased in 2021-22 in six of the nine grade levels.





Accomplishments Related to Curriculum and Instruction Support for EL Students

- EL Parent Advisory met three times during the year in person and via Zoom.
- Provided professional development and other supports at Aldrich Elementary and Black Elk Elementary, new EL sites in 2021-2022.
- Supported new EL teachers at Bryan Elementary, Disney Elementary, Morton Elementary and Central Middle School.
- Participated in professional development activities including structured activities during EL Collaborative meetings, district professional development days, virtual conferences or workshops, and webinars.
- Worked collaboratively with the Speech Language Pathology department to update the Language Toolkit and presented professional development on language acquisition to 21 schools throughout the year.
- Continued to monitor and promote growth among EL students who did not actively participate in EL or have exited the EL Program.
- During the spring, provided funds for EL sites to offer family engagement activities or extended summer learning activities.
- Provided an Intensive English session during spring break to support the newly arrived students. 69 students attended M-Th, 8:00-12:30. Lunch and transportation were provided.
- Promoted summer school opportunities among all English learners. In the summer of 2022, 92 beginning English learners participated in the EL courses and 91 current EL students took other courses.
- Collaborated with colleagues throughout the metro area and state.
  - Metro Area Teachers of English Learners (MATELLs)– Advisory Meetings and Teaching Circles
  - NDE English Learner Coalition Meetings
  - 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 2021-22 school year, the district grew from 17.5 to 19.5 EL teachers. All EL teachers hold ESL endorsements. In addition to the teachers, there are three Family Bilingual Liaisons and one EL Program Facilitator.

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 by the EL staff and many buildings invited them in to present to their teachers.

Course Title	Date
New Teacher Training-Acquiring & Integrating EL Curriculum Content	8/4,11/24,2/21
EL Fall Workshop	8/5, 8/6
Elementary EL Collaborative Meetings	9/1,10/6,11/3,12/1,1/17,3/2,4/13,5/4
Secondary EL Collaborative Meetings	9/27,10/4,10/18,1/15,12/20,2/7,3/14,3/28,4/18,5/16
EL New teacher meetings	9/9,10/21,12/9,3/10,4/14,
EL 102 - Morton	8/10/2021
EL 102 - Aldrich	8/31/2021
Learning Language – What's the Secret – Cody	9/2/2021
EL 102 – Black Elk	9/14/2021
Learning Language – What's the Secret – Norris	9/21/2021
Communicating with our EL Families – Aldrich	9/28/2021
Learning Language – What's the Secret – CMS	10/4/2021
Communicating with our EL Families – Black Elk	10/5/2021
Learning Language – What's the Secret – Ackerman	10/13/2021
Learning Language – What's the Secret – AMS	10/14/2021
Dual Language Assessment: Pre-Referral to Verification - Louisville PS	10/27/2021
Dual Language Assessment: Pre-Referral to Verification – NDE EL Coalition	11/10/2021
Learning Language - What's the Secret - Cather	11/16/2021
Learning Language – What's the Secret – Aldrich	11/30/2021
Learning Language – What's the Secret – Black Elk	12/7/2021
Dual Language Assessment: Pre-Referral to Verification – Gretna PS	12/10/2021
Learning Language – What's the Secret – Montclair	1/17/2022
Learning Language – What's the Secret – Sandoz	1/25/2022
Refugee Resettlement and Introduction to Afghan Culture – via Zoom Willowdale and Montclair staff	1/31/2022
Working with our Refugee and Immigrant Families – (4 sessions) Early Childhood and Special Education Symposium – ESU3	2/9/2022
Communicating with our Multicultural Families – (2 sessions) Classified Staff Development	2/16/2022
Learning Language – What's the Secret – Bryan	2/16/2022
Dual Language Assessment: Pre-Referral to Verification – New Staff Orientation Speech Pathologists and EL, Speech Pathologists and EL	2/21/2022
Learning Language – What's the Secret; Spotlight Meeting Literacy Interventionists and SPED teachers	2/28/2022

Learning Language – What's the Secret; Spotlight Meeting Literacy Interventionists and SPED teachers	3/1/2022
Learning Language – What's the Secret; Spotlight Meeting Literacy Interventionists and SPED teachers	3/3/2022
Welcoming our Afghan Families – Black Elk	3/8/2022
Learning Language – What's the Secret – Harvey Oaks	3/15/2022
Working with our Refugee and Immigrant Families – World Language Classes Millard SHS	3/29/2022
Preparing for your EL Students - MWHS Counselors	4/22/2022
EL 101 - MWHS	4/27/2022
EL 101 - Rohwer Elementary	5/3/2022

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. During the 2021-2022 school year, district-wide offerings were limited due to the pandemic. However, many schools provided several opportunities for parent involvement at their schools.

Event	Date	Number of Staff Participating	Number Students and Parents Participating
EL Family Advisory Team-Zoom and in-person	11/16/21, 2/22/22,	10	2-10
Cather Multicultural Night	2/24	All	School-Wide
AMS Parent Nights	3/8	6	60
Millard South High School Culture Fair	3/32	6	74
Aldrich-International Night	3/15	All	School-Wide
Black Elk-Celebration of Nations	3/31	All	School-Wide

Program Planning and Evaluation

As required by Rule 15 and described in the ESSA Consolidation Plan for Title III, 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 2021-2022 school year the Program Planning Committee began Phase I of the Millard Program Planning process on January 27. EL enrollment data and assessment data were sent to the group in advance for their review. Team members had been asked to respond to some key questions on a Google form, prior to the meeting. During the meeting team members reviewed the feedback, identified common threads and developed lists of strengths, weaknesses, opportunities, and threats.

The members of the 2021-2022 team included:

Kara Hutton	Coordinator Special Programs	MPS
Pam Erixon	EL District Support Specialist	MPS
Laura Fraser	EL Teacher	Montclair
Kim Brown	EL Teacher	Holling Heights
Bastian Derichs	Bilingual Liaison	MPS
Ellie Negrete	EL Teacher	Norris
Becky Reger	EL Teacher	Cather
Paul Grant	EL Teacher	MS High School
Miranda Knipfer	Teacher	Norris
Rana Corey	Bilingual Liaison	MPS
Sierra Becker	EL Teacher	Black Elk
Sheila Bolmeier	MEP for Technology	MPS
Carrie Grove	Teacher	Norris
Michelle Seeba	EL Teacher	Willowdale
Michelle Klug	Principal	Central MS
Joseph Vonderhaar	Principal	Sandoz
Jennifer Scott	EL Teacher	Andersen MS
Guiliani Beccera	Parent	
Alejandro Montes de Oca Gonzalez	Parent	

This team narrowed down the feedback and developed four key strategies:

1. We will increase student engagement and achievement by maximizing support for all types of English Learners.
2. We will build engagement of all EL stakeholders, including parents, former students and community members.
3. We will provide or promote opportunities for professional learning for all categories of Millard staff at all schools.
4. We will implement effective practices to support our Newcomer students and increase their success in content classrooms.

In the fall of 2022, action teams will meet to develop the specific results and action steps that will provide the goals and methods for implementing these strategies. Phase II, the review of curriculum will begin in the spring of 2023.

Conclusion

The English 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 EL Model Review and the program evaluation cycle, we are looking forward to implementing new strategies and continuing to improve the EL program. Likewise, in keeping with the ESSA Consolidation Grant plan, which is submitted to the Nebraska Department of Education, the evaluation process will recommence in 2022-2023 to evaluate our progress and to determine the next steps in meeting our 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 2021-22 school year, certification for State Aid, the total Limited English Proficiency Allowance was in excess of $1,700,000.

AGENDA SUMMARY SHEET

Agenda Item: Engagement Results Fall 2022

Meeting Date: November 21, 2022

Background/ Description: Millard Public Schools seeks to have engaged stakeholders to meet its mission. Strategy 1.2 (2018) called for a survey to determine the engagement of all stakeholders (students, families, and staff). Building and district administration use the engagement results to guide school and district improvement plans. For the first year, students in grades 4-12 have completed the MPS created student survey. Results from all stakeholders were strong – well above the midpoint and into the positive range. The chart below provides the overall mean of engagement with a 4 point scale.

Engagement Overall Means (out of 4)					
		Students			
	Staff	**Elementary**	**6th-8th**	**9th-12th**	**Parents**
2019	3.42	3.46	3.04	3.06	3.38
2021	3.23	3.41	3.08	3.04	3.32
2022	3.31	3.41	3.10	3.03	3.35

Action Desired: Approval ____ Discussion _____ Information Only __x__

Policy / Strategic Plan Reference: Strategy 1.2 (2018 Strategic Plan)

Responsible Person(s): Dr. Darin Kelberlau, Dr. Kim Saum-Mills**,** Kalpana Bhupathi Raju

Superintendent's Signature:

Introduction and Purpose

Millard Public Schools seeks to have engaged stakeholders to meet its mission. Strategy 1.2 (2018) called for a survey to determine the engagement of all stakeholders (students, families, staff, and community). In the spring of 2018, an ad hoc committee of teachers and administrators used previous MPS Surveys (Gallup & Effective Schools Battery), Hanover Research Reports, and a few select district examples to create new Millard staff and parent surveys.

In the spring of 2019, an ad hoc committee of teachers and administrators reviewed and slightly revised the parent and staff survey and created a new student survey.

In 2021, Millard began using Qualtrics, a survey management platform designed to allow an organization to gather and analyze stakeholder feedback with the use of a data display dashboard. Parents have an opportunity to complete a survey for each building their children attend.

Two-Dimensional Approach

All questions were aligned to one of six themes (see below) and also aligned to one of the three perspectives or "lens" (also below). This will allow us to look at feedback from the two viewpoints and quantify from both of these dimensions in an efficient manner.

I.) MPS Themes Measured

- *CC - Climate & Culture*
- *I - Instructional*
- *PG - Professional Growth*
- *L - Leadership*
- *BN - Basic Needs*
- *C - Communication*

II.) MPS Lens Measured

- *District*
- *Building*
- *Self*

Participation

The data in the table below identifies how many engagement surveys were completed.

Number of Surveys Completed			
Survey Year	*Staff*	*Parents*	*Students**
2019	1,690	5,047	14,012
2021	1,580	4,781	11,635
2022	1,479	4,352	11,687

*The student survey included students from grades 3-12 in 2019 and grades 4-12 in 2021.

Note: For 2019 and beyond, surveys **completed** were the only surveys included. This is different from 2018 in which any **unfinished** surveys were a part of the results.

Survey Results

Principals received their results in November 2022. Principals will share building data with a leadership team and School Improvement Team (SIT) to review and create strengths and opportunities using a district provided template. Principals are asked to discuss their results and communication plan with their supervisor. In addition to each building utilizing this information with their SIT, those buildings going through their site plan rewrite will also include this new engagement data in their Data Books.

The "Top 2" consists of the positive categories: "Strongly Agree" **and** "Agree" grouped together. Questions given in each of the surveys can be found in the Appendix of this report.

Student Engagement Results

Two-Dimensional Design

The survey questions were aligned to six broad themes of school engagement so that these aspects could be measured. The questions were worded and arranged from three perspectives, or "lenses". The questions asked staff members to respond to items about district level topics, building level topics, and finally topics about their own personal engagement.

MPS Themes Measured

- Academics / Study
- Activities / Athletics*
- Future
- Safety & Kindness

*Only for secondary students

MPS Lens Measured

- Building
- Self

ELEMENTARY RESULTS

The following table shows the overall average and top two categories ("Strongly Agree" and "Agree") percentage of all questions aligned to each of the three themes of the elementary engagement survey.

	Mean			Top 2 Percentages - "Strong Agree / Agree"		
Themes	**2019**	**2021**	**2022**	**2019**	**2021**	**2022**
Academics / Study	3.45	3.40	3.43	95%	94%	94%
Future	3.49	3.46	3.47	95%	94%	94%
Safety / Kindness	3.46	3.38	3.38	95%	93%	92%

MIDDLE SCHOOL RESULTS

The following table shows the overall average and top two categories ("Strongly Agree" **and** "Agree") percentage of all questions aligned to each of the four themes of the secondary engagement survey.

	Mean			Top 2 Percentages - "Strong Agree / Agree"		
Themes	**2019**	**2021**	**2022**	**2019**	**2021**	**2022**
Academics / Study	3.07	3.04	3.04	83%	84%	84%
Activities / Athletics	2.87	2.79	2.92	69%	67%	73%
Future	3.11	3.10	3.12	83%	84%	84%
Safety / Kindness	3.13	3.09	3.10	84%	84%	85%

HIGH SCHOOL RESULTS

The following table shows the overall average and top two categories ("Strongly Agree" **and** "Agree") percentage of all questions aligned to each of the four themes of the secondary engagement survey.

	Mean			Top 2 Percentages - "Strong Agree / Agree"		
Themes	**2019**	**2021**	**2022**	**2019**	**2021**	**2022**
Academics / Study	3.02	2.96	2.96	86%	85%	86%
Activities / Athletics	3.04	2.99	3.02	76%	72%	77%
Future	3.20	3.14	3.13	86%	85%	86%
Safety / Kindness	3.08	3.03	3.01	82%	83%	81%

Staff Engagement Results

The following table shows the overall average and top two categories (“Strongly Agree” and “Agree”) percentage of all questions aligned to each of the six themes of staff engagement.

	Mean			Top 2 Percentages - “Strong Agree / Agree”		
Themes	**2019**	**2021**	**2022**	**2019**	**2021**	**2022**
Basic Needs	3.26	3.12	3.19	89%	85%	87%
Climate & Culture	3.40	3.24	3.32	93%	89%	92%
Communication	3.43	3.31	3.36	95%	93%	94%
Instructional*	3.61	3.47	3.52	98%	98%	98%
Leadership	3.32	3.17	3.25	88%	82%	86%
Professional Growth	3.34	3.20	3.27	91%	90%	91%

*Answered only by instructional staff

Percent of Staff Members Giving an A or B to….			
	District	Building	Own Engagement
2019	93%	92%	99%
2021	87%	86%	99%
2022	93%	87%	99%

Parent Engagement Results

The following table shows the overall average and top two categories ("Strongly Agree" **and** "Agree") percentage of all questions aligned to each of the four themes of parental engagement.

	Mean			**Top 2 Percentages - "Strong Agree / Agree"**		
Themes	**2019**	**2021**	**2022**	**2019**	**2021**	**2022**
Basic Needs	3.31	3.26	3.26	94%	91%	90%
Climate & Culture	3.40	3.32	3.37	94%	91%	93%
Communication	3.31	3.28	3.31	91%	90%	91%
Leadership	3.28	3.22	3.23	93%	90%	90%

Percent of Parents Giving an A or B to….			
	District	Building	Own Engagement
2019	92%	93%	87%
2021	86%	92%	85%
2022	90%	92%	89%

Appendix

Staff Engagement Questions

- Our District gives me resources I need to do my job well.
- I have the resources to do my job well.
- I feel safe at work.
- My expectations at work are clearly defined.
- I seek information to learn more about my building and school system.
- If I were to assign a letter grade to our district, it would be...
- If I were to assign a letter grade to my school / building, it would be...
- If I were to assign a letter grade to my job performance, it would be...
- Our District has a positive public image.
- Our District provides a world-class education.
- Our District operates safe, caring and supportive environments that ensure student learning.
- Our District is moving in a positive direction toward its mission.
- Our District has innovative programs and practices that allow each student to set and achieve challenging educational and career goals.
- Our District communicates effectively to all internal stakeholders.
- Our District communicates effectively to all external stakeholders.
- Students in our school demonstrate respect for others.
- Our students' behavior contributes to a positive learning environment.
- My workplace environment has a positive climate and culture.
- My students come to school prepared to learn.
- My school/site has a positive public image.
- My peers collaborate with each other to improve student achievement.
- I regularly receive recognition or praise for good work from others in my building.
- I have opportunities to voice my opinion at my building.
- I treat others with kindness.
- I frequently give praise and recognition to my colleagues.
- I expect high-quality work from myself.
- I contribute positively to my team.

  Teacher specific items:
  - I provide an environment in my classroom where social and cultural differences are respected.
  - I implement a classroom management system that aligns with my building's behavior plan.
  - I help my students think critically.
  - I have attended a school event outside of my work hours in the past year.
  - I differentiate my lessons based on the needs of my students.
  - I consistently use data to inform my instructional decisions.

- District leadership understands the needs of my building.
- District leadership is visible in my building.
- My supervisor is visible in my building.
- My supervisor treats me with kindness.
- My supervisor keeps me well informed in areas that affect my job.

- My supervisor expects high-quality work from me.
- I believe my supervisor is an instructional leader.
- Our District provides professional opportunities that help me grow.
- I have been provided opportunities to grow professionally.
- Comments you would like to share with Millard Public Schools.
- I feel equipped to advise my students to take rigorous courses.
- I would rate my emotional well-being as poor, average, good, excellent.
- Diverse backgrounds and perspectives are respected at work.

Parent Engagement Questions

- My student is provided the equipment and materials needed to learn.
- Teachers have the resources to do their job well.
- Our District communicates effectively to all external stakeholders.
- Expectations of students are clearly defined.
- My student's school communicates effectively.
- My student's teachers communicate effectively.
- I actively seek information to learn more about my building and school system.
- I often communicate with my student's teacher(s).
- My student knows what behavior is expected of him/her at school.
- I believe the District has a positive public image.
- Our District has innovative programs and practices that allow each student to set and achieve challenging educational and career goals.
- Our District is moving in a positive direction toward its mission.
- Our District operates safe, caring and supportive environments that ensure student learning.
- Our District provides a world-class education.
- I feel my student is safe at school.
- My student regularly receives recognition or praise for good work.
- My student's school fosters the belief that diversity enriches life.
- My student's school has a positive climate and culture.
- My student's school has a positive public image.
- My student's school has high academic expectations.
- Staff members treat my student with kindness.
- The school office staff makes me feel welcome.
- I encourage a positive attitude about school with my student.
- Over the past year, I have attended a district or school events/activities.
- I support my student's learning at home.
- I supported by child's school through time or resources.
- My student treats staff members with kindness.
- My student comes to school prepared to learn.
- If I were to assign a letter grade to my engagement with my student's school, it would be...
- If I were to assign a letter grade to my student's school, it would be...
- If I were to assign a letter grade to our district, it would be...
- In general, I would say Millard Public Schools is headed on the...
- The quality of education in Millard Public Schools is:
- District leadership is visible in our community.
- District leadership understands the needs of my student's building.

- Administrators in my student's school are available.
- Administrators in my student's school are effective.
- Comments you would like to share with Millard Public Schools.

Elementary Engagement Questions

- Doing my best at school is important to me.
- I come to school prepared to learn each day. (Almost Never, Most Days, All Days)
- I have what I need to learn.
- I can do hard things.
- My teachers encourage me to do my best.
- My teachers get me excited about learning.
- An adult at my school has talked to me about how to be successful in school.
- I am kind to others.
- I help others who are not being treated with kindness.
- I feel safe at my school.
- I feel like I belong at my school.
- In the past year, I have seen/experienced bullying at my school in ... (classroom, hallway, cafeteria, restroom, riding the bus, during specials classes, during lunch, at recess, before school, after school, online, etc -checklist - check all that apply)
- I take responsibility for my choices.
- My thoughts and actions positively impact those around me.
- I use positive strategies to handle when I am stressed or overwhelmed.
- My school is a kind place.
- Adults at my school recognize me when I do a good job.
- An adult at my school cares about me.
- My school has a way to report bullying.
- I feel hopeful about my future.
- I know that I will graduate from school.
- I set goals and take steps to achieve them.
- Adults at my school help me be hopeful.
- Adults at my school believe I will graduate.
- Adults at my school teach me to set goals and take steps to achieve them.

Secondary Engagement Questions

- School is important to me.
- Earning good grades is important to me.
- On average I do homework/study blank hours at night…… 0 1 hour 2 hours 3 hours+
- I come to school prepared to learn each day.
- I have what I need to learn.
- I take rigorous classes.
- My teachers excite me about learning.
- My teachers teach me how to study.
- Teachers know my talents and help me develop them.
- My teachers encourage me to take challenging classes.
- I am involved in before/after-school activities at my school. (e.g. clubs, sports, etc.)

- Over the past year, I have attended school events/activities. (0, 1-2, 3-5, 6+)
- Adults at my school promote involvement in before/after-school activities.
- Adults at my school encourage us to attend school events and support our classmates.
- I am kind to others.
- I help others who are not being treated with kindness.
- I feel safe at school.
- I feel like I belong at my school.
- I have seen/experienced bullying at my school in ... (classroom, hallway, cafeteria, restroom, riding the bus, during specials classes, during lunch, at recess, before school, after school etc -checklist - check all that apply)
- I have experienced digital bullying this past school year (e.g. social media, text, etc.)
- I have at least one friend at school.
- I take responsibility for my choices.
- My thoughts and actions positively impact those around me.
- I use positive strategies when I am stressed or overwhelmed.
- There is a culture of kindness at my school.
- Adults at my school recognize when I do a good job.
- An adult at my school cares about me.
- My school has a way to report bullying.
- I feel hopeful about my future.
- I know that I will graduate from school.
- I set goals and take steps to achieve them.
- I seek the advice of my advisor and/or counselor when selecting classes.
- I take classes that will help me explore possible careers.
- My school provides classes that help me explore possible careers.
- Adults at my school provide guidance about my future after high school.
- Adults at my school make me hopeful about my future.
- Adults at my school believe I will graduate.
- Adults at my school teach me to set goals and take steps to achieve them.