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 June 1, 2009, at Don Stroh Administrative Center 5606 South 147th Street Omaha, NE 68137

Dated this 1st day of June, 2009.

Michael Pate - President

David Anderson – Vice President

Linda Poole - Secretary

Mike Kennedy - Treasurer

Brad Burwell

Julie Kannas

BOARD OF EDUCATION MEETING

JUNE 1, 2009

NAME:	***REPRESENTING:***
Pam Mathison	Aldrich
Joanne Chapman	West journalism
David Adam	Millard West
Lori Adam	Millard West
Alice Adam	millard west
stacy meacham	Alamien
Beth Stilwell	Kiewit
Taylor Armstrong	Millard West

Millard PUBLIC SCHOOLS

BOARD OF EDUCATION
MEETING

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JUNE 1, 2009

Parental Access Public Hearing Script

Monday, June 1, 2009
5:55 p.m.
Don Stroh Administration Center

(Note: The Act requires that the public hearing be held at a special or regularly scheduled meeting of the Board of Education and, therefore, you should open the special meeting and state that the purpose of the special meeting is to hold the public hearing on the Parental Access Policy.)

Good evening and welcome to this meeting of the Millard Public Schools' Board of Education. The law requires that each school board hold a public hearing at a regular or special meeting for the purpose to address the Parental Access Policy

I would like to introduce the Board members who are present and will participate in this public hearing. They are:

_____ _____
_____ _____
_____ _____

As I understand, the Superintendent and the District's administration are recommending this Policy and the accompanying Rule for adoption and are available to answer questions from the Board Members. I also understand that the administration is not going to make a presentation. In order to allow everyone a chance to address the Board on the Parental Access Policy and accompanying Rule, I would like to ask each of you to limit your comments to five (5) minutes or so. If there is a group of people who collectively would like to address the Board on this issue it might be helpful if you would select one, two or three individuals to speak on behalf of the entire group. Of course, we will allow each of you who wish to address the Board on this subject to do so at this time.

The official Board action on the policy and accompanying rule will be acted on during the regular meeting which is scheduled to follow immediately after this public hearing.

I have received (numerous) (_____) requests to address the Board and I will attempt to call you in the order in which the requests were turned in prior to the opening of this public hearing. After everyone has had an opportunity to address the Board on this issue, I will close the public hearing and adjourn. The first speaker that has requested an opportunity to address the Board is _____ (*continue calling the individuals until you have gone through all of them).*

Thank you very much for your participation in this public hearing. You have offered valuable information and insight to all of the Board members as well as to the Superintendent and his administrative staff. If there is no other person wishing to address the Board, I will now close the public hearing.

I will now entertain a motion to adjourn this hearing on Parental Access of the Millard Board of Education.

Meeting adjourned

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
JUNE 1, 2009

AGENDA

5:55 p.m. Public Hearing on Policy 6800 – Curriculum, Instruction, and Assessment – Parental Access

A. Call to Order

The Public Meeting Act is posted on the Wall and Available for Public Inspection

B. Pledge of Allegiance

C. Roll Call

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

E. Routine Matters
1. *Approval of Board of Education Minutes – May 18, 2009
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items
1. Showcase: Spring Sports, Journalism, MathCounts, National Science League, PTA Reflections Contest, WordMasters. World Languages
2. Superintendent's Comments
3. Board Comments/Announcements

G. Unfinished Business:
1. Approval of Policy 4125 – Human Resources - Certification

H. New Business
1. Approval of Rule 4125.1 – Human Resources – Certification – Certificate Registration, Renewal, or Change of Name
2. *Reaffirm Policy 6800 – Curriculum, Instruction, and Assessment – Parental Access
3. *Reaffirm Rule 6800.1 – Curriculum, Instruction, and Assessment – Parental Access
4. *Reaffirm Policy 4160 – Human Resources – Evaluation
5. *Reaffirm Rule 4160.1 – Human Resources – Evaluation – Certificated Staff
6. *Reaffirm Rule 4160.2 – Human Resources – Evaluation – Non-Certificated
7. *Reaffirm Policy 5110 – Pupil Services – Transfer of Students within the District
8. *Reaffirm Rule 5110.1 – Pupil Services – Transfer of Students within the District
9. *Reaffirm Policy 5220 – Pupil Services – School Census
10. *Reaffirm Rule 5220.1 – Pupil Services – School Census
11. *Reaffirm Policy 5510 – Pupil Services – Freedom of Expression
12. *Reaffirm Rule 5510.1 – Pupil Services – Freedom of Expression
13. *Reaffirm Rule 5510.2 – Pupil Services – Freedom of Expression: Bulletin Boards, Printed Materials and Petitions
14. *Reaffirm Policy 5520 – Pupil Services – Equal Access: Non-Curriculum Related Secondary School Student Group Meetings

15. *Reaffirm Rule 5520.1 – Pupil Services – Equal Access: Non-Curriculum Related Secondary School Student Group Meetings
16. *Reaffirm Policy 5530 – Pupil Services – Respect for Religious Beliefs and Customs
17. *Reaffirm Rule 5530.1 – Pupil Services – Recognition of Religious Beliefs and Customs and Exclusion from Participation
18. *Reaffirm Policy 5550 – Pupil Services – Open/Closed Campus
19. *Reaffirm Rule 5550.1 – Pupil Services – Open/Closed Campus
20. Approval of Rule 5400.2 – Pupil Services – Discipline of Students with Disabilities
21. Approval of High School Calendars 2009-2010
22. Approval of Staff Evaluation System 2009-2010
23. Approval of ELO Cut Scores
24. Approval of Schematic Designs for Excel Building (SSC II) Project
25. Approval of Personnel Actions: Resignation(s), Rescission of Resignation, and New Hire(s)
26. Superintendent's Evaluation (Executive Session)
27. Negotiations (Executive Session)

I. Reports
   1. Enrollment Report
   2. Legislative Update
   3. Parent Opinion Surveys

J. Future Agenda Items/Board Calendar
   1. Committee of the Whole Meeting on Monday, June 8, 2009 at 6 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
   2. Board of Education Meeting on Monday, June 15, 2009 at 6 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
   3. Board of Education Meeting on Monday, July 6, 2009 at 6 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
   4. New Teacher Breakfast on Monday, August 3, 2009 at 7:30 a.m. at Millard South High School
   5. Board of Education Meeting on Monday, August 3, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
   6. Fall Kick-Off Celebration on Friday, August 7, 2009 at 8:00 a.m. at Embassy Suites, 12520 Westport Parkway
   7. Committee of the Whole Meeting on Monday, August 10, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
   8. Board of Education Meeting on Monday, August 17, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
   9. NFUSSD Conference on October 11-14, 2009 at Embassy Suites LaVista Conference Center

K. 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.

L. Adjournment:

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

.BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
JUNE 1, 2009

ADMINISTRATIVE MEMORANDUM

5:55 p.m. Public Hearing on Policy 6800 – Curriculum, Instruction, and Instruction – Parental Access

A. Call to Order

The Public Meeting Act is posted on the Wall and Available for Public Inspection

B. Pledge of Allegiance

C. Roll Call

D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President prior to the Meeting.

*E.1. Motion by _____, seconded by, _____, to approve the Board of Education Minutes – May 18, 2009 (See enclosure.)

*E.2. Motion by _____, seconded by _____, to approve the bills.

*E.3. Motion by _____, seconded by _____, to receive the Treasurer's Report and Place on File. (See enclosure.)

F.1. Showcase: Spring Sports, Journalism, Math Counts, National Science League, PTA Reflections Contest, Word Masters, World Languages

F.2. Superintendent's Comments

F.3. Board Comments/Announcements

G.1. Motion by _____, seconded by, _____, to approve Policy 4125 – Human Resources – Certification (See enclosure.)

H.1. Motion by _____, seconded by, _____, to approve Rule 4125.1 – Human Resources – Certification – Certificate Registration, Renewal, or Change of Name (See enclosure.)

*H.2. Motion by _____, seconded by, _____, to reaffirm Policy 6800 – Curriculum, Instruction, and Assessment – Parental Access (See enclosure.)

*H.3. Motion by _____, seconded by, _____, to reaffirm Rule 6800.1 – Curriculum, Instruction, and Assessment – Parental Access (See enclosure.)

*H.4. Motion by _____, seconded by, _____, to reaffirm Policy 4160 – Human Resources – Evaluation (See enclosure.)

*H.5. Motion by _____, seconded by, _____, to reaffirm Rule 4160.1 – Human Resources – Evaluation – Certificated Staff (See enclosure.)

*H.6. Motion by _____, seconded by, _____, to reaffirm Rule 4160.2 – Human Resources – Evaluation – Non-Certificated (See enclosure.)

*H.7. Motion by _____, seconded by, _____, to Reaffirm Policy 5110 – Pupil Services – Transfer of Students within the District (See enclosure.)

*H.8. Motion by _____, seconded by, _____, to reaffirm Rule 5110.1 – Pupil Services – Transfer of Students within the District (See enclosure.)

*H.9. Motion by _____, seconded by, _____, to reaffirm Policy 5220 – Pupil Services – School Census (See enclosure.)

*H.10. Motion by _____, seconded by, _____, to reaffirm Rule 5220.1 – Pupil Services – School Census (See enclosure.)

*H.11. Motion by _____, seconded by, _____, to reaffirm Policy 5510 – Pupil Services – Freedom of Expression (See enclosure.)

*H.12. Motion by _____, seconded by, _____, to reaffirm Rule 5510.1 – Pupil Services – Freedom of Expression (See enclosure.)

*H.13. Motion by _____, seconded by, _____, to reaffirm Rule 5510.2 – Pupil Services – Freedom of Expression: Bulletin Boards, Printed Materials and Petitions (See enclosure.)

*H.14. Motion by _____, seconded by, _____, to reaffirm Policy 5520 – Pupil Services – Equal Access: Non-Curriculum Related Secondary School Student Group Meetings (See enclosure.)

*H.15. Motion by _____, seconded by, _____, to reaffirm Rule 5520.1 – Pupil Services – Equal Access: Non-Curriculum Related Secondary School Student Group Meetings (See enclosure.)

*H.16. Motion by _____, seconded by, _____, to reaffirm Policy 5530 – Pupil Services – Respect for Religious Beliefs and Customs (See enclosure.)

*H.17. Motion by _____, seconded by, _____, to reaffirm Rule 5530.1 – Pupil Services – Recognition of Religious Beliefs and Customs and Exclusion from Participation (See enclosure.)

*H.18. Motion by _____, seconded by, _____, to reaffirm Policy 5550 – Pupil Services – Open/Closed Campus (See enclosure.)

*H.19. Motion by _____, seconded by, _____, to reaffirm Rule 5550.1 – Pupil Services – Open/Closed Campus (See enclosure.)

H.20. Motion by _____, seconded by, _____, to approve Rule 5400.2 – Pupil Services – Discipline of Students with Disabilities (See enclosure.)

H.21. Motion by _____, seconded by, _____, to approve the 2009-2010 High School Calendars (See enclosure.)

H.22. Motion by _____, seconded by, _____, to approve the Staff Evaluation System 2009-2010 (See enclosure.)

H.23. Motion by _____, seconded by, _____, to adopt the new ELO Cut Scores for immediate use (See enclosure.)

H.24. Motion by _____, seconded by, _____, that approval be given to the proposed Schematic Designs for Excel Building (a/k/a Support Services Center II) remodeling project (See enclosure.)

H.25. Motion by _____, seconded by, _____, Approval of Personnel Actions: Resignation(s), Rescission of Resignation, and New Hire(s) (See enclosure.)

H.26. Superintendent's Evaluation (Executive Session)

H.27. Negotiations (Executive Session)

I. Report
1. Enrollment Report
2. Legislative Update
3. Parent Opinion Survey

J. Future Agenda Items/Board Calendar.
1. Committee of the Whole Meeting on Monday, June 8, 2009 at 6 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
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6. Fall Kick-Off Celebration on Friday, August 7, 2009 at 8:00 a.m. at Embassy Suites, 12520 Westport Parkway
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8. Board of Education Meeting on Monday, August 17, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
9. NFUSSD Conference on October 11-14, 2009 at Embassy Suites LaVista Conference Center

K. 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.

L. Adjournment

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

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO 17

A meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. The meeting was convened in open and public session at 6:30 p.m., Monday, May 18, 2009, at the Don Stroh Administration Center, 5606 South 147th Street.

Present: Michael Pate, Linda Poole, Brad Burwell, and Julie Kannas

Absent: Dave Anderson and Mike Kennedy

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, May 15, 2009; 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 Acknowledgment 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.

At 6:30 p.m. Michael Pate announced the public meeting Act is posted on the wall and available for public inspection. Mr. Pate asked everyone to say the Pledge of Allegiance.

Roll call was taken and members present were: Mike Pate, Linda Poole, Brad Burwell, and Julie Kannas

Motion by Linda Poole, seconded by Brad Burwell, to excuse Dave Anderson and Mike Kennedy from the meeting, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Linda Poole, to approve the Board of Education Minutes – May 4, 2009, approve the bills, and receive the Treasurer's Report and Place on File, upon roll call vote, all members voted aye. Motion carried.

Mike Pate summarized the Board Committee of the Whole meeting on Monday, May 11, 20009. The topics discussed were the Superintendent's Goals and the Learning Community.

Angelo Passarelli introduced the twelve PAYBAC business award winners, and the building administrators who nominated them for the award. The PAYBAC program has had twenty years of successful partnerships. Currently, there are 300 partnerships throughout the district, and the district is proud of each and every one of them for all of their contributions to the schools.

Superintendent Comments:

1. The agenda for the Committee meeting on Monday, June 8, 2009 will be the Budget. State aid will be certified on June 1st, so Dr. Lutz said he will be talking with Dave to see if he wants to change the meeting, because Dr. Lutz will not be at the meeting on June 8th.

2. Just a reminder that the Board meetings in June and July will begin at 6:00 p.m.

3. Graduation will be on Saturday, May 30, 2009. The graduation times are 10 a.m., 1 p.m., and 4 p.m. Everyone will meet at 9:00 a.m. at DSAC to ride down to graduation together.

4. There was a request for a student hearing received today. There will need to be three board members for the hearing.

5. There will be no meeting next Monday because of Memorial Day.

Board Comments:

Julie Kannas said she attended the Employee Recognition Dinner and she thanked them for their commitment to the Millard Public Schools

Linda Poole noted that she also attended the Employee Recognition Dinner and offered her congratulations to all honorees. Mrs. Poole said she also attended the Millard Public Schools Foundation dinner and commented that it was a nice function. Mrs. Poole said she will also be attending graduation

Mrs. Poole offered her congratulations to Millard West boys and girls, and Millard North girls for making it to the state soccer finals.

Brad Burwell thanked the student representatives for their dedication and service. He told the student representatives that Millard is the only school district who has student representatives on the Board.

Maurice Green, student representative at Millard North High School, Emily Nowell, student representative from Millard West High School, and Brittney Albin, student representative from Millard South High School, gave their highlights of academic and athletic activities, which have taken place at their respective high schools in the last few weeks.

Mr. Pate presented the student representatives with a plaque, and thanked them for their devoted service on the board for the past year.

Julie Kannas provided the final reading of Policy 6120 – Curriculum, Instruction, and Assessment – Written Curriculum, MEP Curriculum Planning. Motion by Julie Kannas, seconded by Linda Poole, to approve Policy 6120 – Curriculum, Instruction, and Assessment – Written Curriculum – MEP Curriculum Planning, upon roll call vote, all members voted aye. Motion carried.

Linda Poole provided the final reading of Policy 6130 – Curriculum, Instruction, and Assessment – Written Curriculum – Frameworks and Course Guides. Motion by Linda Poole, seconded by Julie Kannas, to approve Policy 6130 – Curriculum, Instruction and Assessment – Written Curriculum – Frameworks and Course Guides, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Linda Poole, to approve 2009 Graduates, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Kannas, to approve 6120.1 – Curriculum, Instruction, and Assessment – Written Curriculum - MEP Curriculum Planning, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Kannas, to approve Rule 6130.1 – Curriculum, Instruction, and Assessment – Curriculum Frameworks, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Kannas, to approve Rule 6130.2 – Curriculum, Instruction, and Assessment – Course Guides, upon roll call vote, all members voted aye. Motion carried.

Brad Burwell provided the first reading of Policy 4125 – Human Resources – Certification. This policy will be on the next board agenda for approval.

Motion by Brad Burwell, seconded by Linda Poole, to approve Rule 4510.6 – Human Resources – Leaves of Absence – Family and Medical Leave Act, upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Kannas, seconded by Linda Poole, to approve Rule 5400.1 – Pupil Services – Student Discipline, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Kannas, to approve Rule 5400.6 – Pupil Services – Standards for Student Conduct, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Linda Poole, that the contract for the installation of interactive whiteboards be awarded to Starks Electric in the amount of $234,864 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to approve Personnel Actions: Amendment to Continuing Contracts: Paul Gabel, Valerie Wentworth, and Michele Dort; Resignations: Kendra Brandt, Matthew Sheppard, Rebecca Williams, Alisha Bollinger, Jodi Frager, Frances Pokorski, and Robin rich-Mantaro;, and New Hires: Rebecca Bettendorf, Anna Butler, Brooke Flynn, Becky Griggs, Kimberly Gates, Mandie Hamaker, Lindsey Kozney, Brittany Lewis, Anna Mayhan, Shawna Maher, Abigail Mowry, Rebecca Mueller, Margarita Rueb, Barbara Rodgers, Alicia Rodick, Tina Schwahn, Nathan Seggerman, Rachel Skiles, Suzanne Sobota, Jacob Thompson-Krug, Jamie Weaver, Nathan Wragge, and Brooke Larson. (See enclosure.)

Mike Pate delayed Pupil Personnel Services and negotiations for Executive Session at the end of the meeting.

Reports given included a Legislative Update, ELO Senior Status Update, Updated Enrollment Report, Curriculum Management Audit Update, and Career Academy Development Update.

Future Agenda Items/Board Calendar: The 2009 Graduations will be held on Saturday, May 30, 2009 for Millard West High School at 10 a.m., Millard North High School at 1 p.m., and Millard South High School at 4 p.m. at the Civic Auditorium. A Board of Education Meeting will be held on Monday, June 1, 2009 at 6 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting will be held on Monday, June 8, 2009 at 6 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, June 15, 2009 at 6 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, July 6, 2009 at 6 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, August 3, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting will be held on Monday, August 10, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, August 17, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The NFUSSD Conference will be held on October 11-14, 2009 at the Embassy Suites LaVista Conference Center.

Mr. Pate asked for a motion to go into Executive Session for the purpose of Pupil Personnel Services and negotiations.

At 7:35 p.m. Linda Poole, moved, seconded by Julie Kannas, to go into Executive Session for the purpose of Pupil Personnel Services and negotiations, upon roll call vote, all members voted aye. Motion carried.

Mr. Pate announced the board would be going into Executive Session for the purpose of Pupil Personnel Services and negotiations.

Linda Poole moved, seconded by Julie Kannas, to come out of Executive Session, upon roll call vote, all members voted aye. Motion carried.

Mike Pate adjourned the meeting.

Linda Poole
SECRETARY

Millard Public Schools

June 1, 2009

Check No	Vend No	Vendor Name	Amount
302224	134670	EDUCATIONAL TESTING SERVICE	350.00
302225	130674	BEADLE MIDDLE SCHOOL	400.00
302226	107454	CHRISTOPHER COLLING	87.50
302227	133617	CONOCOPHILLIPS	2,145.93
302229	065438	MILLARD NORTH HIGH SCHOOL	5,208.00
302230	065440	MILLARD SOUTH HIGH SCHOOL	4,760.00
302231	065443	MILLARD WEST HIGH SCHOOL	540.00
302232	107732	BRIAN L NELSON	387.50
302234	081630	SAM'S CLUB DIRECT	130.00
302235	107354	STEPHEN W. VENTEICHER	312.50
302246	131158	CURTIS R CASE	112.75
302247	065420	CENTRAL MIDDLE SCHOOL	2,475.00
302248	107454	CHRISTOPHER COLLING	150.00
302250	135490	NE ASSOC OF SCHOOL PERSONNEL ADMIN	300.00
302251	068801	NEBRASKA WORKFORCE DEVELOPMENT	9,715.22
302252	107732	BRIAN L NELSON	156.25
302253	137486	PATRICK S TELLEY JR	468.75
302254	131446	TOSHIBA AMERICA INFO SYS INC	91.00
302255	137488	I ASSESSMENT LLC	10,000.00
302256	136271	TROPHY GUY INC	60.90
302257	010040	A & D TECHNICAL SUPPLY CO INC	326.95
302258	130403	ABILITATIONS	114.05
302259	131632	AC AWARDS INC	740.00
302260	130729	ACCOUNTEMPS	887.40
302261	132004	AFFORDABLE COMPUTER PRODUCTS INC	89.55
302262	130455	ADAMS & SULLIVAN	1,280.00
302263	133402	KAREN S ADAMS	69.63
302264	010808	AIR-SIDE COMPONENTS, INC.	875.00
302265	108351	AIRGAS NORTH CENTRAL INC	15.60
302266	133620	AKSARBEN PIPE & SEWER CLEANING LLC	845.50
302267	136365	ALEGENT HEALTH	4,200.00
302268	136499	ALEKS CORPORATION	35.00
302269	107060	ALL FLAGS ETC	283.68
302270	011051	ALL MAKES OFFICE EQUIPMENT	620.64
302271	011185	ALLIED OIL & SUPPLY, INC.	547.05
302272	107651	AMAZON.COM INC	1,537.00
302273	134688	AMERICAN DISCOUNT AWARDS	1,338.51
302274	012450	AMERICAN RED CROSS HEARTLAND	488.85
302275	069689	AMSAN LLC	65,399.62
302277	010112	ANDERSON ELECTRIC	1,290.00
302279	012989	APPLE COMPUTER, INC.	2,994.00
302280	108092	MERRILL COMPANY	605.13
302281	106436	AQUA-CHEM INC	679.60
302282	133770	DIANE ARAUJO	60.78
302283	102150	ARMAND HAMMER UNITED WORLD COLLEGE	2,178.00
302284	136798	KOEHN INC	510.74

Check No	Vend No	Vendor Name	Amount
302286	134235	SARAH A ASCHENBRENNER	103.68
302288	133437	ASYST COMMUNICATIONS CO. INC.	35.00
302289	010053	ATD AMERICAN CO	520.23
302291	102237	AUTO STATION	1,527.80
302293	102727	B & H PHOTO	1,130.54
302294	015805	B & R BLEACHERS INC	24,775.00
302295	132405	BAG 'N SAVE	43.52
302297	135991	BAKER DISTRIBUTING CO LLC	482.74
302301	017900	BARCO MUNICIPAL PRODUCTS, INC.	586.60
302302	017908	REX J BARKER	130.90
302303	099646	BARNES & NOBLE BOOKSTORE	4,266.51
302304	132608	BARNES DISTRIBUTION	625.13
302305	017877	CYNTHIA L BARR-MCNAIR	179.52
302306	131142	CHERA A BARTELS	23.55
302307	137039	GLORIA J BARTELS	316.35
302308	107979	LORI A BARTELS	319.67
302309	133353	JULIE A BARTHOLOMEW	57.07
302310	133359	TERA BASS	160.00
302311	131148	VIRGINIA C BAYE	316.35
302312	130674	BEADLE MIDDLE SCHOOL	25.53
302313	136272	BEAR CONSTRUCTION INC	800.00
302314	107540	BRIAN F BEGLEY	66.55
302315	134884	JULIE K BERGSTROM	33.89
302317	018705	BERNINA SEWING CENTER	45.00
302318	133910	ROSE M BERNSTEIN	14.22
302319	134945	NOLAN J BEYER	232.20
302321	137140	ANNE M BIRKEL	34.32
302322	019111	BISHOP BUSINESS EQUIPMENT	24,763.19
302323	134478	TIFFANY M BOCK SMITH	79.75
302324	130899	KIMBERLY M BOLAN	184.25
302325	101364	BOOKWORM	83.90
302326	133057	NANCY R BORGUM	221.45
302327	136633	WILLIAMS PROPERTIES LLC	110.00
302328	019559	BOUND TO STAY BOUND BOOKS INC	6,843.25
302329	136962	BETTY M BRAGG	321.63
302330	136812	LESA L BRAND	47.30
302331	107281	INTERNATIONAL CATERING INC	4,556.25
302332	019858	PEGGY A BRENDEL	321.63
302333	130576	PAMELA A BRENNAN	143.00
302334	134244	BREVIS CORPORATION	150.34
302335	133392	ANTHONY J BRISBOIS	34.10
302336	100573	BROWN & SAENGER	465.00
302338	136205	KIMBERLY A BROWN	841.75
302339	133824	NANCY A BROWN	150.55
302340	136556	MARILYN DODRILL BRUCKNER	376.12
302341	020270	NANCY J BRUGGER	14.30

Check No	Vend No	Vendor Name	Amount
302343	107595	STEPHANIE A BURDIC	876.36
302344	135789	LINDA S BURKE	30.36
302345	132910	CHARLES J BURNEY	159.50
302346	099431	BUSINESS MEDIA INC	11,064.34
302348	137274	EILEEN CABRERA	28.33
302349	023831	CALLOWAY HOUSE INC	175.89
302352	106806	ELIZABETH J CAREY	47.74
302353	023925	CARLEX INC	286.39
302355	131158	CURTIS R CASE	342.10
302357	133970	CCS PRESENTATION SYSTEMS	235.00
302358	133589	CDW GOVERNMENT, INC.	389.00
302359	024260	CENTER TROPHY COMPANY	5,103.30
302360	100756	CERAMICS MONTHLY	32.00
302361	132206	NCH CORPORATION	180.18
302362	135648	SUSAN M CHADWICK	15.13
302363	134043	MALCOLM K CHAI	166.10
302365	132271	ERIK P CHAUSSEE	52.80
302367	106851	CHILDREN'S HOME HEALTHCARE	14,617.00
302369	135968	CHOICE LITERACY	99.00
302370	136804	KATHLEEN R CINOTTO	23.50
302371	025197	CITY OF OMAHA	75.00
302373	099222	CLASSROOM DIRECT	202.33
302374	132697	CLASSROOM PRODUCTS WAREHOUSE LLC	59.89
302375	025235	DALE CLAUSEN	125.95
302376	132643	CLEAN SWEEP COMMERCIAL INC	14,650.00
302377	131135	PATRICIA A CLIFTON	66.23
302378	136780	LISA L CLINARD	43.35
302379	137013	NANCY S COLE	29.98
302380	022701	SHARON R COMISAR-LANGDON	63.80
302381	109867	COMMERCIAL AIR MANAGEMENT INC	96.00
302382	133902	COMMUNICATION ARTS	39.00
302383	106902	COMMUNICATION SERVICES INC.	362.70
302384	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	273.00
302386	135287	CONSTRUCT INC	150,213.60
302387	026057	CONTROL MASTERS INC	6,140.64
302388	132720	CONTROLTEMP INC	889.52
302391	102828	CORPORATE EXPRESS INC	630.08
302392	132535	COUNCIL FOR ECONOMIC EDUCATION	586.25
302394	131506	CP RECOVERY	1,244.76
302395	103043	CREIGHTON UNIVERSITY	80.00
302396	103043	CREIGHTON UNIVERSITY	80.00
302398	027300	CUMMINS CENTRAL POWER LLC	240.49
302399	130900	CHERYL L CUSTARD	162.80
302400	132671	JEAN T DAIGLE-ROSE	227.71
302401	131003	DAILY RECORD	48.60
302402	133820	DATA MANAGEMENT INC	2,935.47

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302403	135099	HEATHER L DAUBERT	240.84
302404	136517	WILLIAM DAUGHTRIDGE	15.94
302405	032255	DAVIS PUBLICATIONS INC	4,857.93
302406	032236	INA M DAVIS	40.42
302407	032246	PAMELA M DAVIS	124.30
302408	032497	CHERYL R DECKER	74.25
302409	032872	DENNIS SUPPLY COMPANY	799.29
302410	136316	EVA DENTON	17.99
302411	133009	ROBERTA E DEREMER	15.02
302412	137331	BASTIAN DERICHS	29.65
302413	137024	DEVELOPMENTAL SERVICES OF NE INC	1,562.84
302414	132674	DEYOS PHOTOGRAPHY	107.00
302416	099220	DICK BLICK CO	167.91
302417	132750	JOHN D DICKEY	13.09
302418	134800	REBECCA L DIETLE	210.90
302419	033473	DIETZE MUSIC HOUSE INC	332.73
302420	132669	DIGITAL DOT SYSTEMS INC	270.00
302423	136964	NAN A DOESCHOT	321.63
302424	135973	MATTHEW L DOMINY	1,841.15
302425	135373	LINDA K DONOHUE	52.24
302427	134086	AMBER J DOOLITTLE	49.61
302428	135650	JAY R DOSTAL	33.19
302433	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	678,568.85
302434	132341	DOUGLAS/SARPY EXTENSION SERVICE	50.00
302437	135689	SUSAN M DULANY	73.26
302439	094249	DURHAM MUSEUM	200.00
302440	137025	JEFFERY YOUNG	134.85
302441	107033	DYNAVOX SYSTEMS LLC	258.00
302444	064200	EARL MAY SEED & NURSERY L.P.	140.00
302445	036520	EASTERN NE HUMAN SERVICES AGENCY	34,080.00
302446	052370	ECHO ELECTRIC SUPPLY CO	440.88
302447	036830	EDUCATION WEEK	118.94
302448	037525	EDUCATIONAL SERVICE UNIT #3	181,702.75
302449	109135	EDUCATIONAL SERVICE UNIT 10	2,123.50
302450	100586	EDUCATIONAL THEATRE ASSOC	65.00
302451	133823	REBECCA S EHRHORN	446.45
302453	038100	ELECTRICAL ENGINEERING & EQPT CO	1,273.75
302454	038140	ELECTRONIC SOUND INC.	547.87
302455	135239	JAMY D ELKER	40.00
302456	038217	WARREN K ELTISTE	117.70
302457	035579	EMC/PARADIGM PUBLISHING	1,456.65
302458	135497	RICKIE D ENGEL	316.35
302459	130373	ELIZABETH A ENGELBART	18.32
302460	132066	ENGINEERED CONTROLS INC	135.00
302462	137330	EPWORTH VILLAGE INC	3,853.08
302464	134861	TARA R FABIAN	29.25

Check No	Vend No	Vendor Name	Amount
302465	131743	FACTS ON FILE INC.	149.80
302467	137477	FAT BRAIN TOYS LLC	7,597.33
302468	132699	FATHER FLANAGANS BOYS HOME	2,418.80
302470	040450	FEDERAL EXPRESS	457.58
302471	131826	ALICIA C FEIST	143.06
302472	040470	MARK W FELDHAUSEN	201.30
302473	133565	STEVE FELICI	26.65
302474	040537	FERGUSON ENTERPRISES INC	618.11
302475	106956	FERRELLGAS	16.83
302476	133919	FILTER SHOP INC	3,413.18
302477	132001	BETH L FINK	850.29
302478	134304	FIRST BANK RICHMOND, NA	1,824.10
302480	041086	FLINN SCIENTIFIC INC	1,259.89
302481	136966	JILL JANINE FLOTH	316.35
302482	041100	FOLLETT LIBRARY RESOURCES	2,335.10
302483	136106	FOLLETT SOFTWARE COMPANY	38.16
302485	137040	JUDITH A FOWLER	316.35
302486	136207	PATRICIA D FRANCK	33.95
302488	130082	NONNIE M FRENZER	316.35
302489	041543	AMY J FRIEDMAN	63.97
302490	137217	DANIELLE M FROLIO	43.12
302491	102650	GANDER PUBLISHING INC.	417.95
302493	106894	TAMMY GEBHART	53.90
302494	133886	CHERYL V GERACE	4.32
302495	044495	KATHY L GIBBS	17.38
302496	136681	GIS WORKSHOP INC	780.00
302497	106660	GLASSMASTERS INC	6,293.65
302498	137437	GOOD PRINTERS INC	240.95
302499	044891	GOPHER/PLAY WITH A PURPOSE	108.98
302500	044896	KAREN A GORDON	38.23
302501	133570	KAREN GOUGHNOUR	26.65
302502	043609	GP DIRECT	435.74
302503	044950	GRAINGER INDUSTRIAL SUPPLY	1,976.85
302504	136508	ERIC N GRANDGENETT	88.00
302505	134622	LORI S GRAVES	119.60
302506	044965	KATHERINE A GRAY	83.33
302511	135016	CANDRA R GUENTHER	102.35
302512	135930	KATHLEEN M GUINAN	60.06
302513	045310	KATHLEEN A GUINANE	13.20
302514	132938	GUSTAVE A LARSON COMPANY	2,375.44
302515	132287	CARI J GUTHRIE	41.69
302517	136076	HALDEMAN-HOMME INC	160.00
302518	047800	HAMMOND & STEPHENS	329.07
302520	101931	HANCOCK FABRICS	154.87
302521	047853	HAPPY CAB COMPANY INC	18,851.80
302523	137019	ANNE HARLEY	824.55

Check No	Vend No	Vendor Name	Amount
302524	099396	HARRY K WONG PUBLICATIONS INC	823.80
302525	136458	JEAN M HASTINGS	30.75
302526	130609	HAYDEN-MCNEILL SPECIALTY	183.61
302527	048475	HEARTLAND FOUNDATION	9,412.44
302528	108273	MARGARET HEBENSTREIT PT	107.25
302529	048517	GREENWOOD PUBLISHING GROUP INC	2,725.73
302530	102842	HELGET GAS PRODUCTS INC	50.22
302532	108478	DAVID C HEMPHILL	869.87
302534	134455	ROBERT J HETTINGER	127.60
302535	132423	HEWLETT PACKARD CO	20,469.00
302536	048710	HIGHSMITH COMPANY INC	325.70
302537	134441	ELAINE HILL	1,092.16
302538	048840	SUZANNE J HINMAN	22.52
302539	045329	S & W FOODS INC	88.75
302541	048960	HOCKENBERGS EQUIP & SUPPLY CO INC	97.25
302544	099759	HOLIDAY INN OF KEARNEY	281.80
302545	132592	WILLIAM SPRAGUE, JR.	14.40
302546	095520	LINDA D HORTON	55.77
302547	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	24,474.78
302548	049715	HUMAN KINETICS INC	158.00
302550	101032	HUSKER MIDWEST PRINTING	678.86
302551	133397	HY-VEE INC	1,707.29
302552	132878	HY-VEE INC	354.12
302553	049850	HY-VEE INC	622.51
302554	132971	IDEA ART INC	98.85
302557	134822	CHRISTINE L INGRAM	45.10
302559	051778	INSIGHT MEDIA INC	189.74
302560	052150	INTERNATIONAL READING ASSOC	395.00
302561	134197	INTERNATIONAL SOCIETY FOR TECH ED	100.00
302562	136631	JAMES LEE STONE	439.78
302563	101991	J.A. SEXAUER	111.78
302564	100928	J.W. PEPPER & SON INC.	188.98
302565	054223	MICHAEL JANIS	423.58
302566	131157	CHRISTINE A JANOVEC-POEHLMAN	80.19
302567	054240	HANNELORE W JASA	44.38
302568	136953	JSDO I LLC	180.15
302569	133059	DEBBIE A JENKINS	99.44
302570	133037	JENSEN TIRE COMPANY	240.09
302571	137518	HODGES ENTERPRISES #2 LLC	133.16
302574	054500	JOHNSON HARDWARE CO LLC	1,030.11
302576	136317	KELLY L JOHNSON	11.28
302577	136967	LINDA M JOHNSON	221.45
302578	059573	NANCY A JOHNSTON	145.44
302579	054630	JOHNSTONE SUPPLY	33.76
302580	020316	ALINE R JONES	24.20
302581	135384	LINDA C JONES	316.35

Check No	Vend No	Vendor Name	Amount
302583	136968	TWILA E JUEL	316.35
302584	137514	JULIE KANNAS	35.28
302585	056215	KAPLAN EARLY LEARNING CO	97.63
302586	137515	LISA KAPLINGER	225.00
302587	134194	KARCHER FLOOR CARE INC	3,277.12
302588	132265	CATHERINE A KEISER	91.52
302589	132272	SUSAN L KELLEY	14.25
302591	131177	ANDREA L KIDD	31.26
302592	133973	KIDS ON THE MOVE INC	1,923.75
302593	132676	DENNIS F KIMBERLIN	875.00
302594	056724	KINKO'S	9.00
302595	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	100.00
302597	056770	BETTY H KLESITZ	36.85
302598	132264	MICHELLE M KLUG	36.85
302603	137036	JULIE D KONRAD	31.90
302604	134864	BRIDGET K KOWAL	80.16
302606	057683	JANET F KRUGER	73.12
302607	133923	KUBAT PHARMACY/HEALTHCARE	222.00
302608	137385	JOSEPH R KUEHL	18.70
302609	109033	AMANDA J KUNES	455.07
302610	058745	BARBARA B LACEY	81.56
302611	137010	CHRISTINA A LAGRONE	104.45
302614	058755	LAIDLAW TRANSIT INC	21,408.10
302615	099217	LAKESHORE LEARNING MATERIALS	3,115.12
302617	135257	LANGUAGE LINE SERVICES	201.26
302618	121124	LORENE M LARSEN	44.88
302620	135688	DENISE A LARSON	337.15
302623	135156	LAWSON PRODUCTS INC	897.21
302624	108450	JACEN D LEFHOLTZ	142.71
302625	134961	LERNER PUBLICATIONS CO	46.58
302626	137345	BONNIE K LEVINGER	24.75
302629	059470	LIEN TERMITE & PEST CONTROL INC	1,852.00
302630	059577	LINGUISYSTEMS, INC.	43.95
302631	059560	LINWELD INC	362.97
302632	059791	LIVING VOICES INC	2,166.96
302633	133758	KRAIG J LOFQUIST	12.99
302634	059866	STACY L LONGACRE	36.30
302635	131141	JON T LOPEZ	274.75
302636	060111	LOVELESS MACHINE & GRINDING	58.00
302637	131397	LOWE'S HOME CENTERS INC	79.47
302638	057770	LRP PUBLICATIONS INC	34.85
302640	099321	MACKIN BOOK COMPANY	9,160.70
302642	134908	CATHERINE E MANN CHRISTIANSEN	80.00
302643	136704	ROBERT A MARCEAU	80.85
302644	133201	DAWN M MARTEN	32.40
302646	108052	MAX I WALKER	246.00

Check No	Vend No	Vendor Name	Amount
302647	107123	SUSAN P MCADAM	122.53
302648	107399	MADONNA J MCARDLE	316.35
302649	131069	CAROL MCCANN	316.35
302652	137014	RYE L MCINTOSH	137.34
302653	063361	ALBERT G MCKAIN	61.05
302654	099781	MCQUEENY LOCK COMPANY	1,466.00
302655	064260	MECHANICAL SALES INC.	18,342.00
302656	102560	MEDCO COMPANY	42.90
302657	121126	PATRICIA A MEEKER	169.29
302658	136470	CHAD M MEISGEIER	1,231.13
302659	064413	MENARDS INC	400.00
302660	136314	KORRINDA MENDEZ	132.00
302662	064600	METAL DOORS & HARDWARE COMPANY INC	1,167.00
302664	133403	AMERICAN NATIONAL BANK	7,659.31
302667	132113	MID-PLAINS INSULATION	59.80
302668	102870	MIDLAND COMPUTER INC	273.20
302669	648477	MIDLANDS MESSENGER SERVICE INC	33.00
302670	101068	MIDWEST BOX COMPANY	3,157.64
302671	135067	MIDWEST INSULATION SERVICES INC	327.64
302672	064950	MIDWEST METAL WORKS INC	98.05
302673	131899	MIDWEST STORAGE SOLUTIONS	1,421.61
302674	065233	MIDWEST TURF & IRRIGATION INC	1,137.26
302675	131187	KIM R MIKOS	39.00
302676	065400	MILLARD LUMBER INC	68.15
302678	100316	MINDWARE	6,088.25
302679	065810	MIRACLE RECREATION EQUIPMENT	420.20
302680	136388	MITCHELL S MOLLRING	230.93
302681	066010	MONEY HANDLING MACHINES, INC.	3,174.00
302682	066083	KAREN F MONTGOMERY	33.00
302685	134532	MORRISSEY ENGINEERING INC	3,000.00
302686	132491	DONITA L MOSEMAN	12.10
302687	066189	MOTION INDUSTRIES INC	57.03
302688	066490	JANIS R MULLINS	134.20
302689	133712	MURPHY TRACTOR & EQUIPMENT CO	49.31
302690	132203	SUSAN K MUSSELMANN	316.35
302692	131395	DARREN D MYERS	105.60
302693	067030	CYNTHIA D NABITY	19.66
302694	130959	NATIONAL ACADEMIES PRESS	63.74
302695	131192	NATIONAL FEDERATION URBAN SCHOOL	3,000.00
302696	067801	NATIONAL MIDDLE SCHOOL ASSOC	32.00
302697	132854	NATIONAL SAFETY COUNCIL	1,244.00
302698	134162	NATIONAL STAFF DEVELOPMENT COUNCIL	552.96
302699	102522	NCECBVI	784.25
302700	130548	NCS PEARSON INC	157.00
302701	068334	NEBRASKA AIR FILTER INC	3,016.86
302702	068415	NEBRASKA COUNCIL OF SCHOOL	555.00

Check No	Vend No	Vendor Name	Amount
302704	100216	NEBRASKA EDUCATIONAL TECH ASSN	2,240.00
302705	068445	NEBRASKA FURNITURE MART INC	820.00
302706	068466	NEBRASKA PRINTING CENTER	416.08
302707	134231	NEBRASKA SAFETY CENTER	150.00
302710	135913	SUSAN E NELSON	281.53
302712	136151	NETIQ CORPORATION	7,144.00
302713	136004	HEIDI JO NEUMANN	63.76
302714	069099	CAROL C NEWTON	32.06
302715	069561	LYNNE NEWVILLE	52.25
302716	109843	NEXTEL PARTNERS INC	17,611.35
302717	069675	NOBBIES INC	199.91
302719	099567	NOVELL INC	48,561.75
302721	070250	O'KEEFE ELEVATOR COMPANY, INC.	430.00
302722	133368	KELLY R O'TOOLE	9.90
302723	050042	ANNE M OETH	145.75
302727	100013	OFFICE DEPOT 84133510	4,236.56
302728	101147	OFFICE MAX #521	340.37
302729	070245	OHARCO DISTRIBUTORS	581.20
302731	099658	OMAHA CHILDRENS MUSEUM	70.00
302733	071024	OMAHA TRACTOR, INCORPORATED	123.16
302734	071053	OMAHA WORLD HERALD (EDUC)	97.16
302735	133850	ONE SOURCE	1,063.00
302736	071138	ORIENTAL TRADING COMPANY	68.91
302737	130092	MARY M OSTERLOH	62.92
302739	134428	ELIZABETH A PACHTA	228.15
302740	071515	PAINTIN PLACE CERAMICS INC	121.75
302743	137015	GEORGE PARKER	100.76
302744	132006	ANDREA L PARSONS	143.28
302745	108098	ANGELO D PASSARELLI	439.45
302747	071760	PATTON EQUIPMENT COMPANY INC	614.52
302748	071891	PAYFLEX SYSTEMS USA INC	4,705.00
302749	131610	PATRICIA D BUFFUM	180.00
302750	102699	PEARSON EDUCATION	5,193.55
302753	082652	PEARSON EDUCATION	295,000.10
302754	099302	PEGLER-SYSCO FOOD SERVICE CO	598.60
302755	107783	HEIDI T PENKE	1,117.65
302756	072200	PERFECTION LEARNING CORP.	12,966.75
302757	136724	PETCO ANIMAL SUPPLIES STORES INC	63.78
302758	137009	ANGELA J PETERSON	114.20
302759	134365	VICKY L PETERSON	183.70
302761	130721	MARY J PILLE	163.63
302762	072760	PITSCO INC	20,622.03
302763	131835	PRAIRIE MECHANICAL CORP	18,906.00
302765	073231	PRECISION INDUSTRIES, INC.	8.68
302766	072349	PREMIER AGENDAS INC	1,047.70
302767	135569	CYNTHIA L PRESTON	76.12

Check No	Vend No	Vendor Name	Amount
302768	102423	PRIMARY CONCEPTS	169.53
302771	073040	PSI GROUP INC	20,000.00
302774	099219	RADIOSHACK CORP	70.46
302775	078250	RALSTON PUBLIC SCHOOLS	24,496.24
302776	137118	LISA M RANDS	158.40
302777	137109	KAMELA RANMANZAI	173.69
302778	130143	READING RECOVERY COUNCIL OF	380.00
302779	100642	REALLY GOOD STUFF INC	185.56
302780	078676	RECREATION SUPPLY COMPANY INC	206.31
302781	135690	DEIDRE REEH	13.49
302782	133191	MATTHEW K REGA	63.80
302783	134858	JENNIFER L REID	33.11
302784	100813	MATT RESOURCES INC	49.20
302785	079106	PATRICIA W RHODES	316.35
302787	109192	KIMBERLI R RICE	85.14
302789	136847	RIVERSIDE TECHNOLOGIES INC	515.00
302790	131376	ROBERT BROOKE & ASSOCIATES, INC.	520.40
302791	079295	DALE H ROBINSON	108.57
302792	079310	ROCKBROOK CAMERA CENTER	5,382.40
302793	137006	JOAN E ROGERT	33.66
302794	134882	LINDA A ROHMILLER	24.20
302795	134990	BRITTANY A ROM	198.00
302796	134081	EILEEN A RONCI	207.35
302798	137511	JANET S ROSE	1,034.50
302799	137510	JOHN D ROSE	5.00
302801	079440	ROSENBAUM ELECTRIC INC	12,575.43
302802	072286	JEAN M RUCHTI	123.64
302803	137077	LAURA RUNGE	20.79
302804	133572	RURAL METRO MEDICAL SERVICES	1,088.00
302805	130477	KATHRYN I RYAN	37.40
302806	136595	THOMAS J RZEMYK	328.89
302807	101166	S & S WORLDWIDE INC	179.98
302808	136533	SAFEWAY TRANSPORTATION LLC	12,325.25
302809	081491	SAGE PUBLICATIONS, INC.	117.70
302810	081630	SAM'S CLUB DIRECT	45.10
302811	081725	KIMBERLEY K SAUM-MILLS	151.82
302812	081800	SAX ARTS & CRAFTS INC	149.55
302813	131353	HARLAND TECHNOLOGY SERVICES	403.00
302814	109806	BRENT J SCHADE	20.46
302815	081880	SCHEMMER ASSOCATES INC	7,538.10
302816	106432	KELLI J SCHINSTOCK	52.80
302817	134575	ANN L SCHMIDT	8.56
302818	081891	SCHMITT MUSIC CENTER	35.39
302819	137012	SHELLEY L SCHMITZ	59.40
302821	082100	SCHOLASTIC INC	756.42
302823	101165	SCHOOL MATE	792.50

Check No	Vend No	Vendor Name	Amount
302824	135488	SCHOOL NURSE SUPPLY	876.68
302826	082350	SCHOOL SPECIALTY INC	85.70
302829	082395	CLAUDIA K SCHULTE	126.50
302830	136869	LAURA E SCHULTE	1,500.00
302833	135102	SEAT SACK INC	511.10
302834	082905	KIMBERLY A SECORA	25.85
302835	098765	SECURITY BENEFIT LIFE INS CO	216,827.32
302836	098765	SECURITY BENEFIT LIFE INS CO	3,038.88
302837	082910	SECURITY EQUIPMENT INC	8,738.36
302838	134006	GEORGE J SEFZIK	49.43
302839	082941	KELLY M SELTING	121.55
302840	134189	JODY L SEMPEK	83.78
302841	133498	SHARED MOBILITY COACH INC	4,016.25
302842	109800	AMY L SHATTUCK	102.30
302843	109830	MATTHEW V SHEPPARD	117.98
302844	083188	SHIFFLER EQUIPMENT SALES, INC.	79.39
302846	137008	JULIA A SHIPP	15.73
302848	132590	SILVERSTONE GROUP INC	2,500.00
302849	083400	SIMPLEXGRINNELL	565.26
302850	136137	JULIA C SINIARD	50.00
302852	133949	SKAR ADVERTISING	3,009.42
302853	137070	SKYLINE PHYSICAL THERAPY SERVICES	2,044.96
302854	099592	SMILE MAKERS INC.	41.88
302856	136920	KATHLEEN M SMITH	55.09
302857	107093	CHARLENE S SNYDER	190.30
302858	083950	SOCIAL STUDIES SCHOOL SERVICE	171.19
302859	101476	SODEXO INC & AFFILIATES	84,920.43
302860	F03032	SOFTCHOICE CORPORATION	7,566.00
302861	109793	LINCOLN OFFICE EQUIPMENT	337.50
302862	135408	JANICE D SORENSEN	316.35
302863	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	281.60
302864	100421	SOUTH/SOUTHWEST YMCA	72.00
302865	131714	JOHN D SOUTHWORTH	98.45
302866	099780	SPSS, INC.	2,029.00
302867	109836	AMY ST AMOUR	85.80
302868	137481	STAPLES INC & SUBSIDIARIES	567.36
302870	137117	JEANNE STICKNEY	46.64
302871	135211	KENNETH STOBBE	26.65
302873	131522	SUMMER KITCHEN CAFE	108.98
302875	084907	SUNDERLAND BROTHERS COMPANY	704.64
302876	084930	SUPER DUPER INC	272.44
302878	102869	SUPER SAVER #20	1,038.64
302879	084959	JAMES V SUTFIN	372.13
302880	137230	KATHY A SVOBODA	25.95
302881	130911	SWANDA BUSINESS FORMS	449.00
302882	137011	CARRIE A SWANEY	248.33

Check No	Vend No	Vendor Name	Amount
302883	132417	JAMES D SWITZER	23.10
302885	088654	TARGET	429.78
302886	103050	DRAPHIX, LLC	199.92
302887	133167	TEACHERS COLLEGE PRESS	363.09
302888	088830	TED'S MOWER SALES & SERVICE INC	15.74
302889	133969	TENNANT SALES & SERVICE COMPANY	1,669.71
302890	106697	LINDA A TERRY	41.30
302891	136381	ANNETTE J THOMAS	14.85
302893	137018	JANE E THORSON	23.37
302894	135006	STEVE D THRONE	114.40
302895	089318	A GERALD TIEGER	24.42
302897	132493	GREGORY E TIEMANN	106.70
302898	136578	PEGGI S TOMLINSON	45.05
302899	106807	JEAN M TOOHER	39.60
302900	131446	TOSHIBA AMERICA INFO SYS INC	15,886.11
302901	131446	TOSHIBA AMERICA INFO SYS INC	558.00
302902	132138	TOYOTA FINANCIAL SERVICES	528.26
302903	106364	AMERICAN STANDARD INC	79.87
302904	137041	MARY L TRENERRY	316.35
302905	135247	MARIELA J TRIBULATO	85.00
302906	107719	KIMBERLY P TRISLER	26.68
302907	106493	TRITZ PLUMBING, INC.	1,686.21
302908	136110	DONNA R TROMBLA	64.74
302909	132268	LYNNE A TRUMAN	35.20
302910	135505	TY'S OUTDOOR POWER & SERVICE INC	1,138.46
302911	131819	JEAN R UBBELOHDE	148.50
302912	090678	UNISOURCE	220.20
302913	090214	UNITED ELECTRIC SUPPLY CO INC	202.09
302914	109861	UNITED EQUIPMENT SERVICES CO INC	542.25
302915	090250	UNITED SEEDS INC.	1,200.00
302916	137479	UNIVERSITY OF NORTHERN IOWA	225.00
302917	100096	UNIVERSITY OF NE AT LINCOLN	290.51
302918	068840	UNIVERSITY OF NEBRASKA AT OMAHA	26,381.50
302919	068840	UNIVERSITY OF NEBRASKA AT OMAHA	55,108.65
302921	090900	UNIVERSITY PUB, INC.	358.00
302922	090973	UPSTART	89.27
302923	091040	VAL LTD	115.35
302924	137353	PENNY ATTMAN	310.00
302925	136180	SHARON C VANWINKLE	37.74
302926	136318	JENNIFER L VEST	288.76
302928	130676	VISITING NURSES HEALTH SERVICES	1,650.00
302929	109122	CONNIE L VLCEK	20.36
302930	092834	WALKER TIRE INC	204.43
302931	131112	LINDA WALTERS	25.52
302932	093650	WARD'S NATURAL SCIENCE EST LLC	30.84
302933	136756	CAROL L WARDIAN	70.96

Check No	Vend No	Vendor Name	Amount
302934	136313	DARCY N WARNER	48.84
302935	093765	WATER ENGINEERING, INC.	1,096.00
302936	093772	WATKINS CONCRETE BLOCK CO. INC.	95.00
302937	133438	HEIDI J WEAVER	247.60
302938	093976	WEEKLY READER CORPORATION	364.30
302939	093978	BECKY S WEGNER	77.00
302940	137042	DIANE M WEIER	321.63
302943	094174	WEST MUSIC COMPANY	642.28
302944	107563	CAROL M WEST	90.81
302946	094245	WESTLAKE ACE HARDWARE INC	79.99
302947	094650	WESTSIDE COMMUNITY SCHOOLS	144.00
302948	134658	CRAIG T WHALEY	69.30
302949	133061	JACKIE L WHISENHUNT	261.80
302950	094751	DEBBY A WHITAKER	206.58
302951	133663	HD SUPPLY CONSTRUCTION SUPPLY LTD	66.41
302952	094820	WHOLESALE HEATING & COOLING	2,213.75
302954	102785	WILLIAM V MACGILL & CO	237.95
302955	095155	MARY C WILSON	316.35
302957	136323	STACIE A WITHERSPOON	178.86
302958	137016	ANGELA L WITTE	73.21
302960	109073	CRAIG J WOLF	270.60
302962	130716	SUSAN J WOOSTER	21.28
302963	095376	WORLD BOOK INC	799.00
302964	095491	GLEN E WRAGGE	303.88
302965	095674	XEROX CORPORATION (LEASES)	9,070.52
302966	095674	XEROX CORPORATION (LEASES)	5,303.18
302967	131322	FLORENCE R YEE	54.96
302970	106195	YWCA OF OMAHA	80.00
302971	099212	ZANER BLOSER INC	1,526.87
302972	136452	JESSICA N ZAVADIL	31.78
302973	136855	PAUL R ZOHLEN	37.18
302974	135647	LACHELLE ZUHLKE	28.27
		Total for GENERAL FUND	2,587,295.75
21836	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	268.55
21837	102828	CORPORATE EXPRESS INC	274.08
21838	109843	NEXTEL PARTNERS INC	233.23
21839	100013	OFFICE DEPOT 84133510	745.66
21840	101476	SODEXO INC & AFFILIATES	526,478.81
		Total for FOOD SERVICE	528,000.33
302426	136245	DONOVAN PROPERTIES LLC	1,564.18
302442	131740	EAGLE SOFTWARE INC,	47,482.00
302522	047855	HARCOURT INC	612.00
302535	132423	HEWLETT PACKARD CO	13,770.00
		Total for SPECIAL BUILDING	63,428.18
302279	012989	APPLE COMPUTER, INC.	29.00

Check No	Vend No	Vendor Name	Amount
302316	133480	BERINGER CIACCIO DENNELL MABREY	5,873.38
302393	108436	COX COMMUNICATIONS INC	89.78
302422	107232	DLR GROUP INC	240.00
302442	131740	EAGLE SOFTWARE INC,	495.00
302535	132423	HEWLETT PACKARD CO	1,147,645.00
302602	134607	KONICA MINOLTA PRINTING SOLUTIONS	209.00
302641	134668	MAGNUM RESOURCES INC	3,382.00
302650	100944	MCDONALD & ASSOCIATES INC	10,310.80
302668	102870	MIDLAND COMPUTER INC	198.39
302770	132713	PROTEX CENTRAL INC	1,957.00
302797	134824	ROOFING SOLUTIONS INC	11,250.00
		Total for CONSTRUCTION	1,181,679.35
302275	069689	AMSAN LLC	175.94
302276	010042	AMSCO SCHOOL PUBLICATIONS INC	220.69
302278	012896	NANCY G ANDERSON	32.70
302284	136798	KOEHN INC	126.36
302285	106167	ASCD (CONFERENCE/REGISTRATIONS)	25.00
302287	013496	ASCD	63.80
302290	137417	AUTISM SOCIETY OF IOWA	875.00
302292	135330	AVIS RENT A CAR SYSTEM INC	138.65
302295	132405	BAG 'N SAVE	40.41
302296	136421	JENNIFER K BAHE	47.92
302300	134927	GAY L BAKER	14.47
302303	099646	BARNES & NOBLE BOOKSTORE	381.49
302325	101364	BOOKWORM	268.53
302327	136633	WILLIAMS PROPERTIES LLC	699.00
302337	137512	KAY R BROWN	1,139.74
302349	023831	CALLOWAY HOUSE INC	54.94
302350	134350	CAMBIUM LEARNING	263.78
302351	134015	CAMILLES SIDEWALK CAFE	158.25
302366	024652	CHILDCRAFT EDUCATION CORP	1,821.50
302368	137145	HOLZAPFEL ENTERPRISES INC	260.00
302385	137436	CONFERENCE FOR THE ADVANCEMENT OF	1,050.00
302397	099957	CRYSTAL SPRINGS BOOKS	164.40
302421	099552	DISCOUNT SCHOOL SUPPLY	1,213.12
302434	132341	DOUGLAS/SARPY EXTENSION SERVICE	250.00
302461	130348	ENVIRONMENTS, INC.	456.98
302487	130992	FRANKLIN COVEY	3,078.22
302499	044891	GOPHER/PLAY WITH A PURPOSE	1,382.72
302505	134622	LORI S GRAVES	148.50
302513	045310	KATHLEEN A GUINANE	201.63
302519	136821	TIVOLI HOTEL LLC	178.00
302529	048517	GREENWOOD PUBLISHING GROUP INC	42,477.61
302531	135616	BAILEY HEMPHILL	190.00
302535	132423	HEWLETT PACKARD CO	356.00
302540	048940	HOBBY LOBBY STORES INC	59.92

Check No	Vend No	Vendor Name	Amount
302552	132878	HY-VEE INC	189.47
302558	100016	INNOVATIVE LEARNING CONCEPTS	978.10
302573	107039	SHARON KIM H JOHANSEN	198.00
302590	130642	MARILYN B KERKHOVE	172.58
302599	136261	DEBORAH M KNUTSON	96.65
302614	058755	LAIDLAW TRANSIT INC	2,420.51
302615	099217	LAKESHORE LEARNING MATERIALS	2,781.22
302619	137519	DEANNA L LARSON	7.00
302621	131892	LAURITZEN BOTANICAL GARDENS	108.00
302639	137503	KRISTIN L LUTES	64.20
302651	063349	MCGRAW-HILL COMPANIES	1,147.08
302665	133430	CHERIE L METSCHKE	100.18
302666	136384	JEANNETTE M MEYER	214.31
302677	137507	JULIE K MILLER	78.62
302678	100316	MINDWARE	592.27
302702	068415	NEBRASKA COUNCIL OF SCHOOL	50.00
302703	068400	NEBRASKA COUNCIL ON ECON ED/SMG	144.00
302708	068737	NEBRASKA SPEECH LANGUAGE & HEARING	720.00
302709	131550	NANCY G NELSON	85.58
302727	100013	OFFICE DEPOT 84133510	633.46
302732	135792	OMAHA PERFORMING ARTS SOCIETY	32.00
302760	134620	PHYSICIANS MUTUAL INSURANCE COMPANY	1,500.00
302764	131327	TAMI J PRATT	687.39
302769	131535	RICHARD L KINGORE	445.04
302772	137421	PHILIP A CERRA	103.80
302784	100813	MATT RESOURCES INC	63.34
302800	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	130.50
302810	081630	SAM'S CLUB DIRECT	126.06
302821	082100	SCHOLASTIC INC	652.91
302825	134878	MARGARET T VENTO-WILSON	1,342.95
302827	082336	SCHOOLMART	278.04
302831	137294	PAUL M SCHULTE	144.51
302832	082460	MARK M SCHULTZE	48.22
302862	135408	JANICE D SORENSEN	363.81
302874	084905	SUNDANCE/NEWBRIDGE ED PUB LLC	1,147.74
302876	084930	SUPER DUPER INC	194.25
302884	136504	TAKE FLIGHT FARMS INC	1,200.00
302885	088654	TARGET	311.51
302896	137168	NATALIE TIEHEN	180.00
302920	068834	UNIVERSITY OF NEBRASKA-LINCOLN	125.00
302927	137521	MEGAN VICTOR	395.44
302939	093978	BECKY S WEGNER	24.00
302945	131499	WESTERN BOWL LLC	21.00
302953	137485	WENDY A WIGHT	112.00
302956	108433	WINGATE INN KEARNEY	420.00
302959	137522	LISA M WITTGREN	59.77

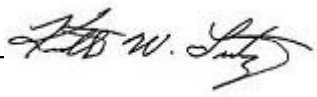
Check No	Vend No	Vendor Name	Amount
		Total for GRANT FUND	78,905.78
302691	099045	MUTUAL OF OMAHA COMPANIES	111,945.28
		Total for	111,945.28
302616	058775	LAMP RYNEARSON ASSOCIATES INC	816.00
302673	131899	MIDWEST STORAGE SOLUTIONS	1,500.00
		Total for DEPRECIATION	2,316.00
302228	099985	DAVID MARSH	208.00
302233	135642	OSCAR RIOS POHIRIETH	265.00
302249	107948	DARREL DRAPER	152.00
302279	012989	APPLE COMPUTER, INC.	142.00
302298	136339	AIMEE BAKER	144.50
302299	135322	ALEXANDER BAKER	120.00
302301	017900	BARCO MUNICIPAL PRODUCTS, INC.	211.80
302303	099646	BARNES & NOBLE BOOKSTORE	511.91
302320	137508	EDWARD BIDROWSKY	32.50
302328	019559	BOUND TO STAY BOUND BOOKS INC	209.22
302342	136341	RAYNEE BUCKLEY	155.00
302347	137453	ANNA BUTE	80.00
302354	023964	DAVE CARLSEN	195.00
302356	136671	JAMES R CASEY	200.00
302364	136132	ABBY CHARVAT	60.00
302372	137506	KYLE CLARK	120.00
302389	135694	JUSTINE COOPER	190.00
302390	137504	BREAHN COPENHAUER	40.00
302415	130685	VOGEL WEST INC	1,006.82
302416	099220	DICK BLICK CO	737.79
302429	137267	WADE S DOUGHERTY	40.00
302435	135695	AMANDA D DOWNING	240.00
302436	135312	LACY DUCKWORTH	67.50
302438	137509	HAYLEY DUNCAN	24.00
302443	136361	NICHOLAS EARDENSOHN	90.00
302452	135425	EINSTRUCTION	374.00
302463	038431	ROBERT W. ERLANDSON	85.00
302466	136342	KEVIN FALCK	110.00
302469	135766	KAITLYN FEDER	160.00
302479	135701	CHELSEA FISHER	180.00
302482	041100	FOLLETT LIBRARY RESOURCES	55.15
302484	107364	FONTENELLE NATURE ASSOC	262.50
302492	134930	TAYLOR GARDNER	48.00
302507	136710	SEAN MICHEAL KALANI GREEN	60.00
302508	136464	RACHAEL GROHN	60.00
302509	137223	TY GRUBB	80.00
302510	130309	WAYNE GRUDLE	40.00
302516	135078	SHANNON GUY	144.00
302533	134786	HERITAGE NURSERY	901.50

Check No	Vend No	Vendor Name	Amount
302542	135313	RACHEL HOGAN	200.00
302543	136879	RYAN HOGAN	160.00
302545	132592	WILLIAM SPRAGUE, JR.	883.20
302549	136672	ROBERT HUPP	100.00
302555	135517	KAREN ILLG	42.00
302556	134557	ELLEN R ILLG	144.00
302572	136054	NICK JOBEUN	30.00
302575	054492	JIM L JOHNSON	865.00
302582	134980	ABIGAIL C JORGENSEN	144.00
302596	135079	CHRISTIAN KLAIBER	90.00
302600	136699	COURTNEY KOBOLD	120.00
302601	135858	TYLER PAUL KOHLES	40.00
302605	137045	ALYSON KRIZ	80.00
302622	137505	KATHARINE MARIE LAWLOR	40.00
302627	137296	LIBERTY HARDWOODS INC	833.27
302637	131397	LOWE'S HOME CENTERS INC	197.58
302640	099321	MACKIN BOOK COMPANY	56.72
302645	136051	SHAYLA MATTSON	70.00
302661	134982	LYDIA ANN MERKEL	70.00
302683	137445	KATE MORELAND	160.00
302684	137111	SATURNRINA LEE MORRIS	40.00
302704	100216	NEBRASKA EDUCATIONAL TECH ASSN	870.00
302705	068445	NEBRASKA FURNITURE MART INC	69.99
302711	136702	TREVOR NELSON	160.00
302718	137114	NEAL NOGOWSKI	122.50
302720	136130	EMMA O'CONNELL	105.00
302727	100013	OFFICE DEPOT 84133510	404.87
302730	133888	OLLIE THE TROLLEY	325.00
302738	135697	JACOB PAASCH	160.00
302741	135566	MEGAN PALIK	115.00
302742	135518	MEAGAN PAPATYI	144.00
302746	132166	PATRICIA M KUSEK	140.00
302753	082652	PEARSON EDUCATION	1,013.64
302773	135698	CHAELI QUANDT	182.50
302786	134996	BECCA RICE	144.00
302788	137178	MILES RITCHIE	120.00
302792	079310	ROCKBROOK CAMERA CENTER	275.00
302800	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	6,008.25
302812	081800	SAX ARTS & CRAFTS INC	187.75
302818	081891	SCHMITT MUSIC CENTER	185.00
302820	099640	SCHOLASTIC BOOK FAIRS	198.50
302822	136895	BAILEY SCHOLLMEYER	105.00
302824	135488	SCHOOL NURSE SUPPLY	122.00
302828	137516	DANIKA SCHUETT	252.00
302845	137113	BAILEY SHILLER	144.00
302847	137119	DAVID SHRIVER	45.00

Check No	Vend No	Vendor Name	Amount
302851	134998	SARAH SIROTKIN	144.00
302855	136131	BRENDON SMITH	90.00
302869	136465	JAKE STAUFFER	80.00
302872	137517	KELSEY STRATMAN	180.00
302885	088654	TARGET	205.58
302892	137122	MORIAH THOMPSON	135.00
302922	090973	UPSTART	253.20
302941	135522	AMANDA WEIHL	90.00
302942	134999	FAWN WEIHL	144.00
302961	135714	ALEXIS WONG	120.00
302968	135390	CANDACE YONG	160.00
302969	137120	ANDREW YORK	40.00
		Total for ACTIVITY FUND	25,409.74
		Report Total	4,578,980.41

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Board Policy Human Resources 4125 - Certification
Meeting Date:	June 1, 2009
Department	Human Resources
Title and Brief Description:	Approval of Human Resources Policy 4125 - Certification
Action Desired:	Approval
Background:	This Policy has been revised for your approval and was reviewed by the Cabinet and Legal Counsel. First reading on this Policy occurred on May 18, 2009.
Options/Alternatives Considered:	Leave unchanged, delete, or revise
Recommendations:	Approval
Strategic Plan Reference:	N/A
Implications of Adoption/Rejection:	N/A
Timeline:	N/A
Responsible Persons:	Dr. Kirby Eltiste/Chad Meisgeier

Superintendent's Signature: _____  _____

Human Resources
Certification

4125

~~Each administrator, including the superintendent, principals and supervisors or supervisor of any special subjects or subject in which persons actively supervise the work of other teachers in the subject or subjects shall hold either a Nebraska Administrative and Supervisory Certificate or a Nebraska Professional Administrative and Supervisory Certificate.~~I. All persons holding the official title of (1) superintendent of schools, (2) principal or supervisor of an accredited school, or (3) supervisor of any special subjects or subject in which such persons actually supervise the work of other teachers in that subject or those subjects shall hold a Nebraska certificate to administer.

II. Except as provided in paragraph III, each person employed to teach shall hold a valid Nebraska certificate or permit issued by the Commissioner of Education legalizing him or her to teach the grade or subjects to which elected.

III. The District may employ persons who hold a valid certificate or permit to teach issued by another state as a substitute teacher for not more than ten (10) working days if the person begins the application process on the first day of employment for a Nebraska substitute teaching certificate and the issuance of such certificate is pending.

IV. Persons not holding a valid Nebraska teaching certificate or permit issued by the Commissioner of Education may be employed to serve as aides to a teacher or teachers.~~;~~ ~~provided, however, s~~Such teacher aides may not assume any teaching responsibilities. ~~T~~A teacher aide~~s~~ may be assigned ~~non-teaching~~ duties which are nonteaching in nature if the aide has been specifically prepared for such duties, including the handling of emergency situations which m~~ay~~ight arise in the course of ~~performing those duties~~ his or her work.

Related Rule : 4125.1

Date of Adoption: October 7, 1974
Date of Revision: August 3, 1992; August 16, 1993; December 17, 2001; June 1, 2009
Legal Reference: Nebr. Rev. Stat. §79-801; 79-802

The Millard Public School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age in its employment, programs, and activities.
Questions can be directed to: Superintendent, 5606 S. 147 St., Omaha, NE 68137, 402-715-8200.
Privacy Statement

AGENDA SUMMARY SHEET

Agenda Item:	Approval of Board Rule Human Resources 4125.1 – Certification: Certificate Registration, Renewal, or Change of Name
Meeting Date:	June 1, 2009
Department	Human Resources
Title and Brief Description:	Approval of Human Resources Rule 4125.1 – Certification: Certificate Registration, Renewal, or Change of Name
Action Desired:	Approval
Background:	This Rule has been revised for your approval and was reviewed by the Cabinet and Legal Counsel.
Options/Alternatives Considered:	Leave unchanged, delete, or revise
Recommendations:	Approval
Strategic Plan Reference:	N/A
Implications of Adoption/Rejection:	N/A
Timeline:	N/A
Responsible Persons:	Dr. Kirby Eltiste/Chad Meisgeier

Superintendent's Signature: _____ _____

Human Resources
Certification: Certificate Registration, Renewal, or Change of Name

4125.1

Registration
Each teacher ~~and~~or administrator shall register his or her certificate or permit with the District. The superintendent or District administrator shall endorse on the certificate that it has been registered and the date of registration. No employment of a teacher or administrator shall be valid until the certificate is registered. Failure to register a certificate valid for the position for which employed may result in loss of pay.

Renewal
Upon the expiration of an administrator's or teacher's certificate, it is the administrator's or teacher's responsibility to make application for its renewal. Renewal forms are available ~~in the Human Resources Office~~ on-line through the Nebraska Department of Education.

Change of Name
If an administrator's or teacher's name should change by marriage, divorce, or by any other circumstance, it is the administrator's or teacher's responsibility to have the name changed on his or her certificate.

Date of Adoption: October 7, 1974
Date of Revision: Aug. 23, 1992, July 26, 1999, December 17, 2001, June 1, 2009

Legal Reference: Nebr. Rev. Stat. §79-804

The Millard Public School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age in its employment, programs, and activities.
Questions can be directed to: Superintendent, 5606 S. 147 St., Omaha, NE 68137, 4027158200.
Privacy Statement

AGENDA SUMMARY SHEET

AGENDA ITEM: Reaffirm Policy 6800 and Rule 6800.1—Parental Access

MEETING DATE: June 1, 2009

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Reaffirmation of Policy 6800
Curriculum, Instruction, and Assessment: Parental Access

Reaffirmation of Rule 6800.1
Curriculum, Instruction, and Assessment: Parental Access

ACTION DESIRED: __X__ Approval

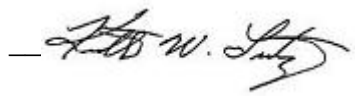
BACKGROUND: The policy and rule on parental access requires a yearly public hearing and review.

RECOMMENDATIONS: NA

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen, Carol Newton, Nancy Johnston, Charlene Snyder, Jon Lopez, and Kraig Lofquist

SUPERINTENDENT'S APPROVAL: __ 

BOARD ACTION:

Curriculum, Instruction, and Assessment

Parental Access 6800

It is the policy of the Millard School District to inform parents of the educational practices affecting their children, and to foster and facilitate parental involvement in educational practices affecting their children

This Policy shall be reviewed annually and either altered and adopted as altered, or reaffirmed by the Board, following a public hearing.

Legal Reference: Neb. Rev. Stat. §§ 79-530 through 79-533, 79-2, 104

Policy Approved: June 19, 1995
Revised: April 27, 1998; September 13, 1999
Reaffirmed: July 1, 1996; July 7, 1997; August 7, 2000; June 17, 2002
July 7, 2003; May 17, 2004; June 6, 2005; June 5, 2006; June 4, 2007;
June 2, 2008; June 1, 2009

Millard Public Schools
Omaha, Nebraska

Curriculum, Instruction, and Assessment

Parental Access 6800.1

I. **Access to Educational Practices.** Parents will be afforded the following access to the District's educational practices as required by law:

A. **Textbooks, tests, and curriculum materials**: Parents may obtain access to textbooks, tests, and other curriculum materials used by the District by making a request to the Associate Superintendent of Educational Services or said Associate Superintendent's designee. Such request shall be reasonably specific in order that the District may comply with the request.

1. **Courses, assemblies, and other instructional activities:** Parents may request to attend courses, assemblies, and other instructional activities by contacting the school principal or principal's designee reasonably in advance of the course, assembly, or instructional activity the parent desires to attend. The District will comply with such request if the request:

a. Does not materially interfere with the educational process; and/or

b. Is not contrary to the best interests of the student.

If the parent's request is denied or qualified, the District will so notify the requesting parent, and will provide an explanation of the grounds for the denial or qualification. If the parents dispute the denial or qualification, the parents may submit a written request for review to the District's Associate Superintendent for Educational Services. Upon receipt of a written request for review, the Associate Superintendent for Educational Services will review all relevant documents and undertake such investigation as he/she determines to be appropriate. Thereafter, the Associate Superintendent for Educational Services will render a written disposition of the matter within ten (10) school days of his/her receipt of the written request for review.

2. **Counseling sessions:** Parents may request to attend counseling sessions by submitting a written request to the Director of Pupil Services or said Director's designee reasonably in advance of the counseling session the parent desires to attend. The District will comply with such request if the request:

a. Does not materially interfere with the educational process; and/or

b. Is not contrary to the best interests of the student.

If the parent's request is denied or qualified, the District will so notify the requesting parent, and will provide an explanation of the grounds for the denial or qualification. If the parents dispute the denial or qualification, the parents may submit a written request for review to the District's Associate Superintendent for Educational Services. Upon receipt of a written request for review, the Associate Superintendent for Educational Services will review all relevant documents and undertake such investigation as he/she determines to be appropriate. Thereafter, the Associate Superintendent for Educational Services will render a written disposition of the matter within ten (10) school days of his/her receipt of the written request for review.

B. **Access to records:** The District will permit access to student records pursuant to applicable law, District Policy 5710, and Rule 5710.1. Non-custodial parents will be permitted access to student records pursuant to applicable law, District Policy 5730, and Rule 5730.1.

C. **District testing policy:** The District's administration and use of tests will be in accordance with established and recognized testing procedures for tests of scholastic, academic, and intellectual development and status. Testing pursuant to statutory requirements will be in compliance with recognized testing procedures and reasonable objectives. Drug, alcohol, and tobacco testing will be in compliance with District Policy and Rule.

D. **Surveys:**

1. **District participation in surveys.** The District will conduct all surveys of students required by law. The District will also participate in surveys of students conducted for educational purposes or which are reasonably related to the same.

2. **Protections of personal information and student privacy.** No surveys shall be conducted which require the disclosure of personally identifiable information unless the survey is required by law, District Policy, or Board authorization. Survey results shall not disclose personally identifiable information unless such disclosure is required by law, District Policy, or Board authorization.

3. **Notification and consent.** No student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or which originates outside the District, without the prior written consent of the parent or without the prior consent of the student if the student is an adult or an emancipated minor. The District shall provide for reasonable notice of the adoption on continued use of this Rule directly to the parents of students enrolled in the District at least annually at the beginning of the school year and within a reasonable time after any substantive change in this Rule. The District shall directly notify the parents of students at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such surveys are scheduled or expected to be scheduled.

4. **Right to inspect surveys and to opt out.** The parents of District students have the right to inspect any survey before the survey is administered or distributed, including all instructional materials, teacher's manuals, films, tapes, and other supplementary materials which will be used in connection with any such survey. A parent shall be provided reasonable access to a survey within a reasonable period of time after a request to inspect is received. Parents, adult students, and emancipated students, may opt out of participation in any such survey by not providing the required prior consent or by revoking any previously provided consent.

5. **Personal information for marketing or sale.** The District does not collect, disclose, or use personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose. The District may engage in the collection, disclosure, or use of personal

information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to:

a. Students;

b. Educational institutions such as college or other post-secondary education recruitment, book clubs, magazines, and programs providing access to low-cost literary products;

c. Curriculum and instructional materials used by elementary and secondary schools.

d. Tests and assessments;

e. The sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.

II. **Annual Review.** This Rule shall be reviewed annually and either altered and adopted as altered, or reaffirmed by the Board, following a public hearing.

Legal Reference: Neb. Rev. Stat. §§ 79-530 through 79-533, 79-2, 104
20 U.S.C. § 1232h

Cross References: Rule 1310.2 (II) Complaints: Instructional Materials

Rule 5720.1 Records Retention and Disposition

Policy 5730 Parents' Access to School Records and School Contact

Rule 5730.1 Non-Custodial Parents' Access to School Records and School Contact

Policy 5710 Access to Student Records

Rule 5710.1 Student Records

Rule 5740.1 Visits to the Schools - Visitations by Parents, Guardians, and Others

Policy 6700 Extracurricular School Sponsored Clubs and Activities and Interscholastic Athletics and Activities (NSAA)

Rule 5530.1 Recognition of Religious Beliefs and Customs and Exclusion from Participation

Rule 6810.2 Curriculum Request for Exclusion

Policy 6810 Public Access to School Materials and Documents

Rule 6810.1 Public Access to School Materials and Documents

Policy 6900 Research: Testing

Rule 6900.1 Research: Testing

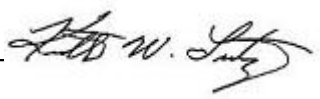
Related Policy: 6800P

Rule Approved: June 19, 1995
Revised: April 27, 1998; September 13, 1999; July 7, 2003; May 17, 2004; June 6, 2006
Reaffirmed: July 1, 1996; July 7, 1997; August 7, 2000; July 16, 2001; June 17, 2002; June 6, 2005; June 4, 2007; June 02, 2008; June 1, 2009

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item:	Board Policy Human Resources 4160
Meeting Date:	June 1, 2009
Department	Human Resources
Title and Brief Description:	Reaffirm Policy 4160 – Human Resources: Evaluation
Action Desired:	Approval
Background:	Reaffirmation of Policy in conjunction with amendments to staff evaluation handbook changes.
Options/Alternatives Considered:	Leave unchanged, delete, or revise
Recommendations:	Reaffirm
Strategic Plan Reference:	N/A
Implications of Adoption/Rejection:	N/A
Timeline:	N/A
Responsible Persons:	Dr. Kirby Eltiste/Chad Meisgeier

Superintendent's Signature: _____  _____

Category: Human Resources

Policy: Evaluation **4160**

All personnel shall be continuously evaluated by the appropriate supervisors to encourage improvement of the total school program. The Millard Public School District shall provide procedures for the evaluation of staff: said evaluation shall serve as a basis for the improvement of performance and continued employment in the Millard School District. The procedures shall provide for a source of information for sound decision-making as well as for counseling, for inservice training, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the orderly dismissal of those who do not meet the standards of the District.

Related Rules: 4160.1 , 4160.2

Legal Reference: Neb. Rev. Stat §79-318(5)(h) and §79-828; Title 92 Nebraska Administrative Code Chapter 10-007.06

Date of Adoption: January 2, 1979

Date of Revision: August 3, 1992; December 21, 1998; July 21, 2003

Date of Last Review: June 1, 2009

AGENDA SUMMARY SHEET

Agenda Item:	Board Rule Human Resources 4160.1
Meeting Date:	June 1, 2009
Department	Human Resources
Title and Brief Description:	Reaffirm Rule 4160.1 – Human Resources: Evaluation: Certificated Staff
Action Desired:	Approval
Background:	Reaffirmation of Policy in conjunction with amendments to staff evaluation handbook changes.
Options/Alternatives Considered:	Leave unchanged, delete, or revise
Recommendations:	Reaffirm
Strategic Plan Reference:	N/A
Implications of Adoption/Rejection:	N/A
Timeline:	N/A
Responsible Persons:	Dr. Kirby Eltiste/Chad Meisgeier

Superintendent's Signature: _____ _____

Category: Human Resources
Policy: Evaluation
Rule: Evaluation: Certificated Staff **4160.1**

All certificated personnel shall be evaluated in accordance with the District's written procedures on appraisal forms provided by the Human Resources Office as follows:

I. Probationary certificated employees shall be evaluated at least once each semester in accordance with the procedures provided by law.
II. Permanent certificated employees shall be evaluated at least once every school year.

The District will obtain approval of its teacher evaluation policies and procedures from the Nebraska Department of Education as a requirement to legally operate as an accredited school district in Nebraska in accordance with Title 92, Nebraska Administrative Code, Chapter 10. In the event the District changes its policies or procedures for teacher evaluation, it shall re-submit the revised policies and procedures to the Nebraska Department of Education for approval. The policies and procedures submitted for the approval of the Nebraska Department of Education shall be in writing, shall be approved by the Millard Board of Education, and shall include the following:

I. A policy containing a statement of the purpose of teacher evaluation in the District.
II. A teacher evaluation procedure which shall:
    A. Contain specific criteria upon which teachers are to be evaluated. Evaluation instruments shall be designed primarily for the improvement of instruction and shall include, at a minimum: (1) instructional performance, (2) classroom organization and management, (3) professional conduct, and (4) personal conduct. Specific standards for measurement in each of these four areas shall be tied to the instructional goals of the District.
    B. Describe the process to be used for evaluation, including the duration and frequency of the observations and the formal evaluations for probationary and permanent certificated teachers.
    C. Provide for documenting the evaluation.
    D. Communicate results of the evaluation annually, in writing, to those being evaluated.
    E. Provide for written communication (commonly referred to as a growth plan) to the evaluated teacher on all noted deficiencies, specific means for the correction of the noted deficiencies, and an adequate timeline for the implementing the concrete suggestions for improvement.
    F. Provide for the teacher to offer a written response to the evaluation.
    G. Communicate the evaluation procedure annually, in writing, to those being evaluated.
    H. Describe the District's plan for training evaluators.
III. All evaluators shall possess a valid Nebraska Administrative Certificate and shall be trained to use the evaluation system employed in the District.

Related Policy : 4160

Legal Reference: Neb. Rev. Stat. §§79-318(5)(h) and 79-828(2)

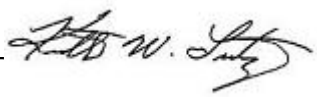
Date of Adoption: January 2, 1979

Date of Revision: November 21, 1983; August 3, 1992; Sept 7, 1993; Dec. 21, 1998; July 21, 2003

Date of Last Review: June 1, 2009

AGENDA SUMMARY SHEET

Agenda Item:	Board Rule Human Resources 4160.2
Meeting Date:	June 1, 2009
Department	Human Resources
Title and Brief Description:	Reaffirm Rule 4160.2 – Human Resources: Evaluation: Non Certificated
Action Desired:	Approval
Background:	Reaffirmation of Policy in conjunction with amendments to staff evaluation handbook changes.
Options/Alternatives Considered:	Leave unchanged, delete, or revise
Recommendations:	Reaffirm
Strategic Plan Reference:	N/A
Implications of Adoption/Rejection:	N/A
Timeline:	N/A
Responsible Persons:	Dr. Kirby Eltiste/Chad Meisgeier

Superintendent's Signature: _____  _____

Category: Human Resources
Policy: Evaluation
Rule: Evaluation: Non-Certificated **4160.2**

All non-certificated personnel shall be evaluated in accordance with written procedures and on appraisal forms provided by the Human Resources Office. The procedures shall contain: 1) specific criteria upon which each employee is to be evaluated, 2) provide for written communication to the evaluated employee on all noted deficiencies, specific means for the correction of the noted deficiencies, and an adequate timeline for implementing the suggestions for improvement, and 3) provide for the employee to offer a written response to the evaluation.

Related Policy : 4160

Date of Adoption: January 2, 1979

Date of Revision: November 21, 1983; August 3, 1992; December 21, 1998; July 21, 2003

Date of Last Review: June 1, 2009

AGENDA SUMMARY SHEET

AGENDA ITEM:	Approval of 5110 Policy & Rule
MEETING DATE:	June 1, 2009
DEPARTMENT:	Pupil Services
TITLE AND BRIEF DESCRIPTION:	Transfer of Students within the District
ACTION DESIRED:	Reaffirm
BACKGROUND:	Students may transfer within the district provided they complete the appropriate paperwork and the requested school building, class or program has room to accommodate the request. This policy and rule were last revised in June 2000 and January 2007, respectively. Also, this policy and rule may be revised in the near future due to the Learning Community Coordinating Council's work.
OPTIONAL/ALTERNATIVE CONSIDERATIONS:	N/A
RECOMMENDATIONS:	Reaffirm
STRATEGIC PLAN REFERENCE:	N/A
IMPLICATIONS OF ADOPTION OR REJECTION:	None due to reaffirmation status
TIMELINE:	
PERSONS RESPONSIBLE:	Kraig J. Lofquist, Director of Pupil Services
ASSOCIATE SUPERINTENDENT:	_____
SUPERINTENDENT APPROVAL:	___ _____

Pupil Services

Transfer of Students within the District 5110

Parents who desire to have their student attend a different school within the District other than their assigned school may request a transfer. Parents need to apply for a transfer at each level (elementary, middle school, and high school) if they want their student to attend a school other than their assigned school. The Superintendent or his/her designee will approve or deny such requests.

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

Policy Approved: October 5, 1992
Revised: January 8, 1996; February 16, 1998; September 11, 2000
Reaffirmed: June 1, 2009

Pupil Services

Transfer of Students within the District 5110.1

I. Determination of Unavailability. The Superintendent or designee will determine which classes, grades, programs, or schools are to be considered unavailable for student transfers within the District after considering the following:

A. Available capacity (i.e., space for efficient and effective instruction based on total student enrollment).

B. The relative positive or negative impact that transfers would have on a class, grade, program, or student's assigned school, or the requested school, or on the classes, grades, or programs of either school.

C. Prior and anticipated future enrollment levels and growth at the student's assigned school.

D. Anticipated future growth of the class, grade, program, or school requested.

The Board will be informed annually of any classes, grades, programs, or schools that are closed to transfers.

II. Procedural Steps to Request Transfer within the District. The following are the steps to be followed when students desire a transfer within the District:

A. A Transfer Request form should be obtained, completed, and returned to the building principal (the forms are available in the building principal's office).

B. Parents should discuss the reasons for the transfer request with the principal of their assigned school; the discussion may be in person or on the phone depending on the desire of the principal. After the discussion, the principal will forward the Transfer Request to the office of the Director of Pupil Services. The Director of Pupil Services will serve as the Superintendent's designee and will determine whether the transfer request will be granted or denied.

C. When deciding upon transfer requests, the Director of Pupil Services will consider the following factors:

1. The reasons for the request and the principal's recommendations resulting from the conference held with the parents.

2. The number of students enrolled in the building to which the student wishes to transfer and the number of students enrolled in the student's assigned school, and whether the transfer adversely affects pre-established class size, grade size, and/or total building enrollment.

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

4. If the student is in a special education program, the recommendation of the Director of Special Education may 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.

5. Personnel and staffing requirements, curriculum, and facility issues affecting the building

to which the student wishes to transfer.

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

7. The interests of the individual student based on the preceding factors.

8. The number of transfers that a student has been granted during a school year. Unless special safety, health, or program issues are involved, no student will be granted more than one transfer per school year.

9. 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 safety interests of the student or the school. The transfer policy will not apply to or alter a student's mandatory reassignment.

10. As a general rule, student transfers within the District shall be considered before applications for option enrollments when determining placements in programs, classes, grade levels or school buildings.

D. After considering the above-mentioned factors, the Director of Pupil Services will make a decision and will notify the parents and the principals of the buildings involved. Parents will be notified in writing.

E. A decision regarding a transfer request made during a school year for the following school year may be made at any time, but the District will not be obligated to make the decision until after the District's new student registration.

III. Conditions for Transfer. The following conditions apply to all transfers within the District:

A. 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 if the parents apply for a transfer even though the original school is closed to transfers for students who have not been attending that school.

B. 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 level (elementary school, middle school, or high school) in the District.

C. 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 in order to maintain enrollment limits on an annual basis; and/or based on any of the factors set forth in Section II (C) above.

D. Transfer requests for siblings of students already transferred will not be automatically approved. Siblings of students who have transferred must follow the steps for requesting a transfer set forth in Section II above.

E. 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.

IV. Extenuating Circumstances. The Superintendent may in his/her discretion allow students to transfer to closed schools when extenuating circumstances warrant.

V. Definitions.

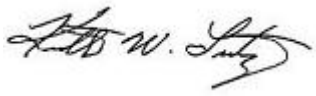
A. "Assigned school" shall mean the District school in which the student is enrolled/assigned prior to making the transfer request.

Related Policies & Rules: 5110P

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
Reaffirmed: June 1, 2009

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM:	School Census: Policy 5220 and Rule 5220.1
MEETING DATE:	June 1, 2009
DEPARTMENT:	Pupil Services
TITLE & BRIEF DESCRIPTION:	Student Census Policy 5220 and Rules 5220.1 require the district to compile student and taxpayer information.
ACTION DESIRED:	Reaffirm Policy 5220 and corresponding Rule 5220.1
BACKGROUND:	Policy 5220 and Rule 5220.1 were last reviewed in September of 2000.
RECOMMENDATION:	Reaffirm Policy 5220 and Rule 5220.1
STRATEGIC PLAN REFERENCE:	N/A
TIMELINE:	Immediate Implementation
RESPONSIBLE PERSON(S):	Kraig Lofquist, Director of Pupil Services
ASSOCIATE SUPERINTENDENT:	Dr. Kirby Eltiste
SUPERINTENDENT'S APPROVAL:	
BOARD ACTION:	

Pupil Services

School Census 5220

The District will annually prepare a census of the names of all of the children residing in the District, together with the names of all the taxpayers in the District.

Legal Reference: Neb. Rev. Stat. § 79-524
Neb. Rev. Stat. § 79-578

Policy Approved: February 4, 1974
Revised: May 5, 1997; September 11, 2000
Reaffirmed: June 1, 2009

Millard Public Schools
Omaha, NE

Pupil Services

School Census 5220.1

I. Annual Census. The District will annually prepare a census of the names of all of the children residing in the District, together with the names of all of the taxpayers in the District.

II. Responsibility for Annual Census. The Secretary of the Board shall take, or cause to be taken by a person appointed for such purpose by a majority vote of the Board, a census of the District consisting of a written list of the names of all children residing in the District from birth to twenty (20) years of age, together with the names of all District taxpayers. The Secretary or person appointed by the Board to take the census may delegate the responsibility of taking the census to the District's principals, and may also develop and implement guidelines and procedures to be followed to assist in obtaining census information. A copy of the list, verified by oath of the person taking such census or by affidavit appended to or endorsed on the list, setting forth that it is a correct list of the names of all children belonging in the District from birth through twenty (20) years of age and that it reflects such information as of June 30, shall be kept in a depository maintained by the District and subject to inspection at all times.

III. Census for Children Less than Five Years of Age with Disabilities. Nebraska school districts are required to demonstrate participation in a plan of services for children less than five (5) years of age with disabilities. The content of the plan is to include a census by name, school district of residence, and the disability of all children less than five (5) years of age.

IV. Definition. "Disability" shall mean disability as defined in District Rule 5400.2 or other governing law.

Legal Reference: Neb. Rev. Stat. § 79-524
Neb. Rev. Stat. § 79-578
Neb. Rev. Stat. §79-1135

Rule Approved: May 5, 1997
Revised: September 11, 2000
Reaffirmed: June 1, 2009

Millard Public Schools
Omaha,NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Reaffirm 5500 Series Policies & Rules

MEETING DATE: June 1, 2009

DEPARTMENT: Pupil Services

TITLE AND BRIEF DESCRIPTION: 5510 Freedom of Expression
5520 Equal Access
5530 Respect for Religious Beliefs & Customs
5550 Open/Closed Campus

ACTION DESIRED: Reaffirm

BACKGROUND: The aforementioned policy and rules are up for periodic review. They were last reviewed in April 2000 to May 2001.

OPTIONAL/ALTERNATIVE CONSIDERATIONS: N/A

RECOMMENDATIONS: Reaffirm

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION:

TIMELINE:

PERSONS RESPONSIBLE: Kraig J. Lofquist, Director of Pupil Services

ASSOCIATE SUPERINTENDENT: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL: _____ _____

Pupil Services 5510

Freedom of Expression

Students are encouraged to freely express their opinions and ideas provided, however, that due regard is given to good taste, District Policy and Rule, and the District's need to provide a learning environment free from substantial disruption, material interference, and injury to the rights of others.

Policy Approved: July 5, 1988
Revised: April 21, 1997; April 2, 2001
Reaffirmed: June 1, 2009

Pupil Services

Freedom of Expression 5510.1

I. Prohibited Expressions. Students have the right to freely express their opinions and ideas under the First Amendment. This right, however, is not unlimited, and students are prohibited from using the following types of expression:

A. Vulgar or obscene. Vulgar or obscene expressions are those which the average person, applying contemporary community standards, would find that when taken as a whole, appeal to prurient interests; or, the expressions depict or describe in a patently offensive way sexual conduct in a manner prohibited by applicable law; or, the expressions, taken as a whole, lack serious literary, artistic, political, or scientific value.

B. Defamatory. Expressions shall be considered defamatory when they include libelous falsehoods about individuals. In order to be defamatory, the libelous falsehood must be made with actual malice; that is, with the knowledge that it is false or with reckless disregard of whether or not it is false.

C. Invasion of privacy of others. Invasion of privacy includes exploitation of an individual's personality; providing information of an individual's private affairs with which the public has no legitimate concern; or wrongful intrusion into an individual's private activities in a manner that can cause mental suffering, shame, or humiliation to a person of ordinary sensibilities.

D. Criticism of school officials or advocation of violation of District Policies or Rules. Such expressions are prohibited to the extent that there is evidence that supports a reasonable judgment that substantial disruption of or material interference with the normal operation of the school or school activities will result, as provided in Section I (F) below.

E. Discriminatory. Expressions which attack or promote discrimination against groups or individuals on the basis of race, color, religion, national origin, gender, marital status, disability, or age.

F. Substantial disruption or material interference with the educational process. Such expressions are prohibited when there is evidence, which supports a reasonable judgment that a substantial disruption of or material interference with the normal operation of the school or school activities will occur, or injury or damage to persons or property may result if permitted. In order for an expression to be disruptive or an interference, there must exist clear and specific facts upon which it would be reasonable to conclude that a clear and present likelihood of an immediate and substantial disruption in or material interference with the educational process would result if the expression were allowed to occur.

G. Highly controversial. Expressions that are highly controversial and advance or advocate a certain viewpoint or lifestyle, which has an inflammatory effect. An indication of whether something is controversial is whether the topic would reasonably offend some groups or would be shocking to teachers, parents, and/or students. To be prohibited under this subsection, the expression must substantially disrupt or materially interfere with the educational process.

H. Sexual harassment. The expression violates District Rule 5420.1 or constitutes prohibited sexual harassment.

II. Buttons, Badges, and Armbands. It will be a violation of this Rule if expressions prohibited under the preceding Section I of this Rule are contained on buttons, badges, armbands, or clothing, or are in some other manner displayed by a student or student group.

III. Bulletin Boards, Distribution of Printed Material, and Circulation of Petitions. It will be a violation of this Rule if expressions prohibited under Section I of this Rule are contained on a bulletin board, printed material, poster, e-mail, class assignment, or any other written or electronic medium.

IV. Request for Hearing. Any student or student group believing that the District has unfairly abridged the student's or student group's freedom of expression, may request a review of the perceived abridgement. The following procedures shall be followed by the student or student group and the District:

A. The student or student group shall make a written request to the school principal or principal's designee. The written request will include the expression that the student or student group believes is being abridged.

B. The principal or principal's designee shall schedule a meeting within five (5) school days of receipt of the written request. The meeting will consist of the principal or principal's designee, the student or representative of the student group and, if desired by the student or student group, the student's or student group's representative's parent.

C. Within two (2) school days of the meeting, the principal or principal's designee shall make a written determination of whether or not the student or student group's freedom of expression has been unfairly abridged. The written determination shall be mailed to the student or student group's representative's home address.

D. If the student or student group is dissatisfied with the principal's or principal's designee's determination, the student or student group may appeal the determination by making a written appeal to the Superintendent within five (5) school days of receipt of the principal's or principal's designee's determination. The appeal shall consist of the following:

1. The student's or student group's written request to the principal;

2. The principal's or principal's designee's written determination; and

3. A statement of why the student or student group believes that the determination of the principal or principal's designee is in error.

E. The Superintendent or Superintendent's designee may schedule a meeting with the student or a representative of the student group if the Superintendent or Superintendent's designee deems it necessary or desirable. Within five (5) school days of receipt of the appeal, the Superintendent or Superintendent's designee shall make a written disposition of the appeal. The written disposition shall be mailed to the student's or student group's representative's home address.

F. If the student or student group is dissatisfied with the Superintendent's or Superintendent's designee's determination, the student or student group may appeal the determination by making a written appeal to the District's Board by delivering a written appeal to the Board Secretary within five (5) school days of receipt of the Superintendent or Superintendent's designee's written disposition. The written appeal shall consist of the following:

1. The appeal documents delivered to the Superintendent; and

2. The Superintendent or Superintendent's designee's written disposition.

G. The Board will schedule the matter for a hearing at either the next regularly scheduled Board meeting~~,~~ Or the meeting following the next regularly scheduled Board meeting unless the parties agree to an alternative date.

H. The Board hearing will permit both the student or student group and the administration to present evidence and argument in a manner designed to enable both parties to fully disclose their position.

I. Within five (5) school days of the Board hearing, the Board will render a written decision of the appeal. The written decision shall be mailed to the home address of the student or the student group's representative. The decision of the Board shall be final.

Related Policies and Rules: 5400.1, 5420.1, 5450.1, 5520.1, 6151.1

Rule Approved: April 21, 1997
Revised: April 2, 2001; June 7, 2004
Reaffirmed: June 1, 2009

Millard Public Schools
Omaha, NE

Pupil Services

Freedom of Expression*:* Bulletin Boards, Printed Materials and Petitions 5510.2

I. Bulletin Boards. The building principal shall have direct control over the use of bulletin boards and may designate certain bulletin boards for school announcements. Ample bulletin board space shall be provided for the use of student organizations. Space may also be made available for notices relating to out-of-school activities.

A. Bulletin boards shall be used by curriculum related student clubs and non-curriculum student groups only to disseminate information about and/or notices of meetings and activities of the clubs or groups.

B. The following limitations apply to all bulletin board postings:

1. No notices or other materials shall be posted on a bulletin board which contains subject matter within the restricted categories of District Rule 5110.1.

2. Identification of the student or student group issuing same shall be required on any posted notice.

3. The school shall require that notices or other communications be dated at posting and that such materials be removed after the notice is no longer timely and in no event later than two (2) weeks after being posted.

II. Distribution of Printed Material and Circulation of Petitions. Students may be permitted to distribute handbills, leaflets, and other printed material and to collect signatures on petitions concerning either school or out-of-school issues, whether such materials are produced within or outside the school, in accordance with the following regulations:

A. The time of such activity shall be limited to periods before school begins, after dismissal, and during lunch time, and such activity shall be in areas designated by the principal, if such limitations are necessary to prevent interference with the school program.

B. The place of such activity shall be reasonably restricted so as to permit the normal flow of traffic within the school, at exterior doors, and in such a manner not to create a safety hazard.

C. The activity shall be conducted in such a manner *so as* to prevent levels of noise which interfere with the use of the building for school purposes, and to prevent the use of coercion in obtaining signatures on petitions.

D. The school shall require that all printed materials and petitions distributed or circulated on school property bear the name of the sponsoring student or student club.

E. The school shall prohibit the distribution of all printed materials and petitions within the restricted categories of District Rule 5510.1.

III. Request for Hearing. Any student or student group believing that the District has unfairly abridged the student's or student group's freedom of expression under this Rule, may request a review of the perceived abridgement pursuant to the procedures in District Rule 5510.1 (IV).

Related Rule: 5520.1

Rule Approved:
Revised: August 20, 1990; April 2, 2001
Reaffirmed: June 1, 2009

Millard Public Schools
Omaha, NE

Pupil Services

Equal Access*:* Non-Curriculum Related Secondary School Student Group Meetings 5520

The District shall not deny equal access or a fair opportunity to, and shall not discriminate against; any district secondary school students who wish to conduct a non-curriculum related student group meeting on school premises and during non-instructional time, on the basis of the religious, political, philosophical, or other content of the speech at such meeting. Such meetings shall comply with the rules established by the District and the building principal.

Related Policies & Rules: 5520.1

Legal Reference: 20 U.S.C. § 4071 *et seq*.

Policy Approved:
Revised: August 20, 1990*;* April 2, 2001
Reaffirmed: June 1, 2009

Millard Public Schools
Omaha, NE

Pupil Services

Equal Access: Non-Curriculum Related Secondary School Student Group Meetings 5520.1

I. General Statement. The District shall provide equal access or a fair opportunity to, and shall not discriminate against, any District secondary school students who wish to conduct a non-curriculum related student group meeting on school premises and during non-instructional time, on the basis of the religious, political, philosophical, or other content of the speech at such meeting.

II. Rules Governing Applications for Equal Access by Non-Curriculum Related Secondary School Student Groups.

A. District secondary school students who desire to use District premises for a non-curriculum related student group meeting, must file a written application on forms provided by the District, with the building principal. The application shall include the name of the student group, the specific purpose of the student group, the proposed activities of the meeting, and the names of the students who are authorized on behalf of the student group to submit the application, who will be responsible for any damage to school property, and with whom the building principal can communicate with regard to the applicable rules and any violations thereof. All such applications must be initiated by District secondary school students.

B. The application must be submitted at least three (3) days before the date of the requested use. Applications may be for periodic dates, or for more than one (1) date, or for continued use, but the application shall not exceed the current school year.

C. If the application is approved, the building principal shall designate and assign the rooms or other facilities to be used for the student group meeting or meetings, and if the application is for more than one (1) date, the building principal may establish such other reasonable conditions as may be appropriate for the scheduling of the use of rooms or other facilities.

D. An application shall not be denied on the basis of the religious, political, philosophical, or other content of the speech at the meeting. An application may be denied when there exists a reasonable likelihood of material and substantial interference with the orderly conduct of educational activities within the school, or if the meeting or any expected activities of the student group at the meeting are or will be in violation of any law or ordinance.

E. The approval of an application may be temporarily or permanently terminated by the building principal, if the student group materially and substantially interferes with the orderly conduct of educational activities within the school, if the activities of the student group violate any law or ordinance, if the student group has abused school property, or if the student group violates any provisions of this Rule.

F. If a student's or student group's application is denied or temporarily or permanently terminated, the student or student group may request a hearing in accordance with the provisions of Section VI hereinafter.

III. Rules Governing Meetings.

G. The meetings of non-curriculum related secondary school student groups shall be held at assigned times during the non-instructional times either before actual classroom instruction begins or after actual classroom instruction ends.

H. Student participation in the meetings of non-curriculum related secondary school student groups shall be voluntary and shall be limited to those individuals who are then currently enrolled as students at the school.

I. Non-school persons may not direct, conduct, control, or attend the meetings of non-curriculum related secondary school student groups.

J. The building principal may appoint a District employee to serve as a monitor for such meetings. The monitor shall be responsible for monitoring such meetings so as to assure that attendance is voluntary, that the meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school or violate any law, ordinance, or provisions of this Rule, that school property is not abused, and that order and discipline are maintained. Monitors shall attend such meetings only in a non-participating capacity. No District employee shall be compelled to be a monitor for any such meeting if the content of the speech at the meeting is contrary to the beliefs of the employee.

K. The meetings of non-curriculum related secondary school student groups shall not be sponsored by the school, District, or District employees or agents.

IV. Athletic Activities. The use of District buildings or facilities for athletic activities or contests shall not constitute a meeting of a non-curriculum related secondary school student group for which equal access is provided under this Rule.

V. Access to Bulletin Boards, Public Address System, and Newspaper. Non-curriculum related secondary school student groups shall have equal access to the use of the building's bulletin boards, public address system, and school newspaper, for the publication of notices about the meetings of such student groups. Access to the public address system shall be at the times prescribed for such announcements by the building principal. Access to space in the school newspaper shall be on an as available basis. Access to bulletin boards shall be provided in accordance with District Rule 5510.2(I).

VI. Request for Hearing. Any student or student group believing that the District has denied the student or student group equal access under this Rule, may request a review of the perceived denial pursuant to the procedures in District Rule 5510.1(IV).

Legal Reference: 20 U.S.C. § 4071 *et seq.*

Related Rules: 5510.1
5510.2

Rule Approved:
Revised: August 20, 1990; April 2, 2001
Reaffirmed: June 1, 2009

Millard Public Schools
Omaha, NE

Pupil Services

Respect for Religious Beliefs and Customs 5530

Religious beliefs of individuals and the preservation thereof, shall be respected by all District personnel. Students holding few or no religious beliefs shall have this right respected equal to the respect bestowed upon those students possessing a specific set of religious beliefs.

Policy Approved:
Revised: July 20, 1992; May 21, 2001
Reaffirmed: June 1, 2009

Millard Public Schools
Omaha, NE

Pupil Services

Recognition of Religious Beliefs and Customs and Exclusion from Participation 5530.1

I. Respect for Religious Beliefs and Customs. All District personnel shall respect the private religious beliefs and customs of students.

II. Exclusion from Participation. If any school program, practice or instruction infringes upon a student's religious beliefs or customs, then upon written request for exclusion by the student's parent or guardian, such student may be excused by the principal from participation in that part of the program, practice or instruction which infringes upon the student's religious beliefs or customs.

Rule Approved:
Revised: July 20, 1992; May 21, 2001
Reaffirmed: June 1, 2009

Pupil Services

Open/Closed Campus 5550

Students shall attend school from the beginning of each school day until the end of each school day, unless otherwise excused in accordance with District Policy or Rule.

Students, after arrival for morning classes will not, without permission of the principal or the principal's designee, leave the campus for any purpose until they have completed their school requirements for the day. Exceptions may be granted as provided by District Policy or Rule.

Related Policies and Rules: 6112

Policy Adopted:
Revised: December 20, 1993; March 16, 1998, April 24, 2000
Reaffirmed: June 1, 2009

Millard Public Schools
Omaha, NE

Open/Closed Campus 5550.1

I. Students who are enrolled and attending school within the District are required to attend school each day from the beginning of the school day until the end of the school day unless otherwise excused as provided by law or District Policy or rule.

"Open Campus" as used herein shall refer to those school buildings wherein those students attending school within the District may be permitted to leave the school grounds during the school day.

II. Elementary and Middle Schools

A. Elementary and middle school students will not be permitted to leave school during the school day unless they have permission for an excused absence for all or part of the school day from the school principal or principal's designee as provided in District Policy or Rule.

B. Parents or guardians of elementary or middle school students may request that their child be permitted to leave school for lunch. Such request must be written and submitted to the school principal or the principal's designee, and such request will normally be granted if the student is able to leave and return to school without missing any class time.

III. High Schools

A. Ninth, Tenth and Eleventh Grades. Campuses for ninth, tenth and eleventh grades are closed and students will not be permitted to leave school during the school day unless they have permission for an excused absence for all or part of the school day from the school principal or principal's designee as provided in District Policy or Rule.

B. Twelfth Grade. Open Campus Privileges. Twelfth grade students who have the written consent of their parents or guardian may leave the school grounds during time periods when they have no classes scheduled, including lunch periods. Such students must remain at school during all other time periods during the school day unless they have permission for an excused absence for all or part of the school day from the school principal or principal's designee as provided in District Policy or Rule. Seniors must take a minimum of four classes (two block periods) each semester.

C. Part-time Students (students who have completed a four-year cycle). Part-time students will develop a schedule with the building principal to meet their remaining graduation requirements.

D. Parents' Revocation. Parents or guardians of twelfth grade students may revoke their written consent permitting students to leave school at any time.

IV. Parental Request for Student Absence. Parents or guardians may make a written request to the school principal or principal's designee to allow a student to leave school if there are unusual circumstances that would justify a student leaving school.

V. Disciplinary Action. Upon the recommendation of the administration, the District may initiate the suspension and expulsion procedures set forth in District Rule if a student violates the provisions of this Rule.

VI. The changes to modified-open campus and open campus for eleventh and twelfth graders would commence with the opening of school in the fall of 2001.

Related Policies and Rules: 5000, 5200, 5400.1, 6031.1, 5550

Rule Approved: December 20, 1993
Revised: March 16, 1998, April 24, 2000; July 16, 2001
Reaffirmed: June 1, 2009

AGENDA SUMMARY SHEET

AGENDA ITEM:	Approval of Rule 5400.2
MEETING DATE:	June 1, 2009
DEPARTMENT:	Pupil Services
TITLE AND BRIEF DESCRIPTION:	Discipline of Students with Disabilities
ACTION DESIRED:	X Approval ___ Informational
BACKGROUND:	Certain procedural safeguards are put in place to ensure that students who have disabilities are treated fairly regarding disciplinary processes and procedures.
OPTIONAL/ALTERNATIVE CONSIDERATIONS:	N/A
RECOMMENDATIONS:	Approval
STRATEGIC PLAN REFERENCE:	N/A
IMPLICATIONS OF ADOPTION OR REJECTION:	The rule should be in place for the beginning of the 2009-10 school year so students and parents know the process governing the discipline procedures for those who have disabilities.
TIMELINE:	Immediate
PERSONS RESPONSIBLE:	Kraig J. Lofquist, Director of Pupil Services
ASST. SUPERINTENDENT:	_____
SUPERINTENDENT APPROVAL:	_____ _____

Pupil Services

Discipline of Students with Disabilities 5400.2

I. General Statement. The suspension and expulsion of students with disabilities for disciplinary purposes shall be in accordance with District procedures and state and federal law.

II. Students with Disabilities.

A. Students with disabilities are those students who have been verified by a multidisciplinary team as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, including deafness, mental handicaps, multiple ~~disabilities~~ impairments, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury, or visual impairments, including blindness, and who because of these impairments need special education and related services.

B. Students who have not been determined to be eligible for special education and related services and who have engaged in behavior that violates any rule or code of conduct of the District, may, as hereinafter provided in Section VI of this Rule, assert any of the protections provided for students with disabilities under Section III of this Rule, if the District had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

III. Suspension, Expulsion and Emergency Exclusion Of Students With Disabilities.

A. Suspension For Ten (10) Days Or Less. To the extent that suspension would be applied to a student without disabilities, a student with disabilities may be suspended for (10) consecutive school days or less, and even if the student's misconduct is a manifestation of the student's disability.

1. Services shall not be provided to a student with a disability who has been suspended for ten (10) school days or less in the school year if services are not provided to a student without disabilities who has been similarly suspended.

2. A suspension of five (5) school days or less shall follow the procedures for a short term suspension set forth in District Rule 5400.1. A suspension of more than five (5) school days, but for not more than ten (10) school days, shall follow the procedures for a long term suspension set forth in District Rule 5400.1.

B. Additional Suspensions For Ten (10) Days Or Less. To the extent that suspension would be applied to a student without disabilities, a student with disabilities may be subjected to additional suspensions for ten (10) consecutive school days or less in the same school year for separate incidents of misconduct, and even if the student's misconduct is a manifestation of the student's disability, just as long as the suspensions do not constitute a pattern of suspensions.

1. Suspensions may constitute a pattern of suspensions if ~~they~~ a student is subjected to a series of suspensions that cumulate to more than ten (10) school days in a school year, the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in a series of suspensions, and because of factors such as the length of each suspension, the total amount of time the student is suspended, and the proximity of the suspensions to each other.

2. The student's IEP Team shall determine whether a pattern of suspensions exists.

3. If the IEP Team determines that a pattern of suspensions does not exist, then the student may be subjected to additional suspensions.
4. If the IEP Team determines that a pattern of suspensions does exist, then the student may not be subjected to additional suspensions unless:

    a. The student's IEP Team determines for each additional suspension that the student's misconduct was not a manifestation of the student's disability; and

    b. The procedures for a change in placement set forth in Section III (F) hereinafter are complied with.

    c. If the student's IEP Team determines for any additional suspension that the student's misconduct was a manifestation of the student's disability, then the student cannot be subjected to the additional suspension.

5. After a student with a disability has been suspended for more than ten (10) school days in the same school year, then the District shall provide special education services during any subsequent suspensions to the extent required by Title 92, Nebraska Administrative Code, Chapter 51-004.

6. After a student with a disability has been suspended for more than ten (10) school days in the same school year, then the procedures in Section IV (D) hereinafter regarding a functional behavioral assessment and intervention plan shall be followed.

C. Suspension For More Than Ten (10) Days. To the extent that suspension would be applied to a student without disabilities, a student with disabilities may be suspended for more than ten (10) school days and for less than twenty (20) school days, but only if:

1. The student's IEP Team determines that the student's misconduct was not a manifestation of the student's disability;

2. The procedures for a long term suspension set forth in District Rule 5400.1 are complied with; and

3. The procedures for a change in placement set forth in Section III (F) hereinafter are complied with.

4. If the student's IEP Team determines that the student's misconduct was a manifestation of the student's disability, then the student cannot be suspended for more than ten (10) school days.

5. The District shall provide special education services during a suspension for more than ten (10) school days to the extent required Title 92, Nebraska Administrative Code, Chapter 51-004.

6. Either before or not later than ten (10) school days after implementing a suspension for more than ten (10) school days, the procedures in Section IV (D) hereinafter regarding a functional behavioral assessment and intervention plan shall be followed.

D. Expulsion. To the extent that expulsion would be applied to a student without disabilities, a student with disabilities may be expelled, but only if:

1. The student's IEP Team determines that the student's misconduct was not a manifestation of the student's disability;

2. The procedures for an expulsion set forth in District Rule 5400.1 are complied with; and

3. The procedures for a change in placement set forth in Section III (F) hereinafter are complied with.

4. The District shall provide special education services during the expulsion to the extent required by Title 92, Nebraska Administrative Code, Chapter 51-004. Alternative schools, classes, or programs pursuant to District Rule 5400.6 shall also be available to students with disabilities who are expelled.

5. Either before or not later than ten (10) school days after implementing an expulsion, the procedures in Section IV (D) hereinafter regarding a functional behavioral assessment and intervention plan shall be followed.

E. Emergency Exclusion. A student with disabilities may be subject to emergency exclusion for the reasons and pursuant to the procedures set forth in District Rule 5400.1

F. Change Of Placement Procedures. If a student with a disability is to be suspended for more than ten (10) school days in accordance with Section III (C) above, or is to be expelled in accordance with Section III (D) above, or a pattern of suspension is determined to exist in accordance with Section III (B) (4) above, then the procedures required for a change in placement must be complied with before the suspension or expulsion, including:

1. Written notification to the parents, in accordance with Title 92, Nebraska Administrative Code, Chapter 51-009.0~~3~~5C, of the intended suspension or expulsion; and

2. Providing the parents with a copy of the District's Parental Rights In Special Education booklet.

IV. Placement in Alternative Educational Settings for Disciplinary Reasons.

A. The District may order a change in the placement of a student with a disability:

1. To an appropriate interim alternative educational setting or another setting for not more than ten (10) school days, to the extent such alternatives would be applied to students without disabilities; or

2. To an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but not for more than forty-five (45) days, without regard to whether the behavior is determined to be a manifestation of the student's disability, if:

a. The student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency; ~~or~~

b. The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the State or a local educational agency~~.~~ ; or

c. The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

B. The interim alternative educational setting shall be determined by the student's IEP Team.

C. Any interim alternative educational setting in which a student is placed shall:

1. Be selected so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP; and

2. Include services and modifications designed to address the behavior so that it does not recur.

D. Either before or not later than ten (10) school days after taking a disciplinary action described in Sections III (B), III (C), III (D), or IV (A) (2):

1. If the District did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the student before the behavior that resulted in the disciplinary action, the District shall convene an IEP Team meeting to conduct a functional behavioral assessment and implement a behavioral intervention plan to address that behavior, or

2. If the student already has a behavioral intervention plan, then the IEP Team shall review the plan and modify it, as necessary, to address the behavior.

3. If a student with a disability is suspended for ten (10) school days or less in a given school year and no further suspension or disciplinary action is contemplated, then the functional behavioral assessment need not be conducted.

V. Manifestation Determination Process.

A. Manifestation Determination Review. If a student with a disability is to be suspended for more than ten (10) school days in accordance with Section III (C) above, or is to be expelled in accordance with Section III (D) above, or a pattern of suspensions is determined to exist in accordance with Section III (B) (4) above, then not later than the date on which the decision to take such disciplinary action is made, the parents shall be notified of such disciplinary decision and of all procedural safeguards, and immediately if possible, but in no case later than ten (10) school days after the date on which the decision to take disciplinary action is made, a review shall be conducted of the relationship between the student's disability and the behavior which is subject to the disciplinary action.

1. The manifestation determination review shall be conducted by the District, parent, and relevant members of the student's IEP Team (as determined by the parent and the District), and shall consist of a review of all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent to determine:

a. If the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or

b. If the conduct in question was the direct result of the District's failure to implement the student's IEP.

2. If it is determined that either Section V(A)(1)(a) or (b) is applicable, then the conduct shall be determined to be a manifestation of the student's disability. and the IEP Team must:

a. Either conduct a functional behavioral assessment and implement a behavioral intervention plan, or if such a plan already exists review and modify it as necessary so as to address the behavior; and

b. Except as provided in Section IV (A)(2) above, return the student to the placement from which the student was removed, unless the parent and District agree to a change of placement as part of a modification of the behavioral intervention plan.

4. Determination That Behavior Was Not A Manifestation Of Disability.

a. If as a result of the manifestation determination review, the behavior of the student with a disability was not a manifestation of the student's disability, then the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that a free appropriate public education must be available.

b. If the District initiates disciplinary procedures applicable to all students, then the District shall ensure that the special education and disciplinary records of the student with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

c. If a parent requests a hearing to challenge the manifestation determination that the behavior of the student was not a manifestation of the student's disability, the stay-put provision of Title 92, Nebraska Administrative Code, Chapter 55 applies.

B. Parent Appeal. If the student's parent disagrees with a determination that the student's behavior was not a manifestation of the student's disability or with any decision regarding placement, the parent may request a due process hearing under Title 92, Nebraska Administrative Code, Chapter 55.

C. Manifestation Determination Review Not Required. If the student with disabilities is suspended for ten (10) school days or less in a given school year and no further disciplinary action is contemplated, then a manifestation determination review need not be conducted.

VI. Protections For Students Not Yet Eligible For Special Education And Related Services.

A. A student who has not yet been determined to be eligible for special education and related services and who has engaged in behavior that violated any rule or code of conduct of the District, may assert any of the protections provided for students with disabilities in this Rule, if the District had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

B. The District shall be deemed to have knowledge that a student is a student with a disability if:

1. The parent of the student has expressed concern in writing to supervisory or administrative personnel of the District, or to a teacher of the student, that the student is in need of special education and related services;

2. The parent of the student has requested an evaluation of the student pursuant to Title 92, Nebraska Administrative Code, Chapter 51-006.02~~A~~B; or

3. The teacher of the student, or other personnel of the District, have expressed specific concerns about a pattern of behavior demonstrated by the student directly to the District's Director of Special Education or to other supervisory personnel of the District.

C. The District will not be deemed to have knowledge that a student is a student with a disability if,

1. ~~The District conducted a Multidisciplinary Team evaluation and determined that the student was not~~ The student has been evaluated pursuant to Title 92, Nebraska Administrative Code, Chapter 51-006 and was determined not to be a student with a disability under Title 92, Nebraska Administrative Code, Chapter 51; or

2. The parent of the student has not allowed an evaluation of the student pursuant to Title 92, Nebraska Administrative Code, Chapter 51-006, or the parent has refused services under Title 92, Nebraska Administrative Code, Chapter 51.

D. If the District does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, then the student may be subjected to the same disciplinary measures applied to students without disabilities who engage in comparable behaviors, subject to the following:

1. If a request is made for an evaluation of a student during the time period during which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

2. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

3. If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the District and information provided by the parents, the District shall provide special education and related services in accordance with the provisions of Title 92, Nebraska Administrative Code, Chapter 51

Related Policies & Rules: 5400, 5400.1, 5400.3, 5400.4, 5400.5, 5400.6

Legal Reference: Individuals With Disabilities Education Act, 42 U.S.C. § 1400 *et seq*.
34 C.F.R. § 300.1 *et seq*.
Neb. Rev. Stat. § 79-1110 *et seq*.
Title 92, Nebraska Administrative Code, Chapter 51
Title 92, Nebraska Administrative Code, Chapter 55

Rule Approved:
Revised: June 15, 1998; September 25, 2000; August 7, 2006, June 1, 2009

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve 2009-2010 High School Calendars

MEETING DATE: June 1, 2009

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: 2009-2010 High School Calendars

ACTION DESIRED: APPROVAL _XX_ DISCUSSION ____ INFORMATION ONLY _____

BACKGROUND:

The attached high school calendars were derived from the district calendar previously approved by the board (attached). These calendars reflect how each high school decided to utilize the 30 hours of flexible time that is allowed within the school calendar. If there is any deviation from these calendars, it will be according to rule 6020.2 approved on September 10, 2001, which allows the board and/or superintendent to dismiss school in emergency situations. The calendars are approved by the school improvement team at each school which includes staff and parents.

These calendars are published by each school and are also available on the school web site.

OPTIONS AND ALTERNATIVES CONSIDERED:

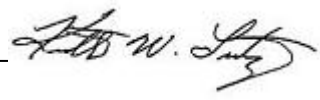
RECOMMENDATION: Approve the 2009-2010 high school calendars.

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIMELINE:

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: _____  _____

BOARD ACTION:

Millard North High School Comprehensive Calendar
2009-2010

AUGUST 2009

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER 2009

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER 2009

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	~~29~~	~~30~~

NOVEMBER 2009

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER 2009

M	T	W	Th	F
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7	8	9	10	11
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21	22	23	24	25
28	29	30	31	

JANUARY 2010

M	T	W	Th	F
				1
4	5	6	7	~~8~~
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY 2010

M	T	W	Th	F
1	~~2~~	~~3~~	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH 2010

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL 2010

M	T	W	Th	F
			1	2
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12	~~13~~	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 2010

M	T	W	Th	F
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10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE 2010

M	T	W	Th	F
	1	~~2~~	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

JULY 2010

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Aug. 3-5	Fall Orientation 9th Grade 8-11 am on August 3 10th Grade 11th Grade 12th Grade Make-Up Day
Aug. 3	First Day for New Teachers
Aug. 7	First Day for Veteran Teachers Staff Kick-Off at Embassy Suites 8-12pm
Aug. 10	MNHS Meetings 8-4pm
Aug. 11	Building work time 8-4pm
Aug. 12	FIRST DAY OF SCHOOL-GRADE 9 ONLY
Aug. 13	FIRST DAY OF SCHOOL-ALL STUDENTS
Aug. 14	First day for 0 and 8th hour classes
Aug. 20	MNHS Open House 6-8pm
Sep. 7	Labor Day – NO SCHOOL
Sep. 26	Homecoming Dance 7-10pm???
Oct. 13	End of 1st Quarter
Oct. 13-14	Parent-Teacher Conferences
Oct. 14	NO SCHOOL – Teacher workday
Oct. 15	NO SCHOOL – Staff Development 8-3pm
Oct. 16	NO SCHOOL – Teacher Compensation Day
Oct. 24	ACT
Oct. 29	9th Grade Terra Nova – 8-12:30pm 10th Grade PLAN – 8-11am 11th Grade – NO SCHOOL 12th Grade Meeting to discuss graduation 8-10am
Oct. 30	9th Grade Terra Nova 8-12 pm 10th Grade – NO SCHOOL 11th Grade – Job Shadow/College Visit 12th Grade – Job Shadow/College Visit
Nov. 3-4	11th Grade Science & Social Studies ELO – CBA testing during day
Nov. 26-27	NO SCHOOL – Thanksgiving Break
Dec. 12	ACT
Dec. 21	Final Exams periods 1,3,5,7
Dec. 22	Final Exams periods 0,2,4,6,8
Dec. 23 –Jan. 5	NO SCHOOL-WINTER BREAK
Jan. 6	2nd Semester Begins
Jan. 8	Forensics/Debate Tournament-1pm dismissal
Jan. 18	NO SCHOOL-MLK Day Staff Development
Jan. 11	Middle School Visits this Week-Registration
Jan. 26	Registration Orientation 6-8pm
Jan. 28	Registration Orientation 6-8pm
Feb. 1	IB Information Night 6-7:30pm
Feb. 2-3	AWA Testing for 10th Graders 8-9:30am 11th Grade State Writing Assessment 8-9:30am 9th & 12th Grades report at 9:30am
Feb. 6	ACT
Feb. 9-10	Parent-Teacher-Advise. Conferences 4-8pm
Feb. 11	NO SCHOOL-Building Staff Development
Feb. 12	NO SCHOOL-Teacher Compensation Day
Feb. 15	NO SCHOOL-President's Day Staff Develop.
Feb. 16	8th Grade Registration Night 6-8pm
Feb. 18	8th Grade Registration Night 6-8pm
Feb. 23	IB Diploma 4-year Plan Night 6-7pm
Feb. 25	IB Diploma 4-year Plan Night 6-7pm
Mar. 12	End of 3rd Quarter
Mar. 15	NO SCHOOL-Teacher Workday
Apr. 5-9	NO SCHOOL-Spring Break
Apr. 10	ACT
Apr. 13-16	LIBRARY CLOSED FOR TESTING
Apr. 13	9th Grade Reading ELO Testing 8-9:30am 10th-11th Grades report at 9:30
Apr. 14	10th Grade Math ELO Testing during the school day - CBA
Apr. 15-16	11th Grade State Reading Assessment during school day -CBA
May 8	Prom @ Qwest Center 8-11pm
May 13	Honors Night 6-7 pm
May 14	Class Recognition Ceremony
May 28	Commencement Rehearsal @ Civic 11am Last day for Seniors
May 28	Final Exams periods 1,3,5,7
May 29	Commencement @ Civic Auditorium 4pm
May 31	NO SCHOOL-Memorial Day
Jun. 1	Final Exams periods 0,2,4,6,8
Jun. 2	LAST DAY OF SCHOOL-Half Day
Jun. 3	Teacher work day
Jun. 12	ACT

☐ No School for Students

⊘ Late Start or Early Dismissal

2009-10 Millard South High School - (DRAFT 5-13-09)

AUGUST

M	*T*	*W*	*Th*	*F*
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Aug. 4-5	New Student Registration
Aug. 3-5	New Teacher Induction
Aug. 5-6	Student Fall Orientation
Aug. 6-11	All Certificated Staff – Workshops
Aug. 12	Ninth Graders Welcome Day, full day
Aug. 13	First day of classes Grades 9-12/student handbook orientation
Aug. 17	Open House 6:30 PM
Aug. 27	Fall Pep Rally

SEPTEMBER

M	*T*	*W*	*Th*	*F*
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Sept. 7	Labor Day
Sept. 9	Progress grades due
Sept. 10	Extended PRIDE Time
Sept. 11	Last day to drop a class
Sept. 12	ACT
Sept. 15	Academic Letter Awards 7:00 PM
Sept. 19	Homecoming Dance
Sept. 29	Progress grades due
Sept. 30	PAYBAC Interviews

OCTOBER

M	*T*	*W*	*Th*	*F*
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Oct. 13	End of Quarter 1
Oct. 13	Parent Teacher Conf 4:00-7:45 (3:45-4:00 prep)
Oct. 14-16	No school for students
Oct. 14	Teacher Work Day /Parent Teacher Conf 4:00-7:45 (3:45-4:00 prep)
Oct. 15	Building Staff Development 7:30-3:45
Oct. 16	Comp day and PPD
Oct. 17	PSAT
Oct. 22	Extended PRIDE Time
Oct. 24	ACT
Oct. 29	8:00 AM - Terra Nova Test, Grade 9, 8:00AM - 11th Sci/Soc Studies ELO and 11th 40 Assets assessment 10:00AM - 12th Grade Senior Workshop 11:30AM - Grades 9-12 classes start
Oct. 30	8:00-12:30 - Terra Nova Test, Grade 9 / 8:00-12:00 PLAN Test Grade 10 Junior & Senior College/Career/Community Service Day/ASVAB No classes Grades 9-12

NOVEMBER

M	*T*	*W*	*Th*	*F*
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Nov. 3	College Prep/AP Night 7:00PM Tuesday
Nov. 10	Progress grades due
Nov. 26&27	Thanksgiving Break

DECEMBER

M	*T*	*W*	*Th*	*F*
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Dec. 1	Progress grades due
Dec. 3	Winter Pep Rally
Dec. 4	Extended PT
Dec. 12	ACT
Dec. 16-22	Finals Week
Dec. 21 and 22	12:30PM Student Dismissal. No lunch served
Dec. 23-Jan. 5	Winter Break

JANUARY				
M	*T*	*W*	*Th*	*F*
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Jan. 6	Second semester begins. Teachers and students return. PRIDE Time first
Jan. 18	MLK Day. No school for students.
	7:30-11:30 district staff dev/1:00-3:45 building staff dev
Jan. 21	Vocational Career Fair 7:45-10:30AM
Jan. 26	Progress grades due

FEBRUARY				
M	*T*	*W*	*Th*	*F*
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22	23	24	25	26

Feb. 2	8:00AM - ELO AWA Gr 10th /9:30 Classes start Grades 9-12
	8:00AM - State Writing Assessment Grade 11 Day #1
	Extended PRIDE Time for Registration
Feb. 3	8:00AM - ELO AWA 10th /9:30 Classes start Grades 9-12
	8:00AM - State Writing Assessment Grade 11 Day #2
	Extended PRIDE Time for Registration
Feb. 4	Eighth Grade Orientation/Activities Fair 6:30-8:30PM
Feb. 5	Last day to drop a class
Feb. 9&10	Advisement Conferences by appt 4:00-7:45 (3:45-4:00 prep)
Feb. 11-15	No School for students
Feb. 11	AM Building Staff Dev 7:30-11:00AM/Advisement Conferences by appt. 1:00-3:00PM
Feb. 12	Comp Time (No school for students or teachers)
Feb. 15	Presidents' Day / No school for students /Certificated staff at dist staff dev.
Feb. 23	Progress grades due
Feb. 24	PAYBAC Interviews

MARCH				
M	*T*	*W*	*Th*	*F*
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Mar. 12	End of Quarter 3
Mar. 15	No school for students / Teacher Work Day
Mar. 16	Parent Teacher Conferences, 4:00-7:45 PM (3:45 prep)
Mar. 17	Spring Pep Rally
Mar. 19	No school for students/ AM building staff dev/ 11:45 comp time for conferences

APRIL				
M	*T*	*W*	*Th*	*F*
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12	13	14	15	16
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Apr. 10	ACT
Apr. 5-9	Spring Break
Apr. 13	Progress grades due
Apr. 13	8:00AM - State Reading for Grade 11; 9:30 classes start for 9-12 gr
Apr. 14	8:00AM - State Reading, Grade 11; 9:30 classes start for 9-12 gr
Apr. 15	8:00-10:30 AM ELO Reading & Math for 9-10 Graders
	Senior Meeting 9:30. Classes start at 10:30 for all grades
	Extended PRIDE Time

MAY				
M	*T*	*W*	*Th*	*F*
3	4	5	6	7
10	11	12	13	14
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24	25	26	27	28
31				

May 3	Advanced Placement Exams until May 14
May 4	Progress grades due
May 8	Prom
May 20	Honors Night/Senior Art Show 7:00 PM
May 29	Graduation 10:00 AM
May 31	Memorial Day

JUNE				
M	*T*	*W*	*Th*	*F*
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

June 2	Last day for students. Half day if four snow days.
June 12	ACT

2009-10 School Calendar - Millard West High School

www.mpsomaha.org/mwhs/index.htm

AUGUST					14
M	*T*	*W*	*Th*	*F*	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

SEPTEMBER					21
M	*T*	*W*	*Th*	*F*	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

OCTOBER					9,10
M	*T*	*W*	*Th*	*F*	
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5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

NOVEMBER					19
M	*T*	*W*	*Th*	*F*	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

DECEMBER					16
M	*T*	*W*	*Th*	*F*	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

JANUARY					17
M	*T*	*W*	*Th*	*F*	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

Aug. 12	First Day School: **Grades 10-12 (8-9:45), Grade 9 (10:30-3:15)**
Aug. 18	Course Information Evening 7:00-8:30 p.m.
Sept. 7	**No School - Labor Day**
Sept. 10	Parent Teacher Conferences 5-8:30 p.m.
Sept. 14	Academic Letter Night 7:00 p.m.
Sept. 24	Pre-arranged Conferences for struggling students (by appointment only) 5:00-8:30 p.m
Oct. 10	Homecoming Dance 8:00-11:00 p.m.
Oct. 13	**End of 1st Term**
Oct. 14-16	**No School - Work Day/Professional Development**
Oct. 19	**2nd Term Begins**
Oct. 29	9th Grade and 11th Grade - Testing all day
	No School for 10th & 12th Grades
Oct. 30	**Half Day (a.m. only)** Testing & Career Speakers
Nov. 26-27	**No School - Thanksgiving**
Dec. 22	**Noon Dismissal - End of 2nd Term - Winter Break begins**
Jan. 6	**School Resumes - 3rd Term Begins**
Jan. 16	Winter Formal 8:00-11:00 p.m.
Jan. 18	**No School -** Martin Luther King Day - Staff Development
Jan. 28	Advanced Placement Information Night 7:00-8:30 p.m.
Feb. 2	10th Grade - Analytical Writing Assessment 8:00-9:15 a.m.
	11th Grade - State Writing Assessment 8:00-9:15 a.m.
	9th & 12th Grade - Late Start at 9:30 a.m.
Feb. 3	10th Grade - Analytical Writing Assessment 8:00-9:15 a.m.
	11th Grade - State Writing Assessment 8:00-9:15 a.m.
	9th & 12th Grade - Late Start at 9:30 a.m.
Feb 9	Parent Teacher Conferences 5-8:30 p.m.
Feb. 10	Advisement Conferences 5:00-8:30 p.m.
Feb. 11	**No School for Students**
	Staff Development 7:30-11:30 a.m.
	Advisement Conferences 1:00-4:00 p.m.
Feb. 12	**No School for Students or Staff**
Feb. 15	**No School for Students-Staff Development-President's Day**
Feb. 16	Advisement Conferences 5:00-8:30 p.m.
Feb. 18	Advisement Conferences 5:00-8:30 p.m.
	Incoming 9th Grade Advisement Conference
Feb. 19	**No School for Students or Staff**
Mar. 12	**End of 3rd Term**
Mar. 15	**No School for Students** - Teacher work day
Mar. 16	**4th Term Begins**
Apr. 5-9	**No School - Spring Break**
Apr. 14	9th & 10th Grade - ELO Testing (Reading & Math) 8-10:00 a.m.
	11th & 12th Grade - Late Start at 10:15 a.m.
Apr. 17	Prom 8:00-11:30 p.m.
May 11	Honors Night for Seniors 7:00 p.m.
May 28	Senior Commencement Practice at Civic Auditorium 10:00 a.m.
May 29	Graduation at Omaha Civic Auditorium 1:00 p.m.
May 31	**No School - Memorial Day**
June 2	Last Day of School - Noon Dismissal
June 3	Teacher Work Day

FEBRUARY					17
M	*T*	*W*	*Th*	*F*	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	

MARCH					10,12
M	*T*	*W*	*Th*	*F*	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

APRIL					17
M	*T*	*W*	*Th*	*F*	
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19	20	21	22	23	
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MAY					18
M	*T*	*W*	*Th*	*F*	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

JUNE					2
M	*T*	*W*	*Th*	*F*	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

JULY					0
M	*T*	*W*	*Th*	*F*	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

No School for Students

Make-up snow days

If fewer (or more) days are used, the last day of school will be adjusted accordingly.

Proud to be Millard PUBLIC SCHOOLS www.mpsomaha.org

2009-10 School Calendar

**Middle and high school calendars are available at <www.mpsomaha.org>*

AUGUST					14
M	*T*	*W*	*Th*	*F*	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

SEPTEMBER					21
M	*T*	*W*	*Th*	*F*	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

OCTOBER					9,10
M	*T*	*W*	*Th*	*F*	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

NOVEMBER					19
M	*T*	*W*	*Th*	*F*	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

DECEMBER					16
M	*T*	*W*	*Th*	*F*	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

JANUARY					17
M	*T*	*W*	*Th*	*F*	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

Aug. 12	First Day for Students	
Sep. 7	No School - Labor Day	
Oct. 13	End of First Quarter	
Oct. 14-16	No School - Conferences/Work Day/Professional Development	
Nov. 26-27	No School - Thanksgiving Break	
Dec. 22	First Semester Ends	
Jan. 6	Second Semester Begins	
Jan. 18	No School - Martin Luther King, Jr. Day	
Feb. 11-12	No School - Conferences/Professional Development	
Feb. 15	No School - Presidents' Day - District Professional Development	
Mar. 12	End of Third Quarter	
Mar. 15	No School - Teacher Work Day	
Apr. 5-9	Spring Break	
May 7	Half-Day for Middle Schools (5th Grade Orientation)	
May 31	Memorial Day	
June 2	Last Day of School - Half Day	

This calendar includes four days of school that may be used in case of inclement weather. **If fewer (or more) days are used, the last day of school will be adjusted accordingly.**

Quarter Dates/Student Days		
Oct. 13	44 days	
Dec. 22	45 days	89
Mar. 12	44 days	
June 2	47 days	91
Total	180 days	

No School for Students

Make-up snow days

Board Approved: January 21, 2008

FEBRUARY					17
M	*T*	*W*	*Th*	*F*	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	

MARCH					10,12
M	*T*	*W*	*Th*	*F*	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

APRIL					17
M	*T*	*W*	*Th*	*F*	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

MAY					18
M	*T*	*W*	*Th*	*F*	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

JUNE					2
M	*T*	*W*	*Th*	*F*	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

JULY					0
M	*T*	*W*	*Th*	*F*	
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12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

AGENDA SUMMARY SHEET

AGENDA ITEM: Staff Evaluation System 2009-2010

MEETING DATE: 1 June 2009

DEPARTMENT: Educational Services & Human Resources

TITLE AND BRIEF DESCRIPTION: Staff Evaluation System Report

ACTION DESIRED: APPROVAL X DISCUSSION__ INFORMATION ONLY___

BACKGROUND:

On July 7, 2008 the Board of Education approved the proposed Staff Evaluation system for full implementation in 2008-2009.

Educational Services and Human Resources collaborated to provide several assessment methods in determining the success of the implementation of the new staff evaluation system and providing building administrators with training and support. Focus forums were provided across the district for teachers to provide feedback. The staff evaluation committee met twice during the school year to assess the implementation. Building administrators were provided with staff development on the new staff evaluation system in August, October, and March with opportunities to provide district administrators feedback on the new system.

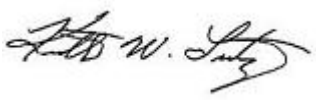
Minor adjustments of language and page formatting were made through out the handbook. Based on the feedback from buildings, one change was made to the process. A progress check was an added step in the Continuous Growth Phase (pp. 10, 20-21, 41, 49-50). Between December and February, the evaluator will communicate a progress check with teachers about their progress toward their continuous growth goal. This progress check may be via an e-mail or a face-to-face meeting.

Board policy and rule 4160, 4160.1 and 4160.2 outline the staff evaluation procedure to be in compliance with Rule 10. Pending Board approval of the revised Staff Evaluation System, the Staff Evaluation Handbook will be submitted to the Nebraska Department of Education for final approval.

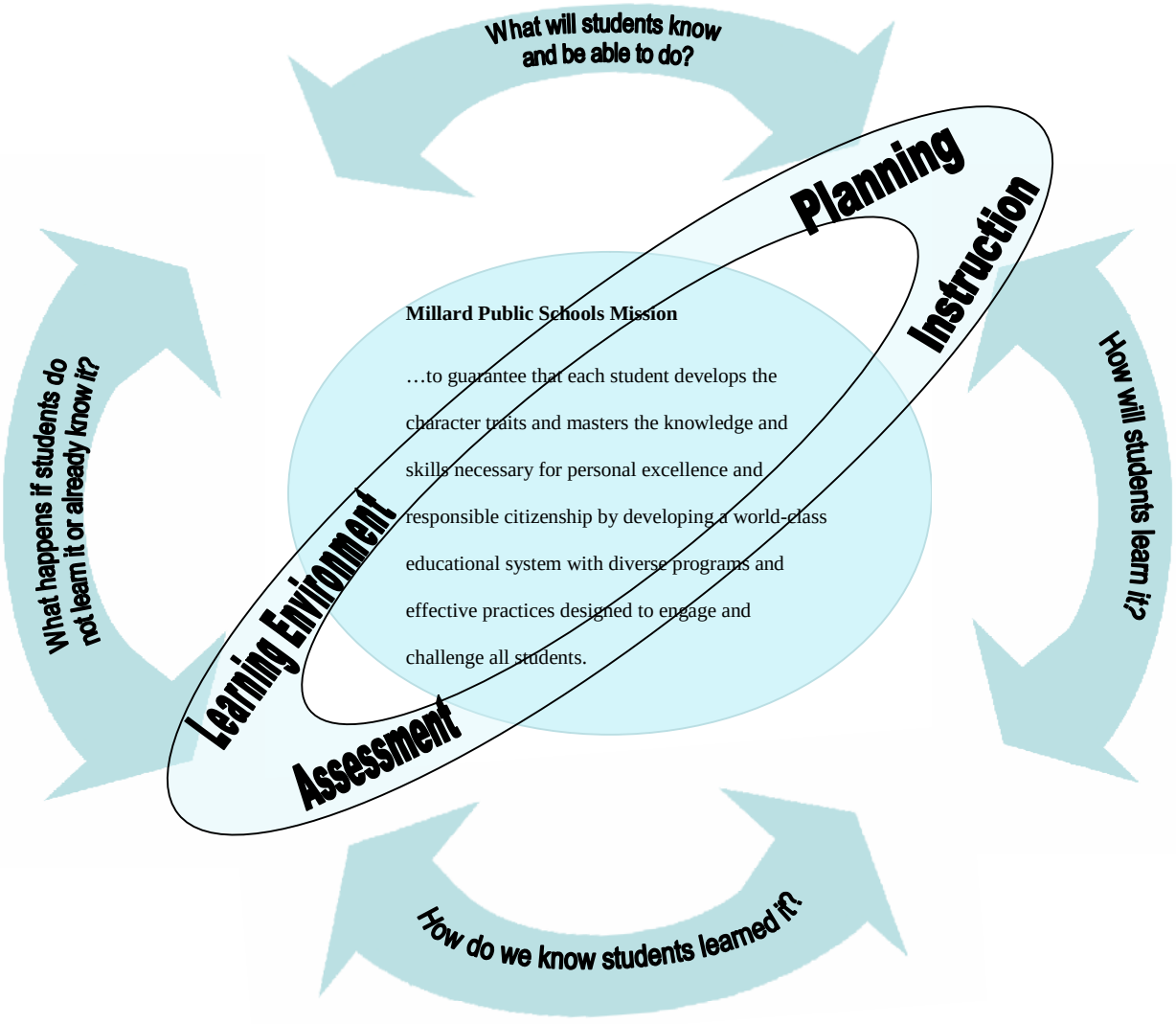
RECOMMENDATIONS: Support the minor revisions of the Staff Evaluation System

STRATEGIC PLAN REFERENCE: Strategy (Implemented 1990) – We will develop and implement plans to ensure the highest quality of staff.

PERSON(S) RESPONSIBLE: Mark Feldhausen, Kim Saum-Mills, Dawn Marten, Kirby Eltiste, Jim Sutfin and Chad Meisgeier

SUPERINTENDENT'S APPROVAL: 

Millard Public Schools Staff Evaluation Handbook



millard PUBLIC SCHOOLS

Revised: July 2001, April 2003, July 2004, June 2007, 2008, 2009

TABLE OF CONTENTS

Acknowledgements 1-2

History of the Teacher Evaluation Program 3-4

Teacher Job Description 5-6

Staff Evaluation Introduction 7-8

Teacher Evaluation

Appraisal Phase & Time Line 9

Continuous Growth Phase & Time Line 10

Appraisal Phase Forms

Pre-observation Form 11-12

Post-observation Reflection Form 13-14

Classroom Observation Form 15-16

Appraisal Report 17-19

Continuous Growth Phase Forms

Continuous Growth Report 20-21

Continuous Growth Reflection Form 22-23

Millard Instructional Model 24-39

Select Staff Evaluation

(Counselors, Social Workers, School Psychologists, Special Education Itinerant Staff & Information/Technology Specialists)

Appraisal Phase & Time Line 40

Continuous Growth Phase & Time Line 41

Appraisal Phase Forms

Pre-observation Form for Select Staff 42

Post-observation Reflection Form for Select Staff 43-44

Classroom/Meeting Observation Form for Select Staff 45

Appraisal Report for Select Staff 46-48

Continuous Growth Phase Forms

Continuous Growth Report for Select Staff 49-50

Continuous Growth Reflection Form for Select Staff 51-52

Practices for Select Staff

Practices That Promote Successful School Counseling 53-54

Practices That Promote Successful School Social Work 55-56

Practices That Promote Successful School Psychologists 57-58

Practices That Promote Successful Special Education Itinerant Staff 59-60

Practices That Promote Successful Information/Technology Specialists 61-62

TABLE OF CONTENTS

School Nurse Evaluation

Introduction & Time Line 63

Reflection Form for School Nurses 64-66

Evaluation Report for School Nurses 67-70

District Level Leaders Evaluation

Introduction & Time Line 71-72

Observation Form for District Level Leaders 73

Evaluation Report for District Level Leaders 74

Additional Resource

Formulate Learning Objectives 76

Descriptions of the Major Categories of Bloom's Taxonomy 77

S.M.A.R.T. Goals 78-81

MPS Board Policy 4155 and 4155.1 Code of Ethics 82-87

MPS Board Policy 4160 and 4160.1 Evaluation 88-90

MPS Board Policy 6200 and 6200.1 MIM and Practices for Productive Student Learning 91

References for Teacher Evaluation Pilot 92-93

Intensive Assistance

Intensive Assistance Program Overview 94

Intensive Assistance Program Narrative 96-97

Recommendation for Intensive Assistance (IA1) 98

Plan for Improvement (IA2) 99-100

Feedback Form (IA3) 101

Acknowledgements

Teacher Evaluation and Professional Growth Cycle
Dr. Penny Kowal, Original Team Leader (1993-1995)
Dr. Donna Flood, Update Team Leader (2002-2003)
Dr. Kim Saum-Mills, Update Team Leader (2005-2007)

Many thanks to the following members who worked to develop the original Teacher Evaluation and Professional Growth Cycle in 1993-1994:

Dr. Gary Barta, Dr. Carol Beaty, Dr. Bill DeLoach, Ms. Paula Ellis, Ms. Lynne Elwood, Ms. Paulette Freis, Mr. Dennis Gehringer, Ms. Ellen Hartfield, Ms. Lori Jasa, Dr. Jed Johnston, Dr. Deb Kolc, Ms. Marsha Krabbenhoft, Ms. Nancy Lindahl, Mr. Bob Lykke, Ms. Helen Lykke-Wisler, Ms. Annette Mahoney, Dr. Carol Newton, Dr. Marie Trayer, and Dr. Dick Wollman

Special thanks to the administrators and staff members who participated as the Step-Ahead schools during our three year implementation process starting in 1994-1995:

Cottonwood Elementary School, Ezra Millard Elementary School, Neihardt Elementary School, Millard North Middle School and Millard South High School

During the 2002-2003 school year, the Teacher Evaluation and Professional Growth Cycle was updated to reflect language related to the infusion of technology into instruction. We extend our appreciation to the following staff members who contributed to this process:

Ms. Michelle Baldwin, Ms. Peggy Brendel, Dr. Martha Bruckner, Mr. Chuck Burney, Mr. Kevin Chick, Dr. Mark Feldhausen, Mr. Terry Houlton, Ms. Chris Ingram, Ms. Lori Jasa, Dr. Jed Johnston, Ms. Nancy Johnston, Ms. Vicki Kaspar, Mr. Tony Levy, Ms. Susan Livingston, Mr. Norm Melichar, Dr. Carol Newton, Dr. Nila Nielsen, Ms. Paula Peal, Dr. Judy Porter, Mr. Len Sagenbrecht, Dr. Kim Saum-Mills, Ms. Charlene Snyder, Dr. Jim Sutfin, Ms. Cali Watton, Ms. Jerri Wesley, Dr. Rick Werkheiser, and Ms. Joan Wilson

The 2002-2003 Teacher Evaluation Update Committee accepted the following definitions for “technology” and “technology integration”:

Technology – Electronic tools used to facilitate teaching and learning that include, but are not limited to, desktop computers, laptops, tablets, handhelds, projection systems, DVD/VHS/Laser disk players, overhead projectors, whiteboard display systems, calculators, scanners, printers, digital (video) cameras, etc.

Technology Integration – The effective application of electronic tools, beyond basic operations and concepts, by students to access knowledge, collaborate with peers, engage in higher-order thinking, and solve meaningful, real-life problems, and by teachers to plan learning experiences, manage resources and the learning environment, provide appropriate instruction, and facilitate the assessment of student learning.

A great deal of appreciation is extended to the following educators who served on the 2005-2006 MIM[88] (Millard Instructional Model) Committee and contributed to the 2006 Revision of the Millard Instructional Model.

Ms. Deb Ady, Dr. Carol Beaty, Dr. Martha Bruckner, Dr. Christi Buell, Ms. Sharon Comisar-Langdon, Ms. Molly Erickson, Ms. Nancy Johnston, Ms. Linda Kolbusz-Kosan, Dr. Carol Newton, Ms. Heather Phipps, Dr. Judy Porter, Dr. Kim Saum-Mills, Ms. Nancy Thornblad, Ms. Barb Waller, Ms. Marge Welch, and Ms. Jerri Wesley.

During the first implementation year of the revised Millard Instructional Model (MIM) in 2006-2007, the teacher evaluation committee met the following objective: *The committee will evaluate the MPS Teacher Evaluation System by assessing the effectiveness and recommend changes as (or if) needed.*

Members of the committee in 2006-2007 were Ms. Deb Ady, Ms. Lori Bartels, Dr. Carol Beaty, Mr. Nolan Beyer, Dr. Martha Bruckner, Ms. Melissa Byington, Ms. Sharon Comisar-Langdon, Ms. Ann Gapinski, Ms. Micky Gehringer, Ms. Marti Harris, Ms. Lori Jasa, Ms. Nancy Johnston, Dr. Vicki Kaspar, Dr. Deb Kolc, Ms. Dawn Marten, Mr. Jim Mercer, Dr. Nila Nielsen, Ms. Paula Peal, Dr. Judy Porter, Mr. Matt Rega, Ms. Dianna Ringleb, Dr. Kim Saum-Mills, Dr. Jim Sutfin, Ms. Jerri Wesley, and Ms. Jessica Wilkinson.

History of the Teacher Evaluation Program

The teacher evaluation committee met in September 2006 to determine if changes to evaluation system would improve instruction and student learning. The committee conducted a review of research on best practices of teacher evaluation and surveyed Millard staff on the current evaluation system to determine if a change to the system was needed.

Research Findings

Research suggested that clinical supervision, MPS current evaluation model, may not be the optimal teacher evaluation system to improve instruction for permanent certified teachers, which would then increase student achievement. Dr. Rick DuFour suggested that although he spent a grueling amount of time to perfect the "clinical supervision" process of teacher evaluation, he didn't make a significant impact in student achievement until he stopped focusing on what the teacher was teaching and turned his attention to what students were learning. In DuFour's article, *The Learning-Centered Principal*, he proposes the questions, "To what extent are the students learning the intended outcomes of each course? And what steps can I take to give both students and teachers the additional time and support they need to improve learning?"

Mike Schmoker also offers researched based arguments for changing the way schools approach teacher evaluation and professional development. In *Results Now*, Schmoker believes that, "among leadership's most ineffective practices is teacher and administrative evaluation." Schmoker also provides support for multiple walk-through observations throughout the year and a focus on learning by assisting teachers with "how" to teach and "what" to teach. Schmoker cites Jim Collins, author of *Good to Great*, "Effective leaders see what is essential and ignore the rest." Collins believes leaders should, "focus on what is vital-and eliminate all of the extraneous distractions…stop doing the senseless things that consume so much time and energy."

Leading expert and former building administrator, Kim Marshall, advocates for change to the traditional teacher evaluation model as well. Marshall notes, "Even though I had made frequent visits to this teacher's classroom and followed up with informal chats to discuss my impressions, I'd really seen less than 1% of her teaching. I knew little about her dealings with parents or colleagues and had no data on how much her students were learning…1) my evaluations were based on grossly inadequate information; 2) they were therefore superficial and often missed the target; 3) this was why teachers paid so little attention to them and rarely made changes based on what I wrote; and therefore, 4) spending hours and hours on this process was not a good use of my time. If our current approach to teacher evaluation is chewing up large amounts of time without producing results, it needs to be changed."

Research states a walk-through observation is a highly effective component of teacher evaluation. The Principals' Partnership, www.principalspartnership.com/feature203.html, supports walk-through observations and offers the following advice: "One of the most promising strategies for providing leadership is brief and focused visits to the classrooms for the purpose of observing, first hand, the instruction that is provided and the needs of staff and students in the school."

Survey Findings

Consultant Dr. John Crawford assisted the teacher evaluation committee in creating the questions used in the MPS staff survey. A random selection of staff shared their perceptions of Millard's teacher evaluation system by participating in the electronic survey. Of the 388 staff members who participated in the survey; 158 were elementary staff, 111 were middle level staff and 98 were high school staff. Nine teachers identified themselves as multi-level and 12 teachers were on teaching contracts but not currently in the classroom. A similar survey was given to all building administrators. Of the 49 building administrators who participated in the survey; 20 were elementary level, 16 were middle level and 13 were high school level.

The analysis of the survey results led the committee to believe change to the evaluation system was needed. Many administrators felt refinement to the current growth cycle would improve instruction and student learning. Principals also felt an evaluation system that included walk-through observations was a more effective evaluation model.

The survey results from teachers also supported a change to the current evaluation system. Many teachers felt the current evaluation system was ineffective. Teachers felt the current system represented hoops of procedures and protocols in which teachers must jump through. Some teachers stated little improvement of instruction occurred based on their evaluation. Teachers supported the idea of having multiple walk-through observations, which puts the evaluator in a classroom several times a semester.

Conclusion

The teacher evaluation committee discovered that research suggests a paradigm shift from how the majority of American schools conduct teacher evaluation. In combining research and survey results, the committee concluded that changes to the Millard teacher evaluation system could improve instruction and student learning. Therefore, the committee created a teacher evaluation pilot program. The pilot program was implemented in 2007-2008 at Montclair Elementary, Reagan Elementary, Rockwell Elementary, Kiewit Middle School, and Millard South High School. The pilot did not suggest any changes to the Intensive Assistance Program. The current teacher evaluation system remained in place for the rest of the staff in 2007-2008.

Teacher Job Description

Title: Teacher (includes classroom and special assignments)

Reports: Building Principal

General Summary: Teachers teach students by reflecting on the following questions when planning effective instruction and meaningful assessment, managing the instructional environment, and performing other professional responsibilities: 1) What will students know and be able to do?; 2) How will students learn it?; 3) How do teachers know students learn it?; 4) What happens if students do not learn it or already know it?

I. Teachers plan with individual learning results in mind.

II. Teachers plan well-designed and executed units and lessons for maximum student participation using the Millard Instructional Model.

III. Teachers provide students with many opportunities to learn the prescribed and Board adopted curriculum of the Millard Education Program.

IV. Teachers provide students many opportunities to develop the capacity to understand and apply knowledge in meaningful ways.

V. Teachers continually monitor student progress by using achievement and other student data, and adjust their teaching to optimize individual learning.

VI. Teachers provide proactive intervention to students who are not meeting individual learning goals.

VII. Teachers grade for learning so that student grades reflect evidence of learning.

VIII. Teachers establish positive, productive environments where students are actively engaged.

IX. Teachers clearly teach and effectively implement the Millard policy on student behavior.

X. Teachers uphold high expectations for students to meet challenging and differentiated learning goals.

XI. Teaching professionals initiate meaningful personal, professional growth and contribute to school and district improvement.

XII. Teaching professionals perform school-related responsibilities.

XIII. Teachers participate in collaborative teams to analyze student learning data to improve instruction and increase student achievement.

XIV. Teachers perform other duties as assigned by the principal.

Qualifications:

1. Education Level: Bachelor's degree is required, additional training and/or graduate hours and/or graduate degrees in education or subject area(s) is preferred.

2. Certification or Licensure: Valid Nebraska Teaching Certificate. It is preferred that the teacher endorsed by the State of Nebraska to teach the particular subjects of the assignment

3. Experience desired: Classroom teaching experience is preferred.

4. Other requirements: Possess skills that will enable the teacher to perform the required responsibilities. Be physically able to perform required responsibilities.

Special Requirements:

		Occasional 1 - 32%	Frequent 33 - 66%	Constant 67% +
1.	Standing			x
2.	Walking		x	
3	Sitting		x	
4.	Lifting 25 lb max.	x		
5.	Carrying 100 feet	x		
6.	Pushing / Pulling	x		
7.	Climbing / Balancing	x		
8.	Stooping / Kneeling / Crouching / Crawling	x		
9.	Reaching / Handling	x		
10.	Speaking / Hearing			x
11.	Seeing / depth perception / color			x

The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. Responsibilities and duties assigned are at the discretion of the supervisor and building principal (or superintendent).

Employee Signature: _____Date: _____

Supervisor Signature: _____Date: _____

Revised: 9/14/1998
4/25/2008

Millard Public Schools

Staff Evaluation Introduction

The staff evaluation described in this handbook was developed and reaffirmed by the Staff Evaluation Development and Update Teams to support the mission of the Millard Public Schools:

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Purposes of Staff Evaluation within Millard Public Schools

Accountability:

- to ensure all students learn the academic and life skills necessary for responsible living
- to ensure that *Practices That Promote Successful Student Learning* continue in the classroom

Professional Growth:

- to foster the continuous improvement of teaching and learning by teachers

School Improvement:

- to promote the integration of site-based plans and the district strategic plan with instructional improvement through staff development

Teacher Performance Criteria

Teachers will be evaluated with respect to the Millard Instructional Model: Practices That Promote Successful Student Learning. The defining attributes for evaluating instruction with respect to each of these practices are presented in this handbook. The practices and their defining attributes are supported through professional consensus and the research on practices that promote successful student learning.

It is essential that teachers review these practices and develop a clear understanding of the criteria, which serves as the basis of the teacher evaluation system. The practices and defining attributes used to evaluate instruction in Millard Public Schools includes a broad range of behaviors. They are used to guide teacher growth and development beyond competency to higher levels of proficiency.

Select Staff Performance Criteria

Select staff (i.e. counselors, social workers, school psychologists, special education itinerant staff, information/technology specialists, and school nurses) will be evaluated with respect to the identified best practices for the specified position. The defining attributes for evaluating these positions with respect to each best practice are presented in this handbook.

It is essential that staff members review their best practices to develop a clear understanding of the criteria, which serve as the basis of the evaluation system. The practices are used to guide growth and development beyond competency to higher levels of proficiency.

Instructional Walk-through Observations for Teachers

Evaluators are encouraged to conduct numerous instructional walk-through observations for each certificated staff member per year. The date of each walk-through observation should be documented. Evaluators will focus on four areas when conducting instructional walk-through observations: Curriculum, Instruction, Student Engagement, and Safety (CISS).

Walk-through Observations for Select Staff

Evaluators are encouraged to conduct numerous walk-through observations for each select staff member each year. The date of each walk-through observation should be documented. Evaluators will focus on best practices for the specified position. (i.e. counselors, social workers, school psychologists, special education itinerant staff, information/technology specialists, and school nurses) Walk-through observations may include meetings, classroom instruction, and interactions with students, staff, or parents.

Teacher & Select Staff Evaluation Cycle

Years 1-3 (Probationary Teachers & Special Circumstances)	Appraisal Phase
Year 4-and more	Continuous Growth Phase

- .5 FTE will remain in Appraisal Phase on Probationary Status for six years. (79-825 Revised Statutes)

- An evaluator can move a teacher/select staff back to the Appraisal Phase at any time.

Intensive Assistance Program

When the standards for performance in the Millard Instructional Model for certificated staff or best practice for select staff are not met, the staff member may be placed in the Intensive Assistance Program. Intensive Assistance is part of the Appraisal Phase of the evaluation system. If Intensive Assistance is indicated, staff currently in the Appraisal Phase can be placed directly in Intensive Assistance. Staff currently in the Continuous Growth Phase will be moved to the Appraisal Phase at the time Intensive Assistance is indicated. Staff may move to the Appraisal Phase at any point in the evaluation process. Information about the Intensive Assistance Program may be found in this handbook.

Teacher Evaluation

Teacher Evaluation Phases

Appraisal Phase

All probationary teachers who have been employed with Millard three years or fewer will be in the Appraisal Phase until they move to permanent certificated status. Some permanent certificated staff will participate in the Appraisal Phase; in-district transfers, new teaching assignments within the school, those not meeting district standards/MIM, or those assigned at administrative discretion.

1. By the end of September, the evaluators will review the evaluation procedures with teachers. (Policy 4160.1)

2. Each teacher on the Appraisal Phase will have three classroom observations. The evaluator will record the dates on the Appraisal Report.

3. Two of the three observations should be full instructional periods. One full instructional period observation should be completed prior to winter break. The other full instructional period observation should be completed between winter break and spring break. All announced observations require a Pre-observation Form completed by the teacher and submitted to the evaluator prior to the observation.

4. All three observations require a Post-observation Reflection Form completed by the teacher following the observation.

5. After each observation, a Post-observation Conference will take place between the teacher and evaluator. The teacher should bring the completed Post-observation Reflection Form to the conference. As a result of the dialogue during the conference, the evaluator will finalize the Classroom Observation Form.

6. By May 1, a Spring Conference will take place with the teacher and evaluator. Prior to the Spring Conference, the teacher will complete the assigned sections of the Appraisal Report. As a result of the dialogue during the conference, the evaluator will finalize the Appraisal Report.

7. Throughout the year, the evaluator will conduct several instructional walk-through observations focusing on the CISS criteria (Curriculum, Instruction, Student Engagement & Safety). The evaluator will record the dates on the Appraisal Report.

Appraisal Phase Time Line for Evaluators

August-September ~ Review evaluation procedures with all certificated staff (Policy 4160.1)

By Winter Break ~ Conduct two classroom observations followed by the Post-observation Conference – one of these two observations should be for the full instructional period
~ Complete several instructional walk-through observations

By Spring Break ~ Conduct the third classroom observation followed by the Post-observation Conference – this observation should be for the full instructional period
~ Complete several instructional walk-through observations

By May 1 ~ Complete the Appraisal Report and conduct the Spring Conference

Continuous Growth Phase

All permanent certificated staff, 4 or more years with MPS, will be evaluated annually. Formal classroom observations are optional. Some permanent certificated staff will participate in the Appraisal Phase; in-district transfers, new teaching assignments within the school, those not meeting district standards/MIM, or those assigned at administrative discretion.

1. By the end of September, the evaluators will review the evaluation procedures with teachers. (Policy 4160.1)

2. By the end of September, a Fall Conference will take place with the teacher and evaluator to establish and discuss the teacher's continuous growth goal and plan of action. This goal should focus on student achievement. The teacher will complete the assigned sections on the Continuous Growth Form prior to or during the Fall Conference.

3. Between December and February, the evaluator will communicate a progress check with teachers about their progress toward their continuous growth goal. This progress check may be via an e-mail or a face-to-face meeting.

4. Between February and April, a Spring Conference will take place with the teacher and evaluator to discuss the teacher's progress toward the continuous growth goal. The evaluator will bring the Continuous Growth Report. The teacher will bring the completed Continuous Growth Reflection Form, in addition to evidence of progress toward the goal and professional growth. Evidence of progress can be shared in a variety of ways. Examples include, but are not limited to:
    - Narrative of successful reteaching activities
    - Examples of student work
    - Examples of data from common formative assessments
    - Evidence of peer observations
    - Examples of student and/or parent feedback
    - Analysis of videotaped lesson(s)
    - Evidence of collaborative lesson study
    - Evidence of learning application from workshops, conferences, or staff development sessions

5. Throughout the year, the evaluator will conduct several instructional walk-through observations focusing on the CISS criteria (Curriculum, Instruction, Student Engagement & Safety). The evaluator will record the dates on the Continuous Growth Report.

Continuous Growth Phase Time Line for Evaluators

August-September ~ Review evaluation procedures with all certificated staff (Policy 4160.1)

August-September ~ Fall Conference

By Winter Break ~ Complete several instructional walk-through observations

December-February ~ Progress Check

By Spring Break ~ Complete several instructional walk-through observations

February-April ~ Complete the Continuous Growth Report and conduct the Spring Conference

Appraisal Phase
Pre-observation Form

Teacher's Name _____

Evaluator's Name _____

Observation Date and Time _____

Grade(s) _____ Subject _____ School _____

There may be more than one learning objective in a lesson. When completing the questions below, consider your main learning objective. Complete form and submit to your evaluator prior to the observation.

1. What will students know and be able to do because of this lesson?
   (Skill/Concept)

2. Which level of Bloom's Taxonomy will be used in your lesson?
   (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)

3. How will students learn it?
   (Input/Strategies/Learning Activities - Attach your lesson plan or describe the anticipatory set, steps in lesson, closure, and assignment.)

4. How will you know students learned it?
   (Output/Assessment)

5. How does your learning objective relate to an objective in the MEP Curriculum?

Use your answers in questions 1-4 to complete the following main learning objective for this lesson.

The learner will demonstrate

_____ of _____
Bloom's Level of Thinking Skill/Concept

by _____ _____
Bloom's Power Word Output That Demos/Validates The Learning

6. How will you differentiate instruction for students who do not learn the concept/skill or who already know the concept/skill?

7. Are there any unusual circumstances, special considerations or prior instruction the evaluator should be aware of when observing this lesson?

Appraisal Phase
Post-observation Reflection Form

Teacher's Name _____

Evaluator's Name _____

Observation Date _____

Grade(s) _____ Subject _____ School _____

The purpose of this form is to help you reflect on the lesson and main learning objective. Complete this form prior to the post-observation conference with your evaluator. Bring two copies to the post-observation conference.

1. What was the main learning objective?

2. How does your main learning objective relate to an objective in the MEP Curriculum?

3. What went well with your lesson?

4. How do you know students mastered the main learning objective and what is your evidence?

5. Who were the students who did not meet the main learning objective?

6. What will you do to help these students learn the main learning objective?

7. Who were the students who already knew the concepts or skills?

8. How did you differentiate instruction for these students?

9. What, if anything, would you change about the lesson? Why?

10. Discuss your experience in the New Staff Induction Program and the additional support you need.

Appraisal Phase
Classroom Observation Form

Teacher's Name _____

Evaluator's Name _____

Observation Date _____Time In _____ Time Out _____

Grade(s) _____ Subject _____ School _____

1. Was the stated learning objective of the lesson observed?

   The learner will demonstrate

   _____ of _____
   Bloom's Level of Thinking — Skill/Concept

   by _____ _____
   Bloom's Power Word — Output That Demos/Validates The Learning

2. Activities observed

3. What specific instructional practices helped the students achieve the main learning objective?

4. What evidence is there that the main learning objective was met or not met?

5. Evaluator's comments (reflective questions, recommendations, and/or commendations) on the observation with respect to the MIM: *Practices That Promote Successful Student Learning* (Planning, Instruction, Assessment, Learning Environment, Professional Responsibilities) and overall work performance

6. Deficiencies noted in observation and/or overall work performance with steps for improvement

7. The classroom observation was for (check one) _____ an entire instructional period.

_____ a partial instructional period.

_____ _____ _____
Evaluator's Signature Position Date

_____ _____
Teacher's Signature Date

___ I concur with the analysis and recommendations.
___ I do <u>not</u> concur and I have a right to respond in writing.

Appraisal Phase
Appraisal Report

Teacher's Name _____

Evaluator's Name _____

Spring Conference Date _____

Grade(s) _____ Subject _____ School _____

The teacher will complete numbers 1-3 prior to the Spring Conference. The evaluator will complete numbers 4-9 based on the dialogue from the Spring Conference.

1. Teacher's self-reflection of overall performance with respect to the *MIM: Practices That Promote Successful Student Learning* (Planning, Instruction, Assessment, Learning Environment, Professional Responsibilities)

   What are your teaching strengths?

   Where have you seen growth this year?

   What are your areas of focus for next year?

   Evaluator Comments

2. New Staff Induction Program

   _____ N.A. - If you are not involved in the New Staff Induction Program, skip question two.
   _____ Year 1 - Mentoring
   _____ Year 2 - Peer Coaching
   _____ Year 3 - Productive Approaches for Teaching & Learning

   Discuss your experience in the New Staff Induction Program and the additional support you need.

   Evaluator Comments (Optional)

3. Work Related To Professional Responsibilities

List professional growth, graduate classes, and workshops/conferences you have attended this school year.

List workshops/in-services you have presented this school year.

List building/district responsibilities you have participated in this school year.

4. Evaluator's summative comments on overall work performance (reflective questions, recommendations, and/or commendations)

5. Deficiencies noted in overall work performance with steps for improvement

6. Next Year's Phase

___ Appraisal Phase (continued) ___ Continuous Growth Phase ___ Intensive Assistance
Provide a rationale statement if Appraisal Phase or Intensive Assistance is checked.

7. Classroom Observation Dates

8. Instructional Walk-through Observations Dates

9. Recommended for

___re-election ___conditional re-election ___dismissal

_____ _____ _____
Evaluator's Signature Position Date

_____ _____
Teacher's Signature Date

___ I concur with the analysis and recommendations.
___ I do <u>not</u> concur and I have a right to respond in writing.

Continuous Growth Phase
Continuous Growth Report

Teacher's Name _____

Evaluator's Name _____

Grade(s) _____ Subject _____ School _____

The teacher will complete numbers 1-4 prior to or during the Fall Conference. The evaluator will complete numbers 5-11 throughout the year.

1. Continuous Growth Goal
   The S.M.A.R.T. goal should be focused on student achievement. Teachers are encouraged to revise or add to the goal throughout the year as needed.

2. Action steps and timeline to meet the steps:

Action Steps	Timeline

3. Evaluation Criteria: How will you know if you met your goal?

4. Fall Conference Date _____

5. Continuous Growth Goal Agreement Date _____

6. Continuous Growth Goal Revision/Addition Date_____

7. Continuous Growth Goal Progress Check Date _____

8. Instructional Walk-through Observation Dates

9. Spring Conference and Review of Continuous Growth Reflection Form Date _____

Evidence of progress can be shared in a variety of ways. Circle the examples that were discussed. Examples include, but are not limited to:

- Narrative of successful reteaching activities
- Examples of student work
- Examples of data from common formative assessments
- Evidence of peer observations
- Examples of student and/or parent feedback
- Analysis of videotaped lesson(s)
- Evidence of collaborative lesson study
- Evidence of learning application from workshops, conferences, or staff development sessions
- Other _____

10. Evaluator's summative comments on overall work performance (reflective questions, recommendations, and/or commendations)

11. Deficiencies noted in overall work performance with steps for improvement

12. Next Year's Phase

___ Continuous Growth Phase (continued) ___ Appraisal Phase ___ Intensive Assistance
Provide a rationale statement if Appraisal Phase or Intensive Assistance is checked.

_____ _____ _____
Evaluator's Signature Position Date

_____ _____
Teacher's Signature Date

___ I concur with the analysis and recommendations.
___ I do <u>not</u> concur and I have a right to respond in writing.

Continuous Growth Phase
Continuous Growth Reflection Form

Teacher's Name _____

Evaluator's Name _____

Date _____

Grade(s) _____ Subject _____ School _____

The teacher will bring this completed form to the Spring Conference, in addition to evidence of progress toward the goal and professional growth. Evidence of progress can be shared in a variety of ways. Examples include, but are not limited to:

- Narrative of successful reteaching activities
- Examples of student work
- Examples of data from common formative assessments
- Evidence of peer observations
- Examples of student and/or parent feedback
- Analysis of videotaped lesson(s)
- Evidence of collaborative lesson study
- Evidence of learning application from workshops, conferences, or staff development sessions
- Other _____

1. Continuous Growth Goal

2. What have you accomplished toward your goal?

3. What existing data supports your progress towards your goal?

4. How did your work toward your goal affect student achievement?

5. What did you learn from your work toward your goal thus far?

6. Is there any need to modify or adjust your goal?

7. What are your next steps?

Work Related To Professional Responsibilities

8. List professional growth, graduate classes, and workshops/conferences you have attended this school year.

9. List workshops/in-services you have presented this school year.

10. List building/district responsibilities you have participated in this school year.

Millard Instructional Model

Instructional Model

for

Millard Public Schools

(Revised 2006; 2007)

5606 South 147th Street
Omaha, Nebraska
68137

The Millard Strategic Plan called for the development of an Instructional Model representing research on effective teaching. The first draft of the model was developed by a team of administrators and teachers in 1992. This draft was a hybrid of the staff development programs offered in Millard in the past ten years: Cooperative Learning, Thinking Skills, Learning Styles, ITIP, Advanced ITIP, Developing Independent Learners, Reading-Writing In-services.

Another charge from the Millard Strategic Plan was to create a new teacher evaluation process. A team of teachers and administrators was established to develop a new system. An important element of that system was the Instructional Model. Using the work of Dr. Ed Iwanicki from the University of Connecticut and the 1992 draft of the Instructional Model, a writing team of administrators and teachers formed the Indicators of Effective Teaching.

The Teacher Evaluation Team used a consensus process to complete and approve the final product. The Millard Education Association was involved in the creation of the Teacher Evaluation System and assured that the product met criteria for teacher evaluation established through state and national resolutions. The MEA Board of Directors, the Human Resources Division, the Curriculum Division, and the building principals reviewed the final document. The Millard Board of Education approved the plan for teacher evaluation on March 7, 1994.

The Teacher Evaluation System was updated in 2001 to reflect the District's staff development initiative in differentiated instruction and updated again in 2003 to reflect the district's growth in the integration of technology into instruction. The Millard Board of Education approved the updated Teacher Evaluation System in July 2001 and in June 2003.

In the summer of 2005, a group of Millard educators came together for a two day summer retreat to reflect on the following questions:

- What does an effective teacher do to increase student achievement?
- What are important decisions teachers must make to effectively instruct?
- Why is successful classroom management vital to improved student achievement?
- Can a district model of instruction increase student achievement?
- Does student achievement increase when building administrators model effective instruction?

Based on this retreat and several meetings during the 2005-2006 school year, the Millard Instructional Model was revised to place more emphasis on "student learning." "Indicators of Effective Teaching" became "Practices That Promote Successful Student Learning."

We believe all teachers should consider the following four important questions:

1) **What will students know and be able to do?**
2) **How will students learn it?**
3) **How do we know if students learned it?**
4) **What happens if students don't learn it or already know it?**

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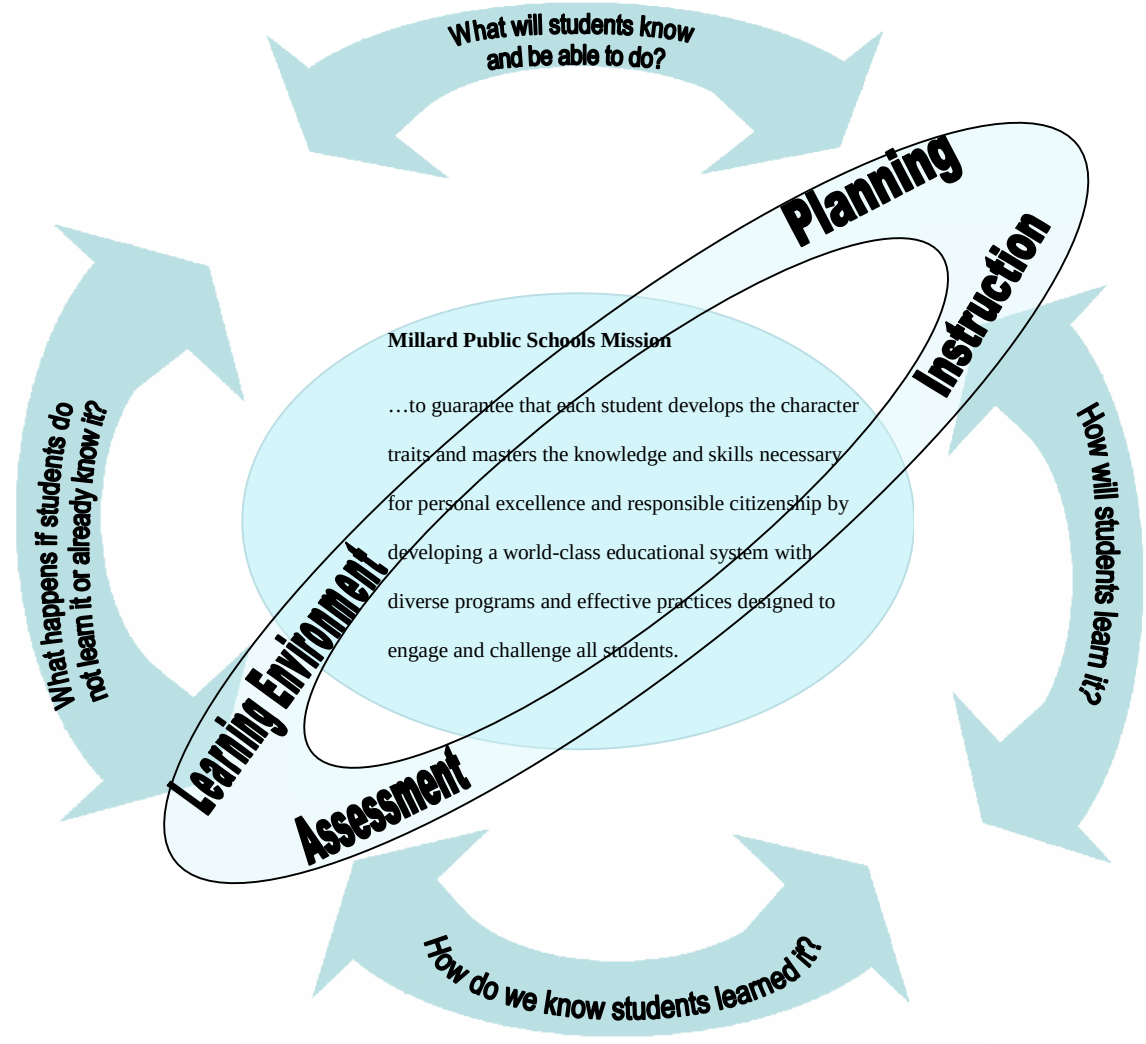
Millard Instructional Model (MIM)

The Mission of MIM is to ensure that each student understands, knows, and is able to demonstrate the learning specified in the Millard Educational Program so that students meet the guarantee of the Millard Public Schools' Mission. The Millard Instructional Model is divided into four interdependent domains of learning. The fifth domain, Professional Responsibilities is included in the Teacher Evaluation Process.



MILLARD INSTRUCTIONAL MODEL: PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING

Domain 1: Planning

What will students know and be able to do? How will students learn it? How do we know students learn it? What happens if students do not learn it or already know it?

I. Students succeed because teachers plan with individual learning results in mind.

Domain 2: Instruction

How will students learn it? What happens if students do not learn it or already know it?

II. Students achieve desired learning results from effective participation in well-designed and executed units and lessons.

III. Students are given many opportunities to learn the prescribed curriculum of the Millard Education Program.

IV. Students develop the capacity to understand and apply knowledge in meaningful ways.

Domain 3: Assessment

How do we know students learn it?

V. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.

VI. Students who are not meeting individual learning goals are supported by proactive intervention.

VII. Student grades reflect evidence of learning.

Domain 4: Learning Environment

How will students learn it? What happens if students do not learn it or already know it?

VIII. Students are engaged in a positive, productive environment established by the teacher.

IX. Student behavior expectations that comply with Millard policy are clearly taught and effectively implemented.

X. Students are expected to meet challenging and differentiated learning goals.

Domain 5: Professional Responsibilities

XI. Teaching professionals initiate meaningful professional growth and contribute to school and district improvement.

XII. Teaching professionals perform school-related responsibilities.

PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING QUICK REFERENCE

Domain 1: Planning

What will students know and be able to do? How will students learn it? How do we know students learn it? What happens if students do not learn it or already know it?

I. Students succeed because teachers plan with individual learning results in mind.

A. The teacher utilizes the Millard Educational Program in planning essential learning outcomes and instructional objectives in each area of study.
B. Individualized assessment data are used to determine learning objectives for each student.
C. Students are appropriately involved in teacher planning decisions.
D. The teacher utilizes effective principles of learning in planning the unit and lessons.

Domain 2: Instruction

How will students learn it? What happens if students do not learn it or already know it?

II. Students achieve desired learning results from effective participation in well-designed and executed units and lessons.

A. Students understand daily, weekly and unit learning goals and objectives.
B. Students are "hooked into learning" by appropriate anticipatory sets and effective motivational strategies.
C. Students are actively engaged during the full instructional period.
D. Students learn as a result of effective teacher input and modeling.
E. Student thinking is facilitated by teacher questioning techniques.
F. Students are actively engaged in their own learning.
G. Preferred student learning styles and effective pedagogy are integral components of instruction.
H. Student success results from ongoing checking for understanding and guided practice that incorporate planning, instruction and assessment in a continuous learning loop.
I. High-quality practice tasks for students are motivating so that learning is engaging and meaningful.
J. Students are given opportunities to use technology as a tool in learning.

III. Students are given many opportunities to learn the prescribed curriculum of the Millard Education Program.

A. Intervention for remediation is immediate and ongoing.
B. Opportunities for differentiated activities to challenge and interest each student are provided to achieve optimum learning.

IV. Students develop the capacity to understand and apply knowledge in meaningful ways.

A. Students are helped to link new learning to past learning so that transfer will occur.
B. Students acquire skills to allow them to function productively and independently of direct teacher supervision.

Domain 3: Assessment

How do we know students learn it?

V. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.

A. Effective assessment practices allow students to demonstrate learning and teachers to diagnose difficulties.
B. Pre-assessment data is used to set goals and objectives.
C. Assessment data is used during instruction to monitor understanding and adjust instruction.
D. Technology resources support assessment of student learning.

VI. Students who are not meeting individual learning goals are supported by proactive intervention.

A. Effective intervention plans are designed according to district guidelines.
B. Students, parents, teachers and administrators implement an effective intervention plan.
C. Intervention plans are monitored to assure their effectiveness.

VII. Student grades reflect evidence of learning.

A. Grades are fair, consistent, timely and clearly reported to students and parents.
B. Grading procedures of teachers are based on student achievement of performance standards.
C. Student involvement in grading includes understanding of grade determination and responsible communication with teachers and parents regarding progress.

Domain 4: Learning Environment

How will students learn it? What happens if students do not learn it or already know it?

VIII. Students are engaged in a positive, productive environment established by the teacher.

A. A supportive culture for successful learning is evident.
B. Students know and follow the procedures for the class.
C. Physical space is safe and organized for learning.
D. Students and teacher share mutual rapport and respect.

IX. Student behavior expectations that comply with Millard policy are clearly taught and effectively implemented.

A. Students and teacher establish behavior guidelines appropriate for the developmental level of student and classroom setting.
B. Students understand and follow established behavior guidelines.

X. Students are expected to meet challenging and differentiated learning goals.

A. Goals are set at least annually.
B. Students understand and are actively involved in their personal progress.
C. Goals push students toward continual growth.

Domain 5: Professional Responsibilities

XI. Teaching professionals initiate meaningful professional growth and contribute to school and district improvement.

A. Teaching professionals pursue professional development to improve instruction.
B. Teaching professionals assume responsibility for school and district improvement.

XII. Teaching professionals perform school-related responsibilities.

A. Teaching professionals comply with rules and regulations to provide a safe and orderly school environment.
B. Teaching professionals contribute to a positive school climate.
C. Teaching professionals initiate parental involvement and support.
D. Teaching professionals use a variety of educational tools, including technology, to enhance professional practice.

PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING
In-depth Explanation

Domain 1: Planning

What will students know and be able to do? How will students learn it? How do we know students learn it? What happens if students do not learn it or already know it?

I. Students succeed because teachers plan with individual learning results in mind.

A. The teacher utilizes the Millard Educational Program in planning essential learning outcomes and instructional objectives in each area of study.
   1. Written plans address required MEP curricular outcomes, state and national standards.
   2. Daily and weekly lessons are designed backwards from the unit objectives.

B. Individualized assessment data are used to determine learning objectives for each student.
   1. Standardized and essential learner outcome results guide planning.
   2. Transition data from prior grades is included in planning.
   3. Unit/lesson formative and summative assessments determine next steps.

C. Students are appropriately involved in teacher planning decisions.
   1. Student needs and interests are utilized in planning work that is challenging and differentiated.
   2. Students participate in developmentally appropriate goal setting.
   3. Students understand learning objectives, expected outcomes, assessments and the relevance of the content study.
   4. Students are motivated to be actively engaged as a result of involvement in planning.

D. The teacher utilizes effective principles of learning in planning the unit and lessons.
   1. The teacher identifies desired results in terms of student learning.
   2. The teacher identifies unit goals, essential questions, enduring understandings, and key knowledge and skills.
   3. The teacher defines evidence of learning, including performance tasks and rubrics.
   4. The teacher provides time and instruction to promote student self-assessment.
   5. The teacher designs instructional strategies and learning experiences needed to achieve the unit goal.
   6. The teacher designs activities to motivate students to learn.
   7. The teacher uses appropriate anticipatory set and closure to introduce and summarize daily and unit learning.
   8. The teacher provides opportunities for students to rehearse, rethink, revise and refine their work based upon timely feedback.
   9. The teacher provides opportunities for students to evaluate their work and set future goals.
   10. The teacher designs flexible lessons to meet the interests and learning styles of each student.

Domain 2: Instruction

How will students learn it? What happens if students do not learn it or already know it?

II. Students achieve desired learning results from effective participation in well-designed and executed units and lessons.

A. Students understand daily, weekly and unit learning goals and objectives.
   1. The teacher designs and shares daily learning objectives for student reference.
   2. Instructional strategies and learning activities correlate to the achievement of the stated objective.
   3. Students understand the relevance and expectations inherent in achieving objectives.

B. Students are "hooked into learning" by appropriate anticipatory sets and effective motivational strategies.
   1. The teacher leads students to review past learning as a connection to current lessons.
   2. The teacher uses the appropriate level of concern and feeling tone to encourage students to participate in the lesson.
   3. The teacher plans activities to generate student interest in the learning.
   4. The teacher provides knowledge of results of learning to guide student efforts.
   5. The teacher designs lessons to motivate students intrinsically and extrinsically as needed.

C. Students are actively engaged during the full instructional period.
   1. The teacher designs the start of each class as prime time for learning.
   2. The teacher uses sponge activities, anticipatory sets and shared objectives to focus students.

D. Students learn as a result of effective teacher input and modeling.
   1. The teacher selects and organizes basic information so students have a foundation of concepts and generalizations on which to increase understanding.
   2. The teacher organizes instruction so students understand and see the relationship of the parts to the whole.
   3. The teacher uses modeling to help students understand.
   4. The teacher uses visuals and/or technology to enhance learning.
   5. The teacher communicates clearly using precise language and acceptable oral expression.

E. Student thinking is facilitated by teacher questioning techniques.
   1. Teacher uses questions that are open-ended.
   2. Teacher uses varying levels of questioning, inquiry, or reflection that range from concrete to abstract.
   3. Teacher uses questions that require both lower order and higher order thinking skills
   4. Teacher uses wait time appropriately.
   5. Teacher reinforces, dignifies, and builds on student responses.
   6. Teacher clarifies or rephrases questions and responses when necessary.

F. Students are actively engaged in their own learning.
   1. Students ask relevant questions.
   2. Students actively listen.
   3. Students exchange and build on one another's ideas.
   4. Students initiate exploration of ideas.

G. Preferred student learning styles and effective pedagogy are integral components of instruction.
   1. The teacher uses effective instructional strategies, including the following (from Marzano's work):
      a. Comparing and contrasting
      b. Summarizing and note taking
      c. Reinforcing efforts and providing recognition
      d. Designing appropriate homework and practice
      e. Providing and encouraging non-linguistic representations of key points
      f. Cooperative learning
      g. Setting goals and providing feedback
      h. Generating and testing hypotheses
      i. Using cues, questions and advance organizers.

H. Student success results from ongoing checking for understanding and guided practice that incorporate planning, instruction and assessment in a continuous learning loop.
   1. Pre-assessments indicate knowledge transfer from past learning by each student.
   2. Students have opportunity to demonstrate knowledge as teachers check for understanding during instruction.
   3. Instruction is monitored and adjusted continually based on student demonstrations of knowledge and understanding.

I. High-quality practice tasks for students are motivating so that learning is engaging and meaningful.
   1. Students are actively engaged in meaningful guided practice.
   2. Varied types of responses allow students to demonstrate understanding after initial teacher-guided practice.
   3. Guided practice is short in duration and includes smaller chunks of content.
   4. Students exert intense effort in their intent to learn.
   5. Students receive immediate formative feedback.
   6. As practice progresses, teachers include students as models.
   7. Students are guided to effective independent practice.
   8. Type and amount of practice is differentiated for each student.
      a. Initial independent practice is formative in nature.
      b. Independent practice is engaging and challenging.
   9. Students receive timely formative feedback from the teacher.

J. Students are given opportunities to use technology as a tool in learning.
   1. The teacher uses technology that is appropriate to the task or instruction.
   2. Students have sufficient access to and training in appropriate technology.

III. Students are given many opportunities to learn the prescribed curriculum of the Millard Education Program.

A. Intervention for remediation is immediate and ongoing.

B. Opportunities for differentiated activities to challenge and interest each student are provided to achieve optimum learning.

IV. Students develop the capacity to understand and apply knowledge in meaningful ways.

A. Students are helped to link new learning to past learning so that transfer will occur.
   1. New learning is "hooked" to past learning.
   2. Critical attributes of the content to be learned are identified.
   3. Students learn to "tie it all together" as they combine past and new knowledge.
   4. Students learn to apply knowledge to new situations.

B. Students acquire skills to allow them to function productively and independently of direct teacher supervision.
   1. Differentiated opportunities for learning exist.
   2. The class environment is designed for student independence.

Domain 3: Assessment

How do we know students learn it?

V. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.

A. Effective assessment practices allow students to demonstrate learning and allow teachers to diagnose difficulties.

B. Pre-assessment data is used to set goals and objectives.

C. Assessment data during instruction is used to monitor understanding and adjust instruction.

D. Technology resources support assessment of student learning.

VI. Students who are not meeting individual learning goals are supported by proactive intervention.

A. Effective intervention plans are designed according to district guidelines.
   1. The intervention focuses on the students' individual learning needs.
   2. A pyramid of interventions provides increasing amounts of support.

B. Students, parents, teachers and administrators implement an effective intervention plan.
   1. Educational professionals work collaboratively to achieve results.
   2. The teacher and other educational professionals provide flexible time for the student to achieve results.
   3. The intervention focuses on problem solving.
   4. The intervention fosters student responsibility, accountability, and independence.

C. Intervention plans are monitored to assure their effectiveness.

VII. Student grades reflect evidence of learning.

A. Grades are fair, consistent, timely and clearly reported to students and parents.
   1. Reports differentiate between the formative and summative assessment categories.
   2. Students have assessment choices.
   3. Students have ample opportunity to demonstrate achievement.
   4. Students are accountable for their work.
   5. Teachers post grades in a timely and accurate manner.
   6. Teachers update reports as students improve achievement.
   7. Students have several opportunities (method and number) to demonstrate mastery.
   8. The teacher provides quality assessments.
   9. The teacher accurately records evidence of student need and achievement.

B. Grading procedures of teachers are based on student achievement of performance standards.
   1. Grades relate directly to identified learning goals.
   2. Performance standards are used to determine grades.

C. Student involvement in grading includes understanding of grade determination and responsible communication with teachers and parents regarding progress.
   1. Feedback is given separately for formative assessments.
   2. Grades relate directly to individual student achievement through summative assessments.

Domain 4: Learning Environment

How will students learn it? What happens if students do not learn it or already know it?

VIII. Students are engaged in a positive, productive environment established by the teacher.

A. A supportive culture for successful learning is evident.
   1. Students have ongoing feedback to know how they are progressing.
   2. Teacher takes personal interest in and knows student achievement and learning styles.
   3. Students are assisted in self responsibility and self monitoring.
   4. Teacher-student relationship is appropriate.

B. Students know and follow the procedures for the class.
   1. Beginning of day and period procedures are routine and logical.
   2. Procedures for transitions focus student attention and minimize interruptions.
   3. Learning materials, support equipment and technology are used efficiently.
   4. Effective procedures are used to present information, guide group work, and facilitate independent practice and teacher-led activities.
   5. Students are involved in the establishment of rules and procedures.

C. Physical space is safe and organized for learning.
   1. Safety procedures are defined and visible for student reference.
   2. The learning environment is organized to facilitate learning.
   3. Time on learning is maximized as a result of good organization of the learning environment.

D. Students and teachers share a mutual rapport and respect.
   1. An appropriate level of teacher control is in place.
   2. Students feel the teacher knows and takes personal interest in them.
   3. The tone between teacher and student is pleasant and appropriate.
   4. The teacher and students celebrate success.
   5. Students participate actively in the learning activities.
   6. The teacher designs activities to develop appropriate level of concern.
      a. The teacher is highly visible to all students in the setting.
      b. The teacher uses proximity to motivate students.
      c. Questioning techniques encourage all students to participate.
      d. The teacher demonstrates the appropriate use of humor.
      e. The teacher demonstrates caring for each individual.

IX. Student behavior expectations that comply with Millard policy are clearly taught and effectively implemented.

A. Students and teacher establish behavior guidelines appropriate for the developmental level of student and classroom setting.
   1. Appropriate limits for unacceptable behavior and resulting consequences are established and followed.
   2. Acceptable behavior is acknowledged and reinforced.

B. Students understand and follow established behavior guidelines.
   1. Bullying or exclusion is not tolerated.
   2. Teacher anticipates problems and reacts immediately.
   3. Effective procedures for record keeping are followed.

X. Students are expected to meet challenging and differentiated learning goals.

A. Goals are set at least annually.

B. Students understand and are actively involved in their personal progress.
   1. Assessment reports provide appropriate information to support the student.
   2. Student/parent/teacher conferences and communications focus on individual student learning and achievement.
   3. Students are involved in self reflection about their learning.
   4. Learning goals are reviewed and revised as appropriate.

C. Goals push students toward continued growth.

Domain 5: Professional Responsibilities

XI. Teaching professionals initiate meaningful professional growth and contribute to school and district improvement.

A. Teaching professionals pursue professional development to improve instruction.
   1. Teaching professionals apply professional development growth experiences to improve content knowledge and pedagogical skill.
   2. Teaching professionals review student data, critically examine their teaching, and collaborate with colleagues to increase student achievement.
   3. Teaching professionals systematically reflect upon their own teaching practice and learn from experience.

B. Teaching professionals assume responsibility for school and district improvement.
   1. Teaching professionals work cooperatively to identify areas where school and district programs need to be strengthened.
   2. Teaching professionals participate in the implementation of improvement plans.

XII. Teaching professionals perform school-related responsibilities.

A. Teaching professionals comply with rules and regulations to provide a safe and orderly school environment.
   1. Teaching professionals carry out school related duties by adhering to established laws, policies, rules, and regulations.
   2. Teaching professionals adhere to the Professional Code of Ethics (Board Policy 4155).

B. Teaching professionals contribute to a positive school climate.
   1. Teaching professionals foster healthy relationships with others.
   2. Teaching professionals demonstrate enthusiasm for their profession and express concerns in a constructive manner.
   3. Teaching professionals are involved in school activities to enrich the school learning environment.

C. Teaching professionals initiate parental involvement and support.
   1. Teaching professionals clearly communicate the objectives and expectations of the course and/or grade level to students and parents to engage families in the instructional program.
   2. Teaching professionals accurately maintain student records and effectively communicate student progress in a variety of methods to students and parents.

D. Teaching professionals use a variety of educational tools, including technology, to enhance professional practice.
   1. Teaching professionals apply technology to increase productivity.
   2. Teaching professionals continually evaluate professional practice regarding the use of technology in support of student learning.
   3. Teaching professionals model an understanding of the social, ethical, legal, and human issues surrounding the use of technology.

Select Staff Evaluation

Counselors
Social Workers
School Psychologists
Special Education Itinerant Staff
Information/Technology Specialists

Select Staff Evaluation Phases

Counselors, Social Workers, School Psychologists,
Special Education Itinerant Staff & Information/Technology Specialists

Appraisal Phase

All probationary select staff who have been employed with Millard three years or fewer will be in the Appraisal Phase. Some select staff members in permanent certificated status will participate in the Appraisal Phase; in-district transfers, new teaching assignments within the school, those not meeting district practices for the specified position, or those assigned at administrative discretion.

1. By the end of September, evaluators will review the evaluation procedures with staff members. (Policy 4160.1)

2. Each staff member on the Appraisal Phase will have three classroom/meeting observations. The evaluator will record the dates on the Appraisal Report.

3. Two of the three observations should be full instructional periods/meetings. One full observation should be completed prior to winter break. The other full observation should be completed between winter break and spring break. All announced observations require a Pre-observation Form completed by the teacher and submitted to the evaluator prior to the observation.

4. All three observations require a Post-observation Form completed by the staff member following the observation.

5. After each observation, a Post-observation Conference will take place between the staff member and evaluator. The staff member should bring the completed Post-observation Form. As a result of the dialogue during the conference, the evaluator will finalize the Classroom/Meeting Observation Form. (For school psychologists, the building administrator will conduct the Classroom/Meeting Observations for psychologists and share information with the Director of Pupil Services.)

6. By May 1, a Spring Conference will take place with the staff member and evaluator. Prior to the Spring Conference, the staff member will complete the assigned sections of the Appraisal Report. As a result of the dialogue during the conference, the evaluator will finalize the Appraisal Report. (For school psychologists, the Director of Pupil Services will conduct the Spring Conference.)

7. Throughout the year, the evaluator will conduct several walk-through observations focusing on the practices for the specified position. The evaluator will record the dates on the Appraisal Report. (For school psychologists, the building administrator will conduct the walk-through observations and share information with the Director of Pupil Services.)

Appraisal Phase Time Line for Evaluators

August-September	~ Review evaluation procedures with all select staff (Policy 4160.1)
By Winter Break	~ Conduct two classroom/meeting observations followed by the Post-observation Conference - one of these two observations should be for the full instructional period/meeting ~ Complete several walk-through observations
By Spring Break	~ Conduct the third classroom/meeting observation followed by the Post-observation Conference – this observation should be for the full instructional period/meeting ~ Complete several walk-through observations
By May 1	~ Complete the Appraisal Report and conduct the Spring Conference

Select Staff Evaluation Phases

Counselors, Social Workers, School Psychologists,
Special Education Itinerant Staff & Information/Technology Specialists

Continuous Growth Phase

All select staff members, 4 or more years with MPS, will be evaluated annually. However, formal classroom/meeting observations are optional. Some select staff members in permanent certificated status will participate in the Appraisal Phase; in-district transfers, new teaching assignment within the school, those not meeting district practices for the specified position, or those assigned at administrative discretion.

1. By the end of September, evaluators will review the evaluation procedures with staff members. (Policy 4160.1)

2. By the end of September, a Fall Conference will take place with the staff member and evaluator to establish and discuss the staff member's continuous growth goal and plan of action. This goal should focus on student achievement/progress. The staff member will complete the assigned sections on the Continuous Growth Form prior to or during the Fall Conference. (For school psychologists, the Director of Pupil Services will conduct the Fall Conference.)

3. Between December and February, the evaluator will communicate a progress check with the staff members about their progress toward their continuous growth goal. This progress check may be via an e-mail or a face-to-face meeting.

4. Between February and April, a Spring Conference will take place with the staff member and evaluator to discuss the staff member's progress toward the continuous growth goal. The evaluator will bring the Continuous Growth Report. The staff member will bring the completed Continuous Growth Reflection Form, in addition to evidence of progress toward the goal and professional growth. Evidence of progress can be shared in a variety of ways. (For school psychologists, the Director of Pupil Services will conduct the Spring Conference.) Examples include, but are not limited to:
    - Examples of student work
    - Examples of data from common formative assessments
    - Evidence of peer observations
    - Examples of student and/or parent feedback
    - Analysis of videotaped lesson(s) or meeting (s)
    - Evidence of learning application from workshops, conferences, or staff development sessions.

5. Throughout the year, the evaluator will conduct several walk-through observations focusing on the practices for the specified position. The evaluator will record the dates on the Appraisal Report. (For school psychologists, the building administrator will conduct the walk-through observations and share information with the Director of Pupil Services.)

Continuous Growth Phase Time Line for Evaluators

August-September	~ Review evaluation procedures with all select staff (Policy 4160.1)
August-September	~ Fall Conference
By Winter Break	~ Complete several walk-through observations
December-February	~ Progress Check
By Spring Break	~ Complete several walk-through observations
February-April	~ Complete the Continuous Growth Report and Spring Conference

Appraisal Phase
Pre-observation Form for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Observation Date and Time _____

Grade(s) _____ Subject _____ School _____

Complete the following questions that may be applicable to your lesson/meeting then submit to your evaluator prior to the observation.

1. Which of the practices for your position will be addressed?

2. What will the student/parent/teacher know and be able to do during and/or following the lesson/meeting?

3. How will student/parent/teacher be engaged in the objective for the lesson/meeting?

4. Do you anticipate the student/parent/teacher having difficulties or concerns with the interaction? If so, what difficulties or concerns? How will you address these difficulties or concerns?

5. What follow-up and/or resources will you provide to the student/parent/teacher for further implementation/instruction?

6. On what specifics (topics/behaviors/processes/techniques) do you want the evaluator to note and provide feedback?

Appraisal Phase
Post-observation Reflection Form for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Observation Date and Time _____

Grade(s) _____ Subject _____ School _____

The purpose of this form is to help you reflect on the lesson/meeting and main objective/goal. Complete this form prior to the post-observation conference with your evaluator. Bring two copies to the post-observation conference.

1. Briefly describe the lesson/meeting and how it was tied to the practices for your position. List the positive aspects of the lesson/meeting.

2. Did the student/parent/teacher become engaged in the lesson/meeting?

3. What indicators did you have that the student/parent/teacher understood what to do during the lesson/meeting?

4. What feedback did you receive from student/parent/teacher indicating they achieved understanding and the goal(s)/objective(s) were met for this lesson/meeting?

5. Did the student/parent/teacher have difficulties or concerns with the lesson/meeting? If so, what difficulties or concerns? How were the difficulties or concerns addressed?

6. If you had the opportunity to do this lesson/meeting again with the same student/parent/teacher, what would you do differently?

Appraisal Phase
Classroom/Meeting Observation Form for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Observation Date _____ Time In _____Time Out _____

Grade(s) _____ Subject _____ School _____

1. Evaluator's comments (reflective questions, recommendations, and/or commendations) on the observation with respect to the practices for the specified position and overall work performance

2. Deficiencies noted in observation and/or overall work performance with steps for improvement

3. The observation was for (check one) _____ an entire instructional period.

_____ a partial instructional period.

_____ _____ _____
Evaluator's Signature Position Date

_____ _____
Staff Member's Signature Date

___ I concur with the analysis and recommendations.
___ I do <u>not</u> concur and I have a right to respond in writing.

Appraisal Phase
Appraisal Report for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Spring Conference Date _____

Grade(s) _____ Subject _____ School _____

The staff member will complete numbers1-3 prior to the Spring Conference. The evaluator will complete numbers 4-9 based on the dialogue from the Spring Conference.

1. Staff member's reflection of overall performance with respect to the practices for the specified position.

   What are your professional strengths?

   Where have you seen growth this year?

   What are your areas of focus for next year?

   Evaluator Comments

2. New Staff Induction Program

   _____ N.A. - If you are not involved in the New Staff Induction Program, skip question two.
   _____ Year 1 - Mentoring
   _____ Year 2 - Peer Coaching
   _____ Year 3 - Productive Approaches for Teaching & Learning

   Discuss your experience in the New Staff Induction Program and the additional support you need.

   Evaluator Comments (Optional)

3. Work Related To Professional Responsibilities

List professional growth, graduate classes, and workshops/conferences you have attended this school year.

List workshops/in-services you have presented this school year.

List building/district responsibilities you have participated in this school year.

4. Evaluator's summative comments on overall work performance (reflective questions, recommendations, and/or commendations)

5. Deficiencies noted in overall work performance with steps for improvement

6. Next Year's Phase

___ Appraisal Phase (continued) ___ Continuous Growth Phase ___ Intensive Assistance
Provide a rationale statement if Appraisal Phase or Intensive Assistance is checked.

7. Observations Dates

8. Walk-through Observations Dates

9. Recommended for

___re-election ___conditional re-election ___dismissal

_____ _____ _____
Evaluator's Signature Position Date

_____ _____
Staff Member's Signature Date

___ I concur with the analysis and recommendations.
___ I do <u>not</u> concur and I have a right to respond in writing.

Continuous Growth Phase
Continuous Growth Report for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Date _____

Grade(s) _____ Subject _____ School _____

The staff member will complete numbers 1-4 prior to or during the Fall Conference. The evaluator will complete numbers 5-12 throughout the year.

1. Continuous Growth Goal
   The S.M.A.R.T. goal should be focused on student achievement/progress. Staff members are encouraged to revise or add to the goal throughout the year as needed.

2. Action steps and timeline to meet the steps:

Action Steps	Timeline

3. Evaluation Criteria: How will you know if you met your goal?

4. Fall Conference Date _____

5. Continuous Growth Goal Agreement Date _____

6. Continuous Growth Goal Revision/Addition Date_____

7. Continuous Growth Goal Progress Check Date _____

8. Walk-through Observation Dates

9. Spring Conference and Review of Continuous Growth Reflection Form Date _____

Evidence of progress can be shared in a variety of ways. Circle the examples that were discussed. Examples include, but are not limited to:

- Examples of student work
- Examples of data from common formative assessments
- Evidence of peer observations
- Examples of student and/or parent feedback
- Analysis of videotaped lesson(s) or meeting (s)
- Evidence of learning application from workshops, conferences, or staff development sessions
- Other _____

10. Evaluator's summative comments on overall work performance (reflective questions, recommendations, and/or commendations)

11. Deficiencies noted in overall work performance with steps for improvement

12. Next Year's Phase

___ Continuous Growth Phase (continued) ___ Appraisal Phase ___ Intensive Assistance
Provide a rationale statement if Appraisal Phase or Intensive Assistance is checked.

_____ _____
Evaluator's Signature Date

_____ _____
Staff Member's Signature Date

___ I concur with the analysis and recommendations.
___ I do <u>not</u> concur and I have a right to respond in writing.

Continuous Growth Phase
Continuous Growth Reflection Form for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Date _____

Grade(s) _____ Subject _____ School _____

The teacher will bring this completed form prior to the Spring Conference, in addition to evidence of progress toward the goal and professional growth. Evidence of progress can be shared in a variety of ways. Examples include, but are not limited to:

- Examples of student work
- Examples of data from common formative assessments
- Evidence of peer observations
- Examples of student and/or parent feedback
- Analysis of videotaped lesson(s) or meeting (s)
- Evidence of learning application from workshops, conferences, or staff development sessions
- Other _____

1. Continuous Growth Goal

2. What have you accomplished toward your goal?

3. What existing data supports your progress toward your goal?

4. How did your work toward your goal affect student achievement/progress?

5. What did you learn from your work toward your goal thus far?

6. Is there any need to modify or adjust your goal?

7. What are your next steps?

Work Related To Professional Responsibilities

8. List professional growth, graduate classes, and workshops/conferences you have attended this school year.

9. List workshops/in-services you have presented this school year.

10. List building/district responsibilities you have participated in this school year.

Practices for Select Staff

Practices That Promote Successful School Counseling

Standard 1: The professional school counselor implements the **Guidance Curriculum Component** through the use of effective instructional skills and the careful planning of structured group sessions for all students.

A. The professional school counselor teaches guidance units effectively.

B. The professional school counselor encourages staff involvement to insure the effective implementation of the guidance curriculum.

Standard 2: The professional school counselor implements the **Individual Planning Component** by guiding individuals and groups of students and their parents through the development of educational and career plans.

A. The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.

B. The professional school counselor demonstrates accurate and appropriate interpretation of assessment behavioral data and the presentation of relevant, unbiased information.

Standard 3: The professional school counselor implements the **Responsive Services Component** through the effective use of individual and small group counseling, consultation, and referral skills.

A. The professional school counselor counsels individual students and small groups of students with identified needs/concerns.

B. The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.

C. The professional school counselor implements an effective referral process with parents, administrators, teachers, and other school personnel.

Standard 4: The professional school counselor implements the **System Support Component** through effective guidance program management and support for other educational programs.

A. The professional school counselor provides a comprehensive and balanced guidance program by analyzing the building and district data to address building needs.

B. The professional school counselor provides support for other programs.

Standard 5: The professional school counselor uses **professional communication** and interaction with the school community.

A. The professional school counselor demonstrates positive interpersonal relations with students.

B. The professional school counselor demonstrates positive interpersonal relations with education staff.

C. The professional school counselor demonstrates positive interpersonal relations with parents/patrons.

Standard 6: The professional school counselor fulfills **professional responsibilities**.

A. The professional school counselor demonstrates a commitment to ongoing professional growth.

B. The professional school counselor possesses professional and responsible work habits.

C. The professional school counselor follows the profession's ethical and legal standards and guidelines as well as cultural diversity and inclusivity in school policy and interpersonal relationships.

Reference the following table for alignment of counseling functions recommended by the American School Counselor Association.

Delivery System Component	**Elem. School % of Time**	**Middle School % of Time**	**High School % of Time**
Guidance Curriculum	35% - 45%	25% - 35%	15% - 25%
Individual Student Planning	5% - 10%	15% - 25%	25% - 35%
Responsive Services	30% - 40%	30% - 40%	25% - 35%
System Support	10% - 15%	10% - 15%	15% - 20%

Practices That Promote Successful School Social Work

Standard 1: The school social worker demonstrates knowledge and understanding basic to the social work profession and school social work.

A. Demonstrates an understanding of human behavior in the social environment and is skilled in implementing various practice modalities to empower disadvantaged and oppressed populations.

B. Demonstrates knowledge and understanding basic to the social work profession.

C. Organizes time, energies and workloads to fulfill responsibilities.

D. Maintains adequate safeguards for the privacy and confidentiality of information.

Standard 2: The school social worker demonstrates an understanding of the backgrounds and broad range of experiences that shape students' approaches to learning.

A. Demonstrates knowledge about child development and biological factors that affect students' ability to function effectively in school.

B. Demonstrates knowledge of the influences of socioeconomic status, gender, culture, disability, and sexual orientation on educational opportunities for students.

Standard 3: The school social worker demonstrates knowledge and understanding of the organization and structure of the school district.

A. Demonstrates knowledge and understanding of the local school district.

B. Demonstrates knowledge and general understanding about approaches to teaching and learning.

Standard 4: The school social worker demonstrates knowledge and understanding of the reciprocal influences of home, school, and community.

A. Demonstrates knowledge and understanding about how family dynamics, health, wellness, mental health, social welfare policies, programs, and resources in the community impact student's success in the school environment.

Standard 5: The school social worker demonstrates skills in systematic assessment and investigation.

A. Gathers information using multiple methods and sources to assess the needs, characteristics and interactions of students, families, school district personnel individuals, and groups in the neighborhood and community.

B. Collects information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environmental factors that affect students' learning.

Standard 6: The school social worker selects and applies a variety of prevention and intervention methods to enhance students' educational experiences.

A. Demonstrates skills to assess problems and determine whether interventions should occur at the primary, secondary or tertiary level.

Standard 7: The school social worker develops consultative and collaborative relationships with colleagues, parents, and community resources to support student learning and well being.

A. Works effectively with individuals and groups who have diverse interests, but whose common purpose is to develop programs or systems of care that support and enhance the health, social, and emotional well being and safety of students.

Standard 8: The school social worker promotes collaboration with and among human service agencies and facilitates student and family access to these services.

A. Supports the development and implementation of comprehensive school-based and school-linked programs that promote student health and mental health.

B. Coordinates community resources that support students' success.

Standard 9: The school social worker assumes responsibility for continued professional development in accordance with state requirements and school district policy.

A. Knowledgeable of reforms in education and best practice models in the social work profession.

B. Assists in the ongoing development of school social work.

C. Provides field instruction through the supervision of school social work interns.

Standard 10: The school social worker demonstrates commitment to the values and ethics of the social work profession.

A. Is informed about the National Association of Social Workers (NASW) Code of Ethics.

B. Adheres to the NASW Code of Ethics.

Practices That Promote Successful School Psychologists

Standard 1: Personal qualities

A. Flexibility: Adjusts to sudden changes in a situation with a minimum loss of efficiency.

B. Dependability: Follows through with the service or referrals necessary to complete a task.

C. Sincerity: Exhibits a genuine interest in the experiences and plans of the clients and staff.

D. Judgment: Assesses situations and makes sound decisions for a future course of activities.

E. Resourcefulness: Adapts with effectiveness and purpose to situations. Experiments with techniques and materials that are in harmony with school policy.

F. Effective time management: Prioritizes time to meet the needs of situations and is efficient and effective in managing time in performing school psychology functions.

G. Rapport with professional personnel: Has ability to develop staff relations, which will promote sound school psychology practices and implement programs effectively.

Standard 2: Consults with school administrators

A. Helps develop appropriate learning objectives for children.

B. Assists in the planning of developmental and remedial programs for pupils in regular and special school programs.

C. Helps establish time priorities for the delivery of school psychological services within each building.

D. Assists in improving learning and in facilitating better conditions within the school.

Standard 3: Consults with professional staff

A. Helps in development and implementation of classroom methods and procedures designed to facilitate pupil learning.

B. Helps in development and implementation of techniques for appropriate remediation and management of students with learning and behavior disorders.

C. Communicates the results of psychological assessments in a way that is meaningful to the professional staff and will be of maximum help to the pupil.

Standard 4: Consults with parents

A. Assists in understanding the learning and adjustment processes of their children.

B. Interprets results of psychological assessments.

C. Recommends, when appropriate, behavior management programs.

D. Suggests methods to directly assist their children educationally.

Standard 5: Demonstrates knowledge of the field
(Including the administration and interpretation of all psychological measures when the assessment of individual learning and adjustment is indicated.)

A. Demonstrates competence in administration and interpretation of psychological measures used for evaluating, re-evaluating, and assisting in program planning for children in the school district.

B. Demonstrates understanding of criteria for verification of handicapping conditions of pre-school and school age children with educational, mental, physical, and/or emotional handicaps.

C. Determines the eligibility of children for early entrance into kindergarten in accordance with Nebraska state criteria and school board policy.

D. Assists in the identification of planning for academically gifted and talented students.

E. Demonstrates knowledge of psychological theory as applied to school psychology and keeping informed on developments in school psychology theory and practices.

Standard 6: Functions effectively as a member of the multidisciplinary team

A. Arrives promptly at multidisciplinary team meeting.

B. Is prepared for each team meeting.

C. Demonstrates effective communication skills in interactions with other team members.

D. Promotes good staff relations.

E. Prepares written reports in a timely manner.

Standard 7: Effectively carries out departmental functions within assigned time limits

Standard 8: Conducts research appropriate to school district goals

Standard 9: Conducts inservice education for professional staff concerning psychological concepts applicable to the school setting

Standard 10: Consults with professional personnel within the community, acts as a liaison between community resources and the school, and makes referrals to appropriate resources within the community

Practices That Promote Successful Special Education Itinerant Staff

Standard 1: Personal Skills

A. Shows flexibility

B. Models dependability

C. Demonstrates professionalism

D. Demonstrates appropriate judgment

E. Demonstrates resourcefulness

F. Exhibits a positive, respectful, and cooperative attitude when working with students, parents, colleagues, and administrators

G. Expresses and deals with concerns in a constructive manner

H. Communication is clear and uses precise and understandable language and acceptable oral expressions

Standard 2: Effective Time Management

A. Allocates time appropriate to the situation

B. Establishes routines that ensure work-related time is used appropriately

C. Is available to staff and parents

D. Demonstrates proficiency at managing personal calendar

E. Carries out job responsibilities within assigned time limits

F. Observes departmental guidelines and timelines in planning purchases and expending funds

Standard 3: Knowledge of the Field

A. Demonstrates a high degree of knowledge, understanding, and skill with respect to the identified field of specialization

B. Demonstrates proficiency in using equipment and technology specific to the identified field of specialization

C. Keeps abreast of developments within the identified field of specialization

Standard 4: Relationship with Students

A. Maintains control and demonstrates self-confidence in working with students

B Establishes rapport through positive verbal and non-verbal exchanges

C. Demonstrates patience, acceptance, empathy, and interest

Standard 5: Collaboration

A. Consults with parents, teachers, and other school staff regarding ways to facilitate student learning

B. Demonstrates effective consultative behaviors

C. Interprets district and departmental policies, procedures, and programs to parents and teachers

D. Acts as a resource to parents, teachers, and other staff

E. Conducts in-service sessions for staff and parents to disseminate information and facilitate the application of strategies

F. Initiates communication, planning, and other activities that assure effective services to students

Standard 6: Intervention/Direct Services and Assessment/Evaluation

A. Identifies appropriate learning objectives and recommends effective intervention strategies for individual students

B. Conducts valid assessments within the identified field of specialization in accordance with professional standards

C. Analyzes and interprets information to make recommendations regarding the educational needs of students

D. Effectively communicates student progress to parents and teachers

E. Functions effectively as a member of Multidisciplinary and IEP Teams

Standard 7: Professional Responsibilities and Personal Development

A. Adheres to established laws, policies, rules, and regulations

B. Exhibits a 'team' attitude when working with colleagues and administrators

C. Accepts responsibility for and participates in work-related and other professional activities

D. Attends department and district meetings as scheduled

E. Participates in committee activities related to department priorities and concerns or district pursuits

F. Manages information related to the school, district, students, and their families so confidentiality is maintained and respected

Practices That Promote Successful Information/Technology Specialists

Standard 1: Planning

A. Works with classroom teacher and administrators to plan integrated information literacy instruction
B. Seeks input from students and staff when planning collection purchases.
C. Follows building and district guidelines for purchasing.
D. Assists teachers in the preview and selection of information materials and tools for classroom instruction.

Standard 2: Management

A. Trains, collaborates with, and supervises paraprofessionals assigned to the Information Center.
B. Maintains a balanced collection of print and electronic resources.
C. Provides timely and accurate inventories, reports, and information.
D. Supervises care of equipment and repair procedures.
E. Manages time efficiently and maintains a flexible schedule in a business-like manner.
F. Uses effective skills of communication in relating to parents, volunteers, and staff.
G. Provides leadership in technology integration.
H. Follows district selection policy, which includes procedures for reconsideration of materials.
I. Exhibits a pleasant, friendly, and cooperative attitude toward staff and students.
J. Develops and maintains effective working relationships among school staff.

Standard 3: Instruction

A. Provides systematic instruction in information literacy skills.
B. Communicates instructional objectives to students.
C. Shows how present topic is related to topics that have been taught or will be taught.
D. Relates subject topics to existing student experiences.
E. Uses responses, questioning techniques, and/or guided practices to involve all students.
F. Uses signaled responses, questioning techniques, and/or guided practices to involve all students.
G. Teaches the instructional or learning objectives through a variety of methods.
H. Gives directions that are clearly stated and related to the learning objectives.
I. Demonstrates the desired skill or process.
J. Checks to determine if students are progressing toward stated objectives.
K. Uses principles of differentiation in instruction.
L. Summarizes or identifies a context about what has been taught.
M. Clearly defines expected student behavior.
N. Treats students with respect and dignity.

Standard 4: Environment

A. Establishes and maintains a pleasant, safe, and orderly climate conducive to learning.

B. Encourages students to develop life-long reading, listening, and thinking skills.

C. Publicizes programs, services, and materials through newsletters, announcements, and/or web pages.

Standard 5: Assessment

A. Evaluates media program effectiveness.

Standard 6: Professional Responsibilities

A. Supports professional organizations.

B. Provides staff development in the area of technology/information integration.

C. Serves on building and district committees for curriculum development and implementation.

D. Adheres to district, department, and building policies.

Standard 7: Technology Support

A. Provides input to and assists in the implementation of technology at building and district level.

B. Assists in the selection of appropriate materials, media, and supplies that support student learning and district curriculum.

C. Assists in the planning, implementation, and evaluation of technology staff development at the building level.

D. Serves as a liaison between the building, staff community, and technology division.

E. Is knowledgeable about copyright, software licensing, and Internet filtering.

F. Assists with technology set-ups, inventories, and troubleshoots technical problems.

G. Is knowledgeable in the use and backup of the building fileserver.

H. Is knowledgeable in the use of the district WAN and Internet.

I. Assists in problem-solving appropriate uses of technology in an educational setting.

J. Collaborates with staff in the appropriate integration of technology into curriculum, instruction, and assessment to improve teaching and student learning.

K. Works with site and district planning/advisory teams as requested.

L. Attends monthly meetings and training sessions as requested.

M. Remains current in appropriate technology knowledge.

School Nurse Evaluation

School Nurse Evaluation

School nurses are evaluated by the building administrator assigned by the Director of Pupil Services.

School nurses in their first year with Millard will be mentored by the MPS Head Nurse. The new school nurse will have a buddy in each building he/she works, which is assigned by the building administrator.

1. By the end of September, a Fall Conference will take place with the school nurse and evaluator to establish and discuss the school nurse's growth goal and plan of action. The school nurse will complete the assigned sections on the Reflection Form prior to or during the Fall Conference. The evaluator will record the goal on the Evaluation Report.

2. Between February and April, a Spring Conference will take place with the school nurse and evaluator. Prior to the Spring Conference, the school nurse will complete the assigned sections of the Reflection Form. As a result of the dialogue during the conference, the evaluator will finalize the Evaluation Report.

3. Throughout the year, the evaluator will conduct several walk-through observations focusing on the Practices That Promote Successful School Nursing. The evaluator will record the dates on the Evaluation Report.

School Nurse Evaluation Time Line for Evaluators

August-September ~ Fall Conference

By Winter Break ~ Complete several walk-through observations

By Spring Break ~ Complete several walk-through observations

February-April ~ Complete the Evaluation Report and conduct the Spring Conference

Reflection Form for School Nurses

School Nurse's Name _____

Evaluator's Name _____

School _____ Date _____

The school nurse will complete numbers 1-4 prior to or during the Fall Conference. The school nurse will complete numbers 5-12 prior to the Spring Conference.

1. Continuous Growth Goal

2. Rationale: Why did you select this goal?

3. Action Steps and Timeline

4. Evaluation Criteria: How will you know if you met your goal?

The school nurse will complete numbers 5-12 prior to the Spring Conference.

5. What have you accomplished toward your goal?

6. What existing information supports that you have met your goal?

7. How did your work toward your goal affect student health?

8. What did you learn from your work toward your goal thus far?

9. What are your next steps?

Work Related To Professional Responsibilities

10. List Continuing Education Units (CEU) you have completed this school year.

11. List in-services you have presented this school year.

12. List building/district/community responsibilities you have participated in this school year.

Evaluation Report for School Nurses

School Nurse's Name_____

Evaluator's Name_____

School_____

1 = Proficient: The school nurse consistently does this well.
2 = Progressing: The school nurse usually accomplishes this professional skill well; however, there is a need to continue to improve this area.
3 = Needs Improvement: There is a need to improve in this area.
NA = Not Applicable

Evaluator can obtain input from the MPS head nurse on the indicators identified with a *, as appropriate.

Practices That Promote Successful School Nursing	Indicators	Rating
I. Personal-Professional Preparedness	A. Reflects professional leadership abilities in mature, self-directed goal-setting, decision-making, and action-taking activities.*	1 2 3 NA
	B. Provides nursing services and health screenings within the defined limits of school district policies, rules, and procedures.*	1 2 3 NA
	C. Knows and complies with state school laws, regulations, and recommendations regarding school health and nurse services.*	1 2 3 NA
	D. Participates in the appropriate number of Continual Educational Units (CEU) activities.*	1 2 3 NA
II. Health Room Management	A. Creates an emotional and physical environment conducive to the maintenance of a safe, orderly, and attractive work area.	1 2 3 NA
	B. Anticipates supply and equipment needs appropriate for maintaining a continuous, functional school health program.*	1 2 3 NA
	C. Develops a program that assures safe, ongoing emergency health care in the absence of the nurse.	1 2 3 NA
	D. Initiates planning for appropriate communication with principal and faculty to ensure an ongoing health program.	1 2 3 NA
	E. Maintains accurate, updated records of health information on all students and makes provisions for the timely and accurate management of incoming and outgoing records and reports.*	1 2 3 NA
	F. Initiates referrals and follow-up relevant to unmet health needs of students and makes appropriate distribution of health information to necessary staff.	1 2 3 NA

Practices That Promote Successful School Nursing	Indicators	Rating
III. Pupil-Nurse Relationships	A. Demonstrates an honest, caring attitude that invites student trust.	1 2 3 NA
	B. Demonstrates a capacity to see the student as a total person rather than a physical, social, or educational problem.	1 2 3 NA
	C. Demonstrates consistent behavior in assisting students with management of health problems.	1 2 3 NA
	D. Possesses resourcefulness and skill in assisting students with health maintenance needs.	1 2 3 NA
	E. Upholds and maintains student and staff confidentiality.	1 2 3 NA
IV. Practice Skills And Knowledge	<u>A. Health Service</u> 1. Possesses skills appropriate for meeting school health emergencies.	1 2 3 NA
	2. Demonstrates full range of knowledge and skills in health appraisal techniques.	1 2 3 NA
	3. Allocates appropriate job function to health paraprofessionals / support personnel.*	1 2 3 NA
	4. Utilizes appropriate resources within the school and community to promote optimum delivery of health care services.	1 2 3 NA
	5. Anticipates building-level health maintenance needs and serves as health team leader in school-community activities for communicable disease control.	1 2 3 NA
	<u>B. Health Counseling</u> 1. Demonstrates sensitivity to students' need to be heard as well as to be helped.	1 2 3 NA
	2. Interprets and utilizes health information with good judgment and professional skill.	1 2 3 NA
	3. Assists students, parents, and school faculty in exploring alternate approaches to meeting health care needs.	1 2 3 NA
	4. Participates in a helping relationships with individuals or families in crisis intervention.	1 2 3 NA
	5. Initiates planning for staff-nurse conferences at appropriate intervals to consider the physical, social, and emotional health of each child.	1 2 3 NA

Practices That Promote Successful School Nursing	Indicators	Rating
IV. Practice Skills And Knowledge Continued	C. Health Education 1. Utilizes health room service as a vehicle for direct and indirect health teaching.	1 2 3 NA
	2. Serves as resource person to school faculty and nurse staff in special areas of expertise.	1 2 3 NA
	3. Provides creative, individual learning experiences relevant to health information needs to equip students to make constructive decisions regarding health behavior.	1 2 3 NA
V. Public Relations	A. Assists in establishing and maintaining a positive school-community relationship.	1 2 3 NA
	B. Demonstrates a capacity for responding to the public in a positive and constructive manner.	1 2 3 NA
	C. Interprets and conducts school health program in a manner that elicits positive support from students, parents, school, and community.	1 2 3 NA
	D. Recognizes the parent to be an extension of the school health program and invites parent involvement in health care planning.	1 2 3 NA
VI. Health Appearance	A. Keeps grooming and personal attire appropriate to professional duties of school nurse practice.	1 2 3 NA
	B. Maintains poise and stability in student, parent, and peer relationships.	1 2 3 NA
	C. Demonstrates a positive attitude in the performance of duties.	1 2 3 NA

Fall Conference

Date _____

Professional Growth Goal _____

_____

School Nurse's Signature _____ Evaluator's Signature _____

Walk-through Observation Dates

Spring Conference

Date _____

Evaluator's summative comments on overall work performance (reflective questions, recommendations, and/or commendations)

Deficiencies noted in overall work performance with steps for improvement

School Nurse's Signature _____ Evaluator's Signature _____

Recommended for: ___Re-election __Conditional Re-election ___Dismissal

___I concur with the analysis and recommendations. ___I do not concur and I have a right to respond in writing

District Level Leaders Evaluation

District Level Leaders Evaluation

Due to the unique role of each district level leader, the following process has been designed to guide supervisors in evaluating these positions. District level leaders and their evaluators will meet collaboratively throughout the process in order to best define and meet the needs of those being evaluated.

District Level Leader Positions

These positions defined as certificated staff members who are in district-wide leadership positions while serving in non-administrative capacities. These positions include:

- Administrative Interns
- CADRE Associates
- Coordinators not assigned as administrators
- District Department Heads not assigned general classroom responsibilities
- MEP Facilitators including Curriculum & Instruction, Staff Development and Technology
- Program Support Specialists
- Special Education Program Facilitators
- Interventionists

Purpose

The evaluation process involving district level leaders ensures they are collaborating with district staff to provide curriculum and instructional support, staff development, and organized efforts to assist district staff in meeting the objectives and mission of the Millard Public Schools. As with other certificated staff members, the process is also designed to foster continuous professional growth.

Mutual Commitments

- Connect job descriptions to the operational level with precision and conciseness as to what the job responsibilities include and deem essential.
- Afford the opportunity to define why leaders do what they do while providing the criteria used to measure successful achievement towards their Mutual Commitments.
- Are discussed and agreed upon by the district level leader and evaluator.
- Are reviewed once during a conference prior to Winter Break and once again prior to Spring Break.

Observation(s)

- Provide the opportunity for evaluators to observe the district level leaders facilitating or participating in a meeting, staff development sessions, or other related activities connected to their leadership positions.
- Prior to the observation, the district level leader will provide an agenda or plan, objective, and/or relevant tasks which could be noted during the observation.
- After the observation, the district level leader self-reflects prior to meeting with the evaluator. The reflection could include: What went well? What could be done differently? What are next steps? Was progress made toward the intended objective?
- As a result of the post-conference dialogue, the evaluator will finalize the post-observation form and share it with the district level leader.
- District level leaders will be formally observed twice a year until they have served in their role for three years. Beginning with the fourth year, district level leaders will be formally observed once.

Annual Evaluation Report

- Aligns overall performance to Mutual Commitments
- Provides for self-reflection about performance in relation to Mutual Commitments prior to the Annual Evaluation Conference.
- Evaluators will complete a summary of overall performance with respect to the district level leader's Mutual Commitments, and dates of when the observation(s) and conference(s) were held prior to the Annual Evaluation Report Conference.

Time Line For Evaluators

August	~ Review evaluation process with district level leader ~ Fall Conference to determine and draft Mutual Commitments
September	~ Finalize, submit, and/or receive Mutual Commitments
By Winter Break	~ Conduct first observation and post-conference for those in role three years or less ~ Conference to review progress towards Mutual Commitments
By Spring Break	~ Conduct second observation and post-conference for those in role three years or less ~ Conduct observation and conference for those in role more than three years ~ Conference to review progress towards Mutual Commitments
May	~ Complete the Evaluation Report and conduct Evaluation Conference

Observation Form for District Level Leaders

Staff Member's Name _____

Position _____ Observation Date _____

Evaluator's Name _____

1. Name of activity observed

2. Summary of activity observed

3. Self-reflection: *What went well? What could be done differently? What are next steps? Was progress made towards the objective?*

4. Evaluator's summative comments on observation and overall work performance (reflective questions, recommendations, and/or commendations)

5. Deficiencies noted in observation and/or overall work performance with steps for improvement

_____ _____ _____

Evaluator's Signature Position Date

_____ _____

Staff Member's Signature Date

___ I concur with the analysis and recommendations.
___ I do <u>not</u> concur and I have a right to respond in writing.

Evaluation Report for District Level Leaders

Staff Member's Name _____

Position _____

Evaluator's Name _____

(District Level Leader completes 1-2. Evaluator completes 3-4.)

1. Self-reflection summary of overall performance with respect to Mutual Commitments:

2. Self-reflection with respect to personal goals: *Did I accomplish what I expected this year? What are my strengths as a leader? Where have I seen growth this year? What are my areas of focus for next year?*

3. Evaluator's summative comments on overall work performance (reflective questions, recommendations, and/or commendations)

4. Deficiencies noted in overall work performance with steps for improvement

Observation Date(s)

Post-observation Conference Date(s)

_____ _____ _____
Evaluator's Signature Position Date

_____ _____
Staff Member's Signature Date

___ I concur with the analysis and recommendations.
___ I do <u>not</u> concur and I have a right to respond in writing.

Additional Resources

Formulate Learning Objectives

Learning

The Learner Will Demonstrate

_____ of _____

(Bloom's Level of Thinking) (Skill/Concept)

by _____ _____

(Bloom's Power Word) (Output That Demos/Validates the Learning)

Student Behavior That Demonstrates Learning

Teach to the Objective

In order to teach to an objective, the teacher needs to formulate the objective so the learning and the behavior that demonstrates the learning are congruent. The teacher must then plan relevant actions.

Formulating a Learning Objective

There are two parts to writing an objective; the learning and the behavior that demonstrates the learning.

1. The learning consists of Bloom's Level of Thinking and the skill or concept that relates to the Millard curriculum.

    - Reflect on the question: What are my students going to learn and at what level of thinking are they going to learn it?

2. The student behavior that demonstrates the learning includes a Bloom's Power Word that reflects the Bloom's Level of Thinking and a measurable activity that demonstrates learning.

    - Reflect on the question: What will my students do to show their individual learning of the skill or concept that was taught?

Descriptions of the Major Categories of Bloom's Taxonomy

Knowledge—the remembering of previous learned material. This is the lowest level of the cognitive domain. Some terms that are used at this domain are defines, describes, identifies, labels, and states.

Comprehension—the ability to grasp the meaning of material. This is shown by translating material from one form to another. Some terms that are used at this level are: covert, explain, summarize, and generalize.

Application—the ability to use learned material in new and concrete situations. This includes the application of such things as rules, methods, and theories. Some terms used at this level are: change, compute, demonstrate, manipulate, and solve.

Analysis—the ability to break down material into its component parts so its organizational structure is understood. This includes identification of parts and relationships between parts. Some terms used at this level are: diagrams, discriminates, outlines, separates, and selects.

Synthesis—the ability to put parts together to form a new whole. This may involve the production of a unique communication, a plan of operations, or a set of abstract relations. Some terms used at this level are: combines, compiles, composes, creates, and revises.

Evaluation—the ability to judge the value of material for a given purpose. This may be internal criteria or external criteria. Some terms used at this level are: compares, concludes, contrasts, discriminates, and explains.

S.M.A.R.T. Goals

Specific and Strategic
Measurable
Attainable
Results-oriented
Time-bound

Goals about improving student learning based upon data

1. Identify an important skill or concept (make this choice based on data from past students – choose based on priority for improving student performance) that you will all give a common assessment on to measure student learning.

2. Create a smart goal
   - **S**pecific
   - **M**easurable
   - **A**ttainable
   - **R**esults-oriented
   - **T**ime-bound

3. Decide on what evidence you will use to know if goal has been met (specific student learning). You can use a common assessment already created and revise it or make a new common assessment. Make sure you have clear criteria that you are all using similarly to define and measure student success (rubric).

4. Set a time-line. Your time line must include goals for the first half of the year and goals for the second half of the year or you must write two different smart goals for each half of the year.

   Make sure you leave time to collect data, analyze data and then implement revisions based on data.

5. Make a Plan of Action (This is the means – the how by which you are going to get there). Include both **prevention** (how to help student succeed) and **intervention** (what to do if student does not succeed) steps.

6. Check progress along the way and adjust.

7. Measure progress by collecting and analyzing student performance data. Follow through on interventions for students who did not make goal.

Samples:

All students will earn an 85% or above on the unit 5 assessment.

All students will earn a 90% or better on the equation sections of the Chapter 5 assessment.

All students will complete at least one timed write in the semester that meets all the required criteria at a competency level or higher.

Suggestions:

Set your goals for all students; but have a plan for students who do not obtain this goal.

DO NOT say:

80% of students will earn an 85% or above on the unit 5 assessment.

Instead set the goal for all students to earn the 85% or better.

Obviously we want all students meeting the standard. All might not, but then we have to have intervention steps in place to reteach these students.

Goals include:

Plan for improving overall student performance

As well as

Systematic and timely systems of intervention for those students who do not meet the performance standard in expected time line.

S.M.A.R.T. Goal Template

S.M.A.R.T. GOAL (aimed at improving overall student performance):

Plan of intervention (reteaching) for students who do not make goal:

Describe type of data being collected, the plan for data analysis and time line:

Describe tentative plan for improving student overall performance (include timeline):

Results

	Strand 1	Strand 2	Strand 3	Strand 4	Overall
Semester					
Number of students Who did not meet strand on first attempt					
Number of students who did not meet strand after reteaching					

Summarize adjustments made to the assessment instrument itself:

Summarize adjustments made to intervention plan:

Summarize adjustments made to teaching to improve student success:

Category: Human Resources
Policy: Code of Ethics
4155

The Board recognizes, endorses and adopts the Standards of Ethical and Professional Performance as established by the Nebraska Department of Education.

Related Rule*:* 4155.1

Date of Adoption*:* October 7, 1974

Date of Revision*:* August 3, 1992; June 2, 2003

Date of Last Review*:* January 5, 1998

Legal Reference*:* Neb. Rev. Stat. §79−859, 79−866; 92 NAC 27

The Millard Public School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age in its employment, programs, and activities.
Questions can be directed to: Superintendent, 5606 S. 147 St.,
Omaha, NE 68137, 402−715−8200.
Privacy Statement

Category: Human Resources
Policy: Code of Ethics
Rule: Code of Ethics
4155.1

Standards of Ethical and Professional Performance
Preamble
The Millard Board of Education hereby endorses and communicates to its staff the generally accepted minimal standards of professional practices adopted by the Nebraska State Board of Education.

I. Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence, and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-866 Neb. Rev. Stat. for holders of public school certificates.

II. Principle I - Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.

B. Shall not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age.

C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.

D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.

E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.

F. Shall not sexually harass students, parents or school patrons, employees, or board members.

G. Shall not have had revoked for cause a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.

H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.

I. Shall report to the Commissioner and the Millard Public Schools Superintendent any known violation of Principle I, number 7; Principle III, number 5; or Principle IV, number 2.

J. Shall seek no reprisal against any individual who has reported a violation of this code of ethics.

III. Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.

B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.

C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.

E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.

F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Millard Board of Education.

G. Shall not discipline students using corporal punishment.

IV. Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.

B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.

C. Shall neither offer nor accept gifts or favors that will impair professional judgment.

D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.

E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory, and shall not have a misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.12 through 003.14 of 92 NAC 21 (an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors {with the applicable sections for the Revised Statutes of Nebraska in parenthesis }):

1. Assault (third degree) (28-310)
2. Stalking (28-311.03)
3. Hazing (28-311.06)
4. False Imprisonment (28-315)
5. Sexual Assault (third degree) (28-320)
6. Abandonment of Spouse or Child (28-705)
7. Child Abuse (28-707)
8. Contributing to the Delinquency of a Child (28-709)
9. Prostitution (28-801)
10. Keeping a Place of Prostitution (28-804)
11. Debauching a Minor (28-805)
12. Public Indecency (28-806)
13. Sale of Obscene Material to Minor (28-808)
14. Obscene Motion Picture Show, Admitting Minor (28-809)
15. Obscene Literature Distribution (28-813)
16. Sexually Explicit Conduct (28-813.01)

17. Resisting Arrest (28-904 (1)(a)), when the conviction involves use of threat or physical force or violence against a police officer

18. Indecency with an Animal (28-1010)

19. Intimidation by Phone Call (28-1310)

Other convictions related to such crimes including:

20. Attempt to Commit a Crime (28-201)

21. Criminal Conspiracy (28-202)

22. Accessory to a Felony (28-204)

23. Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)

Convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions for purposes of this rule, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of a certificate to teach, administer, or provide special services in schools.

F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

V. Principle IV - Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
C. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

VI. **Principle V - Commitment to Professional Employment Practices:**

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.

B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.

C. Shall give prompt notice to the employer of any change in availability of service.

D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.

E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.

F. Shall permit no commercial or personal exploitation of his or her professional position.

G. Shall use time on duty and leave time for the purpose for which intended.

Related Policy: 4155

Legal Reference: Neb. Rev. Stat. §79-859, §79-866; 92 NAC 27, 92 NAC 21

Date of Adoption: October 7, 1974

Date of Revision: August 3, 1992; January 5, 1998; May 3, 2004

Date of Last Review: June 2, 2003

Millard Public Schools
Omaha, NE

Category: Human Resources
Policy: Evaluation
4160

All personnel shall be continuously evaluated by the appropriate supervisors to encourage improvement of the total school program.

The Millard Public School District shall provide procedures for the evaluation of staff: said evaluation shall serve as a basis for the improvement of performance and continued employment in the Millard School District. The procedures shall provide for a source of information for sound decision-making as well as for counseling, for inservice training, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the orderly dismissal of those who do not meet the standards of the District.

Related Rules: 4160.1 , 4160.2

Legal Reference: Neb. Rev. Stat §79-318(5)(h) and §79-828; Title 92

Date of Adoption: January 2, 1979

Date of Revision: August 3, 1992; December 21, 1998; July 21, 2003; June 1, 2009

Millard Public Schools
Omaha, NE

Category: Human Resources
Policy: Evaluation
Rule: Evaluation: Certificated Staff
4160.1

All certificated personnel shall be evaluated in accordance with the District's written procedures on appraisal forms provided by the Human Resources Office as follows:

I. Probationary certificated employees shall be evaluated at least once each semester in accordance with the procedures provided by law.

II. Permanent certificated employees shall be evaluated at least once every school year.

The District will obtain approval of its teacher evaluation policies and procedures from the Nebraska Department of Education as a requirement to legally operate as an accredited school district in Nebraska in accordance with Title 92, Nebraska Administrative Code, Chapter 10. In the event the District changes its policies or procedures for teacher evaluation, it shall re-submit the revised policies and procedures to the Nebraska Department of Education for approval. The policies and procedures submitted for the approval of the Nebraska Department of Education shall be in writing, shall be approved by the Millard Board of Education, and shall include the following:

I. A policy containing a statement of the purpose of teacher evaluation in the District.

II. A teacher evaluation procedure which shall:

A. Contain specific criteria upon which teachers are to be evaluated. Evaluation instruments shall be designed primarily for the improvement of instruction and shall include, at a minimum: (1) instructional performance, (2) classroom organization and management, (3) professional conduct, and (4) personal conduct. Specific standards for measurement in each of these four areas shall be tied to the instructional goals of the District.

B. Describe the process to be used for evaluation, including the duration and frequency of the observations and the formal evaluations for probationary and permanent certificated teachers.

C. Provide for documenting the evaluation.

D. Communicate results of the evaluation annually, in writing, to those being evaluated.

E. Provide for written communication (commonly referred to as a growth plan) to the evaluated teacher on all noted deficiencies, specific means for the correction of the noted deficiencies, and an adequate timeline for implementing the concrete suggestions for improvement.

F. Provide for the teacher to offer a written response to the evaluation.

G. Communicate the evaluation procedure annually, in writing, to those being evaluated.

H. Describe the District's plan for training evaluators.

III. All evaluators shall possess a valid Nebraska Administrative Certificate and shall be trained to use the evaluation system employed in the District.

Related Policy: 4160

Legal Reference: Neb. Rev. Stat. §§79-318(5)(h) and 79-828(2)

Date of Adoption: January 2, 1979

Date of Revision: November 21, 1983; August 3, 1992; Sept 7, 1993; Dec. 21, 1998; July 21, 2003; June 1, 2009

Millard Public Schools
Omaha, NE

Category: Curriculum, Instruction, and Assessment
Policy: Taught Curriculum--Instructional Delivery
6200

In order to enable the alignment of the taught curriculum with the written curriculum, the Millard Public Schools shall identify clearly defined standards for the District's staff. These standards are referred to as "Practices that Promote Successful Student Learning" and are included in The Millard Instructional Model. The five Domains of the Millard Instructional Model are:

I. Planning

II. Instruction

III. Assessment

IV. Learning Environment

V. Professional Responsibilities

The "Practices that Promote Successful Student Learning" of the Millard Instructional Model have been incorporated into the teacher evaluation process and used by administrators, in conjunction with curriculum frameworks and guides, to monitor the taught curriculum.

Related Policies and Rules: 4160
Policy Adopted: May 3, 1999 Millard Public Schools
Reaffirmed: May 19, 2003 Omaha, Nebraska
Revised: October 2, 2006; June 2, 2008

Category: Curriculum, Instruction, and Assessment
Policy: Taught Curriculum: Instructional Delivery
Rule: Taught Curriculum: Instructional Delivery 6200.1

Within each domain of the Millard Instructional Model are standards referred to as "Practices that Promote Successful Student Learning."
Related Policy: 6200

Practices That Promote Successful Student Learning can be found in this handbook, pages 27-38.

Legal Reference: §79-866; 92 NAC 27
Date of Adoption: May 3, 1999 Millard Public Schools
Revised: July 16, 2001; May 19, 2003; October 2, 2006 Omaha NE
May 21, 2007; June 2, 2008

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Intensive Assistance

The

Intensive Assistance Program

For

Millard Public Schools

Intensive Assistance Overview

A major focus of the Millard Public School's teacher evaluation process is to ensure that only effective teaching practices continue in the classroom. The **Practices That Promote Successful Student Learning** have been developed to define these effective teaching practices. If it is determined that a teacher in the Millard Public Schools is not meeting these standards, the **Intensive Assistance Program** will be used to assist the teacher in improving teaching practices to ensure that the standards are met. It is the teacher's responsibility to show improvement.

Concerns about teacher performance will be investigated and a determination made regarding the need for **Intensive Assistance**. Examples of such concerns include, but are not limited to the following:

- Coaching in prior phases of teacher evaluation that has not resolved the problem
- A pattern over time of insufficient student learning
- A classroom environment that is detrimental to student learning
- A classroom that is unsafe for students

Intensive Assistance is part of the **Appraisal Phase** of the evaluation process. If **Intensive Assistance** is indicated, teachers currently in the **Appraisal Phase** can be placed directly in **Intensive Assistance**. Teachers currently in the **Continuous Growth Phase** will be moved to the **Appraisal Phase** at the time **Intensive Assistance** is initiated.

While in **Intensive Assistance** the teacher will be informed of the concerns with performance and be an active participant in the development and implementation of the **Plan for Improvement**. **Intensive Assistance** will consist of a **Plan for Improvement** that is developed by the evaluator and may include the teacher, with optional participation by a team. The **Plan for Improvement** will include the objective(s) to be accomplished, action steps for achieving the objectives, a description of the assistance that will be provided, a time line for implementation, the type and frequency of feedback, and the evaluation criteria and date of evaluation.

When the date for evaluation of the **Plan for Improvement** is reached, a determination is made by the evaluator regarding the successful accomplishment of the objectives. The **Intensive Assistance Program** is intended to assist teachers who are not meeting performance standards with respect to the **Practices That Promote Successful Student Learning**. Teachers who continue to perform unsatisfactorily according to the performance standards in the **Practices That Promote Successful Student Learning** after **Intensive Assistance** has been employed may be subject to dismissal or non-renewal of contract. Failure to institute an **Intensive Assistance Plan** shall not prevent the district from terminating, canceling, or non-renewing a teacher's contract. There also may be other grounds for non-renewal of contract or dismissal that are made independently of the teacher evaluation process.

PLEASE NOTE: Sample Intensive Assistance Plans can be found in the Evaluation Handbook for Administrators.

Intensive Assistance Narrative

The **Intensive Assistance Program** will be initiated when it has been determined that a teacher is not performing satisfactorily with respect to the **Practices That Promote Successful Student Learning** that serve as a basis for the teacher evaluation process. A problem can be identified in a variety of ways, including but not limited to: concerns expressed by students, parents, or peers, student assessment data, formal or informal observations, etc. Examples include, but are not limited to:

- coaching in prior phases of teacher evaluation that has not resolved the problem
- a pattern over time of insufficient student learning
- a classroom environment that is detrimental to student learning
- a classroom that is unsafe for students

The evaluator completes an investigation of any concerns expressed by others including students, parents, or peers. The evaluator completes observations and collects data to document concerns with performance that relate to the **Practices That Promote Successful Student Learning**. The evaluator should consult with other evaluators and other support personnel such as department heads, curriculum specialists, pupil services personnel, and special education personnel, as appropriate to determine the significance of the concerns.

Concerns with performance must be verbally shared and discussed with the teacher. The evaluator must confer with Human Resources about the concerns with teacher performance in meeting the **Practices That Promote Successful Student Learning.**

The evaluator considers the evidence collected and makes a determination regarding whether the teacher satisfactorily meets the **Practices That Promote Successful Student Learning.** Communication with Human Resources regarding the determination should be made by the evaluator.

If the determination is made that the teacher is satisfactorily meeting the **Practices That Promote Successful Student Learning,** there will be no further action. The teacher will continue to be evaluated in his/her current phase of the evaluation process.

If the determination is made that the teacher is not satisfactorily meeting the **Practices That Promote Successful Student Learning**, a **Recommendation for Intensive Assistance** will be made through the **Appraisal Phase.**

Appraisal Phase

If the teacher is currently in the **Appraisal Phase**, the recommendation for **Intensive Assistance (1A1)** should be completed. Indicators that are not being met must be specified and documentation provided.

Support Phase or Professional Growth Phase

If the teacher is currently in the **Continuous Growth Phase**, the teacher must be moved to the **Appraisal Phase** to focus directly on the **Practices That Promote Successful Student Learning**. The **Recommendation for Intensive Assistance (1A1)** should be completed. Practices that are not being met must be specified and documentation provided. Direct classroom observations and documentation provided. Direct classroom observations and conferences **(Appraisal Phase)** should be reinitiated and should focus on the concerns with the specified indicators. **Classroom Observation Form** must be completed for each observation.

The evaluator shares the **Recommendation for Intensive Assistance (1A1)** with the teacher. A conference is held to discuss the recommendation, and the teacher receives and signs the **Recommendation for Intensive Assistance**. The teacher can request MEA representation at this conference. The evaluator can request a representative from Human Resources at this conference. As a courtesy, the evaluator and teacher should be informed if representatives from MEA or Human Resources will be at the conference.

At the initial **Intensive Assistance** conference, the involvement of a team to assist in developing and implementing a plan for improvement will be determined. Both the teacher and evaluator must reach consensus about the involvement and make up of a team. Team membership should include educators with expertise in the areas needing improvement. If teams are utilized, expectations for team members including confidentiality will be emphasized. Evaluators are encouraged to use teams if the teacher desires that approach. Teachers are encouraged to accept a team approach if evaluators feel it would be of assistance to the teacher.

A written **Plan for Improvement (1A2)** must be developed by the evaluator with input from the teacher and team (if one is utilized). The plan must include the objective(s) to be accomplished, action steps for achieving the objectives, a description of the assistance that will be provided (what, who, when), a timeline for implementation, the type and frequency of feedback that will be provided the teacher, and the evaluation criteria and date. This plan must be shared with Human Resources.

A conference will be held to review the completed **Plan for Improvement (1A2)**. Both teacher and evaluator will sign and date the **Plan for Improvement**.

The **Plan for Improvement** will be implemented following the time line and recommended action steps making sure that the specified assistance is provided. Regular feedback to the teacher is expected. Observations, visits, conferences, or other contact to the evaluator and teacher should occur approximately one time per week or as specified in the plan.

Adhering to the elements of the **Plan for Improvement** and monitoring those elements constitutes **Intensive Assistance** being in place.

When the date for evaluation as specified in the **Plan for Improvement** is reached, a determination will be made by the evaluator regarding whether the teacher is meeting the specified **Practices That Promote Successful Student Learning**. Evaluation criteria, as specified in the **Plan for Improvement**, should be a major part of this determination.

If the teacher is meeting the standards, the placement in the **Intensive Assistance** program is completed. The teacher will remain in the **Appraisal Phase** of the evaluation cycle for the current year and the following year. Placement in **Intensive Assistance** will be reinitiated if concerns resurface.

If the teacher is not meeting the standards and sufficient documentation for dismissal does not exist, the evaluator will reexamine the **Recommendation for Intensive Assistance,** the **Plan for Improvement**, and review the documentation. The **Recommendation for Intensive Assistance** will be rewritten and a new plan developed. Care will be taken to align the concerns with the most appropriate indicators and to develop specificity in the plan and the evaluation criteria.

If sufficient documentation for dismissal exists, due process will be followed with involvement of Human Resources, the MEA, and legal representation.

IA1

Recommendation for Intensive Assistance

Teacher's Name_____

Date_____

1. List the Practices That Promote Successful Student Learning not being met from the Millard Instructional Model:

2. Documentation:

_____	_____	_____
Evaluator's Signature	Position	Date
_____	_____	
Teacher's Signature	Date	

IA2

Plan for Improvement
Intensive Assistance Program

Teacher's Name _____

School _____ Position _____

Date_____

1. Objective(s) to be accomplished:

2. Action steps for achieving the objectives:

3. Assistance that will be provided (who, what, when, how):

4. Time line for achieving objectives:

5. Type and frequency of feedback:

6. Evaluation Criteria:

_____	_____	_____
Evaluator's Signature	Position	Date

_____	_____
Teacher's Signature	Date

___ I concur with the analysis and recommendations.
___ I do <u>not</u> concur and I have a right to respond in writing.

IA3

Feedback Intensive Assistance Program
Report of Progress

Teacher's Name _____ School _____

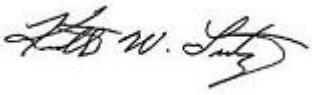
Position _____ Date _____

Objective 1:

Objective 2:

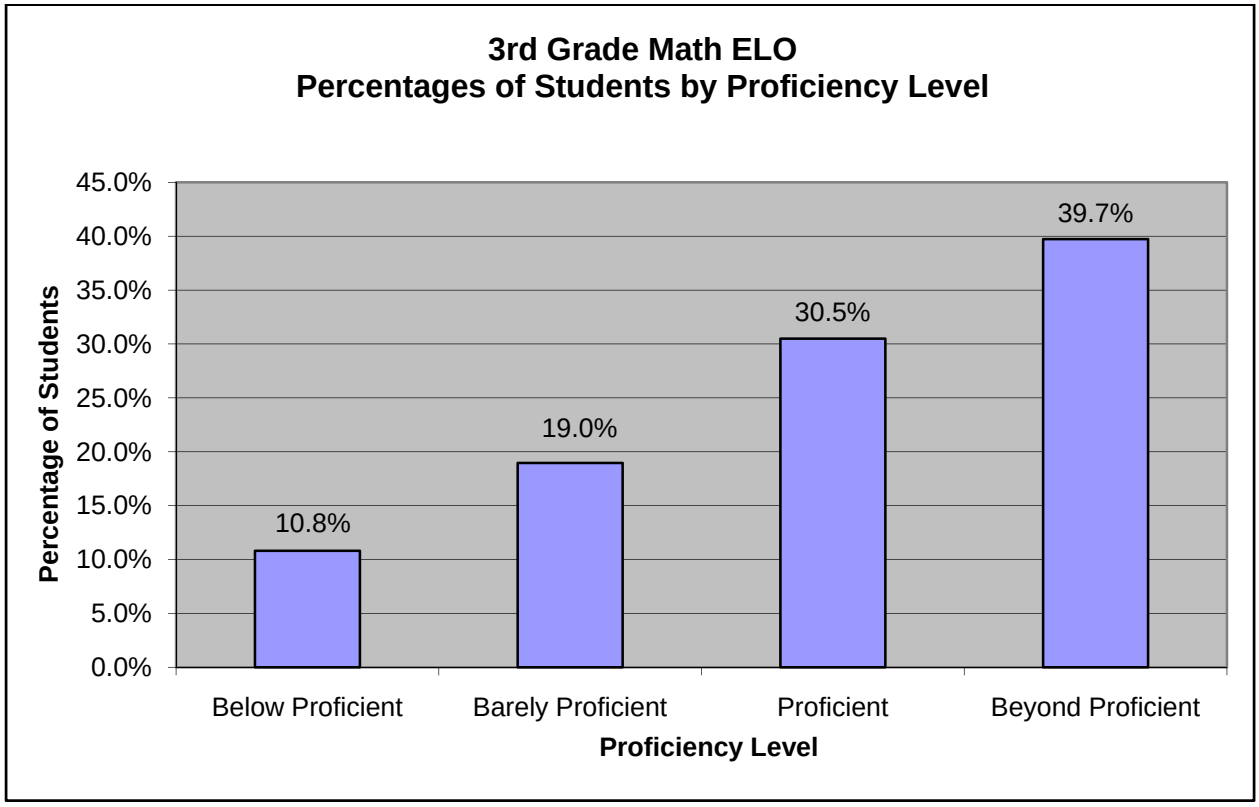
Objective 3:

AGENDA SUMMARY SHEET

AGENDA ITEM:	**New ELO Cutscores**
Meeting Date:	**June 1, 2009**
Department:	Planning & Evaluation
Title and Brief Description:	New ELO Cutscores: District ELO Assessments are updated along with the curriculum to ensure the accurate measurement of student achievement in the district's high-stakes assessment system. Multi-level cutscores are set in order to classify students in one of four proficiency levels. Teams of teachers are led by psychometric consultants from Alpine Testing Solutions in the process of setting defensible and accurate cutscores.
Action Desired:	Approval _X__ Discussion __ Information Only ____
Options/Alternatives Considered:	N.A.
Recommendations:	Adopt new cutscores for immediate use
Strategic Plan Reference:	To meet the mission of the district.
Implications of Adoption/Rejection:	New Cutscores reflect the attainment of the intended curriculum after updates or changes in the curriculum cycle.
Responsible Persons:	Dr. Jon Lopez
Superintendent's Signature:	____  _____

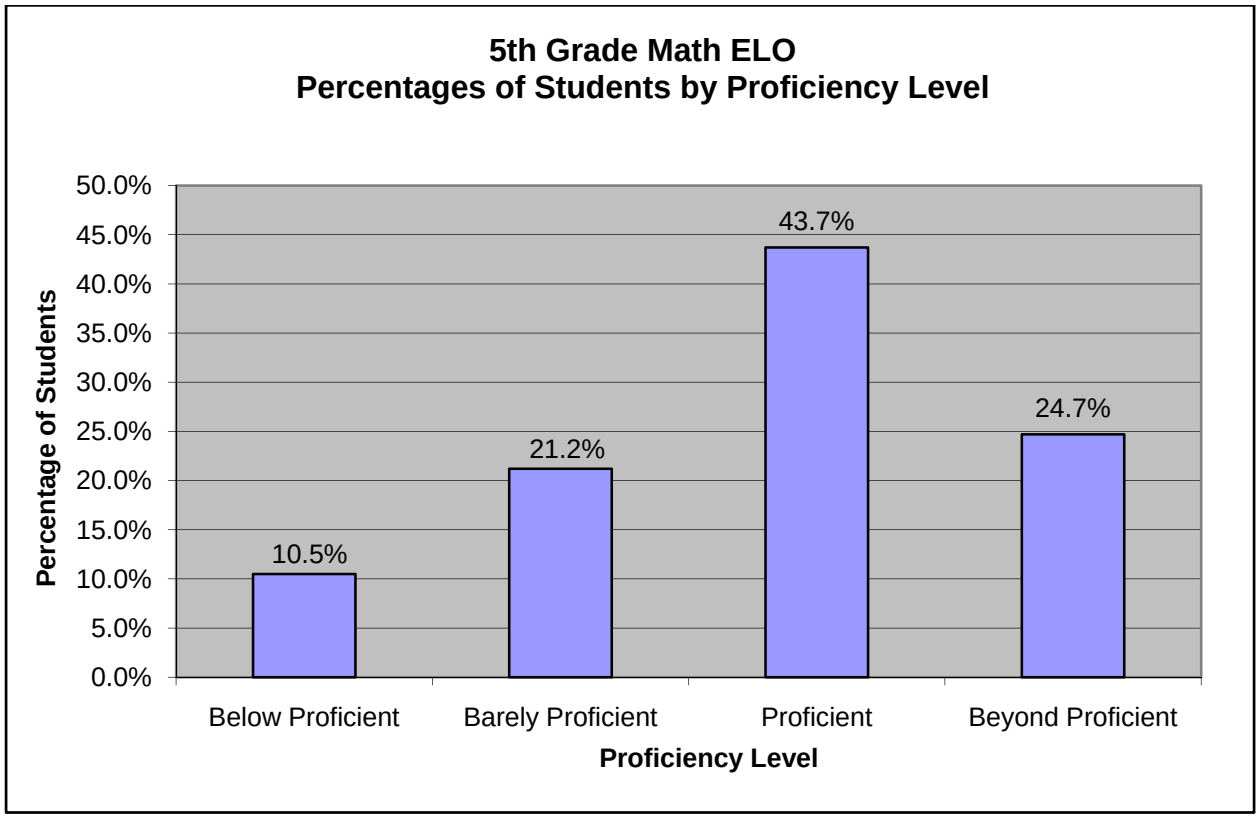
Third Grade Math

	Below Proficient		Barely Proficient		Proficient		Beyond Proficient
Cutscore		42		49		54	
Score Range	41 and below		42 to 48		49 to 53		54 and above
% All Students	10.8%		19.0%		30.5%		39.7%
% SpEd Students	20.6%		27.8%		24.8%		26.8%



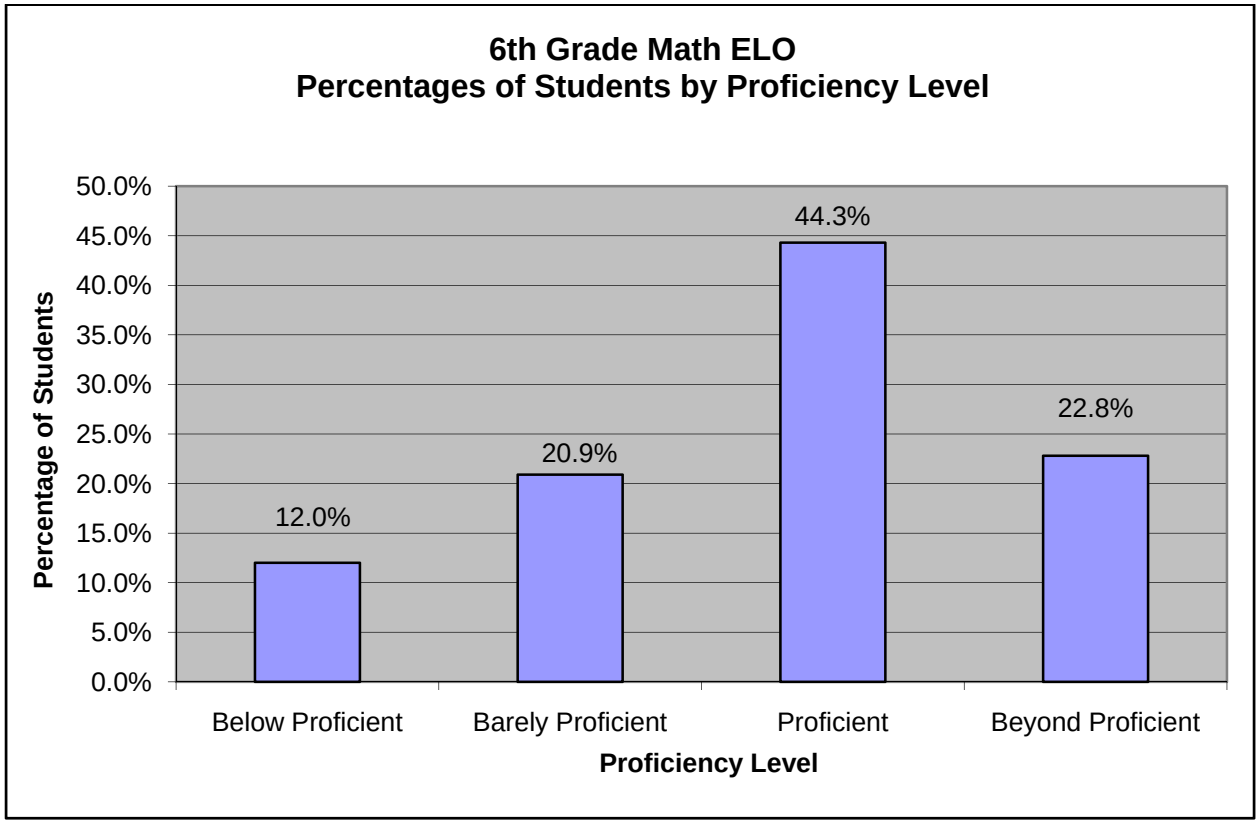
Fifth Grade Math

	Below Proficient		Barely Proficient		Proficient		Beyond Proficient
Cutscore		45		52		59	
Score Range	44 and below		45 to 51		52 to 58		59 and above
% All Students	10.5%		21.2%		43.7%		24.7%
% SpEd Students	24.8%		29.0%		34.4%		11.8%



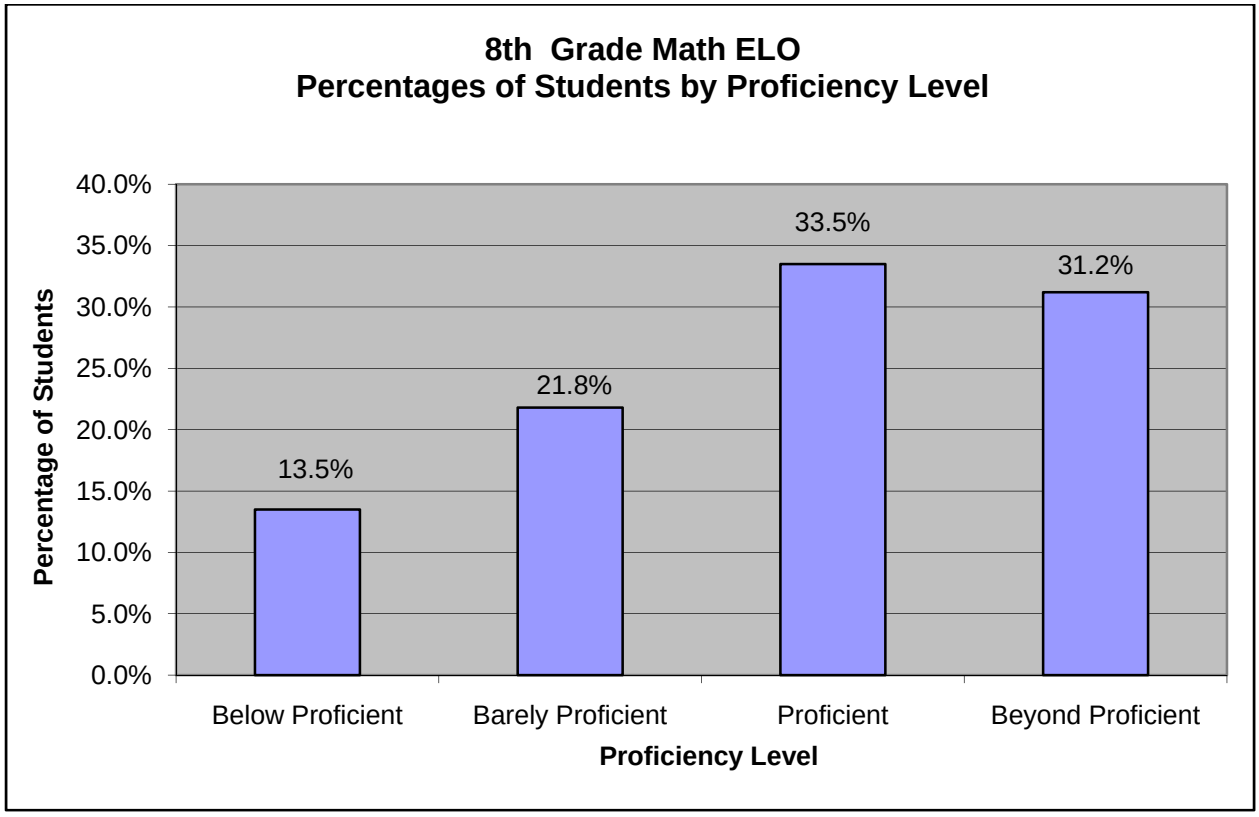
Sixth Grade Math

	Below Proficient		Barely Proficient		Proficient		Beyond Proficient
Cutscore		34		44		54	
Score Range	33 and below		34 to 43		44 to 53		54 and above
% All Students	12.0%		20.9%		44.3%		22.8%
% SpEd Students	33.2%		31.0%		29.3%		6.5%



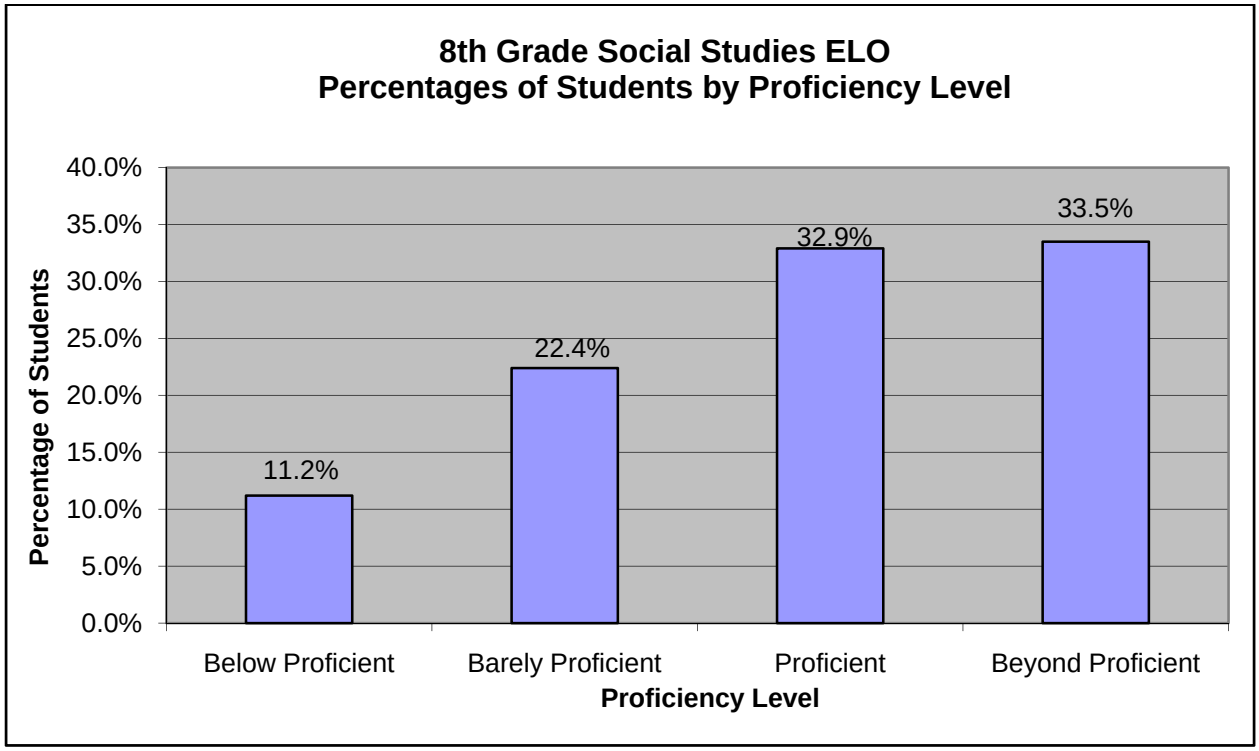
Eighth Grade Math

	Below Proficient		Barely Proficient		Proficient		Beyond Proficient
Cutscore		27		35		44	
Score Range	26 and below		27 to 34		35 to 43		44 and above
% All Students	13.5%		21.8%		33.5%		31.2%
% SpEd Students	39.0%		36.6%		21.5%		2.9%



Eighth Grade Social Studies

	Below Proficient		Barely Proficient		Proficient		Beyond Proficient
Cutscore		46		56		65	
Score Range	45 and below		46 to 55		56 to 64		65 and above
% All Students	11.2%		22.4%		32.9%		33.5%
% SpEd Students	35.6%		37.9%		15.0%		11.5%



AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Schematic Designs for Excel Building (SSC II) Project

MEETING DATE: June 1, 2009

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Approval of Schematic Designs for Excel Building (SSC II) Project – the review and approval of the schematic design for Phase I of the remodeling of the Excel Building (SSC II).

ACTION DESIRED: Approval _x_ Discussion ___ Information Only ___ .

BACKGROUND: At a previous meeting, the Board approved Phase I (with the Distribution Center Option included) of the remodeling of the Excel Building at 13737 Industrial Road. At that time, the architects presented a budget estimate (date 2/24/09) for the project. Now, three months later, the schematic designs are in place and an updated budget estimate (dated 5/22/09) has been submitted.

A copy of the schematic design and the budget estimates (both the initial estimate and the updated estimate) are attached. Please note that the budget estimate has increased even though the scope of the project has remained the same. Information from the architect related to the budget increase is also attached.

The architects (Pat Phalen and Jim Torres from DLR) will be in attendance at the meeting to present the schematic designs and to answer questions.

OPTIONS AND ALTERNATIVES: n/a

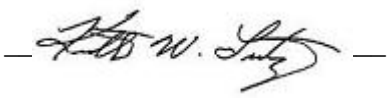
RECOMMENDATION: It is recommended that approval be given to the proposed Schematic Designs for the Excel Building (a/k/a Support Services Center II) remodeling project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Pat Phalen (DLR), Jim Torres (DLR), Ed Rockwell (Gen. Mgr. Support Services) and Ken Fossen (Associate Superintendent for General Administration)

SUPERINTENDENT'S APPROVAL: 

PROGRAM CONSOLIDATION PLAN FOR THE EXCEL FACILITY

WEST PROGRAM CONSOLIDATION

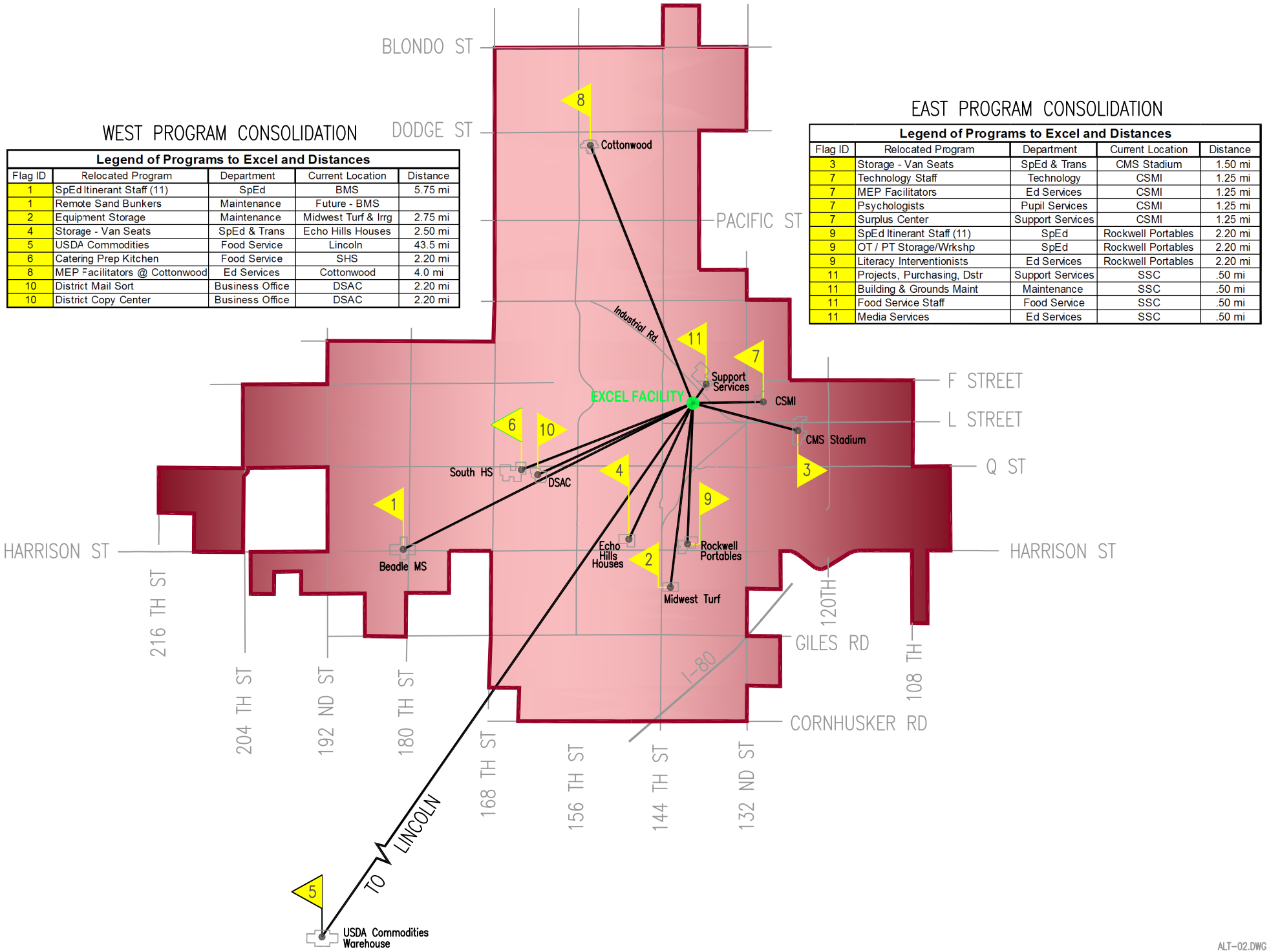
Legend of Programs to Excel and Distances

Flag ID	Relocated Program	Department	Current Location	Distance
1	SpEd Itinerant Staff (11)	SpEd	BMS	5.75 mi
1	Remote Sand Bunkers	Maintenance	Future - BMS	
2	Equipment Storage	Maintenance	Midwest Turf & Irrg	2.75 mi
4	Storage - Van Seats	SpEd & Trans	Echo Hills Houses	2.50 mi
5	USDA Commodities	Food Service	Lincoln	43.5 mi
6	Catering Prep Kitchen	Food Service	SHS	2.20 mi
8	MEP Facilitators @ Cottonwood	Ed Services	Cottonwood	4.0 mi
10	District Mail Sort	Business Office	DSAC	2.20 mi
10	District Copy Center	Business Office	DSAC	2.20 mi

EAST PROGRAM CONSOLIDATION

Legend of Programs to Excel and Distances

Flag ID	Relocated Program	Department	Current Location	Distance
3	Storage - Van Seats	SpEd & Trans	CMS Stadium	1.50 mi
7	Technology Staff	Technology	CSMI	1.25 mi
7	MEP Facilitators	Ed Services	CSMI	1.25 mi
7	Psychologists	Pupil Services	CSMI	1.25 mi
7	Surplus Center	Support Services	CSMI	1.25 mi
9	SpEd Itinerant Staff (11)	SpEd	Rockwell Portables	2.20 mi
9	OT / PT Storage/Wrkshp	SpEd	Rockwell Portables	2.20 mi
9	Literacy Interventionists	Ed Services	Rockwell Portables	2.20 mi
11	Projects, Purchasing, Dstr	Support Services	SSC	.50 mi
11	Building & Grounds Maint	Maintenance	SSC	.50 mi
11	Food Service Staff	Food Service	SSC	.50 mi
11	Media Services	Ed Services	SSC	.50 mi

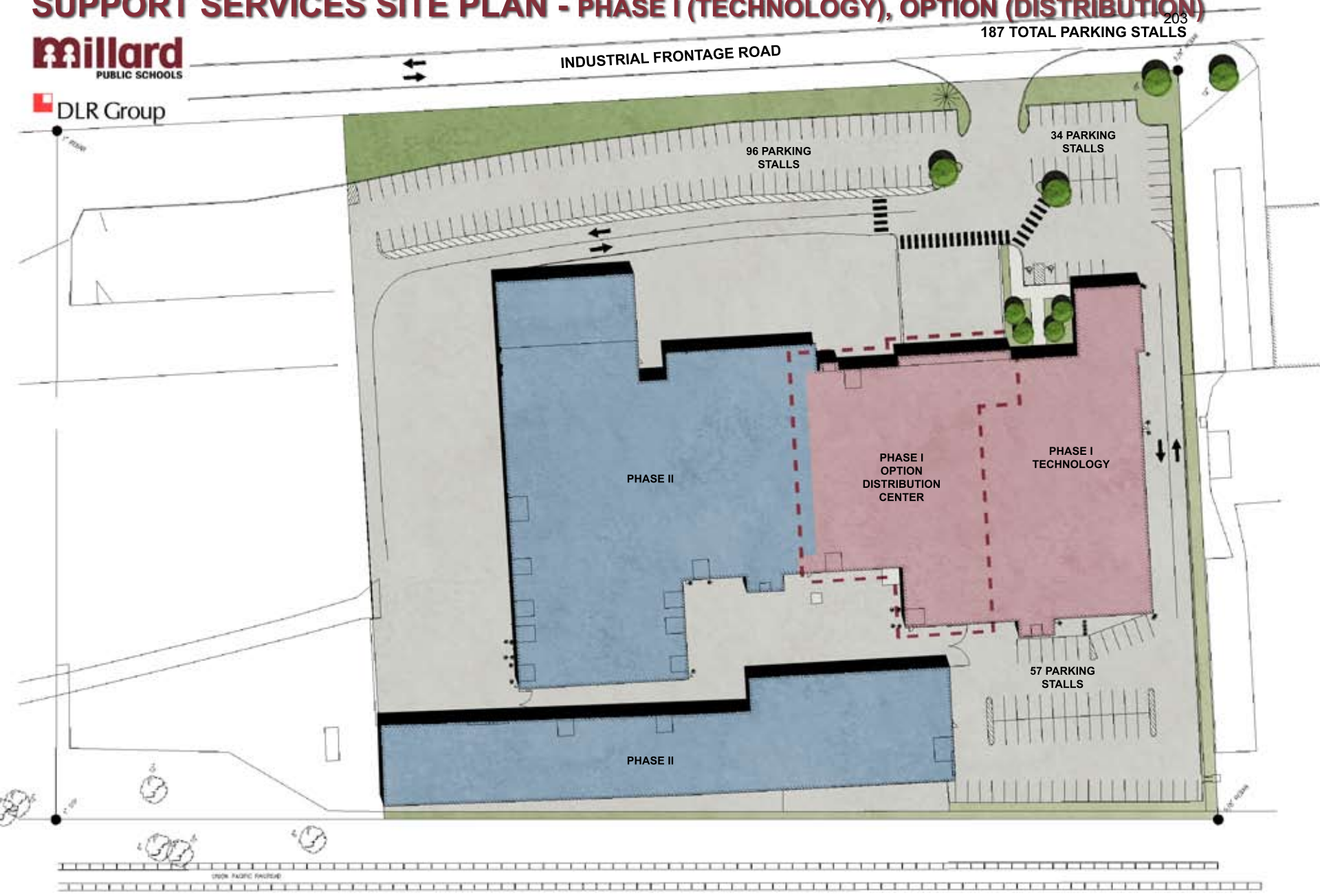


ALT-02.DWG

SUPPORT SERVICES SITE PLAN - PHASE I (TECHNOLOGY), OPTION (DISTRIBUTION)

Millard PUBLIC SCHOOLS

DLR Group

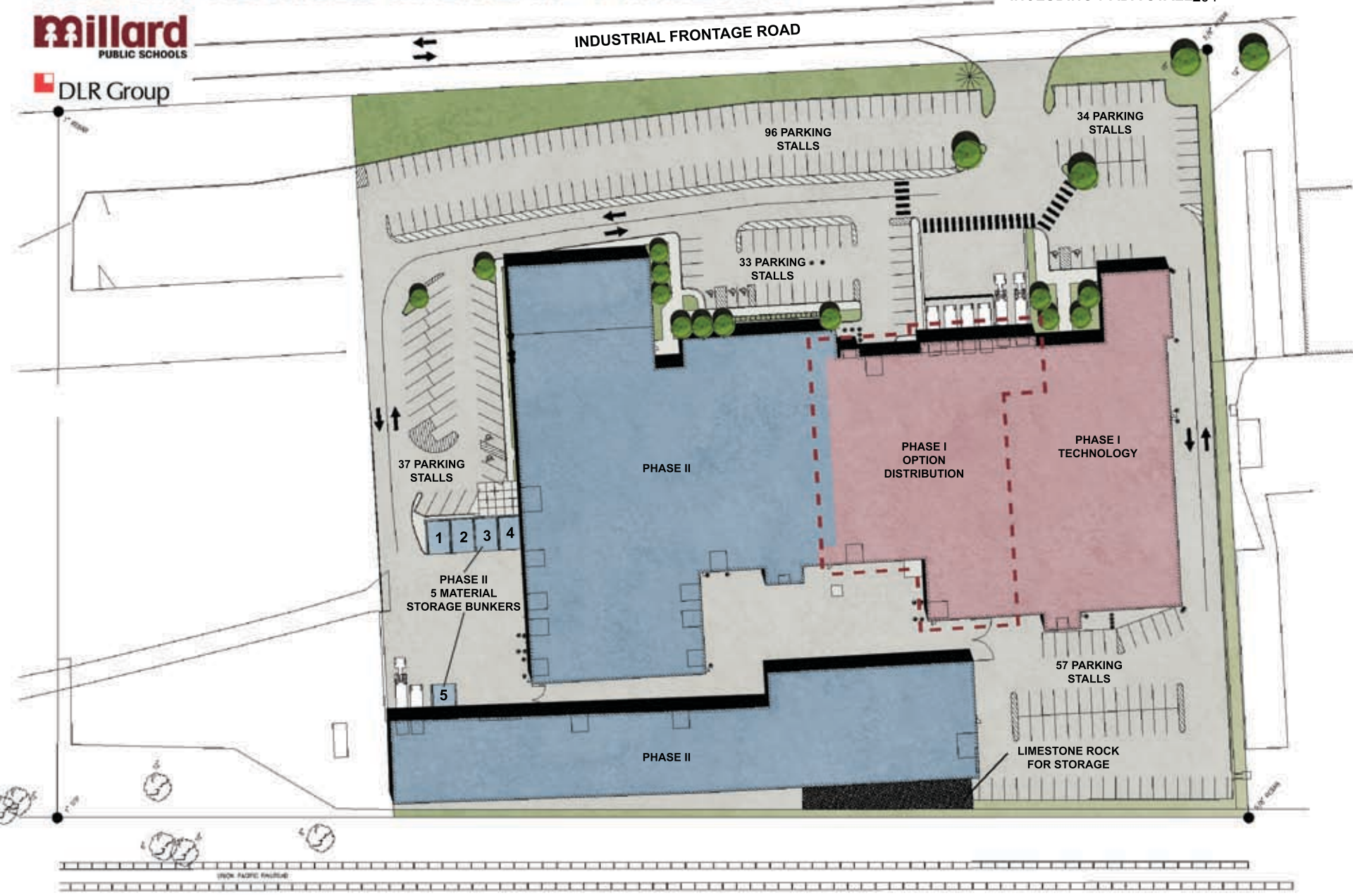


SUPPORT SERVICES SITE PLAN - PHASE I & II

Millard PUBLIC SCHOOLS

DLR Group

257 TOTAL PARKING STALLS
INCLUDING 7 ADA STALLS

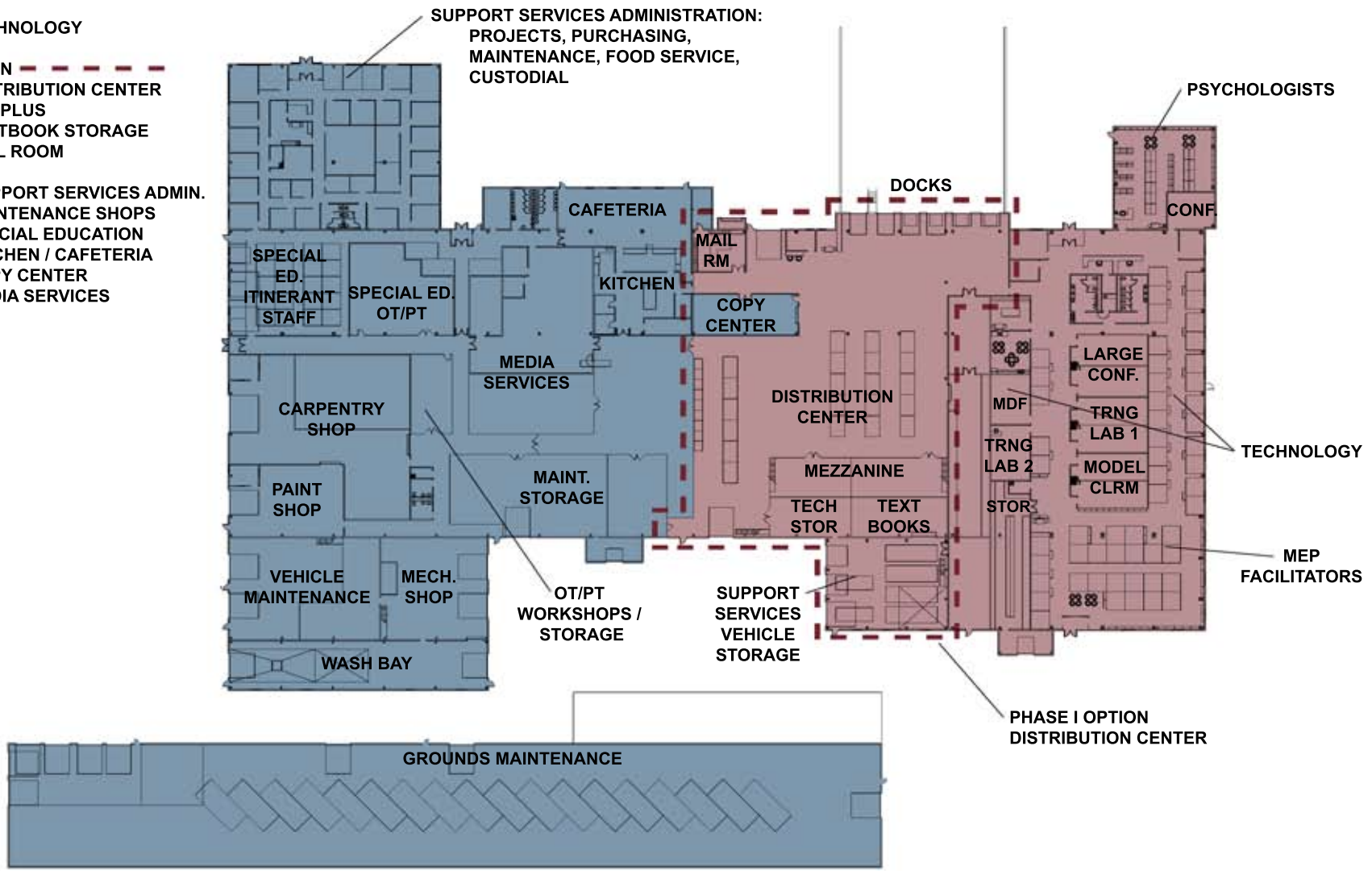


SUPPORT SERVICES FLOOR PLAN

Millard PUBLIC SCHOOLS

DLR Group

PHASE II – SUPPORT SERVICES ADMIN.
MAINTENANCE SHOPS
SPECIAL EDUCATION
KITCHEN / CAFETERIA
COPY CENTER
MEDIA SERVICES



MILLARD PUBLIC SCHOOL DISTRICT

Revised 5/20/09 to reflect Bid Day Amount

DLR Group Project No. 10-08101-01

Remodel Excel Facility for Technology Support with Option for Distribution Center - SSC to Remain at Existing SSC

Proposed Phase I - Project Budget (Study Phase)

Property Acquisition Cost			**$**	**-**
Excel Cabinet Property Acquisition		$ -		
Construction Cost (Estimated Bid Day Amount)			**$**	**3,097,511**
Site & Building Demolition		$ 102,291		
Site Paving & Walks		$ 204,136		
Storm Sewer		$ 8,779		
Site Improvements		$ 27,758		
Landscaping		$ 23,611		
Reconstruction of Loading Dock Area	1,500 SF	$ 9,000		
Exterior Building Envelope Renovation				
Roof Panels & Insulation	49,533 SF	$ 346,730		
Wall Panels & Insulation	5,000 SF	$ 25,000		
Building Remodeling Scope	49,533 SF			
Technology Office Remodeling	21,823 SF	$ 1,592,796		
Distribution Center Remodeling	27,710 SF	$ 757,409		
			$	**149,213**
Owner Provided Fixtures, Furnishings & Equipment (NIC)		$ 149,213		
Architect / Engineering Fees			**$**	**342,529**
Basic Services		$ 342,529		
Miscellaneous Expenses			**$**	**42,207**
Printing, Construction Testing, Inspections & Misc. Expenses		$ 42,207		
PROJECT EXPENDITURE SUBTOTAL (excluding contingency)			**$**	**3,631,459**
DESIGN & CONSTRUCTION CONTINGENCY	**10.01%**		**$**	**363,541**
TOTAL PROJECT BUDGET (including contingency)			**$**	**3,995,000**

Millard PUBLIC SCHOOLS

DLR Group

FUTURE PHASE II RENOVATION

DISTRIBUTION & SURPLUS

DISTRIBUTION STAGING

PSYCHOLOGISTS

TECHNOLOGY

HR - NEW STAFF INDUCTION

CADRE

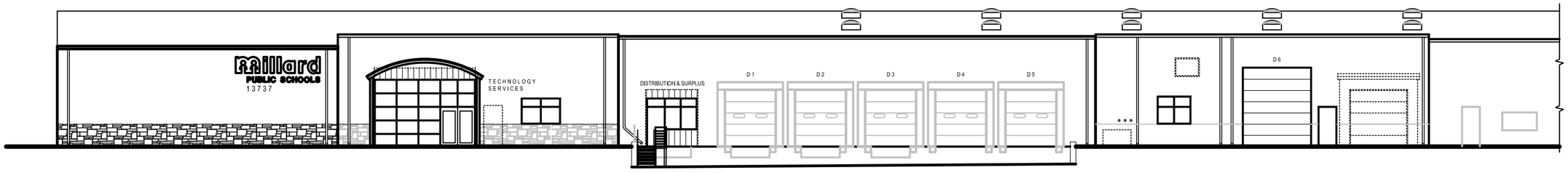
MEP FACILITATORS

LITERACY INTERVENTIONISTS

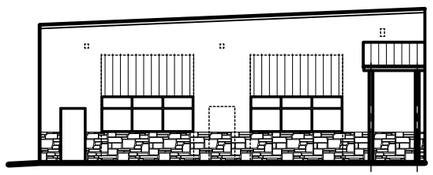
SOCIAL WORKERS

Millard PUBLIC SCHOOLS

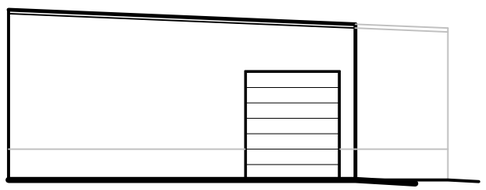
DLR Group



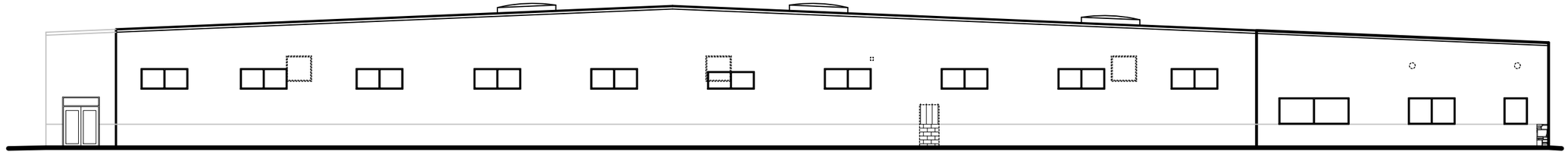
NORTH ELEVATION



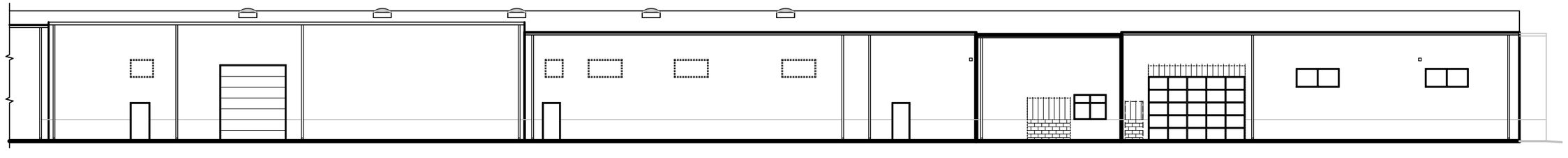
WEST ELEVATION



WEST ELEVATION DISTRIBUTION STAGING



EAST ELEVATION



SCALE: 1/8" = 1'-0"

SOUTH ELEVATION

MILLARD PUBLIC SCHOOLS

DLR Group Project No. 10-08101-00

Remodel Excel Facility for Technology Support and Distribution Center - SSC to Remain at Existing SSC

Proposed Phase I - Schematic Design Project Budget

Property Acquisition Cost			**$**	**-**
Excel Cabinet Property Acquisition		$ -		
Construction Cost (Bid Day Amount)			**$**	**3,746,970**
Site & Building Demolition		$ 358,890		
Site Paving, Walks, & Earthwork		$ 165,752		
Storm Sewer		$ 16,673		
Site Improvements		$ 44,723		
Landscaping		$ 22,532		
Reconstruction of Loading Dock Area	1,500 SF	included in Site Paving		
Exterior Building Envelope Renovation				
Roofing & Insulation	49,533 SF	$ 369,947		
Wall Panels 5000 sf, Wall Insulation 24,000 sf		$ 74,903		
Building Remodeling Scope	49,533 SF			
Technology Office Remodeling	21,823 SF	$ 1,688,715		
Distribution Center Remodeling	27,710 SF	$ 869,835		
Storm Safe Area	2,099 SF	$ 40,000		
Conference Center Improvements	2,099 SF	$ 95,000		
Owner Provided FFE (NIC), Consultants, Utility Connections		$ 512,890	**$**	**512,890**
Architect / Engineering Fees				**362,116**
Basic Services		$ 362,116		
Miscellaneous Expenses			**$**	**27,675**
Geotechnical Investigation, CD Printing		$ 27,675		
PROJECT EXPENDITURE SUBTOTAL (excluding contingency)			**$**	**4,649,651**
DESIGN & CONSTRUCTION CONTINGENCY	**7.75%**		**$**	**360,348**
TOTAL PROJECT BUDGET (including contingency)			**$**	**5,009,999**

Schematic Design Estimate and Budget Talking Points:

1. Owner-provided equipment costs and direct to Owner consultant fees were originally estimated by the District at $1,000,000 for the all-in scenario that included Scenarios “A” and “B”. When Phase I was separated from the all-in “A” scenario, and prior to the addition of the Distribution Center scope, the amount proportioned for Phase I was under estimated in the Study Phase. Added cost $363,677.
2. The Study Phase of the project was not completed until April 30th, concurrent with the conclusion of the Schematic Design Phase. Prior cost estimating presented in January and March was based upon the Study information known at that time, although many new details and concepts have affected costs throughout the end of the Study on April 30th.
3. Phase I mechanical and electrical costs are higher than anticipated in order to build the infrastructure required for the future renovation of the remainder of the facility. Examples of this are the replacement of the power distribution system, new larger water service, and data head end system to serve the entire facility. Added cost $166,000.
4. Phase I electrical special systems costs are higher because of the need to replace the fire alarm system and the security system throughout the facility. Interfacing old and new systems is not feasible. Added cost $25,000.
5. Conference space construction costs are higher than originally budgeted to provide the number of meeting rooms required for the different District programs coming into the facility. Higher costs include the operable wall partitions, additional mechanical units, and additional electrical systems. Added cost $95,000.
6. Compliance with building code requirements has resulted higher costs. Additional scope of work was determined in Schematic Design after meeting with the Building Officials.
    a. Previous building owners allowed combustible (wood) materials to be installed in the building. All plywood on walls and the Distribution mezzanine floor will be removed and replaced with noncombustible materials per the Fire Marshall. Added cost $76,000.
    b. Phased construction has resulted in the requirement for a full height smoke separation wall between Distribution and the future Phase II area. Study Phase included a chain link fence for this separation. Added cost $13,000.
    c. Additional wall insulation and roof insulation is required to comply with the energy code. The cost to add the insulation will be offset by the reduced energy costs for heating and cooling the facility. Added cost $161,000.
7. Morrissey Engineering is DLR Group’s consultant for mechanical and electrical work at the request of the District. Morrissey Engineering’s fee of $99,800 is higher from what was allocated during the Study Phase by DLR Group for engineering work. DLR Group’s negotiation with Morrissey resulted in an $18,700 reduction of their fee amount but is still $14,000 higher than anticipated. Added cost $14,000.
8. Non-Reimbursable expenses were added into DLR Group’s fee at the time of contract negotiations for Phase I services. Added cost $5,500.

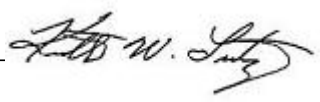
Schematic Design Estimate and Budget Cost Increase Summary:

1. Owner Provided Equipment and Consultants: $363,677
2. Storm Safe Area: $40,000
3. Phase I Mechanical and Electrical Infrastructure: $166,000
4. Phase I Fire Alarm and Security Systems: $25,000
5. Multiple Conference Spaces: $95,000
6. Improvements for Building Code Requirements:
    a. Remove and replace wood with non-combustibles: $76,000
    b. Separation wall between Distribution - future Phase II: $13,000
    c. Metal Building Wall and Roof Insulation System: $161,000
7. Architect/Engineering Fees: $19,500

Subtotal:	$959,177
Contingency:	$55,822
Total Budget Increase Study Phase to Schematic Design:	**$1,014,999**

AGENDA SUMMARY SHEET

MEETING DATE:	June 1, 2009
DEPARTMENT:	Human Resources
ACTION DESIRED:	Approval
BACKGROUND:	Personnel items: (1) Hires; and (2) Resignations; and (3) Rescission of Resgination
OPTIONS & ALTERNATIVES:	NA
RECOMMENDATION:	Approval
STRATEGIC PLAN REFERENCE:	N/A
IMPLICATIONS OF ADOPTION OR REJECTION:	N/A
TIMELINE:	N/A
RESPONSIBLE PERSON:	Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL: _____  _____

June 1, 2009

RESIGNATIONS

Recommend: the following resignations be accepted:

1. Megan Weber – Grade 1 teacher at Neihardt Elementary School. She is resigning at the end of the 2008/2009 school year due to another job in education.

2. Jane Splittgerber – PE teacher at South High School. She is resigning at the end of the 2008/2009 school year for family reasons.

June 1, 2009

RESCISSION OF RESIGNATIONS

Recommend: the following resignations be rescinded:

1. Janet Larson's resignation was approved at the May 4, 2009 Board meeting. She would like to rescind this request to continue her employment as a sixth grade teacher at Beadle Middle School.

June 1, 2009

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired for the 2009/2010 school year:

1. Ken Krause – MA – Illinois State University. Instrumental Music teacher at West High School. Previous Exp: Minooka, IL (2003/2006).

2. Karen Coates – MA+36 – University of Northern IA. Special Ed Resource teacher at North Middle School (.5FTE) and Kiewit Middle School (.5FTE). Previous Exp: Council Bluffs, IA (1985/2009); Humboldt, IA (1982/1985); Burlington, IA (1979/1982); Dubuque, IA (1976/1979).

3. Amber Dimartino – MA – Rockhurst University. Grade 2 teacher at Cody Elementary School.

4. Brooke Studt – BA – Grade 2 teacher at Neihardt Elementary School. Previous Exp: McKinney, TX (2006/2009).

5. Lori McMillan – BA – University of Northern IA. Grade 2 teacher at Reagan Elementary School. Previous Exp: LeMars, IA (2000/2008).

6. Stephanie Gaiser – BA+18 – Bemidji State. Special Ed Resource teacher at Beadle Middle School. Previous Exp: Waverly, NE (1997/2006); Gallup, NM (1992/1993).

7. Elizabeth Vari – BA – University of ND. Grade 3 teacher at Norris Elementary School. Previous Exp: St. George, UT (2007/2009).

The following teacher was employed with Millard Public Schools during the 2008/2009 school year on a short-term contract. She is now being offered a regular contract for the 2009/2010 school year.

1. Danette Baker – Montessori teacher at Norris Elementary School.

The following individual was on a Non-Continuing (Under 50%) contract for the 2008/2009 school year and is being issued a new Non-Continuing (Under 50%) contract for the 2009/2010 school year.

1. Susan Johannes – Speech Pathologist (40%) at Rohwer Elementary School.

May 20, 2009
Millard Public Schools
Total Enrollment

Elementary		K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/08 Enrollment
Abbott	(3 unit)	82	66	68	69	62	68		415	0	4	411
Ackerman	(4 unit)	100	97	83	85	92	93		550	1	0	550
Aldrich	(3 unit)	55	48	96	69	84	68		420	-4	-9	429
Black Elk	(3 unit)	83	89	99	84	99	91		545	-3	8	537
Bryan	(3 unit)	67	69	61	60	58	62		377	0	-4	381
Cather	(3 unit)	75	79	74	72	66	66		432	-1	2	430
Cody	(2 unit)	32	35	38	31	33	26	18	213	0	3	210
Cottonwood	(3 unit)	58	57	55	57	66	51		344	0	-2	346
Disney	(3 unit)	47	42	45	32	53	31	13	263	1	-1	264
Ezra Millard	(3 unit)	60	63	66	63	64	83	7	406	4	15	391
Harvey Oaks	(2 unit)	48	45	55	52	48	45		293	-2	5	288
Hitchcock	(2 unit)	23	25	29	25	24	35	19	180	0	5	175
Holling Heights	(3 unit)	68	66	67	67	66	55	9	398	2	10	388
Montclair	(4 unit)	85	89	96	93	70	104		537	0	7	530
Morton	(3 unit)	45	59	59	66	55	71	13	368	0	11	357
Neihardt	(4 unit)	83	104	107	105	72	86		557	-2	8	549
Norris	(3 unit)	62	51	57	60	53	55		338	0	-2	340
Reagan	(3 unit)	117	101	102	82	84	57		543	-2	0	543
Reeder	(3 unit)	60	90	71	77	63	58	14	433	0	-2	435
Rockwell	(3 unit)	51	49	51	44	48	32	21	296	-1	1	295
Rohwer	(3 unit)	70	80	76	80	83	61	15	465	-1	-6	471
Sandoz	(3 unit)	53	54	46	53	47	54		307	1	-5	312
Upchurch	(3 unit)	81	57	52	43	36	26		295	-1	8	287
Wheeler	(4 unit)	98	97	99	99	80	89	22	584	0	3	581
Willowdale	(3 unit)	53	68	71	84	67	76		419	1	2	417
Totals		1656	1680	1723	1652	1573	1543	151	**9978**	-7	61	9917

	6	7	8	SpEd Prgm	Total	Change	Change	Official 9/08 Enrollment
Andersen MS	244	274	241	11	759	-1	3	756
Beadle MS	298	302	240	31	840	0	1	839
Central MS	252	218	256	27	726	-2	-9	735
Kiewit MS	300	292	335	3	927	0	-2	929
North MS	247	240	238	13	725	-1	-7	732
Russell MS	282	290	284	7	856	-1	5	851
MS Alternative	8	12	14		34	0	16	18
Totals	1631	1628	1608	92	**4867**	-5	7	4860

	9	10	11	12				
North HS	586	584	618	572	32	2360	-5	-76	2436
South HS	505	509	479	487	21	1980	-4	-95	2075
West HS	525	531	561	444	24	2061	-18	-49	2110
Millard Learning Center	0	0	30	60		90	-1	7	83
Totals	1616	1624	1688	1563	77	**6491**	-28	-213	6704

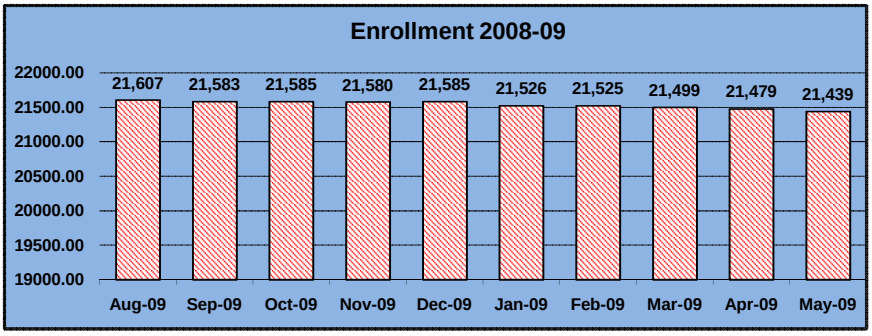
* High school enrollments reflect early graduates: North - 30, South - 34, West - 51, MLC 32 (TOTAL = 146)

Preschool	
Cody Early Start	13
Norris	19
Sandoz ELL	20
Montessori - Montclair	80
Montessori - Norris	46
Bryan	37
Disney	18
Holling Heights	35
Neidhardt	39
Rockwell	36
Total	343

Preschool SPED	
Cody	71
Disney	28
Hitchcock	29
Montclair	36
Reeder	36
Sandoz	24
Contracted	6
Infants	116
Total	346

Contracted SPED	48	0	3	45
Young Adult Program	55	0	-2	57
Total District K-12	**21439**	**-40**	**-144**	**21583**
Total District PreK-12	**22128**	**-1**	**-1**	**22129**

5/20/2009	
Elementary	9978
Middle Sch	4867
High Sch	6491
Contracted	48
Young Adult	55
Total	21439
10/20/2008	
Elementary	9922
Middle Sch	4868
High Sch	6695
Contracted	45
Young Adult	55
Total	21585
Current Chg	-40
YTD Change	-144



Elementary — Classroom Enrollment

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/08 Enrollment	Class Size W/out SPED
Abbott	21	22	23	23	21	23					
	20	21	23	23	20	22					
	20	23	22	23	21	23					
	21										
Total Students	82	66	68	69	62	68	**415**	0	4	411	415
Total Teachers	4.0	3	3	3	3	3	19.0				19.0
Classroom Avg	21	22.0	22.7	23.0	20.7	22.7	22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/08 Enrollment	
Ackerman	21	18	21	21	23	24					
	19	19	20	20	25	24					
	21	20	21	22	23	22					
	19	20	21	22	21	23					
	20	20									
Total Students	100	97	83	85	92	93	**550**	1	0	550	550
Total Teachers	5	5	4	4	4	4	26.0				26.0
Classroom Avg	20.0	19.4	20.8	21.3	23.0	23.3	21				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Aldrich	19	16	23	22	21	23					
	16	17	25	23	21	22					
	20	15	25	24	20	23					
			23		22						
Total Students	55	48	96	69	84	68	**420**	-4	-9	429	420
Total Teachers	3	3	4	3	4	3	20.00				20
Classroom Avg	18.3	16.0	24.0	23.0	21.0	22.7	21				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Black Elk	21	22	25	22	20	23					
	20	22	25	21	20	23					
	21	22	24	20	20	22					
	21	23	25	21	18	23					
					21						
Total Students	83	89	99	84	99	91	**545**	-3	8	537	545
Total Teachers	4	4	4	4	5	4	25				25
Classroom Avg	20.8	22.3	24.8	21.0	19.8	22.8	22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Bryan	16	24	19	20	19	21					
	17	23	21	20	19	20					
	17	22	21	20	20	21					
	17										
Total Students	67	69	61	60	58	62	**377**	0	-4	381	377
Total Teachers	4	3	3	3	3	3	19				19
Classroom Avg	16.8	23.0	20.3	20.0	19.3	20.7	20				20

	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Cather	12	15	15	22	20	23	24	24	22	25	22	23					
	15	16	14				24	24	23	25	24	20					
Total Students	27	31	29	22	20	23	48	48	45	50	46	43	**432**	-1	2	430	432
Total Teachers	2	2	2	1	1	1	2	2	2	2	2	2	21				21
Classroom Avg	13.5	15.5	14.5	22.0	20.0	23.0	24.0	24.0	22.5	25.0	23.0	21.5	21				21

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Cody	14	18	19	16	16	13	6					
	18	17	19	15	17	13	6					
							7					
Total Students	32	35	38	31	33	26	18	**213**	0	3	210	195
Total Teachers	2	2	2	2	2	2	3	15				12
Classroom Avg	16.0	17.5	19.0	15.5	16.5	13.0	6.3	14				16

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Cottonwood	20	18	18	20	23	25					
	18	20	18	18	21	26					
	20	19	19	19	22						
Total Students	58	57	55	57	66	51	**344**	0	-2	346	344
Total Teachers	3	3	3	3	3	2	17				17
Classroom Avg	19.3	19.0	18.3	19.0	22.0	25.5	20				20

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Disney	23	21	16	16	18	17	7					
	24	21	14	16	18	14	6					
			15		17							
Total Students	47	42	45	32	53	31	13	**263**	1	-1	264	250
Total Teachers	2	2	3	2	3	2	2	16				14
Classroom Avg	24	21	15	16	18	16	7	16				18

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/08 Enrollment	Class Size W/out SPED
Ezra Millard	20	21	21	22	21	22	1				218	
	19	21	23	19	21	20	6					
	21	21	22	22	22	20						
						21						
Total Students	60	63	66	63	64	83	7	**406**	4	15	391	399
Total Teachers	3	3	3	3	3	4	2	21				19
Classroom Avg	20.0	21.0	22.0	21.0	21.3	20.8	4	19				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Harvey Oaks	16	23	19	26	25	21					
	16	22	18	26	23	24					
	16		18								
Total Students	48	45	55	52	48	45	**293**	-2	5	288	293
Total Teachers	3	2	3	2	2	2	14.0				14
Classroom Avg	16.0	22.5	18.3	26.0	24.0	22.5	21				21

	K	1	2	3	4	5	SpEd Cluster Program	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Hitchcock	23	13	13	25	24	20	9					
		12	16			15	9					
Total Students	23	25	29	25	24	35	19	**180**	0	5	175	161
Total Teachers	1	2	2	1	1	2	2	11.0				9
Classroom Avg	23.0	12.5	14.5	25.0	24.0	17.5	9.0	16				18

	K	1	2	3	4	5	SpEd Cluster Program	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Holling Heights	23	22	23	23	22	19	3					
	23	22	22	21	23	19	6					
	22	22	22	23	21	17						
Total Students	68	66	67	67	66	55	9	**398**	2	10	388	389
Total Teachers	3	3	3	3	3	3	2	20.0				18
Classroom Avg	22.7	22.0	22.3	22.3	22.0	18.3	4.5	20				22

	K	1	2	3	4	5	M-K	M1-3	M4-5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Montclair	18	22	20	17	18	22	16	25	20					
	19	22	20	16	17	22	15	23	21					
				18		14	17	24	19					
								23	21					
								24						
								24						
Total Students	37	44	40	51	35	58	48	143	81	**537**	0	7	530	537
Total Teachers	2	2	2	3	2	3	2	6	4	26				26
Classroom Avg	18.5	22.0	20.0	17.0	17.5	19.3	24.0	23.8	20.3	21				21

	K	1	2	3	4	5	SpEd Cluster Program	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Morton	22	23	17	19	18	22	7					
	23	22	20	23	19	24	6					
		14	22	24	18	25						
Total Students	45	59	59	66	55	71	13	**368**	0	11	357	355
Total Teachers	2	3	3	3	3	3	2.0	19				17.0
Classroom Avg	22.5	19.7	19.7	22.0	18.3	23.7	6.5	19				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Neihardt	15	20	22	21	24	21					
	17	21	21	21	24	22					
	17	21	22	20	24	22					
	17	21	21	21		21					
	17	21	21	22							
Total Students	83	104	107	105	72	86	**557**	-2	8	549	557
Total Teachers	5	5	5	5	3	4	27.0				27.0
Classroom Avg	16.6	20.8	21.4	21.0	24.0	21.5	21				21

	K	1	2	3	4	5	M-K	M1-3	M-4	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Norris	20	13	20	21	16	21	8	21	16					
	21	15	19	20	17	21	13	19	17					
								20						
Total Students	41	28	39	41	33	42	21	60	33	**338**	0	-2	340	338
Total Teachers	2	2	2	2	2	2	2	3	2	19.0				19.0
Classroom Avg	20.5	14.0	19.5	20.5	16.5	21.0	10.5	20.0	16.5	18				18

	K	1	2	3	4	5	M-K	M1-3	M-4	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Reagan	19	22	15	20	23	15								
	19	21	23	21	22	22								
	20	14	16	20	23	20								
	20	22	24	21	16									
	20	22	24											
	19													
Total Students	117	101	102	82	84	57				**543**	-2	0	543	543
Total Teachers	6	5	5	4	4	3				27.0				27.0
Classroom Avg	19.0	19.8	19.5	20.5	21.0	19.0				20				20

	K	1	2	3	4	5	Sped Program	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Reeder	20	23	24	25	21	22	7					
	20	22	24	26	21	23	7					
	20	23	23	26	21	13						
		22										
Total Students	60	90	71	77	63	58	14	**433**	0	-2	435	419
Total Teachers	3	4	3	3	3	3	2.0	21.0				19.0
Classroom Avg	20.0	22.7	23.7	25.7	21.0	19.3	7.0	21				22

	K	1	2	3	4	5	SpEd Cluster Program	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Rockwell	17	16	17	15	16	15	11					
	16	17	17	14	16	17	6					
	18	16	17	15	16		4					
Total Students	51	49	51	44	48	32	21	**296**	-1	1	295	275
Total Teachers	3.0	3	3	3	3	2	3	20.0				17.0
Classroom Avg	17.0	16.3	17.0	14.7	16.0	16.0	7.0	15				16

	K	1	2	3	4	5	SpEd Cluster Program	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Rohwer	24	21	18	22	21	20	8					
	23	20	20	22	20	20	7					
	23	20	17	20	21	21						
		19	21	16	21							
Total Students	70	80	76	80	83	61	15	**465**	-1	-6	471	450
Total Teachers	3	4	4	4	4	3	2	24.0				22
Classroom Avg	23.3	20.0	19.0	20.0	20.8	20.3	8.0	19				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Sandoz	17	19	15	17	23	18					
	17	18	13	18	24	17					
	19	17	18	18		19					
Total Students	53	54	46	53	47	54	**307**	1	-5	312	307
Total Teachers	3	3	3	3	2	3	17				17
Classroom Avg	17.7	18.0	15.3	17.7	23.5	18.0	18				18

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Upchurch	22	19	26	21	18	26					
	22	18	26	22	18						
	22	20									
	15										
Total Students	81	57	52	43	36	26	**295**	-1	287	287	295
Total Teachers	4	3	2	2	2	1	14				14
Classroom Avg	20.3	19.0	26.0	21.5	18.0	26.0	21				21

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Wheeler	21	21	20	20	21	22	11					
	17	19	19	20	20	21	4					
	21	16	22	21	22	23	7					
	21	21	18	18	17	23						
	18	20	20	20								
Total Students	98	97	99	99	80	89	22	**584**	0	3	581	562
Total Teachers	5	5	5	5	4	4	3	31				28
Classroom Avg	19.6	19.4	19.8	19.8	20.0	22.3	7.3	19				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Willowdale	17	22	23	21	21	26					
	18	23	24	21	24	26					
	18	23	24	21	22	24					
				21							
Total Students	53	68	71	84	67	76	**419**	1	2	417	419
Total Teachers	3	3	3	4	3	3	19.0				19
Classroom Avg	17.7	22.7	23.7	21.0	22.3	25.3	22				22

Elementary Totals												SpEd Cluster		Current	YTD	Official 9/08	
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4	M-5	Prgm	Total	Change	Change	Enrollment	
Students	1656	1680	1723	1652	1573	1543	68	74	61	55	59	151	9978	-7	61	9917	9827
Teachers	86.0	81.0	81.0	77.0	74.0	71.0	9			6.0		23.0	508				485.0
Classroom Avg	19.3	20.7	21.3	21.5	21.3	21.7						6.6	19.64				20.262

	6	7	8					SpEd Cluster	Total	Current Change	YTD Change	Official 9/08 Enrollment	
Andersen MS	244	274	241					11	759	-1	3	756	
Beadle MS	298	302	240					31	840	0	1	839	
Central MS	252	218	256					27	726	-2	-9	735	
Kiewit MS	300	292	335					3	927	0	-2	929	
North MS	247	240	238					13	725	-1	-7	732	
Russell MS	282	290	284					7	856	-1	5	851	
MS Alternative	8	12	14						34	0	16	18	
Totals	1631	1628	1608					92	4867	-5	7	4860	
				9	10	11	12						
North HS				586	584	618	572	32	2360	-5	-76	2436	
South HS				505	509	479	487	21	1980	-4	-95	2075	
West HS				525	531	561	444	24	2061	-18	-49	2110	
Millard Learning Center				0	0	30	60		90	-1	7	83	
Totals				1616	1624	1688	1563	77	6491	-28	-213	6704	
							Contracted SPED		48	0	3	45	
							Young Adult Program		55	0	-2	57	
							Total District Enrollment		**21439**	-40	**-144**	**21583**	

AGENDA SUMMARY SHEET

AGENDA ITEM: Legislative Update

MEETING DATE: June 1, 2009

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Legislative Update for the 101st Legislature.

ACTION DESIRED: APPROVAL ____ DISCUSSION ____ INFORMATION ONLY XX

Calendar
Senators adjourned Sine Die, May 29, 2009.

LB 545
LB 545 passed Final Reading. We haven not yet been certified for state aid. Certification has to take place no later than June 1.

Learning Community
LB 392 passed and was signed by the Governor with the following provisions:

1. Primary election
2. County treasurer distributes common levy funds
3. Delays the Elementary Learning Centers 11 months
4. School districts can use checks instead of warrants for paying debts
5. Non-voting members can participate in achievement sub-councils
6. LCCC is political subdivision under Tort Claims Act

The language that allowed focus schools to be eligible for the new school adjustment in the formula was deleted.

ESU Bills
LB 521 was killed in committee. There will be an interim study on the ESU and how it relates to the Learning Community.

Lindsay Ann Burke Act
LB 63 passed and is sitting on the Governor's desk. This bill was amended to include the Lindsay Burke Act, relating to dating violence and requires school districts to have a policy in place by 2010, ensure notice to parents and students, train selected staff, and incorporate dating violence in curriculum where appropriate.

Stimulus Funds Requirements (nebraska.gov website)
Nebraska's plan for using stimulus funds has not yet been approved.
"…In general, funds may be used for any activity authorized by the:

- Elementary and Secondary Education Act of 1965
- IDEA Act
- Adult and Family Literacy Act
- Carl D. Perkins Career and Technical Education Act of 2006

Funds may also be used for modernization, renovation, or repair of the public school facilities, including those that are consistent with a recognized green building rating system".

STRATEGIC PLAN: Implemented Strategies and Superintendent's Goals

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: _____ _____

MILLARD PUBLIC SCHOOLS

LEGISLATIVE SUMMARY

101st Legislature - First Session - 2009

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BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB22	Friend	Change tax levy authority of educational service units and school districts NTRC Summary: Change the tax levy authority of School Districts and Educational Service Units, add an additional one and one half cents per hundred dollars of valuation in certain instances.	Education 02/23/09 at 1:30 p.m. Room 1525		Monitor
LB61	Adams	Change certification dates for state aid to schools NCSA Summary: Changes the certification date for state aid notification from February 1st to April 1st for 2009 only. The bill, if passed, would essentially buy the Legislature time to revise the school finance formula prior to April 1, 2009 to help address the state's significant budget shortfall. It was revealed late in 2008 that state aid appropriations would likely be reduced as a part of the Governor's biennium budget proposal. Changes the school finance formula (TEEOSA), but only to the extent that it relieves the Department of Education of the obligation to certify by February 1, 2009.	Education 01/20/09 at 1:30 p.m. Room 1525	Signed by Governor 01/29/09	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	223 POSITION
LB62	Adams	Change enrollment option program provisions Statement of Intent: Allows for option enrollment in the first school year a learning community is in place. Currently, option enrollment ends within a learning community once the learning community is established, but open enrollment is not in effect until the second school year after the learning community is established. Specific procedures for option enrollment within a learning community during the first school year reflect the provisions for open enrollment. The new learning community transportation adjustment would be delayed one year to line up with the current open enrollment provisions, which take effect for the second full school year of a learning community. The Department of Education would also be assigned responsibility for determining the average percentage of students qualifying for free or reduced price lunches in learning communities and member districts.	Education 01/20/09 at 1:30 p.m. Room 1525	Signed by Governor 02/12/09	Support
LB64	Howard	Adopt the Lindsay Ann Burke Act and provide duties for the State Department of Education and school districts with respect to dating violence Requires each school district to establish and publish a policy for responding to incidents of dating violence and for each school district to provide dating violence training to 6th through 12th grade level administrators, teachers, coaches, nurses, and sponsors of student groups. Also requires incorporation of dating violence education into health curriculum for 6th through 12th grade students.	Education 02/03/09 at 1:30 p.m. Room 1525	General File 02/12/09	Oppose
LB67	Friend	Adopt the Elementary and Secondary Education Opportunity Act NCSA Summary: Creates the Elementary and Secondary Education Opportunity Act and creates tax credits for voluntary contributions to certified school tuition organizations for scholarships to private elementary/secondary schools.	Revenue 02/27/09 at 1:30 p.m. Room 1524		Oppose
LB72	Cornett	Provide for management of students' and children's life-threatening allergies The Dept of Education and the Dept of Health and Human Services shall develop policy guidelines for schools and early childhood education programs to manage students with life-threatening allergies, including annual education and training and anaphylaxis education and emergency response training, individualized emergency health care plans, treatment plans and communication strategies.	Education 01/20/09 at 1:30 p.m. Room 1525	General File 02/20/09	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	224 POSITION
LB102	Adams	Provide a definition of high school graduate for postsecondary admission and financial aid purposes NCSA Summary: Provides that, for purposes of applying for and receiving financial aid relating to postsecondary education and admission to postsecondary educational institutions, a student would be deemed a "high school graduate": (1) if the student has obtained an associate of arts degree or an associate of science degree from a community college in Nebraska; and (2) if the student earning such degree has completed, at an accredited high school in Nebraska, a community college in Nebraska, or a combination, the following academic credits: (a) Four units of English; (b) Three units of mathematics; (c) Three units of natural science; and (d) Four units of social science.	Education 01/26/09 at 1:30 p.m. Room 1525	Signed by Governor 03/05/09	Monitor
LB138	Avery	Provide an income tax credit for public school teachers NCSA Summary: Amends the Nebraska Revenue Act and creates an income tax credit for public school teachers. Effective January 1, 2009, each resident individual who is a full-time public school teacher in a K-12 classroom in Nebraska during the taxable year would be allowed a refundable credit against the income tax imposed by the Nebraska Revenue Act equal to $1,000. Part-time public school teachers in a K-12 classroom in Nebraska during the taxable year would be allowed a refundable credit equal to $1,000 multiplied by the percentage representing the individual's portion of full-time employment as a public school teacher.	Revenue 02/25/09 at 1:30 p.m. Room 1524	Killed 03/09/09	Monitor
LB144	Avery	Allow accessibility to certain disciplinary records regarding police officers and school district personnel NCSA Summary: LB144 contains two major provisions. First, it provides that any record of disciplinary action in the personnel file that is final and relates to misconduct involving physical or sexual abuse will be regarded a public record if the individual is: a town marshal, a chief of police or a local police officer, a sheriff or a deputy sheriff, a deputy state sheriff, a special deputy sheriff, the Superintendent of Law Enforcement and Public Safety, an officer of the Nebraska State Patrol, a carrier enforcement officer, a Game and Parks Commission conservation officer, or any other person with similar authority to make arrests under authority granted by this state or by any of its political subdivisions. Second, LB144 amends the existing law that states no other person, except school officials while engaged in their professional duties, shall be granted access to personnel files and the contents shall not be divulged in any manner to any unauthorized person. [§ 79-8,109] LB144 provides an exception to the existing law for records in a personnel file regarding disciplinary action taken by the public school district's administration against a teacher, administrator, or full-time employee involving any event, occurrence, or act which was deemed to be in violation of public school district policy or rule or state law.	Judiciary 02/26/09 at 1:30 p.m. Room 1113	Killed 03/03/09	Oppose

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	225 POSITION
LB145	Avery	Prohibit firearms at schools, colleges, and universities as prescribed Committee Statement: Amends sections 28-1204.03 and 28-1204.04 for the purposes of adding the following institutions to the definition of schools for the purpose of prohibiting firearms from the premises of these institutions unless they are properly stored and safeguarded: "a private postsecondary career school as defined in section 85-1603, a community college, a public or private college, a junior college, a university, or any other educational institution." Committee amendment (AM 790) amends section 2 of the bill by providing an exemption for college and university rifle team members to possess firearms on college and university property as part of the requirements for being on the rifle team. AM 790 also provides that a person employed by a college or university who is part of an agriculture or a natural resources program of such college or university may lawfully possess a firearm within the scope of the persons employment with the college or university.	Judiciary 03/19/09 at 1:30 p.m. Room 1113	General File 04/06/09 LB145 amended into LB430.	Monitor
LB187	Nebraska Retirement Systems Committee	Change employee deposits under the School Employees Retirement Act NCSA Summary: Provides that, beginning on September 1, 2010, and ending August 31, 2011, the employee contribution rate will be “xxx” percent of compensation. The exact percentage is deliberately left open in the event it is determined that a rate increase becomes necessary due the current economic situation we face. The current employee contribution rate is 7.28% of compensation and the employer rate is 101% of the employee rate. If the bill is not needed this session, it would automatically carryover to the following session (2010).	Nebraska Retirement Systems 03/04/09 at 12:10 pm Room 1525	Advanced for Engrossment 05/08/09	Monitor
LB205	Nordquist	Require educational and ethics training for board members of certain retirement systems	Nebraska Retirement Systems 02/05/09 at 1:30 p.m. Room 1525	General File 03/17/09	Monitor
LB226	Rogert	Change the age of majority to eighteen years of age for certain purposes Changes the age of majority in the Nebraska from nineteen years of age to eighteen.	Judiciary 03/25/09 at 1:30 p.m. Room 1113		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	226 POSITION
LB228	Rogert	Prohibit school membership in certain activity-regulating organizations NCSA Summary: States that no school offering instruction in grades 9-12 may hold membership in any organization which: Infringes in any manner on the right of a student, with parental consent, to participate in, train for, or compete in any activity, duly sanctioned by the national governing body for that activity, whether sponsored by the school or a nonschool organization; or Imposes any sanction against any student who, with parental consent, participates in, trains for, or competes in any activity, duly sanctioned by the national governing body for that activity, whether sponsored by the school or a nonschool organization.	Education 02/03/09 at 1:30 p.m. Room 1525	Killed 05/06/09	Monitor
LB240	Pahls	Require a minimum level of expenditures for direct classroom instruction NCSA Summary: Requires that all public school districts must spend no less than sixty-five percent of its total operating expenditures on direct classroom instruction in any fiscal year.	Education 03/17/09 at 1:30 p.m. Room 1525		Oppose
LB255	Harms	Require lap-shoulder belts in school buses NCSA Summary: Requires that each seat on each school bus manufactured on or after the effective date of the bill and purchased on or after January 1, 2010, by a school board to be operated for the transportation of public school children in Nebraska must be equipped with lap-shoulder belts sufficient to allow each passenger who is being transported to use a separate belt. The belts must meet the standards under federal law (49 C.F.R. 571.208). School districts would be required to provide instruction in proper use of lap belts, shoulder belts, or lap-shoulder belts. Each passenger on a school bus that is equipped with lap belts, shoulder belts, or lap-shoulder belts must be transported only in a designated seating position and must wear such a belt, properly adjusted and fastened, at all times while the bus is in operation.	Transportation and Telecommunications 02/17/09 at 1:30 p.m. Room 1113		Monitor
LB281	Mello	Change educational service unit board membership provisions NCSA Summary: The narrowly defined provisions of LB 281 would appear to allow Bellevue Public Schools to terminate its existing association with ESU #3 in Omaha and join ESU #19 (OPS), through modification of election law and ESU reorganization laws. While the bill permits other member schools within the learning community to take similar action, Bellevue Public Schools is the only learning community school known to have a desire to attach to a different ESU.	Education 02/03/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	227 POSITION
LB361	Avery GOVERNMENT MILITARY AND VETERAN AFFAIRS COMMITTEE PRIORITY BILL 2009	Authorize and change requirements for videoconferencing, telephone conferences, and electronic voting devices for public meetings Committee Statement: Allows entities created under the Interlocal Cooperation Act, the Joint Public Agency Act and the Municipal Cooperative Financing Act to utilize an electronic voting device to record roll call or viva voce votes of the governing body of such entities. Currently, only municipalities are authorized to utilize an electronic voting device. Explanation of amendments: The committee amendment makes several changes to the bill. The first change adds counties to the list of entities who are allowed to utilize electronic voting devices to satisfy the requirements of a roll call or viva voce vote. The committee amendment also adds the provisions of two bills: LB 465 and LB 639. The provisions of LB 465 add educational service units to the list of public entities which are allowed to hold public meetings by videoconferencing and telephone conference. The provisions of LB 639 allow a governing body of a risk management pool and the advisory committees of the governing body to hold more than half of their meetings by telephone conference if the governing body's quarterly meetings are held in person. Under current law, no more than one-half of the meetings in a calendar year held by governing body of a risk management pool or its advisory committees may be held by telephone conference call. (LB465- Provide for videoconferencing and telephone conferences for educational service unit board meetings) (LB639- Change provisions relating to telephone conferencing for public meetings)	Government, Military and Veterans Affairs 02/19/09 at 1:30 p.m. Room 1507	Signed by Governor 04/22/09 LB465 and LB639 amended into LB361.	Monitor
LB364	Pankonin	Permit school districts to exceed expenditure limits for costs relating to voluntary termination agreements NCSA Summary: LB364 attempts to address a long-standing issue relevant to harmony between levy and expenditure lid exclusions for school districts as it pertains to voluntary termination of employment (early retirement programs). Current law [§ 77-3442(2)(d)] excludes from the levy limitations amounts levied to pay for sums agreed to be paid by a school district to certificated employees in exchange for a voluntary termination of employment. This has been the law since the passage of the levy limitations under LB1114 (1996). LB364 provides a corresponding expenditure lid exception so that a school district may exceed its budget of expenditures by a specific dollar amount for sums agreed to be paid to certificated employees in exchange for a voluntary termination occurring prior to July 1, 2009. The lid exception would apply to school fiscal years 2009-10 and beyond.	Education 02/10/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	228 POSITION
LB377	Pankonin	Adopt the Nebraska Governmental Unit Credit Facility Act Finds that it is currently challenging for many governmental units to sell bonds or obtain credit at reasonable interest rates; declares an emergency; provides that any governmental unit in the Nebraska may obtain credit support for its bonds by entering into or obtaining a credit facility for any of its bonds from any United States governmental enterprise or from any bank providing a credit facility which is confirmed or otherwise supported by a credit facility provided by a United States governmental enterprise.	Banking, Commerce and Insurance 02/02/09 at 1:30 p.m. Room 1507	Signed by Governor 04/08/09	Monitor
LB385	Pahls PAHLS PRIORITY BILL 2009	Terminate sales tax provisions The schedule of sunsets in the bill is as follows: 1. Sales tax exemptions listed in sections of law that were enacted or last amended prior to 2005 sunset July 1, 2011; 2. Sales tax exemptions listed in sections of law that were enacted or last amended since January 1, 2005 sunset July 1, 2012; 3. Sales tax exemptions on rebates on motor vehicles and motorboats and the sales tax on services sunset on July 1, 2013. 4. The authorization for cities or counties to enact a local sales tax on top of the state sales tax sunsets on July 1, 2014.; 5. Sales tax obligations on the storage, use, lease, and rental fees sunsets on July 1, 2015; 6. The state sales tax sunsets on July 1, 2016. NCCI Summary: Sunsets exemptions over three years, then sunset the sales tax itself over two years. If Nebraska eliminated all its sales tax exemptions, thus requiring sales tax be paid on all products, the state would raise another $3 billion a year in tax revenue, according to the bills' sponsor. Some products that would lose their, tax-exempt status under the bills include: garage sales; newspapers; fuel for aircraft and cars; food; the sale, lease, rental of manufacturing machinery; railroad rolling stock; prepaid telephone service; semen and insemination services in ranching and farming; seeds and plants when used for human consumption; agricultural chemicals; parent-booster clubs, lottery tickets; fine art purchased by a museum; medicine and medical supplies and government purchases. The additional revenue would be enough money to eliminate the property tax; end the corporate income tax; end fees and taxes on motor vehicles; and lower the state sales tax rate from 5.5 percent to 4.73 percent, according to Senator Pahls. See LB386 and LB583.	Revenue 03/20/09 at 1:30 p.m. Room 1524	Senator Pahls Motion Failed 04/17/09 Senator Pahls filed Motion to Place LB385 on General File pursuant to Rule 3, Sec. 3 04/09/09 Killed 04/06/09	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	229 POSITION
LB386	Pahls	Change and suspend sales tax exemptions, change collection fees, change tax rates, state intent relating to property tax relief Provides for a suspension between January 1, 2010 and January 1, 2015 of motor vehicle fees and taxes as found in 60-3,110 to 60-3,112 and 60-3,143 to 60-3,155 and 60-3,184 to 60,3190. Lowers the state sales tax rate under section 77-2703 from 5.5% to 4.73% beginning July 1, 2010 and then raises it back to 5.5% on July 1, 2015. Provides for the suspension of the sales tax exemptions found in section 77-2704 between January 1, 2010 to January 1, 2015. Changes the amount that collectors of the use tax can keep as a reimbursement for collecting the tax from 2.5% of the first $3000 collected to 5% of the first $1500 collected. Provides for the corporate tax rate as found in section 77-2734 to be zero for the tax years starting January 1, 2009 through the tax year starting January 1, 2014. The rate goes back to the current rate on January, 1 2015. Provides that the intent of the legislature is to fund the Property Tax Credit Act in 77-4212 at a level that will reduce property taxes to zero starting in 2010 through 2015. See LB385 and LB583.	Revenue 03/20/09 at 1:30 p.m. Room 1524	Killed 04/02/09	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	230 POSITION
LB387	Gay	Eliminate certain taxing authority of learning communities and change state aid calculations NCSA Summary: In 2006 the Legislature passed LB1024 to create the Learning Community Reorganization Act and to establish a common levy for member school districts belonging to a learning community distributed by the learning community coordinating council. The current law provides that a learning community may levy a maximum levy for the general fund budgets of member school districts of 95¢. A learning community may levy a maximum levy of 2¢ for special building funds for member school districts. A learning communities may levy a maximum of 5¢ for elementary learning center facilities and for up to 50% of the estimated cost for capital projects approved by the learning community coordinating council. School districts that are members of learning communities may levy for purposes of the districts' general fund budget and special building funds a maximum combined levy of the difference of $1.05 minus the learning community levies. LB387 appears to reverse the direction of LB1024 (2006) to the extent that the common levy provisions are eliminated. Each school district within a learning community would be allowed to individually levy a maximum of $1.05 (the same as all other school districts in Nebraska). A learning community would still be allowed to levy a maximum of 5¢ for elementary learning center facilities and for up to 50% of the estimated cost for capital projects approved by the learning community coordinating council. The bill amends the school finance formula (TEEOSA) and the duties and powers of the learning community coordinating council to harmonize with the changes in the levy provisions.	Education 02/23/09 at 1:30 p.m. Room 1525	Killed 02/27/09	Support
LB391	Adams	Change the manner of distribution of tax revenue within learning communities Provide that County Treasurer shall distribute any funds collected from the common general fund levy and the common building fund levy to each member school district at least once each month and not to the Learning Community Coordinating Council. Provide that the growth factor shall equal 100% plus one-half of the allowable growth rate for each year beginning with the first school fiscal year for which the learning community levies a common general fund property tax for school districts and ending with the school fiscal year for which the distribution is being made. Extend (hold harmless) the phase-in provision from three years to five years.	Education 02/23/09 at 1:30 p.m. Room 1525		Support

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	231 POSITION
LB392	Adams EDUCATION COMMITTEE PRIORITY BILL 2009	Change provisions relating to learning communities NCSA Summary: Changes the election method as follows. Each voter would be allowed to cast votes for one candidate at both the primary and general elections to represent the election district in which the voter resides. The four candidates receiving the most votes at the primary election in each election district would advance to the general election. The two candidates receiving the most votes in each election district at the general election would be elected. The original learning community law did not provide for election at the primary election stage. Provides that the application form for new school adjustments for new focus schools and new focus programs would require evidence (i) supporting an estimate of the expected average yearly enrollment in the focus school or focus program for the first two years of the new focus school or focus program and (ii) that the school fiscal year for which the district would receive the first-year adjustment will be the first full school fiscal year for which students will attend such focus school or focus program. Changes the timeline for establishing elementary learning centers. Provides that each achievement subcouncil will consist of the three voting coordinating council members representing the election district plus any nonvoting coordinating council members choosing to participate who represent a school district that has territory within the election district. The voting coordinating council members would also be the voting members on the achievement subcouncil. The duties of the achievement subcouncils would remain essentially the same.	Education 02/24/09 at 1:30 p.m. Room 1525	Select File 05/08/09	Support
LB393	Adams	Change agenda provisions for meetings of the Educational Service Unit Coordinating Council NCSA Summary: In 2007 the Legislature passed LB603 to create the Educational Service Unit Coordinating Council (ESUCC), which became operative on July 1, 2008. The council is composed of one administrator from each ESU. LB393 makes several changes to the activities of the ESUCC as follows. The bill clarifies that the council must provide each ESU administrator with notice of council meetings, including an agenda. Each ESU administrator is responsible for sharing the agenda with the ESU board he/she represents and for receiving input from his/her board prior to the council meeting. The bill changes the Open Meetings Act relating to meetings of the ESUCC and provides that notice of meetings of the council must be transmitted to all ESU administrators at least thirty days before the scheduled commencement of the meeting except in the case of emergency meetings.	Education 02/03/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	232 POSITION
LB418	Price	Require valuation changes by the Tax Equalization and Review Commission among counties which have learning communities Require valuation changes by TERC so that the level of value in all counties which have a school district that is a member of the learning community are at the same percentage in the acceptable range.	Revenue 03/26/09 at 1:30 p.m. Room 1524		Monitor
LB430	Christensen FULTON PRIORITY BILL 2009	Change provisions relating to the Concealed Handgun Permit Act NCSA Summary: States that cities and villages do not have the power to regulate the ownership, possession, or transportation of firearms, except as expressly provided by state law. The measure further states that any existing ordinances, permits, or regulations regulating the ownership, possession, or transportation of firearms are declared null and void. This will impact those few cities in Nebraska that have adopted ordinances to ban conceal carry handguns. Makes a number of changes to the Act in terms of administration and permit applications. The bill provides a reciprocity clause such that a valid license or permit to carry a concealed handgun issued by any other state or the District of Columbia would be recognized as valid in Nebraska if: i. the holder of the license or permit is not a resident of Nebraska and ii. the Attorney General has determined that the standards for issuance of such license or permit by such state or the District of Columbia are equal to or greater than the standards imposed by the Nebraska Concealed Handgun Permit Act. The Attorney General is required to maintain and publish a list of states and the District of Columbia that have standards equal to or greater than the standards imposed by the Nebraska law. (LB145-Prohibit firearms at schools, colleges, and universities as prescribed)	Judiciary 03/11/09 at 1:30 p.m. Room 1113	Final Reading 04/28/09 LB145 amended into LB430.	LB145-Monitor
LB448	Campbell	Require an influenza vaccination pilot program Establishes the two year “School-Based Influenza Vaccination Pilot Project” to afford influenza vaccinations for all children six months to eighteen years. The pilot shall be established in school districts on a voluntary basis. The vaccinations shall be administered with the consent of participating students’ parents and guardians. Pilot Project to begin in the 2009-2010 school year with evaluation report prepared by Health and Human Services by October 31, 2011.	Health and Human Services 02/06/09 at 1:30 p.m. Room 1510		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	233 POSITION
LB449	Campbell LOUDEN PRIORITY BILL 2009	Change disability retirement allowance provisions of the School Employees Retirement Act NCSA Summary: Amends a long-standing provision under the School Employees Retirement System relevant to disability and restoration of active service. Adds another provision stating that (i) if a disability beneficiary under the age of 65 years is restored to active service as a school employee AND (ii) the examining physician certifies that the beneficiary has a permanent disability, then the beneficiary would retain his/her disability retirement allowance IF the beneficiary's monthly income does not exceed the applicable "Substantial Gainful Activity" (SGA) amount determined annually by the Social Security Administration for blind and non-blind individuals. NOTE: A person who is earning more than a certain monthly amount (net of impairment-related work expenses) is ordinarily considered to be engaging in SGA. The amount of monthly earnings considered as SGA depends on the nature of a person's disability. The Social Security Act specifies a higher SGA amount for statutorily blind individuals; Federal regulations specify a lower SGA amount for non-blind individuals. Both SGA amounts increase with increases in the national average wage index.	Nebraska Retirement Systems 03/04/09 at 12:10 pm Room 1525	Signed by Governor 04/22/09	Monitor
LB461	Adams	Change provisions relating to the Commissioner of Education and the State Board of Education Strikes the provision that states the Commissioner of Education must decide disputed points of school law, which decisions must have the force of law until changed by the courts. Adds a provision that the Commissioner has the authority to faithfully execute the policies and directives of the State Board of Education. States that the Commissioner of Education shall not be a member of the State Board of Education. Requires all meetings of the Board to be in compliance with the Open Meetings Act.	Education 03/10/09 at 1:30 p.m. Room 1525	LB257, LB461, LB530 and LB548 amended into LB549.	Monitor
LB464	Gay SPEAKER PRIORITY BILL 2009	Require certain booster immunizations for students entering seventh grade NCSA Summary: Currently, each school district and private school must require each student to be protected against measles, mumps, rubella, poliomyelitis, diphtheria, pertussis, and tetanus by immunization prior to enrollment. Provides that, beginning July 1, 2010, every student entering the 7th grade must have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine, which meets the standards approved by the U.S. Public Health Service for such biological products. Existing law provides that the cost of immunization is paid by the parent or guardian of the student who is immunized OR by the Department of Health and Human Services for those students whose parent or guardian is financially unable to meet the cost. This provision remains unchanged under LB 464.	Education 02/02/09 at 1:30 p.m. Room 1525	Final Reading 04/14/09	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	234 POSITION
LB465	Christensen	Provide for videoconferencing and telephone conferences for educational service unit board meetings NCSA Summary: Amends the Educational Service Units Act and the Open Meetings Act to permit an ESU board to conduct a meeting by videoconferencing or telephone conference. In keeping with existing law, at least one member of the ESU board must be present at each site of the telephone conference call identified in the public notice for the meeting. (LB361-Change roll call provisions under the Open Meetings Act) (LB639- Change provisions relating to telephone conferencing for public meetings)	Government, Military and Veterans Affairs 02/19/09 at 1:30 p.m. Room 1507	LB465 and LB639 amended into LB361.	Monitor
LB473	Louden	Adopt the Nebraska Elementary Attendance Region Act NCSA Summary: Creates the Nebraska Elementary Attendance Region (NEAR) Act and permits certain school districts to create elementary attendance regions. Elementary attendance regions are community-governed elementary sites established by residents of a single Class II, III or IV K- 12 district with the primary purpose of assuring community educational governance in sparsely populated areas of the state. Certain criteria would have to be met to authorize the creation of such a region. Establishes criteria for creating a NEAR either through school board approval after submission of a proposal or through a petition process by a group of residents within the proposed region. A NEAR operating council, consisting of three to five residents of the region, will make recommendations to the K-12 board regarding operations of the school. All annual operational and maintenance costs are the responsibility of the K-12 district. The school district may provide a facility or impose a levy on the residents of the K-12 school district of one cent per $100 valuation not to exceed $50,000 for five years for construction, purchase, renovation or lease of a facility. If the facility for a NEAR is not provided by the K-12 board, the NEAR Operating Council may levy a tax on the property within the elementary region, not to exceed five and one fifths cents per $100 of valuation not to exceed $50,000 in total over five years.	Education 03/09/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	235 POSITION
LB476	Stuthman STUTHMAN PRIORITY BILL 2009	Adopt the Center for Student Leadership and Extended Learning Act NCSA Summary: Creates the Center for Student Leadership and Extended Learning Act, a career education program to be administered by the Nebraska Department of Education (NDE). The idea behind the bill is to provide opportunities to educate young people with leadership and employability skills to: a. meet the needs of business and industry and remain economically viable, b. educate and nurture future entrepreneurs for successful business ventures to diversify and strengthen our economic base, c. foster rewarding personal development experiences that involve students in their communities and encourage them to return to their community after completing postsecondary education, and d. invest in and support the leadership development of our future state and community civic leaders.	Education 03/10/09 at 1:30 p.m. Room 1525	Advanced for Engrossment 05/07/09	Monitor
LB479	Rogert	Change enrollment provisions relating to early childhood education NCSA Summary: In 2008, LB 1153 (§ 2) was passed into law and included a provision stating that, for 2008-09 only, early childhood education programs established by school districts or ESUs that are not receiving a grant through the early childhood education grant program may serve children who meet the age requirements to attend kindergarten, but are not of mandatory attendance age. Changes this provision to state that any early childhood education program established by a school board or an ESU that is not receiving an early childhood grant or funding through the TEEOSA may enroll children: who meet the age requirements to be enrolled in kindergarten, who have not previously been enrolled in an early childhood education program, who are not then enrolled in kindergarten, and who are not of mandatory attendance age.	Education 02/02/09 at 1:30 p.m. Room 1525	Killed 02/20/09	Monitor
LB480	Dierks	Change budget limit and tax levy limitation provisions Provides that budget limitations shall not apply to restricted funds budgeted to pay for any drug prevention or drug enforcement costs in excess of the amount budgeted for such costs for FY2008-09. Property tax levies for capital improvements are not included in the levy limits.	Revenue 02/19/09 at 1:30 p.m. Room 1524	Killed 04/30/09	Monitor
LB486	Karpisek	Require certain governmental entities to identify themselves as such in their official name When engaging in an activity in competition with a private enterprise for a special benefit or profit or in any other proprietary activity, the state and each political subdivision and any entity created pursuant to the Interlocal Cooperation Act or Joint Public Agency Act shall include as part of its official name the words political subdivision, a government entity, or other similar words that identify it as a unit of government.	Government, Military and Veterans Affairs 03/05/09 at 1:30 p.m. Room 1507		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	236 POSITION
LB521	Pankonin	Provide additional tax levy authority for learning communities NCSA Summary: Provides that a quarter of one cent may be levied and used for learning community general fund purposes with the approval of the learning community coordinating council. Changes the calculation of adjusted valuation for ESUs such that the adjusted valuation for member districts of a learning community is reduced by 10% rather than 50% for purposes of calculating aid to applicable ESUs. The adjusted valuation for each learning community would equal 10%, rather than 50%, of the total adjusted valuation of the member school districts. Changes the calculation of adjusted students for each ESU for purposes of calculating ESU state aid. Changes the percentages relevant to the learning community and learning community schools from 50% to 10%.	Revenue 03/26/09 at 1:30 p.m. Room 1524	Killed 04/30/09	Support
LB534	Price	Change provisions relating to learning community diversity plans NCSA Summary: Provides that any school district in the learning community that has attendance areas within the district may assign open enrollment students to a building, or choice of buildings, that is consistent with district policy for assigning resident students or option enrollment students. Districts within a learning community that use their attendance areas for the purpose of assigning open enrollment students must maintain records with supporting data showing the efforts made to provide improvement in socioeconomic diversity of enrollment within the buildings in the district. These records and supporting data must be made available to the learning community coordinating council upon request within forty-five days.	Education 02/24/09 at 1:30 p.m. Room 1525	Killed 02/27/09	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	237 POSITION
LB538	Giese	Exempt government employee retirement benefits from income tax Statement of Intent: Provides that up to $75,000 of the federal adjusted gross pension income for all retirees from all state operated public employee retirement systems, the U.S. Civil Service Retirement System, the U.S. Military Retirement System, and individuals receiving Social Security benefits would be excluded from paying state income tax, with the exemption phased in over five years. The applicable retirement systems which would receive this benefit are the School Employees Retirement System, the Omaha School Employees Retirement System, the County Employees Retirement System, the Judges Retirement System, the Nebraska State Patrol Retirement System, the State Employees Retirement System, the U.S. Civil Service Retirement System, and the U.S. Military Employees Retirement System. Under the bill, taxpayers filing a single return in 2008 would be able to exclude up to $15,000 in retirement income. If both spouses receive qualifying retirement income, the exclusion would be $30,000. The exclusion would be phased in over a five-year period, increasing the excluded amount by 20% of the final cap each year until the $75,000 maximum exclusion for single taxpayers is reached in 2013.	Revenue 02/04/09 at 1:30 p.m. Room 1524	Killed 03/09/09	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	238 POSITION
LB545	Adams ADAMS PRIORITY BILL 2009 2009 SPEAKER'S MAJOR PROPOSAL	Change the Tax Equity and Educational Opportunities Support Act Committee Statement: The Committee Amendments replace the original provisions. They address reorganization incentives from LB546, a hold harmless in the aid formula for learning community school districts from LB391, a budget exception for early retirements from LB364, possible increases in employer contributions to the retirement systems for school employees, budget limitations, the cost growth factor, the averaging adjustment, the instructional time allowance, funds from the federal American Recovery and Reinvestment Act (ARRA) of 2009, and bonding authority pursuant to the federal act. The amendment contains an emergency clause. The reorganization incentives from LB546 would reauthorize school district reorganization incentives with a modified formula using the remainder of the funds that were available for previous incentives. The difference between these provisions in the amendment and the original bill is that the set aside from the School District Reorganization Fund for temporary funding for aggregation routing equipment and network transport costs for Network Nebraska is eliminated and the section providing the procedures for the temporary funding is outright repealed. The set aside has never been used. Legislative Bill 391 contained an extension of the hold harmless provisions for learning community schools in the distribution of common levy proceeds. The amendment uses a different approach by adding a minimum level of formula need for such districts to the determination of formula need and eliminates both the current hold harmless provisions from the common levy distribution and current phase-in provisions from the state aid calculation. LB364 provided for a return to a budget exception for voluntary termination agreements. The amendment provisions mirror those in the original bill. The LB545 committee amendments do not change any contribution rates for the School Retirement System of the State of Nebraska or the Class V School Employees Retirement System. However, there are changes that would assist school districts in meeting increased employer contribution rates should they occur. The budget limitations would be modified to decrease the rate of growth in school district spending. The change in the cost growth factor that would follow pursuant to current law would be delayed for two years to accommodate the possibility of increased expenditures for retirement outside of the budget limits. Section 77-3446 would be amended by decreasing the base limitation rate for school districts from 2.5% to 1.5% for 2009-10 through 2012-13. The rate would remain at 2.5% for all other political subdivisions. The basic allowable growth rate, defined in section 79-1025 as the base limitation rate, is used to control spending growth for school districts and is used in the approximation of spending growth in the TEEOSA formula. A new section recognizes the inclusion of proceeds from the ARRA of 2009 in the distribution of aid through TEEOSA. Section 79-10,110 would be amended to enable school districts to utilize bond programs authorized in the ARRA of 2009.	Education 02/09/09 at 1:30 p.m. Room 1525	Advanced for Engrossment 05/11/09 Motion to Invoke Cloture Failed 04/22/09 Motion to Bracket until June 4, 2009 04/22/09	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB546	Adams	Change school organization provisions NCSA Summary: LB 546 attempts to breathe some life into the school district reorganization incentive program. It opens a new window for schools to apply for incentive payments through consolidation from May 31, 2009 to June 1, 2011. The bill changes the allocation of the Education Innovation Fund (state lottery proceeds). Currently, the first $750,000 of available funds is transferred to the Attracting Excellence to Teaching Program Cash Fund and the amount remaining in the Education Innovation Fund is allocated for distance education equipment and incentives. LB 546 would change the distribution for 2009-10 only. First, the bill states that any amounts transferred to the Education Innovation Fund from the School District Reorganization Fund must be returned to the School District Reorganization Fund. There could be as much as $200,000 that would be transferred to the Reorganization Fund through this provision although it is not known as yet whether any funds would be transferred. This provision represents a cautionary clause in the event such funds exist and are available to be transferred. After such transfer is made, if at all, the next $1 million would be transferred to the Attracting Excellence to Teaching Program Cash Fund and the amount remaining in the Education Innovation Fund would be allocated for distance education equipment and incentives.	Education 03/09/09 at 1:30 p.m. Room 1525		Monitor
LB547	Adams HAAR PRIORITY BILL 2009	Change the Attracting Excellence to Teaching Program Act Statement of Intent: Modifies the Attracting Excellence to Teaching Program by allowing certificated teachers employed by accredited or approved schools access to the forgivable loan program and by restricting the program for students working toward their initial certification to students majoring in a shortage area. Participating certificated teachers would be required to major in a shortage area, a subject area in which they already have a secular teaching endorsement, or in a secular teaching area approved by their superintendent or head administrator. The maximum loans would also be increased from $2,500 to $3,000 per year and new participants would have to work as a teacher in Nebraska for two years following graduation before forgiveness would begin. The existing one million dollars annual allocation of lottery funding would be divided with up to $300,000 for students working toward their initial certification and the remainder ($700,000) for certificated teachers.	Education 02/02/09 at 1:30 p.m. Room 1525	Signed by Governor 04/22/09	Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	POSITION
LB548	Adams SPEAKER PRIORITY BILL 2009	Change provisions relating to student files and the State Board of Education NCSA Summary: Current law requires that a copy of a public or private school's files or records concerning a student must be provided at no charge, upon request, to any public or private school to which the student transfers. This bill specifies that such files and records may include academic and any disciplinary material. This bill also changes the powers and duties of the State Board of Education. Existing law requires the board to adopt and promulgate rules and regulations containing reasonable standards governing: The general design, equipment, color, operation, and maintenance of any vehicle with a manufacturer's rated seating capacity of eleven or more passengers used for the transportation of school children; and the equipment, operation, and maintenance of any vehicle with a capacity of ten or less passengers used for the transportation of school students, when such vehicles are owned, operated, or owned and operated by any school district or privately owned or operated under contract with any school district in this state. First, this bill clarifies that the above provisions apply to both public and private school students. Second, this bill stipulates that the transportation provisions do not apply to home school students.	Education 03/10/09 at 1:30 p.m. Room 1525	Signed by Governor 03/26/09 LB257, LB461, LB530 and LB548 amended into LB549.	Monitor
LB549	Adams EDUCATION COMMITTEE PRIORITY BILL 2009	Change provisions relating to schools NCSA Summary: represents the technical cleanup bill offered on behalf of the Department of Education (NDE). (LB257-Eliminate the Seamless Delivery System Pilot Project) (LB461-Change provisions relating to the Commissioner of Education and the State Board of Education) (LB530-Change enrollment provisions relating to early childhood education) (LB548-Change provisions relating to student files and the State Board of Education)	Education 03/10/09 at 1:30 p.m. Room 1525	Passed 05/07/09 LB257, LB461, LB530 and LB548 amended into LB549.	Monitor
LB558	Nantkes	Require use of funds from the temporary school fund for enhancing salaries of certificated teachers NCSA Summary: Dedicates funding for teacher salary enhancement. It requires each school district to expend funds received from the temporary school fund only for enhancement of the salaries of certificated teachers under contract with the district. The salary enhancement funds must be paid to certificated teachers in addition to the compensation agreed upon between the teachers and the district in the employment contract. NOTE: The temporary school fund is the holding fund to which the interest, dividends, and any other income from the permanent school fund, the net income from the school lands, and the money from all other sources required or provided by law are credited.	Education 02/02/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	241 POSITION
LB578	Fulton	State intent relating to the state aid distribution to schools NCSA Summary: Provides both intent language and requirements upon school districts to annually expend on teachers' salaries and benefits a percentage of its annual state aid distribution under TEEOSA (presumably equalization aid), which is equivalent to the percentage of the school district's annual budget for such salaries and benefits.	Education 02/09/09 at 1:30 p.m. Room 1525	Killed 02/20/09	Oppose
LB583	Dierks	Change sales, property, and income tax provisions and education funding Changes the sales tax rate to an unspecified percent beginning January 1, 2010. Provides that all services, except medical services, shall be subject to the sales tax. Provides for collection of sales tax on food, except food purchased with food coupons issued by the USDA. Provides for a food sales tax credit for qualified resident individuals. Strikes the maximum levy for school districts and learning communities but does not yet specify the replacement levy per one hundred dollars of taxable valuation. Removes language authorizing community college levies. Generally provides that the compensation of school district and learning community employees and their employer retirement contributions are the responsibility of the State through the General Fund. Provides that funding of community college areas shall be a state responsibility through the General Fund. Creates Property Tax Relief and Reorganization Fund to provide property tax relief, but does not appear to establish a funding mechanism for the fund. See LB385 and LB386.	Revenue 02/11/09 at 1:30 p.m. Room 1524		Monitor
LB597	Ashford	Change provisions relating to collaborative focus schools and programs and magnet schools NCSA Summary: Provides that if multiple member districts collaborate on a focus program, focus school, or magnet school, such districts must either: establish an interlocal agreement by which the collaborative effort is designed and governed and which determines how legal, financial, and academic responsibility will be shared; or one member school district must be designated as the primary school district and must maintain legal, financial, and academic responsibility for the focus program, focus school, or magnet school.	Education 02/24/09 at 1:30 p.m. Room 1525		Monitor

BILL NO.	PRIMARY INTRODUCER	DESCRIPTION AND SUMMARY OF BILL	COMMITTEE & HEARING DATE	STATUS IF NOT IN COMMITTEE	242 POSITION
LB612	Avery	Prohibit school districts from making contributions or reimbursements relating to retirement benefits NCSA Summary: amends both the School Employees Retirement System and the Class V School Employees Retirement System (OPS). The measure is aimed at school administrator contracts that provide for the school district to pay, on the employee's behalf, both the employee and employer share of the respective retirement plans or reimburse the employee for the employee's share to the retirement plan. The bill appears to prohibit such contractual provisions unless the school district provides the same benefit to all school employees of the district.	Nebraska Retirement Systems 02/18/09 at 12:10 pm Room 1525		Monitor
LB665	Janssen	Adopt the Teacher Shortage Loan Repayment Act Statement of Intent: Adopts the Teacher Shortage Loan Repayment Act. This proposal would permit students at Nebraska's public and private universities and colleges to participate in a loan forgiveness plan if they agree to teach in a shortage area school district for a certain period of time. The program would be administered by the Coordinating Commission for Postsecondary Education (CCPE). It would have a limited appropriation and the CCPE would be required to report the results of the program to the Legislature and Governor to evaluate its performance.	Education 02/02/09 at 1:30 p.m. Room 1525		Monitor
LB678	Haar	Change provisions relating to minutes of public meetings NARD Summary: The bill allows minutes of meetings subject to the Open Meetings Act to be written or in an electronic recording, including audio or video recording of the meeting.	Government, Military and Veterans Affairs 02/19/09 at 1:30 p.m. Room 1507		Monitor

AGENDA SUMMARY SHEET

AGENDA ITEM: Parent Surveys

Meeting Date: 06/01/09

Department: Planning, Evaluation & Information Services.

Title and Brief Description: A randomly selected sample of 4146 parents were mailed the Effective Schools Survey. There were 1,579 returns for an overall return rate of 38.08% (39.13% at the elementary level, 37.08% at the middle level and 32.41% at the high school level). On the item "what grade would you give the school?" 94% of parents gave a grade of A or B with 65% giving the grade of A. This is the second highest rating by parents in the past 10 years, out ranked only by the results from the spring of 2006.

Action Desired: Approval ___ Discussion _x_ Information Only ____

Background: This parent survey is part of the Effective Schools Battery which is also administered to support staff, teachers, and students.

Options/Alternatives Considered: N.A.

Recommendations: These data become a major part of the environmental scan which is carried out for operational and strategic planning. Each school receives this same data specific to their population.

Strategic Plan Reference: To meet the mission of the district.

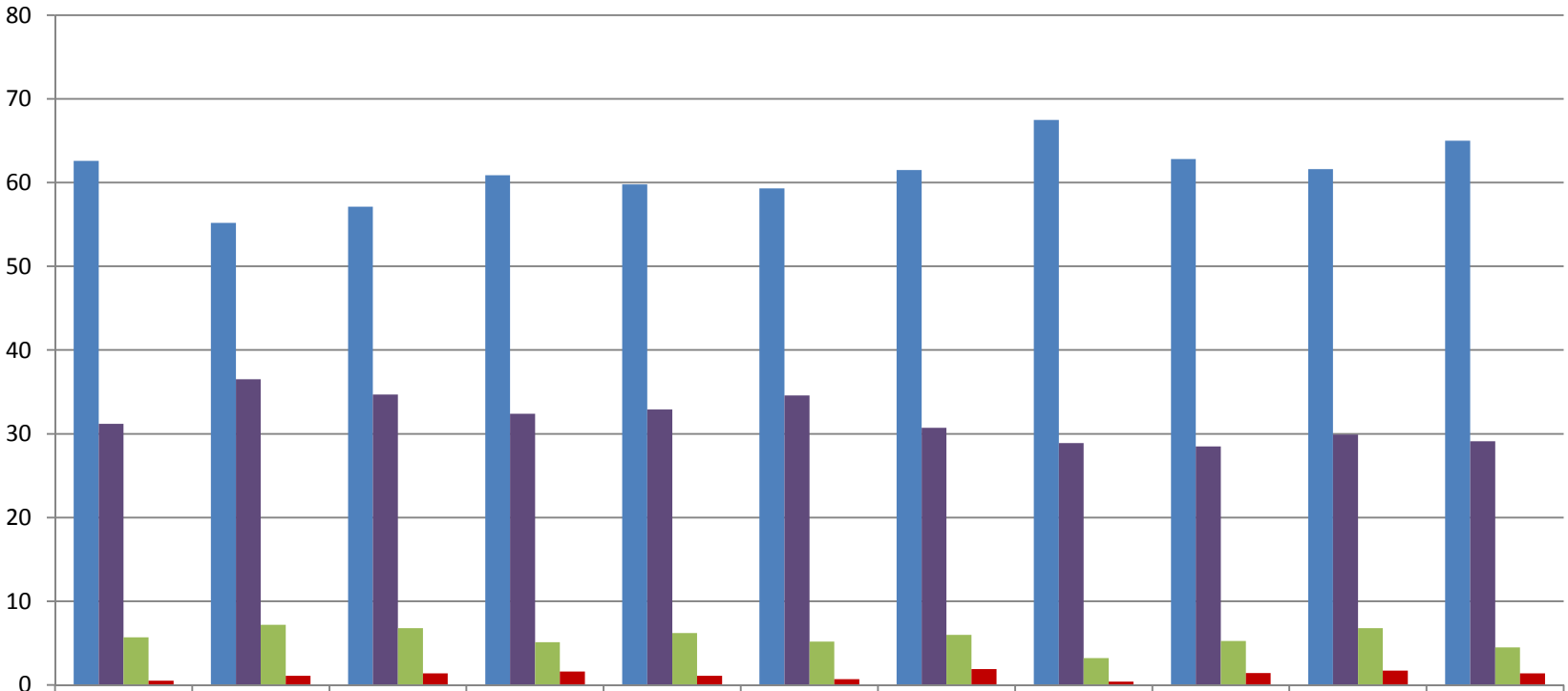
Implications of Adoption/Rejection: N.A.

Timeline: Use data in planning for 2009-10

Responsible Persons: Dr. Jon Lopez

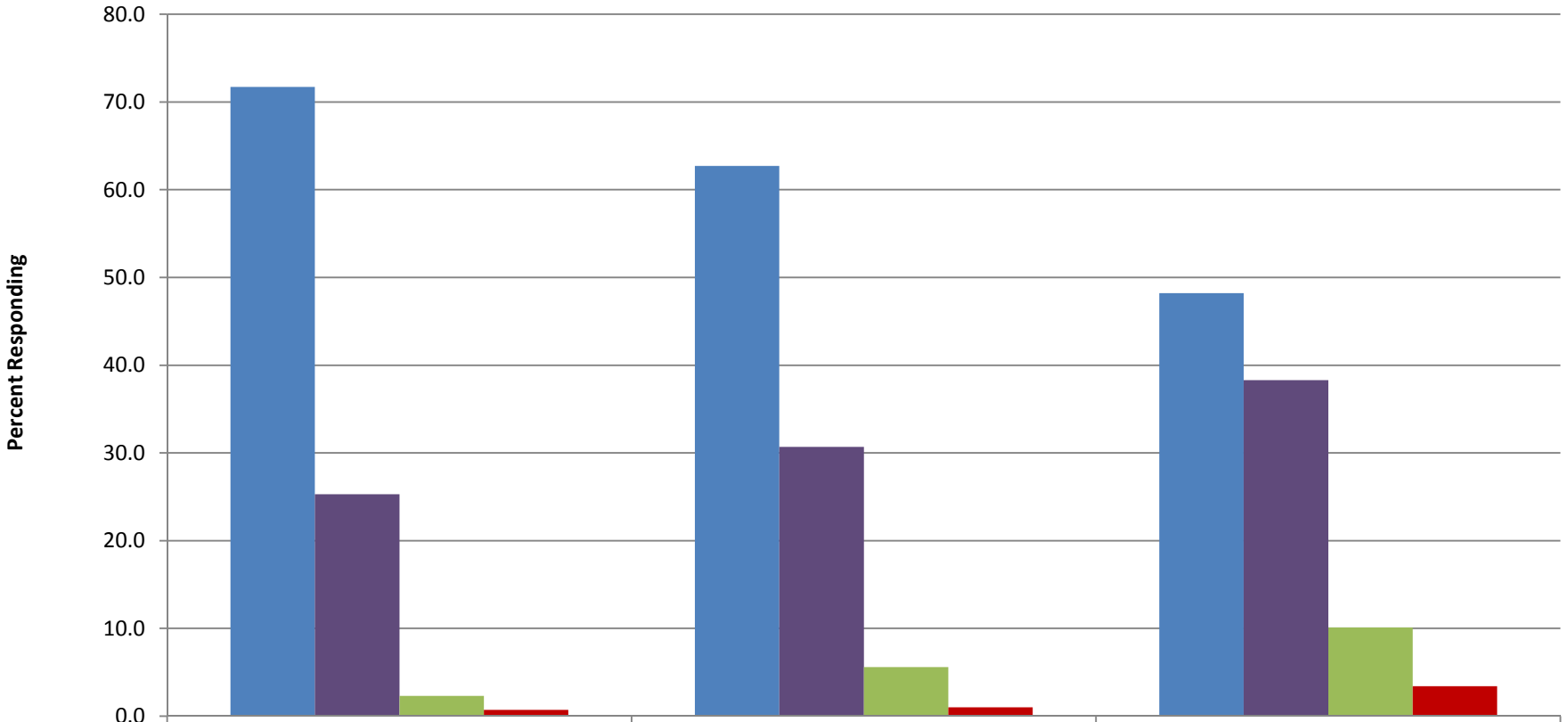
Superintendent's Signature: _____ _____

Historical Parent Data Districtwide - What grade would you give your school? (Percent responding A, B, C, D or F)



	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
% A	62.6	55.2	57.1	60.9	59.8	59.3	61.5	67.5	62.8	61.6	65.0
% B	31.2	36.5	34.7	32.4	32.9	34.6	30.7	28.9	28.5	29.9	29.1
% C	5.7	7.2	6.8	5.1	6.2	5.2	6.0	3.2	5.3	6.8	4.5
% D or F	0.5	1.1	1.4	1.6	1.1	0.7	1.9	0.4	1.4	1.7	1.4

Parent Survey Districtwide by Level 2008-2009
What grade would you give your school?



	Elementary	Middle	High
% A	71.7	62.7	48.2
% B	25.3	30.7	38.3
% C	2.3	5.6	10.1
% D or F	0.7	1.0	3.4

Effective Schools Parent Survey 2008-2009

Indication of Lowest & Highest Schools' Scale Score Value Scale Score Values ELEMENTARY Schools					
		Lowest School		**Highest School**	
PARENT					
School Environment		38.94		58.66	
Safe & Orderly Environment		41.88		58.65	
Discipline & Behavior		40.26		57.41	
Maximum Opportunity to Learn		39.45		55.71	
Monitoring Student Achievement		36.59		58.13	
Parent/Community Involvement		38.50		58.96	
Leadership		35.93		59.48	

Indication of Lowest & Highest Schools' Scale Score Value Scale Score Values MIDDLE Schools					
		Lowest School		**Highest School**	
PARENT					
School Environment		45.99		55.32	
Safe & Orderly Environment		47.07		54.04	
Discipline & Behavior		43.85		53.71	
Maximum Opportunity to Learn		48.30		53.24	
Monitoring Student Achievement		47.04		53.34	
Parent/Community Involvement		45.39		55.54	
Leadership		44.02		53.88	

Indication of Lowest & Highest Schools' Scale Score Values Scale Score Values HIGH Schools					
		Lowest School		**Highest School**	
PARENT					
School Environment		42.03		52.37	
Safe & Orderly Environment		41.09		53.92	
Discipline & Behavior		43.60		52.92	
Maximum Opportunity to Learn		43.79		52.42	
Monitoring Student Achievement		40.29		53.16	
Parent/Community Involvement		47.97		52.85	
Leadership		45.06		51.71	

Effective Schools Parent Survey 2007-2008

Indication of Lowest & Highest Schools' Scale Score Value Scale Score Values ELEMENTARY Schools					
		Lowest School		**Highest School**	
PARENT					
School Environment		39.01		57.12	
Safe & Orderly Environment		37.77		58.38	
Discipline & Behavior		41.09		57.63	
Maximum Opportunity to Learn		41.30		58.17	
Monitoring Student Achievement		41.71		57.70	
Parent/Community Involvement		39.80		56.10	
Leadership		39.65		61.43	

Indication of Lowest & Highest Schools' Scale Score Value Scale Score Values MIDDLE Schools					
		Lowest School		**Highest School**	
PARENT					
School Environment		42.67		57.41	
Safe & Orderly Environment		44.19		57.20	
Discipline & Behavior		45.17		56.17	
Maximum Opportunity to Learn		45.76		54.33	
Monitoring Student Achievement		45.09		52.57	
Parent/Community Involvement		46.69		57.86	
Leadership		41.38		57.70	

Indication of Lowest & Highest Schools' Scale Score Values Scale Score Values High Schools					
		Lowest School		**Highest School**	
PARENT					
School Environment		47.78		52.51	
Safe & Orderly Environment		47.94		50.87	
Discipline & Behavior		48.48		50.97	
Maximum Opportunity to Learn		49.44		50.90	
Monitoring Student Achievement		48.54		51.98	
Parent/Community Involvement		47.91		53.34	
Leadership		48.09		51.79	

My child is treated with respect by staff members at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	.1	.1	.1
	Some of the Time	7	.8	.8	.9
	A Majority of the Time	130	13.9	13.9	14.8
	Almost All of the Time	794	85.2	85.2	100.0
	Total	932	100.0	100.0	

My child likes his or her school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	.1	.1	.1
	Some of the Time	24	2.6	2.6	2.7
	A Majority of the Time	175	18.8	18.8	21.5
	Almost All of the Time	732	78.5	78.5	100.0
	Total	932	100.0	100.0	

The students at my child's school show that they care about each other.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	.1	.1	.1
	Some of the Time	98	10.5	10.5	10.7
	A Majority of the Time	446	47.9	48.0	58.7
	Almost All of the Time	384	41.2	41.3	100.0
	Total	929	99.7	100.0	
Missing	System	3	.3		
Total		932	100.0		

Students at my child's school show respect for each other's property.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	.3	.3	.3
	Some of the Time	74	7.9	8.0	8.3
	A Majority of the Time	422	45.3	45.6	53.9
	Almost All of the Time	427	45.8	46.1	100.0
	Total	926	99.4	100.0	
Missing	System	6	.6		
Total		932	100.0		

My child is safe at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	.1	.1	.1
	Some of the Time	8	.9	.9	1.0
	A Majority of the Time	110	11.8	11.8	12.8
	Almost All of the Time	811	87.0	87.2	100.0
	Total	930	99.8	100.0	
Missing	System	2	.2		
Total		932	100.0		

This school has rules in place to maintain safety.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	15	1.6	1.6	1.6
	A Majority of the Time	91	9.8	9.8	11.4
	Almost All of the Time	821	88.1	88.6	100.0
	Total	927	99.5	100.0	
Missing	System	5	.5		
Total		932	100.0		

There is adequate supervision of students at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	2	.2	.2	.2
	Some of the Time	33	3.5	3.6	3.8
	A Majority of the Time	182	19.5	19.6	23.4
	Almost All of the Time	711	76.3	76.6	100.0
	Total	928	99.6	100.0	
Missing	System	4	.4		
Total		932	100.0		

The rules are followed by the students at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	41	4.4	4.4	4.4
	A Majority of the Time	422	45.3	45.7	50.1
	Almost All of the Time	461	49.5	49.9	100.0
	Total	924	99.1	100.0	
Missing	System	8	.9		
Total		932	100.0		

My child is bullied at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost All of the Time	29	3.1	3.1	3.1
	A Majority of the Time	13	1.4	1.4	4.5
	Some of the Time	170	18.2	18.4	22.9
	Almost Never	712	76.4	77.1	100.0
	Total	924	99.1	100.0	
Missing	System	8	.9		
Total		932	100.0		

I believe my child understands the consequences of his or her actions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	.1	.1	.1
	Some of the Time	30	3.2	3.2	3.3
	A Majority of the Time	247	26.5	26.5	29.9
	Almost All of the Time	653	70.1	70.1	100.0
	Total	931	99.9	100.0	
Missing	System	1	.1		
Total		932	100.0		

Staff members do a good job of preventing students from misbehaving.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	.3	.3	.3
	Some of the Time	32	3.4	3.4	3.8
	A Majority of the Time	368	39.5	39.6	43.3
	Almost All of the Time	527	56.5	56.7	100.0
	Total	930	99.8	100.0	
Missing	System	2	.2		
Total		932	100.0		

Staff members are fair when dealing with students who misbehave.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	5	.5	.5	.5
	Some of the Time	51	5.5	5.5	6.1
	A Majority of the Time	329	35.3	35.7	41.8
	Almost All of the Time	536	57.5	58.2	100.0
	Total	921	98.8	100.0	
Missing	System	11	1.2		
Total		932	100.0		

The school's policy is effective in dealing with students who misbehave.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	6	.6	.7	.7
	Some of the Time	51	5.5	5.6	6.3
	A Majority of the Time	301	32.3	33.0	39.3
	Almost All of the Time	554	59.4	60.7	100.0
	Total	912	97.9	100.0	
Missing	System	20	2.1		
Total		932	100.0		

The work assigned to my child challenges him or her appropriately.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	.3	.3	.3
	Some of the Time	75	8.0	8.1	8.4
	A Majority of the Time	291	31.2	31.3	39.7
	Almost All of the Time	561	60.2	60.3	100.0
	Total	930	99.8	100.0	
Missing	System	2	.2		
Total		932	100.0		

I am satisfied with the curriculum at my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	2	.2	.2	.2
	Some of the Time	36	3.9	3.9	4.1
	A Majority of the Time	272	29.2	29.2	33.3
	Almost All of the Time	620	66.5	66.7	100.0
	Total	930	99.8	100.0	
Missing	System	2	.2		
Total		932	100.0		

If my child needs extra help, it is offered at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	11	1.2	1.2	1.2
	Some of the Time	49	5.3	5.4	6.6
	A Majority of the Time	191	20.5	20.9	27.4
	Almost All of the Time	664	71.2	72.6	100.0
	Total	915	98.2	100.0	
Missing	System	17	1.8		
Total		932	100.0		

There are sufficient academic opportunities available in my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	8	.9	.9	.9
	Some of the Time	45	4.8	4.9	5.7
	A Majority of the Time	249	26.7	27.0	32.7
	Almost All of the Time	621	66.6	67.3	100.0
	Total	923	99.0	100.0	
Missing	System	9	1.0		
Total		932	100.0		

My child's teacher(s) encourage(s) him or her to excel.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	5	.5	.5	.5
	Some of the Time	36	3.9	3.9	4.4
	A Majority of the Time	185	19.8	20.0	24.4
	Almost All of the Time	701	75.2	75.6	100.0
	Total	927	99.5	100.0	
Missing	System	5	.5		
Total		932	100.0		

My child is progressing academically in school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	.3	.3	.3
	Some of the Time	26	2.8	2.8	3.1
	A Majority of the Time	225	24.1	24.2	27.3
	Almost All of the Time	676	72.5	72.7	100.0
	Total	930	99.8	100.0	
Missing	System	2	.2		
Total		932	100.0		

I feel that my child is learning the curriculum from his or her teacher(s).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	.3	.3	.3
	Some of the Time	25	2.7	2.7	3.0
	A Majority of the Time	203	21.8	21.9	24.9
	Almost All of the Time	698	74.9	75.1	100.0
	Total	929	99.7	100.0	
Missing	System	3	.3		
Total		932	100.0		

School is preparing my child to be successful in life.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	5	.5	.5	.5
	Some of the Time	31	3.3	3.3	3.9
	A Majority of the Time	239	25.6	25.8	29.6
	Almost All of the Time	653	70.1	70.4	100.0
	Total	928	99.6	100.0	
Missing	System	4	.4		
Total		932	100.0		

I am satisfied with the instruction at my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	4	.4	.4	.4
	Some of the Time	24	2.6	2.6	3.0
	A Majority of the Time	274	29.4	29.5	32.5
	Almost All of the Time	626	67.2	67.5	100.0
	Total	928	99.6	100.0	
Missing	System	4	.4		
Total		932	100.0		

I have access to adequate information about my child's academic progress.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	6	.6	.6	.6
	Some of the Time	51	5.5	5.5	6.1
	A Majority of the Time	195	20.9	21.0	27.2
	Almost All of the Time	675	72.4	72.8	100.0
	Total	927	99.5	100.0	
Missing	System	5	.5		
Total		932	100.0		

My child receives constructive feedback on his or her classwork.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	4	.4	.4	.4
	Some of the Time	50	5.4	5.4	5.8
	A Majority of the Time	285	30.6	30.8	36.7
	Almost All of the Time	585	62.8	63.3	100.0
	Total	924	99.1	100.0	
Missing	System	8	.9		
Total		932	100.0		

I am provided with opportunities to become involved in my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	4	.4	.4	.4
	Some of the Time	34	3.6	3.7	4.1
	A Majority of the Time	178	19.1	19.2	23.3
	Almost All of the Time	713	76.5	76.7	100.0
	Total	929	99.7	100.0	
Missing	System	3	.3		
Total		932	100.0		

I believe parent/teacher or student-led conferences are important.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	.3	.3	.3
	Some of the Time	16	1.7	1.7	2.0
	A Majority of the Time	84	9.0	9.0	11.1
	Almost All of the Time	827	88.7	88.9	100.0
	Total	930	99.8	100.0	
Missing	System	2	.2		
Total		932	100.0		

School communication is meaningful and timely so I am well-informed about school issues.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	4	.4	.4	.4
	Some of the Time	43	4.6	4.6	5.1
	A Majority of the Time	218	23.4	23.4	28.5
	Almost All of the Time	665	71.4	71.5	100.0
	Total	930	99.8	100.0	
Missing	System	2	.2		
Total		932	100.0		

District communication is meaningful and timely so I am well-informed about district issues.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	7	.8	.8	.8
	Some of the Time	62	6.7	6.7	7.5
	A Majority of the Time	302	32.4	32.6	40.1
	Almost All of the Time	555	59.5	59.9	100.0
	Total	926	99.4	100.0	
Missing	System	6	.6		
Total		932	100.0		

Teachers at this school are good role models for my child.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	.1	.1	.1
	Some of the Time	21	2.3	2.3	2.4
	A Majority of the Time	187	20.1	20.1	22.5
	Almost All of the Time	721	77.4	77.5	100.0
	Total	930	99.8	100.0	
Missing	System	2	.2		
Total		932	100.0		

The principal and assistant principals are positive role models for the students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	6	.6	.6	.6
	Some of the Time	17	1.8	1.8	2.5
	A Majority of the Time	124	13.3	13.4	15.9
	Almost All of the Time	777	83.4	84.1	100.0
	Total	924	99.1	100.0	
Missing	System	8	.9		
Total		932	100.0		

When I have concerns about my child, building staff help me get them resolved.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	.3	.3	.3
	Some of the Time	31	3.3	3.4	3.7
	A Majority of the Time	185	19.8	20.2	23.9
	Almost All of the Time	697	74.8	76.1	100.0
	Total	916	98.3	100.0	
Missing	System	16	1.7		
Total		932	100.0		

There is an effective principal (and assistant principals) at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	10	1.1	1.1	1.1
	Some of the Time	25	2.7	2.7	3.8
	A Majority of the Time	121	13.0	13.1	16.9
	Almost All of the Time	767	82.3	83.1	100.0
	Total	923	99.0	100.0	
Missing	System	9	1.0		
Total		932	100.0		

The principal and assistant principals listen to my suggestions, questions or concerns.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	12	1.3	1.3	1.3
	Some of the Time	39	4.2	4.4	5.7
	A Majority of the Time	167	17.9	18.7	24.4
	Almost All of the Time	677	72.6	75.6	100.0
	Total	895	96.0	100.0	
Missing	System	37	4.0		
Total		932	100.0		

I have confidence in this building administration's decisions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	8	.9	.9	.9
	Some of the Time	34	3.6	3.7	4.5
	A Majority of the Time	190	20.4	20.5	25.1
	Almost All of the Time	693	74.4	74.9	100.0
	Total	925	99.2	100.0	
Missing	System	7	.8		
Total		932	100.0		

I would like to see stricter rules at my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	124	13.3	13.5	13.5
	No	795	85.3	86.5	100.0
	Total	919	98.6	100.0	
Missing	System	13	1.4		
Total		932	100.0		

My child reads well for the grade he or she is in.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	95	10.2	10.3	10.3
	Yes	830	89.1	89.7	100.0
	Total	925	99.2	100.0	
Missing	System	7	.8		
Total		932	100.0		

My child does math problems well for the grade he or she is in.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	81	8.7	8.7	8.7
	Yes	845	90.7	91.3	100.0
	Total	926	99.4	100.0	
Missing	System	6	.6		
Total		932	100.0		

My child writes well for the grade he or she is in.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	117	12.6	12.6	12.6
	Yes	811	87.0	87.4	100.0
	Total	928	99.6	100.0	
Missing	System	4	.4		
Total		932	100.0		

I am satisfied with the information available to me about my child's academic progress.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	54	5.8	5.8	5.8
	Yes	875	93.9	94.2	100.0
	Total	929	99.7	100.0	
Missing	System	3	.3		
Total		932	100.0		

If I were to assign a letter grade to my child's school, it would be:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	668	71.7	71.7	71.7
	B	236	25.3	25.3	97.0
	C	21	2.3	2.3	99.2
	D	5	.5	.5	99.8
	F	2	.2	.2	100.0
	Total	932	100.0	100.0	

My child is treated with respect by staff members at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	11	3.8	3.8	3.8
	A Majority of the Time	79	27.5	27.6	31.5
	Almost All of the Time	196	68.3	68.5	100.0
	Total	286	99.7	100.0	
Missing	System	1	.3		
Total		287	100.0		

My child likes his or her school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	2	.7	.7	.7
	Some of the Time	18	6.3	6.3	7.0
	A Majority of the Time	76	26.5	26.6	33.6
	Almost All of the Time	190	66.2	66.4	100.0
	Total	286	99.7	100.0	
Missing	System	1	.3		
Total		287	100.0		

The students at my child's school show that they care about each other.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	1.0	1.1	1.1
	Some of the Time	51	17.8	18.0	19.1
	A Majority of the Time	165	57.5	58.3	77.4
	Almost All of the Time	64	22.3	22.6	100.0
	Total	283	98.6	100.0	
Missing	System	4	1.4		
Total		287	100.0		

Students at my child's school show respect for each other's property.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	4	1.4	1.4	1.4
	Some of the Time	47	16.4	16.7	18.1
	A Majority of the Time	166	57.8	58.9	77.0
	Almost All of the Time	65	22.6	23.0	100.0
	Total	282	98.3	100.0	
Missing	System	5	1.7		
Total		287	100.0		

My child is safe at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	7	2.4	2.4	2.4
	A Majority of the Time	47	16.4	16.4	18.9
	Almost All of the Time	232	80.8	81.1	100.0
	Total	286	99.7	100.0	
Missing	System	1	.3		
Total		287	100.0		

This school has rules in place to maintain safety.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	2	.7	.7	.7
	A Majority of the Time	42	14.6	14.8	15.5
	Almost All of the Time	240	83.6	84.5	100.0
	Total	284	99.0	100.0	
Missing	System	3	1.0		
Total		287	100.0		

There is adequate supervision of students at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	6	2.1	2.1	2.1
	A Majority of the Time	82	28.6	29.1	31.2
	Almost All of the Time	194	67.6	68.8	100.0
	Total	282	98.3	100.0	
Missing	System	5	1.7		
Total		287	100.0		

The rules are followed by the students at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	32	11.1	11.3	11.3
	A Majority of the Time	161	56.1	56.7	68.0
	Almost All of the Time	91	31.7	32.0	100.0
	Total	284	99.0	100.0	
Missing	System	3	1.0		
Total		287	100.0		

My child is bullied at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost All of the Time	7	2.4	2.4	2.4
	A Majority of the Time	9	3.1	3.1	5.6
	Some of the Time	54	18.8	18.9	24.5
	Almost Never	216	75.3	75.5	100.0
	Total	286	99.7	100.0	
Missing	System	1	.3		
Total		287	100.0		

I believe my child understands the consequences of his or her actions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	5	1.7	1.7	1.7
	A Majority of the Time	54	18.8	18.9	20.6
	Almost All of the Time	227	79.1	79.4	100.0
	Total	286	99.7	100.0	
Missing	System	1	.3		
Total		287	100.0		

Staff members do a good job of preventing students from misbehaving.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	19	6.6	6.7	6.7
	A Majority of the Time	139	48.4	48.9	55.6
	Almost All of the Time	126	43.9	44.4	100.0
	Total	284	99.0	100.0	
Missing	System	3	1.0		
Total		287	100.0		

Staff members are fair when dealing with students who misbehave.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	1.0	1.1	1.1
	Some of the Time	28	9.8	10.0	11.1
	A Majority of the Time	109	38.0	38.9	50.0
	Almost All of the Time	140	48.8	50.0	100.0
	Total	280	97.6	100.0	
Missing	System	7	2.4		
Total		287	100.0		

The school's policy is effective in dealing with students who misbehave.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	2	.7	.7	.7
	Some of the Time	27	9.4	9.7	10.4
	A Majority of the Time	107	37.3	38.5	48.9
	Almost All of the Time	142	49.5	51.1	100.0
	Total	278	96.9	100.0	
Missing	System	9	3.1		
Total		287	100.0		

The work assigned to my child challenges him or her appropriately.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	.3	.3	.3
	Some of the Time	21	7.3	7.3	7.7
	A Majority of the Time	104	36.2	36.2	43.9
	Almost All of the Time	161	56.1	56.1	100.0
	Total	287	100.0	100.0	

I am satisfied with the curriculum at my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	2	.7	.7	.7
	Some of the Time	18	6.3	6.3	7.0
	A Majority of the Time	91	31.7	31.7	38.7
	Almost All of the Time	176	61.3	61.3	100.0
	Total	287	100.0	100.0	

If my child needs extra help, it is offered at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	4	1.4	1.4	1.4
	Some of the Time	17	5.9	6.0	7.4
	A Majority of the Time	57	19.9	20.0	27.4
	Almost All of the Time	207	72.1	72.6	100.0
	Total	285	99.3	100.0	
Missing	System	2	.7		
Total		287	100.0		

There are sufficient academic opportunities available in my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	14	4.9	4.9	4.9
	A Majority of the Time	67	23.3	23.5	28.4
	Almost All of the Time	204	71.1	71.6	100.0
	Total	285	99.3	100.0	
Missing	System	2	.7		
Total		287	100.0		

My child's teacher(s) encourage(s) him or her to excel.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	2	.7	.7	.7
	Some of the Time	18	6.3	6.3	7.0
	A Majority of the Time	94	32.8	32.8	39.7
	Almost All of the Time	173	60.3	60.3	100.0
	Total	287	100.0	100.0	

My child is progressing academically in school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	.3	.3	.3
	Some of the Time	14	4.9	4.9	5.2
	A Majority of the Time	77	26.8	26.8	32.1
	Almost All of the Time	195	67.9	67.9	100.0
	Total	287	100.0	100.0	

I feel that my child is learning the curriculum from his or her teacher(s).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	18	6.3	6.3	6.3
	A Majority of the Time	100	34.8	34.8	41.1
	Almost All of the Time	169	58.9	58.9	100.0
	Total	287	100.0	100.0	

School is preparing my child to be successful in life.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	23	8.0	8.0	8.0
	A Majority of the Time	104	36.2	36.2	44.3
	Almost All of the Time	160	55.7	55.7	100.0
	Total	287	100.0	100.0	

I am satisfied with the instruction at my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	.3	.4	.4
	Some of the Time	19	6.6	6.7	7.0
	A Majority of the Time	119	41.5	41.8	48.8
	Almost All of the Time	146	50.9	51.2	100.0
	Total	285	99.3	100.0	
Missing	System	2	.7		
Total		287	100.0		

I have access to adequate information about my child's academic progress.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	2	.7	.7	.7
	Some of the Time	11	3.8	3.8	4.5
	A Majority of the Time	45	15.7	15.7	20.2
	Almost All of the Time	229	79.8	79.8	100.0
	Total	287	100.0	100.0	

My child receives constructive feedback on his or her classwork.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	1.0	1.0	1.0
	Some of the Time	33	11.5	11.5	12.6
	A Majority of the Time	109	38.0	38.1	50.7
	Almost All of the Time	141	49.1	49.3	100.0
	Total	286	99.7	100.0	
Missing	System	1	.3		
Total		287	100.0		

I am provided with opportunities to become involved in my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	1.0	1.0	1.0
	Some of the Time	29	10.1	10.1	11.1
	A Majority of the Time	73	25.4	25.4	36.6
	Almost All of the Time	182	63.4	63.4	100.0
	Total	287	100.0	100.0	

I believe parent/teacher or student-led conferences are important.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	15	5.2	5.3	5.3
	Some of the Time	25	8.7	8.8	14.0
	A Majority of the Time	43	15.0	15.1	29.1
	Almost All of the Time	202	70.4	70.9	100.0
	Total	285	99.3	100.0	
Missing	System	2	.7		
Total		287	100.0		

School communication is meaningful and timely so I am well-informed about school issues.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	6	2.1	2.1	2.1
	Some of the Time	22	7.7	7.7	9.8
	A Majority of the Time	78	27.2	27.2	36.9
	Almost All of the Time	181	63.1	63.1	100.0
	Total	287	100.0	100.0	

District communication is meaningful and timely so I am well-informed about district issues.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	4	1.4	1.4	1.4
	Some of the Time	24	8.4	8.4	9.8
	A Majority of the Time	95	33.1	33.2	43.0
	Almost All of the Time	163	56.8	57.0	100.0
	Total	286	99.7	100.0	
Missing	System	1	.3		
Total		287	100.0		

Teachers at this school are good role models for my child.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	11	3.8	3.8	3.8
	A Majority of the Time	123	42.9	42.9	46.7
	Almost All of the Time	153	53.3	53.3	100.0
	Total	287	100.0	100.0	

The principal and assistant principals are positive role models for the students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	1.0	1.1	1.1
	Some of the Time	7	2.4	2.5	3.5
	A Majority of the Time	62	21.6	21.8	25.3
	Almost All of the Time	213	74.2	74.7	100.0
	Total	285	99.3	100.0	
Missing	System	2	.7		
Total		287	100.0		

When I have concerns about my child, building staff help me get them resolved.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	2	.7	.7	.7
	Some of the Time	9	3.1	3.2	3.9
	A Majority of the Time	74	25.8	26.1	30.0
	Almost All of the Time	198	69.0	70.0	100.0
	Total	283	98.6	100.0	
Missing	System	4	1.4		
Total		287	100.0		

There is an effective principal (and assistant principals) at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	5	1.7	1.8	1.8
	Some of the Time	9	3.1	3.2	4.9
	A Majority of the Time	55	19.2	19.4	24.3
	Almost All of the Time	215	74.9	75.7	100.0
	Total	284	99.0	100.0	
Missing	System	3	1.0		
Total		287	100.0		

The principal and assistant principals listen to my suggestions, questions or concerns.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	7	2.4	2.6	2.6
	Some of the Time	12	4.2	4.4	6.9
	A Majority of the Time	63	22.0	23.0	29.9
	Almost All of the Time	192	66.9	70.1	100.0
	Total	274	95.5	100.0	
Missing	System	13	4.5		
Total		287	100.0		

I have confidence in this building administration's decisions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	4	1.4	1.4	1.4
	Some of the Time	16	5.6	5.7	7.1
	A Majority of the Time	74	25.8	26.3	33.5
	Almost All of the Time	187	65.2	66.5	100.0
	Total	281	97.9	100.0	
Missing	System	6	2.1		
Total		287	100.0		

I would like to see stricter rules at my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	66	23.0	23.7	23.7
	No	213	74.2	76.3	100.0
	Total	279	97.2	100.0	
Missing	System	8	2.8		
Total		287	100.0		

My child reads well for the grade he or she is in.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	37	12.9	12.9	12.9
	Yes	250	87.1	87.1	100.0
	Total	287	100.0	100.0	

My child does math problems well for the grade he or she is in.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	40	13.9	14.0	14.0
	Yes	245	85.4	86.0	100.0
	Total	285	99.3	100.0	
Missing	System	2	.7		
Total		287	100.0		

My child writes well for the grade he or she is in.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	60	20.9	21.0	21.0
	Yes	226	78.7	79.0	100.0
	Total	286	99.7	100.0	
Missing	System	1	.3		
Total		287	100.0		

I am satisfied with the information available to me about my child's academic progress.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	18	6.3	6.3	6.3
	Yes	267	93.0	93.7	100.0
	Total	285	99.3	100.0	
Missing	System	2	.7		
Total		287	100.0		

If I were to assign a letter grade to my child's school, it would be:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	180	62.7	62.7	62.7
	B	88	30.7	30.7	93.4
	C	16	5.6	5.6	99.0
	D	2	.7	.7	99.7
	F	1	.3	.3	100.0
	Total	287	100.0	100.0	

My child is treated with respect by staff members at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	.3	.3	.3
	Some of the Time	26	8.0	8.0	8.3
	A Majority of the Time	114	35.0	35.2	43.5
	Almost All of the Time	183	56.1	56.5	100.0
	Total	324	99.4	100.0	
Missing	System	2	.6		
Total		326	100.0		

My child likes his or her school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	13	4.0	4.0	4.0
	Some of the Time	28	8.6	8.6	12.6
	A Majority of the Time	127	39.0	39.0	51.5
	Almost All of the Time	158	48.5	48.5	100.0
	Total	326	100.0	100.0	

The students at my child's school show that they care about each other.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	9	2.8	2.8	2.8
	Some of the Time	86	26.4	26.5	29.3
	A Majority of the Time	179	54.9	55.2	84.6
	Almost All of the Time	50	15.3	15.4	100.0
	Total	324	99.4	100.0	
Missing	System	2	.6		
Total		326	100.0		

Students at my child's school show respect for each other's property.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	7	2.1	2.2	2.2
	Some of the Time	98	30.1	30.3	32.5
	A Majority of the Time	178	54.6	55.1	87.6
	Almost All of the Time	40	12.3	12.4	100.0
	Total	323	99.1	100.0	
Missing	System	3	.9		
Total		326	100.0		

My child is safe at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	2	.6	.6	.6
	Some of the Time	12	3.7	3.7	4.3
	A Majority of the Time	115	35.3	35.4	39.7
	Almost All of the Time	196	60.1	60.3	100.0
	Total	325	99.7	100.0	
Missing	System	1	.3		
Total		326	100.0		

This school has rules in place to maintain safety.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	7	2.1	2.2	2.2
	A Majority of the Time	87	26.7	26.9	29.1
	Almost All of the Time	229	70.2	70.9	100.0
	Total	323	99.1	100.0	
Missing	System	3	.9		
Total		326	100.0		

There is adequate supervision of students at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	2	.6	.6	.6
	Some of the Time	16	4.9	4.9	5.6
	A Majority of the Time	135	41.4	41.7	47.2
	Almost All of the Time	171	52.5	52.8	100.0
	Total	324	99.4	100.0	
Missing	System	2	.6		
Total		326	100.0		

The rules are followed by the students at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	4	1.2	1.2	1.2
	Some of the Time	58	17.8	18.0	19.2
	A Majority of the Time	197	60.4	61.0	80.2
	Almost All of the Time	64	19.6	19.8	100.0
	Total	323	99.1	100.0	
Missing	System	3	.9		
Total		326	100.0		

My child is bullied at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost All of the Time	6	1.8	1.9	1.9
	A Majority of the Time	8	2.5	2.5	4.3
	Some of the Time	46	14.1	14.2	18.5
	Almost Never	264	81.0	81.5	100.0
	Total	324	99.4	100.0	
Missing	System	2	.6		
Total		326	100.0		

I believe my child understands the consequences of his or her actions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	.9	.9	.9
	Some of the Time	10	3.1	3.1	4.0
	A Majority of the Time	76	23.3	23.3	27.3
	Almost All of the Time	237	72.7	72.7	100.0
	Total	326	100.0	100.0	

Staff members do a good job of preventing students from misbehaving.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	6	1.8	1.9	1.9
	Some of the Time	34	10.4	10.5	12.4
	A Majority of the Time	174	53.4	53.9	66.3
	Almost All of the Time	109	33.4	33.7	100.0
	Total	323	99.1	100.0	
Missing	System	3	.9		
Total		326	100.0		

Staff members are fair when dealing with students who misbehave.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	8	2.5	2.5	2.5
	Some of the Time	37	11.3	11.6	14.1
	A Majority of the Time	166	50.9	52.0	66.1
	Almost All of the Time	108	33.1	33.9	100.0
	Total	319	97.9	100.0	
Missing	System	7	2.1		
Total		326	100.0		

The school's policy is effective in dealing with students who misbehave.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	6	1.8	1.9	1.9
	Some of the Time	46	14.1	14.4	16.3
	A Majority of the Time	148	45.4	46.3	62.5
	Almost All of the Time	120	36.8	37.5	100.0
	Total	320	98.2	100.0	
Missing	System	6	1.8		
Total		326	100.0		

The work assigned to my child challenges him or her appropriately.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	.9	.9	.9
	Some of the Time	25	7.7	7.7	8.6
	A Majority of the Time	148	45.4	45.4	54.0
	Almost All of the Time	150	46.0	46.0	100.0
	Total	326	100.0	100.0	

I am satisfied with the curriculum at my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	.9	.9	.9
	Some of the Time	27	8.3	8.3	9.2
	A Majority of the Time	128	39.3	39.3	48.5
	Almost All of the Time	168	51.5	51.5	100.0
	Total	326	100.0	100.0	

If my child needs extra help, it is offered at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	5	1.5	1.5	1.5
	Some of the Time	27	8.3	8.4	9.9
	A Majority of the Time	102	31.3	31.6	41.5
	Almost All of the Time	189	58.0	58.5	100.0
	Total	323	99.1	100.0	
Missing	System	3	.9		
Total		326	100.0		

There are sufficient academic opportunities available in my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	1	.3	.3	.3
	Some of the Time	10	3.1	3.1	3.4
	A Majority of the Time	94	28.8	29.1	32.5
	Almost All of the Time	218	66.9	67.5	100.0
	Total	323	99.1	100.0	
Missing	System	3	.9		
Total		326	100.0		

My child's teacher(s) encourage(s) him or her to excel.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	5	1.5	1.5	1.5
	Some of the Time	54	16.6	16.6	18.2
	A Majority of the Time	129	39.6	39.7	57.8
	Almost All of the Time	137	42.0	42.2	100.0
	Total	325	99.7	100.0	
Missing	System	1	.3		
Total		326	100.0		

My child is progressing academically in school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	6	1.8	1.8	1.8
	Some of the Time	27	8.3	8.3	10.2
	A Majority of the Time	118	36.2	36.3	46.5
	Almost All of the Time	174	53.4	53.5	100.0
	Total	325	99.7	100.0	
Missing	System	1	.3		
Total		326	100.0		

I feel that my child is learning the curriculum from his or her teacher(s).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	.9	.9	.9
	Some of the Time	38	11.7	11.7	12.6
	A Majority of the Time	153	46.9	46.9	59.5
	Almost All of the Time	132	40.5	40.5	100.0
	Total	326	100.0	100.0	

School is preparing my child to be successful in life.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	8	2.5	2.5	2.5
	Some of the Time	39	12.0	12.0	14.5
	A Majority of the Time	144	44.2	44.3	58.8
	Almost All of the Time	134	41.1	41.2	100.0
	Total	325	99.7	100.0	
Missing	System	1	.3		
Total		326	100.0		

I am satisfied with the instruction at my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	2	.6	.6	.6
	Some of the Time	34	10.4	10.5	11.1
	A Majority of the Time	157	48.2	48.6	59.8
	Almost All of the Time	130	39.9	40.2	100.0
	Total	323	99.1	100.0	
Missing	System	3	.9		
Total		326	100.0		

I have access to adequate information about my child's academic progress.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some of the Time	12	3.7	3.7	3.7
	A Majority of the Time	74	22.7	22.8	26.5
	Almost All of the Time	238	73.0	73.5	100.0
	Total	324	99.4	100.0	
Missing	System	2	.6		
Total		326	100.0		

My child receives constructive feedback on his or her classwork.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	8	2.5	2.5	2.5
	Some of the Time	56	17.2	17.3	19.8
	A Majority of the Time	149	45.7	46.0	65.7
	Almost All of the Time	111	34.0	34.3	100.0
	Total	324	99.4	100.0	
Missing	System	2	.6		
Total		326	100.0		

I am provided with opportunities to become involved in my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	11	3.4	3.4	3.4
	Some of the Time	41	12.6	12.7	16.1
	A Majority of the Time	91	27.9	28.3	44.4
	Almost All of the Time	179	54.9	55.6	100.0
	Total	322	98.8	100.0	
Missing	System	4	1.2		
Total		326	100.0		

I believe parent/teacher or student-led conferences are important.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	4	1.2	1.2	1.2
	Some of the Time	34	10.4	10.5	11.7
	A Majority of the Time	81	24.8	24.9	36.6
	Almost All of the Time	206	63.2	63.4	100.0
	Total	325	99.7	100.0	
Missing	System	1	.3		
Total		326	100.0		

School communication is meaningful and timely so I am well-informed about school issues.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	4	1.2	1.2	1.2
	Some of the Time	20	6.1	6.2	7.4
	A Majority of the Time	118	36.2	36.3	43.7
	Almost All of the Time	183	56.1	56.3	100.0
	Total	325	99.7	100.0	
Missing	System	1	.3		
Total		326	100.0		

District communication is meaningful and timely so I am well-informed about district issues.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	8	2.5	2.5	2.5
	Some of the Time	42	12.9	12.9	15.4
	A Majority of the Time	120	36.8	36.9	52.3
	Almost All of the Time	155	47.5	47.7	100.0
	Total	325	99.7	100.0	
Missing	System	1	.3		
Total		326	100.0		

Teachers at this school are good role models for my child.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	3	.9	.9	.9
	Some of the Time	45	13.8	13.9	14.8
	A Majority of the Time	161	49.4	49.7	64.5
	Almost All of the Time	115	35.3	35.5	100.0
	Total	324	99.4	100.0	
Missing	System	2	.6		
Total		326	100.0		

The principal and assistant principals are positive role models for the students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	6	1.8	1.9	1.9
	Some of the Time	29	8.9	9.0	10.9
	A Majority of the Time	108	33.1	33.6	44.5
	Almost All of the Time	178	54.6	55.5	100.0
	Total	321	98.5	100.0	
Missing	System	5	1.5		
Total		326	100.0		

When I have concerns about my child, building staff help me get them resolved.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	6	1.8	1.9	1.9
	Some of the Time	33	10.1	10.4	12.3
	A Majority of the Time	113	34.7	35.8	48.1
	Almost All of the Time	164	50.3	51.9	100.0
	Total	316	96.9	100.0	
Missing	System	10	3.1		
Total		326	100.0		

There is an effective principal (and assistant principals) at this school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	5	1.5	1.6	1.6
	Some of the Time	26	8.0	8.1	9.7
	A Majority of the Time	89	27.3	27.8	37.5
	Almost All of the Time	200	61.3	62.5	100.0
	Total	320	98.2	100.0	
Missing	System	6	1.8		
Total		326	100.0		

The principal and assistant principals listen to my suggestions, questions or concerns.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	8	2.5	2.7	2.7
	Some of the Time	42	12.9	14.0	16.7
	A Majority of the Time	86	26.4	28.8	45.5
	Almost All of the Time	163	50.0	54.5	100.0
	Total	299	91.7	100.0	
Missing	System	27	8.3		
Total		326	100.0		

I have confidence in this building administration's decisions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost Never	10	3.1	3.1	3.1
	Some of the Time	33	10.1	10.2	13.4
	A Majority of the Time	106	32.5	32.9	46.3
	Almost All of the Time	173	53.1	53.7	100.0
	Total	322	98.8	100.0	
Missing	System	4	1.2		
Total		326	100.0		

I would like to see stricter rules at my child's school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	81	24.8	25.9	25.9
	No	232	71.2	74.1	100.0
	Total	313	96.0	100.0	
Missing	System	13	4.0		
Total		326	100.0		

My child reads well for the grade he or she is in.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	41	12.6	12.6	12.6
	Yes	284	87.1	87.4	100.0
	Total	325	99.7	100.0	
Missing	System	1	.3		
Total		326	100.0		

My child does math problems well for the grade he or she is in.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	55	16.9	16.9	16.9
	Yes	271	83.1	83.1	100.0
	Total	326	100.0	100.0	

My child writes well for the grade he or she is in.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	62	19.0	19.0	19.0
	Yes	264	81.0	81.0	100.0
	Total	326	100.0	100.0	

I am satisfied with the information available to me about my child's academic progress.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	19	5.8	5.9	5.9
	Yes	305	93.6	94.1	100.0
	Total	324	99.4	100.0	
Missing	System	2	.6		
Total		326	100.0		

If I were to assign a letter grade to my child's school, it would be:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	157	48.2	48.2	48.2
	B	125	38.3	38.3	86.5
	C	33	10.1	10.1	96.6
	D	10	3.1	3.1	99.7
	F	1	.3	.3	100.0
	Total	326	100.0	100.0	