

**NOTICE OF MEETING
SCHOOL DISTRICT NO. 17**

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 8:00 p.m. on Monday, August 15, 2011 at 5606 South 147th Street, Omaha, Nebraska. At 5:00 p.m. there will be a public hearing on the 2011-2012 Budget.

An agenda for such meetings, kept continuously current are available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

MIKE KENNEDY,
Secretary

B-12-11

**THE DAILY RECORD
OF OMAHA**
RONALD A. HENNINGSEN, Publisher
PROOF OF PUBLICATION

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

J. BOYD

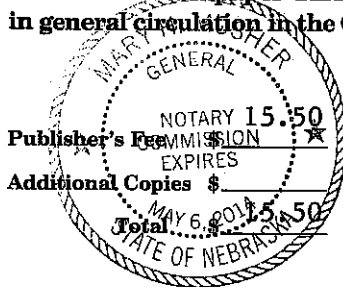
being duly sworn, deposes and says that she is

LEGAL EDITOR

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

August 12, 2011

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



Publisher's Fee \$15.50
Additional Copies \$

Total \$15.50

Subscribed in my presence and sworn to before
me this 12th day of
August 20 11

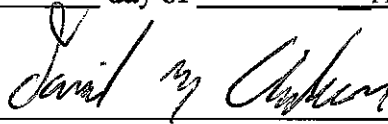
Notary Public in and for Douglas County,
State of Nebraska

ACKNOWLEDGMENT OF RECEIPT

OF NOTICE OF MEETING

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on AUGUST 15, 2011, at Don Stroh Administrative Center 5606 South 147th Street Omaha, NE 68137

Dated this 15th day of AUGUST, 2011.



Dave Anderson - President

Linda Poole – Vice President

Mike Kennedy - Secretary



Mike Pate - Treasurer

Patrick Ricketts



Todd Clarke

BOARD OF EDUCATION MEETING

AUGUST 15, 2011

NAME:

REPRESENTING:

Cody Roberts
Molly Erickson

IBEW Local 22
MEA



BOARD OF EDUCATION
MEETING



AUGUST 15, 2011

**FYE12
SCRIPT FOR
BUDGET HEARINGS
(Board President)**

Introduction:

- *Call Meeting to Order*
- *Roll Call of Members*

The Public Meeting Law is posted on the wall inside the west center entrance to this room.

This evening we will be conducting two public hearings required by Nebraska law.

The two hearings are as follows:

1. A hearing on adopting the Proposed FYE12 Budget.
2. A hearing on the proposed property tax request required to fund the Proposed FYE12 Budget.

On the table in the hallway are sign-up sheets for those who wish to address the board. Anyone wishing to address the board at any of these hearings should complete one of those sheets and have it forwarded to me.

Copies of the proposed budget are available at the back of the room.

The purpose for each of the hearings is to receive public comments. Action on the FYE12 budget and levies is scheduled for the first meeting in September (i.e., September 6th).

Prior to conducting the hearings, I'd like to give Mr. Fossen some time to present information related to the hearing topics. Mr. Fossen.

(After the presentation, continue below.)

Now we are ready to conduct the two hearings for this evening.

1. Hearing on the Proposed FYE12 Budget:

The purpose of the first hearing is to receive testimony from the public on matters related to the Proposed Budget for FYE12. The proposed budget provides for expenditures as follows:

<u>Funds</u>	<u>Expenditures</u>
General Fund	\$210,680,828
Depreciation Fund	\$ 5,135,665
Employee Benefits Fund	\$ 25,000,000
Activities Funds	\$ 9,000,000

School Lunch Fund	\$ 13,000,000
Bond Fund	\$ 13,297,780
Special Building Fund	\$ 22,467,608
Student Fee Fund	\$ 1,900,000

I have received _____ requests to be heard on this issue. The first person is _____.

(Give everyone the opportunity to speak for _____ minutes.)

Thank you for your comments. Since I have no other requests to comment, the second hearing is completed.

2. Hearing on the Proposed FYE12 Property Tax Request:

The purpose of the second hearing is to receive testimony from the public on the proposed tax request to fund the Proposed Budget for FYE12. More specifically, the proposed tax request would change the request from the previous year as follows:

<u>Fund</u>	<u>FYE11 Tax Request</u>	<u>FYE12 Tax Request</u>
General Fund	\$ 8,171,414	\$ 8,253,092
Bond Fund	\$ 14,526,869	\$ 14,672,179
Building Fund	\$ 907,904	\$ 917,010

I have received _____ requests to be heard on this issue. The first person is _____.

(Give everyone the opportunity to speak for _____ minutes.)

Thank you for your comments. Since I have no other requests to comment, the second hearing is completed.

Having completed all hearings, I'd ask for a motion to adjourn.

- *Motion & Second to Adjourn*
- *Roll Call Vote*

MILLARD PUBLIC SCHOOLS

FYE12 BUDGET

PUBLIC BUDGET HEARING
AUGUST 15, 2011

MILLARD PUBLIC SCHOOLS FYE 12 BUDGET

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Section A

Executive Summary

**MILLARD PUBLIC SCHOOLS
FYE12 BUDGET**

Executive Summary

The general budget provisions, parameters, and assumptions used in preparing the FYE12 budget included the following:

- Major provisions in the FYE12 budget include: (1) that there would be no increase in student enrollment¹; (2) that employee salary and benefits would increase 1.5%²; (3) that general inflation would be 1.0%; and, (4) that the property valuation in the District would increase by 1.0%.
- The proposed budget of expenditures requires the following: (a) that the general fund levy be \$1.04 (\$0.95 Learning Community and \$0.09 District); (b) that the building fund levy be \$0.01 (District); and (c) that the bond fund levy be \$0.16 (District).
- The budget also provides for the following: (a) a decrease of \$3.0 million in general fund cash reserve and (b) the loss of the American Recovery and Reinvestment Act (ARRA) funds.
- The proposed FYE12 Budget provides for total expenditures of \$210,680,828. This is a decrease of 1.5% from the FYE11 Budget.

Summary of Tax Levies

The proposed tax levies for the coming year (as well as the past three years) are as follows:

	FYE09	FYE10	FYE11	FYE12
General Fund	\$1.0401	\$0.0900	\$0.0900	\$0.0900
General Fund – LC	N/A	\$0.9500	\$0.9500	\$0.9500
Building Fund	\$0.0100	N/A	\$0.0100	\$0.0100
Building Fund – LC	N/A	\$0.010	N/A	N/A
Bond Fund	\$0.1599	\$0.1600	\$0.1600	\$0.1600
	\$1.2100	\$1.2100	\$1.2100	\$1.2100

¹ The official student enrollment numbers are taken on the last Friday in September.

² Approximately 80% of the general fund budget is related to employee salaries and benefits.

Millard Public Schools

Superintendent's FY12 Budget Recommendations

Program Area	FY11	FY12	Change	Changes from Previous Year
Elementary School Programs	\$ 49,446,190	\$ 49,920,568	0.96%	Additions: None Reductions: 4.0 FTE Teachers
Middle School Programs	\$ 27,245,455	\$ 27,354,132	0.40%	Additions: None Reductions: 4.5 FTE Teachers & Para Hours
High School Programs	\$ 35,226,490	\$ 35,272,764	0.13%	Additions: None Reductions: 1.5 FTE Teachers, 3.0 Media Specialists, 0.5 FTE Counselor & Para Hours
Governance	\$ 3,100,199	\$ 3,069,197	-1.00%	Additions: None Reductions: Kickoff, Supplies, Travel, Dues & Fees, Advertising & Site Planning
Educational Services	\$ 6,296,161	\$ 6,252,060	-0.70%	Additions: None Reductions: Travel, Substitutes, Supplies, Assessments, Reteaching & ELL
Curriculum Adoption	\$ 2,901,877	\$ 1,653,651	-43.01%	Additions: N/A Reductions: N/A
Business Services	\$ 1,721,973	\$ 1,704,754	-1.00%	Additions: None Reductions: Equipment, Equipment Disposal & Contracted Services
Contracted Business Services	\$ 4,273,239	\$ 4,363,984	2.12%	Additions: N/A Reductions: N/A
Technology	\$ 3,921,791	\$ 3,924,791	0.08%	Additions: None Reductions: Microsoft Agreement, Pay Phones & Stipends
Special Education	\$ 30,191,781	\$ 30,535,757	1.14%	Additions: None Reductions: Substitutes, Supplies, Teammates & Night School
Operations & Maintenance	\$ 14,316,039	\$ 14,480,551	1.15%	Additions: 0.5 FTE Custodian Reductions: 3.0 FTE HS Custodians
Transportation	\$ 2,181,861	\$ 1,804,021	-17.32%	Additions: None Reductions: No Transportation Within 1 Mile of Elementary Schools
Security	\$ 632,108	\$ 647,726	2.47%	Additions: None Reductions: None

Program Area	FY11	FY12	Change	Changes from Previous Year
Employee Contracted Obligations	\$ 8,344,058	\$ 8,332,771	-0.14%	Additions: N/A Reductions: N/A
Grants	\$ 4,242,504	\$ 4,353,004	2.60%	Additions: N/A Reductions: N/A
Contingency	\$ 2,019,815	\$ 1,000,000	-50.49%	Additions: N/A Reductions: N/A
Strategic Plan	\$ 2,078,999	\$ 2,432,457	17.00%	Additions: N/A Reductions: N/A
Utilities	\$ 5,599,082	\$ 5,824,813	4.03%	Additions: N/A Reductions: N/A
LIF Funds	\$ -	\$ 300,000	N/A	Additions: N/A Reductions: N/A
SUB TOTAL	\$ 203,739,622	\$ 203,227,001	-0.25%	
Special Building Projects	\$ 6,600,000	\$ 6,050,000	-8.33%	Additions: N/A Reductions: N/A
SUB TOTAL	\$ 210,339,622	\$ 209,277,001	-0.51%	
ARRA	\$ 3,620,987	\$ 1,403,827	-61.23%	Additions: N/A Reductions: N/A
TOTAL	\$ 213,960,609	\$ 210,680,828	-1.53%	

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

State of Nebraska
Budget Form - NBH-School District
 Statement of Publication

Millard Public Schools (28-0017) in Douglas County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 15th day of August, 2011 at 5:00 o'clock, P.M., at Don Stroh Administration Center (5606 S. 147TH ST, Omaha, NE 68137) for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

Clerk/Secretary

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)
	2009-2010 (1)	2010-2011 (2)	2011-2012 (3)				
General	\$ 203,106,369.00	\$ 213,960,610.00	\$ 210,680,828.00	\$ 34,996,152.00	\$ 237,506,419.00	\$ 82,530.84	\$ 8,253,091.84
Depreciation	\$ 4,889,951.00	\$ 3,000,000.00	\$ 5,135,665.00		\$ 5,135,665.00		
Employee Benefit	\$ 21,941,004.00	\$ 24,500,000.00	\$ 25,000,000.00	\$ 2,000,000.00	\$ 27,000,000.00		
Contingency	\$ -	\$ -	\$ -		\$ -		
Activities	\$ 4,387,250.00	\$ 7,000,000.00	\$ 9,000,000.00	\$ 1,000,000.00	\$ 10,000,000.00		
School Lunch	\$ 10,517,665.00	\$ 11,500,000.00	\$ 13,000,000.00	\$ 1,000,000.00	\$ 14,000,000.00		
Bond	\$ 64,862,909.00	\$ 13,426,869.00	\$ 13,297,780.00	\$ 15,838,935.00	\$ 14,611,258.00	\$ 146,721.64	\$ 14,672,178.64
Special Building	\$ 11,252,350.00	\$ 1,700,000.00	\$ 22,467,608.00		\$ 21,559,768.00	\$ 9,170.09	\$ 917,010.09
Qualified Capital Purpose Undertaking	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -		
Student Fee	\$ 1,361,060.00	\$ 1,450,000.00	\$ 1,900,000.00	\$ 100,000.00	\$ 2,000,000.00		
	\$ -	\$ -	\$ -	\$ -	\$ -		
TOTALS	\$ 322,318,558.00	\$ 276,537,479.00	\$ 300,481,881.00	\$ 54,935,087.00	\$ 331,813,110.00	\$ 238,422.57	\$ 23,842,280.57

Total Personal and Real Property Tax Requirement For Bonds

\$ 14,672,178.64

Total Personal and Real Property Tax Requirement for ALL Other

\$ 9,170,101.93

PROGRAM DESCRIPTION FORM

Program Area: Elementary

Briefly¹ describe the programs and/or services which were provided within this area of the school district's budget during the preceding budget year:

Personnel Budget:

- Elementary staff provides differentiated instruction to meet the needs of all students in the academic areas of reading, spelling, writing, English, handwriting, speaking, listening, mathematics, science, health, social studies, art, basic technology, and life skills based on grade level indicators. Staff participates on the following teams before and after school: School Improvement; dat; curriculum; instructional; technology; PLC; MIT; MDT; 504; extra-duty activities; Study Center; and other shared decision-making teams. All teachers participate in the administration of assessments, analysis of data to make instructional decisions, utilize Gradebook, parent portal, and communicate with parents through conferences, newsletters, report cards, school activities, phone calls, School Fusion, and email.
- Learning Community Assessments include: Kindergarten reading and math; grade 1 reading and math; grade 2 reading and math; grade 3 reading and math.
- State/Federal Assessments include: grade 3 reading and math; grade 4 reading, math, and writing; grade 5 reading, math, and science.
- 2010-11 classroom teachers included:

Kindergarten – 1658 students, 86 FTE, avg 19.3	Gr 1 – 1760 students, 87 FTE, avg 20.2
Gr 2 – 1665 students, 81 FTE, avg 20.6	Gr 3 – 1708 students, 78 FTE, avg 21.9
Gr 4 – 1725 students, 80 FTE, avg 21.9	Gr 5 – 1697 students, 74 FTE, avg 22.9
Core Academy – 12 FTE	Montessori – 17 FTE
- Programs of Choice include Core Academy at Cather Elementary, Montessori at Montclair and Norris Elementary, and Primary Years Program/IB at Aldrich Elementary.
- Positions based on a point allocation system that support specific needs of students include: Music, Physical Education, READ, Literacy Intervention, Instructional Facilitators, Information Specialists, Counselors, Technology, Art, and Paraprofessionals.
- Positions allocated by the district beyond classroom teachers and point allocations include: Principals, Assistant Principals, 10-month sec., Early Literacy Intervention/ K-1 Intervention, ELL teacher, Instrumental Music grade 5, Orchestra grades 4 & 5 and Nurses.

Non-Personnel Budget:

- Building budgets include per pupil allocations for:

textbooks	warehouse supplies	general supplies	copier supplies
media books	media supplies	HAL support	staff development
tech staff dev	equipment repair		

¹ Please limit the description to one page. The use of "bullets" is encouraged.

PROGRAM DESCRIPTION FORM

Program Area: Middle Schools

Briefly describe the programs and/or services which were provided within this area of the school district's budget during the preceding budget year.

Programs in Millard's middle schools are designed to meet the needs of this special group of students and to serve as a bridge between elementary and high school.

ACADEMICS: Academic and life skills, so important in elementary school, are given continued emphasis and further development in middle school to ensure students meet rigorous and relevant outcomes necessary for future success.

EXPLORATION: Exploratory experiences are a vital part of the middle school. These opportunities introduce new subjects and experiences to help students identify and develop their interests and talents.

ADVISEMENT: In the advisory program, small groups of students meet with one teacher daily for 15 to 30 minutes. In keeping with the middle school philosophy, the teacher serves as an advocate for the student with other students, staff and parents. This program is an extension of our guidance services addressing life skills, 40 Developmental Assets, and Personal Learning Plans while providing a strong student support system.

TEACHING TEAMS: Students are assigned to an academic team with two to five teachers for English, math, science, social studies and reading. This team of students and teachers provides a smaller unit within the school to address adolescent student learning needs and to give students a greater sense of security, and feeling of belonging. Team teachers share a common planning time for professional learning community discussions, planning of interdisciplinary activities, differentiating for individual team students, coordinating curriculum, and providing for individual student needs.

CURRICULUM:

GRADE 6 Math 6/Challenge Math/Prealgebra, reading, world languages, language arts, science, social studies, physical education/band/orchestra, exploratory (6-week rotation): health, general music, art, family and consumer science, industrial technology, computer applications

GRADE 7 Math 7/Prealgebra/Algebra; science, health, reading, world languages, English, social studies, physical education/music, band/orchestra, exploratory (6-week rotation): art, family and consumer science, industrial technology, computer applications, general music, health

GRADE 8 Prealgebra/Algebra/Geometry; science, reading, English, social studies, world languages, family life education, physical education/guided study hall, chorus, band/orchestra, career planning and choices of an array of 6 week exploratory electives such as: industrial technology, drawing, painting, pottery, print making, foods, sewing, designing spaces, managing money, and computer applications including web, graphic design and desktop publishing

Support Personnel & Instructional Budgets:

- Provide counseling, career awareness and Personal Learning Plan information
- Provide administrative leadership and program/institutional management
- Support and maintain co-curricular and extracurricular programs
- Coordinate and maintain support personnel and facilities for student learning, staff and administration
- Provide staff development opportunities
- Maintain library/media services for students
- Provide technological support for instructional programs
- Maintain safe and secure learning environment
- Support district policies and state accreditation rules
- Pursue and support district strategic and site planning goals
- Support reteaching and intervention efforts, Special Education, English Language Learners (ELL) and 504 services for students
- Provide choice through a traditional middle level program, Montessori Program and IB Middle Years Programme (MYP)
- Maintain facility through repair and replacement of equipment
- Purchase needed instructional materials and supplies to facilitate teaching and learning
- Provide health services for students
- Provide High Ability Learners (HAL) services and experiences unique to the middle level

PROGRAM DESCRIPTION FORM

Program Area: High Schools

Briefly describe the programs and/or services which were provided within this area of the school district's budget during the preceding budget year:

- Pursues and supports the district strategic plan and site plan goals
- Meets diverse student learning needs through comprehensive program offerings and differentiated instructional delivery models
- Delivers district approved curriculum in support of academic and life skills graduation requirements
- Supports student mastery of curriculum standards and indicators
- Supports student achievement of district Essential Learner Outcome (ELO) assessments and state assessments
- Supports more rigorous expectations of students through expanded AP[®] courses and exams and the opportunity to pursue an International Baccalaureate degree
- Supports relevant pursuit of goals beyond high school through defined Diploma Paths and the Millard Career Academies
- Supports district policies and state accreditation rules
- Supports student consideration and pursuit of appropriate goal setting efforts and work with 40 Developmental Assets through Personal Learning Plans
- Provides counseling, career awareness information, and post-high school educational information (including financial) for students
- Supports students through strategies defined within each school's Pyramid of Interventions and through the Millard Public Schools RtI+I Model
- Supports ELL, SpEd and 504 services for students
- Purchases needed instructional materials and supplies to facilitate teaching and learning
- Provides instructional personnel responsible for student learning
- Provides staff development opportunities for all staff
- Provides a structure to facilitate professional collaboration and data driven decisions impacting instruction through Professional Learning Communities (PLC)
- Maintains library/media services for students
- Provides technological support for instructional programs
- Provides health services for students
- Provides administrative leadership and institutional management
- Maintains safe and secure learning environment
- Maintains facility through repair and replacement of equipment
- Supports and maintains co-curricular and extracurricular programs
- Coordinates and maintains support personnel and facilities for student learning, staff and administration

PROGRAM DESCRIPTION FORM

Program Area: Governance

Briefly¹ describe the programs and/or services which were provided within this area of the school district's budget during the preceding budget year:

- Administer the development and maintenance of the educational programs designed to meet the needs of the community and carry out the policies of the Board of Education.
- Recommend the number and types of positions required to provide proper personnel for the operation of such a program recommending policies on organization, finance, instruction, school plant, and all other functions of the school program.
- Supervise the preparation and presentation of the annual budget and recommend to the Board of Education continuous evaluation of progress and needs of the schools and keeps the public informed.
- Supervise and evaluate all principals
- Supervise and coordinate the preparations of the school district publications
- Assist the board in setting, implementing and evaluating public relations marketing goals
- Serve as a consultant in the preparation and production of information materials prepared by school personnel
- Plan and design communication strategies to inform the public about specific problems or situations
- Serve as information officer
- Conduct a communication audit on a regular basis
- Develop the staff development plan and budget for the district
- Develop, coordinate and implement the district plan for site base planning
- Determine staff development needs for district personnel
- Conduct Strategic Planning and oversee implementation
- Secure resource people to conduct staff development activities
- Assist in evaluation of all program activities
- Coordinate all legislative activities conducted by the district
- Organize district leadership programs

¹ Please limit the description to one page. The use of "bullets" is encouraged.

- **Plan and administer an efficient system recruiting, hiring, compensating, training, supervising, evaluating, and dismissing district employees**
- **Prepare and administer the Human Resources budget**
- **Communicate the requirements and Human Resource needs for the District**
- **Develop, administer and interpret Board policies related to the Human Resource function**
- **Administer the employee compensation benefits program for the district**
- **Conduct collective bargaining by serving on the negotiations team**
- **Prepare and administer the Pupil Services budget**

PROGRAM DESCRIPTION FORM

Program Area: Educational Services 2011-2012

The budget facilitates Early Childhood & Elementary Education (PK-5); Secondary Education (6-12); Staff Development (Certificated & Classified); Assessment, Research, and Evaluation; Library /Media Services; the Office of the Associate Superintendent of Educational Services; and 37.5 FTE. The Division provides:

- Leadership in all MEP (Millard Education Program) processes that affect reading and writing (language arts), mathematics, science, social studies, art, music, physical education, industrial technology, family consumer science, business, world languages, health, computer science, computer applications, counseling, International Baccalaureate, Montessori, Core Academy, technology mini-magnet, technology integration and high ability learners
- Leadership for teachers and principals in the use of assessment data
- Quality control, coordination efforts for MEP alignment and support positions; i.e., Literacy Interventionists, MEP Facilitators, Instructional Facilitators, Department Heads, Team Leaders
- Coordination and development of policies pertaining to MEP curriculum, instruction, and assessment
- Alignment of the MEP with the Nebraska content standards; review of “Millard Standards”
- Alignment of the MEP assessment system with the Nebraska assessment system.
- Facilitation and support of district/building programs, i.e., I.B. (MYP, PYP, DP), New Frontier, Montessori, Core Academy.
- Leadership and coordination of District Assessment System, Nebraska State Assessments, and Rule 10 Required Norm-Referenced Tests
- Leadership and Coordination of Data Analyses used for Site planning and the evaluation of student achievement including the implementation of Tableau Visualizations
- Facilitation and Coordination of District program evaluations, surveys, research, other data analyses requests, and internal data management
- Leadership and coordination of resources for re-teaching opportunities
- Leadership and coordination of services for Poverty and LEP Plans
- Leadership and coordination of resources for High Ability Learners
- Leadership and coordination for the continuation of Curriculum Management Audit recommendations
- Assistance, leadership and coordination for the implementation of program budgeting
- Communication liaisons with MOEC, NDE, UNO, UNL, ESU and other educational agencies
- Direction and leadership for early childhood education programs; i.e., ELI, kindergarten, preschool, family resource center
- Coordination of state and federal grants; i.e. NCLB (Title I, Title IIA, Title III) Perkins, CEPA, etc.
- Coordination, design, and implementation of summer school
- Direction and leadership for Career & Technical Education and Career Academies
- Coordination and support for at-risk and alternative education programs
- Coordination and support for Response to Instruction and Intervention framework
- Coordination and support of co-curricular activities at the secondary level
- Direction and coordination of the English Language Learner Program
- Implementation and coordination of district strategic action plans and Board/Superintendent goals
- Coordination and revision of the teacher evaluation program
- Provision and facilitation of aligned staff development with curriculum initiatives
- Coordination of the district-wide institutes for staff development goals; i.e. Millard Instructional Model, Culturally Responsive Teaching, differentiated instruction, technology staff development, mastery teaching, professional learning communities, etc.
- Coordination and support for district library/media services and K-12 counseling curriculum
- Development of innovative grant applications from various funding agencies
- Completion of all other duties as assigned

Ed Services Program Budget Committee: Mark Feldhausen, Carol Newton, Nancy Johnston, Kim Saum-Mills, Tami Williams, Charlene Snyder, Greg Tiemann, Joan Wilson, Julie Bergstrom, Joycilyn Rozelle, Barb Waller, Kara Hutton, Donna Helvering, Jennifer Reid, Tammy Gebhart, Nancy Thornblad, Clara Hoover, Diane Araujo, Janet Larson, Devonye Mullins, Jodi Grosse, Angie Peterson, Shelly Schmitz, Pat Crum, Joe Crum

PROGRAM DESCRIPTION FORM**Program Area: Curriculum Adoption 2011-2012**

The Curriculum Adoption budget facilitates the District's seven-year curriculum cycle and the materials adoption of new and/or continuing curriculum in Early Childhood/Elementary Education (PK-5) and Secondary Education (6-12) through the Millard Education Program (MEP) process as outlined in Policy 6120 and Rule 6120.1. General education curriculum materials for students with disabilities are included in this adoption; when specific curriculum materials are necessary to meet students' disability related needs they are identified and purchased through the Special Education Department. The Curriculum Adoption budget was created based on recommendations from the Phi Delta Kappa (PDK) Curriculum Management Audit.

The adoption materials for 2011-2012 include:

- Industrial Technology for middle and high schools
- Elementary and Secondary Band/Strings student workbooks (annual)
- Elementary Math Workbooks (annual)
- Elementary Civics—Scholastic/Time for Kids (annual)
- High School Business Accounting Workbooks (annual)
- High School Science Chemistry Workbooks (annual)
- Secondary World Languages Workbooks (annual)

MEP Adoption Allocation Budget Committee: Mark Feldhausen, Carol Newton, Nancy Johnston, Charlene Snyder, Mandy Johnson, Melissa Poloncic, John Southworth, Brian Begley

Program Description Form

Program Area: Business Services

Briefly describe the programs and/or services which are provided within this area of the school district's budget during the preceding budget year (FY11):

Business Services is responsible for a variety of services including but not limited to: accounts payable, payroll, purchasing, receiving, warehouse & distribution, inventories, deliveries, district-level construction management, special project management, hazardous materials management, grant accounting, financial software system operations and support, budget preparation, state financial reporting, cash management, facility use coordination.

PAYROLL

Paychecks and direct deposits for over 4,000 employees are processed on a monthly and biweekly basis. Salaried employees are paid monthly while hourly employees are paid biweekly. This amounts to three payrolls every month, with two months having four payrolls. This includes all the processing, reconciliation and reporting of insurance, taxes, deductions, etc.

ACCOUNTS PAYABLE, PURCHASING, RECEIVING, AND DELIVERING

Processing over 8,000 purchase orders and issuing over 12,000 checks annually. Prepare bid documents and manage furnishings purchases for new building projects and for major replacement projects. Manage district-provided copy services. Generate all necessary reports for Board of Education and budget managers.

DISTRIBUTION CENTER

Maintains and distributes over 550 inventory items, along with general freight orders delivered. Transports inter-district and bulk mail, and hot food carts from preparation kitchens to satellite kitchens. Transports equipment to support special events within and outside of district. Storage, auction and disposition of surplus goods. Coordinates receiving, bar coding, and distribution of goods to the buildings.

BUDGET PREPARATION

Initiates, oversees and implements the Program Budgeting process for the district. The district is required to budget for eight funds totaling in excess of \$300,000,000.

CONSTRUCTION & PROJECT MANAGEMENT

Serve as Owner's Rep for bond construction projects. Serve as in-house Project Management on building fund and self-funded special projects. Hire and manage architects and engineers, perform construction observations, coordination and contract administration. Prepare necessary reports for Board of Education regarding construction management. Maintain archive of construction documents in district Plan Room.

FINANCIAL SOFTWARE

Designated school district employees in every building use the accounting system for entering purchases orders and reviewing financial transactions. The business office provides training, software upgrades and technical support.

GENERAL DISTRICT WIDE EXPENDITURES

Equipment repair, dataTeam (activity fund) software upgrades/training, fees for bond paying agents, various consulting costs, etc.

Program Description Form

Program Area: Contracted Business Services

Briefly describe the programs and/or services which were provided within this area of the school district's budget during the preceding budget year:

Contracted Business Services incorporates those areas of service that the business office must contract with outside agencies. These areas include the following: Accounting/Auditing Fees, Legal Services, Commercial Insurance Premiums (property, liability, workers compensation, inland marine, crime, auto, etc.), Mail Service (postage, bulk mailing, etc.) and High Volume and Special Order Copying. These services are required to operate the district.

PROGRAM DESCRIPTION FORM

Program Area: Technology

Briefly¹ describe the programs and/or services which were provided within this area of the school district's budget during the preceding budget year: The district-level technology program supports the wide area and local area networks, all hardware, software, curriculum-based technology, and the many end-users of technology—students and staff—within the district. The program supports building computer initiators and media specialists. There are 27.0 FTE associated with the program. This includes: 1.0 FTE Exec. Dir., 1.0 FTE Systems Analyst, 5.0 FTE Network Support Specialists, 11.0 FTE Technology Facilitators for desktop support, 2.0 FTE Technology Specialists for Desktop Support, 4.0 FTE Instructional Technology Facilitators (MEP), 1.0 FTE Data Warehouse Associate, 1.0 FTE Technology Helpdesk Specialist, and 1.0 FTE Secretary to Tech Division. [Note: Staff who work in technology, but in ESU#3 budget include: 5.0 FTE through ESU#3 dedicated to Infinite Campus, Pentamation, and staff development.]

- Network Support (Wide Area and Local Area) and Desktop Support: maintain 150+Novell , W2003/2008, Linux, and Apple OSX servers, data closet equipment including over 575 switches, more than 10,800 data drops, and wireless local area network in each building (38 sites, over 800 access points and switches).
- Manage server databases for all elementary, middle, and high schools (approximately 2900 staff, 22,500 students)
- Maintain Internet connectivity and filtering (CIPA compliance) for 13,000+ workstations/laptops
- Provide fiber connections for voice, video, and data communications for all district facilities.
- Coordinates district technology needs with ESU#3 services (Pentamation, and web administration)
- Supports Infinite Campus, the District's student database, and parent portal (web access)
- Supports Edulog (transportation), Safari Montage (video streaming) and Tableau (data warehouse)
- Provides test environment for new technologies
- Establishes district technology standards for hardware and software
- Processes all purchase requisitions for district level hardware and software
- Maintains 13,000+ computers/laptops, 2,000+ printers, scanners, and other peripherals (interactive white boards, personal listening devices, etc.)
- Supports more than 400 software titles
- Supports maintenance and repair issues for building technology through service contracts
- Provides help desk support for building technology problems
- Coordinates with and supports building technology initiators
- Supports client software for Subfinder, Pentamation, and other district approved productivity tools
- Maintains software licenses (Network, Desktop, Antivirus, Backup Programs and OS's) and technology inventories

Curriculum/Instruction & Staff Development Support—Technology Center (Ron Witt Support Services Center)

- Responsible for evaluating, recommending, and supporting K-12 instructional software
- Maintain communication with and deliver training to in-building facilitators in 35 schools
- Develop/deliver staff development to instructional and administrative staff
- Develop/implement ways of integrating technology into classroom activities and the curriculum
- Develop/support internet/intranet and network-based curriculum/instruction for students
- Support curriculum-based internet and databases for K-12 instruction (District and hosted)

Communications and Surveillance Systems Support

- Manage e-mail (internal and Internet) program for 2,900 staff members and 500 substitutes and student teachers
- Maintain and manage telephone systems, cellular (300+) and fixed (1500+), including Nortel VoIP system throughout the district.
- Maintain and upgrade surveillance systems for building safety and security

¹ Please limit the description to one page. The use of "bullets" is encouraged.

PROGRAM DESCRIPTION: 2011-12 SPECIAL EDUCATION

Millard Public Schools must insure that all students with verified disabilities have a free appropriate public education available to them from their date of special education verification (available beginning at birth) through the conclusion of the school year during which the student turns age twenty-one, including students who attend nonpublic schools and students who have been suspended or expelled from school. A free appropriate public education includes special education and related services designed to meet each student's unique educational needs as identified in their Individual Family Service Plan (IFSP)/Individual Education Program (IEP). On October 1, 2010, 3,261 students with disabilities (Pre-K through 21) were eligible to receive special education and related services; this number is 14.7 % of the total Pre-K through grade 12 MPS student enrollment; the K-12 disability child count of 2,994 is 13.9 % of the District's K-12 student enrollment.

- Diagnostic and Evaluation Services
 - Pre-referral intervention services, including Section 504 eligibility
 - Comprehensive evaluation in all areas of suspected disability
 - Verification categories include: Autism, Behavior Disorder, Deaf-Blindness, Developmental Delay, Hearing Impairment, Mental Handicap, Multiple Impairments, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech/Language Impairment, Traumatic Brain Injury, and/or Visual Impairment
 - Independent Educational Evaluations
- Early Childhood Special Education Programs (Students birth to age 5)
 - Services provided in child's natural environment, birth to age 3
 - Continuous year services for students, birth to age 3
 - Special education preschool services, beginning at age 3 and continuing to age 5, including special education, related services and transportation
 - Extended year special education as required by individual student IEP's, beginning at age 3
 - Year round assessment for new students
- School Age Special Education Programs (Age 5 to graduation or age 21)
 - Special education services to eligible students attending Millard Public Schools: including inclusion and pull-out resource programs, cluster-site programs, speech-language therapy, related services, and transportation
 - Special education services to students attending nonpublic schools, including special education, related services and transportation
 - Homebound services for students unable to attend school due to their health condition
 - Services to suspended/expelled students beyond those provided to non-special education peers
 - Extended year special education as required by individual student IEP's
- Related Services, as appropriate, in the following areas:

<ul style="list-style-type: none"> ▪ Speech/Language Therapy ▪ Transportation ▪ Nursing/Medical Services ▪ Audiological Devices ▪ Physical Therapy ▪ Occupational Therapy ▪ Sign Language Interpreters ▪ Psychological Services 	<ul style="list-style-type: none"> ▪ Audiology Services ▪ Assistive Technology Devices/Services ▪ Braille/Enlargement Services ▪ Orientation and Mobility Training ▪ Augmentative Communication Devices/Services ▪ Adaptive Physical Education ▪ Vision and Hearing Services
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- Continuum of Options for Special Education Placements
 - Home-Based Infant Program
 - Special Education Preschool program—centerbased, community-based, and itinerant
 - General Education Class without Special Education-available at all MPS schools
 - Consultative Special Education Services-available at all MPS schools
 - General Education Class with Special Education Support-available at all MPS schools
 - Cluster-site programs-located at identified elementary and middle schools
 - Alternative School Programs at Horizon High School and Middle School Alternative Program
 - Separate School Facility
 - Residential Facility
 - Hospital
 - Homebound
- Young Adult Program (Students 18-21 years old)
 - Transition to adult living
 - Vocational services, including job coaching
 - Transportation
 - Coordinate services with State Agencies
- Pre-Vocational and Vocational Training
- Contracted student programs/services, as appropriate, for students birth to age 21 in the following areas:

<ul style="list-style-type: none"> • Behavior Disorders • Mental Handicaps • Nursing/Medical Services • Autism 	<ul style="list-style-type: none"> • Vocational Placements • Hearing Impaired • Orientation and Mobility Services • Students who are out of district residents for other than educational reasons
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PROGRAM DESCRIPTION FORM

Program Area: __Operations and Maintenance

Briefly¹ describe the programs and/or services, which were provided within this area of the school district's budget during the preceding budget year:

- * Custodial services for cleaning classrooms, restrooms, offices, etc.
- * Mowing, fertilizing, and irrigating the school district grounds
- * Preventative maintenance on vehicles, heating ventilations and air conditioning units (HVAC), etc.
- * Repair work on sidewalks, drives, etc.
- * Custodial work associated with facilities use (e.g. setting up the room for the event, addressing special needs as they arise, cleaning up after use, closing the facility, snow removal, etc.)
- * Maintaining security systems and responding to security alarms
- * Maintaining fire alarm systems
- * Moving furniture and equipment out of construction areas before construction/renovation/major maintenance occurs, then moving it back and cleaning the facilities after the move
- * Painting services
- * Carpenter services
- * Special projects
- * Maintaining keys and lock systems throughout the district
- * Roof repair
- * Snow removal, salting and sanding
- * Parking lot/Playground sweeping
- * HVAC maintenance and repairs
- * Electrical maintenance and additions
- * Plumbing maintenance and additions

¹ Please limit the description to one page. The use of "bullets" is encouraged.

PROGRAM DESCRIPTION FORM

Program Area: TRANSPORTATION

Briefly¹ describe the programs and/or services which were provided within this area of the school district's budget during the preceding budget year:

Transportation includes regular transportation routes, ELL routes, HHS routes and Academy routes. Special Education is not included in this program area. It also includes the staff and necessary supplies and equipment for the transportation office.

¹ Please limit the description to one page. The use of "bullets" is encouraged.

PROGRAM DESCRIPTION FORM

Program Area: Security

Briefly describe the programs and/or services which were provided within this area of the school district's budget during the preceding budget year:

The security budget addresses the services necessary to maintain safe, secure, and drug free schools. The budget includes:

- Cost of School Resource Officers at each high school. There is a Douglas County Sheriff Deputy at Horizon and Millard West High School. Omaha Police Officers are at Millard North and Millard South High Schools. Three middle schools have "Associate SROs". They include Millard Central Middle School, Millard Andersen Middle School and Millard North Middle School. (the Associate SRO at Millard North Middle School is K-9 certified and has the District's Drug Detection dog with him).
- Personnel Security (High School Hall Monitors)
- Security Uniforms
- Security Supplies (badges, dog food, veterinarian bills, visitor badges, safety/drug free signs, hotline posters, cards, etc.)
- Safety Dues-National Safety Council & PRIDE Omaha
- Contracted Security-Halloween, weekends and problematic areas sustaining vandalism

PROGRAM DESCRIPTION FORM

Program Area: Employee Contracted Obligations

Briefly¹ describe the programs and/or services which were provided within this area of the school district's budget during the preceding budget year:

- *Extra time and overtime compensation for non-exempt (hourly) clerical, professional/technical and paraprofessional employees. Additional hours allow us to meet critical and emergency situations without flexing employees' schedules. Hours allocated: Elementary Secretaries - 64 hours, Other Secretaries - 40 hours, Educational Paraprofessionals - 1 day each.*
- *Responsibility Pay: – compensation for Teacher Responsibility Pay which provides incentives to provide extra services generally not covered under extra duty payments.*
- *Substitutes: Substitutes are needed to work in place of employees who are absent for any reason except professional leave. Professional leave substitutes are budgeted in other programs.*
- *Pay for Unused Sick Leave: An incentive for employees to accumulate the maximum paid sick leave.*
- *Employee Benefit Fees: Employee Benefit consulting and compliance review.*
- *Local Mileage: Reimbursement for employees who must travel while performing their duties.*
- *Dues/Fees & Travel Allocation: An allocation to each administrator for professional development.*
- *Extra-duty Compensation: New Staff Induction (Peer Coaching/Productive Approaches).*
- *Resignation Notification Incentive: Certificated employees who notify the district by December 15 of their decision to resign at the end of the school year are paid a stipend of \$500. Early notification allows the district to pursue the highest qualify staff to replace them.*
- *Voluntary Separation: To encourage eligible employees who are considering early separation or early retirement to accelerate their plans. Program objectives include:*
 - To offer financial incentives, which will assist long-term Millard Public School employees considering separation or retirement.
 - To reduce District costs by replacing maximum salary employees with lesser salary employees.
 - To provide a balance of employee experience.
 - To reduce or eliminate the possibility of certificated employee layoffs.
 - To provide the District the opportunity to select and retain the highest quality staff by establishing February 15 as the application deadline.

¹ Please limit the description to one page. The use of "bullets" is encouraged.

PROGRAM DESCRIPTION FORM**Program Area: Grants**

The following list includes the grants the District anticipates receiving from a variety of local, state and federal sources. ARRA grants are not included. Grant funds are excluded from the spending lid.

Autism Minigrant	7,620
Early Childhood Education (pre-school expansion)	50,000
Education Quest (South High)	50,000
ESU #3 Metro Region Autism Spectrum Disorders Mini Grant	7,550
High Ability Learner/Rule 3 (gifted student program)	145,788
ING Unsung Hero (teacher developed classroom projects)	4,000
Learn and Serve (service learning projects)	5,000
Lowe's Toolbox for Education (outdoor classrooms)	5,000
MPS Foundation Site Plan Grants	334,000
MPS Foundation Montessori Preschool	375,336
MPS Foundation Preschool	110,205
MPS Foundation Media Centers	36,000
MPS Foundation Study Center (elementary, middle schools)	402,433
Nebraska Arts Council	5,000
Nebraska Department of Health (outdoor classrooms)	10,000
Pacific Life Foundation (various schools for small projects)	7,000
Papio-Missouri Natural Resources District	2,000
Perkins (vocational education)	134,400
Perkins Mini-Grant (career academies)	10,000
Positive Behavior Support	1,250
Region 21 Interagency Planning Teams	21,000
Ritonya-Buscher-Poehling (teacher developed classroom projects)	5,000
Sam's Club Foundation (teacher developed classroom projects)	4,000
SCIP (Special Education Continuous Improvement Project)	70,505
Seldin Corporation (Cody Study Center)	3,536
Target Corporation (classroom arts projects, field trips)	5,000
Textbook Loan/Rule 4	41,000
Title I, Part A (preK-5 reading, writing, math)	1,541,659
Title II, Part A (class size reduction, staff development)	377,861
Title III (English language acquisition)	54,406
Title IV (Safe & Drug Free Schools)	22,455
Transition Program (SPED school to work program)	2,000
Wal-Mart Foundation (teacher developed classroom projects)	2,000
Unforeseen Grant Awards	500,000
TOTAL GRANTS	4,353,004

PROGRAM DESCRIPTION FORM

Program Area: Contingency

Briefly¹ describe the programs and/or services which were provided within this area of the school district's budget during the preceding budget year:

There are numerous expenses that crop up during the year that were not reasonably foreseeable. As a result, we have created a contingency program area where we budget approximately 1% of the budget to meet these unforeseen expenses.

Examples of unforeseen expenses in past years have included: a substantial unexpected increase in student enrollment (necessitating moving portable classrooms and hiring additional teachers), an abrupt 150% increase in natural gas costs, the employment of security resource officers, the major repair of an air conditioning systems, the emergency replacement of some roofs, the employment of consultants to assist with complex issues, the payment of insurance deductibles on property losses and theft, the expenses related to non-routine legal matters, etc.

At the end of the fiscal year, if there are funds remaining in the contingency, the district transfers these funds to the depreciation fund to be used to replace depreciable items (e.g., band uniforms, kilns, equipment, etc.).

¹ Please limit the description to one page. The use of "bullets" is encouraged.

PROGRAM DESCRIPTION FORM

Program Area: Strategic Planning

Budget Team: Keith Lutz, Ken Fossen, Mark Feldhausen , Jim Sutfin, Craig Whaley, Amy Friedman, and Vicki Hoskovec

Program Description

The strategic planning budget identifies new program expenditures. Once the new program is established, continuing funds will be included in appropriate budget areas.

The current strategic plan has identified 27 action plans.

The current plan was approved by the board in March of 2009.

The strategic plan is updated every other year and usually spans a five year time frame.

This is the third budget year for this plan cycle.

PROGRAM DESCRIPTION FORM

Program Area: Utilities.

Briefly¹ describe the programs and/or services which were provided within this area of the school district's budget during the preceding budget year:

The "Utilities" Program Budget Area includes the following:

1. Electrical Services: A cooperative agreement between MPS, OPS, and OPPD for electrical services.
2. Utility Services: A cooperative agreement with MUD for the gas, water, and sewer services.

¹ Please limit the description to one page. The use of "bullets" is encouraged.

PROGRAM DESCRIPTION FORM

Program Area: Projects

Briefly¹ describe the programs and/or services which were provided within this area of the school district's budget during the preceding budget year:

In the past, the District has budget for its projects in the Special Building Fund. However, due to some changes in the state aid formula, it is advantageous for the District to budget more of its project in the General Fund in order to keep the General Fund tax levy at \$1.04. This increase in the General Fund tax levy would be matched by a corresponding decrease in the Special Building Fund tax levy.

The exact amount that will be budget for "Projects" in the general fund will be determined by the amount of funds that are available under the \$1.04 levy. This will not be known until after the property values in the District are certified on August 20th.

"Projects" includes such things as the replacement of roofs, sidewalks, parking lots, HVAC units, and other such capital replacement items.

¹ Please limit the description to one page. The use of "bullets" is encouraged.

PROGRAM DESCRIPTION FORM

Program Area: ARRA.

Briefly¹ describe the programs and/or services which were provided within this area of the school district's budget during the preceding budget year:

Some of the ARRA funded programs will be continue in FY12, at which time they are transferred to a permanent budget area. Examples of the ARRA funded programs include:

Developmental 40 Assets Program
LEP Liaisons
Poverty Teachers and Paraprofessionals
Staff Development Support for Highly Qualified Teachers
Community Counselors
Teacher Mentoring Program
New Teachers to reduce class sizes

¹ Please limit the description to one page. The use of "bullets" is encouraged.

Section B

General Fund

**Millard Public Schools
General Fund Budget
Fiscal Year Ending 2011 and 2012**

	FYE11 ESTIMATE	FYE12 BUDGET
Budget of Expenditures		
Budget of Expenditures	\$ 213,960,610	\$ 210,680,828
Necessary Cash Reserve	\$ 37,746,479	\$ 34,996,152
Total Requirements	\$ 251,707,089	\$ 245,676,980

Budget of Revenues

Local Sources		
Property Taxes - District	\$ 8,147,322	\$ 8,170,561
Property Taxes - Learning Community	\$ 81,640,550	\$ 82,572,092
Motor Vehicle Taxes	\$ 9,888,000	\$ 10,000,000
Carline Tax	\$ 10,000	\$ 10,000
Public Power Sales Tax	\$ 2,000,000	\$ 2,000,000
Investment Interest	\$ 100,000	\$ 100,000
Local Fines and License Fees	\$ 485,000	\$ 450,000
Other Local Sources	\$ -	\$ 9,566
County Sources		
County Fines and License Fees	\$ 1,200,000	\$ 1,200,000
Other County Sources	\$ -	
State Sources		
State Aid	\$ 71,429,778	\$ 76,468,282
Special Education - School Age	\$ 9,887,988	\$ 10,000,000
Special Education - Transportation	\$ 1,200,804	\$ 1,200,000
State Apportionment	\$ 3,204,645	\$ 3,200,000
Other State Sources	\$ 4,870,237	\$ 4,800,000
Federal Sources		
Pre-School Special Education	\$ 1,347,049	\$ 1,350,000
Medicaid In Public Schools	\$ 195,000	\$ 200,000
Grants	\$ 3,170,324	\$ 3,200,000
IDEA ADDL	\$ 3,119,552	\$ 3,000,000
ARRA	\$ 13,844,287	\$ -
Other Federal Sources	\$ 579,960	\$ -
Non-Revenue Sources		
Other Non-Revenue Receipts	\$ -	\$ -
Sub Total	\$ 216,320,496	\$ 207,930,501
Beginning Balance	\$ 35,386,593	\$ 37,746,479
Total Revenue Available	\$ 251,707,089	\$ 245,676,980

Section C

Special Building Fund

**Millard Public Schools
Special Building Fund Budget
Fiscal Year Ending 2011 and 2012**

	FYE11 ESTIMATE	FYE12 BUDGET
Budget of Expenditures		
Building Improvements	\$ 1,700,000	\$ 22,467,608
Building Additiond	\$ -	\$ -
Total Expenditures	\$ 1,700,000	\$ 22,467,608
Balance Forward	\$ 21,467,608	\$ -
Total Requirements	\$ 23,167,608	\$ 22,467,608

Budget of Revenues

Property Taxes - District	\$ 730,000	\$ 907,840
Property Taxes - Learning Community	\$ 170,000	\$ -
Public Power District Tax	\$ -	\$ -
Carline Tax	\$ -	\$ -
Investment Interest	\$ -	\$ -
Pro Rate Motor Vehicle	\$ -	\$ -
Sale of Bonds	\$ -	\$ -
Other	\$ -	\$ 92,160
Sub Total	\$ 900,000	\$ 1,000,000
Beginning Balance	\$ 22,267,608	\$ 21,467,608
Total Revenue Available	\$ 23,167,608	\$ 22,467,608

Section D

Bond Fund

**Millard Public Schools
Bond Fund Budget
Fiscal Year Ending 2011 and 2012**

	FYE11 ESTIMATE	FYE12 BUDGET
Budget of Expenditures		
Bond Principal	\$ 7,410,000	\$ 7,835,000
Bond Interest	\$ 6,016,869	\$ 5,462,780
	<hr/>	
Total Expenditures	\$ 13,426,869	\$ 13,297,780
Necessary Cash Reserve	\$ 14,611,258	\$ 15,838,935
	<hr/>	
Total Requirements	\$ 28,038,127	\$ 29,136,715
	<hr/> <hr/>	

Budget of Revenues

Property Taxes	\$ 12,000,000	\$ 14,525,457
Motor Vehicle Taxes	\$ -	\$ -
Public Power District Tax	\$ -	\$ -
Investment Interest	\$ -	\$ -
Carline	\$ -	\$ -
	<hr/>	
Sub-Total	\$ 12,000,000	\$ 14,525,457
Beginning Balance	\$ 16,038,127	\$ 14,611,258
	<hr/>	
Total Revenue Available	\$ 28,038,127	\$ 29,136,715
	<hr/> <hr/>	

**Millard Public Schools
Bond Fund Debt Outstanding**

The district officers of any school district in Nebraska shall have power, on the terms and conditions set forth in sections 10-702 to 10-716, to issue the bonds of the district for the purpose of (1) purchasing a site for and erecting thereon a schoolhouse or schoolhouses or a teacherage or teacherages, or for such purchase or erection, or purchasing an existing building or buildings for use as a schoolhouse or schoolhouses, including the site or sites upon which such building or buildings are located, and furnishing the same, in such district, (2) retiring registered warrants, and (3) paying for additions to or repairs for a schoolhouse or schoolhouses or a teacherage or teacherages.

The District has the following debt outstanding as of September 1, 2011:

<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2011-2012	\$ 7,835,000	\$ 5,462,780	\$ 13,297,780
2012-2013	\$ 8,110,000	\$ 5,115,105	\$ 13,225,105
2013-2014	\$ 8,450,000	\$ 4,750,418	\$ 13,200,418
2014-2015 and thereafter	\$ 111,105,000	\$ 27,324,768	\$ 138,429,768
Total All Years	\$ 135,500,000	\$ 42,653,070	\$ 178,153,070

Section E

Non-Tax Levy Funds

**Millard Public Schools
Food Service Fund Budget
Fiscal Year Ending 2011 and 2012**

	FYE11 ESTIMATE	FYE12 BUDGET
Budget of Expenditures		
Salaries	\$ 4,000,000	\$ 4,300,000
Employee Benefits	\$ 900,000	\$ 1,200,000
Supplies and Materials	\$ 900,000	\$ 1,200,000
Food	\$ 5,400,000	\$ 6,000,000
Capital Outlay	\$ 300,000	\$ 300,000
<hr/>		
Total Expenditures	\$ 11,500,000	\$ 13,000,000
Necessary Cash Reserve	\$ 116,645	\$ 1,000,000
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Total Requirements	\$ 11,616,645	\$ 14,000,000

Budget of Revenues

Investment Interest	\$ 3,500	\$ 4,000
Sale of Lunches/Milk	\$ 8,550,000	\$ 10,500,000
Other	\$ 701,500	\$ 946,000
State Reimbursement	\$ 45,000	\$ 50,000
Federal Reimbursement	\$ 2,400,000	\$ 2,500,000
<hr/>		
Sub-Total	\$ 11,700,000	\$ 14,000,000
Beginning Balance	\$ (83,355)	
<hr/>		
Total Revenue Available	\$ 11,616,645	\$ 14,000,000

**Millard Public Schools
Depreciation Fund Budget
Fiscal Year Ending 2011 and 2012**

	FYE11 ESTIMATE	FYE12 BUDGET
Budget of Expenditures		
Capital Outlay	\$ 2,750,000	\$ 5,000,000
Replacement Equipment	\$ 250,000	\$ 135,665
<hr/>		
Total Expenditures	\$ 3,000,000	\$ 5,135,665
Balance Forward	\$ 5,135,665	\$ -
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Total Requirements	\$ 8,135,665	\$ 5,135,665
<hr/> <hr/>		

Budget of Revenues

Transfers From General Fund	\$ -	\$ -
Beginning Balance	\$ 8,135,665	\$ 5,135,665
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Total Revenue Available	\$ 8,135,665	\$ 5,135,665
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**Millard Public Schools
Employee Benefit Fund Budget
Fiscal Year Ending 2011 and 2012**

	FYE11 ESTIMATE	FYE12 BUDGET
Budget of Expenditures		
Payment to Service Providers	\$ 24,500,000	\$ 25,000,000
Total Expenditures	\$ 24,500,000	\$ 25,000,000
Necessary Cash Reserve	\$ 6,443,496	\$ 2,000,000
Total Requirements	\$ 30,943,496	\$ 27,000,000

Budget of Revenues

Investment Interest	\$ 50,000	\$ 20,000
Transfers from General Fund	\$ 22,977,886	\$ 20,536,504
Sub-Total	\$ 23,027,886	\$ 20,556,504
Beginning Balance	\$ 7,915,610	\$ 6,443,496
Total Revenue Available	\$ 30,943,496	\$ 27,000,000

**Millard Public Schools
Activity Fund Budget
Fiscal Year Ending 2011 and 2012**

	FYE11 ESTIMATE	FYE12 BUDGET
Budget of Expenditures		
Student Activities and Athletics	\$ 7,000,000	\$ 9,000,000
Total Expenditures	\$ 7,000,000	\$ 9,000,000
Necessary Cash Reserve	\$ 1,404,997	\$ 1,000,000
Total Requirements	\$ 8,404,997	\$ 10,000,000
Budget of Revenues		
Activity Receipts	\$ 5,000,000	\$ 8,595,003
Beginning Balance	\$ 3,404,997	\$ 1,404,997
Total Revenue Available	\$ 8,404,997	\$ 10,000,000

The Activity Fund budget is built large enough to accommodate additional expenditures if any activities reach state-level competition.

**Millard Public Schools
Student Fee Fund Budget
Fiscal Year Ending 2011 and 2012**

	FYE11 ESTIMATE	FYE12 BUDGET
Budget of Expenditures		
Extracurricular Activity Fees	\$ 1,250,000	\$ 1,500,000
Summer or Night School Fees	\$ 200,000	\$ 400,000
<hr/>		
Total Expenditures	\$ 1,450,000	\$ 1,900,000
Necessary Cash Reserve	\$ 100,000	\$ 100,000
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Total Requirements	\$ 1,550,000	\$ 2,000,000
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Budget of Revenues

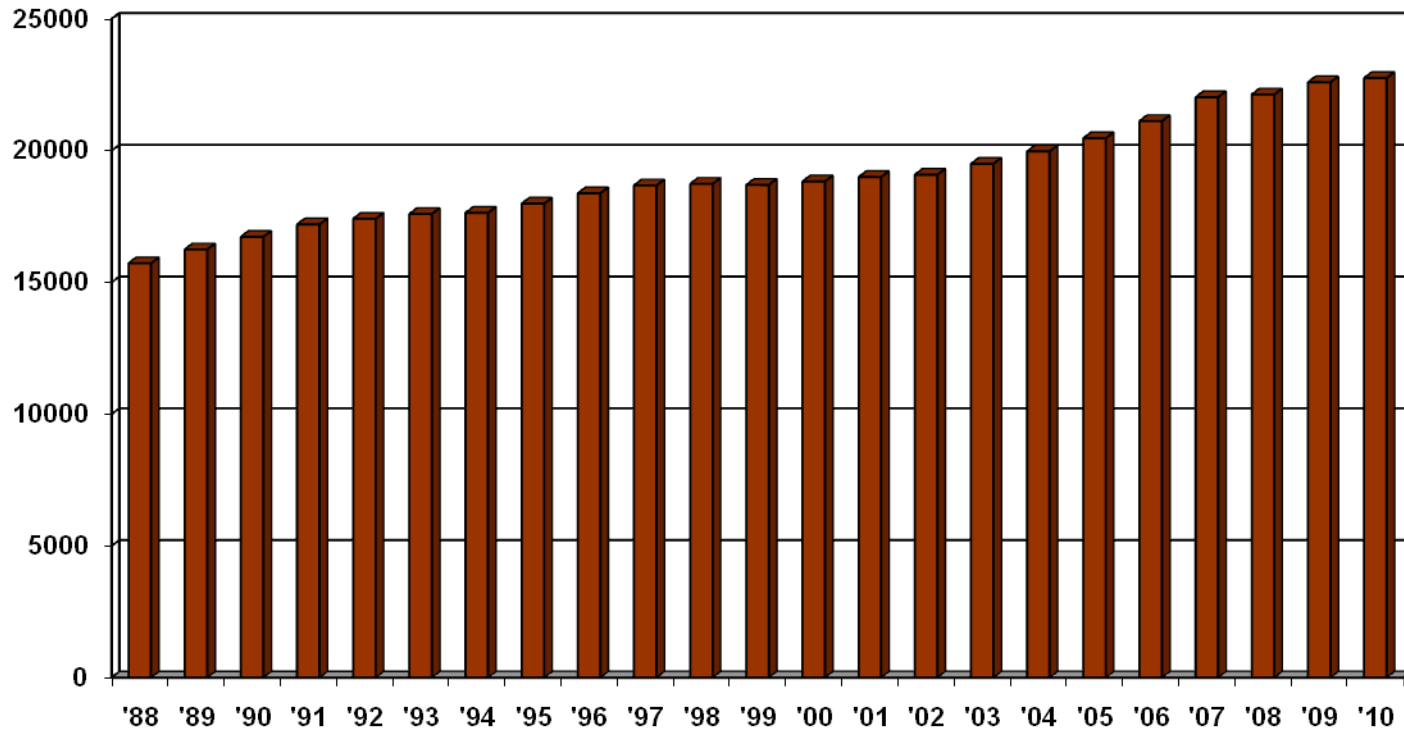
Extracurricular Activity Fees	\$ 1,174,059	\$ 1,500,000
Summer or Night School Fees	\$ 200,000	\$ 400,000
<hr/>		
Sub-Total	\$ 1,374,059	\$ 1,900,000
Beginning Balance	\$ 175,941	\$ 100,000
<hr/>		
Total Revenue Available	\$ 1,550,000	\$ 2,000,000
<hr/> <hr/>		

Section F

Supplemental Information

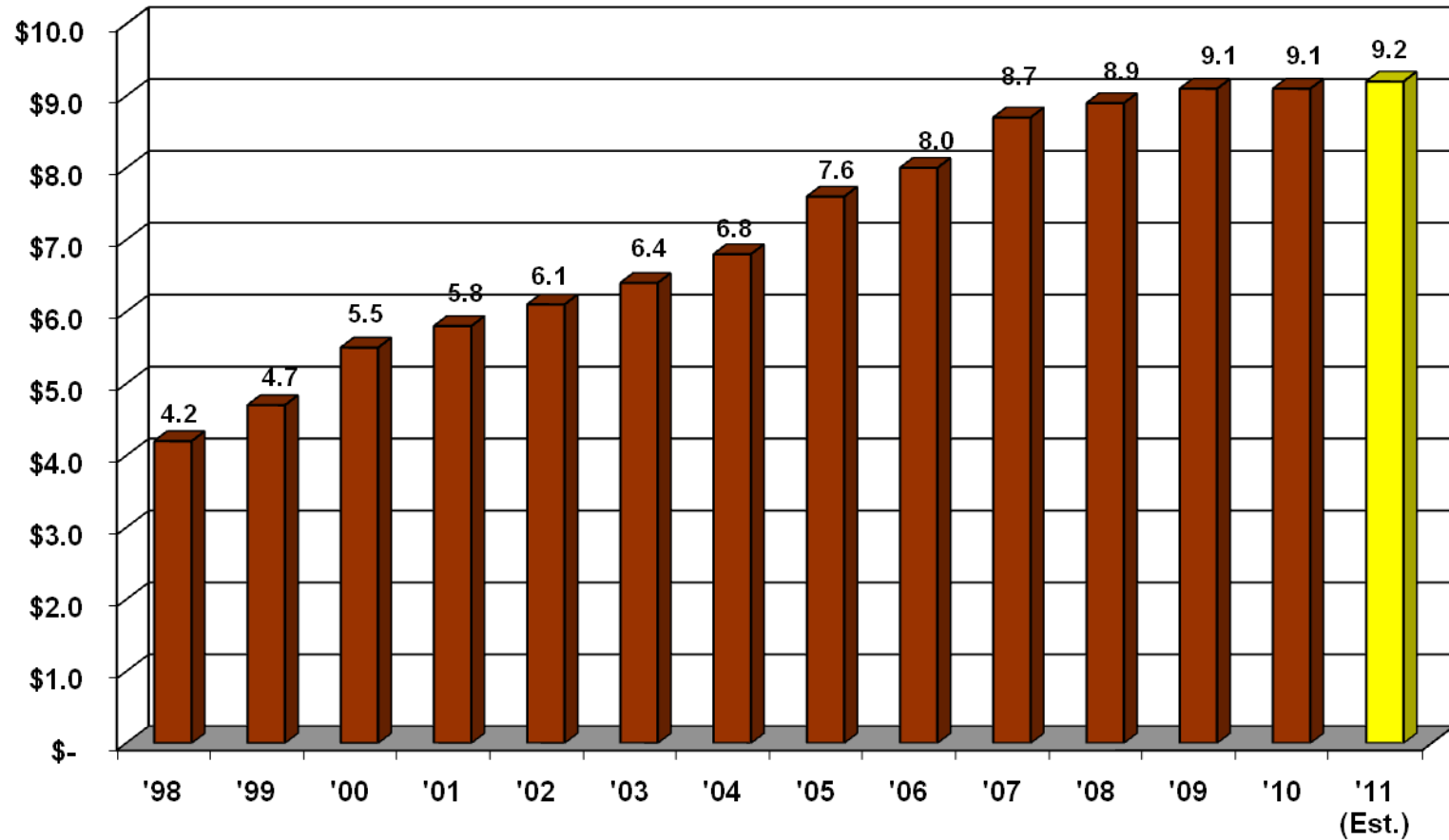
PK-12 STUDENT ENROLLMENT

[Source: Fall Enrollment Report – Last Friday in September]



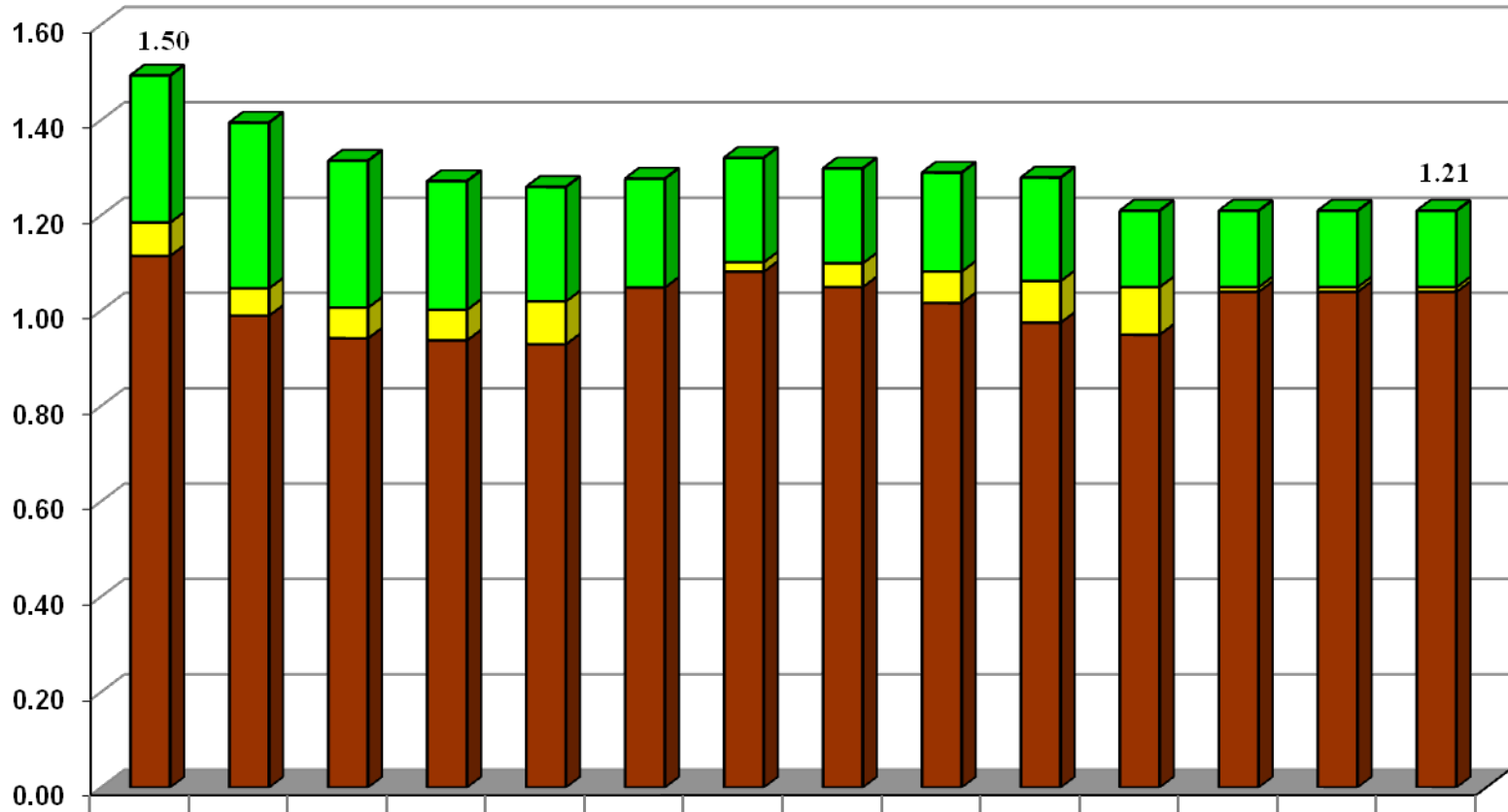
ASSESSED VALUE

[Source: August 20th County Assessor's Certifications – \$ Billions]



TAX LEVY BY FUND

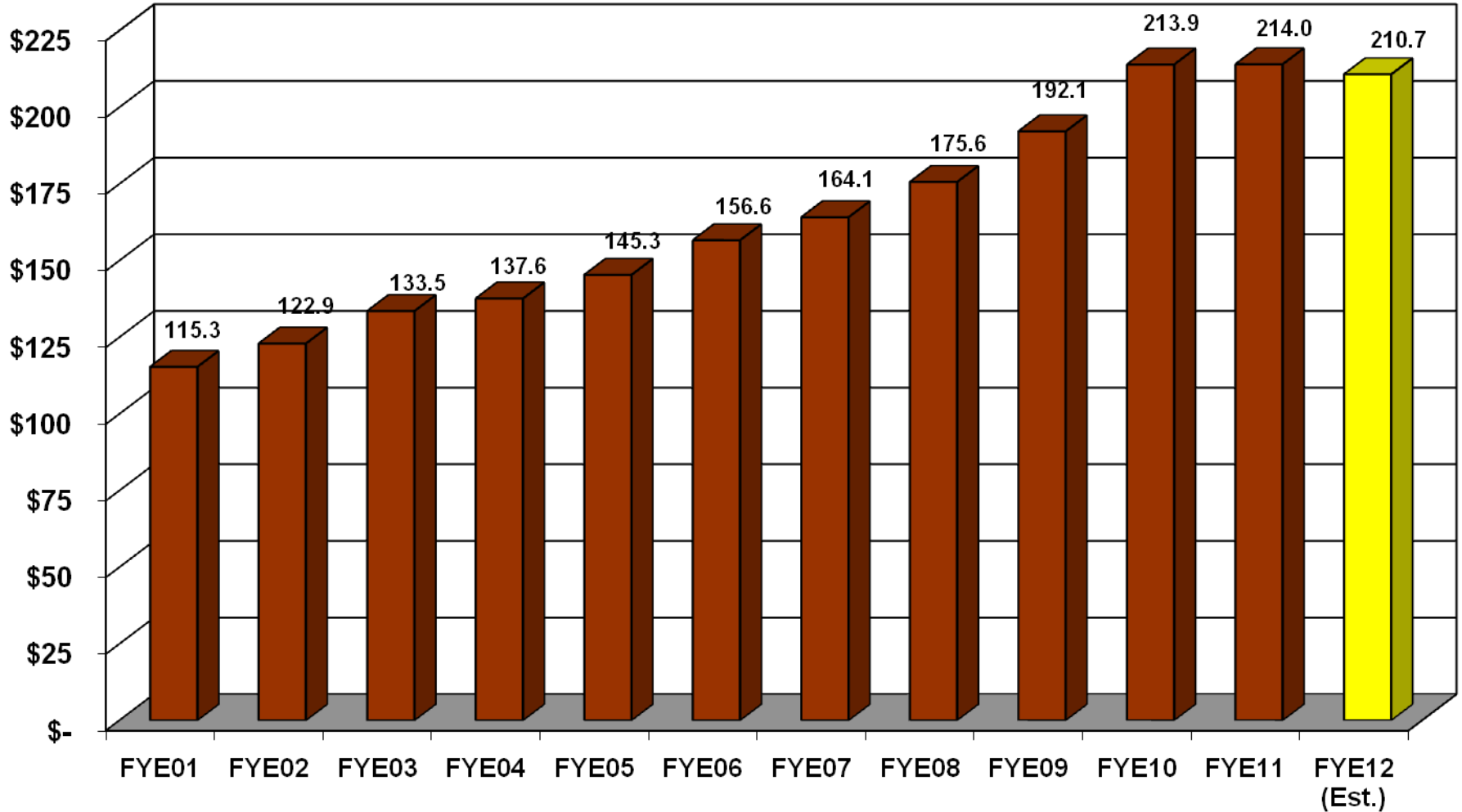
(Includes Learning Community Common Levies)



	FY98	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11
■ Bond	0.31	0.35	0.31	0.27	0.24	0.23	0.22	0.20	0.21	0.22	0.16	0.16	0.16	0.16
■ Building	0.07	0.06	0.06	0.06	0.09	0.00	0.02	0.05	0.07	0.09	0.10	0.01	0.01	0.01
■ General	1.12	0.99	0.94	0.94	0.93	1.05	1.08	1.05	1.02	0.98	0.95	1.04	1.04	1.04

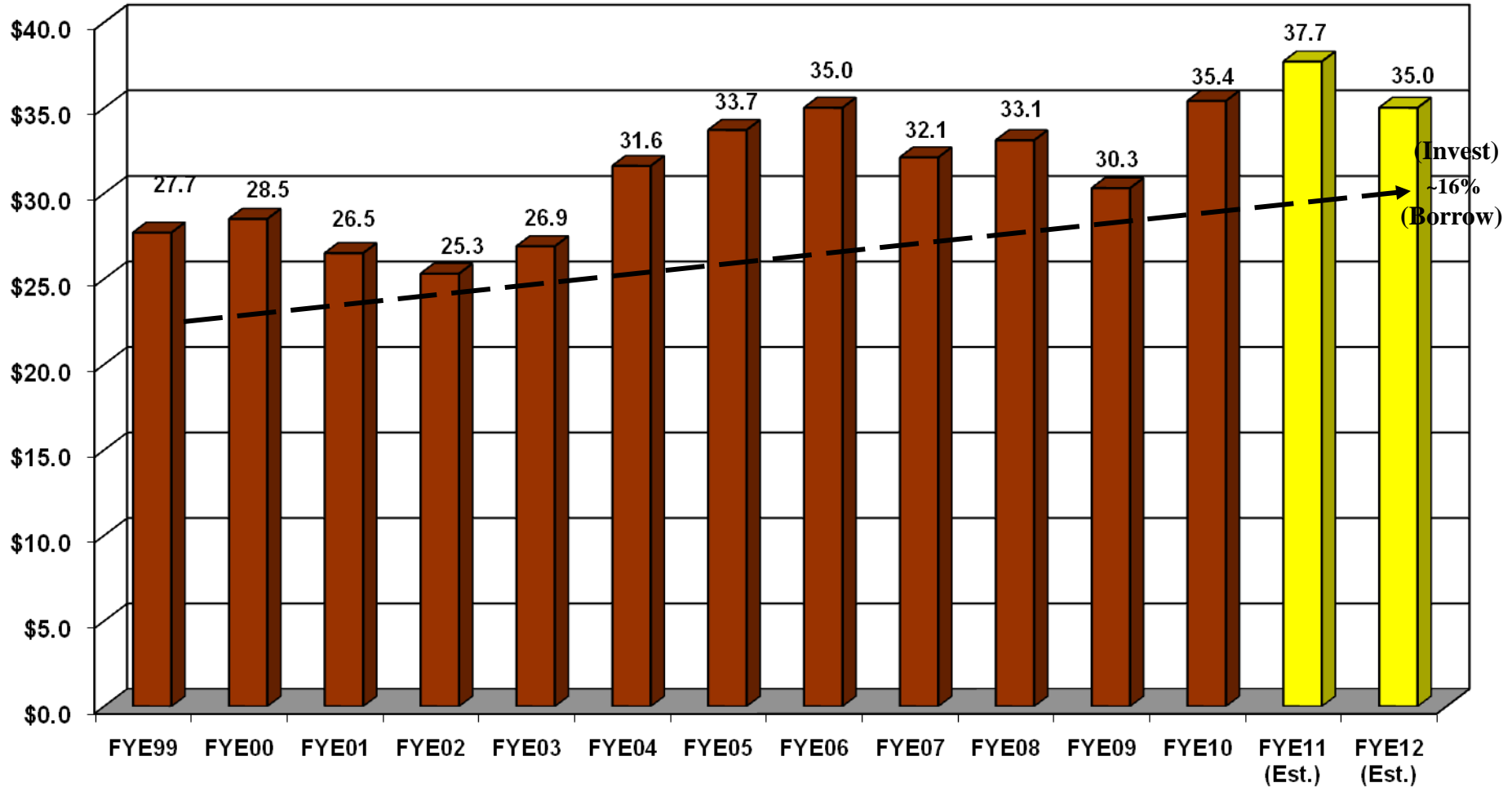
TOTAL EXPENDITURES

[Source: General Fund Budget – \$ Millions]



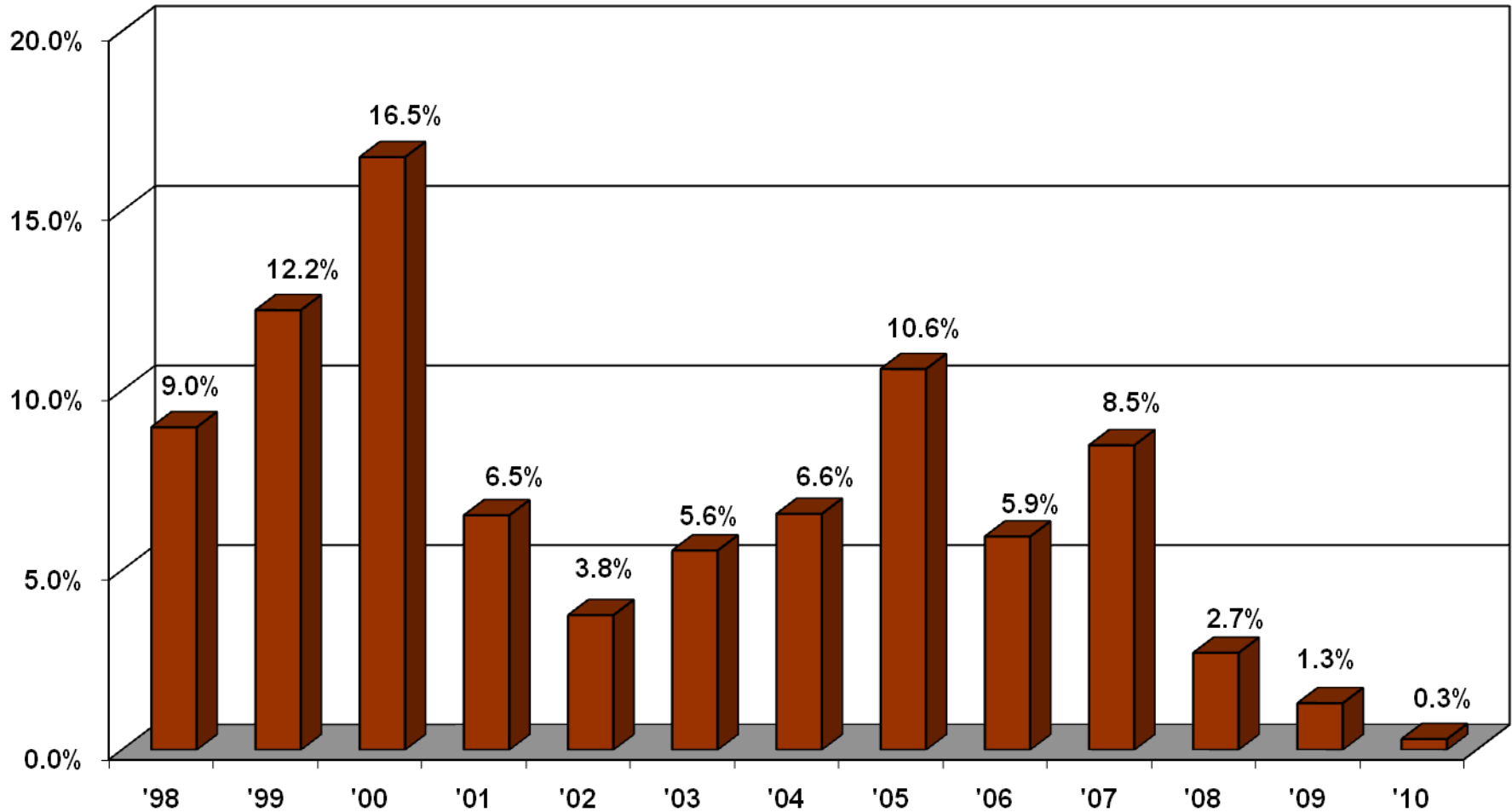
CASH RESERVE

[Source: Annual Audit Reports – General Fund - \$Millions]



VALUATION INCREASES (%)

[Source: August 20th County Assessor's Property Tax Certifications]



**Millard Public Schools
Assessed Valuation History
Fiscal Year Ending 1990 Through 2012**

Fiscal Year	Real Estate	Centrally Assessed Property	Automobiles	Personal Property	Total Valuation	Dollar Increase	Percent Increase
1989-90	\$ 1,772,854,921	\$ 19,115,355	\$ 243,975,504	\$ 143,629,047	\$ 2,179,574,827	N/A	N/A
1990-91	\$ 1,889,852,309	\$ 18,432,155	\$ 268,829,784	\$ 127,441,033	\$ 2,304,555,281	\$ 124,980,454	5.73%
1991-92	\$ 2,029,081,692	\$ 27,190,330	\$ 293,906,339	\$ 117,092,241	\$ 2,467,270,602	\$ 162,715,321	7.06%
1992-93	\$ 2,189,059,051	\$ 26,908,185	\$ 303,166,863	\$ 115,691,689	\$ 2,634,825,788	\$ 167,555,186	6.79%
1993-94	\$ 2,377,731,539	\$ 29,372,073	\$ 325,185,875	\$ 117,873,632	\$ 2,850,163,119	\$ 215,337,331	8.17%
1994-95	\$ 2,692,239,537	\$ 28,034,854	\$ 370,309,476	\$ 125,711,221	\$ 3,216,295,088	\$ 366,131,969	12.85%
1995-96	\$ 2,851,501,828	\$ 29,100,501	\$ 425,669,266	\$ 127,944,944	\$ 3,434,216,539	\$ 217,921,451	6.78%
1996-97	\$ 3,198,231,565	\$ 27,899,406	\$ 451,051,541	\$ 153,129,681	\$ 3,830,312,193	\$ 396,095,654	11.53%
1997-98	\$ 3,668,013,631	\$ 30,500,701	\$ -	\$ 168,369,928	\$ 3,866,884,260	\$ 36,572,067	0.95%
1998-99	\$ 3,915,550,060	\$ 32,791,499	\$ -	\$ 265,820,001	\$ 4,214,161,560	\$ 347,277,300	8.98%
1999-00	\$ 4,438,061,951	\$ 41,098,796	\$ -	\$ 250,659,265	\$ 4,729,820,012	\$ 515,658,452	12.24%
2000-01	\$ 5,175,679,857	\$ 44,896,448	\$ -	\$ 289,481,343	\$ 5,510,057,648	\$ 780,237,636	16.50%
2001-02	\$ 5,505,372,977	\$ 47,570,889	\$ -	\$ 316,660,022	\$ 5,869,603,888	\$ 359,546,240	6.53%
2002-03	\$ 5,775,747,871	\$ 53,148,287	\$ -	\$ 261,084,418	\$ 6,089,980,576	\$ 220,376,688	3.75%
2003-04	\$ 6,100,065,780	\$ 52,240,552	\$ -	\$ 275,445,250	\$ 6,427,751,582	\$ 337,771,006	5.55%
2004-05	\$ 6,553,551,095	\$ 47,988,126	\$ -	\$ 248,332,520	\$ 6,849,871,741	\$ 422,120,159	6.57%
2005-06	\$ 7,346,229,573	\$ 35,991,095	\$ -	\$ 190,211,287	\$ 7,572,431,955	\$ 722,560,214	10.55%
2006-07	\$ 7,697,527,329	\$ 37,434,321	\$ -	\$ 287,226,161	\$ 8,022,187,811	\$ 449,755,856	5.94%
2007-08	\$ 8,401,073,187	\$ 36,639,975	\$ -	\$ 264,649,541	\$ 8,702,362,703	\$ 680,174,892	8.48%
2008-09	\$ 8,665,160,562	\$ 30,394,185	\$ -	\$ 242,135,819	\$ 8,937,690,566	\$ 235,327,863	2.70%
2009-10	\$ 8,780,974,638	\$ 33,540,525	\$ -	\$ 238,969,866	\$ 9,053,485,029	\$ 115,794,463	1.30%
2010-11	\$ 9,079,309,589	\$ -	\$ -	\$ -	\$ 9,079,309,589	\$ 25,824,560	0.29%
2011-12	\$ 9,170,102,685	\$ -	\$ -	\$ -	\$ 9,170,102,685	\$ 90,793,096	1.00%

NOTE: LB271, 1997 removes the valuation of motor vehicles from the taxable property subject to levy

NOTE: 2011-12 Amounts Are Estimates

**Millard Public Schools
Tax Levy History
Fiscal Year Ending 1990 Through 2012**

Fiscal Year	General Fund	Special Building Fund	Bond Fund	Total	Change
1989-90	\$ 1.6316	\$ 0.0401	\$ 0.2693	\$ 1.9410	N/A
1990-91	\$ 1.1208	\$ 0.0433	\$ 0.2673	\$ 1.4314	\$ (0.5096)
1991-92	\$ 1.1030	\$ 0.0433	\$ 0.2957	\$ 1.4420	\$ 0.0106
1992-93	\$ 1.0744	\$ 0.0597	\$ 0.2902	\$ 1.4243	\$ (0.0177)
1993-94	\$ 1.0948	\$ 0.1059	\$ 0.2711	\$ 1.4718	\$ 0.0475
1994-95	\$ 1.1548	\$ 0.1330	\$ 0.2858	\$ 1.5736	\$ 0.1018
1995-96	\$ 1.2926	\$ 0.0147	\$ 0.2659	\$ 1.5732	\$ (0.0004)
1996-97	\$ 1.1821	\$ 0.0844	\$ 0.2560	\$ 1.5225	\$ (0.0508)
1997-98	\$ 1.1154	\$ 0.0758	\$ 0.3084	\$ 1.4995	\$ (0.0229)
1998-99	\$ 0.9901	\$ 0.0574	\$ 0.3475	\$ 1.3950	\$ (0.1045)
1999-00	\$ 0.9409	\$ 0.0643	\$ 0.3075	\$ 1.3127	\$ (0.0823)
2000-01	\$ 0.9379	\$ 0.0642	\$ 0.2640	\$ 1.2660	\$ (0.0468)
2001-02	\$ 0.9315	\$ 0.0855	\$ 0.2398	\$ 1.2567	\$ (0.0093)
2002-03	\$ 1.0491	\$ -	\$ 0.2284	\$ 1.2775	\$ 0.0208
2003-04	\$ 1.0823	\$ 0.0200	\$ 0.2189	\$ 1.3212	\$ 0.0437
2004-05	\$ 1.0500	\$ 0.0500	\$ 0.1989	\$ 1.2989	\$ (0.0223)
2005-06	\$ 1.0166	\$ 0.0661	\$ 0.2073	\$ 1.2900	\$ (0.0089)
2006-07	\$ 0.9754	\$ 0.0873	\$ 0.2169	\$ 1.2796	\$ (0.0104)
2007-08	\$ 0.9500	\$ 0.1000	\$ 0.1600	\$ 1.2100	\$ (0.0696)
2008-09	\$ 1.0401	\$ 0.0100	\$ 0.1599	\$ 1.2100	\$ (0.0000)
2009-10	\$ 0.0900	\$ -	\$ 0.1600	\$ 0.2500	\$ (0.9600)
2010-11	\$ 0.0900	\$ 0.0100	\$ 0.1600	\$ 0.2600	\$ 0.0100
2011-12	\$ 0.0900	\$ 0.0100	\$ 0.1600	\$ 0.2600	\$ 0.0000

NOTE: State aid to education increased from \$133 million to \$311 million as a result of the passage of LB 1059 in 1990

NOTE: Assumes 2011-12 Learning Community Levies - GF - \$0.95 and SB - \$0.00

**Millard Public Schools
Calculation of Levies
Fiscal Year Ending 1990 Through 2012**

		TOTAL	General Fund	Special Building Fund	Bond Fund
1989-90	Property Tax	\$ 41,798,488	\$ 35,136,233	\$ 863,000	\$ 5,799,255
	1% County Treasurer's Fee	\$ 417,985	\$ 351,362	\$ 8,630	\$ 57,993
	Total	\$ 42,216,473	\$ 35,487,595	\$ 871,630	\$ 5,857,248
	Valuation	Actual	\$ 2,179,574,827	\$ 2,179,574,827	\$ 2,179,574,827
	Tax Levy	\$ 1.9410	\$ 1.6316	\$ 0.0401	\$ 0.2693
1990-91	Property Tax	\$ 32,660,770	\$ 25,573,574	\$ 988,000	\$ 6,099,196
	1% County Treasurer's Fee	\$ 326,608	\$ 255,736	\$ 9,880	\$ 60,992
	Total	\$ 32,987,378	\$ 25,829,310	\$ 997,880	\$ 6,160,188
	Valuation	Actual	\$ 2,304,555,281	\$ 2,304,555,281	\$ 2,304,555,281
	Tax Levy	\$ 1.4314	\$ 1.1208	\$ 0.0433	\$ 0.2673
1991-92	Property Tax	\$ 35,225,859	\$ 26,944,338	\$ 1,058,000	\$ 7,223,521
	1% County Treasurer's Fee	\$ 352,258	\$ 269,443	\$ 10,580	\$ 72,235
	Total	\$ 35,578,117	\$ 27,213,781	\$ 1,068,580	\$ 7,295,756
	Valuation	Actual	\$ 2,467,270,602	\$ 2,467,270,602	\$ 2,467,270,602
	Tax Levy	\$ 1.4420	\$ 1.1030	\$ 0.0433	\$ 0.2957
1992-93	Property Tax	\$ 36,788,439	\$ 27,749,868	\$ 1,542,574	\$ 7,495,997
	1% County Treasurer's Fee	\$ 367,885	\$ 277,499	\$ 15,426	\$ 74,960
	Total	\$ 37,156,324	\$ 28,027,367	\$ 1,558,000	\$ 7,570,957
	Valuation	Actual	\$ 2,634,825,788	\$ 2,634,825,788	\$ 2,634,825,788
	Tax Levy	\$ 1.4243	\$ 1.0744	\$ 0.0597	\$ 0.2902
1993-94	Property Tax	\$ 41,532,813	\$ 30,895,099	\$ 2,988,000	\$ 7,649,714
	1% County Treasurer's Fee	\$ 415,328	\$ 308,951	\$ 29,880	\$ 76,497
	Total	\$ 41,948,141	\$ 31,204,050	\$ 3,017,880	\$ 7,726,211
	Valuation	Actual	\$ 2,850,163,119	\$ 2,850,163,119	\$ 2,850,163,119
	Tax Levy	\$ 1.4718	\$ 1.0948	\$ 0.1059	\$ 0.2711
1994-95	Property Tax	\$ 50,109,299	\$ 36,774,299	\$ 4,235,000	\$ 9,100,000
	1% County Treasurer's Fee	\$ 501,093	\$ 367,743	\$ 42,350	\$ 91,000
	Total	\$ 50,610,392	\$ 37,142,042	\$ 4,277,350	\$ 9,191,000
	Valuation	Actual	\$ 3,216,295,088	\$ 3,216,295,088	\$ 3,216,295,088
	Tax Levy	\$ 1.5736	\$ 1.1548	\$ 0.1330	\$ 0.2858
1995-96	Property Tax	\$ 53,493,865	\$ 43,951,651	\$ 500,000	\$ 9,042,214
	1% County Treasurer's Fee	\$ 534,939	\$ 439,517	\$ 5,000	\$ 90,422
	Total	\$ 54,028,804	\$ 44,391,168	\$ 505,000	\$ 9,132,636
	Valuation	Actual	\$ 3,434,216,539	\$ 3,434,216,539	\$ 3,434,216,539
	Tax Levy	\$ 1.5732	\$ 1.2926	\$ 0.0147	\$ 0.2659

		TOTAL	General Fund	Special Building Fund	Bond Fund
1996-97	Property Tax	\$ 57,737,546	\$ 44,831,028	\$ 3,200,000	\$ 9,706,518
	1% County Treasurer's Fee	\$ 577,375	\$ 448,310	\$ 32,000	\$ 97,065
	Total	\$ 58,314,921	\$ 45,279,338	\$ 3,232,000	\$ 9,803,583
	Valuation	Actual	\$ 3,830,312,193	\$ 3,830,312,193	\$ 3,830,312,193
	Tax Levy	\$ 1.5225	\$ 1.1821	\$ 0.0844	\$ 0.2560
1997-98	Property Tax	\$ 57,410,989	\$ 42,703,307	\$ 2,902,045	\$ 11,805,637
	1% County Treasurer's Fee	\$ 574,109	\$ 427,033	\$ 29,020	\$ 118,056
	Total	\$ 57,985,098	\$ 43,130,340	\$ 2,931,065	\$ 11,923,693
	Valuation	Actual	\$ 3,866,884,260	\$ 3,866,884,260	\$ 3,866,884,260
	Tax Levy	\$ 1.4995	\$ 1.1154	\$ 0.0758	\$ 0.3084
NOTE: LB271, 1997 removes the valuation of motor vehicles from the taxable property subject to levy					
1998-99	Property Tax	\$ 58,205,495	\$ 41,311,300	\$ 2,395,395	\$ 14,498,800
	1% County Treasurer's Fee	\$ 582,055	\$ 413,113	\$ 23,954	\$ 144,988
	Total	\$ 58,787,550	\$ 41,724,413	\$ 2,419,349	\$ 14,643,788
	Valuation	Actual	\$ 4,214,161,560	\$ 4,214,161,560	\$ 4,214,161,560
	Tax Levy	\$ 1.3950	\$ 0.9901	\$ 0.0574	\$ 0.3475
1999-00	Property Tax	\$ 61,475,545	\$ 44,062,530	\$ 3,011,425	\$ 14,401,590
	1% County Treasurer's Fee	\$ 614,755	\$ 440,625	\$ 30,114	\$ 144,016
	Total	\$ 62,090,300	\$ 44,503,155	\$ 3,041,539	\$ 14,545,606
	Valuation	Actual	\$ 4,729,820,012	\$ 4,729,820,012	\$ 4,729,820,012
	Tax Levy	\$ 1.3127	\$ 0.9409	\$ 0.0643	\$ 0.3075
2000-01	Property Tax	\$ 69,065,917	\$ 51,165,917	\$ 3,500,000	\$ 14,400,000
	1% County Treasurer's Fee	\$ 690,659	\$ 511,659	\$ 35,000	\$ 144,000
	Total	\$ 69,756,576	\$ 51,677,576	\$ 3,535,000	\$ 14,544,000
	Valuation	Actual	\$ 5,510,057,648	\$ 5,510,057,648	\$ 5,510,057,648
	Tax Levy	\$ 1.2660	\$ 0.9379	\$ 0.0642	\$ 0.2640
2001-02	Property Tax	\$ 73,032,885	\$ 54,133,848	\$ 4,966,116	\$ 13,932,921
	1% County Treasurer's Fee	\$ 730,329	\$ 541,338	\$ 49,661	\$ 139,329
	Total	\$ 73,763,214	\$ 54,675,186	\$ 5,015,777	\$ 14,072,250
	Valuation	Actual	\$ 5,869,603,888	\$ 5,869,603,888	\$ 5,869,603,888
	Tax Levy	\$ 1.2567	\$ 0.9315	\$ 0.0855	\$ 0.2397
2002-03	Property Tax	\$ 77,026,800	\$ 63,254,400	\$ -	\$ 13,772,400
	1% County Treasurer's Fee	\$ 770,268	\$ 632,544	\$ -	\$ 137,724
	Total	\$ 77,797,068	\$ 63,886,944	\$ -	\$ 13,910,124
	Valuation	Actual	\$ 6,089,980,576	\$ 6,089,980,576	\$ 6,089,980,576
	Tax Levy	\$ 1.2775	\$ 1.0491	\$ -	\$ 0.2284

		TOTAL	General Fund	Special Building Fund	Bond Fund
2003-04	Property Tax	\$ 84,081,988	\$ 68,879,595	\$ 1,272,822	\$ 13,929,571
	1% County Treasurer's Fee	\$ 840,820	\$ 688,796	\$ 12,728	\$ 139,296
	Total	\$ 84,922,808	\$ 69,568,391	\$ 1,285,550	\$ 14,068,867
	Valuation	Actual	\$ 6,427,751,582	\$ 6,427,751,582	\$ 6,427,751,582
	Tax Levy	\$ 1.3212	\$ 1.0823	\$ 0.0200	\$ 0.2189
2004-05	Property Tax	\$ 88,092,063	\$ 71,211,537	\$ 3,391,026	\$ 13,489,500
	1% County Treasurer's Fee	\$ 880,921	\$ 712,115	\$ 33,910	\$ 134,895
	Total	\$ 88,972,984	\$ 71,923,653	\$ 3,424,936	\$ 13,624,395
	Valuation	Actual	\$ 6,849,871,741	\$ 6,849,871,741	\$ 6,849,871,741
	Tax Levy	\$ 1.2989	\$ 1.0500	\$ 0.0500	\$ 0.1989
2005-06	Property Tax	\$ 96,713,919	\$ 76,218,500	\$ 4,955,819	\$ 15,539,600
	1% County Treasurer's Fee	\$ 967,139	\$ 762,185	\$ 49,558	\$ 155,396
	Total	\$ 97,681,058	\$ 76,980,685	\$ 5,005,377	\$ 15,694,996
	Valuation	Actual	\$ 7,572,431,955	\$ 7,572,431,955	\$ 7,572,431,955
	Tax Levy	\$ 1.2900	\$ 1.0166	\$ 0.0661	\$ 0.2073
2006-07	Property Tax	\$ 101,633,416	\$ 77,475,000	\$ 6,930,693	\$ 17,227,723
	1% County Treasurer's Fee	\$ 1,016,334	\$ 774,750	\$ 69,307	\$ 172,277
	Total	\$ 102,649,750	\$ 78,249,750	\$ 7,000,000	\$ 17,400,000
	Valuation	Actual	\$ 8,022,187,811	\$ 8,022,187,811	\$ 8,022,187,811
	Tax Levy	\$ 1.2796	\$ 0.9754	\$ 0.0873	\$ 0.2169
2007-08	Property Tax	\$ 104,255,000	\$ 81,850,000	\$ 8,615,000	\$ 13,790,000
	1% County Treasurer's Fee	\$ 1,042,550	\$ 818,500	\$ 86,150	\$ 137,900
	Total	\$ 105,297,550	\$ 82,668,500	\$ 8,701,150	\$ 13,927,900
	Valuation	Actual	\$ 8,702,362,703	\$ 8,702,362,703	\$ 8,702,362,703
	Tax Levy	\$ 1.2100	\$ 0.9500	\$ 0.1000	\$ 0.1600
2008-09	Property Tax	\$ 107,072,159	\$ 92,040,159	\$ 882,000	\$ 14,150,000
	1% County Treasurer's Fee	\$ 1,070,722	\$ 920,402	\$ 8,820	\$ 141,500
	Total	\$ 108,142,881	\$ 92,960,561	\$ 890,820	\$ 14,291,500
	Valuation	Actual	\$ 8,937,690,566	\$ 8,937,690,566	\$ 8,937,690,566
	Tax Levy	\$ 1.2100	\$ 1.0401	\$ 0.0100	\$ 0.1599
2009-10	Property Tax	\$ 22,409,485	\$ 8,067,327	\$ -	\$ 14,342,158
	1% County Treasurer's Fee	\$ 224,095	\$ 80,673	\$ -	\$ 143,422
	Total	\$ 22,633,580	\$ 8,148,000	\$ -	\$ 14,485,580
	Valuation	Actual	\$ 9,053,485,029	\$ 9,053,485,029	\$ 9,053,485,029
	Tax Levy	\$ 0.2500	\$ 0.0900	\$ -	\$ 0.1600
2010-11	Property Tax	\$ 23,370,125	\$ 8,089,700	\$ 898,825	\$ 14,381,600
	1% County Treasurer's Fee	\$ 236,062	\$ 81,714	\$ 9,079	\$ 145,269
	Total	\$ 23,606,187	\$ 8,171,414	\$ 907,904	\$ 14,526,869
	Valuation	Actual	\$ 9,079,309,589	\$ 9,079,309,589	\$ 9,079,309,589
	Tax Levy	\$ 0.2600	\$ 0.0900	\$ 0.0100	\$ 0.1600

		TOTAL	General Fund	Special Building Fund	Bond Fund
2011-12	Property Tax	\$ 23,603,858	\$ 8,170,561	\$ 907,840	\$ 14,525,457
	1% County Treasurer's Fee	\$ 238,423	\$ 82,531	\$ 9,170	\$ 146,722
	Total	\$ 23,842,281	\$ 8,253,092	\$ 917,010	\$ 14,672,179
	Valuation	Estimate	\$ 9,170,102,685	\$ 9,170,102,685	\$ 9,170,102,685
	Tax Levy	\$ 0.2600	\$ 0.0900	\$ 0.0100	\$ 0.1600

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
AUGUST 15, 2011

5:00 P.M. – Budget Hearing

AGENDA

A. Call to Order

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

B. Pledge of Allegiance

C. Roll Call

D. 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 – August 1, 2011
2. *Approval of Bills
3. *Receive the Treasurer’s Report and Place on File

F. Information Items

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

G. Unfinished Business:

H. New Business

1. Approval of Collective Bargaining with MEA - Nurses
2. Approval of Gallup Engagement Survey Contract
3. Approval of Millard Public Schools/Learning Community Elementary Learning Center Program Agreement for Summer Program 2012
4. Approval of Rule 5200.1 – Pupil Services – Attendance, Tardiness, and Excessive Absenteeism
5. Reaffirm Policy 10000 – Shared Decision Making
6. Approval of Rule 10000.1 – Site Based Planning and Shared Decision Making
7. First Reading of Policy 3300 – Support Services – Business – Purchasing - General
8. First Reading Policy 3425 – Support Services – Business – Accounting – Receipt of Funds
9. Delete Rule 3505.1 – Support Services – Operation and Maintenance of Plant
10. First Reading of 3505 – Support Services – Operation and Maintenance – Management – Direction & Supervision
11. Reaffirm Policy 8210 – Internal Board Policies – Orientation of New Board Members
12. Approval of Rule 8210.1 – Internal Board Policies – Orientation of New Board Members
13. First Reading of Policy 8250 – Internal Board Policies – Conflict of Interest
14. Approval of Personnel Actions: Amendment to a Continuing Contract, Leave of Absence, Resignations, and New Hires
15. Negotiation (Executive Session)

I. Reports

1. Enrollment – 3rd Day Count
2. Strategic Planning Update
3. Program Evaluation for High School Career Academies

J. Future Agenda Items/Board Calendar.

1. Committee of the Whole Meeting on Monday, August 22, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

2. Board of Education Meeting on Tuesday, September 6, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Committee of the Whole Meeting on Monday, September 12, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Board of Education Meeting on Monday, September 19, 2010, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Board of Education Meeting on Monday, October 3, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. NASB Area Membership Meeting on Wednesday, October 12, 2011 at LaVista Embassy Suites Conference Center
7. Board of Education Meeting on Monday, October 17, 2010, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Board of Education Meeting on Monday, November 7, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
9. Committee of the Whole Meeting on Monday, November 14, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
10. NASB State Education Conference November 16-18, 2011 at the LaVista Embassy Suite Conference Center, 12520 Westport Parkway
11. Board of Education Meeting on Monday, November 21, 2010, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

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
AUGUST 15, 2011

5:00 P.M. – BUDGET HEARING

ADMINISTRATIVE MEMORANDUM

A. Call to Order

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

B. Pledge of Allegiance

C. Roll Call

D. 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 – August 1, 2011. (See enclosure.)

*E.2. Motion by _____, seconded by _____, to approve the bills. (See enclosures.)

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

F.1. Superintendent's Comments

F.2. Board Comments/Announcements

H.1. Motion by _____, seconded by _____, to approve the Collective Bargaining Agreement with the MEA – Nurses (See enclosure.)

H.2. Motion by _____, seconded by _____, to approve the 2011-2012 contract with Gallup Incorporated for administration of three engagement surveys be approved and that the Associate Superintendent for Educational Services be authorized and directed to execute any and all documents related to this project (See enclosure.)

H.3. Motion by _____, seconded by _____, to approve the Learning Community Elementary Learning Center Program Agreement (Subcouncil #4), and that the Associate Superintendent for Educational Services be authorized and directed to execute any and all documents related to this project (See enclosure.)

H.4. Motion by _____, seconded by _____, to approve Rule 5200.1 – Pupil Services – Attendance, Tardiness, and Excessive Absenteeism (See enclosure.)

H.5. Motion by _____, seconded by _____, to reaffirm Policy 10000 – Shared Decision Making (See enclosure.)

H.6. Motion by _____, seconded by _____, to approve Rule 10000.1 – Site Based Planning and Shared Decision Making (See enclosure.)

H.7. First Reading of Policy 3300 – Support Services – Business – Purchasing - General (See enclosure.)

H.8. First Reading of Policy 3425 – Support Services – Business – Accounting – Receipt of Funds (See enclosure.)

H.9. Motion by _____, seconded by _____, to delete Rule 3505.1 – Support Services – Operation and Maintenance of Plant (See enclosure.)

Administrative Memorandum

August 15, 2011

Page 2

- H.10. First Reading of Policy 3505 – Support Services – Operation and Maintenance – Management – Direction & Supervision (See enclosure.)
- H.11. Motion by _____, seconded by _____, to reaffirm Policy 8210 – Internal Board Policy – Orientation of New Board Members (See enclosure.)
- H.12. Motion by _____, seconded by _____, to approve Rule 8210.1 – Internal Board Policies – Orientation of New Board Members (See enclosure.)
- H.13. First Reading of Policy 8250 – Internal Board Policies – Conflict of Interest (See enclosure.)
- H.14. Motion by _____, seconded by _____, to approve Personnel Actions: Amendment to Continuing Contract, Leave of Absence, Resignations, and New Hires (See enclosure.)
- H.15. Negotiation (Executive Session)

I. Reports:

1. Enrollment – 3rd Day Count
2. Strategic Planning Update
3. Program Evaluation for High School Career Academies

J. Future Agenda Items/Board Calendar

1. Committee of the Whole Meeting on Monday, August 22, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Board of Education Meeting on Tuesday, September 6, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Committee of the Whole Meeting on Monday, September 12, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Board of Education Meeting on Monday, September 19, 2010, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Board of Education Meeting on Monday, October 3, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. NASB Area Membership Meeting on Wednesday, October 12, 2011 at 5:30 p.m. at the LaVista Embassy Suites Conference Center
7. Board of Education Meeting on Monday, October 17, 2010, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Board of Education Meeting on Monday, November 7, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
9. Committee of the Whole Meeting on Monday, November 14, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
10. NASB State Education Conference November 16-18, 2011 at the LaVista Embassy Suite Conference Center, 12520 Westport Parkway
11. Board of Education Meeting on Monday, November 21, 2010, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

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 6:00 p.m., Monday, August 1, 2011, at the Don Stroh Administration Center, 5606 South 147th Street.

Present: Dave Anderson, Mike Pate, Mike Kennedy, Patrick Ricketts, and Todd Clarke

Absent: Linda Poole

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, July 29, 2011; 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 6:00 p.m. Dave Anderson called the meeting to order and announced the Public Meeting Act is posted on the wall and available for public inspection. Mr. Anderson asked everyone to say the Pledge of Allegiance

Roll call was taken and members present were Dave Anderson, Mike Pate, Mike Kennedy, Patrick Ricketts, and Todd Clarke. Linda Poole was absent.

Motion by Mike Kennedy, seconded by Patrick Ricketts, to excuse Linda Poole from the meeting, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Patrick Ricketts, to approve the Board of Education Minutes from July 11, 2011, to approve the bills, and receive the treasurer's report and place on file, upon roll call vote, all members voted aye. Motion carried.

Superintendent's Comments:

1. The new teacher breakfast was held this morning, and there were 92 teachers hired, which is down about one-third from past years. The other teachers will be back on Thursday. A reminder to everyone that there will not be a formal kick off this year.
2. The budget timelines have been communicated, and the budget hearing will be held prior to the Board meeting on August 15, 2011. The starting time for the hearing will be discussed with the board president and then sent to all board members.
3. Work continues towards planning for the bond issue. The committee meeting on August 22nd will be to provide information to board members on this planning process.
4. First day of school will be on Wednesday, August 10, 2011.

Board Comments:

Todd Clarke said he appreciated the opportunity to attend the new teacher breakfast. He was glad to see the district has set high expectations for the teachers.

Mike Pate welcomed back all staff members.

Mr. Pate said he attended the Learning Community Coordinating Council meeting on July 21, 2011. He expressed his frustration that the organization is a means for funding projects not dealing with student achievement. An example he gave was to provide \$340,000 in funds to the Douglas County Attorney's to hire four attorneys to deal with students who

have excessive absences from school. Mr. Pate said he is supportive of the new truancy law, but not the funding mechanism from the Learning Community. He feels it is the responsibility of the Douglas County Attorney's office as it relates to the truancy initiative to enforce it, and the funds should not be the responsibility of the Learning Community.

Also, at this meeting approximately \$2.8 million dollars was given to the various sub-councils for their Early Learning Center initiative. He said of that, he looked at sub-council 2, which is OPS, and some of their programs that will be funded, are already elementary funded programs by OPS. Mr. Pate questioned where the direct correlation between the money being spent and how it is really going to affect student achievement.

Mr. Pate said at the meeting the members of the Learning Community were informed that there have been some meetings between the Learning Community, the Governor, the Commissioner of Education, and Senator Ashford discussing the truancy plan. The Governor would like to see the Learning Community to support the efforts of the Douglas County Attorney's office, and wants to see strong leadership among the eleven superintendent's in regards to the truancy plan, also, Mr. Pate stated.

Dr. Lutz explained that the superintendent's have been meeting with the Douglas County attorney's office for several months to develop the truancy plan.

Mr. Pate ended by saying if the Learning Community has such significant support from the legislature it may be difficult for Millard to get any changes made in the structure of the Learning Community.

Dave Anderson welcomed back all current staff members. He said there is no question what makes Millard great, and it is the staff members. Mr. Anderson said he was looking forward to the school year.

Mr. Anderson said he and Mrs. Poole attended the Board of Director's meeting of the Nebraska Association of School Boards. There was discussion about electronic participation at board meetings. Mr. Anderson noted there was not much support for this at the meeting. He said Board members certainly could listen to the meeting as it was going on off site, but could not vote without actually being at the meeting.

Motion by Patrick Ricketts, seconded by Mike Kennedy, to approve the TeamMates Nebraska Mentoring Program Agreement and that the Associate Superintendent for Educational Services be authorized and directed to execute any and all documents related to this project, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Mike Pate, to approve SimplyWell as the District's Wellness consultant and that the Assistant Superintendent of Human Resources be authorized and directed to execute any and all documents related to that implementation, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Mike Kennedy, to reaffirm Policy 8140 – Internal Board Policies – Temporary Committees; Policy 8340 – Internal Board Policies – Meetings; Rule 8340.2 – Internal Board Policies – Rights of the Public; and Rule 8340.3 – Internal Board Policies – Chance Meetings, Conventions, and Workshops, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Patrick Ricketts, to reaffirm Policy 8251 – Internal Board Policies – A Code of Ethics for School Board Members. Motion by Mike Kennedy, seconded by Mike Pate, to amend the motion to remove under Section II, Paragraph 9 "*To support my state and national school boards associations*" , upon roll call vote, all members voted aye. Motion carried. The motion by Mike Pate, seconded by Patrick Ricketts, to approve the amended motion, upon the roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Patrick Ricketts, to approve Rule 8340.1 – Internal Board Policies – Meetings – Notice of Meetings and Content of the Agenda, upon roll call vote, all members voted aye. Motion carried.

Board of Education Minutes
August 1, 2011
Page 3

Motion by Mike Pate, seconded by Todd Clarke, to approve Personnel Actions: Amendment to Continuing Contracts: Valerie S. Wentworth, Sugar L. Thiessen, Jackelyn J. Moody, and Sandra Coyne; Leave of Absence: Kathleen M. Vondollen-Peters, Resignations: Jennifer L. Kucera and Bridget Kratt; and New Hires: Ellen C. Leahy, Christina K. Seiler, Joshua A. Lingenfelter, and Sharon K. Gerhardt, upon roll call vote, all members voted aye. Motion carried.

Reports: Pupil Services Year End Report 2010-2011; Quarterly Summer Projects Construction Report; and Curriculum Management Audit Update

Future Agenda Items/Board Calendar: The Board of Education Meeting will be held on Monday, August 15, 2010, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The Committee of the Whole Meeting will be held on Monday, August 22, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Tuesday, September 6, 2011 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, September 12, 2011 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, September 19, 2010, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting on Monday, October 3, 2011 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, October 10, 2011 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, October 17, 2010, 2011 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, November 7, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting will be held on Monday, November 14, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The NASB State Education Conference will be on November 16-18, 2011 at the LaVista Embassy Suite Conference Center, 12520 Westport Parkway. A Board of Education Meeting will be held on Monday, November 21, 2010, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

Dave Anderson adjourned the meeting.



SECRETARY

Millard Public Schools
August 15, 2011

Millard Public Schools

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Check Register**Prepared for the Board Meeting of August 15, 2011**

Check No	Vend No	Vendor Name	Amount
326124	134884	JULIE K BERGSTROM	100.15
326125	132240	EDUCATION LOGISTICS, INC	1,187.50
326126	132699	FATHER FLANAGANS BOYS HOME	306.50
326127	040902	FIRST NATIONAL BANK TRUST DEPT	2,000.00
326128	133397	HY-VEE INC	3.00
326130	131550	NANCY G NELSON	179.00
326131	138634	PERSONAL PERCEPTIONS NORTHWEST LLC	790.00
326132	098765	SECURITY BENEFIT LIFE INS CO	0.00
326133	138771	SUNGARD PUBLIC SECTOR NATL USER GRP	595.00
326134	138770	IOWA STATE UNIVERSITY	17,400.00
326135	098765	SECURITY BENEFIT LIFE INS CO	392,276.60
326136	011651	AMERICAN EXPRESS	555.96
326138	068834	UNIVERSITY OF NEBRASKA-LINCOLN	200.00
326150	108245	GENE ADAMS	23.32
326151	133620	AKSARBEN PIPE & SEWER CLEANING LLC	3,257.50
326153	011180	ALLIED CONSTRUCTION SERVICES	330.00
326154	011185	ALLIED OIL & SUPPLY, INC.	165.90
326155	133174	ENCOREONE LLC	150.00
326156	102430	AMI GROUP INC	220.00
326157	136056	DAVE ANDERSON	50.99
326158	012989	APPLE COMPUTER INC	726.99
326159	106436	AQUA-CHEM INC	4,957.00
326160	010083	ATS MOBILE TELEPHONE CO INC	75.69
326161	136956	RAYMOND J SAVARD	3,000.00
326162	138290	AUTO 1 TOWING INC	50.00
326163	135823	TERESA BARTA	33.26
326164	138054	BAXTER FORD INC	61.88
326165	107540	BRIAN F BEGLEY	222.00
326166	133480	BERINGER CIACCIO DENNELL MABREY	2,567.50
326167	135806	NICOLE BERRYMAN	628.90
326168	019111	BISHOP BUSINESS EQUIPMENT	4,897.72
326169	019559	BOUND TO STAY BOUND BOOKS INC	168.38
326170	134129	FWD MEDIA INC	432.37
326171	106466	BRUINS MONTESSORI INTERNATIONAL	123.30
326172	138774	CHRISTOPHER BURKE	32.25
326173	136308	INTER STATE STUDIO & PUBLISHING CO	1,609.50
326174	109117	VICKI R CARLSON	83.80
326175	131158	CURTIS R CASE	434.58
326176	133970	CCS PRESENTATION SYSTEMS	20,545.51
326177	133589	CDW GOVERNMENT, INC.	16,754.00
326178	132271	ERIK P CHAUSSEE	394.24
326179	132581	CLARITUS	1,662.00
326180	132643	CLEAN SWEEP COMMERCIAL INC	17,145.00
326181	138546	CFI TIRE SERVICE INC	295.00
326182	130646	COMMONWEALTH ELECTRIC	2,034.60
326184	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	104.00

Date: 8/10/2011

Millard Public Schools

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Check Register**Prepared for the Board Meeting of August 15, 2011**

Check No	Vend No	Vendor Name	Amount
326185	026057	CONTROL MASTERS INC	8,517.53
326187	106893	CULLIGAN WATER CONDITIONING	35.42
326188	136517	WILLIAM DAUGHTRIDGE	9.64
326189	130339	DEEP ROCK WATER	34.30
326190	107469	DEFFENBAUGH INDUSTRIES	7,190.81
326191	106713	ANDREW S DEFREECE	422.58
326192	032800	DEMCO INC	1,014.85
326193	133009	ROBERTA E DEREMER	760.00
326194	099220	DICK BLICK CO	1,118.39
326196	033473	DIETZE MUSIC HOUSE INC	3,913.84
326197	136179	DIGITAL EXPRESS INC	3,992.00
326198	135933	DKAH SERVICES CORP	30.00
326200	130648	DOSTALS CONSTRUCTION CO INC	2,700.00
326201	131740	EAGLE SOFTWARE INC,	291.42
326202	052370	ECHO ELECTRIC SUPPLY CO	2,130.91
326203	037525	EDUCATIONAL SERVICE UNIT #3	9,436.13
326204	038140	ELECTRONIC SOUND INC.	2,304.00
326205	038468	EVERBIND	7.56
326206	133919	FILTER SHOP INC	478.10
326207	040902	FIRST NATIONAL BANK TRUST DEPT	2,000.00
326208	040919	FISHER SCIENTIFIC	70.38
326209	131555	FLOORS INC	32,208.30
326210	041100	FOLLETT LIBRARY RESOURCES	233.10
326211	138775	NICHOLAS S FRIEDRICHSEN	833.66
326212	043760	GALLUP ORGANIZATION	23,905.00
326213	106894	TAMMY GEBHART	318.08
326214	043609	GP DIRECT	621.38
326215	044950	GRAINGER INDUSTRIAL SUPPLY	1,288.15
326216	136508	ERIC N GRANDGENETT	109.00
326217	138715	GREAT PLAINS UNIFORMS LLC	2,372.50
326218	138235	JEFF S GRECO	857.27
326219	132106	GREGORY L DUNN	54.78
326220	138209	AARON HARDING	181.89
326221	F03042	HARRIS COMPUTER CORP	3,751.25
326222	132423	HEWLETT PACKARD CO	390.34
326223	108432	HILLER ELECTRIC COMPANY	27,356.40
326225	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	422.10
326226	134807	MONICA A HUTFLES	215.03
326227	133397	HY-VEE INC	62.56
326228	051573	POPCO INC	36.00
326229	131084	INDEPENDENT LIVING AIDS LLC	14.85
326230	135502	INDOFF, INC.	1,701.59
326231	136349	SCOTT H INGWERSON	159.00
326232	102958	INTERSTATE ALL BATTERY CENTER	4.45
326233	100928	J W PEPPER & SON INC.	459.84
326234	136953	JSDO I LLC	460.57

Date: 8/10/2011

Millard Public Schools

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Check Register**Prepared for the Board Meeting of August 15, 2011**

Check No	Vend No	Vendor Name	Amount
326235	133037	JENSEN TIRE COMPANY	4,122.50
326236	026300	JP COOKE COMPANY	95.87
326237	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	100.00
326238	137721	ALICIA A KROGSTRAND	177.06
326239	058755	LAIDLAW TRANSIT INC	8,853.84
326240	136518	JANET L LARSON	322.84
326241	058875	KELLY A LATIMER-BRIGGS	45.00
326242	138545	LEARNING HEADQUARTERS LLC	444.68
326243	059470	LIEN TERMITE & PEST CONTROL INC	1,096.00
326244	136219	LIFELOC TECHNOLOGIES INC	649.26
326245	131397	LOWE'S HOME CENTERS INC	143.36
326246	131586	LYMM CONSTRUCTION CO.	88,369.00
326247	108106	LEANNA MACDONALD	551.25
326248	132556	MAKEMUSIC INC	140.00
326249	138772	SHELLY A MANN	12.84
326250	108052	MAX I WALKER	309.75
326251	138341	MAXIM HEALTHCARE SERVICES INC	253.33
326252	107470	MCGILL ASBESTOS ABATEMENT CO.	34,363.00
326253	102560	MEDCO SUPPLY COMPANY	95.16
326254	101274	MEDICAL TECHNOLOGIES INC	830.00
326255	121126	PATRICIA A MEEKER	245.27
326256	136467	MITCHELL B MENTZER	21.62
326257	065233	MIDWEST TURF & IRRIGATION INC	351.99
326258	130895	MULHALLS NURSERY INC	830.05
326259	138263	MARIA V MUNOZ	137.21
326260	101560	NATIONAL COUNCIL FOR SOCIAL STUDIES	66.00
326261	068334	NEBRASKA AIR FILTER INC	272.02
326262	068684	NEBRASKA SCIENTIFIC	1,433.40
326263	106326	NILA J NIELSEN	1,187.84
326264	100013	OFFICE DEPOT 84133510	1,033.56
326265	136898	OLSSON ASSOCIATES INC	6,047.98
326266	070700	OMAHA PAPER COMPANY INC.	22,081.35
326267	071053	OMAHA WORLD HERALD (EDUC)	85.80
326268	132779	MAUREEN P ORD	296.62
326269	071240	OXFORD UNIVERSITY PRESS INC	16.95
326270	132443	OZANAM/BIST	350.00
326271	071545	PAPER CORPORATION	4,112.00
326272	082652	PEARSON EDUCATION	565.98
326273	107783	HEIDI T PENKE	456.34
326274	137009	ANGELA J PETERSON	283.73
326275	133390	HEATHER C PHIPPS	261.66
326276	137722	ANDREW C PINKALL	269.75
326277	072900	POPPLERS MUSIC INC	6.68
326278	134184	JAISA A POPPLETON	458.38
326279	099940	RENAISSANCE LEARNING INC.	1,196.00
326280	106416	RIFE CONSTRUCTION INC	41,621.40

Date: 8/10/2011

Millard Public Schools

Check Register

Prepared for the Board Meeting of August 15, 2011

Check No	Vend No	Vendor Name	Amount
326281	133781	B & K MANAGEMENT INC	77,008.00
326282	136121	MELANIE E ROLL	10,725.00
326283	134824	ROOFING SOLUTIONS INC	5,580.00
326284	079440	ROSENBAUM ELECTRIC INC	694.92
326285	081880	SCHEMMER ASSOCATES INC	8,407.50
326287	137012	SHELLEY L SCHMITZ	295.00
326288	082100	SCHOLASTIC INC	4,200.00
326289	134878	MARGARET T VENTO-WILSON	681.98
326290	138410	EDLINE LLC	11,737.50
326291	082910	SECURITY EQUIPMENT INC	2,870.85
326292	137681	ANNE M SERVAIS	21.62
326294	130645	SHERWIN-WILLIAMS	15.59
326295	131887	SIEMENS INDUSTRY INC.	3,135.00
326296	136137	JULIA C SINIARD	340.80
326297	133949	SKAR ADVERTISING	20,303.99
326298	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	567.20
326299	100584	STAHL'S ID DIRECT	673.29
326300	084415	STANDARD STATIONERY SUPPLY CO	16,973.09
326302	103050	DRAPHIX, LLC	604.73
326303	132419	JACQUES L TETRAULT	222.00
326304	138304	TIME MANAGEMENT SYSTEMS	1,612.50
326305	131446	TOSHIBA AMERICA INFO SYS INC	1,811.00
326306	138776	BRITTNEY J TRAMPE	24.58
326307	135716	TYCON ELECTRIC INC	1,160.00
326309	090678	UNISOURCE WORLDWIDE INC	21,376.32
326310	109861	UNITED EQUIPMENT SERVICES CO INC	7,300.00
326311	090242	UNITED PARCEL SERVICE	518.26
326312	137707	UTILITY TRENCHING INC	35,087.50
326314	138046	AUTO LUBE INC	186.82
326316	093765	WATER ENGINEERING, INC.	1,096.00
326317	109073	CRAIG J WOLF	112.46
Total for GENERAL FUND			1,103,313.66
23179	131544	FIRST NATIONAL BANK FOR CASH	4,360.00
23180	135057	KATHERINE L BOYLE	41.64
23181	106893	CULLIGAN WATER CONDITIONING	11.78
23182	135983	ENCORE ONE LLC	731.64
23183	137084	PAMELA A GUILLORY	45.00
23184	138195	JOHN J HOBZA	16.07
23185	102229	ROWAN W LANG	32.45
23186	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	201.10
23187	102445	EDRIE K PEARCE	165.16
23188	138777	ALEJANDRA D PEREZ	18.55
23189	130903	DEB RINGER	31.90
Total for FOOD SERVICE			5,655.29
326183	106902	COMMUNICATION SERVICES INC.	607.50

Millard Public Schools

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Check Register

Prepared for the Board Meeting of August 15, 2011

Check No	Vend No	Vendor Name	Amount
326199	136245	DONOVAN PROPERTIES LLC	1,662.62
Total for SPECIAL BUILDING			2,270.12
326137	081630	SAMS CLUB DIRECT	221.76
326225	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	823.90
326239	058755	LIDLAW TRANSIT INC	18,594.65
326301	088654	TARGET	393.62
326308	138773	ULINE INC	508.95
326313	091040	VAL LTD	87.26
326315	131112	LINDA WALTERS	70.26
Total for GRANT FUND			20,700.40
326186	132170	CORMACI CONSTRUCTION INC	2,286.00
326293	083175	SHEPPARD'S BUSINESS INTERIORS	343.33
Total for DEPRECIATION			2,629.33
326129	136933	DSKK INC	238.65
326152	011051	ALL MAKES OFFICE EQUIPMENT	2,249.96
326169	019559	BOUND TO STAY BOUND BOOKS INC	115.26
326170	134129	FWD MEDIA INC	1,257.63
326196	033473	DIETZE MUSIC HOUSE INC	7,817.05
326224	132592	WILLIAM SPRAGUE, JR.	3,364.00
326286	081891	SCHMITT MUSIC CENTER	1,029.00
Total for ACTIVITY FUND			16,071.55
Report Total			1,150,640.35

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **8/9/2011**BOE Meeting Date: **8/15/2011**Sale or Disposals Scheduled After: **8/15/2011**

Lot	Quantity	Description
1	5	Computers
2	2	sets walkie talkies
3	5	AV carts
4	5	TV's
5	1	Kiln
6	2	Trophie Cases
7	1	Projector
8	1	Roto Drum
9		
10		
11		
12		
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AGENDA SUMMARY SHEET

Agenda Item: Collective Bargaining Agreement with the MEA - Nurses

Meeting Date: August 15, 2011

Department: Human Resources

Title & Brief Description: The District and the Millard Education Association (“MEA”) have reached tentative agreement for Nurses for the 2011-12 school year. The MEA voted for approval of the tentative agreement on August 12, 2011. The proposed agreement includes the following changes:

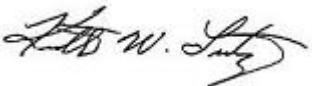
- Estimated 1.55% total package;
- Reduction of base contract days from 194 days to 193 days;
- Change in training stipend from 3% per year to 1% per year;
- Changes to health insurance plan including:
 - Change definition of qualifying employee from 17.5 hours per week to 20 hours per week;
 - Increasing in-network deductibles from \$350/\$700 to \$500/\$1,000;
 - Increase in-network out of pocket maximums from \$1,500/\$3,000 to \$2,000/\$4,000;
 - Corresponding increases to out of network deductibles and maximums;
 - Increasing prescription drug co-pays from \$10/\$25/\$40 to \$10/\$35/\$60;
 - New program to decrease use of emergency rooms; and
 - Inclusion of a wellness incentive that charges a portion of premium to non-participants.
- The District contribution to State retirement will increase 0.6%, per State law;
- Expand the definition of business and emergency leave.

Action Desired: Approval

Background: Wage increases are in line with other employee groups and budget parameters.

Options and Alternatives: Return to the bargaining table.

Responsible Persons: Chad Meisgeier, Jim Sutfin, Kevin Chick, Ken Fossen, Duncan Young, Keith Lutz

Superintendent's Approval:  _____

COLLECTIVE BARGAINING AGREEMENT

THIS AGREEMENT made and entered into this ____day of _____, **2011** by and between the Millard School District No. 17, Douglas County, Nebraska (hereinafter referred to as "District"), and the **Millard Education Association of School Nurses** (hereinafter called "Nurses").

WITNESSETH

WHEREAS, the District has recognized the Nurses as the collective bargaining agent for the full-time nurses permanently employed by the District; and,

WHEREAS, the parties have met from time to time and negotiated the salaries and other terms related to compensation for the school year 2011-2012; and,

WHEREAS, the parties hereto have reached an agreement with respect to the salaries and other terms related to compensation for the school years 2011-2012;

NOW, THEREFORE, in consideration of the covenants and conditions as hereinafter set forth, the parties agree as follows:

1. **Term of the contract:** The term of the contract shall begin on August 1, 2011 and terminate on July 31, 2012 and shall consist of 193 working days.

If upon the expiration of this agreement on the 31st day of July, 2012 the parties hereto have not agreed to a collective bargaining agreement for the school year 2012-13, the terms of this agreement shall continue in full force and effect so long as the parties are continuing to engage in good faith collective bargaining.

2. **Salary:** The salary ranges for **2011-12** shall be:

	Minimum	Maximum
RN	\$35,032	\$51,110
BSN	\$36,032	\$52,127

Placement on the Salary Range: For the 2011-12 school year, the District shall pay each full-time nurse employed by the District during the 2010-11 school year an increase in daily rate of pay, over and above the daily rate paid to the nurse during the 2010-11 school year, of 0.75%. Such increase shall not result in a salary, which exceeds the maximum salary allowed by the schedule above. A nurse's daily rate of pay is his or her annual salary divided by the number of contract days.

Additional Days: Any nurse who is required to work extra days beyond the contracted days specified in this agreement will be compensated at his or her regular daily rate of pay (or portion thereof). Each nurse required to work additional days shall be given a minimum of 90 days written advance notice.

3. **Extra Duty Compensation:** The employee designated as Head Nurse shall receive additional compensation at the rate of \$3,503.

4. **Training Incentive:** Beginning September 1, 2000, each nurse who completes 36 clock hours of District approved training shall receive a one percent (1%) salary increase; provided, however, such increase shall not result in a salary which exceeds the maximum salary allowed by the salary schedule.

A nurse may request the training stipend by completing the District's *Application for Training Stipend for Nurses*. Training hours must have been completed within 48 months of the date of application. Each nurse is limited to one training incentive salary increase every school year. Each nurse who is required by his or her supervisor to attend training shall be paid while at training. If the supervisor-required training is scheduled outside the employee's normal work hours, the employee may receive additional pay or the supervisor may flex the employee's schedule. Each nurse who elects to attend training which is not required by the supervisor shall do so on his or her own time and shall not be paid for this time by the district. A nurse and a supervisor may agree in advance that the nurse will participate in training off-the-clock (without pay) with the cost of the tuition paid by the supervisor. In these cases, the nurse must agree to reimburse the District should he or she fail to complete the training. The procedures and rules for administration and payment of the training incentive shall be the sole responsibility of the District.

5. **Insurance:** The District shall provide each full-time nurse with health, dental, \$50,000 term life, and long-term disability coverage and benefits. Health Plan benefits are outlined in Appendix "A" which is attached hereto and by reference incorporated in and made a part of this Contract. Dental plan benefits are outlined in Appendix "B". The District may set the District's contribution amounts towards Benefit Premiums. The amount of the District Premium contributions shall be made available to nurses.

Health Insurance: For each eligible full-time nurse who participates in the employee wellness plan, the District shall pay the full cost for single or family health coverage. For each full-time employee who does not participate in the wellness plan or who does not meet the criteria in the wellness plan, the District may charge the employee a maximum of 10% of the District designated premium amount for the single or family health coverage. The District may deduct the wellness charge beginning in September for each full time employee who elects to not participate in the wellness plan. The District may deduct the wellness charge beginning in March for any participant in the wellness plan who has not, as of February 10, met the criteria of the wellness plan. The District shall rebate the deducted amount(s) upon verification that the employee has fully participated in the plan by July 10.

Emergency Room: The District may change the terms of the plan to include a penalty of up to \$100 for each non-qualified emergency room visit.

Wellness Program: The District may develop a wellness program. The policies, procedures, implementation and all decisions related to wellness program shall be the responsibility of the District; provided, however, that the District will develop the program with input from the Association. Any employee who is exempted from the wellness program due to requirement of law (e.g. Americans with Disabilities Act), will not be charged designated premium amounts for non-participation or failure to meet the criteria of the wellness plan.

Dental Insurance: The District shall pay the full cost of single dental coverage; the nurse may purchase family dental coverage by paying the additional premium through payroll deduction.

Life Insurance: The District shall pay the full cost of \$50,000 term life coverage.

Long-Term Disability Plan: Each full-time nurse shall participate in the long-term disability plan and the nurse shall pay the full premium through payroll deduction; the premium shall not be paid through the District's Section 125 plan.

Cash Option: Each full-time nurse who was employed by the District during the 1996-97 school year and who has been continuously employed by the district thereafter, shall be eligible to exercise a cash option of \$325.28 per month in lieu of health and dental insurance in accordance with the cash option plan adopted by the District. Any such nurse electing cash option may, at his or her option, purchase single or family

dental coverage. Any such nurse electing cash option may, at his or her option, receive a reduced cash option of \$157.40 per month and the district will pay the premium for single health and dental. Continuous service shall include school-years during which a nurse was on an approved leave of absence. Any nurse who discontinues cash-option shall not be allowed to elect cash-option at a later date, even if the nurse was continuously employed from the 1996-97 school year. Any nurse who elects cash-option of \$157.40 per month may not elect cash option of \$325.28 at a later date even if the nurse was continuously employed from the 1996-97 school year.

Direct Bill: In order to be eligible for the Direct Bill Plan as an early retiree, the employee, the spouse and dependents each must have had a minimum number of months of continuous coverage under the District's Health and/or Dental Plan at the time continued coverage begins. The minimum number of months of continuous coverage required is 60 months

6. **Paid Leave:** During each school year covered by this contract, each full-time nurse shall receive twelve (12) days leave, and further be allowed any unused and accumulated leave from the previous year to a maximum total of ninety-two (92) days of leave at full pay. Such leaves shall be taken only for reasons of: personal illness, family illness, family death, and business and emergency. The rules for use of leave are established in Board Policy and Rule.

Business and Emergency Leave: Up to three days of a nurse's accumulated paid leave per year may be used for business and emergency leave; and a maximum of one business and emergency leave day per year may be taken for any or no reason whatsoever; subject to limitations on permissible dates of leave, limitations on number of nurses eligible for leave on any given day, and application procedures developed by the District. In addition to the sufficient grounds currently listed in Board Rule, Business and Emergency Leave may be approved for: (a) District approved college course work; (b) graduations, college visits, or competitions in which the employee's children participate; (c) serious illness of a friend or non-immediate family member; and (d) weddings of a friend or non-immediate family member (subject to single day restrictions in Board Rule). Additional clarification of business and emergency leave consistent with these parameters may be established in Board Policy or Rule.

8. **Voluntary Early Separation Program:** The District's policies for Voluntary Early Separation for teaching staff shall be applicable to the Nurses.
9. **Duties and Responsibilities:** The Nurses shall perform the duties as assigned by the District and pursuant to schedules established by the District.
10. **Management:** It is understood and agreed that the District reserves the right to employ Nurses under part-time contracts or to contract for nursing services with organizations providing nursing services; provided further, that any Nurse employed by the District at the time any such contract is made shall continue to be employed by the District in accordance with the terms and conditions in this Contract.
11. **Grievance procedure:** Any grievance arising under this Contract shall be processed in accordance with the District's grievance policy.
12. **Agreement:** This contract constitutes the entire agreement between the District and the Nurses.

IN WITNESS WHEREOF, the parties have executed this Contract the day and year first above written.

Millard School District
School District No. 17
Douglas County, Nebraska

by _____

Millard Education Association of Nurses

by _____

Appendix A

MPS Health Plan

Benefit Overview	MPS PPO Plan Effective January 1, 2012
Annual Deductible In-network Individual Family Out-of-network Individual Family	 \$500 \$1,000 \$1,000 \$2,000
Co-insurance % In-network Out-of-network	 80% 60%
Out-of-Pocket Max, NOT including deductible In-network Individual Family Out-of-network Individual Family	 \$2,000 \$4,000 \$4,000 \$8,000
Prescription Drug Copay	Generic \$10 Preferred Brand \$35 Non-Preferred Brand \$60 Mail Order: 2.5 copays for 90 day supply
Lifetime Maximum	none

Appendix B

MPS Dental Plan for 2011-12

Benefit Overview		
	<u>In-Network</u>	<u>Out-of-Network</u>
Annual Deductible		
Individual	\$25	\$25
Family	\$75	\$75
Individual Annual Maximum	\$1,500 combined	
Diagnostic & Preventive (no deductible)		
Exams	100%	90%
Cleanings	100%	90%
X-rays	100%	90%
Fluoride Treatment	100%	90%
Sealants	100%	90%
Space Maintainers	100%	90%
Regular Restorative Services (deductible applies)		
Emergency treatment to relieve pain	80%	70%
Fillings, stainless crowns	80%	70%
Simple extractions, surgical services	80%	70%
Major Services (deductible applies)		
Endodontics – root canal therapy	80%	70%
Periodontics – treatment of gum disease	80%	70%
Crowns, inlays, onlays	50%	40%
Bridges and dentures	50%	40%
Repairs and adjustments	50%	40%
Orthodontics	N/A	N/A

AGENDA SUMMARY SHEET

AGENDA ITEM: Gallup Incorporated Contract
Engagement Surveys

Meeting Date: August 15, 2011

Department: Department of Assessment, Research, and Evaluation

Title and Brief Description: MPS administered the Gallup Student Engagement Survey, Gallup Staff Engagement Survey, and Gallup Parent Engagement Survey in 2009-2010. It is requested that MPS contract with Gallup Inc. for this upcoming 2011-2012 year to administer all three Engagement Surveys again. Staff development regarding results and interpretation are included in the proposed contract.

Action Desired: Approval Discussion Information Only

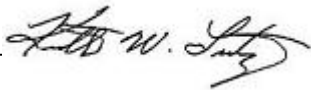
Options/Alternatives Considered: N.A.

Strategic Plan Reference: Strategy 2

Implications of Adoption/Rejection:
Adoption: MPS schools and work groups continue to implement engagement plans based on 2009-2010 Engagement Survey results. Administration of surveys in 2011-2012 will allow continued, data-driven action steps towards improved engagement.
Rejection: Data feedback will not be provided to schools and work groups regarding the progress of their engagement plans.

Recommendations: It is recommended that the 2011-2012 contract with Gallup Incorporated for administration of three engagement surveys be approved and that the Associate Superintendent for Educational Services be authorized and directed to execute any and all documents related to this project.

Responsible Persons: Dr. Mark Feldhausen and Dr. Tami Williams

Superintendent's Signature: _____  _____

GALLUP CONSULTING®

August 1, 2011

Dr. Tamara Williams
Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

Dear Dr. Williams,

Thank you for choosing Gallup, Inc. ("Gallup") to implement Employee, Student, and Parent Engagement services for Millard Public Schools ("Client"). This Engagement Letter is to confirm our mutual understanding with respect to the scope of services to be performed by Gallup, the respective responsibilities of Gallup and Client related to this engagement and the fees expected to be charged for the services.

SCOPE OF SERVICES

Subject to the terms and conditions set forth in this Engagement Letter, Gallup hereby accepts the assignment to perform one administration of each survey and related consulting services. The more detailed obligations of each party for each project, including its price, and payment are set forth in Exhibit A. Only those services set forth in Exhibit A will be performed.

Modifications to the Services shall require a written Change Order. Such Change Order shall set forth in detail the effect of the changes on Exhibit A, including, but not limited to, with respect to the price and timeline adjustments required to modify the Services. Under no circumstances shall any Change Order be effective until it has been duly agreed to and executed by an authorized representative of each party.

ACCEPTANCE

This Engagement Letter including all exhibits, together with Gallup's General Business Terms attached hereto, constitutes the entire agreement between Client and Gallup with respect to this engagement, supersedes all other oral and written representations, understandings or agreements related to this engagement, and may not be amended except by the mutual written agreement of Client and Gallup.

Please indicate your acceptance of this agreement by signing in the space provided below and returning a copy of this Engagement Letter to our office.

Thank you for giving Gallup the opportunity to provide the requested consulting services to your organization. If you have any questions regarding the services described in this Engagement Letter including any of the exhibits, or require any other assistance that Gallup may provide, please feel free to contact me.

Very truly yours,
Gallup, Inc.

AGREED AND ACCEPTED:
Millard Public Schools on behalf of itself and its
subsidiaries and/or affiliates

BY: _____

BY: _____

Name: Rosanne Liesveld _____

Name: _____

Title: _Managing Consultant_____

Title: _____

Date: _____

Date: _____

1. PAYMENT OF INVOICES.

1.1 Client shall pay Gallup during the term of this Agreement the fees determined for each project agreed upon by both parties and specified in the Scope of Services in accordance with the agreed upon payment schedule.

1.2 Client shall further pay all reasonable out-of pocket expenses of Gallup's personnel associated with client-approved travel (including transportation, lodging and meals) and any lists costs associated with the purchase of phone sample.

1.3 Payment shall be due upon receipt of the invoice. If Client objects to all or any portion of any invoice, Client shall notify Gallup of its objection within fifteen (15) days from the date of Client's receipt of the invoice, give reasons for the objection, and pay only that portion of the invoice not in dispute. Balances not in dispute and unpaid in excess of 30 days shall bear interest at a rate of 14% per annum. In the event that Client is delinquent in payment of any undisputed invoice beyond 60 days, Gallup may, at its option, withhold deliverables or suspend any and all services until the account is made current.

1.4 Client shall be responsible for all taxes imposed on the Services other than Gallup's income taxes, or for employment withholding or taxes imposed on Gallup's property.

2. CONFIDENTIALITY.

2.1 Each party has made and will continue to make available to the other party information that is not generally known to the public and at the time of disclosure is identified as, or would reasonably be understood by the receiving party to be, proprietary or confidential ("Confidential Information"). Confidential Information may be disclosed in oral, written, visual, electronic or other form. Confidential Information shall include all business plans, strategies, forecasts, projects, analyses, financial information, business processes, methods and models, all organizational information, system architecture, software, graphics, computer programs, design ideas, concepts, flow charts, diagrams, progress reports, methods research and any other personal or intellectual property relating to either party, its respective parent or subsidiaries and Personal Data. "Personal Data" shall mean any information related to any identified or identifiable natural or legal person, such as Client's employees, customers, partners or any other third party (including such third parties' employees) and any other additional data deemed as personal data under the applicable personal data protection laws, which are made available to Gallup for processing them on behalf of Client pursuant to this Agreement and all Statements of Work issued pursuant to said Agreement. Confidential Information as defined herein shall not include: (a) information in the public domain at the time of its communication; (b) information, which enters the public domain, through no fault of the receiving party, subsequent to the time of its communication to the receiving party; (c) information which is obtained in good faith by either party from a third party, provided such third party is not bound by a confidentiality agreement with Gallup or Client, as applicable; or (d) information independently developed by employees or agents of a party without access to the Confidential Information of the other party.

2.2 The receiving party shall not, except as otherwise provided below (i) use or reproduce the Confidential Information for any purpose other than as required to perform in connection with the applicable Statement of Work; (ii) protect the confidentiality of the Confidential Information with the same degree of care as receiving party uses for its own similar information, but in no event less than reasonable care; or (iii) disclose the Confidential Information to any third party, without the prior written approval of the disclosing party. Notwithstanding the foregoing, the receiving party may disclose Confidential Information to the extent such information is required to be disclosed by law, including a subpoena, or to respond to a regulatory request; provided the receiving party promptly notifies the disclosing party in writing of such intention prior to any disclosure to allow the disclosing party to seek a protective order or similar relief in the disclosing party's sole and absolute discretion. Each party shall immediately advise its employees and others to whom the Confidential Information is disclosed of their obligations under this Agreement and shall take reasonable steps to ensure that the Confidential Information is securely maintained

2.3 Neither party shall disclose any terms or conditions of this Agreement without the prior written consent of the other party, except as required by applicable law; provided however, that either party may disclose the terms or conditions of this

Agreement to a third party under an obligation of confidentiality to such party in connection with customary financial reporting, a proposed sale, merger, acquisition, change in control, consolidation, or other similar transaction.

2.4 Gallup agrees to the following as it relates to Personal Data:

2.4.1 To prevent unauthorized use, dissemination or publication of the Personal Data, and implement any technical and organizational measures to protect Personal Data which are required by the applicable law.

2.4.2 To implement appropriate technical and organizational measures to protect Personal Data against (i) accidental or unlawful destruction or loss, (ii) unauthorized disclosure or access, in particular where processing involves the transmission of Personal Data over a network, (iii) alteration, and (iv) all other unlawful forms of processing.

2.4.3 To inform Client promptly in writing if it becomes aware of any unauthorized use or disclosure of Personal Data by itself or others.

2.4.4 When collecting, using, storing, transferring and otherwise processing Personal Data, Gallup shall adhere to all applicable export and personal data laws, regulations and rules.

3. REPRESENTATIONS AND WARRANTIES.

3.1 The parties represent and warrant that: (a) each has the full power and authority to enter into this Agreement; (b) this Agreement is duly authorized by all necessary action and has been duly executed and delivered; and (c) neither party has entered into any agreement with any other entity that contains restrictive provisions regarding confidentiality and/or non-competition that may impair their ability to perform their specific obligations under the terms of this Agreement.

3.2 Gallup represents and warrants that it or its personnel will perform the Services: (a) in a good, timely, efficient, professional and workmanlike manner; (b) with at least the same degree of accuracy, quality, efficiency, completeness, timeliness and responsiveness as are equal to the accepted industry standards applicable to the performance of the same or similar services; and (c) using personnel who are fully familiar with the technology processes, procedures and equipment to be used to deliver the Services.

3.3 Gallup is the lawful owner or licensee of all programs and materials used by it in the performance of the Services contemplated hereunder that have not been provided by Client; such programs and materials have been lawfully developed or acquired by Gallup and Gallup has the right to permit Client access to or use of such programs and materials. Gallup represents and warrants that none of the Services or deliverables provided under this Agreement will infringe on any patent, copyright, trademark, trade secret or other intellectual property right of any third party and agrees to defend and to indemnify and hold harmless Client, its parent, subsidiaries, affiliates, employees and representatives, for all costs and expenses associated with the defense or settlement of any claim that the Services infringe a patent, copyright, trademark, trade secret or other intellectual property right and shall pay any judgments or settlements based thereon.

3.4 In connection with the performance of services set forth in an applicable Statement of Work, Gallup shall comply, and shall cause Gallup's employees and consultants/subcontractors to comply, with all statutes, regulations, ordinances, judgments, permits and other governmental rules or restrictions, whether domestic or foreign, applicable to Gallup's execution of this Agreement.

3.5 EXCEPT AS SET FORTH IN THIS AGREEMENT OR IN ANY STATEMENT OF WORK, NEITHER PARTY MAKES ANY OTHER REPRESENTATIONS AND WARRANTIES, INCLUDING THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

4. TERM AND TERMINATION.

4.1 This Agreement will commence on the Effective Date and will remain in effect until terminated in accordance with the terms and conditions set forth herein.

4.2 Either party may terminate this Agreement or any Statement of Work if the other party breaches any material obligation set forth herein or in the applicable Statement of Work, which breach is incapable of cure or which, being capable of cure, has not been cured within thirty (30) days after receipt of written notice of such breach from the non-breaching party, or within such additional cure period as the non-breaching party may authorize in writing.

4.3 Either party may immediately terminate this Agreement or any Statement of Work by written notice to the other party if the other party becomes insolvent, makes a general assignment for the benefit of creditors, files a voluntary petition of bankruptcy, suffers or permits the appointment of a receiver for its business or assets, or becomes subject to any proceeding under any bankruptcy or insolvency law, whether domestic or foreign, or has wound up or liquidated, voluntarily or otherwise. If any of the above events occurs, the affected party shall promptly notify the other party of its occurrence.

4.4 Client or Gallup will terminate this Agreement or any applicable Statement of Work without cause upon 60 days written notice. If this Agreement is terminated by Client prior to completion of services, Gallup shall be entitled to the payment of fees actually incurred through the date of termination or 25% of the Service Fee associated with this Agreement or the applicable Statement of Work, whichever is greater.

5. INTELLECTUAL PROPERTY RIGHTS.

5.1 Gallup Intellectual Property means any instructional materials, software programs, diagrams, copyrighted assessments or surveys and anything else that Gallup uses or distributes to Client in connection with this Agreement or an applicable Statement of Work that has already been conceived or developed by anyone other than Client before Gallup renders any Services under this Agreement or that is conceived or developed by anyone other than Client at any time wholly independent of the Services under this Agreement ("Gallup Property"). Gallup Property is not considered work product or a "work for hire" under the terms of this Agreement.

5.2 For any Gallup Property used, incorporated into, required for use of, or provided with any Services provided to Client hereunder, Gallup hereby grants Client a worldwide, perpetual, non-exclusive, nontransferable license to use Gallup Property as incorporated into or provided with the applicable Services provided hereunder within Client's organization. Client may not make, have made, sell, offer for sale, execute, reproduce, display, perform, distribute externally to any third party copies of, or prepare derivative works of Gallup Property without the written permission of Gallup.

5.3 All products, reports, documents, compilations of data and other materials produced or developed by Gallup under a Statement of Work which are either: (a) created using the funds, expertise, facilities, personnel, time, material or proprietary information of Client; or (b) are derivatives of any Client proprietary information shall be the sole property of Client. These materials do not include any Gallup Property or derivatives thereof. Gallup agrees to assist Client, or its designee, at Client's expense, in every proper way to secure Client's rights in the materials.

6. GOVERNING LAW; DISPUTE RESOLUTION.

6.1 This Agreement shall be construed and interpreted according to the laws of the State of Nebraska without regard to the conflicts of law principles in Nebraska.

6.2 In the event of any dispute, claim, question, or disagreement arising from or relating to this Agreement or the breach thereof, the parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement. To this effect, the parties shall consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties. If the parties do not reach such solution within a period of thirty (30) days, then, upon notice by either party to the other, disputes, claims, questions, or disagreements shall be settled by arbitration administered by the American Arbitration Association in accordance with the provisions of its commercial dispute resolution rules.

7. RELATIONSHIP OF PARTIES.

7.1 Gallup will act solely as an independent contractor rendering professional services. Gallup shall have no authority to execute contracts or make commitments on behalf of Client. Nothing contained herein shall be deemed to create the relationship of employer and employee, or principal and agent, joint venturer or partner between Gallup and Client.

7.2 Gallup will function as a non-exclusive consultant to Client. Client acknowledges that, during the term of this Agreement and thereafter, Gallup will offer, undertake, and continue to provide Consulting Services for organizations other than Client. In no event shall Gallup be relieved of its obligation to protect Confidential Information.

8. NOTICES.

Any notice or other communication required or permitted to be made or given by either party pursuant to this Agreement shall be in writing delivered to the individual whose name appears on the signature block of the Statement of Work.

9. LIMITATION OF DAMAGES.

Neither party shall be liable to the other party for any indirect, incidental, consequential, exemplary, punitive or special damages, including lost profits, regardless of the form of the action or theory of recovery, even if that party has been advised of the possibility of those damages.

10. USE OF NAME, TRADEMARKS OR LOGOS.

Neither party shall originate any publicity, news release, or other announcement, written or oral, whether to the public press, the trade, any of the other party's customers, suppliers or otherwise, relating to this Agreement or any Scope of Services, or to the existence of an arrangement between the parties without the prior written approval of the other party. Without limiting the foregoing, neither party shall use any names, trademarks or logos of the other party without the prior written consent of such party.

11. INTEGRATION.

This Agreement constitutes the entire agreement between the parties and supersedes all other prior or contemporaneous communications between the parties (whether written or oral) relating to the subject matter of this Agreement. This Agreement may be modified or amended solely in writing signed by both parties and executed by an authorized officer. Each Statement of Work attached hereto and each Addendum executed under this Agreement shall incorporate the terms and conditions of this Agreement.

12. SEVERABILITY.

The provisions of this Agreement shall be deemed severable, and the unenforceability of any one or more provisions shall not affect the enforceability of any other provisions. In addition, if any provision of this Agreement, for any reason, is declared to be unenforceable, the parties shall substitute an enforceable provision that, to the maximum extent possible and in accordance with applicable law, preserves the original intentions and economic positions of the parties.

13. CONFLICT OF TERMS.

If a term in a Statement of Work or Addendum conflicts with a term in this Agreement, the provisions of this Agreement will prevail unless the Statement of Work or Addendum specifically states that the conflicting term will prevail.

14. WAIVER.

No failure or delay by either party in exercising any right, power or remedy shall operate as a waiver of such right, power or remedy, and no waiver shall be effective unless it is in writing and signed by the waiving party. If either party waives any right, power or remedy, such waiver shall not waive any successive or other right, power or remedy the party may have under this Agreement.

15. ASSIGNMENT.

Neither party may assign any rights in nor delegate any obligations under this Agreement or any portion thereof without the written consent of the other. Any such attempt to transfer will be deemed null and void.

16. FORCE MAJEURE.

Neither party shall be liable for any losses arising out of the delay or interruption of its performance of its obligations under this Agreement due to any act of God, war, terrorism, civil disturbance, court order or natural disaster, or any other cause beyond the reasonable control of the affected party.

17. SURVIVAL.

Sections 2, 3, and 5 shall survive the termination or expiration of this Agreement.

SCOPE OF SERVICES – Exhibit A

CLIENT PROJECT MANAGER(S): DR. TAMARA WILLIAMS. GALLUP SHALL BE RESPONSIBLE FOR REPORTING TO CLIENT PROJECT MANAGER. GALLUP WILL NOT MAKE ANY CHANGES TO THE SCOPE OF SERVICES WITHOUT THE WRITTEN APPROVAL OF CLIENT PROJECT MANAGER. WRITTEN APPROVAL MAY BE IN THE FORM OF EMAIL, FAX OR WRITTEN CHANGE ORDER.

GALLUP PROJECT MANAGER: ROSANNE LIESVELD. CLIENT PROJECT MANAGER SHALL MAKE ANY REQUEST FOR CHANGES TO THE SCOPE OF SERVICES TO GALLUP PROJECT MANAGER. GALLUP SHALL NOT BE RESPONSIBLE FOR MAKING ANY CHANGES NOT DIRECTED TO GALLUP'S PROJECT MANAGER.

Gallup will provide Client Project Manager an update of the progress of the work associated with the Scope of Services on an ongoing basis to ensure that Client is aware of how many consulting hours remain and whether sufficient hours remain to complete the services.

PROJECT DELIVERABLES:

EMPLOYEE ENGAGEMENT

The pricing is based on the specifications as outlined below. If the project scope changes the pricing will be adjusted accordingly.

- **PROGRAM DESIGN**
 - Planning meeting
 - Organizational map
 - Survey design and programming
 - Participation reports delivered daily while fielding
 - MPS is responsible for all activities/costs associated with announcing the Education Engagement program and encouraging employees to participate, including department or school incentives. Gallup will provide suggestions on what may impact participation
- **MEASUREMENT**
 - 2,700 associates
 - Scorecards/reports for 50 managers complete with Q12 Database comparisons
 - Invitation to participate sent via e-mail
 - Web Data Collection Method
 - IVR (automated telephone system) will be used for employees with no access to the Web. MPS will be responsible for distributing survey instructions to these employees
 - English only
 - Q12 items plus the Overall Satisfaction item
 - Client Support Hotline (for employee assistance)
- **GALLUP ONLINE**
 - Access to Gallup Online for each manager, the findings for any groups consisting of fewer than five people will not be broken out and reported separately
 - Scorecards posted to Gallup Online
 - Online Action Planning
 - Requests for reports not accounted for in the original organizational structure list can be accommodated but an additional cost

- **TRAINING**
 - Two half day in-person training sessions for up to 45 participants in each course led by a Gallup Consultant including materials
- **EXECUTIVE BRIEFING**
 - One two hour in-person executive presentation of survey results by a senior Gallup Consultant
- **PERFORMANCE OUTCOMES ANALYSIS**
 - A senior Gallup Consultant will conduct up to two meetings with the appropriate MPS staff to discuss a performance outcomes analysis and the data required
 - Gallup will analyze the statistical relationship between Q12 and other performance metrics and provide information on the findings in the Executive Briefing if the timeline permits
 -
- **STAFFING RESPONSIBILITIES**
 - The success of the Education Engagement program will require a commitment of the right district personnel fulfilling the following functions:
 - District Facilitator – responsible for final decisions regarding reports and training
 - Communications – coordinates all publicity and promotion to ensure a high response rate. This person will help communicate the results of the survey on an organization-wide level
 - Personnel – has knowledge of district personnel and is experience with Microsoft Excel® to develop a master list of employees and managers for the rollup reporting process
- **TIMING**
 - The project will start upon Gallup’s receipt of a signed contract, and a project timeline will be jointly planned. Sequencing and staging will be as follows:

PHASE	DURING WEEKS
Program Startup <ul style="list-style-type: none"> ▪ Planning Meeting ▪ Executive Strategy Session(s) 	1 - 3
Survey Systems Set-Up <ul style="list-style-type: none"> ▪ Organizational Mapping ▪ Survey/Systems Preparation 	2 - 6
Data Collection	7 - 8
Analysis and Web Reporting <ul style="list-style-type: none"> ▪ Score Calculation ▪ Q¹² Results Posting ▪ Performance Outcomes Analysis 	9 - 12
Executive Presentation	13
IMPACT Training <ul style="list-style-type: none"> ▪ Manager/leader or Trainer Training 	13
Feedback and Action Planning by Each Manager/Leader	As soon as possible

STUDENT ENGAGEMENT

The pricing is based on the specifications as outlined below. If the project scope changes the pricing will be adjusted accordingly.

- **MEASUREMENT**
 - Data used for consulting and professional development under this agreement includes the results from the most recent administration of the Gallup Student Poll. No additional surveys of students are performed under this agreement
 - Gallup will provide comparisons to the overall student engagement database
 - MPS is responsible for downloading the appropriate district and school reports from the Gallup Student Poll website as needed
 - Requests for reports not provided at the Gallup Student Poll website can be accommodated but at an additional cost

- **LEADERSHIP CONSULTING**
 - A Gallup consultant and MPS leadership team will review existing school improvement efforts and student engagement concepts. The consultant and leadership team will develop a strategy for introducing and using the survey results in Outcomes training for principals and teacher leaders (includes up to two hours of consulting time)

- **PERFORMANCE OUTCOMES ANALYSIS**
 - A senior Gallup Consultant will conduct up to two meetings with the appropriate MPS staff to discuss a performance outcomes analysis and the data required
 - Gallup will analyze the statistical relationship between Q12 and other performance metrics and provide information on the findings in the Executive Briefing if the timeline permits

- **PROFESSIONAL DEVELOPMENT**
 - Gallup will conduct up to two consecutive training sessions of up to four hours each for principals. Content to include an overview of student and parent engagement research, engagement concepts, and a process for conducting feedback and action planning sessions for teachers and staff. Sessions are limited to 45 participants per session.
 - Gallup will provide materials for the session

- **TIMING**
 - Support and cooperation from MPS during the project will be imperative. MPS representatives need to be available to provide support during crucial phases of the project. Any delays will require new timelines to be established

PARENT ENGAGEMENT

The pricing is based on the specifications as outlined below. If the project scope changes the pricing will be adjusted accordingly.

- **PROGRAM DESIGN**
 - Planning meeting
 - Survey design and programming

- **MEASUREMENT**
 - The school district will provide a clean and accurate list of 7,500 parent e-mail address by school
 - Invitation to participate sent via e-mail
 - Web Data Collection Method
 - English only
 - Millard's survey instrument from 2009-2010 will be used
 - Client Support Hotline (for participant's assistance)

- **GALLUP ONLINE**
 - Reports for up to 36 schools will be posted so district leaders and principals may access their reports
 - No individual parent responses will be reported in any form

- **EXECUTIVE BRIEFING**
 - One two hour in-person executive presentation of parent and student survey results by a senior Gallup Consultant

- **TIMING**
 - The project will start upon Gallup's receipt of a signed contract, and a project timeline will be jointly planned. Sequencing and staging will be as follows:

PHASE	DURING WEEKS
Program Startup <ul style="list-style-type: none"> ▪ Process consulting ▪ District communication activities begin 	1 - 3
Survey Systems Set-Up <ul style="list-style-type: none"> ▪ Gallup Online setup 	2 - 6
Data Collection	7 - 8
Analysis and Web Reporting <ul style="list-style-type: none"> ▪ Data analysis ▪ School and district reports posted at Gallup Online 	9 - 12
Executive Presentation	13

These contract terms are valid for ninety (90) days from the date of this agreement. After ninety (90) days, if the contract has not been signed and returned, the contract is subject to review and may be modified.

Gallup has relied on information provided by Client in defining the Scope of Services and determining the pricing for the above described services. Gallup will rely on this information as being accurate and complete. Any discrepancy in the information provided by Client may change the Scope of Services and/or the pricing. Gallup will notify Client upon discovering a discrepancy in the information provided by Client and inform Client of the impact on the Scope of Services, timeline and pricing of the services.

Gallup will bill for additional consulting hours required to complete the scope of services unless Client requests in writing a modification to reduce the services in order to maintain the current contract value.

PROJECT PRICING:

The pricing for the Services, excluding all necessary consultant travel expenses and shipping for all deliverables which will be billed at cost, shall be as follows: \$118,000.00 USD.

Additional Available Deliverables

The following outlines the costs and terms associated with specific optional / additional deliverables representing services not covered by the scope of work described above, which may be added to the original project scope at Client's request.

Deliverable	Price
<i>For the Employee Engagement Administration</i>	
Additional data cuts/reports	\$750 each

PROJECT BILLING SCHEDULE:

The service fee shall be invoiced as follows: 50% (\$59,000) on September 10, 2011, the remaining 50% (\$59,000) will be billed January 10, 2012. Travel and shipping charges will be billed the following month that they are incurred. Any additional deliverables will be billed upon request of the services.

If the Client cancels this project with less than two (2) weeks notice, Gallup will be entitled to a cancellation charge equal to 25% of the total service fee and Gallup costs in connection with its services incurred to the date of such cancellation, including travel reservations. If the project is rescheduled with new dates following execution of the agreement, Gallup shall be entitled to a fee equal to 10% of the service fee and Gallup's costs in connection with its services incurred to the date of such postponement, including travel reservations.

Publication of Data:

Research data associated with the consulting services performed by Gallup is not for public dissemination outside of Client's organization including but not limited to press releases and paid advertising. Both Client and Gallup have a responsibility to ensure that any published research findings are not misleading. Client shall consult with Gallup prior to sharing any research findings with any third party. Any release approved by Gallup shall include sufficient technical information necessary to assess the validity of the published findings which may include the following: the exact question wording, dates of interview, interviewing method, sample size, definition of the survey population, and size of sampling error.

Respondent Confidentiality:

Respondent-identifying information, without the express consent of respondents, is not part of the deliverables under this Scope of Services and does not constitute a “work made for hire”. Gallup will not provide respondent level data with any demographic data appended to protect the confidentiality of participating respondents. To avoid non-compliance with state and federal laws, Gallup will not provide Client any taped surveys without informing the respondent and obtaining express consent that the recordings will be shared with Client.

CHANGE ORDER
Exhibit A-1
(Sample Only)

THIS CHANGE ORDER adds to, modifies, or otherwise amends that certain Statement of Work between Client and Gallup, dated _____, 2011 with regard to the following Services:

GALLUP, INC.

MILLARD PUBLIC SCHOOLS

By: _____

By: _____

Name: Rosanne Liesveld

Name: _____

Title: Managing Consultant

Title: _____

Date: _____

Date: _____

AGENDA SUMMARY SHEET

AGENDA ITEM: ELEMENTARY LEARNING CENTER PROGRAMMING AGREEMENT (Subcouncil #4)

MEETING DATE: August 15, 2011

TITLE AND BRIEF DESCRIPTION: ELEMENTARY LEARNING CENTER PROGRAMMING AGREEMENT (Subcouncil #4)

ACTION DESIRED: Approval

BACKGROUND: Attached is the final agreement between Millard Public Schools and the Learning Community for the Elementary Learning Center Program for the summer 2012. Funds in the amount of \$118,823 are being provided for this program. This final Agreement is a duplicate of the document approved on March 9, 2011. The approval and signing of this document will result in 50% of the funds being provided before the end of the Learning Communities current fiscal year. The remainder of the funds will be provided as is stipulated in the agreement.

RECOMMENDATIONS: It is recommended that the Learning Community Elementary Learning Center Program Agreement (Subcouncil #4) be approved and that the Associate Superintendent for Educational Services be authorized and directed to execute any and all documents related to this project.

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen, Assoc. Supt. (Educational Services)

SUPERINTENDENT'S APPROVAL:  _____

BOARD ACTION:

ELEMENTARY LEARNING CENTER PROGRAMMING AGREEMENT (Subcouncil #4)

THIS ELEMENTARY LEARNING CENTER PROGRAMMING AGREEMENT (“Agreement”) is entered into as of July 15, 2011 by and between the **Learning Community of Douglas and Sarpy Counties**, a Nebraska political subdivision (“Learning Community”) and **Douglas County School District 0017, aka the Millard Public Schools**, a Nebraska political subdivision (“District”).

WHEREAS, Learning Community is statutorily authorized to establish and administer pilot projects and elementary learning center programs related to enhancing the academic achievement of elementary students within the Learning Community, particularly students who face challenges in the educational environment due to factors such as poverty, limited English skills, and mobility; and

WHEREAS, Learning Community has decided to incorporate any such pilot projects and elementary learning center programs as part of its system of Elementary Learning Centers; and

WHEREAS, Learning Community has determined to offer pilot projects and/or elementary learning center programs in those Subcouncil District in which it has not established an Elementary Learning Center in partnership with member school districts, including District, as the most effective means to fulfill its statutory mission; and

WHEREAS, District is willing to offer pilot projects and/or elementary learning programming in partnership with Learning Community.

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

1. Statement of Work

a. Pursuant and subject to the terms and conditions set forth in this Agreement, District shall undertake and conduct a summer school program as more specifically set forth in that certain District Proposal & Budget (“Proposal”) submitted to Learning Community, a copy of which is marked as Exhibit “A,” attached hereto, and by this reference incorporated herein (the “Program”).

b. The purpose of the Program is to enhance the academic success of elementary students of District by offering a three week Summer School in July 2012 for up to 150 current kindergarten, first, and second grade students enrolled at the five elementary schools in Millard with high percentages of economically disadvantaged students identified in the Proposal.

2. Performance Period. District will commence work on the Program on or before June 1, 2012 and will conclude work on the Program on or before August 15, 2012 (“Program Term”), which date may be extended by mutual written agreement of the parties hereto. Notwithstanding the foregoing, neither party to this Agreement shall hold another responsible for damages or delays in performance caused by acts of God, strikes, lockouts, accidents, or other events beyond the reasonable control of said party.

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

4. Elementary Learning Center Pilot Program. The Program services provided pursuant to the Proposal shall be considered a separate pilot program or Elementary Learning Center program being incorporated into the school year. The Learning Community and District will jointly announce that the Program is being funded by Learning Community as an Elementary Learning Center program. The Executive Director, Elementary Learning Centers (“Executive Director”) shall, on behalf of and for Learning Community, have general oversight of the Program and compliance by District with the terms of this Agreement, but shall have no authority with regard to the implementation, day-to-day operations or staffing of the Program, which shall be the sole responsibility of District.

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

6. Program Funding.

a. Learning Community shall provide funding to District for Program services performed and costs incurred, whether by District or by a third party contracted by District, in accordance with the Program budget set forth in the Proposal in a total amount of **\$118,823** (“Program Amount”) to fund the Program in three (3) installments, as set forth in Section 6.b below.

b. 50% of the Program Amount, consisting of \$59,411.50, will be remitted once the Agreement has been approved and signed by both parties;

30% of the Program Amount, consisting of \$35,646.90, will be remitted to District on May 1, 2012; and

20% of the Program Amount, consisting of \$23,764.60, which represents the final installment payment, will be remitted as set forth herein subsequent to completion of the Program. Upon completion of the Program, District shall, with the final report pursuant to Section 7.b herein, furnish to Learning Community a final itemized invoice for the services performed and costs actually incurred in furtherance and implementation of the Program, and Learning Community, upon approval of those expenses which are consistent with the Program budget, shall pay to District the appropriate amount within 30 days after receipt of said invoice, which payment shall not result in the total amount paid by Learning Community to District exceeding the total amount set forth in this section; provided, however, that the amount remitted in the final installment shall not result in the total amount paid to District pursuant to this section exceeding either the Program Amount or the total amount of Program expenses actually incurred by District. If, at the conclusion of the Program Term, upon receipt and review of the final report, Learning Community has, after application of all remittances made pursuant to this Section 6.b, made payments to District which exceed the total amount of Program expenses actually incurred by District, District shall refund to Learning Community the amount by which the total remittances made by Learning Community exceed total expenses actually incurred.

c. It is agreed and understood by the Parties that the total amount paid by Learning Community to District pursuant to this section shall not exceed the total Program budget set forth in the Proposal and shall constitute the entire consideration to be paid by Learning Community for the Program. Learning Community shall not be liable for any further costs, including, but not limited to, such items as overhead, social security, pension, employment compensation, taxes, or any other

expenses, incurred by District, or, if applicable, any third party, in the performance of the services related to the Program.

d. District expressly agrees and acknowledges that District shall be solely and exclusively responsible for any and all costs and expenses incurred in excess of the total amount set forth in Section 6.a hereinabove, including, if applicable, for any and all payments to any third party with whom District contracts to render the services described in the Proposal. District shall apply all amounts paid by Learning Community to the Program and shall not use any amounts paid by Learning Community for other purposes.

e. Learning Community reserves the right to withhold or suspend any payment(s) to be made by Learning Community pursuant to this Agreement, or to require a total or partial refund of Learning Community funds, if, as determined by Learning Community in its sole discretion, such action is necessary: (i) because District has not complied with the terms and conditions of this Agreement, including, but not limited to, failure of District to submit all reports required pursuant to Section 7 herein; (ii) to protect the purpose and objectives of the Program or any other activities of Learning Community; or (iii) to comply with the requirements of any law or regulation applicable to Learning Community, District, or the Program.

7. Reporting.

a. District shall collect and report to the Munroe-Meyer Institute for Genetics and Rehabilitation, University of Nebraska Medical Center (“Evaluator”), the third-party evaluator of the Program retained by Learning Community, or a qualified successor evaluator retained by Learning Community, specified demographic and program evaluation data, as follows: (i) that data specified in the Proposal; and (ii) data mutually agreed upon by District, Learning Community and Evaluator. Learning Community acknowledges and agrees that identifiable student information obtained by Evaluator from District pursuant to this Agreement is subject to FERPA and FRPL and, in accordance therewith, Evaluator will be required to withhold such information from Learning Community and Learning Community will not be provided access to such information.

b. Within 60 days of Program completion, District shall prepare and submit to Learning Community a written Pilot Program Performance Report (“Report”) which shall include a narrative description of Program activities, and detailed information on Program accomplishments, including progress made on student learning outcomes described in the Proposal. The purpose of the Report is to demonstrate the amount of progress made toward meeting the Program goals as outlined in the Proposal. At the request of Learning Community, District shall make a live presentation of the Report to the Learning Community Coordinating Council, Achievement Subcouncil No. 4, and the Elementary Learning Center Task Force.

8. Obligations of District.

a. District is responsible for administering and conducting the Program in accordance with this Agreement and for maintaining documentation of all actions taken and expenditures incurred with regard to the Program. District acknowledges that failure to comply with the requirements of this Agreement could result in suspension or termination of the Program and could result in District being required to return Learning Community funds to Learning Community. District shall submit a fully-executed Statement of Assurances regarding the Program to Learning Community with this Agreement in the form included with the Exhibit “A,” attached hereto, and by this reference incorporated herein.

b. District will permit the Executive Director, or other designated representative of Learning Community, to conduct pre-arranged site visit(s) to the Program during the Program Term in order to evaluate the Program, the provision of services, and the administration and implementation of the Program. For purposes of this Section 8.b, such site visits shall be scheduled by the Executive Director, or other designated representative of Learning Community, with District not less than 24 hours in advance.

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

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

e. District will conduct, for its employees providing Program services who will, or may, directly interact with children, and require contracted entities to conduct on all officers, employees and volunteers of said contracted entity involved with the Program who will, or may, directly interact with children, a criminal background check, a national sex offender registry check, and a Nebraska Sex Offender Registry check. District shall require, via contract with any contracted provider of Program services, that such third party conduct said checks on all officers, employees and volunteers of said contracted provider who will be involved with the Program. Neither District nor, if applicable, a contracted provider, shall permit the involvement with the Program of any such individual who does not pass all checks.

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

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

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

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

- (iii) Professional or Educator's Legal Liability insurance with a limit of not less than \$1,000,000 each claim;
- (iv) Automobile Liability insurance with a combined single limit for bodily injury, death and property damage of not less than \$1,000,000 per accident, which coverage shall apply to all owned, hired and non-owned vehicles used by District, its employees, agents, representatives, volunteers in conducting the Program;
- (v) Workers' Compensation Insurance covering District and its employees for all costs and statutory benefits and liabilities under the Nebraska Workers Compensation Act and any similar laws for its employees, and Employer's Liability Insurance with limits of not less than \$100,000 each employee injury, \$100,000 each employee disease, and \$500,000 policy limit for all accident injury or disease. District shall waive its rights of recovery and obtain such waiver of subrogation from its insurer in favor of the Learning Community; and
- (vi) Umbrella / Excess Liability Insurance with limits of not less than \$1,000,000 each occurrence which shall provide additional liability coverage in excess of the Commercial General Liability, Auto Liability and Employer's Liability.

Before District or any contracted service provider shall be permitted to begin work or provide services, District and each such contracted service provider shall provide Learning Community with evidence of such insurance issued on a standard ACORD Certificate of Insurance as will meet all insurance requirements stated in this Agreement. It is the sole responsibility of District and each contracted service provider to provide Learning Community with written notice should any required insurance pursuant to this section be cancelled or non-renewed. Failure of District or a contracted service provider to provide and maintain all insurance required, or failure to provide written notice, shall not relieve District or such contracted service provider of its obligation under this Agreement.

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

9. Termination. Either party may terminate this Agreement, with or without cause, at any time upon sixty (60) days prior written notice to the other party; provided, however, that performance may be terminated with immediate effect by Learning Community upon delivery of written notice to District if Learning Community determines, in its sole discretion, that District is in breach of this Agreement.

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

District:	Dr. Keith Lutz, Superintendent Millard Public Schools 5606 South 147 th Street Omaha, NE 68137 FAX: (402) 715-8448
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Learning Community: Renee Franklin
 Executive Director, Elementary Learning Centers
 Learning Community of Douglas and Sarpy Counties
 6949 South 110th Street
 Omaha, NE 68128-5721
 FAX: (402) 964-2478

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

11. Independent Contractor. The parties are independent contractors in their relationship to one another and are not, by virtue of this Agreement or otherwise, made agents, employees, employers, or joint venturers of one another. Neither party shall have authority to bind the other.
12. Indemnification. District covenants and agrees to indemnify and hold harmless Learning Community, its Council members, officers, consultants, agents, employees and representatives, and their successors and assigns, individually and collectively, (collectively, the "Indemnified Parties") from and against any and all costs, expenses, liabilities, losses, damages, suits, actions, fines, penalties, demands or claims of any kind, including, but not limited to, attorney's fees, in any way arising out of or based upon the negligent or willful acts or omissions of District, its employees or agents in administering the Program as specified in this Agreement and District further agrees to pay all expenses in defending against any claims made against the Indemnified Parties; provided, however, that District shall not be liable for any injury, damage or loss occasioned by the negligence or willful misconduct of the Indemnified Parties.
13. Non-Discrimination. The parties of this Agreement shall not, in the performance of this Agreement, discriminate or permit discrimination in violation of federal or state laws or local ordinances because of race, color, religion, sex, sexual orientation, national origin, disability, age, marital status, citizenship status, or economic status.
14. Governing Law. This Agreement shall be interpreted according to the law of the State of Nebraska.
15. Citizenship Verification. District agrees and acknowledges that it shall use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska pursuant to Neb. Rev. Stat. § 4-108 to 4-114, as amended.
16. Compliance with Applicable Laws. Learning Community and District shall comply with all federal, state and local laws and ordinances applicable to work to be done under this Agreement, including, but not limited to, FERPA, FRPL and Neb. Rev. Stat. § 84-712 to 84-712.09, as amended.
17. Amendment. This Agreement may be amended only by written agreement of Learning Community and District.
18. Severability. Should any part hereof or any sections of this Agreement be rendered or declared illegal, invalid or unenforceable by any court of competent jurisdiction, the remaining portions of this Agreement shall not be affected thereby.

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

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

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

[Signature page follows]

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

DOUGLAS COUNTY SCHOOL DISTRICT 0017,
aka MILLARD PUBLIC SCHOOLS, a Nebraska
political subdivision

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

By: _____

By: _____

Its: _____

Its: _____

Date: _____

Date: _____

ELEMENTARY LEARNING CENTER PROGRAMMING AGREEMENT

Exhibit "A"

District Proposal & Budget

(See Attached)

ELEMENTARY LEARNING CENTER PROPOSAL

SUBCOUNCIL 4

MILLARD PUBLIC SCHOOLS

YEAR 2011-12

Part 1 – ABSTRACT

In two paragraphs or less, provide a brief overview of the project. Summarizing the target population, need, program goals and intended outcomes.

The mission of 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. Toward that end, the district will hold a three-week summer school in July with three instructional hours per day for students at Sandoz, Holling Heights, Rockwell, Norris, Bryan, and Cody Elementary Schools who face the challenges of poverty, limited English proficiency, and mobility and also have academic deficiencies in writing, reading, and math. Instruction will be combined with breakfast and lunch at no cost to the students and physical activity time. Services also will be provided to their younger siblings who will enter Kindergarten in fall 2012 and other family members. In addition to instruction for struggling students facing challenges, at least one day of enrichment activities will be made available to students. Millard will provide informational, instructional, and community services in areas such as successful strategies to support student learning, health and wellness, personal finance, accessing social services, child care, and English language classes. The district will provide transportation free of cost to students. Books will be collected by other schools in the district for participating students. Each student will be given a book each day to promote literacy outside the school day. Food for the weekend to augment meals at home will be provided through a collaborative effort between the Food Bank, Hunger Free Heartland, and Mission for All Nations.

The program goal is to enhance the academic success of elementary students, particularly those who face educational challenges due to factors such as poverty, limited English skills, and mobility, by strengthening academic achievement programs to more directly support improved student achievement. To meet the goal and also address Learning Community objectives, Millard's summer school program will: 1) Improve school attendance by providing free transportation and attendance incentives; 2) Increase parental and community involvement and connectivity by offering parent information sessions and facilitating access to local services; 3) Improve academic success by holding writing, reading, and math classes for K – 2 students and their siblings who will enter Kindergarten in fall 2012; and 4) Enhancing and increasing experiential activities for children and families by providing student and family enrichment activities.

Part 2 – TARGET POPULATION

Provide information (by site) about the populations to be served.

Millard Public Schools' proposal is for a three-week summer school program serving 150 students in July. Targeted for services are students currently enrolled in Kindergarten, 1st, and 2nd grade at Bryan, Cody, Holling Heights, Norris, Rockwell, and Sandoz Elementary Schools. Students will be economically disadvantaged and/or limited in English proficiency and have academic deficiencies in reading, writing, and/or math. Siblings of student meeting the criteria who are ready to enter Kindergarten in fall 2012 also will be invited to participate.

Part 3 – NEED

Describe the need for the program based on the factors that place students at academic achievement risk (i.e., economic, health, safety, special needs, etc) as well as lack of current services available to address these needs.

Millard has targeted six elementary schools with high percentages of economically disadvantaged students with summer nutritional and safety needs who are struggling in writing, reading, and/or math. Cody Elementary School with a National School Lunch Program (NSLP) eligibility rate of 56.39%; Sandoz Elementary School with a 45.42% eligibility rate; and Rockwell Elementary School with a 40.05% eligibility rate all have Title 1 Schoolwide programs. Holling Heights Elementary School's eligibility rate is 38.78%, Norris Elementary School's is 36.71%, and Bryan Elementary School's is 36.29%. Forty percent of the district's K – 2 students with limited English skills attend the six targeted schools.

Millard's most recent Free/Reduced Price Lunch Eligibility Report shows that 45% of the 1,010 K – 2 students at the six targeted schools are eligible for the NSLP. During the school year these low income students are guaranteed one nutritious meal each weekday when school is in session. However, nutrition is a concern during the summer when school is out; the children may not have access to balanced meals on a regular basis. In addition to summer nutrition resources, the children's parents have identified the need for access to local services during the summer.

Part 4 – PROGRAM NARRATIVE

Describe how the program will address academic and/or social needs outside of the regular school day, and the number of students (and/or families) you plan to serve. Address the comprehensive scope of activities to meet the needs of the whole child and describe activities above and beyond those currently offered. If applicable, include a brief paragraph about scientifically-based research that provides evidence the program will help students meet state and local academic achievement standards. Identify any collaborative partners and how each partner's contributions will help meet the program's needs and objectives.

Several research studies indicate that students experience significant learning loss after a break in instruction as short as four weeks. (Kamuche & Ledman, 2003) Among the recommendations for preventing summer learning loss is summer school. (Cooper & Harris) Millard Public School provides three weeks of summer school in June each year, leaving students who can least afford it without formal instruction for six or more weeks. To eliminate or reduce the amount of summer learning loss for up to 150 students at the targeted schools, Millard Public Schools will offer a three-week summer school program in July for current K – 2 students. These students, who face the challenges of poverty, limited English proficiency, mobility, and low achievement in writing, reading, and/or math will receive three hours of instruction four days per week, as well as free breakfast and lunch and physical activity time. The siblings of current K – 2 students ready to enter Kindergarten in August 2012 also will receive educational services, free breakfast and lunch, and physical activity time. Class size will be limited to 8 – 10 students. Students will be provided with free bus transportation. Millard West High School Education

Academy students will have an extended year opportunity to assist teachers with small group instruction and individual student activities, similar to their school year activities at Rockwell Elementary. Millard Public Schools staff completing their master's degree at Doane College will also have the opportunity to participate in activities to complete their practicum experience.

Students will be given one book per week to keep and read at home. A bilingual liaison will be available Monday through Friday to facilitate communication between the school and limited English proficient or non-English speaking parents, with the express purpose of helping them connect to school and the educational process. A community counselor licensed in social work also will be available to assist parents with access to local services. Students will receive food packages each Friday through the Food Bank's weekend food program to help ensure nutritious meals on weekends. Parents will have access to fresh produce delivered by truck to various Millard locations throughout the week, thanks to a collaborative effort between the Food Bank, Hunger Free Heartland, and Mission for All Nations.

In addition to weekend food packages and access to fresh produce, students will receive free breakfast and lunch Monday through Friday. Breakfast and lunch will be provided for their families on Fridays when enrichment activities and parent information sessions are presented. Free transportation will be made available for students all week. Parents will be offered free transportation on Fridays to help encourage their participation.

Part 4A – PROGRAM GOALS & OBJECTIVES

Describe how the proposed program or activities are expected to improve student academic achievement by addressing one or more of the Learning Community's objectives. (For school districts, please describe how the program aligns with the school district learning objectives and behavioral codes).

The program goal is to enhance the academic success of elementary students, particularly those who face educational challenges due to factors such as poverty, limited English skills, and mobility, by strengthening academic achievement programs to more directly support improved student achievement. To meet the goal and also address Learning Community objectives, Millard's summer school program will: 1) Improve school attendance by providing free transportation and attendance incentives; 2) Increase parental and community involvement and connectivity by offering parent information sessions and facilitating access to local services; 3) Improve academic success by holding classes for K – 2 students and their siblings who will enter Kindergarten in fall 2012 in writing, reading, and math for three hours per day, four days per week; and 4) Enhancing and increasing experiential activities for children and families by providing student and family enrichment activities.

Millard's mission 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. Providing academic instruction to the targeted at-risk K – 2 student and their younger siblings who meet the criteria will help Millard meet its objectives of: all students meeting or exceeding district and state standards; decreasing the achievement gap between subgroups; and increasing overall performance on district and state standards.

Part 4B – PROGRAM ADMINISTRATION

Describe the membership of the team that will administer the program including, but not limited to, aligning the out-of-school time program with the school day program, maintaining and recruiting high quality staff, providing relevant professional development, and conducting continuous improvement evaluation practices, as well as program and fiscal management of the grant.

Describe the participant recruitment, enrollment and retention plan, as well as the plan, to assure participants reflect the target population demographics. If transportation is included in the program, describe how you will ensure students travel safely to and from school buildings and home based or off site programs.

If the program intends to charge fees, describe the policies and procedures that will assure all eligible students may participate in the program, regardless of their ability to pay.

The team administering the summer school program is comprised of Dr. Mark Feldhausen, Associate Superintendent of Educational Services; Andy DeFreece, Director of Elementary Education; Charlene Snyder, Director of Special Education; Jennifer Reid, English Language Learner Department Head; and the summer school facilitator, yet to be selected. Susan McAdam, Grants Coordinator, and Christopher Hughes, Accounting Manager, will work in collaboration with the team to ensure that the program and financial expenditures are in accordance with the parameters of the grant program.

Invitations will be extended to parents of students who meet the given criteria during the child's February Parent/Teacher Conference. Parents will be provided registration forms and may contact their building principal to answer any questions they may have. A licensed elementary school counselor will contact the parents of any student not in attendance on any given day. Parents of students who do not participate in activities also will be contacted by the counselor to help overcome any obstacles and develop a collaborative relationship. No fees will be charged.

Part 4C – PROGRAM EVALUATION

Describe the evaluation process that will be used to show evidence the program or service is achieving Learning Community goals and objectives.

The program will compare pre-intervention data in reading, math, and writing collected at the beginning and end of the three week program. Individual student data from spring 2012 and fall 2012 will also be analyzed to document the relationship of the data from spring to the beginning of the summer program, growth during the summer program, and retention from the end of the summer program to fall 2012. The Millard Public Schools Department of Assessment, Research, and Evaluation will collaborate with the third party evaluation process.

Part 5 – SITE LOCATION

Document that the project site is either a school building or an equally safe and accessible location. Describe the location and space within the building in which the proposed activities will take place. Applications proposing non-school sites should provide evidence that (1) the program will be available and accessible as it would be at the school, (2) the school district and collaborating partners

are in agreement on the alternate site, (3) a plan for communication, including how the applicant will have access to individual student records (i.e., areas of academic needs, special needs and intervention plans), (4) attendance during the regular school day and (5) process to share information on student's progress between school day and Learning Community program staff.

Summer school will take place at an elementary school located in the southeast section of the school district where the majority of attending students live. The selection of the site will be after the district renovation plans have been scheduled. Classes will take place in classrooms used throughout the year. Depending on weather conditions, supervised physical activities and recess will occur outside on school grounds or in the gymnasium.

Part 6 – FISCAL MANAGEMENT

Identify the organization that will act as the fiscal agent for the project and detail their responsibilities. It is recommended that partners develop a written agreement between the fiscal agent and all co-applicants, specifying the fiscal agent's duties and responsibilities.

Millard Public Schools is the applicant as well as the fiscal agent for the proposed project.

Part 7 – ATTACHMENTS

BUDGET SUMMARY

Provide a detailed, itemized budget for each of the following categories:

• Salaries	\$ 71,832
• Instructional Material	\$ 6,000
• Supplies	\$ 3,455
• Equipment	\$ 0
• Transportation Cost	\$ 37,536
• Training	\$ 0
• Mileage	\$ 0
• Contract Services	\$ 0
• Nutritional Services	\$ <u>0</u>
• Total	<u>\$118,823</u>

BUDGET JUSTIFICATION

Justify proposed expenditures by providing detail as to the purpose of the expenditure and the itemization of the expense (i.e., hourly rate or per item cost). Justify proposed in-kind/matching fund expenditures providing detail and itemization. Provide an estimated cost per student/family member served through proposed program. Demonstrate that the overall cost per student is reasonable given the proposed services to be provided, and the limited funding available to the state. Stipends for teachers should be based on the each school districts contract rate.

Description/Justification	Cash
a) Salaries – To provide classroom instruction and family support	\$ 71,838
<ul style="list-style-type: none"> • Teachers – 16 teachers @ hourly rate of \$36.44 (including FICA & retirement) X 100 hrs = \$58,309.40 	
<ul style="list-style-type: none"> • Teacher Supervisor – 1 @ hourly rate of \$36.44 (including FICA & retirement) X 100 hrs= \$3,644.34 	
<ul style="list-style-type: none"> • Licensed Counselor – 1 @ hourly rate of \$36.44 (including FICA & retirement) X 100 hrs = \$3,644.34 	
<ul style="list-style-type: none"> • Parent with Providers Trainers – 2 @ hourly rate of \$36.44 (including FICA & retirement) X 25 hrs = \$1,822.17 	
<ul style="list-style-type: none"> • Para-professional – 1 @ hourly rate of \$13.62 (including FICA) X 75 hrs = \$1,021.58 	
<ul style="list-style-type: none"> • English Language Learner Liaison/Translator - 1 @ hourly rate of \$19.00 (including FICA & retirement) X 80 hrs = \$1,519.78 	
<ul style="list-style-type: none"> • Secretary - 1 @ hourly rate of \$18.76 (including FICA) X 100 hrs = \$1,876.40 	
b) Instructional Materials – To support classroom instruction and learning	\$ 6,000
<ul style="list-style-type: none"> • Focus Math: Kindergarten materials, \$1,090; Grade 1, \$552; Grade 2, \$552. Do the Math: Kindergarten numeracy, \$1,028; Grades 1 & 2 addition/subtraction, \$2,778 	
c) Supplies – To be used for parent activities and support, incidentals for students	\$ 3,449
d) Equipment	\$ 0
e) Transportation – To improve student attendance	\$ 37,536
<ul style="list-style-type: none"> • Daily bus transportation for 150 students @ \$250.24/student 	
f) Training	\$ 0
g) Mileage	\$ 0
h) Contract Services	0
i) Nutritional Services – To be provided in-kind by Millard Public Schools	\$ 0
Total Cost	\$ 118,823
j) Cost per student served – 150 students at total cost of \$118,823	\$ 792.15

STATEMENT OF ASSURANCES

Include a signed copy of the Statement of Assurances.

LETTERS OF SUPPORT

Include any applicable letters of support.

STATEMENT OF ASSURANCES SIGNATURE PAGE

THE APPLICANT(S) FOR LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES' FUNDS HEREBY ASSURE(S) THAT:

- The applicant(s) is/are an 'eligible entity' for the Learning Community award as defined by the Request for Proposal
- Equal opportunities will be provided to persons without discrimination because of race, national origin, creed, age, marital status, sex, sexual orientation, or disability.
- The findings of evaluations of programs operated by this applicant during previous years were considered when planning the programs proposed in this application.
- The activities proposed in this application take into consideration other educational agency and/or community programs in order to assure a coordinated approach and to avoid duplication of effort.
- Statistical, financial, and descriptive reports required by the Learning Community will be submitted in accordance with applicable law and regulation. Applicants will provide student data as required in final agreement for the purpose of substantiating the project's impact on student learning.
- Income and expenditure records will be audited in accordance with the appropriate auditing standards for that entity (i.e., governmental, non-profit educational organizations) and any additional auditing criteria specified in the award. The Learning Community will have access to the financial records for this project for a period of five complete fiscal years after the conclusion of the project period.
- A copy of all materials developed will be provided to the Learning Community. The rights to the copyright of all materials produced are retained by the Learning Community, unless otherwise specified.
- The applicant has the legal authority to conduct all activities proposed to be funded.
- Applicants will adhere to restricted costs and all policies set forth unless waived by the Learning Community.
- The program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- The transportation needs of participating students are addressed in the application.
- The proposed program was developed, and will be carried out; in active collaboration with the schools the students attend.
- Appropriate liability insurance will be provided by the applicant(s), including, but not limited to, sexual and molestation coverage, professional liability coverage, automobile liability coverage, workers' compensation coverage, umbrella/excess insurance.
- If site space is leased from or provided by a sectarian organization, the classes and students shall be physically separated from any religious classes/activities and instruction. Additionally, applicant will not use Learning Community awarded funds to provide, facilitate, or discuss religious instruction, doctrine, worship, or belief, nor will the program include or discuss such concepts.

- The applicant will: 1) enforce any obligations imposed on agencies, institutions, organizations, and other partners responsible for carrying out the program as specified in the application; 2) correct deficiencies in program operations that are identified through audits, monitoring, or evaluation; and 3) adopt written procedures for the receipt and resolution of complaints in the administration of the program.
- The school district(s) will provide access to pertinent student data to applicant or partnering agencies to be in compliance with state and federal reporting requirements.
- The school district(s) will be part of the collaboration process to address the special needs of students and their families.
- The school district(s) and collaborating partners will share data, including student free and reduced lunch status, required by the evaluation component.
- Equitable services may be offered to non-public school students and their families, if those students are part of the qualifying target population.
- The program will have access to needed space and resources.
- The program will take place in a safe and easily accessible facility.
- The program staff will meet the school district requirements for safety and wellness, including background checks.
- Based on the services proposed, appropriate snacks/meals will be served.
- Equitable access and participation for students, family members, teachers, and other program beneficiaries with special needs shall be ensured.

SIGNATURE OF LEAD AGENCY REPRESENTATIVE

To the best of my knowledge and belief, all information in this application is true and correct. The document has been approved by the board(s) or governing body(ies) of the applicant(s) and the applicant(s) will comply with the assurances listed above if the assistance is awarded. The individual who is authorized by the governing body of the applicant to sign on behalf of the organization should sign below. All co-applicant representatives must sign.

Keith Lutz

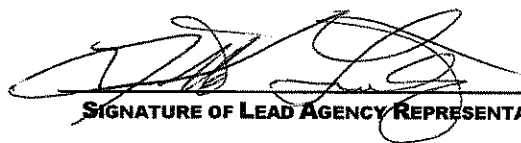
Superintendent

(402) 715-8200

TYPED NAME OF LEAD AGENCY REPRESENTATIVE

TITLE

TELEPHONE NUMBER



SIGNATURE OF LEAD AGENCY REPRESENTATIVE

Millard Public Schools

REPRESENTING

5-25-11

DATE SIGNED



Educational Services • 5606 So. 147th Street • Omaha, NE 68137-2604 • (402) 715-8301 • (Fax) 715-8448

Associate Superintendent
(402) 715-8301

Early Childhood Education
(402) 715-8339

Elementary Education
(402) 715-8314

Secondary Education
(402) 715-8484

Special Education
(402) 715-8302

Staff Development
(402) 715-8418

Assessment, Research, Evaluation
(402) 715-8214

Media Services
(402) 715-1230

Learning Community of Douglas and Sarpy Counties
6949 South 110 Street
Omaha, NE 68128

May 23, 2011

To Whom It May Concern:

This is to confirm that 25 Millard elementary school principals have agreed to support Millard's proposed summer school program by organizing book, educational toy, and food drives. They will collect enough books so each summer school student can be given one book each day to keep.

It is also to confirm that Millard's Partners with Providers (PWP) Program will support the summer school program by teaching literacy strategies to licensed day care providers serving low income students in the Millard Public School attendance area. PWP professional staff will provide the training and will give children's books to the providers as a way of promoting literacy activities outside the school day and the regular school year.

The Millard West High School Education Academy will provide those students the opportunity to volunteer during this summer program. This will extend the practicum activities that the students participate in during the school year at Rockwell Elementary. These students will assist teachers with small group instruction and individual student assessments.

Thank you for considering Millard's grant request. With financial support from the Learning Community of Douglas and Sarpy Counties, summer school students and their families will receive extra educational support and needed community services.

Cordially,

Dr. Carol Newton
Director of Elementary Education



May 23, 2011

Carol Newton, Ph.D.
Director of Early Childhood & Elementary Education
Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

Dear Dr. Newton *Carol*

Food Bank for the Heartland is honored to work with you this summer to provide supplemental fresh produce and weekend food to the children in your Summer Learning Communities program.

We support your request for funding to continue this program next summer and commit to you our willingness to again provide produce and weekend backpacks assuming our funding allows.

Thank you for your commitment to health, education and well-being of the children in our community.

Sincerely,

Susan Ogborn
Susan E. Ogborn
President and CEO



Hunger Free Heartland

May 23, 2011

Millard Public Schools
 Attn: Carol Newton, Ph.D.
 Director of Early Childhood & Elementary Education
 5606 South 147th Street
 Omaha, NE 68137

Dear Carol,

Despite the metro area's close relationship with agriculture, childhood hunger is a significant problem in our community. One in six families with children in the Omaha/Council Bluffs metro area struggled to put food on the table at some point during the past year. Summer is an even more difficult time for these families. With children out of school, parents are challenged to provide the additional food needed to feed their children.

When Millard Public Schools approached Hunger Free Heartland about partnering with them on providing food and meal resources for children over the summer, we were excited about the opportunity. Through many partnerships, we can provide supplemental healthy, nutritious foods and help remove some of this burden.

Hunger Free Heartland (HFH) is a coalition of over 70 organizations uniting behind a common purpose to end childhood hunger in the metro area. HFH is about mobilizing forces locally to take a proactive approach to the issue of childhood hunger in the metro area. We are committed to assisting in finding partners and appropriate resources to help address the provision of meals over the summer next year.

Thank you for caring and for partnering on this goal.

Best regards,

Sue Arment

Director, Hunger Free Heartland

6824 J Street, Omaha, Nebraska 68117-101
 Telephone: 402-331-1213

AGENDA SUMMARY SHEET

AGENDA ITEM: Rule 5200.1

MEETING DATE: August 15, 2011

DEPARTMENT: Pupil Services

TITLE AND BRIEF DESCRIPTION: Attendance, Tardiness, and Excessive Absenteeism

ACTION DESIRED: Approval

BACKGROUND: Due to legislation (LB 463) regarding mandatory attendance and the new Superintendent's Plan as required by (LB 463). Therefore, changes and adjustments are being made to this rule which governs school attendance.

OPTIONAL/ALTERNATIVE CONSIDERATIONS: N/A

RECOMMENDATIONS: Approval

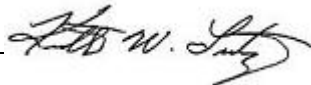
STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: The updates complement the terminology used in the state law.

TIMELINE: Immediate

PERSONS RESPONSIBLE: Mr. Bill Jelkin, Director of Pupil Services

ASSISTANT SUPERINTENDENT OF HUMAN RESOURCES: Dr. Jim Sutfin

SUPERINTENDENT APPROVAL: _____  _____

Pupil Services

Attendance, Tardiness, and Excessive Absenteeism

5200.1

I. Attendance.

- A. Attendance Accounting. Attendance accounting shall be accomplished in secondary schools by recording students' attendance period-by-period, in elementary schools by recording students' attendance in the morning and afternoon, and in summer school by recording secondary students' attendance period-by-period and elementary students' attendance by the hour.
- B. Grounds for Excused Absences. Students may be granted an excused absence from school by the principal or the principal's designee for the following reasons:
1. Personal illness (a physician's verification is required after four (4) consecutive days of absence for illness).
 2. Doctor or dental appointments for the student, which cannot be scheduled at a time other than during school hours.
 3. Death or serious illness of the student's family member.
 4. Attending a funeral.
 5. Wedding or graduation of the student's family member.
 6. Legal matters which cannot be arranged at a time other than during school hours.
 7. Observance of religious holidays of the student's own faith.
 8. College planning visits.
 9. Matters involving student safety.
 - ~~10. Personal illness (a physician's verification may be required after four (4) consecutive days of absence for illness);~~
 - ~~11. Death or serious illness in the immediate family or household;~~
 - ~~12. Medical or dental appointments which cannot be scheduled during non-school hours;~~
 - ~~13. Inelement weather;~~
 - ~~14. Observance of religious holidays of the student's own faith, when approved by the building principal or principal's designee; and~~
 - ~~15. Educational, legal (jury & driver's license), psychological, personal, or safety matters when approved by the building principal or principal's designee.~~

C. Insufficient Grounds for Excused Absences.

1. Family vacations or business trips.
2. Personal recreational activities.
3. Non-school sponsored activities and athletics (e.g., elite cheer, club sports, or theater caravans).
4. Babysitting.
5. Birthdays.
6. Work.

~~Rules Governing Absences. The following rules shall apply to excused and unexcused absences.:~~

~~7. Adoption of Absence Guidelines.:~~

- ~~a. High Schools. The District's high schools shall adopt a uniform set of guidelines governing absences.~~
- ~~b. Middle Schools. The District's middle schools shall adopt a uniform set of guidelines governing absences.~~
- ~~c. Elementary Schools. The District's elementary schools shall adopt a uniform set of guidelines governing absences.~~

~~Such guidelines must comply with applicable law and District Policy and Rule.~~

D. Rules Governing Absences.

1. Individuals who are authorized to submit written excuses for absences are a parent or guardian, the student if age nineteen (19), or the student if emancipated. Written excuses ~~shall~~ must be provided to the principal or the principal's designee.
2. If an absence is planned, a written request should be made by an individual enumerated in Section ~~C (2)~~ D (1) above in advance of the absence. The written request must include the date(s) and/or time of the planned absence, the reason for the absence and the signature of the person submitting the request.
3. Only the principal or principal's designee ~~shall be~~ is authorized to approve excused absences. ~~All other absences shall be counted as unexcused absences.~~
4. Unless the District has provided prior approval of an absence, if a student is absent, the student's parent or guardian ~~should~~ must notify the school by calling the principal's office. ~~If a student is absent and the student's parent or guardian has not notified the school, the school will attempt to call the parent or guardian to ascertain the reason for the absence.~~
5. The student's parent or guardian must call within the time specified by the school's guidelines and provide the following information: the date(s) and/or time of the absence and the reason for the absence. Failure to call within the required time frame will result in the absence being ~~counted~~ recorded as unexcused.
6. When a student returns to school after an absence, which has not received District approval, the student must report to the school office.

7. The District reserves the right to require verification from a doctor or dentist when an absence is for medical or dental reasons.
8. A written excuse, which is forged or contains factual misrepresentations, will subject the student to discipline under District Rule and the absence(s) will be recorded as unexcused absences. ~~shall be deemed an unexcused absence and shall subject students who use, write, or direct the writing of the same to discipline under District Rule.~~

E. Make-up Work for Excused and Unexcused Absences.

~~Guidelines governing make up work for excused absences shall be as follows.~~

- ~~a. High Schools. The District's high schools shall adopt a uniform set of guidelines which will determine under what conditions school work missed during excused absences can be made up.~~
 - ~~b. Middle Schools. The District's middle schools shall adopt a uniform set of guidelines which will determine under what conditions school work missed during excused absences can be made up.~~
 - ~~c. Elementary Schools. The District's elementary schools shall adopt a uniform set of guidelines which will determine under what conditions school work missed during excused absences can be made up.~~
1. Schoolwork missed due to an excused or unexcused absence, must be completed to the satisfaction of each teacher whose class was missed.
 2. Students will have a minimum of one (1) school day for each day of ~~excused~~ absence, to make up missed schoolwork. ~~but may be given additional time for time missed due to illness or injury.~~ Students who do not make up their work within the prescribed time limits will not receive credit for the work missed.
 3. Make up work will be provided when a student returns from an absence.
 4. Providing early or late semester exams is at the discretion of the building principal or the principal's designee.

~~E. Unexcused Absences. The following rules shall apply to unexcused absences:~~

- ~~1. Unless specifically exempted by District Policy, District or rule, or applicable law, students who are absent from instructional time without an approved excuse shall be given an unexcused absence and shall be subject to discipline under District rule.~~
- ~~2. Each instructional day or portion of an instructional day of an unexcused absence shall be considered a separate violation of this Rule.~~
- ~~3. Make up Work for Unexcused Absences.~~
 - ~~a. High Schools. The District's high schools shall adopt a uniform set of guidelines which will determine under what conditions school work missed during unexcused absences can be made up.~~

~~b. Middle Schools. The District's middle schools shall adopt a uniform set of guidelines which will determine under what conditions school work missed during unexcused absences can be made up.~~

~~e. Elementary Schools. The District's elementary schools shall adopt a uniform set of guidelines which will determine under what conditions school work missed during unexcused absences can be made up.~~

II. Tardiness.

A. Rules. The following rules shall apply to tardiness.

1. Students tardy to school will not be admitted to ~~school~~ class unless the student has the permission of the principal or principal's designee.

~~Students tardy to class will not be admitted to class unless the student has the permission of the principal or principal's designee.~~

2. Tardies will be excused ~~on the same basis and pursuant to the same procedures as provided in Sections I (B) and (C) above for excused absences.~~ or unexcused as determined by building principal or the principal's designee.

3. ~~Adoption of Additional Guidelines: Each school shall adopt a set of guidelines to be used to avoid or minimize student tardiness and publish it in their student handbook.~~

~~a. High Schools. The District's high schools shall adopt a uniform set of guidelines to be used to avoid or minimize student tardiness.~~

~~b. Middle Schools. The District's middle schools shall adopt a uniform set of guidelines to be used to avoid or minimize student tardiness.~~

~~c. Elementary Schools. The District's elementary schools shall adopt a uniform set of guidelines to be used to avoid or minimize student tardiness.~~

III. Excessive Absenteeism.

A. Rules. The following rules shall apply to excessive absenteeism.

1. At least one attendance officer shall be appointed by the District's Board who shall enforce the provisions of Nebraska's mandatory attendance laws. If the Superintendent, a principal, a teacher, or a Board member knows of a violation of Nebraska's mandatory attendance laws by a child of school age, the child's parents, the person in actual or legal control of such child or any other person, then the Superintendent, principal, teacher, or Board member shall report the violation to the District's attendance officer within three (3) days of learning of the violation.
2. If a student has accumulated five (5) absences in a school year or the hourly equivalent, the District shall render all services in its power to compel the student to attend a public, private, denominational, or parochial school, which the person having control of the student shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, but need not be limited to, the following:
 - a. One or more meetings between a school attendance officer, school social worker, or the school principal or a member of the school administrative staff designated by the school administration if a school social worker is unavailable, the student's parent or guardian, and the student, if necessary, to report and to attempt to solve the problem of excessive

absenteeism, unless the officer or worker has documented the refusal of the parent or guardian to participate in such meetings;

- b. Educational counseling to determine whether curriculum changes including, but not limited to, enrolling the student in an alternative education program that meets the specific educational and behavioral needs of the student, would help solve the problem of excessive absenteeism;
- c. Educational evaluation which may include a psychological evaluation to assist in determining the specific condition, if any, contributing to the problem of excessive absenteeism, supplemented by specific efforts by the school to help remedy any condition diagnosed; and
- d. Investigation of the problem of excessive absenteeism by the school social worker, or if a school social worker is unavailable, by the school principal or a member of the school administration staff designated by the school administration, to identify conditions which may be contributing to the problem. If services for the student and the student's family are determined to be needed, the school social worker or the school principal or a member of the school administration staff performing the investigation shall meet with the parent or guardian and the student to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the problem of excessive absenteeism.
- e. [Prevention and early intervention procedures, service coordination, cooperative efforts, and information sharing, in accordance with the Superintendent's Plan pursuant to Neb. Rev. Stat. § 79-2121.](#)

B. Notification.

1. If a student has accumulated five (5) absences in a school year or the hourly equivalent, the District shall send written notice to the student's parents or guardian regarding the State mandatory attendance and excessive absenteeism laws. [If any of the absences are due to documented illness that makes attendance impossible or impracticable, then the notice to the student's parents or guardian shall indicate the number of absences due to such.](#)
 2. If a student has accumulated ten (10) absences in a school year or the hourly equivalent, the District shall send a second written notice to the student's parents or guardian regarding the State mandatory attendance and excessive absenteeism laws. In addition, the District shall send notification to the county attorney of the county in which such student resides. [If any of the absences are due to documented illness that makes attendance impossible or impracticable, then the notice to the student's parents or guardian and the notification to the county attorney shall indicate the number of absences due to such.](#)
 3. If a student is absent more than twenty (20) days in a school year or the hourly equivalent, the attendance officer shall file a report with the county attorney of the county in which such student resides. Notification to the county attorney shall be in writing, and shall include the student's and parents' names, address, number of excused and unexcused absences, [number of absences due to documented illness that makes attendance impossible or impracticable.](#) and copies of all other relevant information regarding the student's attendance and excessive absenteeism.
 4. [If a student has a history of being chronically absent from school, the District shall render any and all services in the District's power to compel the student to attend school.](#)
- C. Students on Probation. If a student on probation who has previously been expelled from the District is attending school pursuant to Nebraska law governing students on probation, prior to the re-admission of the student to the school, school officials shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences

for misbehavior at school as well as educational objectives that must be achieved. The school may expel such a student for subsequent actions which violate District Rule 5400.6. Such a student shall be screened by the District for possible disabilities and, if the screening so indicates, the student shall be referred for evaluation for possible placement in a District special education program.

- IV. Students Exempt from the Mandatory Attendance Laws. Students who are exempt from the mandatory attendance laws are:
- A. Students who have obtained a high school diploma;
 - B. Students who have completed the program of instruction offered by a school which elects pursuant to state law not to meet accreditation or approval requirements;
 - C. Students who have reached eighteen (18) years of age;
 - D. Students who have reached sixteen (16) years of age, but are not yet eighteen (18) years of age and their parent or guardian has signed a notarized release discontinuing the enrollment of the student;
 - E. Students who will reach six (6) years of age prior to January 1 of the then current school year, and their parent or guardian has discontinued enrollment in accordance with District Rule 5100.2(III)(A); and
 - F. Students who will not reach six (6) years of age prior to January 1 of the then current school year, and their parent or guardian has discontinued enrollment in accordance with District Rule 5100.2(III)(B).
- V. Student Discipline. Students who violate the provisions of this Rule, or the District's Standards of Student Conduct, or the guidelines of the building principal or principal's designee, may be subject to student discipline. Students who have excessive absences or tardies may also be subject to student discipline.
- VI. Definitions.
- A. "Emancipated student" shall mean any student, under the age of nineteen (19), who is either married, or is enlisted in the military service, or unmarried and has voluntarily left home without financial support from the student's parent(s) , or the student has been declared emancipated by a court of law and the conditions leading to that declaration remain unchanged.
 - B. "Immediate family" shall mean spouse, parents, children, mother-in-law, father-in-law, siblings, siblings-in-law, sons-in-law, daughters-in-law, grandparents, spouses' grandparents, or any relative who is a permanent resident in the student's home or for whom the student has specific responsibility.
 - C. "Excessive absences" shall mean five (5) or more absences from school in a school year or the hourly equivalent.

Legal Reference: Neb. Rev. Stat. §§ 29-2270 through 29-2272
 Neb. Rev. Stat. §§ 79-201 through 79-210, [and 79-2121](#)

Related Policies & Rules: 5200, 5200.2, 5400.6

Rule Approved:

Revised: July 20, 1987; September 19, 1994; September 8, 1998;
 September 11, 2000; June 20, 2005; February 16, 2009; April 18, 2011; [August 15, 2011.](#)

Millard Public Schools
 Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Reaffirm Policy 10,000

MEETING DATE: August 15, 2011

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Reaffirm Policy 10,000

ACTION DESIRED: APPROVAL XX DISCUSSION INFORMATION ONLY

BACKGROUND:

Policy 10,000 describes the Millard Public Schools philosophy and process for shared decision-making. It was adopted in 1992 and has guided our efforts to provide opportunities for staff, parents and community members to have meaningful input and collaboration on the design and implementation of the district and school mission, objectives, strategies and action plans.

Each year a committee of staff and parents meet to discuss the policy and make necessary changes. The attached policy was not changed by the committee that met in June of this year.

OPTIONS AND ALTERNATIVES CONSIDERED:

RECOMMENDATION: Reaffirm Policy 10,000

STRATEGIC PLAN REFERENCE: Strategic Plan Mission and Beliefs

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: _____

Anthony W. Suty

BOARD ACTION:

Shared Decision-Making**10000**

The Board of Education of the Millard Public Schools No. 17, supports the philosophy of shared decision-making as called for in the District Strategic Plan. Shared decision-making shall support increased student achievement and improvement in the education process. The philosophy of shared decision-making shall be evident in the Millard School District through the opportunity for personnel, parents, community members, and students when appropriate, to collaborate in the design and implementation of (1) Mission Statements, (2) objectives, (3) strategies and action plans, (4) evaluation methods, (5) responses to results of evaluation, and (6) reporting activities.

While fully supporting these collaborative efforts, the Board recognizes its ultimate authority and responsibility for decisions which impact the direction of education in the Millard Schools.

This policy and related rule will be reviewed by the Board of Education every other year.

Policy Adopted: December 7, 1992

Revised: January 13, 1997; March 6, 2006

Reviewed: August 3, 1998; August 23, 1999; July 9, 2007; June 2, 2008

August 17, 2009

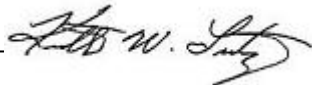
Reaffirmed: [August 15, 2011](#)

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET**AGENDA ITEM:** Approve Rule 10,000.1**MEETING DATE:** August 15, 2011**DEPARTMENT:** Office of the Superintendent**TITLE AND BRIEF DESCRIPTION:** Approve Rule 10,000.1**ACTION DESIRED:** APPROVAL XX DISCUSSION _____ INFORMATION ONLY**BACKGROUND:**

Policy 10,000 and rule 10,000.1 describe the Millard Public Schools philosophy and process for shared decision-making. It was first adopted in 1992 and has guided our efforts to provide opportunities for staff, parents and community members to have meaningful input and collaboration on the design and implementation of the district and school mission, objectives, strategies and action plans.

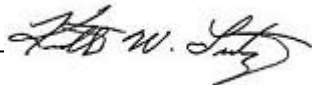
Every other year a committee of staff and parents meet to discuss the policy and associated rule and recommend necessary changes. The attached rule was discussed and includes the recommended changes from the committee that met in June of this year.

RECOMMENDATION: Approve 10,000.1**STRATEGIC PLAN REFERENCE:** Strategic Plan Mission and Beliefs**RESPONSIBLE PERSON:** Angelo Passarelli**SUPERINTENDENT'S APPROVAL:** _____  _____**BOARD ACTION:**

AGENDA SUMMARY SHEET**AGENDA ITEM:** Approve Rule 10,000.1**MEETING DATE:** August 15, 2011**DEPARTMENT:** Office of the Superintendent**TITLE AND BRIEF DESCRIPTION:** Approve Rule 10,000.1**ACTION DESIRED:** APPROVAL XX DISCUSSION _____ INFORMATION ONLY**BACKGROUND:**

Policy 10,000 and rule 10,000.1 describe the Millard Public Schools philosophy and process for shared decision-making. It was first adopted in 1992 and has guided our efforts to provide opportunities for staff, parents and community members to have meaningful input and collaboration on the design and implementation of the district and school mission, objectives, strategies and action plans.

Every other year a committee of staff and parents meet to discuss the policy and associated rule and recommend necessary changes. The attached rule was discussed and includes the recommended changes from the committee that met in June of this year.

RECOMMENDATION: Approve 10,000.1**STRATEGIC PLAN REFERENCE:** Strategic Plan Mission and Beliefs**RESPONSIBLE PERSON:** Angelo Passarelli**SUPERINTENDENT'S APPROVAL:** _____  _____**BOARD ACTION:**

Millard Public Schools Shared Decision Making

Site-Based Planning and Shared Decision-Making

10000.1

Introduction

The Millard Board of Education recognizes that strategic planning, site-based planning, and school improvement decision-making provide the opportunity for school personnel, parents, community members, and students to collaborate in the development of short and long-range planning. This involvement will promote increased school achievement and improve the educational process.

I. Shared Decision-Making

Millard Public Schools (MPS) uses a blend of centralized and decentralized decision making. The following chart illustrates decisions that are made at the district and building level and are provided as examples only. All decisions must be consistent with district policies and regulations, collective bargaining agreements, and state and federal mandates and laws.

Educational Services

District	Building
<ul style="list-style-type: none"> • Oversee compliance of NDE Rule 10 • Provide and direct system-wide planning for curriculum instruction, assessment, and staff development (6005) • Provide comparable curriculum resources, instructional resources and assessment resources (6010) • Develop and maintain the written curriculum using Academic Skills & Applications and Life Skills & Performances (6110), through curriculum phases (6120, 6610) • Develop curriculum frameworks and guides (6130) • Develop and revise practices that promote successful student learning (6200) • Ensure principals monitor curriculum and evaluate staff (6201) • Identify appropriate field trips and approve those paid with district funds (6262) • Develop and support the instructional program (6220), the Response to Instruction and Intervention Model, SPED Procedures (6635), ELL, Media Centers School Libraries (6625), Summer School (6655), Night School, Homebound (6670), Choice Programs Mini-Magnets (10,001), Federal Programs, Early Childhood Programs, Alternative Programs, and High Ability Learner Programs • Establish accountabilities for guidance in relation to curriculum issues • Develop guidelines for controversial issues (6240) • Provide guidelines and staff development on copyright procedures (6265) • Implement textbook loan (6295) • Develop and implement a comprehensive District student assessment system (6300) • Oversee assessment of student achievement • Develop district Assessment Procedures Manual (6301) 	<ul style="list-style-type: none"> • Encourage staff to participate in development of written curriculum and assessment • Supervise teachers according to practices that promote successful student learning (6200) • Monitor taught curriculum according to written curriculum (6201) • Monitor lesson plans (6203) • Administer instructional program and support programs (6220), including building schedules, grouping practices, and class size within district parameters, identify and approve materials that supplement, not supplant, the District written curriculum • Develop and monitor homework and make up homework guidelines (6230 & 6235) • Implement and monitor guidelines for controversial issues (6240) • Approve curriculum-related field trips (6262) • Enforce and monitor copyright procedures (6265) • Monitor student production of services and materials (6270) • Develop and implement classroom assessments (6300) • Oversee assessment schedules, retakes, security and remediation • Implement the District assessment program (6301) • Administer ELO assessments according to District Assessment Procedures (6301) • Identify awards, recognition programs and graduation exercises (6320), credit for transfer students, and grade level placement • Implement grading procedures (6330), including communicating student progress to parents (6340) • Ensure staff participation in district staff development initiatives (6400) • Support participation in staff development related to curriculum, instruction, assessment, and special

<ul style="list-style-type: none"> Identify credit requirements for graduation (6320) Develop grading guidelines (6330) and district report cards Identify, implement, and monitor staff development related to curriculum, instruction, assessment, and special education (6400) Identify, implement, and monitor district staff development initiative (6400) Identify and apply for appropriate grants to support district programs and initiatives 	<p>education</p> <ul style="list-style-type: none"> Oversee building student organizations Facilitate building level professional development
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PUPIL SERVICES

District	Building
<ul style="list-style-type: none"> Establish policies for safety and security Supervise student record keeping Establish student attendance procedures Establish policies for student conduct Establish accountabilities for guidance in relation to response services (6628) Facilitate health service delivery strategies (6615) Supervise option and open enrollment/intra-district transfer requests and student placement Confirm resident status 	<ul style="list-style-type: none"> Implement safety procedures, drills, and building security Supervise students Maintain student attendance, discipline and records related to student discipline Facilitate student referrals to community agencies Implement student social activities Implement guidance services delivery system Decide grade level placement Decide credit for transfer students Conduct safety procedures, drills and building security

HUMAN RESOURCES

District	Building
<ul style="list-style-type: none"> Identify, implement, and monitor district staff development initiatives (6400) Develop and implement new teacher induction plan (6440) Direct staffing allocation procedures Implement building assignments and transfers Direct advertising/recruiting/selecting/hiring Direct the development of job descriptions Support district professional development programs Ensure the use of the performance appraisal process Direct employee discipline practices Monitor policies for safety and security Direct employee services Direct administrative hiring procedures Conduct collective bargaining with all employee unions/associations 	<ul style="list-style-type: none"> Ensure staff participation in district staff development initiatives (6400) Monitor new teacher induction (6440), identify and recommend mentors, match peer coaches, and communication expectations Direct intra-school staff assignments and transfers Conduct interviews/review recommendations Conduct performance appraisal Develop staffing recommendations

GENERAL ADMINISTRATION

District	Building
<ul style="list-style-type: none"> Research, write, administer, and conduct the financial accounting and reporting related to district-level (or multi-building level) grants Conduct collective bargaining with all employee unions/associations Schedule and administer district-wide contracted transportation services Provide custodial, maintenance, and grounds 	<ul style="list-style-type: none"> Research, write, administer, and conduct the financial accounting and reporting related to building-level grants (subject to district approval related to accounting and reporting) Schedule and administer building activity transportation services and conduct student disciplinary activities related for both building and district-wide transportation

<p>services to all facilities in the District</p> <ul style="list-style-type: none"> • Conduct all construction and renovation projects in the District • Provide food service programs throughout the District • Provide intradistrict mail delivery services • Provide district-wide large volume printing services (including providing one high-volume copier for each school) • Provide all budgeting, accounting, and finance services (including payroll) related to all funds except the building activity fund 	<ul style="list-style-type: none"> • Communicate custodial, maintenance, and grounds needs and deficiencies) to the appropriate supervisor • Recommend building renovation projects (subject to review, approval, and supervision by the District) • Schedule serving times for breakfast and lunch programs • Supervise the distribution of mail within the building • Provide any small copiers desired by the buildings and provide all personnel for copying conducted in the buildings • Manage all aspects of the building's activity fund (subject to the District's procedures), manage the building's general fund line items, and participate in the District's budgeting process
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GOVERNANCE

District	Building
<ul style="list-style-type: none"> • Develop and implement the strategic plan • Develop the academic calendar including school hours • Schedule and Approve community use of school facilities and conduct the related accounting • Develop and implement policies, procedures and rules • Develop yearly and long-range budgets • Determine emergency closing procedures 	<ul style="list-style-type: none"> • Develop and implement the school site plan • Develop the school activities calendar including parent/teacher conference schedules • Schedule and approve school activity use of school facilities • Develop and implement school procedures and rules • Develop the school schedule • Allocate the budget • Schedule and approve community use of school facilities

TECHNOLOGY

District	Building
<ul style="list-style-type: none"> • Provide network operations (7000) • Provide email (4157.1) • Establish hardware and software standards • Provide Helpdesk & desktop support • Facilitate donations approval • Provide platform decisions • Establish web page guidelines (7305) • Develop technology standards for students and staff • Provide Internet filtering (7310) • Evaluate curriculum software (7000) 	<ul style="list-style-type: none"> • Provide for integrating technology into instruction • Provide technology staff development • Develop and maintain building web pages • Budget for hardware purchases with approval • Budget for curriculum software with approval • Assign technology initiator • Develop building technology action plans • Monitor staff and students use of technology

II. District Strategic Planning Team

The Superintendent or designee will appoint a team consisting of administrators, teachers, board members, parents, students, and community members to serve as the District strategic planning team. The strategic planning team will

- Review the existing plan and initiate changes.
- Rewrite the plan to address critical issues.
- Recommend an implementation schedule for action plans.
- Determine which plans are operational.

III. Site-Based Planning Team

Each school in the Millard Public Schools District shall have a site-based planning team that meets every other year to write or update the school site plan as needed. The team will be responsible for long-range site planning including the development of the school mission, objectives, and strategies. The team will also approve action plans and make a recommendation for implementation of action plans. Each principal's supervisor will assist the principal

and team in the development of the site plan, the implementation of strategies, the collection and analysis of data to evaluate action plans, the relationship of the site-plan to the District's plan, and compliance with district policies. The team will also meet as needed to comply with the school accreditation process. The team will follow the District guidelines and established process for site planning and include administrators, teachers, staff, parents, and/or community members. High schools and middle schools may choose to involve students. Staff members on the team are volunteers and will serve at will. The site-based planning team will be approved by the Superintendent or designee.

IV. School Improvement Team (SIT)

Each school in the Millard Public School District shall have a School Improvement Team that meets six times each school year (minimum). The SIT will monitor progress on the school site plan and make recommendations on pertinent issues including building technology, calendar, schedules, CCM I & II, re-teaching plans, budget, and staffing. It may be necessary for ad hoc teams to form and meet to develop programs or further develop action plans for implementation. The ad hoc team will then report to the SIT for consideration. The SIT will also meet as needed to review data analysis and comply with the school accreditation process. The SIT will include administrators, teachers, staff, parents, and/or community members. High school and middle schools may choose to involve students. Each site will develop a process to ensure genuine participation and develop the rules for determining who will serve on these teams including the term of service. Meetings will be open to all. Agendas, attendees and minutes of the meetings will be communicated and made available. Staff members on the team are volunteers and will serve at will. The SIT members will be approved by the Superintendent or designee. ~~Principals will complete a report that includes the names of all team members and the dates for the school improvement team meetings by September 1 of each year.~~ A final report on activities of the SIT will be completed by June 10 each year and copies will be sent to the staff, building supervisor and the Superintendent or designee.

Consensus Method for School Improvement Teams

Strategic Planning Teams, Site-Based Planning Teams and School Improvement Teams will seek consensus in an affirming environment marked by mutual support and respect. Consensus exists when participants whose support is needed to implement a decision, agree with the decision and express a commitment to support its implementation. If consensus cannot be achieved on a specific issue the administrator may make the necessary interim decisions as they continue to work for ~~sufficient~~ consensus.

Appeals

In the event the SIT is unable to function effectively the principal (or any three team members) shall report the situation to the building supervisor. The building supervisor will attempt to resolve the situation. In the event the situation is not resolved a written report shall be presented to the Superintendent. If the issues cannot be resolved, by the Superintendent, the dispute shall be submitted in writing to the Board of Education through the Superintendent.

Related Policies & Rules: [10000P](#)

Rule Adopted: December 7, 1992

Revised: January 3, 1994; December 19, 1994; January 13, 1997; August 3, 1998;

August 23, 1999; June 19, 2000; February 2006; March 6, 2006;

July 9, 2007; June 2, 2008; August 17, 2009; August 2, 2010; [August 15, 2011](#)

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Revision of Policy 3300

MEETING DATE: August 15, 2011
September 6, 2011

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Revision of Policy 3300: Support Services – Business – Purchasing - General

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: Last year, the District engaged the services of purchasing consultants to evaluate the District's purchasing procedures and to make recommendations on changes.

One of the recommendations from the consultants was to centralize some of our purchasing (i.e., larger values) but to have decentralized purchases for others (i.e., smaller ones). In light of that, Policy 3300 is being revised.

OPTIONS AND ALTERNATIVES: n/a

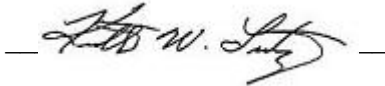
RECOMMENDATION: It is recommended that (after second reading) Revised Policy 3300 be approved as submitted.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

Support Services – Business

Purchasing – General

3300

~~It is the policy of the board that p~~Purchasing of goods and services for the District shall be done efficiently, economically, competitively and without prejudice or favoritism towards any vendor. All purchases shall be made in a manner consistent with federal law, state law, and District policies, rules, and procedures. ~~within statutory requirements so that maximum value is obtained for each expenditure.~~

~~The educational program of the Millard Public Schools shall be provided with the necessary supplies, equipment, and services by a centralized purchasing office. This office shall function under the direction of a designated purchasing agent. The purchasing agent shall be responsible to and under the supervision of the Assistant Superintendent of Auxiliary Services.~~

Legal Reference: 73-101; 73-106

Policy Adopted:

Revised: February 3, 1992

Revised: [September 6, 2011](#)

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Revision of Policy 3425

MEETING DATE: August 15, 2011
September 6, 2011

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Revision of Policy 3425: Support Services – Business – Accounting – Receipt of Funds

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: This is a revision of an old policy related to receipt of funds in the District.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended that (after second reading) Policy 3425 be approved as submitted.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

Support Services – Business

~~Monies in School Buildings~~ Accounting – Receipt of Funds

3425

~~Monies collected by school district employees and by student treasurers shall be handled with good and prudent business procedures.~~

All cash, checks, or other funds received by the District (including funds received by and/or for student organizations) shall be deposited expeditiously into the appropriate bank accounts and recorded on the District's financial records in a manner consistent with the requirements of federal law, state law and District rules and procedures.

Related Rule: 3425.1

Approved: April 7, 1975

Revised: September 6, 2011

Millard Public Schools
Omaha, Nebraska

Support Services – BusinessAccounting – Receipt of Funds ~~Monies In School Buildings~~

3425.1

~~All monies collected shall be receipted and accounted for and directed without delay to the activities fund.~~

~~In no case shall monies be left overnight in schools except in safes provided for safekeeping of valuables, and even then, no more than a few dollars should be kept. All school banks shall provide for making bank deposits after regular banking hours in order to avoid leaving money in school overnight.~~

All cash, checks, or other funds received by the District (including funds received by and/or for student organizations) shall be deposited expeditiously into the appropriate bank accounts and recorded on the District's financial records in a manner consistent with the requirements of federal law, state law and District rules and procedures.

For all cash and checks received by a District employee or a student organization representative:

1. A receipt shall be issued by such employee or representative to the party tendering the cash or check. (This section shall not apply to the sale of food, drink, or other such concession items where immediate possession of the product is given in-lieu of a receipt.)
2. Each building shall ensure that its procedures provide for at least two people independently counting such funds and documenting such count.

~~Rule~~

Approved: April 7, 1975

August 15, 2011Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Deletion of Rule 3505.1

MEETING DATE: August 15, 2011

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Deletion of Rule 3505.1 – A rule related to the management of the operations & maintenance functions of the school district.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: This is an old rule that did not have a corresponding policy. Therefore, the rule is being deleted and a policy containing the subject matter will replace it.

OPTIONS AND ALTERNATIVES: n/a

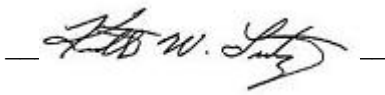
RECOMMENDATION: It is recommended that Rule 3505.1 be deleted.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

Business

Operation and Maintenance of Plant **3505.1**

~~The principal's responsibility shall be one of direction and supervision. Each building maintenance employee shall have a daily work schedule in order to accomplish his part of the overall task. They must be given directions on how to perform the various duties assigned to them. The principal must supervise and check to insure that all building employees are doing their share of the work to the best of their ability.~~

~~Rule Approved: April 7, 1975~~

~~Millard Public Schools
Omaha, NE~~

AGENDA SUMMARY SHEET

AGENDA ITEM: Adoption of Policy 3505

MEETING DATE: August 15, 2011

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Adoption of Policy 3505 – A policy related to the direction and supervision of the operations and maintenance division.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: Proposed Policy 3505 clarifies that the direction, supervision, and evaluation of district employees in operations and maintenance is the responsibility of the superintendent (designee). It also provides that the district may engage the services of a private vendor (e.g., Sodexo) to provide such services.

We are also proposing the deletion of Rule 3505.1 in a separate action item on the agenda. This old rule provided that the management responsibilities related to operations and maintenance rested with the individual building principals. The district has since reorganized and centralized this management function in order to bring about more consistency of services and efficiency of operations.

OPTIONS AND ALTERNATIVES: n/a

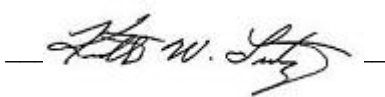
RECOMMENDATION: It is recommended that (after second reading) Policy 3505 be adopted as presented.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

Support Services – Operations & Maintenance

Management – Direction & Supervision 3505

The maintenance and operation of the District’s facilities shall be under the direction and supervision of the superintendent (designee).

The District may engage the services of private vendors to assist with such services. In such case, the private vendor shall report to and be supervised by the superintendent (designee). All District employees in the operations & maintenance departments shall be directed, supervised, and evaluated by the private vendor as provided for in the contract with such vendor.

Adopted: September 6, 2011

AGENDA SUMMARY SHEET

AGENDA ITEM: Reaffirm Policy 8210 – Internal Board Policies – Orientation of New Board Members

MEETING DATE: August 15, 2011

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: It has been several years since the policies and rules in the 8000 series have been updated or reaffirmed.

ACTION DESIRED: Reaffirm

BACKGROUND:

OPTIONS/ALTERNATIVE CONSIDERATIONS:

RECOMMENDATIONS: Reaffirm

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIME LINE:

PERSONS RESPONSIBLE: Keith Lutz

SUPERINTENDENT'S APPROVAL: _____  _____

Internal Board Policies**Orientation of New Board Members****8210**

The Board of Education shall provide orientation for newly elected incoming Board members of the Board of Education.

Related Policies & Rules: [8210.1](#)

Policy Adopted:

Policy Revised: December 17, 1990; September 9, 1996
December 2, 2002

Millard Public Schools
Omaha, NE

Reaffirmed: [August 15, 2011](#)

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Rule 8210.1 – Internal Board Policies – Orientation of New Board Members

MEETING DATE: August 15, 2011

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: It has been several years since the policies and rules in the 8000 series have been updated or reaffirmed.

ACTION DESIRED: Approve

BACKGROUND:

OPTIONS/ALTERNATIVE CONSIDERATIONS:

RECOMMENDATIONS: Approve

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIME LINE:

PERSONS RESPONSIBLE: Keith Lutz

SUPERINTENDENT'S APPROVAL: _____  _____

Internal Board Policies

Orientation of New Board Members

8210.1

I. Documentary materials applicable and appropriate for performance of the duties and responsibilities of school board members will be given to each new incoming Board member. The materials shall be supplied by the Superintendent who will review and explain the use and purpose of the documents and materials. The Superintendent shall introduce the newly elected incoming Board members to administrative personnel and the Superintendent and the administrators shall review, explain and discuss the services each performs for the Board.

II. Upon election, the newly elected incoming Board members shall be invited and encouraged to attend Board meetings and also the Nebraska Association of School Boards Convention workshops held in November.

III. The newly elected incoming Board members shall be advised of the rules of attorney/client communications as those rules apply to the Board and restrictions on the disclosure of such communications. The newly elected incoming members shall be advised as to the care and custody of confidential information received as a Board member and the legal restrictions on the disclosure of the contents of staff and student files.

IV. The Board President will be responsible for conducting an informational session with the newly elected incoming Board members before the incoming member takes office. No more than two other Board members shall attend the informal session. The newly elected incoming members, at the informal session, will be advised on the laws which pertain to open and closed or executive sessions and meetings and Robert's Rules of Order. The newly elected incoming members, shall be given by the Board President, a copy of a current edition of Robert's Rules of Order. Newly elected incoming Board members shall be furnished ~~a file cabinet~~, office materials, computer, and be provided a telephone line.

V. Newly elected incoming Board members will be provided with an identification badge, which shall be worn whenever the Board member is on District property and performing duties as a Board member.

VI. Newly elected incoming Board members and re-elected Board members will be installed by the Board President or designee and take the oath of office at the first meeting of their terms.

Related Policies & Rules: [8210](#)

Rule adopted: December 2, 2002

Reaffirmed: [August 15, 2011](#)

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: First Reading of Policy 8250 – Internal Board Policies – Conflict of Interest

MEETING DATE: August 15, 2011

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: It has been several years since the policies and rules in the 8000 series have been updated or reaffirmed.

ACTION DESIRED: First Reading

BACKGROUND:

OPTIONS/ALTERNATIVE CONSIDERATIONS:

RECOMMENDATIONS: First Reading and approval will be done on September 6, 2011

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIME LINE:

PERSONS RESPONSIBLE: Keith Lutz

SUPERINTENDENT'S APPROVAL: _____  _____

Internal Board Policies

Conflict of Interest

8250

A. Contracts Exceeding \$2,000.00

Unless otherwise provided by law, no Board members, a member of that individual's immediate family, or business with which the Board member is associated shall enter into a contract valued at \$2,000.00 or more, in any one year, with the Millard School District unless the contract is awarded through an open and public process which includes prior public notice and subsequent availability for public inspection during the regular office hours of the Millard School District of the proposals considered and the contract awarded. No contract shall be divided for the purpose of evading the requirements of this policy. This policy shall not apply to a contract when the Board member does not in any way represent either party in the transaction.

B. Interest in Contracts

Except as provided herein, no Board member may have an interest in any contract to which the Board, or anyone for its benefit, is a party. This prohibition shall apply only when the Board member, his or her parent, spouse, or child (a) has a business association with the business involved in the contract or (b) will receive a direct pecuniary fee or commission as a result of the contract. This prohibition shall not apply provided the Board member:

1. Makes declaration on the record to the Board of the nature and extent of his or her interest prior to official consideration of the contract;
2. Does not vote on the matter of granting the contract, [making payments pursuant to the contract, or accepting performance of work under the contract, or similar matters relating to the contract](#), except that if the number of members of the Board declaring an interest in the contract would prevent the Board with all members present from securing a quorum on the issue, then all members may vote on the matter; and
3. Does not act for the Millard School District as to inspection or performance under the contract in which he or she has an interest.

The receiving of deposits, cashing of checks, and buying and selling of warrants and bonds of indebtedness of the Millard School District by a financial institution shall not be considered a contract for purposes of this section. The ownership of less than 5% of the outstanding shares of a corporation shall not constitute an interest within the meaning of this section.

C. Employment of Family Members

A Board member may employ, recommend the employment of, or supervise the employment of a member of the Board member's immediate family if he or she does not abuse his or her official position, ~~and~~ makes a full disclosure [on the record](#) to the Board [and a written disclosure to the person in charge of keeping records for the Board, and the Board approves the employment or supervisory position](#) ~~secretary~~. No Board member shall employ an immediate family member without first having made a reasonable solicitation and consideration of applications for such employment, [or an immediate family member who is not qualified for and able to perform the duties of the position, or for any unreasonable high salary, or who is not required to perform the duties of the position](#). This section shall not apply to an immediate family member of a Board member who (1) was previously employed in a position subject to this section prior to the election or appointment of the Board member, or (2) was employed in a position subject to this section prior to ~~July 17, 1986~~ [September 1, 2001](#). Any newly elected or appointed Board member shall make a full disclosure of any immediate family member employed in a position subject to this section prior to or as soon as reasonably possible after the official date of taking office.

If a member's parent, spouse, or child is an employee of the Millard School District, the member may vote on all issues of the contract which are generally applicable to (a) all employees or (b) all employees within a classification and do not single out his or her parent, spouse, or child for special action.

D. Personal Gain Prohibited

No Board member shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the Board member would be influenced thereby.

No Board member shall use or authorize the use of his or her office or any confidential information received through the holding of his or her office to obtain financial gain, other than compensation provided by law, for himself or herself, a member of his or her immediate family, or a business with which the individual is associated.

No Board member shall use personnel, resources, property, or funds under that individual's official care and control, other than in accordance with prescribed constitutional, statutory and regulatory procedures, or use such items, other than compensation provided by law, for personal financial gain.

Definitions

1. "Business with which the individual is associated" or "business association" shall mean a business: (1) in which the individual is a partner, limited liability company member, director, or officer; or (2) in which the individual or a member of the individual's immediate family is a stockholder of closed corporation stock worth one thousand dollars or more at fair market value or which represents more than a five percent equity interest, or is a stockholder of publicly traded stock worth ten thousand dollars or more at fair market value or which represents more than ten percent equity interest. An individual who occupies a confidential professional relationship protected by law shall be exempt from this section. This section shall not apply to publicly traded stock under a trading account if the filer reports the name and address of the stockholder.
2. "Immediate family" shall mean a child residing in an individual's household, a spouse or an individual, or an individual claimed by that individual or that individual's spouse as a dependent for federal income tax purposes.

Legal Reference: RRS 49-14,102 Contracts with governmental bodies; procedure, purpose.
 49-14,103.01 Officer, defined; interest in contract prohibited, when.
~~49-1499.01 Public official or employee; employment of family member; when; exception; violation; penalty.~~
 49-14,101 Public official, employee, candidate, and other individuals; other prohibited acts; penalty.
 49-1408 Business with which the individual is associated or business association, defined.
 49-1425-~~1.1.1~~ Immediate family, defined.

Related Policies & Rules: 8250R1

Policy Adopted: November 19, 1990
 Reaffirmed: December 2, 2002; [August 15, 2011](#)

Millard Public Schools
 Omaha, NE

AGENDA SUMMARY SHEET

Meeting Date: August 15, 2011

Department Human Resources

Action Desired: Approval

Background: Personnel item: (1) Hires; (2) Resignations; (3) Amendments; (4) Leave of Absence

Options/Alternatives Considered: N/A

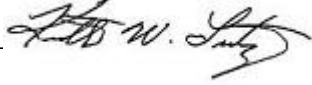
Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Jim Sutfin, Ed.D.

Superintendent's Signature: _____  _____

August 15, 2011

AMENDMENT TO CONTINUING CONTRACTS**Recommend: Amendment to the following contracts:**

1. Nichol L. Dolezal – Early Literacy Intervention Teacher at Abbott Elementary School.
Amend contract from 50% (.50) FTE to 100% (1.0) FTE for the 2011-2012 school year.

August 15, 2011

LEAVE OF ABSENCE

Recommend: The following Leave of Absence be accepted:

1. Jennifer M. Moylan – Grade 6 teacher at Kiewit Middle School. She is requesting a Leave of Absence for the 2011-2012 school year for family reasons.

August 15, 2011

RESIGNATIONS

Recommend: The following resignation be accepted:

1. Jennifer N. Adams – Language Arts Teacher at Millard South High School. Resigned at the end of the 2010-2011 school year because of family relocation.
2. Volker Langeheine – German Teacher at Millard North High School. Resigned for personal reasons at the end of the 2010-2011 school year.
3. Layne A. Bruce – Early Literacy Intervention (ELI) Teacher at Cody Elementary School. Resigned at the end of the 2010-2011 because of family relocation.

August 15, 2011

TEACHERS RECOMMENDED FOR HIRE**Recommend: the following teachers be hired for the 2011/2012 school year:**

1. Katie L. Butterfield – BA+27 – University of Idaho. Kindergarten Teacher at Disney Elementary School for the 2011-2012 school year. Previous Experience: Chanute, KS (2008-2011)
2. Tiffany L. Cochran – MA – University of Kansas. Grade 3 teacher at Sandoz Elementary School for the 2011-2012 school year.
3. James C. Constantino – MA+36 – University of Nebraska, Lincoln. Language Arts teacher at Millard South High School for the 2011-2012 school year. Previous Experience: Ralston Public Schools (2010-2011)
4. Carrie J. Fessler – BA – University of Northern Iowa. Grade 4 teacher at Cody Elementary School for the 2011-2012 school year. Previous Experience: Des Moines Public Schools (2004-2011)
5. Emily Rakowsky – BA – University of Nebraska, Lincoln. Grade 6 teacher (Short-Term Contract) at Kiewit Middle School for the 2011-2012 school year.
6. Marie Scarpello Yearian – MA – Creighton University. (.5) Spanish/Family Consumer Science teacher at Horizon Academy High School for the 2011-2012 school year. Previous Experience: Christ the King School (2008-2011)

AGENDA SUMMARY SHEET

AGENDA ITEM: Strategic Planning Update

MEETING DATE: August 15, 2011

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION:

This report is an update on the strategic plan.

ACTION DESIRED: APPROVAL _____ DISCUSSION _____ INFORMATION ONLY XX

BACKGROUND:

The strategic plan was updated in September of 2010.
 No new plans were initiated for this school year due to budget constraints.
 The attached document was updated to show the progress on strategies and action plans.

The updated strategic plan includes 30 action plans.
 One plan (3-2) has been dismissed.
 Eight plans have been completed.
 Fifteen plans are continuing.
 Six plans have not yet been activated.

OPTIONS AND ALTERNATIVES CONSIDERED:

RECOMMENDATION:

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIMELINE:

RESPONSIBLE PERSON: Angelo D. Passarelli

SUPERINTENDENT'S APPROVAL: _____

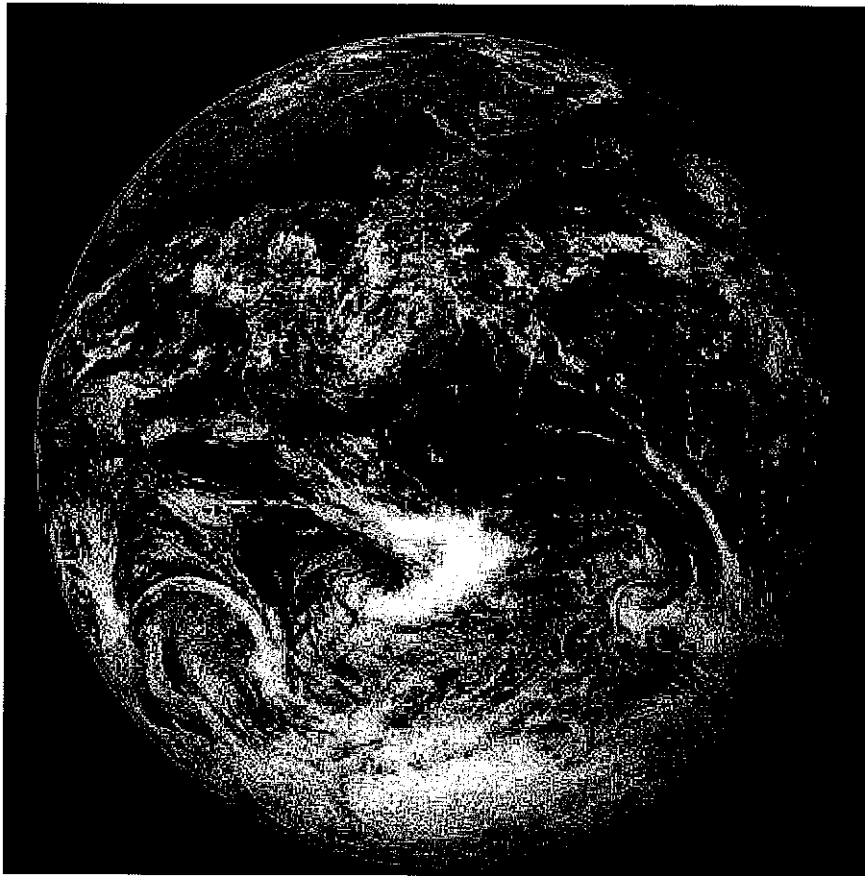
Anthony W. Suty

BOARD ACTION:

Millard Public Schools

Implementation Schedule 2011--12

<i>Strategy</i>	<i>Specific Result</i>	<i>Assigned To</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
Financial Challenges							
1-1	Evaluate the merit of a bond issue	Ken Fossen	XXXXX	Planning	Continue		
1-2	Maximize energy efficient technology	Ken Fossen	Planning	Continue	Continue		
1-3	Provide wellness programs and incentives	Chad Meisgeier	Planning	Continue	Completed		
1-4	Optimize technology opportunities		XXXXX	XXXXX	XXXXX		
Engaging students families and staff							
2-1	Implement ongoing collection and utilization of data	Mark Feldhausen	Planning	Continue	Continue		
2-2	Create a culture that increases staff engagement	All administrators	XXXXX	XXXXX	Plans in place		
2-3	Create a culture that increases student engagement	Principals	XXXXX	XXXXX	Plans in place		
2-4	Utilize 21st Century Skills to increase engagement	Mark Feldhausen	Planning	Continue	Plans in place		
2-5	Create a culture that increases family engagement	Principals	XXXXX	XXXXX	Plans in place		
Capitalize on the Learning Community							
3-1	Establish a centralized communication system	Amy Friedman	Planning	Completed	Completed		
3-2	Assist in the development of Focus Schools		XXXXX	XXXXX	Dismissed		
Instructional Best Practices							
4-1	Revise Life Skills to include 21st Century Skills	Mark Feldhausen	Planning	Continue	Continue		
4-2	Include 21st Century Skills in curriculum revisions	Mark Feldhausen	Planning	Continue	Continue		
4-3	Expand early childhood resources		XXXXX	XXXXX	XXXXX		
4-4	Develop formative and summative assessments		XXXXX	XXXXX	XXXXX		
4-5	Review grading practices		XXXXX	XXXXX	XXXXX		
4-6	Provide interactive online resource center	Mark Feldhausen	XXXXX	Planning	Continue		
4-7	Utilize data analysis to drive instruction	Mark Feldhausen	XXXXX	Planning	Continue		
4-8	Implement a response to intervention (RTI) model	Mark Feldhausen	Planning	Continue	Continue		
Develop character traits reflective of positive social behavior							
5-1	Create a culture reflective of the 40 Dev. Assets	Jim Sutfin/Kraig Lofquist	Planning	Continue	Completed		
5-2	Infuse life and career skills in the MEP	Mark Feldhausen	Planning	Continue	Continue		
5-3	Integrate service learning into preK-12 curriculum	Mark Feldhausen	Planning	Continue	Continue		
5-4	Form a character education partnership		XXXXX	XXXXX	XXXXX		
5-5	Character traits, behaviors and citizenship		XXXXX	XXXXX	XXXXX		
Non-Traditional Learning							
6-1	Alternative learning - elementary	Completed in the previous cycle	Completed	Completed	Completed		
6-2	Alternative school-year calendar options	Completed in the previous cycle	Completed	Completed	Completed		
6-3	Alternative learning - MS	Completed in the previous cycle	Completed	Completed	Completed		
6-4	Alternative on-campus learning - HS	Mark Feldhausen	Planning	Continue	Continue		
6-5	Alternative off-campus learning - HS	Mark Feldhausen	Planning	Continue	Completed		
6-6	Plans to create a small HS	Mark Feldhausen	Planning	Completed	Completed		



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A “World-Class” School District

STRATEGIC PLAN

Approved - March 2009
Updated - September 2010

STRATEGIC PLANNING TEAM

Plan Updated

September 27-28, 2010

Administrators

Bert Deremer
Mark Feldhausen
Ken Fossen
Amy Friedman
Vicki Hoskovec
Terry Houlton
Keith Lutz
Mitch Mollring
Kim Saum-Mills
Jim Sutfin
Greg Tiemann
Craig Whaley

School Board Members

Dave Anderson
Brad Burwell
Julie Kannas
Mike Kennedy
Mike Pate
Linda Poole

Certified Staff

Aaron Bearinger
John Deeney
Molly Erickson
Jamie London
Gina Rudloff
Jennifer Wilson

Community Members

Lisa Armstrong
Tracy Frerichs
Sandra Havens
Dina Newsom
John Olson

Students

Isis Hernandez
Jeff Story

Internal Facilitator

Angelo Passarelli

External Facilitator

Howard Feddema

Beliefs

We believe:

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

Mission

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.

Parameters

We will always operate safe, caring environments to ensure student learning.

We will not tolerate any behavior that diminishes the self-worth of any student, staff member, or community member.

Nothing will take precedence over the pre-kindergarten through 12th grade education program.

No new program, course, and/or service will be added unless:

- it meets a clearly demonstrated, mission-related need;
- it survives a cost-benefit analysis;
- its impact on other programs/courses/services is addressed;
- adequate staffing, staff development, funding, and facilities are provided;
- it contains an evaluation procedure.

No existing program, course, and/or service will be maintained unless it:

- meets a clearly demonstrated, mission-related need;
- survives a cost-benefit analysis and periodic evaluation.

District-wide performance on standardized achievement tests will always be above state and national averages.

We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools, and maintain high levels of student, staff, family and community support.

We will attract, develop, and retain the highest quality staff dedicated to achieving our mission and objectives.

Objectives

All students will meet or exceed district and state standards; the achievement gap between subgroups will decrease annually; and overall performance on district and state assessments will increase annually.

Each student will set and achieve challenging educational and career goals tailored to his/her abilities, interests and aspirations.

The percentage of students participating in and performing at high levels on measures of national and/or international educational excellence will increase annually.

All students will develop and consistently demonstrate character traits and positive behaviors necessary for personal excellence and responsible citizenship.

Strategies (Current)

1. We will address financial challenges facing our district in order for us to achieve our mission and objectives. (2004/2009)
2. We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence. (2009)
3. We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives. (2009)
4. We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups. (2009)
5. We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship. (2009)
6. We will develop innovative approaches to motivate and educate those students who learn in non-traditional ways. (2004/2009)

Strategies (Implemented)

- (1990) *We will ensure we have facilities necessary to achieve our mission and objectives.*
- (1990) *We will develop and implement plans to ensure the highest quality staff.*
- (1992) *We will design and implement co-curricular programs (clubs and activities) to help us achieve our mission.*
- (1995) *We will develop and implement plans to communicate effectively, both internally and externally, to develop an understanding of the intent of our Strategic Plan and support for its effective implementation.*
- (1996) *We will develop plans, which assure all teachers use effective instructional practices to help all students learn identified outcomes.*
- (1996) *We will investigate, develop, and implement innovative methods to provide the financial resources to achieve our mission and objectives.*
- (1996) *We will complete the process of identifying, developing and implementing the outcomes, standards, and assessments for the Millard Education Program.*
- (1996) *We will develop and implement plans for meaningful business partnerships to support strategic initiatives.*
- (1996) *We will develop and implement an array of diverse opportunities that challenge each student to excel. (Revised 1999, 2001)*
- (1998) *We will develop and implement plans in partnership with our community to assist students who are at risk of not achieving identified learner outcomes. (Revised 1999)*
- (1998) *We will develop and implement plans to use technology to effectively manage the district and help students achieve identified learner outcomes.*
- (1999) *We will develop and implement plans to ensure safety throughout our schools.*
- (2001) *In partnership with the community, we will address the challenges presented by state limitations on expenditures and levies.*
- (2004) *We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.*
- (2004) *We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.*

- (2004) *We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.*
- (2004) *We will develop and implement plans to increase student participation in and performance on measures of national and international educational excellence.*
- (2004) *We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.*
- (2004) *In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.*

Strategy 1

We will address financial challenges facing our district in order for us to achieve our mission and objectives.

ACTION PLAN

STRATEGY NUMBER: 1
PLAN NUMBER: 1
DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives.

SPECIFIC RESULT: Evaluate the merit of a bond issue.

Assigned To: Ken Fossen

#	<i>ACTION STEP (Number each one)</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
1.	Update district standards for equity.	Underway	Completed Sept. 2010	Bond Issue in Late Fall		
2.	Assess interior/exterior building needs.		Survey April 2011			
3.	Prioritize areas of greatest need.					
4.	Determine size of bond issue based on needs.					
5.	Hire an independent survey company.					
6.	Form a committee to communicate the benefits of a bond issue.					

Cost Benefit Analysis

STRATEGY NUMBER: 1

PLAN NUMBER: 1

DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives.

SPECIFIC RESULT: Evaluate the merit of a bond issue.

COSTS

Tangible:

- Advertising costs (MPS or MEF)
- Staff
- Time
- Outside consulting (Sodexo) to assess building needs

Intangible:

- Stress
- Increased work load
- Divided support in community/risk of rejection
- Distraction to district administration

BENEFITS

Tangible:

- Money from the bond
- Facility improvements to district standards
- Improved district technologies
- Improved test scores/achievement
- District equality standards created
- Financial stability
- Economic stimulus
- Objectives analysis of the merits of the bond

Intangible:

- Better learning environments
- World-class status maintained
- Community awareness/support
- Increased morale of students & staff

ACTION PLAN

STRATEGY NUMBER: 1

PLAN NUMBER: 2

DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives.

SPECIFIC RESULT: *Maximize the use of energy efficient technology to help address the financial challenges.*

Assigned To: Ken Fossen

#	<i>ACTION STEP (Number each one)</i>	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Receive competitive proposals to identify a proven energy consulting firm who has worked with schools.		Underway	Included in Bond Issue		
2.	Do a Cost Benefit Analysis of the findings from the energy audit.					
3.	Develop a process and procedure to implement the findings of the audit.					
4.	Evaluate the cost benefit of the implementation.					

Cost Benefit Analysis

STRATEGY NUMBER: 1
 PLAN NUMBER: 2
 DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives

SPECIFIC RESULT: Maximize usage of energy efficient technology to help address the financial challenges.

COSTS

BENEFITS

Tangible:

- Cost to have audit completed
- Purchases or changes that may be needed to improve as a result of the audit
- Estimate scope of energy savings
- Cost of implementation
- Identifying the quality and costs of various energy inputs
- More or higher labor costs
- Loss of volume discounts
- Length of payback

Intangible:

- More or higher labor costs
- Time
- Understanding of utility costs
- Identifying the quality and costs of various energy inputs
- Possible change in standard operating procedures

Tangible:

- Money savings after payback becomes money earned
- Possible new equipment that requires less maintenance
- Provide knowledge for energy conservation
- Extend the standing or useful life of current equipment
- Identify most likely areas of attention and immediate savings or improvement
- Reduction of energy use and costs

Intangible:

- Proactive, operating more efficiently
- Comfort knowing that we are doing the best we can with what we have
- Proactive, in optimizing equipment and operations
- Collection of basic data on condition and use of equipment
- Regulatory compliance
- Motivation of district personnel or end user toward energy conservation
- Public relations benefits

ACTION PLAN

STRATEGY NUMBER: 1

PLAN NUMBER: 3

DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives.

SPECIFIC RESULT: Provide wellness programs and incentives to covered individual for actions that may result in lower health cost for the District.

Assigned To: Chad Meisgeier

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Survey staff to assess preferences for a wellness program.		Underway	Wellness Program included in new contract for 2011-2012		
2.	Explore established/successful wellness programs and identify potential opportunities for a wellness program for Millard Public Schools.					
3.	Select wellness plan components that best meet the needs of the participants through cost-benefit analyses.					
4.	Develop a process and procedure for implementing the wellness plan.					
5.	Encourage participation.					
6.	Evaluate wellness plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 1
 PLAN NUMBER: 3
 DATE: March 2, 2009

STRATEGY: We will address the financial challenges facing our district in order for us to achieve our mission and objective.

SPECIFIC RESULT: Provide wellness programs and incentives to covered individuals for actions that may result in lower health cost for the District.

COSTS

BENEFITS

Tangible:

- Time- staff initiated
- Staff- to research current programs
- Consulting fees
- Time- for consulting fees
- Implementation
- Advertising
- Without participation in the wellness program may lose money

Intangible:

- Stress- getting the program started
- Anxiety- misconceptions
- Lack of motivation

Tangible:

- Lower health cost
- Healthy staff
- Fewer sick days
- Higher productivity
- Healthy families
- Healthy community
- Longer life span
- More money back to the District insurance plan if staff is healthier.
- Every dollar saved on insurance will go back to the employees

Intangible:

- Role model of healthy living for students
- Mental health- happy
- More energy
- Less stress and positive way to deal with stress
- Motivating to some people

ACTION PLAN

STRATEGY NUMBER: 1

PLAN NUMBER: 4

DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives.

SPECIFIC RESULT: *Optimize technology opportunities to minimize financial costs to Millard Public Schools.*

Assigned To:

#	<i>ACTION STEP (Number each one)</i>	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Create and utilize online courses.					
2.	Expand online books.					
3.	Reduce paper copies.					
4.	Incorporate emerging technologies to reduce costs.					
5.	Evaluate usage for cost effectiveness.					

Cost Benefit Analysis

STRATEGY NUMBER: 1
 PLAN NUMBER: 4
 DATE: March 2, 2009

STRATEGY: We will address financial challenges facing our district in order for us to achieve our mission and objectives.

SPECIFIC RESULT: Optimize technology opportunities to minimize financial costs to Millard Public Schools.

COSTS

BENEFITS

Tangible:

- Increased technology costs
- Increased technology costs
 - Student without computers at home
 - Increased costs for technology support
- Increase cost of emerging technologies
 - Maintenance of these new technologies
 - Possible unpredictable problems that cost money and use human resources

Intangible:

- Less face-to-face work time
 - Students may lack motivation and determination to complete the class
 - Impact of online learning?
 - Significant increase or decrease on test scores
- Frustration from computer use if teacher and student are not computer literate
- Student/parent/teacher missing important info. from going paperless
- Can impact student learning when these "problems" are encountered in the classroom

Tangible:

- Free up classrooms
 - Possible grants available to support schools/school systems in this area
- Less paper, better on the environment
 - Decrease in paper cost
 - Discount for online books
 - No "lost" books from students
 - Possible new grants available to support schools in this area
- Save money, better for the environment, decrease cost on maintenance of copiers, thus use money on things that are more beneficial
- Can save money in the long run

Intangible:

- More flexibility with student and teacher "work time"
 - Increased job satisfaction for teacher and school satisfaction for the student
 - Much easier to adjust to individual needs of students
- Increased computer literacy for teachers and students
 - Better for special need students – increase font, copy and paste on the computer
 - Availability – any computer any time
- Teach students/families the importance of sustainability and being environment aware, be a leader in this area

Strategy 2

We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

ACTION PLAN

STRATEGY NUMBER: 2

PLAN NUMBER: 1

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: *Implement a process for ongoing collection and utilization of data that measures engagement of students, families, and staff.*

Assigned To: Tami Williams

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Select a norm-referenced survey (e.g., Gallup Engagement Survey).	Underway	→			
2.	Determine frequency of administration to measure change and align with strategic-planning process (district and building levels).		Student, Staff & Parent engagement plans written	Collect new data in fall 2011		
3.	Administer the survey.					
4.	Train necessary personnel to interpret and respond to survey results at both the district and building levels.					
5.	Integrate engagement data into the site-planning process: <ul style="list-style-type: none"> Data book Data retreat 					
6.	Communicate/publish survey results/data and plans of action to all stakeholders. <ul style="list-style-type: none"> Examples include, but are not limited to, district/building websites, data warehouse, school newsletters, forums 					
7.	Provide access to district-level engagement resources for students, staff, families, and the community at large. Resources could be provided through a virtual center and could be web-based.					
8.	Evaluate the action plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 2
 PLAN NUMBER: 1
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: *Implement a process for ongoing collection and utilization of data that measures engagement of students, families, and staff.*

COSTS

Tangible:

- Cost of survey materials
- Time associated with administering survey
- Training of necessary personnel to interpret survey data
- Cost of communicating/publishing survey results/data and plans of action to all stakeholders
- Cost and time associated with providing access to district-level engagement resources for students, staff, families, and the community-at-large
- Staff time in training and implementation of plan

Intangible:

BENEFITS

Tangible:

- Increased engagement of students, staff, and families
- Acquisition and utilization of current and ongoing engagement data
- Training of leadership to effectively respond to engagement survey data
- Access to district-level engagement resources for students, staff, families, and the community-at-large

Intangible:

- Confidence in survey results
- Increased awareness of engagement issues

ACTION PLAN

STRATEGY NUMBER: 2
PLAN NUMBER: 2
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: *Create a culture that increases staff engagement.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Prioritize and evaluate current district initiatives before implementing any new initiatives.		Staff engagement plans established	Plans continue Re-administer the survey		
2.	Create a system in which collaborative professional development is offered in various formats including, but not limited to, online collaboration, choice of day/time, etc.					
3.	Utilize technology that allows staff with similar professional development needs and interests to collaborate in formats, including but not limited to, Blackboard, Google.doc, blog, etc.					
4.	Utilize current and future business partnerships to enhance staff engagement.					
5.	Collaborate to build 40 Developmental Assets in each other to increase staff engagement.					
6.	Provide or allow for differentiated independent professional development when offerings are not relevant to an individual or group.					
7.	Train current leaders to build new instructional leaders by recognizing and building on individual strengths.					
8.	Build instructional leaders by recognizing and building on individual strengths.					
9.	Increase staff recognition and celebrations at district and building levels.					
10.	Elicit feedback through district and building-level focus groups to adjust for the needs and interests of individual professional growth.					
11.	Evaluate the baseline level and current level of engagement of staff to determine the effectiveness of this plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 2

PLAN NUMBER: 2

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: *Create a culture that increases staff engagement*

COSTS

BENEFITS

Tangible:

- Cost and time associated with:
 - Creating a system in which professional development is offered in various formats
 - Utilization of technology resources
 - Training current leaders to build new instructional leaders
 - Staff collaboration to build 40 Developmental Assets

Intangible:

Tangible:

- Increased engagement of students and staff
- Higher student achievement
- Increase of instructional leaders
- Decrease in staff turnover/increase in staff retention

Intangible:

- Higher staff morale
- Increased motivation of staff due to choice
- Professional growth of staff in area specific to job

ACTION PLAN

STRATEGY NUMBER: 2

PLAN NUMBER: 3

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: *Create a culture that increases student engagement.*

Assigned To: All Administrators

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Increase opportunities for students to participate at the school level in the decision-making process regarding their learning experience.		Student engagement plans established	Plans continue Re-administer the survey		
2.	Develop opportunities for all students to be recognized by identifying and implementing multiple ways for students to be recognized based on individual talents and strengths.					
3.	Utilize current and future business partnerships to enhance student engagement.					
4.	Support teacher understanding of the connection between assessment practices (Grading for Learning) and student engagement through professional development, mentor relationships, professional learning communities, walk-throughs and teacher evaluation.					
5.	Support teaching understanding of the connection between specific components of the Millard Instructional Model and student engagement through methods such as professional development, mentor relationships, professional learning communities, walk-throughs and teacher evaluation.					
6.	Create and respond to student focus groups representing diverse student populations to gather more specific information on engagement. Topics of discussion include, but are not limited to: <ul style="list-style-type: none"> • Extracurricular activities that appeal to the interest of all • Student recognition of talents • Staff and student relationships 					
7.	Evaluate the effectiveness of the plan using student engagement data.					

Cost Benefit Analysis

STRATEGY NUMBER: 2
 PLAN NUMBER: 3
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: Create a culture that increases student engagement.

COSTS

Tangible:

- Cost and time associated with:
 - Staff development on engagement and subsequent materials needed
 - Staff compensation for focus groups
 - Recognizing all students

Intangible:

BENEFITS

Tangible:

- Increased engagement of students
- Higher student achievement
- Improved student attendance
- Increased opportunities for disengaged students to become more involved in school setting
- Increased opportunities for students to feel more valued by school personnel
- Availability of materials and resources to improve staff understanding of, and ability to improve, student engagement

Intangible:

- Increased student morale—Feelings of success and attainment of personal excellence
- Increased student motivation (intrinsic)
- Sense of ownership by students
- Increased school pride

ACTION PLAN

STRATEGY NUMBER: 2

PLAN NUMBER: 4

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: Utilize 21st Century Learning Skills to increase student engagement.

Assigned To: Mark Feldhausen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Develop a unified, collective vision for 21 st Century Learning that can be used in the curriculum development cycle.	Underway	→	Student engagement plans continue		
2.	Include the specific 21 st Century Learning Skills, knowledge and expertise students should master in the district learning objectives, assessments and curriculum guides.			Re-administer survey		
3.	Embed 21 st Century Learning Skills into the curriculum framework and provide specific examples of how these skills can be applied in the classroom environment.					
4.	Support teacher understanding of the connection between specific components of the Millard Instructional Model and 21 st Century Learning Skills through methods such as professional development, mentor relationships, Professional Learning Communities, walk-throughs and teacher evaluation.					
5.	Evaluate the effectiveness of the plan using student engagement data.					
<p><i>*Cross Reference: Strategy 4, Action Plans 1 and 2</i></p>						

Cost Benefit Analysis

STRATEGY NUMBER: 2
 PLAN NUMBER: 4
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: Utilize 21st Century Learning Skills to increase student engagement.

COSTS

Tangible:

- Cost and time associated with:
 - Staff development on 21st Century Learning Skills, including training from sources outside the district, and subsequent materials needed
 - Revised curriculum, instructional tools, and assessments to include 21st Century Learning Skills

Intangible:

- Stress and negative attitudes associated with new curriculum initiative
- Staff resistance to learn new technology

BENEFITS

Tangible:

- Increased engagement of students, staff, and families
- Higher student achievement
- Improved assessment scores
- Increased student acquisition of 21st Century Learning Skills such as learning and innovation, information, media, and technology, and life and career
- Increased readiness for employment

Intangible:

- Increased student motivation (intrinsic)

ACTION PLAN

STRATEGY NUMBER: 2

PLAN NUMBER: 5

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: Create a culture that increases family engagement.

Assigned To: Principals

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Build relationships and connections between families at the elementary, middle, and high school levels.		Parent engagement plans were established	Plans continue		
2.	Develop a community of families at each level.			Re-administer engagement survey		
3.	Enhance communication through the use of multimedia tools. <ul style="list-style-type: none"> Examples include, but are not limited to: building/district websites, DVD, telephone, paper or electronic newsletters, webinars, town hall meetings, teleconferences. 					
4.	Increase family education opportunities. <ul style="list-style-type: none"> Examples include, but are not limited to: technology (computers, text-messaging, internet safety), parenting, 40 Developmental Assets, community resources (nutritionists, MADD, Boys Town). 					
5.	Increase family participation in school-based functions (Open House, Back-to-School Orientation, Curriculum Night, by providing: <ul style="list-style-type: none"> Transportation Food Childcare 					
6.	Evaluate the effectiveness of the plan using data from engagement survey.					

Cost Benefit Analysis

STRATEGY NUMBER: 2

PLAN NUMBER: 5

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: *Create a culture that increases family engagement.*

COSTS

Tangible:

- Cost and time associated with:
 - Communicating through the use of multi-media tools
 - Providing family education
 - Providing resources to improve family attendance in school-based functions such as transportation, food, and childcare

Intangible:

BENEFITS

Tangible:

- Increased engagement of students, staff, and families
- Increased participation in school-based functions
- Increased knowledge in family education topics
- Creation of a culture that makes families feel welcome

Intangible:

- Greater sense of involvement by family
- Family's improved perception of their impact on student achievement
- Increased family confidence and support in school district

Strategy 3

We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

ACTION PLAN

STRATEGY NUMBER: 3
 PLAN NUMBER: 1
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

SPECIFIC RESULT: *Establish a centralized system of communication to inform, update and engage the Millard community about the Learning Community.*

Assigned To: Amy Friedman

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Identify a communication coordinator that will disseminate timely and relevant information regarding the Learning Community.	Underway	Completed Sept. 2010			
2.	Provide ongoing information to community groups regarding the Learning Community.					
3.	Target specific Millard community groups to receive information and updates regarding the Learning Community.					
4.	Expand communication formats that will provide avenues for effective delivery of information. <ul style="list-style-type: none"> Recruit "Key Communicators" to engage the patrons of the Millard District to support our mission and objectives in relation to the Learning Community. 					
5.	Evaluate communication strategies to ensure the community has access to timely, accurate information.					

Cost Benefit Analysis

STRATEGY NUMBER: 3

PLAN NUMBER: 1

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

SPECIFIC RESULT: *Establish a centralized system of communication to inform, update and engage the Millard community about the Learning Community.*

COSTS

Tangible:

- Resource materials to expand external communication
- Production costs (consultation, equipment, lobbying, publications, media productions, audiovisual, etc.)

Intangible:

- Time of the coordinator to administer program
- Time of the "Key Communicators" to communicate information

BENEFITS

Tangible:

- Resources for stakeholders (website, publications, contacts etc.)
- Feedback from stakeholders

Intangible:

- Increased awareness and involvement for all stakeholders
- Increased engagement and ownership for all stakeholders
- Greater support network regarding key issues

ACTION PLAN

STRATEGY NUMBER: 3

PLAN NUMBER: 2

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

SPECIFIC RESULT: *Provide input, feedback, and data to assist the Learning Community in implementing programs and focus schools.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Identify what magnet schools, focus programs, and focus schools meet the needs and interests of the students and families in Millard Public Schools. <ul style="list-style-type: none"> • Survey community • Conduct community forums • Other solicited feedback 		Planning team dismissed this plan Sept. 2010			
2.	Propose programs to meet identified needs. <ul style="list-style-type: none"> • Align new and existing programs with identified needs • Prioritize recommendations for programs 					
3.	Recommend programs to meet the needs as identified in the survey data.					

Cost Benefit Analysis

STRATEGY NUMBER: 3

PLAN NUMBER: 2

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

SPECIFIC RESULT: *Provide input, feedback, and data to assist the Learning Community in implementing programs and focus schools.*

COSTS

Tangible:

- Survey the entire two-county Learning Community families; \$30,000 – \$50,000
- Staff time
- Furnishing the rooms (chairs, tables, computers, etc.)
- Cost of implementation and operation of pathways/magnets and focus programs
- Cost of evaluation instrument of participants' satisfaction
- Student recruitment costs

Intangible:

- More work for staff
- Loss of space in buildings for some other function (unless there happens to be free space available)

BENEFITS

Tangible:

- Information on the needs and interests of the Learning Community families
 - Working toward the Learning Community's goal
 - Increased diversity in our schools
 - Additional choices due to pathways/magnet and focus programs

Intangible:

- Increased community involvement

Strategy 4

We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 1

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Revise current Millard Essential Learner Outcomes (Academic and Life Skills) to include 21st Century Skills.*

Assigned To: Mark Feldhausen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Determine the extent to which current Millard standards incorporate 21 st century knowledge and skills, then revise the Essential Learner Outcomes by including (but not limited to): Learning and Innovation Skills, Information, Media and Technology Skills, Life and Career Skills and 21 st Century Tools; Global Awareness and World Language instruction at elementary level.	Underway	Continuing this plan	Continuing this plan		
2.	Implement an online, interactive curriculum and assessment resource.					
3.	Utilize criteria in Partnership for 21 st Century Skills toolbox for recognizing exemplary 21 st century schools.					
4.	Create a professional development plan for all educational stakeholders to foster 21 st century learning and teaching.					
5.	Evaluate the effectiveness of this plan.					
<p><i>*Cross reference with Strategy 5, Action Plan 2</i></p>						

Cost Benefit Analysis

STRATEGY NUMBER: 4

PLAN NUMBER: 1

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: Revise current Millard Essential Learner Outcomes (Academic and Life Skills) to include 21st Century Skills.

COSTS

Tangible:

- Costs associated with implementing 21st Century skills
- Online resource
- Staff development

Intangible:

- Time to update academic and life skills
- Shift of teacher's role
- Community education

BENEFITS

Tangible:

- Teaching and learning is aligned to demands of 21st century.
- Higher-order, critical-thinking, communication, technological, and analytical skills are mastered as students enter a service-oriented, entrepreneurial, and global workplace.
- Graduates are successful, global citizens.
- Students are more engaged learners.
- Student achievement is improved.
- Attendance is increased and dropout rate is decreased
- Achievement gap is narrowed.
- Resources available from Partnership of 21st Century Skills
- Increased collaboration among all teachers at all grade levels, content areas, and specialties

Intangible:

- Shift of teacher's role
- Support for teachers in 21st century skills delivery
- Increased community approval

ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 2

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Include Partnership for 21st Century Skills in ongoing curriculum revisions and create systems that support a 21st century education.*

Assigned To: Mark Feldhausen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Using the Millard Public Schools curriculum framework, revise and include the 21 st century content specific skills; utilize interdisciplinary themes; integrate the Information, Media and Technology Skills (IMT); include Learning and Innovation Skills; and revise Life and Career Skills	Underway	→	Continue with implementation		
2.	Identify and provide equal access to tools that students/teachers need to interact in an ever changing world.			→		
3.	Evaluate and provide a learning environment that ensures 21 st century teaching and learning: <ul style="list-style-type: none"> • facilities and design • technology infrastructure • scheduling • school culture • leadership • professional learning communities • community involvement 					
4.	Develop new assessment tools and strategies that address 21 st century skills, including but not limited to: <ul style="list-style-type: none"> • Cumulative Progress Indicators that reflect 21st century student outcomes • Descriptors that define proficient students at various benchmark levels • Examples of performance assessments that reflect 21st century knowledge and skills 					
5.	Provide professional development that is strategically aligned to support the goal of offering a 21 st century education to all students					
6.	Engage educators, students, employers, community members, parents and policymakers in an ongoing dialogue about 21 st century education.					
7.	Evaluate the effectiveness of this plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 4

PLAN NUMBER: 2

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Include Partnership for 21st Century Skills in ongoing curriculum revisions and create systems that support a 21st century education.*

COSTS

BENEFITS

Tangible:

- Tools that support 21st century learning
- Increased investment in learning environments and technology infrastructure
- New assessment tools that utilize 21st century methods
- Staff training

Intangible:

- Time for identifying and implementing tools
- Difficulty in scoring new assessments
- Time for staff training
- Change in teacher roles will cause stress

Tangible:

- Graduates are successful, global citizens
- Graduates are highly recruited by employers in the work force
- Interdisciplinary work is drawn on real world context
- Learning is expanded from classroom to anytime learning
- Collaboration and communication is increased
- Excellence and equity are achieved for all students
- Improved student achievement
- Improved teaching of core content and life skills
- Decrease in student achievement gap
- Higher student engagement

Intangible:

- Critical connections between traditional content areas and 21st century skills
- Support for teachers by increasing their resources
- Increased parental satisfaction
- Increased employer satisfaction

ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 3

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Expand early childhood resources for families and daycare providers.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Establish ongoing data collection (fall/winter/spring) to identify appropriate programming opportunities for parents and children (birth to four) utilizing online, phone and print surveys					
2.	Provide families with intervention strategies and information about available community resources for basic needs (food, health, social/behavioral supports, safety) and parenting skills through services of Family Liaison/Community Counselor.					
3.	Identify elementary building location for Early Childhood Center with dedicated space for Family Resource Center, parent learning opportunities and Early Childhood staff (FRC, Partners With Providers, Family Liaison/Community Counselor).					
4.	Provide ongoing parent education, provider education and parent/child learning opportunities as identified through needs survey (to be held at Early Childhood Center and/or elementary building sites).					
5.	Expand Partners With Providers Early Literacy services beyond Title I Targeted sites (Bryan, Rockwell, Cody, Sandoz, Norris, Holling Heights) across district as identified through needs analysis and census data.					
6.	Establish bi-weekly story hour at each elementary building for neighborhood community.					
7.	Establish early childhood parent education lending library at each elementary building for neighborhood community.					
8.	Expand parent education resources currently available at preschool sites across all elementary buildings (instructional pamphlets, newsletters, magazines).					
9.	Seek available resources with such organizations as Building Bright Futures.					
10.	Evaluate plan through family and staff survey.					

Cost Benefit Analysis

STRATEGY NUMBER: 4
PLAN NUMBER: 3
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups

SPECIFIC RESULT: *Expand early childhood resources for families and daycare providers.*

COSTS

BENEFITS

Tangible:

- Time to develop, collect and analyze survey data
- Cost to develop and disseminate information about early childhood and parenting programs
- Cost for print and instructional materials for early childhood/parent classes
- Cost for additional preschool staff member to serve as family liaison
- Cost for setting up and furnishing additional space

Intangible:

- Time for current staff to develop expanded opportunities
- Increased building census (traffic, utilization of existing resources such as media, PE, student services, etc)

Tangible:

- Reliable data available for long range planning
- Improved readiness for kindergarten across demographic groups
- Closing the achievement gap earlier
- Decrease in participation/need for early literacy intervention programs for those that attend preschool
- Decrease in counseling/community resources for older families if needs met early (behavioral/family supports, social services, etc)

Intangible:

- Improved transitions between preschool and kindergarten
- Increased collaboration among preschool/school age programs
- Increased family support of Millard Public Schools
- Increased family and student engagement
- Increased awareness of community needs

ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 4

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and Summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Develop and use quality formative and summative assessments to determine the level of each student's knowledge of the Millard Public School's written and taught curriculum.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Define and implement a district-wide consistent definition of the terms "formative" and "summative" assessments.					
2.	Develop and implement guidelines that can be used by teachers when creating assessments.					
3.	Establish clear and well-defined standards and outcomes for all curriculum areas to ensure that every assessment, both formative and summative, is measuring the level of each student's knowledge of the written and taught curriculum.					
4.	Support teachers in developing assessment literacy in order to create quality formative and summative assessments.					
5.	Create an intranet location in which teachers can share quality assessments by curriculum and grade level, to be accessed and used by classroom teachers and Professional Learning Communities district-wide.					

Cost Benefit Analysis

STRATEGY NUMBER: 4

PLAN NUMBER: 4

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and Summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Develop and use quality formative and summative assessments to determine the level of each student's knowledge of the Millard Public School's written and taught curriculum.*

COSTS

BENEFITS

Tangible:

- Staff development for training building staff development trainers
- Building staff development time to train building certificated personnel.
- Funds to create, develop, and maintain an on-line website to house the teacher created formative and summative assessments

Intangible:

- Time to train, monitor, inform parents
- Building Professional Learning Community Time
- Time to allow for district-wide collaborative teams within content areas/grade levels
- Quality Assurance time

Tangible:

- Valid and reliable formative and summative assessments to provide quality data.
- Improved methods of data collection to assess student's level of taught curriculum.
- A website that provides all teachers quality assessment techniques.
- Reliable student progress data.
- Increased student achievement.

Intangible:

- Increased levels of collaboration among certificated personnel.
- Classroom teachers are assessing student knowledge of Millard's curriculum.
- Increased district-wide communication and collaboration among teachers teaching like subjects and grades.

ACTION PLAN

STRATEGY NUMBER: 4
PLAN NUMBER: 5
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and Summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: Complete the review of Millard Public Schools grading policies and practices to determine if achievement should be assessed separately from behavior.

Assigned To:

#	<i>ACTION STEP (Number each one)</i>	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Establish district committee of representative stakeholders to review Millard Public Schools grading practice and research best practices.					
2.	Survey staff to elicit feedback regarding grading practices.					
3.	Establish student and staff focus groups to elicit feedback regarding grading practices and possible revisions.					
4.	District committee reviews input from all stakeholders and revises Millard Public Schools grading policy and practices.					
5.	Evaluate student management system/grade book for compatibility of new grading policy and practices.					
6.	Create district staff development for consistency of implementation of new Millard Public Schools grading policy and practices.					
7.	Educate community regarding researched best grading practices.					

Cost Benefit Analysis

STRATEGY NUMBER: 4
 PLAN NUMBER: 5
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and Summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups

SPECIFIC RESULT: Complete the review of Millard Public Schools grading policies and practices to determine if achievement should be assessed separately from behavior.

COSTS

Tangible:

- Participation of teachers on grading committee meetings (subs)
- Possible new technology student management system
- District-wide staff development
- Communication resources

Intangible:

- Time to research and/or develop grading practices
- Time to communicate, implement and refine
- Change of grading – controversy
- Increased work load of learning curve

BENEFITS

Tangible:

- Student achievement increases
- Consistent grading practice
- Grades reflect learning
- Provides a true picture of what the child knows and is able to do

Intangible:

- Accurate and specific communication between parents and school
- Students are more engaged in their learning process

ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 6

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Provide a dynamic, user-friendly, interactive online resource center of instructional best practices and delivery strategies that are supported by research.*

Assigned To: Mark Feldhausen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Provide step-by-step guides to assist teachers	Underway	→			
2.	Incorporate current and past Summer Academy initiatives for teachers to peruse, study and incorporate into their lessons.					
3.	Provide online staff development to learn more about and how to implement.		Continuing this plan			
4.	Provide a vehicle for teachers to communicate and share best practices utilized within their classrooms.			→		
5.	Evaluate the effectiveness of this plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 4
 PLAN NUMBER: 6
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: Provide a dynamic, user-friendly, interactive online resource center of instructional best practices and delivery strategies that are supported by research.

COSTS

BENEFITS

Tangible:

- Costs to develop and maintain interactive website
- Costs for researching best instructional practices

Tangible:

- Improved teacher instruction that meets the needs of all students
- Improved academic success to narrow the achievement gap
- Reduced time for teachers to research best practices
- Increased collaboration amongst all teachers at all grade levels, content areas, and specialties
- Differentiated practice amongst teachers
- Improved positive perceptions of staff development

Intangible:

- Time for staff training and utilization of website

Intangible:

- Higher teacher self-efficacy
- Easy accessibility for teachers to utilize when convenient for them
- Increased teacher desire and motivation to improve instructional delivery

ACTION PLAN

STRATEGY NUMBER: 4
 PLAN NUMBER: 7
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and demographic subgroups.

SPECIFIC RESULT: Improve the utilization of data analysis results to drive instructional best practices that improve student performance.

Assigned To: Mark Feldhausen / Tami Williams

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Enhance, review and improve the process for collecting, analyzing and disseminating student performance data by evaluating the current student information system (Infinite Campus) and by fully implementing the new data warehouse, including both formative and summative assessment data, to ensure the system provides pertinent data for a variety of users.		Underway			
2.	Train district and building personnel to use new dashboard/interface for data warehouse.					
3.	Conduct needs analysis for Planning and Evaluation and building support and make appropriate recommendations to allow better response to needs of teachers, administrators, parents, and students, including assistance in interpreting student performance data.		Tableau	teacher training		
4.	Evaluate and redesign non-student contact time to provide more blocks of time, in addition to Professional Learning Communities, for staff to interpret, utilize, and implement effective instructional strategies based on student performance data.					
5.	Train building staff to utilize data to inform instruction and to evaluate the effectiveness of data-based instructional decisions.					
6.	Evaluate and improve the effectiveness of Professional Learning Communities.					
7.	Share successful instructional strategies through a web-based resource center.					
8.	Embed the utilization of student performance data in the curriculum development and monitoring process.					
9.	Ensure accountability through action research teams, documentation in lesson plans, and administrators' observations.					
10.	Evaluate effectiveness of this plan.					

Cost Benefit Analysis

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STRATEGY NUMBER: 4
PLAN NUMBER: 7
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and demographic subgroups.

SPECIFIC RESULT: *Improve the utilization of data analysis results to drive instructional best practices that improve student performance.*

COSTS

Tangible:

- Cost for staff development for certificated staff regarding the analysis of data
- Pay for certificated staff member in each building who is responsible for providing support for data driven instruction.
- Cost to create a web-based tool for teachers to share data driven instructional practices

Intangible:

- Increased workload.
- Time for working with data.
- Time to develop a training session for staff.
- More time required by planning and evaluation staff at the building level.
- Stress due to change in the education process

BENEFITS

Tangible:

- Increased morale in staff (~~district focus on time for data~~).
- Increased knowledge of data analysis.
- Extra help at the building level to work with data.
- Differentiated instruction through the use of data.
- Increased student achievement
- Increased use of varied teaching strategies based on data analysis
- Increased time and quality of teacher collaboration

Intangible:

- More ownership of collaborative teams.
- Better understanding of data analysis by teachers and administrators.
- Efficient planning
- Effective instruction

ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 8

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Implement a response to intervention (RTI) model that uses standardized assessments, common data indicators and research-based interventions.*

Assigned To: Mark Feldhausen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Implement a district-wide response to intervention (RTI) model for K-12 interventions based on individual academic achievement level for any student in need.	Underway	→			
2.	Identify valid and reliable K-12 universal screening, diagnostic, progress and strategic monitoring tools that have a strong positive correlation to district standards, indicators and assessment..					
3.	Provide professional development in the administration and scoring of assessments and the use of data for instructional planning and decision making.		Continue this plan	→		
4.	Identify and evaluate appropriate scientifically or research based core instruction and interventions.					
5.	Determine a menu of intervention materials available with district support and professional development for building-level implementation with fidelity.					
6.	Develop a process to monitor the fidelity and adherence of core instruction, supplemental programs and interventions.					
7.	Identify data analysis teams that use data decision making criteria for determining instructional/intervention decisions at each tier of support.					
8.	Evaluate the effectiveness of interventions in closing the achievement gap.					

Cost Benefit Analysis

STRATEGY NUMBER: 4

PLAN NUMBER: 8

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Implement a response to intervention (RTI) model that uses standardized assessments, common data indicators and research-based interventions.*

COSTS

<p>Tangible:</p> <ul style="list-style-type: none"> • Funding for universal screening, strategic and progress monitoring tools • Funding for diagnostic tools • Funding for research-based interventions • Funding for staff development • Development of a process to inform parents 	<p>Tangible:</p> <ul style="list-style-type: none"> • Higher achievement by all • Closing the achievement gap • Improves decision making about instruction • Potential to decrease special education identification. • Better accountability • Improved effectiveness in instructional decision-making
<p>Intangible:</p> <ul style="list-style-type: none"> • Discomfort related to meeting new expectations • Possible impact of time related to the use of monitoring tools and diagnostic measures • Anxiety related to fidelity 	<p>Intangible:</p> <ul style="list-style-type: none"> • Life changing impact for numerous students • Lower learning stress for students • Increased student engagement • Increased community approval • Increased collaboration between general education, interventionist and special education staff • Increased teacher engagement and satisfaction • Utilizing best practices

BENEFITS

Strategy 5

We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 1

DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: Create a culture reflective of the Search Institute's 40 Developmental Assets program within the Millard community.

Assigned To: Kraig Lofquist

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Ensure all certificated and classified staff is trained to understand and use the 40 Developmental Assets framework in their respective classrooms and buildings.	Underway	Completed Sept. 2010			
2.	Provide innovative ways to regularly inform parents and community members about the 40 Developmental Assets and provide strategies to build assets in their children as well as in others. Ideas might include: <ul style="list-style-type: none"> o Interactive website o Podcasts o Automatic email updates 					
3.	Educate and encourage coaches, sponsors, and community partnerships (Project PAYBAC) to use the 40 Developmental Assets framework to recognize positive student behavior.					
4.	Promote the 40 Developmental Assets framework with organizations and community sectors including, but not limited to, healthcare, mental health, faith-based organizations and government agencies.					
5.	Create a district-wide system to share 40 Developmental Assets ideas with all teachers and administrators.					
6.	Infuse a 40 Developmental Assets building philosophy into the curriculum cycle on a phase in basis.					
7.	Implement a 40 Developmental Assets profile at the elementary level.					
8.	Evaluate the effectiveness of the plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 5
 PLAN NUMBER: 1
 DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Create a culture reflective of the Search Institute's 40 Developmental Assets program within the Millard Public School community*

COSTS

Tangible:

- Time for meeting and presentations
- Cost of staff development
- Cost of materials that may be provided to parents and community
- Increased work load for staff and administration
- Cost to purchase or develop an elementary assessment

Intangible:

- Stress on staff as they feel like there is another "add-on"

BENEFITS

Tangible:

- Common language used by all stakeholders
- Increase in reported assets (DAP) among students
- Decrease in negative social behaviors
- Improved communication with community related to 40 Developmental Assets framework
- Increased involvement from schools, parents and community partners in the implementation of the 40 Developmental Assets
- Increased modeling of the 40 Developmental Assets in schools, homes and community
- Safer social learning environment

Intangible:

- District-wide commitment to building assets
- Positive parent/community feelings
- Community-wide appreciation for program consistency PreK-12
- Increased number of responsible citizens
- Commitment from schools, parents and community partners for implementation of the 40 Developmental Assets

ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 2

DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Infuse Life and Career Skills as defined by the Partnership for 21st Century Skills in the Millard Education Program.*

Assigned To: Mark Feldhausen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Review and align the Millard Education Program components that reference Life Skills and character attributes and make modifications to reflect the new Partnership for 21 st Century Life and Career Skills (e.g., Life Skills Framework, elementary and middle school goal setting, high school PLP, elementary report card, grade five and middle school Life Skills assessment, IC Life Skills)	Underway	→			
2.	Develop and implement district-wide staff development PreK-12 on the Partnership for 21 st Century Life and Career Skills to include, but not be limited to: <ul style="list-style-type: none"> changes to the Millard Education Program components relevant to each grade span correlation with 40 Developmental Assets. 					
3.	As a result of this review, identify the Millard Public Schools character attributes.					
4.	Provide staff development on the Partnership for 21 st Century Life and Career Skills to new administrators and staff each year.					
5.	Communicate the Partnership for 21 st Century Life and Career Skills to parents.					
6.	Utilize the resources provided by the Partnership for 21 st Century Life and Career Skills when the Nebraska Department of Education becomes a member.					
7.	Infuse the Partnership for 21 st Century Life and Career Skills into the Curriculum Cycle on a phase in basis.					
8.	Develop appropriate means of recognizing students demonstrating exemplary character traits, service learning, and positive behaviors.					
9.	Evaluate the effectiveness of the plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 5
 PLAN NUMBER: 2
 DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Infuse Life and Career Skills as defined by the Partnership for 21st Century Skills in the Millard Education Program.*

COSTS

Tangible:

- Costs for new assessments for students and parents
- Costs for revising the current Life Skills website maintained at Educational Service Unit #3
- Development of district-wide staff inservice presentation materials:
 - 24 people x 3 days = \$21,600
- New staff development
 - 6 people x .5 day = \$900
- Certificated staff time to implement components of action steps

Intangible:

- Stress associated with change

BENEFITS

Tangible:

- Common Language used by all stakeholders
- All students and parents would self-evaluate/evaluate using the same tool
- Convenience to students and parents by using an electronic document to complete Partnership for 21st Century Life and Career Skills Assessment
- All staff members will be exposed to the same material and training
- All staff will understand Partnership for 21st Century Life and Career Skills as they pertain to Millard Public Schools

Intangible:

- Staff, parents, and community members will appreciate the consistency of a common program.
- Millard students will develop the Life and Career Skills to prepare them for 21st Century tasks.
- Students will become more flexible, adaptable, self-directed, socially aware, accountable and responsible.

ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 3

DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Integrate service learning instruction into existing PreK-12 curriculum based upon the established curriculum cycles.*

Assigned To: Mark Feldhausen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Create and implement district-wide staff development for all staff regarding service learning. Staff development should include, but is not limited to: <ul style="list-style-type: none"> • Connection to 40 Developmental Assets and Partnership for 21st Century Life and Career Skills • Service learning versus community service • Necessary components of service learning • Methods to measure the success of service learning projects. 	Underway →				
2.	Integrate service learning ideas in curriculum guides.					
3.	Share service learning ideas among buildings.					
4.	Educate parents, students, PAYBAC [®] partners, community members / organizations regarding service learning.					
5.	Involve PAYBAC [®] partners, parents and community members in service learning projects.					
6.	Develop and implement a system for students, parents and the community to suggest service learning projects.					
7.	Celebrate successful service learning projects through district communication with staff.					
8.	Share successful service learning projects with families and community.					
9.	Evaluate the effectiveness of the plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 5

PLAN NUMBER: 3

DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Integrate service learning instruction into existing PreK-12 curriculum based upon the established curriculum cycles.*

COSTS

BENEFITS

Tangible:

- Time for staff to learn how to integrate community service into the curriculum so that it becomes service learning
- Time for staff to learn about the theory of service learning
- Costs for staff development
- Service Learning Coordinator – approximately \$55,000 salary + benefits

Tangible:

- Increased student achievement
- Increased student morale
- Increased 40 Developmental Assets in students, resulting in additional positive character traits
- Positive impact on Effective Schools Survey results among students, parents, and staff
- Follow-up staff development could occur through already scheduled grade level cluster meetings or building staff meetings, which will not cost the District money for substitute teachers
- Higher quality resumes for students applying for jobs and/or the next level of education
- Common language used by all stakeholders
- Increased student engagement
- Increased cohesiveness among staff
- Increased enthusiasm for teaching and teaming among staff members

Intangible:

- Fear of the unknown for staff
- Stress due to a change in culture

Intangible:

- Understanding of what it means to make a difference in the community
- Strengthened community perception toward Millard Public Schools
- Meaningful partnerships between school and community

ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 4

DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Form a character education partnership with the community.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Create a committee to promote character education partnerships including PreK-12 staff, students, PAYBAC® partners, community sector representatives, and parents.					
2.	Community sectors include, but are not limited to, faith-based organizations, government, mental health, and health care.					
3.	Develop a marketing plan to promote the Millard Public Schools Character Initiative (40 Developmental Assets, Character Education, Life Skills, 21 st Century Life and Career Skills) Education Program to the Millard community.					
4.	Publicize programs/services offered in the Millard Public Schools Character Education initiatives.					
5.	Evaluate the effectiveness of the plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 5
 PLAN NUMBER: 4
 DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Form a character education partnership with the community.*

COSTS

BENEFITS

Tangible:

- Cost of marketing materials
- Time to serve on committee and learn about programs

Tangible:

- Common language used by all stakeholders
- Increased student and community understanding of effects of positive social behaviors
- Decreased negative social behaviors
- Improved communication with community regarding goals of Millard Public Schools and its character education program
- Strengthened relationship with PAYBAC® partners

Intangible:

- Stress on Millard Public Schools community to learn about new program for character education
- Stress of being involved in "another committee"

Intangible:

- District-wide commitment to character education program
- Increased student and staff morale
- Community will be empowered to affect student behavior
- Students will increase positive social behaviors and become more responsible citizens

ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 5

DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Implement a comprehensive communication system that reports the development of character traits, social behaviors and citizenship.*

Assigned To:

#	<i>ACTION STEP (Number each one)</i>	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Develop appropriate rubrics to assess the identified character traits and/or behavior.					
2.	Configure PreK-12 report cards to reflect academics separate from character traits, social behavior and citizenship.					
3.	Complete an evaluation and cost/benefit analysis of Infinite Campus and other student data information systems to determine which system meets the District's need for reporting academics, character traits, social behaviors and citizenship.					
4.	Within a student information system, make character trait assessment information readily available to students, staff and parents in conjunction with academics and assessments.					
5.	Train staff on reporting measures of character traits, social behaviors and citizenship.					
6.	Educate community, students, parents and staff on the practice of grading and reporting character traits separate from academics.					
7.	Evaluate the effectiveness of the plan.					
	<i>*Cross reference with Strategy 4, Action Plan 6</i>					

Cost Benefit Analysis

STRATEGY NUMBER: 5

PLAN NUMBER: 5

DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Implement a comprehensive communication system that reports the development of character traits, social behaviors and citizenship.*

COSTS

Tangible:

- Cost for improved student information reporting system including:
 - Time to evaluate Infinite Campus and other student data systems
 - Cost to reconfigure report cards
 - Staff training costs
- Cost for educating community, students, parents and staff on the reporting system

Intangible:

- Stress on staff

BENEFITS

Tangible:

- Improved communication between school and community
- Common language used by all stakeholders
- Consistent PreK-12 reporting system
- Time savings related to an improved reporting system
- Creates a clear profile of students
- Improved reporting of academic learning
- Improved communication with parents on character traits
- Centralized reporting system (i.e. Dashboard)

Intangible:

- Improved staff, student and parent morale
- Positive community awareness

Strategy 6

We will develop innovative approaches to motivate and educate those students who learn in non-traditional ways.

ACTION PLAN

STRATEGY NUMBER: 6

PLAN NUMBER: 1

DATE: March 2, 2009

STRATEGY: We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

SPECIFIC RESULT: *Develop and implement alternative learning experiences to motivate and educate elementary students.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Administer needs assessment at the school building level to determine levels of student need.		Completed in previous plan cycle			
2.	Identify students who learn in non-traditional ways.					
3.	Implement programs based upon individual building needs assessment.					
4.	Develop and implement innovative learning experiences using technology at the Pre-K through fifth grade level.					
5.	Develop and implement summer school for kids who work in non-traditional ways					
6.	Evaluate the effectiveness of existing programs.					

Cost Benefit Analysis

STRATEGY NUMBER: 6
 PLAN NUMBER: 1
 DATE: March 2, 2009

STRATEGY: We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

SPECIFIC RESULT: Develop and implement alternative learning experiences to motivate and educate elementary students.

COSTS

BENEFITS

Tangible:

- Additional 11 FTEs for full-time counselors at each building (assuming we have 11 FTEs now)
- One FTE elementary social worker to serve all elementary buildings
- Staff development for building focus in meeting needs of non-traditional students
- Costs for additional school-within-schools
 - research and development
 - staff development
 - specific supplies/equipment

Intangible:

- Stress caused from "raising the bar"
- Controversy

Tangible:

- Improved student academic success
- Education options/alternatives for students and parents
- More efficient use of facilities
- Lower costs for reteaching
- Appropriate staff involvement in student interventions (academic and social)
- Meet NCLB standards
- Lower absentee rates
- Fewer referrals to Child Protective Service

Intangible:

- Improved student attitudes about school
- Less staff burn-out with alternative school calendar
- Positive community public relations/greater confidence due to appropriate options for non-traditional learners

ACTION PLAN

STRATEGY NUMBER: 6

PLAN NUMBER: 2

DATE: March 2, 2009

STRATEGY: We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

SPECIFIC RESULT: *Develop and implement alternative school-year calendar options.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Develop and implement alternative school-year calendar options at chosen sites: <ul style="list-style-type: none"> Modified 45/15 or 60/30 plan with intercessions utilizing reteaching and enrichment activities 					
		Completed in previous plan cycle				
2.	Implement a flexible school-day schedule at chosen sites, providing small group sessions for alternative learning at the beginning and end of the school day.					
3.	Evaluate the effectiveness of the programs.					

Cost Benefit Analysis

STRATEGY NUMBER: 6
 PLAN NUMBER: 2
 DATE: March 2, 2009

STRATEGY: We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

SPECIFIC RESULT: Develop and implement alternative school-year calendar options.

COSTS

BENEFITS

Tangible:

- Committee expenses
- Extended contracts for administrators, teachers and support staff

Tangible:

- Improved student success
- Education options/alternatives for students and parents
- More efficient use of facilities
- Lower absentee rates
- Consistent learning experiences for students with shorter breaks between learning sessions
- Higher student achievement
- Efficient use of school facilities
- Higher attendance rates (fewer parents pulling out of school for vacations)

Intangible:

Intangible:

- Less staff burn-out
- Positive school climate

ACTION PLAN

STRATEGY NUMBER: 6

PLAN NUMBER: 3

DATE: *March 2, 2009*

STRATEGY: We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

SPECIFIC RESULT: *Develop and implement alternative learning experiences to motivate and educate middle school students.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Administer needs assessment at the school /building level to determine levels of student need. <ul style="list-style-type: none"> • Select an appropriate learning styles inventory for students to complete • Learning Styles Inventory • Academic Competencies (Terra Nova, HAL) • Interest Inventory • Social, Emotional, Behavioral Inventory 					
2.	Effectively implement differentiated instruction. <ul style="list-style-type: none"> • Modify teacher evaluation system. • Develop a post-instruction student assessment for differentiation. This assessment could be completed by each student at the end of each course and used for teacher growth and shared with the evaluator. • Match student's learning style with teacher's inventory style. • Reteaching strategies. • Staff development on addressing learning styles. 					
3.	Provide district summer school program for students who learn in non-traditional ways.					
4.	Modified teaming and/or mini-magnet proposals based upon individual building strengths and interests with focuses to include, but not limited to, foreign language immersion, highly gifted, technology, fine arts, jump-start program, careers, math, and science immersion. <ul style="list-style-type: none"> • Restructure middle school teams to match the above action step. 					
5.	Identify software/services (research-based) that will address learning needs of specific populations. <ul style="list-style-type: none"> • Provide for adequate funding. • Enrichment activities to enhance the curriculum: distance learning, wireless mobile carts, and handheld devices (including tablet PCs). 					
6.	Evaluate the effectiveness of each program at meeting the needs of students.					

Completed in previous plan cycle

Cost Benefit Analysis

STRATEGY NUMBER: 6
 PLAN NUMBER: 3
 DATE: March 2, 2009

STRATEGY: *We will develop and implement innovative approaches to motivate and educate students who learn in a non-traditional ways.*

SPECIFIC RESULT: *Develop and implement alternative learning experiences to motivate and educate middle school students.*

COSTS

BENEFITS

Tangible:

- Cost of purchasing teaching style inventory.
- Cost of purchasing student learning styles inventory.
- Cost of implementing the "District" Summer School Program. (Cost of FTE personnel)
- Possible increase in staff.
- Increase in technology costs for building/district.

Tangible:

- Improve or have a positive effect on staff development and/or differentiation.
- Improve student achievement.
- Improve student achievement and increase graduation rate.
- Significant increase in student achievement.
- Increase in the use of technology.
- Evaluation results can be used to improve this strategy.

Intangible:

- Time for selecting inventory.
- Additional data analysis and time selecting inventory(s).
- Time to restructure the teacher evaluation system.
- Time to set up program.
- Scheduling/organization nightmare.
- Time technology staff spends on researching.
- Time needed to evaluate program.

Intangible:

- Better match between student and teacher.
- Improved learning environment for the student.
- Positive perception of ELOs.
- Significant increase in student morale.
- Increase in student proficiency with technology.

ACTION PLAN

STRATEGY NUMBER: 6

PLAN NUMBER: 4

DATE: *March 2, 2009*

STRATEGY: We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

SPECIFIC RESULT: *Develop and implement alternative on-campus learning experiences for high school students.*

Assigned To: Mark Feldhausen

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Set guidelines for identifying non-traditional learners. These may include some or all of the following: elementary and middle school records, teacher recommendations, Career Decision Maker results, Terra Nova, PLAN, student self-selection, etc.	Underway	→			
			Continue this plan	→		
2.	Establish building-level committee to investigate the feasibility of non-traditional educational options on campus. These may include, but are not limited to, the following: <ul style="list-style-type: none"> • Allow for alternative grading options within individual classes. • Night school in the traditional setting. • Creative ideas of staff members who are willing to design and implement an educational dream for students. • Researching innovative techniques being used at other schools of comparable size. • Department help room 					
3.	Research and implement creative ways to support differentiation within each high school building, i.e., <ul style="list-style-type: none"> • Drop-in evaluations by administration. • Use of department heads in the teacher evaluation process. • Develop an end-of-course student assessment regarding differentiation used in the class. This assessment should be used for teacher growth and shared with evaluator. 					
4.	Evaluate the effectiveness of each program. <i>Cross reference to "smaller learning communities" in Strategy 6</i>					

Cost Benefit Analysis

STRATEGY NUMBER: 6
 PLAN NUMBER: 4
 DATE: March 2, 2009

STRATEGY: We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

SPECIFIC RESULT: Develop and implement alternative on-campus learning experiences for high school students.

COSTS

BENEFITS

Tangible:

- Monies for development of post instruction student assessment.
- Monies to research and visit other schools with exemplary programs that we might want to adopt or modify.

Intangible:

- Time for counselors to develop and implement the high school entry program to inform parents and students about educational options.
- Time for building committees to investigate non-traditional education options for use within the culture of each high school
- Time for teachers to develop "dream" courses

Tangible:

- Increased student achievement
- Lower dropout rate
- Increased graduation

Intangible:

- Non-traditional learners feel that school is making more of an effort to address their learning styles.
- Non-traditional learners feel better about learning which will enhance their feelings of competence

ACTION PLAN

STRATEGY NUMBER: 6

PLAN NUMBER: 5

DATE: March 2, 2009

STRATEGY: We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

SPECIFIC RESULT: *Develop and implement alternative off-campus learning experiences for high school students.*

Assigned To: Mark Feldhausen

#	<i>ACTION STEP (Number each one)</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
1.	Set guidelines for identifying non-traditional learners. These may include some or all of the following: elementary and middle school records, teacher recommendations, Career Decision Maker results, Terra Nova, PLAN, student self-selection, etc.	Underway →	Plan completed			
2.	Actively recruit students to seek out currently articulated internships, academies, work-study opportunities, and classes in postsecondary institutions, as well as online options.					
3.	Create new internships, academies, work-study opportunities and articulations with area post-secondary institutions. Coordinate these with district level persons and school registrars.					
4.	Seek new online options and other technological programs available for student use.					
5.	Educate staff, students and current parents regarding these options and the steps a student must take in order to become a participant.					
6.	Develop a high school entry program that informs incoming parents and students of available choices as juniors and seniors.					
7.	Evaluate the effectiveness of each program.					

Cost Benefit Analysis

STRATEGY NUMBER: 6
PLAN NUMBER: 5
DATE: March 2, 2009

STRATEGY: We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

SPECIFIC RESULT: Develop and implement alternative off-campus learning experiences for high school students.

COSTS

BENEFITS

Tangible:

- FTE for full time coordinator at each high school building for steps 1 – 6
- Room for periodic meetings with students involved in programs outside the school building
- Monies to research and visit other schools with exemplary programs which we might want to adopt or modify

Intangible:

- Time for counselors to develop and implement the high school entry program to inform parents about educational options
- Time for registrars to assess off-campus educational options for credit (could the experience equate to MPS credit)

Tangible:

- Increased student achievement
- Lower dropout rate
- Students more bonded to the educational process whether it is on campus or off
- Students better able to transition to jobs, apprenticeships, training programs or other post-secondary institutions

Intangible:

- Non-traditional learners will feel that school as an institution is making more of an effort to address their learning styles
- Non-traditional learners feel better about learning which will enhance their feelings of competence

ACTION PLAN

STRATEGY NUMBER: 6

PLAN NUMBER: 6

DATE: *March 2, 2009*

STRATEGY: We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

SPECIFIC RESULT: *Develop and implement plans to create a small high school.*

Assigned To: Mark Feldhausen

#	<i>ACTION STEP (Number each one)</i>	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Survey parents and students to determine the level of interest in a small high school within the District.	Underway	Completed Sept. 2010			
2.	Identify specific niches of nontraditional students whose needs could best be met through a small high school.					
3.	Develop a specific profile for a new small high school (mission, vision, student body makeup, curriculum, special programs, calendar, schedule, staff) that encompasses best practices aimed at motivating non-traditional students.					
4.	Identify in detailed specifics how to best leverage the opportunity for personalization that a small school affords.					
5.	Create an innovative activities department that includes traditional and non-traditional opportunities for students to be engaged with, and attached to, school.					
6.	Brainstorm with colleges and universities about roles that they might play in providing innovative, motivational programming.					
7.	Identify an existing building that could be converted into a small high school.					
8.	Charge an administrator with developing the logistics of opening a new high school.					

Cost Benefit Analysis

STRATEGY NUMBER: 6
 PLAN NUMBER: 6
 DATE: March 2, 2009

STRATEGY: We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

SPECIFIC RESULT: Develop and implement plans to create a small high school.

COSTS

BENEFITS

Tangible:

- Resources needed for conversion of existing building to a high school.
- Additional furniture and equipment.
- Additional certified and classified personnel.
- Increased use of transportation.
- Costs associated with developing innovative programs and accompanying materials.
- Promotion/advertisement of new school.
- Some loss of economies of scale.

Intangible:

- Political cost of converting an existing school to a high school.
- Time and energy associated with a start-up operation.

Tangible:

- Afford students an alternative to attending a large high school.
- Higher degree of student involvement and student participation.
- Increased personalization of educational experience for students.
- Improved student achievement.
- Lower dropout rate.
- Reduced violence and drug abuse.
- Decreased cost per graduate.
- Laboratory environment provides opportunities for innovation.
- Improved ability to focus on individual student educational goals.
- Smaller school size may allow for larger class sizes.

Intangible:

- Smaller, more intimate school climate and culture.
- Creation of a Millard Public Schools presence among small schools in the state and region.
- Increased parent satisfaction.
- Increased ability to be responsive to individual and group needs.

AGENDA SUMMARY SHEET

AGENDA ITEM: Program Evaluation for High School Career Academies

Meeting Date: August 15, 2011

Department: Assessment Research and Evaluation

Title and Brief Description: Initial Program Evaluation for the Career Academy

Action Desired: Approval ___ Discussion x Information Only ___

Background: This is the first evaluation of the program which was implemented in the 2009-2010 school year.

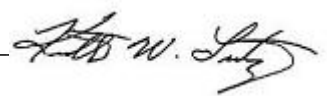
Options/Alternatives Considered: NA

Recommendations: Continue to implement this program and to monitor the progress.

Strategic Plan Reference: Strategy 6

Implications of Adoption/Rejection: NA

Responsible Persons: Dr. Mark Feldhausen, Dr. Tami Williams, Chad Hayes

Superintendent's Signature: _____  _____

High School Career Academy Year 1 Program Evaluation

Introduction and Purpose

As required by board policy and strategic plan parameters, the office of Assessment, Research and Evaluation carries out annual evaluations of all new programs for five years. The 2010-2011 school year was the second year of implementation of the High School Career Academy Program, and the data from this report comes from both year one and year two.

Per Millard Public School Board Policy- 10,000 (Appendix) Rule 1, Site-Based Planning and Shared Decision Making, the District Strategic Plan is a collaborative product that defines district focus.

The Career Academies were the result of Millard Public Schools Strategic Planning in March, 2004 (Updated in September, 2010) via Strategy 6 – in which the district will “develop innovative approaches to motivate and educate students who learn in non-traditional ways”. The strategy was further developed with Action Plans 4, 5, and 6.

- Develop and implement alternative on-campus learning experiences for high school students.
- Develop and implement alternative off-campus learning experiences for high school students.
- Develop and implement plans to create a small high school.

The research and implementation of the Career Academies was included as part of the Superintendent’s goals in 2006-2007.

Millard Career Academies Background

In 2006, an action team was created in response to the District’s Strategic Plan. The action team investigated the creation of a “small high school” within Millard Public Schools that would house the career academies. The committee collaborated, researched and conducted off-site visits of districts with career academies in operation.

The goal of an academy program is to provide students with a unique opportunity to explore a vocation and prepare for college and/or a career while they are in high school.

In the summer of 2007, the concept of a small high school was modified to address a Board goal of replacing the antiquated Millard Learning Center as well as implementing a limited number of career academies at Horizon and the three existing High Schools.

The Millard Public School District currently has six career academies in operation:

Opened in 2009-2010 school year:

- Education Academy
- Finance Academy
- Entrepreneurship Academy

Opened in the 2010-2011 school year:

- Culinary Skills Academy
- Health Science Academy
- Distribution & Logistics Management Academy

In 2010-2011, the Year I course sequence was completed within each of the academies.. This was the first year for the Culinary Skills, Distribution and Logistics Management, and Health Science Academies. In addition, the Year 2 course sequence was completed by students in the Education, Entrepreneurship and Finance Academies.

Students who successfully participate in the career academies earn 40 credits per year toward high school graduation and have the option to receive dual enrollment credit with Metropolitan Community College or the University of Nebraska at Omaha.

Basis of Evaluation

Millard Public Schools used the *Career Academy National Standards of Practice* (**Appendix C**) as the guiding document in developing the Millard Public Schools Career Academies.

The *Career Academy National Standards of Practice* is framed around the ten key elements of successful implementation.

- I. Defined Mission and Goals**
- II. Academy Structure**
- III. Host District and High School**
- IV. Faculty and Staff**
- V. Professional Development**
- VI. Governance and Leadership**
- VII. Curriculum and Instruction**
- VIII. Employer, Higher Education and Community Involvement**
- IX. Student Assessment**
- X. Cycle of Improvement**

The *Career Academy National Standards of Practice* are used as the basis for this report.

I. Defined Mission and Goals: *The career academy has a written definition of its mission and goals. These are available to the administrators, teachers, students, parents, advisory board and others involved in the academy. Criteria include: A well-defined mission and goals, focusing on careers and college, raising student aspirations and increasing student achievement.*

Millard Public Schools has a well defined and articulated Mission Statement in which students are provided a “world-class educational system with diverse programs and effective practices designed to engage and challenge all students”. (Appendix D)

The Career Academies provide an alternative for students to complete classes that fulfill high school graduation requirements and to earn college credit.

II. Academy Structure: *An academy needs to have a well-defined structure within the high school, reflecting its status as a small learning community. Criteria include: cross-age articulation, a student recruitment and selection process, cohort scheduling, physical space for the career academy, a career or industry theme and a small size supportive atmosphere.*

Each academy has students attend who are from their assigned high school as well as from other district high schools. All of the students enrolled in the Academy Program are from within the Millard Public Schools Boundaries.

Academies are “marketed” to eligible students via the district web page, diploma path meetings, district mailings, and open houses. Currently the academies are not actively marketed to students outside our district.

Students are selected to participate in an academy based on the following criteria:

- Students must be entering 11th or 12th grade.
- Students must complete an Academy Application
- All 10th grade students attend a Sophomore Convocation in which they discuss topics that include their progress in high school and the Academy Program.
- All candidates participate in an interview.
- A student’s results from the PLAN Assessment (An assessment taken by 10th grade students that measures academic progress in high school and provides indicators of courses need to be successful on the ACT assessment.)
- Previous academic performance is used to evaluate a student’s prior success.

Students who apply for entry into an Academy are selected on criteria of “indicators of being successful”. Criteria such as interviews, PLAN Assessment and previous academic performance result in differentiated selection results.

Academies are housed at all four Millard’s high schools. Students who are accepted into an academy attend classes at their assigned school for part of their day and attend academy courses for their second half of the day. Classes sizes for academies range from 4 to 20.

Students are provided district transportation from their assigned schools to academy sites if needed.

In 2010-2011, Millard Public Schools Foundation provided scholarships for academy students enrolled in dual-enrollment courses. The scholarships pay for one-half of the reduced tuition rate. To be eligible for the scholarship, academy students must maintain a grade point average of a B in dual enrollment courses.

The following table documents enrollment for each academy, assigned buildings of academy students, students participating in district provided transportation and dual enrollment data.

Year I: Education, Entrepreneurship, Finance, Culinary Skills, Distribution & Logistics Management and Health Sciences Academies												
	Building	Semester	Enrollment	Assigned High School			Using District Provided Transportation			Number of students enrolled for dual credit		College Credit Possible in 2-year program
				NHS	SHS	WHS	NHS	SHS	WHS	MCC	UNO	
Education Academy	WHS	1	20	5	3	12	4			20	NA	27 + 3 via AP Exam
		2	20	5	3	12				20	20	
Entrepreneurship Academy	SHS	1	13	1	7	5	1		1	13	13	30 + 6 via AP Exam
		2	13	1	7	5				12	NA	
Finance Academy	NHS	1	5	3	1	1		1	1	5	5	27 + 6 via AP Exam
		2	0	0	0	0				0	0	
Culinary Skills Academy	HHS	1	15	7	3	5	4	1	3	15	NA	25.5
		2	15	7	3	5				14	NA	
Distribution & Logistics Management Academy	HHS	1	7	4	1	2		1		7	NA	27
		2	4	4	0	0				4	NA	
Health Sciences Academy	HHS	1	43	18	12	13	15	10	5	43	NA	34
		2	41	18	12	11				41	NA	

Data provided by the Department of Secondary Education.

Year II: Education, Entrepreneurship, Finance, Academies												
	Building	Semester	Enrollment	Assigned High School			Using District Provided Transportation			Number of students enrolled for dual credit		College Credit Possible in 2-year program
				NHS	SHS	WHS	NHS	SHS	WHS	MCC	UNO	
Education Academy	WHS	1	12	3	1	8	0	0	0	12	12	15
		2	12	3	1	8				12	12	
Entrepreneurship Academy	SHS	1	13	2	1	1	0	0	0	13		13
		2	13	2	1	1				13		
Finance Academy	NHS	1	5	2	3	0	0	0	0	3		13
		2	3	0	3	0				3		

Data provided by the Department of Secondary Education.

The following table documents current enrollment for all Millard career academies for 2011-2012.

Enrollment for All Millard Career Academies for 2011-2012							
Academy	Academy Location	Year	Enrollment	Assigned High School			
				NHS	SHS	WHS	HHS
Education	WHS	1	24	6	5	13	
		2	19	4	3	12	
Entrepreneurship	SHS	1	18	3	5	10	
		2	11	1	5	5	
Finance	NHS	1	14	7	1	6	
		2	0	0	0	0	
Culinary Skills	Horizon	1	17	7	7	3	
		2	11	4	2	5	
Health Sciences	Horizon	1	43	10	14	19	
		2	39	17	12	10	
Distribution & Logistics Management	Horizon	1	9	2	1	6	
		2	4	3			1
Totals			209	64	55	89	1

Data provided by the Department of Secondary Education.

III. Host District and High School: *Career academies exist in a variety of district and high school contexts which are important determinants of an academy's success. Criteria include: support from the Board of Education and the superintendent, support from the principal and high school administration, adequate funding, facilities, equipment and materials.*

Academies are supported in Millard Public Schools through the Strategic Planning Process (Strategy 6 Action Plans 4, 5 and 6). After the initial 3 years, there will be a determination on whether or not the Academies become part of the Millard Education Program (MEP).

The career academies are currently funded via Strategic Planning monies.

Career Academy Funding ~ Strategic Planning	
2009-2010	2010-2011
\$218,000.00	\$336,389.38

The Career Academy Programs are a strategic planning priority and are supported by strategic planning funds through 2012. At that time, the source for ongoing financial support will be determined.

Academy Personnel Costs

The table on the next page represents the FTE totals for the Academies in Millard Public Schools. The data identifies FTE assignment and includes classes that are graduation requirements as well as elective courses.

The estimated teacher-cost per each student enrolled in an Academy is \$455.32 per student for the 2010-2011 school year. The cost of one FTE is based on the district average teacher compensation for the 2010-2011 (\$66,095.12) school year.

Academy	Course Name	Sections	FTE	Cost	Enroll.
Health Science Year 1	Human Anatomy & Physiology for Health Sciences (AHS01)	2	0.016667	\$11,015.85	41
	Medical Terminology (AHS05)	2	0.016667	\$11,015.85	41
	Medical Terminology II (AHS10)	2	0.016667	\$11,015.85	41
	Health Sciences Orientation Seminar (AHS15)	2	0.016667	\$11,015.85	41
	Introduction to Medical Law & Ethics (AHS20)	2	0.016667	\$11,015.85	41
	Nutrition in the Life Cycle (AHS25)	2	0.016667	\$11,015.85	41
	Disease Processes (AHS30)	2	0.016667	\$11,015.85	41
Culinary Skills Academy Year 1	Culinary Orientation Seminar (ACS 01)	1	0.083	\$5,507.93	15
	Culinary Foundations (ACS05)	1	0.083	\$5,507.93	15
	Vegetable, Starch and Protein Cookery (ACS10)	1	0.083	\$5,507.93	15
	Soup and Sauce Cookery (ACS15)	1	0.083	\$5,507.93	15
Transportation, Distribution & Logistics Academy Year 1	English 11 (0007)	2	0.016667	\$11,015.85	15
	English 11 (007A)	1	0.083	\$5,507.93	3
	Introduction to Transportation, Distribution and Logistics (ATD01)	1	0.083	\$5,507.93	3
	Industrial Safety and Health (ATD05)	1	0.083	\$5,507.93	4
	Introduction to Business (ATD10)	1	0.083	\$5,507.93	3
	Introduction to Distribution (ATD15)	1	0.083	\$5,507.93	4
	Principles of Marketing (ATD20)	1	0.083	\$5,507.93	4
Principles of Management (ATD25)	1	0.083	\$5,507.93	4	
Education Academy Year 1	English 11 (0007)	2	0.016667	\$11,015.85	20
	Child Development (0527)	1	0.083	\$5,507.93	20
	Child Development Pre-Practicum (AED01)	1	0.083	\$5,507.93	20
	Introduction to Education (AED10)	1	0.083	\$5,507.93	20
	World Religions (0422)	1	0.083	\$5,507.93	20
	Professional Speaking (AED35)	1	0.083	\$5,507.93	20
	Education Seminar I (AED15)	1	0.083	\$5,507.93	20
Education Academy Year 2	Behavior Modification & Principles of Learning (AED20)	1	0.083	\$5,507.93	12
	Introduction to Communication Disorders (AED25)	1	0.083	\$5,507.93	12
	AP Psychology (053)	1	0.083	\$5,507.93	12
	Best Practices in Education (AED30)	1	0.083	\$5,507.93	12
	Professional Speaking (AED35)	1	0.083	\$5,507.93	12
	Education Seminar II (AED40)	1	0.083	\$5,507.93	12
	Education Seminar III (AED45)	1	0.083	\$5,507.93	12
Entrepreneurship Academy Year 1	Education Practicum (AED50)	1	0.083	\$5,507.93	12
	College Accounting I (AEN01)	1	0.083	\$5,507.93	12
	Wealth Building & Personal Finance (AEN05)	1	0.083	\$5,507.93	11
	Introduction to Entrepreneurship (AEN20)	1	0.083	\$5,507.93	11
	Introduction to Business (AEN10)	1	0.083	\$5,507.93	11
	Legal Issues for the Entrepreneur (AED25)	1	0.083	\$5,507.93	12
	Entrepreneurship Feasibility Study (AEN30)	1	0.083	\$5,507.93	12
Entrepreneurship Academy Year 2	Financial Topics for Entrepreneur (AEN35)	1	0.083	\$5,507.93	12
	AP Macro Economics (0541)	1	0.083	\$5,507.93	4
	College Accounting II (AEN15)	1	0.083	\$5,507.93	4
	Financial Topics for Entrepreneur (AEN35)	1	0.083	\$5,507.93	4
	Marketing for the Entrepreneur (AEN40)	1	0.083	\$5,507.93	4
	Entrepreneurship Business Plan (AEN50)	1	0.083	\$5,507.93	4
Finance Academy Year 1	Entrepreneurship Seminar & Internship (AEN45)	1	0.083	\$5,507.93	4
	Business Law (AFN0510)	0	0	\$0.00	0
	AP Micro Economics (AFN0540)	0	0	\$0.00	0
	College Accounting II (AFN15)	0	0	\$0.00	0
	Wealth Building & Personal Finance (AFN05)	0	0	\$0.00	0
	Introduction to Business (AFN10)	0	0	\$0.00	0
	Business Mathematics with Financial Calculator Applications (AFN20)	0	0	\$0.00	0
Finance Academy Year II	Introduction to Investing (AFN25)	0	0	\$0.00	0
	AP Macro Economics	1	0.083	\$5,507.93	3
	College Accounting II (AFN01)	1	0.083	\$5,507.93	3
	Fundamentals of Finance (AFN30)	1	0.083	\$5,507.93	5
	Principles of Management (AFN35)	1	0.083	\$5,507.93	5
	Finance Seminar (AFN40)	1	0.083	\$5,507.93	3
Totals	International Financy (AFN45)	1	0.083	\$5,507.93	3
		62	3.802003	\$341,491.57	750

Average Academy Class Sizes

Academy students spend half of their day at their assigned high schools taking classes with their peers. The second half of their day is spent at the location of their career academy. Courses taken at the academy are available exclusively to Academy-enrolled students. The table below represents the average class size of year one and year two academies.

Grade	Average Class Size
Year One Academies	12.6
Year Two Academies	7.1

Expenditures

2010-2011 Actual Expenditures	
Curriculum Writing (Including Subs)	\$26,681.87
Instructional Supplies	\$82,126.38
Staff Development Travel	\$1,948.27
Staff Development Costs	\$660.00
Misc. Equipment	\$2,568.43
Computer Equipment (Including Software)	\$40,240.29
Dues and Fees	\$3,038.50
Field Trips	\$1,272.78
Transportation	\$175,769.86
Other Professional and Tech.	\$2,083.00
Total	\$336,389.38

Data provided by the Department of Secondary Education.

IV. Faculty and Staff: *Appropriate teacher selection, leadership, credentialing and cooperation are critical to an academy's success. Criteria include: a leader (teacher leader, team leader, coordinator, directors, etc.), teachers who are credentialed in their field and committed to the mission and goals and counselors and non-academy teachers who are supportive.*

The Academy program in Millard Public Schools is the responsibility of the Director of Secondary Education, Dr. Nancy Johnston. In January of 2008, Barbara Waller was hired as the Coordinator of the Academy Program. Mrs. Waller has been responsible for planning and implementation of the MPS Academies. She currently is the district Administrator responsible for the day-to-day operation the six Millard Academies.

Not all Academy teachers are qualified to teach dual-enrollment courses. Temporary accommodations have been made by post-secondary institutions to allow students to earn dual-enrollment credit. New teachers who are hired for the Academies are certificated in their specific curriculum area to teach dual enrollment courses.

V. Professional Development: *Since an academy places teachers and other adults into roles not normally included in their previous training, providing adequate professional development time, leadership and support is important. Criteria include: common planning time for academy staff, professional development for teachers and an orientation for parents and other district employees.*

Staff development is provided for academy teachers on effective instructional and communication practices for dual enrollment. MPS Academy teachers are also given time to collaborate with post secondary faculty to ensure best practices of course material in curriculum development and implementation.

Teachers in the Academy Program are given opportunities to take part in staff development, both as instructors and participants. The budget includes funding for travel and expenses to allow Academy instructors to participate in both conferences and classes. The table below identifies the staff development in which teachers participated during the 2010-2011 school year.

Staff Development	Attendee
Mobi/Clicker Training (1/2 day each)	All Instructors
ANGEL Producer Training 2 days & Advanced Features 3 days	All Instructors
MCC-EMT Course	Jerry Olson
OSHA 40 Hour Card Training	Mike Rogers
MCC Curriculum Alignment	Maybelle Galusha
	Michaela Wragge
	Jerry Olson
DLM Consortium	Mike Rogers
	Ben Brachle
CPR Training	Brenda Schmidt
ACTE National Conference	Ben Brachle
	Mike Rogers
College Accounting Practices	Ian Harden
	Jaymie Thorson
UNL Entrepreneurship Summit	Michaela Wragge
	Aaron Bearinger
State Consortium Meeting	Michaela Wragge
Solution Tree Conference Standards/Assessment	Susan Kvasnicka
Education Academy References	Susan Kvasnicka

VI. Governance & Leadership: *The academy has a governing structure that incorporates the views of all stakeholders. Criteria include: an advisory board with broad representation from all aspects of the industry as well as all stakeholders, regular advisory meetings, evidence of a healthy partnership between the school and the community and an opportunity for student input.*

In 2006, an advisory committee was created composed of parents of students attending Millard Public Schools, local business people, students, district administrators and secondary and post-secondary educators. This committee provided input regarding the needs and structure of Millard's Career Academies during the initial planning.

The Career and Technological Educational Advisory Committee is now used as the advisory committee for the Career Academies. This committee meets once a year to be informed of the progress of the Academies and to provide their input. This committee also receives a Fall newsletter to provide them with Academy information and updates.

VII. Curriculum & Instruction: *The curriculum and instruction within an academy meets or exceeds external standards and college entrance requirements, while differing from a regular high school by focusing learning around a theme. Criteria include: a curriculum framed around state or national standards that is sequenced, integrated and relevant, rigorous learning meeting college entrance requirements, dual credit and articulation options and post-graduate planning.*

Academy teachers receive stipends to create instructional units that are aligned to the standards and indicators of the University of Nebraska at Omaha and Metropolitan Community College. Courses that are created by the Academy instructors are posted to Angel. Syllabi for all dual-enrollment courses are also submitted to cooperating colleges and universities for approval.

Academy courses are designed to be in alignment with MPS curriculum based on Nebraska State Standards.

VIII. Employer, Higher Education & Community Involvement: *A career academy links high school to its host community and involves members of the employer, higher education and civic community. Criteria include: a career theme that fits the local economy, community involvement, work based learning, experiential components such as shadowing, mentoring, guest speakers and the incorporation of citizenship.*

Millard Public School's Career Academies enjoy a productive business relationship with PAYBAC Partners, The Omaha Chamber of Commerce, and local post-secondary institutions.

- Students must complete a practicum as part of Academy course requirements.
- The business community is invited into classrooms to speak with students about careers.
- Members of the community are part of the Career and Technical Educational Advisory Committee.

IX. Student Assessment: *Improvements in student performance are central to an academy's mission. It is important to gather data that reflects whether students are showing improvement and to report these accurately and fairly to maintain the academy's integrity. Criteria include: the collection of student data, multiple measurements which include items such as student attendance, retention, credits, grade point averages, state test scores, graduation rates and college going rates, accurate reporting, the assessment of technical learning and skills and the evidence of the impact of the academy on student performance.*

One of the criteria used for entry into the Career Academy are student's ELO assessment scores.

Students are required to maintain a minimum of a 3.00 to qualify for the Millard Public Schools Foundation scholarship.

In 2010-2011, 182 students received 628 grades representative of 60 Career Academy courses. 90.92% of those grades were a "C" or better. 96.81% of those grades were a "D" or better.

The table below represents the grades received by students in all Career Academy Courses for the 2010-2011 school year.

Grades Received by Students in All Career Academies 2010-2011

Education Academy Year 2					
Grade	A	B	C	D	F
0453 AP Psych	16.67%	41.67%	25.00%	8.33%	8.33%
AED20 Behavior Mod & Learning	8.33%	50.00%	41.67%	0.00%	0.00%
AED 30 Best Practicum in Ed	41.67%	16.67%	41.67%	0.00%	0.00%
AED 50 Education Practicum	58.33%	33.33%	8.33%	0.00%	0.00%
AED40 Ed Seminar II	50.00%	16.67%	33.33%	0.00%	0.00%
AED45 Ed Seminar III	58.33%	41.67%	0.00%	0.00%	0.00%
AED25 Intro Communication Disorders	25.00%	41.67%	25.00%	8.33%	0.00%
AED35 Prof Speaking	25.00%	41.67%	33.33%	0.00%	0.00%

Entrepreneurship Academy Year 1					
Grade	A	B	C	D	F
AEN01 College Acct	36.36%	63.64%	0.00%	0.00%	0.00%
AEN01 College Acct	66.67%	33.33%	0.00%	0.00%	0.00%
AEN30 ENT Feasibility	33.33%	50.00%	0.00%	8.33%	8.33%
AEN35 Fin Topics for Entrepreneurship	66.67%	25.00%	0.00%	0.00%	8.33%
AEN20 Intro to Entrepreneurship	72.73%	9.09%	9.09%	9.09%	0.00%
AEN10 Intro to Business	72.73%	9.09%	9.09%	9.09%	0.00%
AEN25 Legal Issues for Entrepreneurship	66.67%	0.00%	16.67%	8.33%	8.33%
AEN05 Wealth Building	27.27%	63.64%	9.09%	0.00%	0.00%

Entrepreneurship Academy Year 2					
Grade	A	B	C	D	F
0540 AP Macro	25.00%	0.00%	25.00%	25.00%	25.00%
AEN15 Col Acct	100.00%	0.00%	0.00%	0.00%	0.00%
AEN50 Entre Business Plan	60.00%	0.00%	0.00%	20.00%	20.00%
AEN45 Entrepreneurship Internship Semester 1	0.00%	25.00%	25.00%	25.00%	25.00%
AEN45 Entrepreneurship Internship Semester 2	75.00%	0.00%	0.00%	0.00%	25.00%
AEN35 Financial Topics for Entrepreneurship	100.00%	0.00%	0.00%	0.00%	0.00%
AEN40 Marketing for the Entrepreneurship	75.00%	25.00%	0.00%	0.00%	0.00%
0540 AP Macro	0.00%	66.67%	33.33%	0.00%	0.00%
AEN15 College Acct	33.33%	33.33%	0.00%	33.33%	0.00%
AEN50 Entrepreneurship Bus Plan	33.33%	66.67%	0.00%	0.00%	0.00%
AEN45 Entrepreneurship Internship	0.00%	66.67%	0.00%	33.33%	0.00%

Finance Academy Year 1					
Grade	A	B	C	D	F
0540 AP Macro Economics	66.67%	0.00%	33.33%	0.00%	0.00%
AFN15 College Acct.	60.00%	20.00%	0.00%	20.00%	0.00%
AFN40 Finance Semester	80.00%	20.00%	0.00%	0.00%	0.00%
AFN30 Fund of Financial Plan	75.00%	0.00%	0.00%	0.00%	25.00%
AFN45 Inter. Finance	33.33%	0.00%	0.00%	33.33%	33.33%
AFN35 Principles of Management	80.00%	0.00%	20.00%	0.00%	0.00%

Health Science Year 1					
Grade	A	B	C	D	F
AHS30 Disease Processes	71.43%	23.81%	2.38%	0.00%	2.38%
AHS15 Health Sciences Orientation	71.67%	23.33%	5.00%	0.00%	0.00%
AHS01 Human Anatomy & Physiology	59.09%	31.82%	6.82%	2.27%	0.00%
AHS20 Intro Medical Law & Ethics	53.49%	30.23%	13.95%	2.33%	0.00%
AHS05 Medical Terminology 1	39.22%	27.45%	31.37%	1.96%	0.00%
AHS25 Nutrition in the Life Cycle	71.79%	20.51%	2.56%	2.56%	2.56%

Distribution and Logistics Management Academy					
Grade	A	B	C	D	F
0007A English 11	0.00%	16.67%	0.00%	33.33%	50.00%
0007A English 11	25.00%	0.00%	50.00%	0.00%	25.00%
ATD05 Industrial Safety and Health	25.00%	25.00%	25.00%	25.00%	0.00%
ATD01 Intro Trans Dist Logistics	20.00%	0.00%	40.00%	20.00%	20.00%
ATD10 Introduction to Business	20.00%	0.00%	20.00%	20.00%	40.00%
ATD15 Introduction to Distribution	25.00%	25.00%	0.00%	50.00%	0.00%
ATD25 Principles of Management	25.00%	0.00%	25.00%	50.00%	0.00%
ATD20 Principles of Marketing	25.00%	25.00%	25.00%	0.00%	25.00%

GPA for Academy and Non-Academy Courses

The tables below represent the Grade Point Average for students in the Career Academies.

Academy Phase 1								
Academy Students in 2009-2010 and were 12th Graders in 2010-2011								
	2007- 2008	2008-2009	2009-2010			2010-2011		
	9th Grade	10th Grade	11th Grade			12th Grade		
Academy Name	Non	Non	Acad.	Non	Comb.	Acad.	Non	Comb.
MPS Education Academy	3.196	3.276	3.083	3.149	3.116	3.125	3.120	3.288
MPS Entrepreneurship Academy	2.616	3.080	3.188	2.532	2.797	2.750	3.441	3.052
MPS Finance Academy	2.750	3.316	3.500	3.561	3.531	3.379	3.389	3.298

Tableau Data Pull June 2011

Academy Phase 2								
Academy Students in 2010-2011 and were 11th Graders in 2010-2011								
	2008-2009	2009-2010	2010-2011			2011-2012		
	9th Grade	10th Grade	11th Grade			12th Grade		
Academy Name	Non	Non	Acad.	Non	Comb.	Acad.	Non	Comb.
MPS Culinary Skills Academy	2.678	2.854	2.070	2.500	2.303			
MPS Education Academy	3.350	3.361	3.394	3.148	3.278			
MPS Entrepreneurship Academy	3.100	3.080	3.281	2.796	3.042			
MPS Finance Academy	3.689	3.400	2.550	3.293	3.049			
MPS Health Sciences Academy	3.180	3.171	3.584	2.932	3.241			
MPS DLM Academy	1.820	1.877	2.000	1.583	1.779			

Tableau Data Pull June 10, 2011

X. Cycle of Improvement: *No academies function perfectly all the time. Ensuring that an academy remains high quality requires engaging in a regular, well-defined, objective self examination. Criteria include: the examination of an academy's mission, design and implementation, planned refinements for the academy which include timetables and measurable outcomes.*

As required by board policy and strategic plan parameters, the office of Assessment, Research and Evaluation carries out annual evaluations of all new programs for five years. Instructors are required to participate in performance evaluations in which they reflect on their job performance over the last year.

Millard Public Schools Shared Decision Making

Site-Based Planning and Shared Decision-Making

10000.1

Introduction

The Millard Board of Education recognizes that strategic planning, site-based planning, and school improvement decision-making provide the opportunity for school personnel, parents, community members, and students to collaborate in the development of short and long-range planning. This involvement will promote increased school achievement and improve the educational process.

I. Shared Decision-Making

Millard Public Schools (MPS) uses a blend of centralized and decentralized decision making. The following chart illustrates decisions that are made at the district and building level and are provided as examples only. All decisions must be consistent with district policies and regulations, collective bargaining agreements, and state and federal mandates and laws.

Educational Services

District	Building
<ul style="list-style-type: none"> • Oversee compliance of NDE Rule 10 • Provide and direct system-wide planning for curriculum instruction, assessment, and staff development (6005) • Provide comparable curriculum resources, instructional resources and assessment resources (6010) • Develop and maintain the written curriculum using Academic Skills & Applications and Life Skills & Performances (6110), through curriculum phases (6120, 6610) • Develop curriculum frameworks and guides (6130) • Develop and revise practices that promote successful student learning (6200) • Ensure principals monitor curriculum and evaluate staff (6201) • Identify appropriate field trips and approve those paid with district funds (6262) • Develop and support the instructional program (6220), the Response to Instruction and Intervention Model, SPED Procedures (6635), ELL, Media Centers (6625), Summer School (6655), Night School, Homebound (6670), Choice Programs (10,001), Federal Programs, Early Childhood Programs, Alternative Programs, and High Ability Learner Programs • Establish accountabilities for guidance in relation to curriculum issues • Develop guidelines for controversial issues (6240) • Provide guidelines and staff development on copyright procedures (6265) • Implement textbook loan (6295) • Develop and implement a comprehensive District student assessment system (6300) • Oversee assessment of student achievement • Develop district Assessment Procedures Manual (6301) 	<ul style="list-style-type: none"> • Encourage staff to participate in development of written curriculum and assessment • Supervise teachers according to practices that promote successful student learning (6200) • Monitor taught curriculum according to written curriculum (6201) • Monitor lesson plans (6203) • Administer instructional program and support programs (6220), including building schedules, grouping practices, and class size within district parameters, identify and approve materials that supplement, not supplant, the District written curriculum • Develop and monitor homework and make up homework guidelines (6230 & 6235) • Implement and monitor guidelines for controversial issues (6240) • Approve curriculum-related field trips (6262) • Enforce and monitor copyright procedures (6265) • Monitor student production of services and materials (6270) • Develop and implement classroom assessments (6300) • Oversee assessment schedules, retakes, security and remediation • Implement the District assessment program (6301) • Administer ELO assessments according to District Assessment Procedures (6301) • Identify awards, recognition programs and graduation exercises (6320), credit for transfer students, and grade level placement • Implement grading procedures (6330), including communicating student progress to parents (6340) • Ensure staff participation in district staff development initiatives (6400) • Oversee building student organizations • Facilitate building level professional development

<ul style="list-style-type: none"> • Identify credit requirements for graduation (6320) • Develop grading guidelines (6330) and district report cards • Identify, implement, and monitor district staff development initiative (6400) • Identify and apply for appropriate grants to support district programs and initiatives 	
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PUPIL SERVICES

District	Building
<ul style="list-style-type: none"> • Establish policies for safety and security • Supervise student record keeping • Establish student attendance procedures • Establish policies for student conduct • Establish accountabilities for guidance in relation to response services (6628) • Facilitate health service delivery strategies (6615) • Supervise option enrollment/intra-district transfer requests and student placement 	<ul style="list-style-type: none"> • Implement safety procedures, drills, and building security • Supervise students • Maintain student discipline and records related to student discipline • Facilitate student referrals to community agencies • Implement student social activities • Implement guidance services delivery system • Decide grade level placement • Decide credit for transfer students • Conduct safety procedures, drills and building security

HUMAN RESOURCES

District	Building
<ul style="list-style-type: none"> • Develop and implement new teacher induction plan (6440) • Direct staffing allocation procedures • Implement building assignments and transfers • Direct advertising/recruiting/selecting/hiring • Direct the development of job descriptions • Support district professional development programs • Ensure the use of the performance appraisal process • Direct employee discipline practices • Monitor policies for safety and security • Direct employee services • Direct administrative hiring procedures • Conduct collective bargaining with all employee unions/associations 	<ul style="list-style-type: none"> • Monitor new teacher induction (6440), identify and recommend mentors, match peer coaches, and communication expectations • Direct intra-school staff assignments and transfers • Conduct interviews/review recommendations • Conduct performance appraisal • Develop staffing recommendations

GENERAL ADMINISTRATION

District	Building
<ul style="list-style-type: none"> • Research, write, administer, and conduct the financial accounting and reporting related to district-level (or multi-building level) grants • Conduct collective bargaining with all employee unions/associations • Schedule and administer district-wide contracted transportation services • Provide custodial, maintenance, and grounds services to all facilities in the District • Conduct all construction and renovation projects in the District • Provide food service programs throughout the District 	<ul style="list-style-type: none"> • Research, write, administer, and conduct the financial accounting and reporting related to building-level grants (subject to district approval related to accounting and reporting) • Schedule and administer building activity transportation services and conduct student disciplinary activities related for both building and district-wide transportation • Communicate custodial, maintenance, and grounds needs and deficiencies to the appropriate supervisor • Recommend building renovation projects (subject to review, approval, and supervision by the District) • Schedule serving times for breakfast and lunch

<ul style="list-style-type: none"> • Provide intradistrict mail delivery services • Provide district-wide large volume printing services (including providing one high-volume copier for each school) • Provide all budgeting, accounting, and finance services (including payroll) related to all funds except the building activity fund 	<ul style="list-style-type: none"> • programs • Supervise the distribution of mail within the building • Provide any small copiers desired by the buildings and provide all personnel for copying conducted in the buildings • Manage all aspects of the building's activity fund (subject to the District's procedures), manage the building's general fund line items, and participate in the District's budgeting process
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GOVERNANCE

District	Building
<ul style="list-style-type: none"> • Develop and implement the strategic plan • Develop the academic calendar • Schedule and approve community use of school facilities and conduct the related accounting • Develop and implement policies, procedures and rules • Develop yearly and long-range budgets • Determine emergency closing procedures 	<ul style="list-style-type: none"> • Develop and implement the school site plan • Develop the school activities calendar including parent/teacher conference schedules • Schedule and approve school activity use of school facilities • Develop and implement school procedures and rules • Develop the school schedule • Allocate the budget

TECHNOLOGY

District	Building
<ul style="list-style-type: none"> • Provide network operations (7000) • Provide email (4157.1) • Establish hardware and software standards • Provide Helpdesk & desktop support • Facilitate donations approval • Provide platform decisions • Establish web page guidelines (7305) • Develop technology standards for students and staff • Provide Internet filtering (7310) • Evaluate curriculum software (7000) 	<ul style="list-style-type: none"> • Provide for integrating technology into instruction • Provide technology staff development • Develop and maintain building web pages • Budget for hardware purchases with approval • Budget for curriculum software with approval • Assign technology initiator • Develop building technology action plans • Monitor staff and students using technology

II. District Strategic Planning Team

The Superintendent or designee will appoint a team consisting of administrators, teachers, board members, parents, students, and community members to serve as the District strategic planning team. The strategic planning team will

- Review the existing plan and initiate changes.
- Rewrite the plan to address critical issues.
- Recommend an implementation schedule for action plans.
- Determine which plans are operational.

III. Site-Based Planning Team

Each school in the Millard Public Schools District shall have a site-based planning team that meets every other year to write or update the school site plan as needed. The team will be responsible for long-range site planning including the development of the school mission, objectives, and strategies. The team will also approve action plans and make a recommendation for implementation of action plans. Each principal's supervisor will assist the principal and team in the development of the site plan, the implementation of strategies, the collection and analysis of data to evaluate action plans, the relationship of the site-plan to the District's plan, and compliance with district policies. The team will also meet as needed to comply with the school accreditation process. The team will follow the District guidelines and established process for site planning and include administrators, teachers, staff, parents, and/or community members. High schools and middle schools may choose to involve students. Staff members on

the team are volunteers and will serve at will. The site-based planning team will be approved by the Superintendent or designee.

IV. School Improvement Team (SIT)

Each school in the Millard Public School District shall have a School Improvement Team that meets six times each school year (minimum). The SIT will monitor progress on the school site plan and make recommendations on pertinent issues including building technology, calendar, schedules, CCM I & II, re-teaching plans, budget, and staffing. It may be necessary for ad hoc teams to form and meet to develop programs or further develop action plans for implementation. The ad hoc team will then report to the SIT for consideration. The SIT will also meet as needed to review data analysis and comply with the school accreditation process. The SIT will include administrators, teachers, staff, parents, and/or community members. High school and middle schools may choose to involve students. Each site will develop a process to ensure genuine participation and develop the rules for determining who will serve on these teams including the term of service. Meetings will be open to all. Agendas, attendees and minutes of the meetings will be communicated and made available. Staff members on the team are volunteers and will serve at will. The SIT members will be approved by the Superintendent or designee. Principals will complete a report that includes the names of all team members and the dates for the school improvement team meetings by September 1 of each year. A final report on activities of the SIT will be completed by June 1 each year and copies will be sent to the staff, building supervisor and the Superintendent or designee.

Consensus Method for School Improvement Teams

Strategic Planning Teams, Site-Based Planning Teams and School Improvement Teams will seek consensus in an affirming environment marked by mutual support and respect. Consensus exists when participants whose support is needed to implement a decision, agree with the decision and express a commitment to support its implementation. If consensus cannot be achieved on a specific issue the administrator may make the necessary interim decisions as they continue to work for sufficient consensus.

Appeals

In the event the SIT is unable to function effectively the principal (or any three team members) shall report the situation to the building supervisor. The building supervisor will attempt to resolve the situation. In the event the situation is not resolved a written report shall be presented to the Superintendent. If the issues cannot be resolved, by the Superintendent, the dispute shall be submitted in writing to the Board of Education through the Superintendent.

Related Policies & Rules: [10000P](#)

Rule Adopted: December 7, 1992

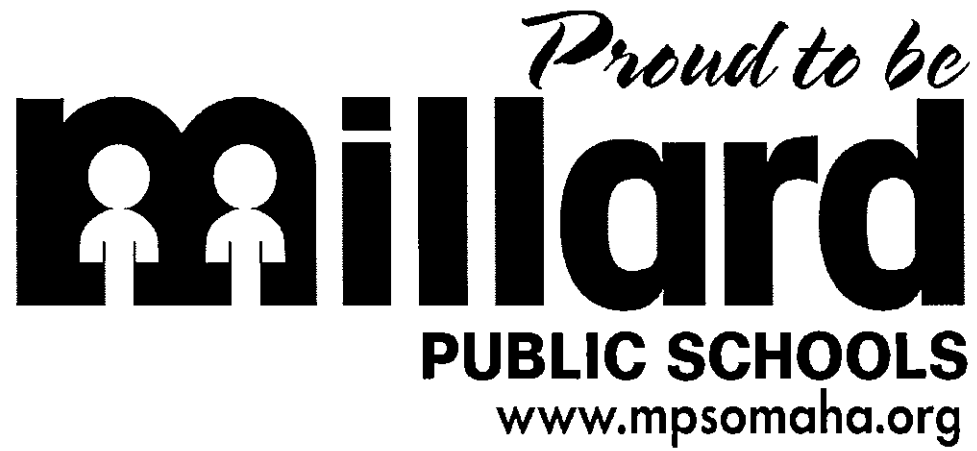
Revised: January 3, 1994; December 19, 1994; January 13, 1997; August 3, 1998;

August 23, 1999; June 19, 2000; February 2006; March 6, 2006;

July 9, 2007; June 2, 2008; August 17, 2009; August 2, 2010

Millard Public Schools

Omaha, NE



STRATEGIC PLANNING UPDATE

September 27 – 28, 2010

DATA BOOK

Action Plan Progress Report

Strategy: 6 Action Plan: 4

Person Responsible: Mark Feldhausen

Action Plan Objective: Alternative on-campus learning - HS

Action Plan Status: Completed _____ Underway X Not Started _____

SUMMARY OF ACCOMPLISHMENTS TO DATE (What have you done and what will you do in the future):

Career Academies

The district opened career academies at Millard North, Millard South, and Millard West in the fall of 2009. Millard North is host to a Finance Academy; Millard South, an Entrepreneurship Academy; and Millard West, an Education Academy. Three career academies—Culinary Skills; Health Sciences, and Transportation Distribution and Logistics—are housed at Horizon High School and opened in the fall of 2010. The following information highlights progress on academy development to date:

- A sequence of dual enrollment courses has been identified for each academy.
- Students earn 40 credits per year toward high school graduation while also having the opportunity to earn college credit at Metropolitan Community College (MCC) and the University of Nebraska Omaha (UNO).
- Each academy will include internship experiences.
- Tuition for dual enrollment courses is at a reduced rate by MCC and UNO.
- Students will attend their home school half of each day and will travel to the academy for the remaining half.
- An application and interview process is used to select students for the academies.
- Starting in 2010-2011, the Millard Public Schools Foundation has agreed to provide all Career Academy students with full tuition scholarships for career academy dual enrollment courses. These scholarships are renewable for four semesters subject to maintaining transferrable grades/credit.
- A total of 106 high school students are currently enrolled in career academies.

Proposed Early College

The District has also researched and created a plan for an Early College Program for Millard South High School. This program would focus on first-generation college attendees from under-served populations. In the Early College program all courses taken during grades 11 and 12 are fully articulated with a Metropolitan Community College resulting in the acquisition of a high school diploma and an Associate of Arts degree fully transferrable to the University of Nebraska Omaha with junior standing. This program awaits funding and final Board approval.

Action Plan Progress Report

Strategy: 6 Action Plan: 5

Person Responsible: Mark Feldhausen

Action Plan Objective: Alternative off-campus learning - HS

Action Plan Status: Completed Underway X Not Started

SUMMARY OF ACCOMPLISHMENTS TO DATE (What have you done and what will you do in the future):

In January 2010, the Millard Public Schools began a contractual relationship with the Ombudsman Program, a division of Educational Services of America. Up to this time, the District had provided expelled students the opportunity to take one class per semester through homebound services or at the Millard Learning Center after hours. Those students subject to long-term suspensions (between 10 and 19 days) were provided no educational services. Students who had dropped out were directed to the local community college for the GED or could re-enroll in their home high school.

Today, the Ombudsman program provides students, grades 6 - 12, with 3.5 hours of educational services during each day of the long-term suspension or expulsion at a site staffed by certificated teachers using both teacher-directed instruction and online curriculum. This program allows for educational continuity and credit acquisition thus maintaining a comprehensive educational program during the period of disciplinary action. A Restart Program for students, who had dropped out of school, can utilize the Ombudsman program for credit recovery to meet Millard Public Schools graduation requirements.

The contract calls for 60 slots, 30 in the morning and 30 in the afternoon, at a cost of \$667,500. The contract provides services for students from January 2010 to May 2011 with options for renewal.

Under the contract Ombudsman provides a suitable store-front site equipped with the necessary furnishings and technology to support instruction. The center is staffed by a Nebraska Certificated administrator and teachers to meet Nebraska Department of Education Rule 10 and Rule 17 requirements. The academic curriculum is delivered using online resources supplemented by teacher-directed instruction/tutoring. The Ombudsman program is accredited by the North Central Association and AdvancEd; the same accrediting association used by the Millard Public Schools and the Nebraska Department of Education.

An evaluation will be conducted during the 2010-2011 school year. Should recommendations warrant program continuation then funding will need to be found.

Action Plan Progress Report

Strategy: 6 Action Plan: 6

Person Responsible: Mark Feldhausen

Action Plan Objective: Plans to create a small HS

Action Plan Status: Completed X Underway Not Started

SUMMARY OF ACCOMPLISHMENTS TO DATE (What have you done and what will you do in the future):

Horizon High School opened in January 2010. It was designed to replace the physical facility known as the Millard Learning Center (alternative education program) located in the original district school building on old Millard Avenue and serve as a home for three career academies—culinary skills; health sciences; and transportation, distribution, and logistics. The enrollment in Horizon High Schools alternative education program for grades 11 and 12 has increased from 90 (2009-2010) to 143 (2010-2011) while the three academies enroll 89 students. Planning has begun to add 9th and 10 grades to the alternative program in 2011-2012.

About the Career Academy National Standards of Practice

Developed by an informal consortium of career academy organizations, the Career Academy National Standards of Practice are framed around ten key elements of successful implementation, drawn from many years of research and experience from all parts of the country.

High school reform has to be centered in the community and responsive to its needs and the needs of its students. To help meet these needs, communities and school districts should offer a wide range of learning options for adolescents that are located both in the high school and in the wider community. Career academies are one of several models or initiatives that communities and school districts can make available to high school students. By bridging school and the world of work in a way that leads to academic achievement, career academies have been successful in engaging many students who would otherwise be indifferent to or possibly lost from school.

Career academies should be acknowledged and supported for their contribution to high school reform. They have blazed many trails in breaking up large high schools into smaller ones, creating personalized learning for young people, making learning relevant by using careers as a context for learning, and helping adolescents learn about future career opportunities and connect in meaningful ways with adults who want to see them succeed. As a reform initiative, career academies have proven their value. With ongoing improvement suggested by the National Standards of Practice, and widely known best practices, career academies are well positioned to lead and influence high school reform efforts and policy debates. Educators and policymakers should rely on the central elements of a career academy and use the National Standards of Practice as a guide to help develop effective high school reforms with positive outcomes for students.

The following organizations contributed to the development of the National Standards of Practice and support academy development through their respective models:

- Career Academy Support Network (CASN)
- National Academy Foundation (NAF)
- National Career Academy Coalition (NCAC)
- National Center for Education & the Economy (NCEE) America's Choice
- Southern Regional Education Board (SREB) High Schools That Work
- Talent Development High Schools/Center for Research on Education of Students Placed at Risk (CRESPAR)

Career Academy National Standards Of Practice

Released on December 1, 2004

Career Academy

National Standards Of Practice

Career Academy

National Standards Of Practice

I. Defined Mission & Goals.

The career academy has a written definition of its mission and goals. These are available to the administrators, teachers, students, parents, advisory board, and others involved in the academy. These include at least the following elements:

- To focus on college and career.** A career academy's aim is to prepare students for college and careers. Academies enable students to complete college entrance academic requirements while exposing them to a vertical segment of the occupations within a career field, encouraging them to aim as high as they wish.
- To raise student aspirations and commitment.** An academy seeks to increase the level of students' motivation while in high school. The biggest limiting factor in many youths' future plans is not their ability, but where they set their sights.
- To increase student achievement.** An academy provides support to its students to increase their achievement in high school. This comes through close relationships with teachers and fellow students; rigorous and relevant curriculum; and exposure to career and educational options outside the high school.

II. Academy Structure.

An academy needs to have a well defined structure within the high school, reflecting its status as a small learning community.

- Cross-grade articulation.** The academy incorporates at least two grade levels, ending in the senior year, with articulation in its teacher team, curriculum and instruction across grade levels.
- Student selection.** Entry to the academy is voluntary. The recruitment/selection process is written and widely available. New students are provided an orientation to the academy. Parents participate in this process and approve of their son or daughter's choice. Academy enrollment reflects the general high school population.
- Cohort scheduling.** Academy classes are limited to academy students, who take a series of classes together each year.
- Physical space.** Where possible, academy classrooms are near each other in the high school building. The academy Coordinator has access to communication outside the high school.
- Small size, supportive atmosphere.** The academy maintains personalization through limited size, teacher teamwork, and a supportive atmosphere.

III. Host District and High School.

Career academies exist in a variety of district and high school contexts, which are important determinants of an academy's success.

- Support from the Board of Education and Superintendent.** The district Board of Education is aware of the academy and its mission and goals, and is on public record in support. Likewise, the Superintendent publicly endorses the academy and offers active support. Both serve as academy liaisons to the broader community.
- Support from the principal and high school administration.** The high school principal and other administrators are knowledgeable of the academy, public advocates for it, and are actively involved in its funding, staffing and support. They contribute to a positive academy profile within the high school.
- Adequate funding, facilities, equipment and materials.** District and high school administrative support results in adequate academy funding, facilities, equipment and learning materials. These reflect a serious commitment from the district and high school to the success of the academy.

IV. Faculty & Staff.

Appropriate teacher selection, leadership, credentialing, and cooperation are critical to an academy's success.

- Teacher Leader(s)/ Coordinator(s).** One teacher (sometimes two) agrees to take the lead, serving as the academy Coordinator(s). This includes attending advisory board meetings, interacting with administrators and board members, managing the budget, helping to coordinate teacher professional development, and helping to coordinate employer, higher education, and parental involvement. Release time and/or a stipend is provided for this role.
- Teachers are credentialed in their field, volunteers in the academy, and committed to its mission and goals.** Since a career academy's success rests on good teaching and good teamwork among a cross disciplinary group of teachers, they must be well qualified and willingly involved in this role. They understand and support the philosophy and purpose of the academy, work together as a team, teach a majority of their classes in the academy, and cooperatively share the duties of operating an academy.
- Counselors, non-academy teachers, and classified staff are supportive.** Non-academy staff are also important to its operation. Counselors understand the need for cohort scheduling and provide this for academy students. Non-academy teachers understand the value of the academy and help in recruiting students for it and providing departmental support. Classified staff help support the academy facilities, equipment and learning materials.

V. Professional Development.

Since an academy places teachers and other adults into roles not normally included in their previous training, providing adequate professional development time, leadership and support is critical.

- Common planning time.** Academy teachers are provided regular common planning time within the regular high school schedule for purposes of program coordination, curricular integration, and resolution of student problems.
- Teacher professional development.** Academy teachers are provided with training in the academy structure, curricular integration, student support, and employer involvement, where necessary by experts from outside the high school.
- Employee & parent orientation.** Employee volunteers are adequately prepared for their roles as speakers, field trip hosts, mentors and internship supervisors. Parents are adequately prepared for their involvement (if any) as classroom aides, field trip chaperones and social event organizers.

VI. Governance & Leadership.

The academy has a governing structure that incorporates the views of all stakeholders.

- Advisory board with broad representation.** The advisory board has members from the district and high school administration, academy teaching staff, supporting employers and institutions of higher education. It may also include community representatives, and academy parents and students. The board incorporates viewpoints from all members.
- Regular meetings.** Meetings of the board are held at least quarterly, with defined agendas and outcomes. The board helps to set policies for the academy. It also serves as a center of resource development.
- A healthy partnership.** Both through the advisory board and other interactions, there is evidence of a partnership between the academy/high school and its host community.
- A student voice.** Students have avenues through which they can provide input to the academy policies and practices.

VII. Curriculum & Instruction.

The curriculum and instruction within an academy meets or exceeds external standards and college entrance requirements, while differing from a regular high school by focusing learning around a theme.

- Meets external standards.** The academic curriculum is framed around state or national standards, and the career curriculum around industry and SCANS standards.
- Learning is rigorous and meets college entrance requirements.** Coursework reaches high levels of English and math, generally four years of each, in addition to substantial coursework in science and social studies. Graduates are qualified to attend four-year colleges and encouraged to do so.
- Curriculum is sequenced, integrated and relevant.** Curriculum articulates from the beginning of an academy through the senior year, with a defined course sequence and at least two core academic classes and one career/theme class each year. Curriculum is integrated among the academic classes and between these and the career class. Learning illustrates applications of academic subjects outside the classroom, incorporates current technology, and includes authentic project-based learning.
- Post-graduate planning.** Students have access to career and college information, are provided counseling in these respects, and develop a written post-graduate plan by the end of their junior year.
- Dual credit options.** The academy has articulation agreements with local two-and four-year colleges, offers dual credit courses and/or college credit for upperclassmen, and articulates its upper level curriculum with relevant college programs.

VIII. Employer, Higher Education & Community Involvement.

A career academy links high school to its host community and involves members of the employer, higher education and civic community in certain aspects of its operation.

- Career theme fits the local economy.** The academy career field is selected to fit with the community industries and employer base, to allow for adequate involvement of volunteer employees in certain of its activities.
- Community involvement.** Representatives of employers, higher education, and the community help to guide the academy's curriculum, and provide speakers, field trip sites, job shadowing opportunities, mentors, student internships, community service opportunities, college tours and teacher externships.
- Incorporates citizenship.** The academy fosters a culture of respect for others and encourages student contributions as citizens.
- Work/community based service learning.** The academy offers work and/or community based service learning opportunities for all interested students either through paid internships or community service.

IX. Student Assessment.

Improvements in student performance are central to an academy's mission. It is important to gather data that reflects whether students are showing improvement and to report these accurately and fairly to maintain the academy's integrity.

- Student data are collected.** These data include those necessary to describe the student body within the academy (e.g., grade level, gender, race/ethnicity) and its relationship to the high school in general, as well as student performance on a variety of outcome measures.
- Multiple academic measures are included.** Measures include a variety of accepted indicators of performance (e.g., attendance, retention, credits, grade point averages, state test scores, graduation rates, college going rates).
- Technical learning is assessed.** Measures include knowledge of the field's terminology, technical concepts, and ability to apply English, math, and other academic skills to authentic real world projects. Where appropriate, industry certification is incorporated.
- Accurate reporting.** Analyses of these data are reported accurately and fairly, regardless of the results.
- Evidence of impact.** These measures show whether, and how much, the academy improves student performance.

X. Cycle of Improvement.

No new academy functions perfectly. Even well established and operated academies benefit from self-examination and refinement. Ensuring and improving the quality of a career academy requires engaging in a regular cycle of improvement.

- Academy implementation is examined.** Program leaders regularly assess the academy's functioning, studying its strengths and weaknesses. This involves gathering feedback from key stakeholders, including students.
- Academy refinements are planned.** These reviews lead to plans to address any problems. Such plans include timetables and benchmarks for improvement.
- Changes reflect the academy's mission and goals.** The refinements refer back to the academy's underlying mission and goals.

MLLARD PUBLIC SCHOOLS

**MISSION STATEMENT
2010-2011**

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.