

**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 6:00 p.m. on **Monday, February 6, 2012** at 5606 South 147th Street, Omaha, Nebraska.
 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
 2-3-12

**THE DAILY RECORD
OF OMAHA**
LYNDA K. HENNINGSEN, Publisher
PROOF OF PUBLICATION

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

J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on _____
 February 3, 2012

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 3rd day of
February 20 12

 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 _____ FEBRUARY 6 _____ 2012, at _____ Don Stroh Administrative Center _____ 5606 South 147th Street _____ Omaha, NE 68137 _____

Dated this _____ 6th _____ day of _____ FEBRUARY _____, 2012.


Dave Anderson - President



Linda Poole - Vice President



Mike Kennedy - Secretary



Mike Pate - Treasurer

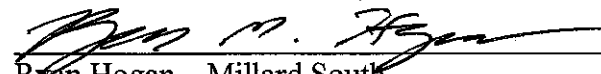


Patrick Ricketts

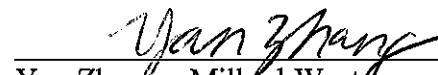
Todd Clarke



Elisha Desmangles - Millard North



Ryan Hogan - Millard South



Yan Zhang - Millard West

ca

BOARD OF EDUCATION MEETING

FEBRUARY 6, 2011

NAME:

REPRESENTING:

Connor Brown	MVHS orchestra
Ethan Stokes	MMHS choir
Wm Stokes - Danel Stry	Honor Choir
Anna R	MNH th orch
Rachael Lora Ballard	Millard South
Micah Stoddard	JMW Orchestra
Hugh Stoddard	MVHS
Francisco Garcia	Millard West
Sara Atkins	Millard North
Jessica Thai	Millard North
RICKA SIZOHI	Millard West Orchestra
Kathryn Norby	
Mike & Cheryl Palmer	Millard North
Dylan Evers	Millard West
Christian Zost	Millard West
Daniel Kurfman	millard west.
Laura Livingston	Clarkson College
Cheryl Allen	CMS
Ashton Taylor	Millard West
Meghan Salway	Millard West

BOARD OF EDUCATION MEETING

FEBRUARY 6, 2011

NAME:

REPRESENTING:

David Baker	M SHS
ERIN HATHORN	MWHS
Amanda Schumacher	MWHS
Ruby Mussman	MNHS
Katie Fitzpatrick	MWHS
Linda Fitzpatrick	MWHS
Cody Largent	MWHS
Mary K Hummer	MNHS
Mahmoud Alahmad	MNHS
Apple Alahmad	MNHS
Alexa Alahmad	MNHS
Marilyn Kerckove	MWHS
Tim Kerckove	MWHS
Megan Palmer	MNHS
Ann Smith	ONS
Beth Fink	CME
Judy Newson	MWHS
John Mark Connolly	Troop 439
David Connolly	Troop 429
Ian Susman	MWHS
Mary Jane Collette	M West

BOARD OF EDUCATION MEETING

FEBRUARY 6, 2011

NAME:

REPRESENTING:

Aisha Desmangles	MNHS
Patrick Waddy	MNHS
Samantha Stock	MSHS
Kriston Wells	MWHS
Alex Kolomaya	MWHS
Brenda Cary	MWHS
Linda Brewer	MWHS
Zake Amin	MNHS
Milly Erickson	MEA
Kayla Hoechner	MWHS
Taylor Vittore	MWHS
Seth Kaufman	MWHS
DS Arthur	MWHS
John Keith	MWHS
LINDA TIMMONS	MWHS
Teresz Perking	NMS/BMS
Marcie Bebout	MWHS
Melissa Sonntag	MWHS
Sandy Gjerdahl	NMS
Helen Noecker	MWHS

BOARD OF EDUCATION MEETING

FEBRUARY 6, 2011

NAME:

REPRESENTING:

Susan Vogel

MSHS

Faith Vogel

MSHS

David Vogel

MNHS

Jill & Dan Meyer

MNHS

Shawn Hopper & Tamie Grifman

Russell

Tonya Baker

David B

Rod & Dawn Sigel

mes @ mshs

Bob Jensen

MNHS

Bobbi Holm

MNHS

Janet Koesterman

DSAC

Kathy Simpson

MNHS Vocal Music

Prin: Mary Janning

MNHS

Michael Janning

MNHS

Curt Coughlin

MNHS.

Mary Buzyn

MNHS

Aracanda DeFezzo

MSHS

Julia Gomez

MSHS

Hinnie Shy

MSHS

Chamber Kupa

MNHS

Grant Thomas

MSHS

BOARD OF EDUCATION MEETING

FEBRUARY 6, 2011

NAME:

REPRESENTING:

Jean Lyon

Millard North, MNNS, Montclair

~~Christina~~ Susan

Millard West

Timaree Yost

Millard West

Melanie Sigel

Millard South

Meagan Timmons

Millard West!

Connor Meuret

Millard West

Kelly Ostrand



BOARD OF EDUCATION
MEETING



FEBRUARY 6, 2012

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Dated this _____ 6th _____ day of _____ FEBRUARY _____, 2012.


Dave Anderson - President



Linda Poole - Vice President



Mike Kennedy - Secretary



Mike Pate - Treasurer

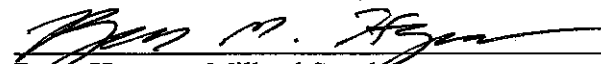


Patrick Ricketts


Todd Clarke



Elisha Desmangles - Millard North



Ryan Hogan - Millard South



Yan Zhang - Millard West

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FEBRUARY 6, 2011

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Elhan Stokes	MMHS choir
Wm Stokes - Danelle Stuy	Honor Choir
Anna R	UNHS orchestra
Rachael Lora Ballard	Millard South
Micah Stoddard	JMW Orchestra
Hugh Stoddard	MVHS
Francisco Garcia	Millard West
Sara Atkins	Millard North
Jessica Thai	Millard North
RICHIE SIZOHI	Millard West Orchestra
Kathryn Norby	
Mike & Cheryl Palmer	Millard North
Dylan Evers	Millard West
Christian Zost	Millard West
Daniel Kurfman	millard west.
Laura Livingston	Clarkson College
Cheryl Allen	OMS
Ashton Taylor	Millard West
Meghan Salway	Millard West

BOARD OF EDUCATION MEETING

FEBRUARY 6, 2011

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Amanda Schumacher	MWHS
Ruby Mussman	MNHS
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Cody Largent	MWHS
Mary K Hummer	MNHS
Mahmoud Alahmad	MNHS
Apple Alahmad	MNHS
Alexa Alahmad	MNHS
Marilyn Kerkhove	MWHS
Tim Kerkhove	MWHS
Megan Palmer	MNHS
Ann Smith	ONS
Beth Fink	CME
Judy Newson	MWHS
John Mark Connolly	Troop 439
David Connolly	Troop 429
Ian Susman	MWHS
Mary Jane Gallette	M West

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FEBRUARY 6, 2011

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Aisha Desmangles	MNHS
Patrick Waddy	MNHS
Samantha Stock	MSHS
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DS Arthur	MWHS
John Keith	MWHS
LINDA TIMMONS	MWHS
Teresa Perking	NMS/BMS
Marcie Bebout	MWHS
Melissa Sonntag	MWHS
Sandy Gjesdahl	NMS
Helen Noecker	MWHS

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FEBRUARY 6, 2011

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Susan Vogel

MSHS

Faith Vogel

MSHS

David Vogel

MNHS

Jill and Dan Meyer

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Shawn Hopper + Tamie Grifman

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Julia Gomez

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Hinnie Shy

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Chamber Rupa

MNHS

Grant Thomas

MSHS

BOARD OF EDUCATION MEETING

FEBRUARY 6, 2011

NAME:

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Jean Lyon

Millard North, MNNS, Montclair

~~Christina~~ Susan

Millard West

Timaree Yost

Millard West

Melanie Sigel

Millard South

Meagan Timmons

Millard West!

Connor Meuret

Millard West

Kelly Ostrand

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
FEBRUARY 6, 2012

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 – January 23, 2012
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items

1. Employees of the Month
2. Showcase: High School All-State Musicians
3. Superintendent's Comments
4. Board Comments/Announcements
5. Report from Student Representatives

G. Unfinished Business:

1. Approval of Policy 1240 – Community Relations – Service Animals
2. Approval of Policy 4002 – Human Resources – Service Animals
3. Approval of Policy 5015 – Pupil Services – Service Animals

H. New Business

1. Approval of Rule 1240.1 – Community Relations – Service Animals
2. Approval of Rule 4002.1 – Human Resources – Service Animals
3. Approval of Rule 5015.1 – Pupil Services – Service Animals
4. Approval of Job Description 2100.22 – Special Education Coordinator
5. Approval of Job Description 2100.39 – Coordinator of ELL, Poverty, and Federal Programs
6. *Delete Job Description 2100.23 – Coordinator of Elementary Special Education
7. *Delete Job Description 2100.24 – Coordinator of Secondary Special Education
8. *Delete Job Description 2100.25 – Coordinator of Early Childhood Special Education
9. *Delete Job Description 2100.26 – Coordinator of Alternate Curriculum and Young Adult Programs
10. Administrators for Hire
11. Approval of Personnel Actions: Leave(s) of Absence, Resignation(s), Voluntary Separation Program, and New Hire(s)

I. Reports

1. Enrollment Report
2. Program Evaluation of International Baccalaureate Middle Years Programme
3. Post Graduate College Enrollment and Completion
4. Legislative Update
5. Strategic Planning Update

J. Future Agenda Items/Board Calendar.

1. Board of Education Meeting on Monday, February 20, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Committee of the Whole Meeting on Monday, February 27, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Board of Education Meeting on Monday, March 5, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Committee of the Whole Meeting on Monday, March 12, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Board of Education Meeting on Monday, March 19, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Board of Education Meeting on Monday, April 2, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Committee of the Whole Meeting on Monday, April 9, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Board of Education Meeting on Monday, April 16, 2012 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
FEBRUARY 6, 2012

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 – January 23, 2012 (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. Employees of the Month

F.2. Showcase: High School All-State Musicians

F.3. Superintendent’s Comments

F.4. Board Comments/Announcements

F.5. Report from Student Representatives

G.1. Motion by _____, seconded by _____, to approve Policy 1240 – Community Relations – Service Animals (See enclosure.)

G.2. Motion by _____, seconded by _____, to approve Policy 4002 – Human Resources – Service Animals (See enclosure.)

G.3. Motion by _____, seconded by _____, to approve Policy 5015 – Pupil Services – Service Animals (See enclosure.)

H.1. Motion by _____, seconded by _____, to approve of Rule 1240.1 – Community Relations – Service Animals (See enclosure.)

H.2. Motion by _____, seconded by _____, to approve Rule 4002.1 – Human Resources – Service Animals (See enclosure.)

H.3. Motion by _____, seconded by _____, to approve Rule 5015.1 – Pupil Services – Service Animals (See enclosure.)

H.4. Motion by _____, seconded by _____, to approve Job Description 2100.22 – Special Education Coordinator (See enclosure.)

Administrative Memorandum
 February 6, 2012
 Page 2

- H.5. Motion by _____, seconded by _____, to approve Job Description 2100.39 – Coordinator of ELL, Poverty, and Federal Programs (See enclosure.)
- H.6. Motion by _____, seconded by _____, to delete Job Description 2100.23 – Coordinator of Elementary special Education (See enclosure.)
- H.7. Motion by _____, seconded by _____, to delete Job Description 2100.24 – Coordinator of Secondary Special Education (See enclosure.)
- H.8. Motion by _____, seconded by _____, to delete Job Description 2100.25 – Coordinator of Early Childhood Special Education (See enclosure.)
- H.9. Motion by _____, seconded by _____, to delete Job Description 2100.26 – Coordinator of Alternate Curriculum and Young Adult Programs (See enclosure.)
- H.10. Motion by _____, seconded by _____, to approve Administrators for Hire: Mary Bayne, Assistant Principal at Millard North High School, Cheryl Heimes, Assistant Principal at Andersen Middle School, Teresa Perkins, Assistant Principal at North Middle School, Shawn Hoppes, Assistant Principal at Russell Middle School, Jennifer Reid, Coordinator of ELL, Poverty, and Federal Programs (See enclosure.)
- H.11. Motion by _____, seconded by _____, to approve Personnel Actions: Leave(s) of Absence, Resignation(s), Voluntary Separation Program, and New Hire(s)

I. Reports:

1. Enrollment Report
2. Program Evaluations of International Baccalaureate Middle Years Programme
3. Post Graduate College Enrollment and Completion
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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, January 23, 2012, at the Don Stroh Administration Center, 5606 South 147th Street.

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

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, January 20, 2012; 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 all members were present.

Motion by Mike Kennedy, seconded by Linda Poole, to approve the Board of Education Minutes from January 9, 2012, to approve the bills, and receive the treasurer's report and place on file, upon roll call vote, all members voted aye. Motion carried.

Linda Poole summarized the Board Committee of the Whole meeting on Monday, January 16, 2012. The topics of discussion were the budget and the superintendent's goals.

Superintendent's Comments:

Dr. Lutz read a proclamation from Governor Heineman to honor the Nebraska school board members for School Board Recognition Week.

1. Reminder of the Phi Delta Kappa dinner on Wednesday, January 25, 2012 to be held at the Durham Museum. .
2. The next committee meeting will be held on Monday, February 27, 2012 with topics of the bond issue survey and what the next steps will be to consider. Whether this is an urgent topic will be discussed with Linda Poole, board vice-president. Another topic will be a demonstration if student IDs when they get on the school bus.

Board Comments:

Mike Pate said he would be in favor of discussing the bond issue survey, because it is important to discuss it while it is fresh on everyone's mind.

Mr. Pate reported he attended the Metropolitan Area Boards of Education meeting last week. He said there was good discussion, and especially on the topic of school calendars. He said the opinions of most were that today's calendar was not really applicable in today's world. The members who attended the meeting indicated they will be discussing this topic with their respective school boards. Mr. Pate thought it was interesting everyone attending that meeting was not in favor of the traditional calendar.

Mr. Pate attended the Millard Foundation meeting last week. A request came from Craig Whaley for funding of artificial turf at Millard North and Millard West, in conjunction with a grant, and the help of their respective booster organization. The board approved \$50,000 for each of the high school contingent on making sure the firm offering the grant is legitimate and has a sustainable operation and that each of the respective high school booster clubs has firm commitments in hand of \$250,000-\$300,000 each.

Mr. Pate reported that the Foundation is discussion the possibility of increasing the rate for Kid's Network participants, and indicated that even with an increase the rates would still be below what is charged at area day care center.

Mr. Pate informed the board that at the Learning Community Board meeting last week the majority approved funding in the amount of \$47,000 to Carol Communications. Mr. Pate asked what the money was to be used for and was informed it will be for a plan from the organization. Mr. Pate said normally you get the cost details and breakdown before approving a contract to know what your

purchasing or getting. He said it was another example this board's inability to ask the right questions, be fiscally responsible and instead just applying another rubber stamp approval where no questions are asked. He was not surprised by the action of approval, he, however, did not vote for approval.

Linda Poole informed the board she is planning on attending the Phi Delta Kappa dinner on Wednesday.

Mrs. Poole said she was in favor of discussing the bond issue survey on February 27, 2012, and after talking with other board members she thought there was a consensus to have the meeting.

Mrs. Poole attended the NASB Board of Directors meeting last weekend and the Legislative Issue Conference today. During the NASB legislative meeting they discussed about 20 bills. Mrs. Poole said she would send her notes to all board members. She also reviewed the highlights of the speaker, who was from the National Governor's Association.

Patrick Ricketts said he was also interested in discussing the bond issue survey.

Mr. Ricketts said he attended his first Legislative Issues conference and he liked getting the state's perspective on the various topics.

Dave Anderson reported that at the NASB board meeting they reviewed their strategic planning. The new Executive Director of NASB, John Spatz, wants to expand the thought process of going outside the walls of education to help solve some of those problems by using other organization such as the Chamber of Commerce to help lead some of the changes needed. During the legislative meeting on Sunday legislative bills were highlighted, that would impact education.

Yan Zhang, student representative from Millard West High School, Ryan Hogan, student representative from Millard South High School and Elisha Desmangles, student representative from Millard North High School, gave their reports on past and upcoming events happening at their respective high schools.

Linda Poole provided the final reading of Policy 4137 – Human Resources – Job Sharing. Motion by Linda Poole, seconded by Patrick Ricketts, to approve Policy 4137 – Human Resources – Job Sharing, upon roll call vote, all members voted aye. Motion carried.

Mike Kennedy provided the final reading of Policy 4140 – Human Resources – Responsibilities and Duties. Motion by Mike Kennedy, seconded by Mike Pate, to approve Policy 4140 – Human Resources – Responsibilities and Duties, upon roll call vote, all members voted aye. Motion carried.

Motion by Patrick Ricketts, seconded by Todd Clarke, to approve Board Appointments, upon roll call vote, all members voted aye. Motion carried.

Mike Pate provided the first reading of Policy 1240 – Community Relations – Service Animals. This policy will be on the next board agenda for approval.

Todd Clarke provided the first reading of Policy 4002 – Human Resources – Service Animals. This policy will be on the next board agenda for approval.

Patrick Ricketts provided the first reading of Policy 5015 – Pupil Services – Service Animals. This policy will be on the next board agenda for approval.

Motion by Mike Pate, seconded by Patrick Ricketts, to approve Rule 4137.1 – Human Resources – Job Sharing – Teachers, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Todd Clarke, to approve Rule 4140.1 – Human Resources - Responsibilities and Duties – Certificated Employees, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Linda Poole, to approve Rule 5100.9 – Pupil Services – Enrollment of Homeless Children and Youth, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Mike Pate, to approve PreK-12 Science Instructional Materials Proposal, upon roll call vote, all members voted aye. Motion carried.

Board of Education Minutes
January 23, 2012
Page 3

Motion by Mike Pate, seconded by Linda Poole, to approve PreK-12 Music Instructional Materials Proposal, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Patrick Ricketts, to approve Administrators for Hire: Heather Phipps, Principal at Kiewit Middle School, Scott Ingwerson, Principal at Millard North Middle School, and Chris Loofe, Assistant Principal/Activities Director at Millard West High School, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Todd Clarke, to approve Personnel Actions: Voluntary Separation Program: Brenda K. Steward, Kathleen E. Lorsbach, Janet K. Aliano, Dianne L. Fulton, Nancy J. Wolf, Krista L. Moravec, and Teri J. Nolting, Resignation: Katherine L. Pedersen, Contract Cancellation: Jessica Wheeler, and New Hires: Ramsey D. Young, Jordan J. Ashby, Elizabeth A. Kocis, and Terri L. Wright, upon roll call vote, all members voted aye. Motion carried.

Dave Anderson announced that there was no need for an Executive Session for Personnel Matter.

Reports included a Quarterly Investment Report, a Quarterly Operation & Maintenance Report, a Quarterly Food Service Report, the Quarterly Summer Construction Report, and a Legislative Update.

Future Agenda Items/Board Calendar: The Phi Delta Kappa dinner will be held on Wednesday, January 25, 2012 at 5:30 p.m. at the Durham Museum. A Board of Education Meeting will be held on Monday, February 6, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, February 20, 2012 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, February 27, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education meeting will be held on Monday, March 5, 2012 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, March 12, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, March 19, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, April 2, 2012 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, April 9, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, April 16, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Dave Anderson adjourned the meeting.


_____, Secretary

Millard Public Schools
February 6, 2012

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Check Register**Prepared for the Board Meeting of February 6, 2012**

Check No	Vend No	Vendor Name	Amount
390479	133527	AMERICAN CHORAL DIRECTORS ASSOC	95.00
390482	100301	BELLEVUE EAST HIGH SCHOOL	600.00
390483	026950	CREIGHTON UNIVERSITY	85.00
390484	138508	DOUGLAS COUNTY SCHOOL DISTRICT 10	310.00
390485	138508	DOUGLAS COUNTY SCHOOL DISTRICT 10	574.00
390486	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	19,306.31
390487	099973	DODGE COUNTY SCHOOL DISTRICT 001	375.00
390488	133397	HY-VEE INC	1,193.26
390489	049850	HY-VEE INC	134.57
390490	132518	LINCOLN SOUTHWEST HIGH SCHOOL	344.00
390493	136457	NEBRASKA CHORAL DIRECTORS ASSN	200.00
390495	138793	BRIAN M O'MALLOY	200.00
390496	070810	OMAHA PUBLIC SCHOOLS	60.00
390497	106164	RAYMOND CENTRAL HIGH SCHOOL	217.00
390498	138538	DENISE M RIEDER	400.00
390499	081630	SAMS CLUB DIRECT	106.66
390500	139012	NICK SIDZYK	200.00
390501	130625	SUE Z. BEERS	3,000.00
390503	068840	UNIVERSITY OF NEBRASKA AT OMAHA	200.00
390526	069689	AMSAN LLC	204.81
390527	100301	BELLEVUE EAST HIGH SCHOOL	300.00
390528	139025	ROBERT J BRUCKNER	200.00
390529	131619	C E SUNDBERG CO	6.43
390530	138539	TERENCE G CABRAL	875.00
390531	054237	PIONEER LOCK CO INC	16.65
390532	138547	DANIEL P CONWAY	800.00
390533	130731	D & D COMMUNICATIONS	47.50
390534	139026	ANTHONY J DESCISCIO	100.00
390535	099973	DODGE COUNTY SCHOOL DISTRICT 001	662.00
390536	044982	GREATER OMAHA CHAMBER OF COMMERCE	225.00
390537	139027	ANTHONY W GUTIERREZ	250.00
390538	133397	HY-VEE INC	705.46
390539	132878	HY-VEE INC	214.76
390540	049851	HY-VEE INC	336.00
390541	049850	HY-VEE INC	554.78
390542	139024	HYATT CORPORATION LLC	494.55
390543	139024	HYATT CORPORATION LLC	494.55
390544	139024	HYATT CORPORATION LLC	494.55
390545	135156	LAWSON PRODUCTS INC	844.57
390546	134281	LINCOLN NORTH STAR HIGH SCHOOL	225.00
390547	100888	LINCOLN NORTHEAST HIGH SCHOOL	413.00
390548	132518	LINCOLN SOUTHWEST HIGH SCHOOL	549.00
390549	139028	MARSHALL SPEECH BOOSTER CLUB	1,093.00
390550	139028	MARSHALL SPEECH BOOSTER CLUB	242.00
390551	133403	AMERICAN NATIONAL BANK	1,145.67
390552	102590	NEBRASKA STATE READING ASSOC	665.00

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Check No	Vend No	Vendor Name	Amount
390553	138793	BRIAN M O'MALLOY	200.00
390555	070810	OMAHA PUBLIC SCHOOLS	260.00
390556	138504	TODD L REESON	950.00
390557	138538	DENISE M RIEDER	200.00
390558	130736	LINCOLN MEDICAL EDUCATION FNDTN	40.00
390559	098765	SECURITY BENEFIT LIFE INS CO	23,008.02
390560	083188	SHIFFLER EQUIPMENT SALES, INC.	35.19
390561	068840	UNIVERSITY OF NEBRASKA AT OMAHA	400.00
390562	107354	STEPHEN W. VENTEICHER	137.50
390563	135863	RUDOLPH A VLCEK III	750.00
390564	133224	JEFF WARNOCK	50.00
390565	138505	DANIEL P WOOTTON	562.50
390566	102837	4-IMPRINT INC	276.88
390567	010040	A & D TECHNICAL SUPPLY CO INC	69.56
390568	109853	ACCESS ELEVATOR INC.	640.00
390569	132534	ACCESSIBILITY DOT NET INC	203.00
390570	134315	ACE WELDING & REPAIRING, INC.	1,078.30
390571	010003	ACT INC	565.00
390572	133402	KAREN S ADAMS	30.14
390573	132882	PPE INC	102.70
390575	010809	AIRCAD INC	300.00
390576	108351	AIRGAS NORTH CENTRAL INC	61.01
390577	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	3,063.75
390578	135034	ALDRICH ELEMENTARY	134.54
390579	136365	ALEGENT HEALTH	4,916.66
390580	136659	ALL CREATURES VETERINARY CLINIC	87.18
390581	011051	ALL MAKES OFFICE EQUIPMENT	301.00
390582	011180	ALLIED CONSTRUCTION SERVICES	564.00
390583	108271	DAVE ALLOCCO	50.00
390584	107651	AMAZON.COM INC	238.17
390585	138205	AMERICAN WOODCRAFTERS SUPPLY CO	200.85
390586	102430	AMI GROUP INC	3,000.00
390588	069689	AMSAN LLC	82,593.34
390589	138548	DANIELLE M ANDERSON	26.42
390590	135534	ACTION GROUP LLC	235.50
390592	136056	DAVE ANDERSON	101.98
390593	134167	ELIZABETH A ANDREASEN	7.66
390594	130469	SUSAN J ANGLEMYER	416.67
390595	138550	APPERSON PRINT RESOURCES INC	141.68
390597	012989	APPLE COMPUTER INC	25,972.00
390598	106436	AQUA-CHEM INC	894.75
390599	133770	DIANE ARAUJO	19.92
390600	013496	ASCD	100.55
390601	134235	SARAH A ASCHENBRENNER	77.81
390602	138492	SARAH A ASHLEY	80.00
390603	138291	AUTISM CENTER OF NEBRASKA INC	15,916.98

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Check No	Vend No	Vendor Name	Amount
390604	102727	B & H PHOTO	2,623.01
390605	135245	BAHR VERMEER HAECKER ARCHITECTS	68,200.00
390606	138441	KRISTIN BAINBRIDGE	50.00
390607	017670	BALCON	2,932.50
390608	017900	BARCO MUNICIPAL PRODUCTS, INC.	101.70
390609	017908	REX J BARKER	13.32
390611	099646	BARNES AND NOBLE BOOKSTORE	304.86
390612	017877	CYNTHIA L BARR-MCNAIR	97.46
390614	107979	LORI A BARTELS	86.58
390615	133353	JULIE A BARTHOLOMEW	162.84
390616	138054	BAXTER FORD INC	532.50
390617	136272	BEAR CONSTRUCTION INC	690.00
390618	133131	RONALD D BEERNINK	25.53
390619	107540	BRIAN F BEGLEY	392.28
390621	134884	JULIE K BERGSTROM	441.95
390622	133480	BERINGER CIACCIO DENNELL MABREY	3,480.99
390623	018705	HAIAR & HAIAR INC	45.36
390624	133910	ROSE M BERNSTEIN	48.84
390625	134945	NOLAN J BEYER	185.37
390626	138712	RYANDEAN M BIRGE	38.96
390627	019111	BISHOP BUSINESS EQUIPMENT	39,771.90
390628	099220	DICK BLICK CO	1,666.34
390629	138841	MATTHEW J BLOMENKAMP	33.86
390630	134478	TIFFANY M BOCK SMITH	32.19
390631	130899	KIMBERLY M BOLAN	160.96
390634	019559	BOUND TO STAY BOUND BOOKS INC	13,088.70
390635	019835	BOYS TOWN NATIONAL	1,812.33
390636	136977	PEGGY S BREARD	34.58
390637	130576	PAMELA A BRENNAN	92.69
390638	019861	BRIGGS, INC.	6.51
390639	138957	MEGAN BROWN	50.00
390640	133824	NANCY A BROWN	16.21
390642	138730	BREANNA L BURKLUND	126.84
390643	099431	BUSINESS MEDIA INC	7,406.00
390644	137274	EILEEN CABRERA	16.54
390645	134350	CAMBIUM LEARNING	225.39
390646	106806	ELIZABETH J CAREY	31.15
390647	023967	CARLSON SYSTEMS	47.78
390648	131158	CURTIS R CASE	68.27
390649	138916	CAROLINE ANNE CASIAS	40.00
390651	133589	CDW GOVERNMENT, INC.	1,490.66
390652	024260	CENTER TROPHY COMPANY	32.63
390653	065420	CENTRAL MIDDLE SCHOOL	5,750.00
390654	138613	CENTRAL SALES INC	1,680.77
390655	135648	SUSAN M CHADWICK	57.44
390656	134043	MALCOLM K CHAI	347.44

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Check No	Vend No	Vendor Name	Amount
390657	132271	ERIK P CHAUSSEE	37.19
390658	106851	CHILDREN'S HOME HEALTHCARE	20,555.50
390659	097900	GUIDANCE GROUP INC	124.03
390661	138698	GRANT T CHRISTIANSEN	38.07
390662	025197	CITY OF OMAHA	98,987.17
390663	132581	CLARITUS	195.00
390664	138843	JILL R CLASSEN	17.49
390665	025235	DALE CLAUSEN	196.47
390666	136334	RUTH A CLEMENS	10.31
390667	131135	PATRICIA A CLIFTON	47.73
390668	137013	NANCY S COLE	109.00
390670	022701	SHARON R COMISAR-LANGDON	53.28
390671	130646	COMMONWEALTH ELECTRIC	2,358.25
390672	025689	COMPUTER CABLE CONNECTION INC	159.00
390673	136791	COMPUTYPE INC	425.46
390674	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	567.50
390675	102175	EMIL ASSAD	95.40
390676	139015	CONTINUUM WORLDWIDE	2,750.00
390677	026057	CONTROL MASTERS INC	50,100.23
390678	135992	DAVID J CORK	28.31
390680	108436	COX COMMUNICATIONS INC	280.00
390681	099957	CRYSTAL SPRINGS BOOKS	821.86
390682	106893	CULLIGAN OF OMAHA	74.80
390683	027300	CUMMINS CENTRAL POWER LLC	261.33
390684	027345	CURRICULUM ASSOCIATES INC	3,392.05
390685	130900	CHERYL L CUSTARD	74.37
390686	130731	D & D COMMUNICATIONS	702.90
390687	131483	JANET L DAHLGAARD	11.66
390688	134751	ANGELA M DAIGLE	61.94
390689	131003	DAILY RECORD	172.40
390690	138306	STACY DARNOLD	69.93
390691	139016	MARIENELLA CHRISTINE DAVIS	50.00
390692	032246	PAMELA M DAVIS	42.18
390693	032497	CHERYL R DECKER	66.05
390694	107469	DEFFENBAUGH INDUSTRIES	9,889.55
390695	102577	DELL MARKETING LP	1,974.80
390696	133071	DEMARCO BROS.CO.	2,305.00
390697	032800	DEMCO INC	43.95
390698	135865	SABRINA DENNEY BULL	81.59
390699	032872	DENNIS SUPPLY COMPANY	38.73
390700	136316	EVA DENTON	26.36
390701	133009	ROBERTA E DEREMER	127.22
390702	137331	BASTIAN DERICHS	32.91
390703	109850	DEX MEDIA EAST LLC	236.45
390704	138995	DIAMOND 6 LEADERSHIP & STRATEGY LLC	3,225.27
390705	138395	MILAGROS DIAZ	47.22

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Check No	Vend No	Vendor Name	Amount
390706	132750	JOHN D DICKEY	144.58
390707	033466	DIDAX INC	179.00
390708	033473	DIETZE MUSIC HOUSE INC	838.37
390709	132669	DIGITAL DOT SYSTEMS INC	788.30
390710	138677	DIGITAL RIVER EDUCATION SVCS INC	347.00
390711	134539	DIVISION 15 SALES INC	786.36
390712	054609	DON JOHNSTON INC	573.11
390713	135373	LINDA K DONOHUE	49.95
390714	139017	ANN M DOSE	7.50
390720	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	761,191.74
390721	033901	DOUGLAS COUNTY TREASURER	43,018.58
390722	131969	DR VINYL	75.00
390723	134298	DOUGLAS J DRUMMOND	36.41
390724	135689	SUSAN M DULANY	74.81
390725	137117	JEANNE J DYMOND	22.20
390726	133806	E & A CONSULTING GROUP INC	6,833.20
390727	131740	EAGLE SOFTWARE INC,	8,331.00
390728	102791	ERIC ARMIN INC	64.89
390729	138426	KELLY EALY	59.21
390730	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	20,128.00
390731	052370	ECHO ELECTRIC SUPPLY CO	1,174.80
390732	132240	EDUCATION LOGISTICS, INC	22,131.60
390733	037525	EDUCATIONAL SERVICE UNIT #3	193,097.59
390735	132892	PAMELA S EHLY	248.10
390736	133823	REBECCA S EHRHORN	303.58
390737	038100	ELECTRICAL ENGINEERING & EQPT CO	33.76
390738	038140	ELECTRONIC SOUND INC.	6,467.39
390739	138089	RANDY BARGER	25,512.41
390740	132066	ENGINEERED CONTROLS INC	399.00
390741	134883	ERIC L ENGSTROM	133.04
390742	109066	TED H ESSER	71.37
390744	137950	MICHAEL D ETZELMILLER	103.23
390745	102002	EXCEPTIONAL TEACHING AIDS INC	368.95
390746	056724	FEDEX OFFICE AND PRINT SERVICES INC	72.00
390747	131826	ALICIA C FEIST	13.21
390748	040470	MARK W FELDHAUSEN	29.40
390749	137016	ANGELA L FERGUSON	93.76
390750	106956	FERRELLGAS	50.46
390751	136320	JOSHUA P FIELDS	427.41
390752	133919	FILTER SHOP INC	4,684.00
390755	058755	LIDLAW TRANSIT INC	142,343.83
390756	109855	SHANNON M FISCHER	94.46
390757	136494	ABBY FITCH	50.00
390758	041086	FLINN SCIENTIFIC INC	108.72
390759	131555	FLOORS INC	4,321.00
390760	041100	FOLLETT LIBRARY RESOURCES	7,260.76

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Check No	Vend No	Vendor Name	Amount
390761	041146	KENNETH J FOSSEN	15.87
390762	135400	TRICIA A FREEMAN	12.77
390763	041530	DELTA EDUCATION LLC	4,229.12
390764	041543	AMY J FRIEDMAN	45.07
390765	134168	ERIC W FULLER	47.45
390766	043760	GALLUP ORGANIZATION	59,000.00
390767	108300	MICHELE L GEHRINGER	17.09
390768	044050	GENERAL BINDING CORPORATION	1,163.09
390769	136808	ASHLEE N GENTILE	29.63
390770	106660	GLASSMASTERS INC	3,324.50
390771	139018	KIMBERLY GOEHRING	64.20
390772	044886	GOODWILL INDUSTRIES INC	1,200.00
390773	044891	GOPHER	562.16
390774	044896	KAREN A GORDON	22.64
390775	136192	DIANE K GOSE	32.08
390776	043609	GP DIRECT	1,638.33
390777	044950	GRAINGER INDUSTRIAL SUPPLY	3,284.34
390778	044965	KATHERINE A GRAY	98.12
390779	138845	KRISTIN R GREENWALD	58.28
390780	134133	JANET L GRIERSON	62.60
390781	130083	HARRY S GRIMMINGER	32.75
390782	137856	ANNA GRONWOLD	50.00
390783	010256	GRUNWALD MECHANICAL CONTRACTORS INC	485.82
390784	135016	CANDRA R GUENTHER	52.61
390785	020255	DESIGN CONCEPTS INC	1,207.00
390786	134436	MICHELLE R HALL	253.08
390787	045354	CYNTHIA M HAMILTON	33.66
390788	101931	HANCOCK FABRICS	133.49
390790	047853	HAPPY CAB COMPANY INC	13,669.75
390791	056820	HARRY A KOCH COMPANY	73,197.33
390792	136458	JEAN M HASTINGS	28.25
390793	132634	MARK W HAWKINS	1,328.57
390794	132489	CHARLES E HAYES III	12.82
390795	135990	MARVCO ENTERPRISES INC	231.00
390796	100782	HEARTLAND SCENIC STUDIO INC	240.25
390797	108273	MARGARET HEBENSTREIT PT	84.36
390798	048517	GREENWOOD PUBLISHING GROUP INC	1,893.10
390799	102842	HELGET GAS PRODUCTS INC	143.53
390800	108478	DAVID C HEMPHILL	89.05
390801	134455	ROBERT J HETTINGER	186.48
390802	132423	HEWLETT PACKARD CO	3,177.88
390803	138687	HIGHSMITH LLC	58.35
390804	048845	CAMILLE H HINZ	24.14
390805	138925	JOHN HOLEA	225.00
390806	130770	HOLIDAY INN EXPRESS	167.90
390808	049330	RICK W HOOK	223.59

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Check No	Vend No	Vendor Name	Amount
390810	137943	STACY M HORSHAM	123.15
390811	134011	KAREN S HORTON	0.00
390812	049600	HOUCHEN BINDERY LTD	56.85
390813	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	1,663.20
390814	101032	HUSKER MIDWEST PRINTING	35,642.55
390815	130283	KARA L HUTTON	1,075.21
390816	049844	HYDRONIC ENERGY INC	142.32
390817	051573	POPCO INC	36.00
390818	100016	INNOVATIVE LEARNING CONCEPTS	2,063.60
390819	137862	INSIGHT PUBLIC SECTOR INC	94.68
390820	F03011	INTERNATIONAL BACCALAUREATE ORG.	522.49
390821	139019	ROO PUBLISHING LLC	342.44
390822	102958	INTERSTATE ALL BATTERY CENTER	2,493.00
390823	101991	J A SEXAUER	3,172.62
390824	100928	J W PEPPER & SON INC.	1,710.84
390825	136314	KORRINDA K JAMIESON	93.74
390826	131157	CHRISTINE A JANOVEC-POEHLMAN	58.83
390827	054240	HANNELORE W JASA	41.01
390828	136953	JSDO I LLC	218.67
390829	133059	DEBBIE A JENKINS	71.37
390831	133037	JENSEN TIRE COMPANY	4,914.88
390832	054500	JOHNSON HARDWARE CO LLC	685.25
390834	059573	NANCY A JOHNSTON	27.08
390835	026300	JP COOKE COMPANY	64.85
390836	135815	KYLE A JURGENS	153.74
390837	137214	DAVID KAHM	50.00
390838	101224	KAPCO	710.27
390839	132265	CATHERINE A KEISER	86.58
390840	132272	SUSAN L KELLEY	224.87
390841	056276	KELVIN ELECTRONICS	659.18
390842	134801	JULIE B KEMP	19.98
390843	131177	ANDREA L KIDD	34.08
390844	132676	DENNIS F KIMBERLIN	560.00
390845	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	500.00
390846	056770	BETTY H KLESITZ	61.61
390847	132264	MICHELLE M KLUG	81.14
390848	135946	LARISSA K KNUDSON	140.53
390849	106582	KOHL'S PHARMACY & HOMECARE INC	1,234.12
390850	134607	KONICA MINOLTA PRINTING SOLUTIONS	1,380.29
390851	137385	JOSEPH R KUEHL	70.54
390852	134642	KUTAK ROCK LLP	688.09
390853	132934	VICTORIA L KYROS	13.99
390854	058740	LAB SAFETY SUPPLY INC	41.98
390855	137694	MCKAYLA LABORDE	79.58
390856	137010	CHRISTINA A LAGRONE	58.00
390857	099217	LAKESHORE LEARNING MATERIALS	1,210.57

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Check No	Vend No	Vendor Name	Amount
390858	058775	LAMP RYNEARSON ASSOCIATES INC	14,632.53
390859	136085	CYNTHIA A LANGDON	15.92
390860	135257	LANGUAGE LINE SERVICES	85.57
390861	058861	LARRY'S BOILER SERVICE, INC.	125.00
390862	135688	DENISE A LARSON	95.46
390863	136518	JANET L LARSON	51.34
390864	102491	LARUE DISTRIBUTING INC	846.48
390865	136951	LASEREQUIPMENT INC	582.58
390866	131828	MONICA R LAWSON	50.51
390867	130792	LEARNING RESOURCES	180.92
390868	135486	SUSAN L LEMONS	77.31
390869	059470	LIEN TERMITE & PEST CONTROL INC	919.00
390870	099395	LINCOLN PUBLIC SCHOOLS	6,400.00
390871	133643	JODY C LINDQUIST	212.79
390872	059577	LINGUISYSTEMS, INC.	190.75
390873	059560	MATHESON TRI-GAS INC	1,332.01
390874	135139	LOGAN CONTRACTORS SUPPLY	209.74
390875	133027	TRACY LOGAN	244.47
390876	136315	COURTNEY LOHRENZ	17.43
390877	059866	STACY L LONGACRE	530.03
390878	132678	KATHLEEN E LORSBACH	59.94
390879	099965	LOVE AND LOGIC INSTITUTE INC	198.00
390880	060111	LOVELESS MACHINE & GRINDING	523.75
390881	131397	LOWE'S HOME CENTERS INC	171.84
390882	060125	LUCKS MUSIC LIBRARY INC	59.38
390883	135376	CASEY I LUNDGREN	92.69
390884	060155	LYMAN-RICHEY CORPORATION	603.83
390885	099321	MACKIN BOOK CO	17,862.06
390886	138473	KEITH W MALY	84.36
390888	108303	EARLY OUTDOOR SERVICES INC	1,675.00
390889	137007	KAREN M MARBLE	41.63
390890	133505	SUSAN N MARLATT	58.83
390891	133201	DAWN M MARTEN	33.47
390892	064110	CONNIE D MASEK	48.10
390893	108052	MAX I WALKER	4,868.23
390894	138341	MAXIM HEALTHCARE SERVICES INC	4,050.62
390895	136618	DANIEL R MCCONNELL	89.63
390897	100944	AMERICAN BUSINESS NETWORK	655.00
390898	133898	MCGILL RESTORATION INC.	7,036.00
390899	063349	MCGRAW-HILL COMPANIES	495.70
390900	137014	RYE L MCINTOSH	99.04
390901	121126	PATRICIA A MEEKER	37.63
390902	137820	KURT A MEHLIN	25.57
390903	134256	SAMANTHA MEISTER	50.00
390904	017611	ANGELA R MERCIER	28.31
390905	064600	METAL DOORS & HARDWARE COMPANY INC	3,809.00

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Check No	Vend No	Vendor Name	Amount
390907	133403	AMERICAN NATIONAL BANK	11,047.73
390908	103082	MID STATES SCHOOL EQUIPMENT CO INC	101.89
390910	102870	MIDLAND COMPUTER INC	2,189.65
390911	131899	MIDWEST STORAGE SOLUTIONS	1,891.00
390912	065233	MIDWEST TURF & IRRIGATION INC	1,584.59
390913	065300	MILLARD DRYWALL SERVICES, INC.	1,091.48
390914	099585	MILLARD MANUFACTURING COMPANY	170.00
390915	107560	MILLARD METAL SERVICES INC.	118.00
390916	065438	MILLARD NORTH HIGH SCHOOL	3,910.00
390918	065443	MILLARD WEST HIGH SCHOOL	498.40
390919	131328	MILLER ELECTRIC COMPANY	29,176.00
390920	135388	ANNE C MILLER	11.43
390921	132412	SANDRA R MILLER	38.13
390922	100316	MINDWARE	95.35
390923	138938	MOBILITY MOTORING LLC	240.00
390924	066083	KAREN F MONTGOMERY	27.97
390925	134532	MORRISSEY ENGINEERING INC	19,450.00
390926	137961	MOUNTAIN MATH/LANGUAGE LLC	379.75
390927	063150	MSC INDUSTRIAL SUPPLY CO	247.70
390928	107539	MUELLER ROBAK LLC	12,500.00
390929	139021	LON R MULLER	7.50
390930	137052	DEVONYE J MULLINS	149.57
390931	066490	JANIS R MULLINS	29.42
390932	131395	DARREN D MYERS	91.58
390933	139022	NATIONAL MOTOR FREIGHT TRAFFIC ASSN	55.57
390935	132854	NATIONAL SAFETY COUNCIL	500.00
390936	130548	SCANTRON CORP	2,887.34
390938	068334	NEBRASKA AIR FILTER INC	5,383.57
390939	068343	NEBRASKA ASSN OF SCHOOL BOARDS	300.00
390940	068415	NEBRASKA COUNCIL OF SCHOOL	425.00
390941	068440	NEBRASKA DEPARTMENT OF EDUCATION	50.00
390942	069678	NEBRASKA EDUCATIONAL MEDIA ASSN	1,170.00
390943	068445	NEBRASKA FURNITURE MART INC	1,786.74
390944	134231	NEBRASKA SAFETY CENTER	300.00
390945	068684	NEBRASKA SCIENTIFIC	84.60
390946	102590	NEBRASKA STATE READING ASSOC	330.00
390947	131476	NEBRASKA TURF PRODUCTS	35,190.00
390948	133989	NEBRASKA WORKFORCE DEVELOPMENT	1,200.00
390949	131550	NANCY G NELSON	202.00
390950	137269	ANDREW D NENEMAN	50.00
390951	069561	LYNNE NEWVILLE	33.69
390952	109843	NEXTEL PARTNERS INC	7,035.51
390953	136715	CARISSA N NIETFELDT	21.59
390954	139001	NURSE PROVIDERS INC	882.00
390955	069945	NUTS & BOLTS INC	12.11
390956	133368	KELLY R O'TOOLE	33.30

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Check No	Vend No	Vendor Name	Amount
390957	050042	ANNE M OETH	112.12
390961	100013	OFFICE DEPOT 84133510	10,626.91
390962	070245	OHARCO DISTRIBUTORS	1,087.85
390963	136898	OLSSON ASSOCIATES INC	17,538.17
390964	070850	OMAHA SLINGS INC	126.11
390965	071025	OMAHA TRUCK CENTER INC	4,283.99
390966	071053	OMAHA WORLD HERALD (EDUC)	85.80
390967	071053	OMAHA WORLD HERALD (EDUC)	96.60
390968	071050	OMAHA WORLD HERALD CO	478.96
390969	133850	ONE SOURCE	991.00
390970	071138	ORIENTAL TRADING COMPANY	39.99
390972	130092	MARY M OSTERLOH	62.05
390973	138662	KELLY D OSTRAND	35.53
390974	107193	OTIS ELEVATOR COMPANY	3,142.02
390978	138288	PAPIO TRANSPORT SCHOOL SERVICE INC	14,520.00
390979	137015	GEORGE PARKER	36.19
390980	132006	ANDREA L PARSONS	136.81
390981	108098	ANGELO D PASSARELLI	256.41
390982	020175	PAUL H BROOKES PUBLISHING CO	220.82
390983	135569	CYNTHIA L PAVONE	51.56
390984	071891	PAYFLEX SYSTEMS USA INC	5,627.00
390985	131610	PATRICIA D BUFFUM	540.00
390986	071353	WARFIELD PCI LIMITED	159.35
390987	082652	PEARSON EDUCATION	334.65
390988	107783	HEIDI T PENKE	295.49
390989	138521	SCOTT D PERSIGHEHL	227.00
390990	137009	ANGELA J PETERSON	58.00
390991	134365	VICKY L PETERSON	69.38
390992	130721	MARY J PILLE	153.18
390993	139008	JONATHAN PINKERTON	11.66
390994	073040	PITNEY BOWES PRESORT SERVICES INC	20,000.00
390995	138907	PLIBRICO COMPANY LLC	1,750.21
390996	072900	POPPLERS MUSIC INC	293.00
390997	132956	POPULATION REFERENCE BUREAU	50.00
390998	073010	PORTER TRUSTIN CARLSON	855.00
390999	139023	JESSICA PORTER	50.00
391000	079051	POSITIVE PROMOTIONS INC	253.70
391001	131835	PRAIRIE MECHANICAL CORP	13,984.22
391002	134598	PRIME COMMUNICATIONS INC	242.50
391003	138487	PRODUCTIVITY INC	132.02
391004	132713	PROTEX CENTRAL INC	4,606.75
391005	131901	PUSH PEDAL PULL	162.00
391006	133921	QUALITY AUTO REPAIR & TOWING INC	69.00
391007	136035	MICHAEL T QUINT	110.78
391008	078250	RALSTON PUBLIC SCHOOLS	105,966.64
391009	109143	SANDRA L RALYA	9.99

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Check No	Vend No	Vendor Name	Amount
391010	078420	RAWSON & SONS ROOFING, INC.	11,370.00
391011	109810	BETHANY B RAY	84.36
391012	138920	CAITLIN E RAY	50.00
391013	138357	DANIELLE R RAYMAN	217.34
391014	100642	REALLY GOOD STUFF INC	117.61
391015	135690	DEIDRE REEH	6.89
391016	134858	JENNIFER L REID	30.08
391017	100813	MATT RESOURCES INC	29.38
391018	109192	KIMBERLI R RICE	51.00
391019	138482	ETHAN JOSEF ALLEN RICHARDSON	50.00
391020	138651	PATRICK RICKETTS	56.02
391021	137911	RIVER CITY GLASS LLC	52.94
391022	136847	RIVERSIDE TECHNOLOGIES INC	6,441.00
391023	138312	PAIGE E ROBERTS	27.75
391024	079295	DALE H ROBINSON	49.95
391025	079310	ROCKBROOK CAMERA CENTER	739.00
391026	134882	LINDA A ROHMILLER	15.87
391027	134990	BRITTANY A ROM	83.25
391028	138847	ASHLEY L ROMSHEK	44.40
391029	134081	EILEEN A RONCI	187.04
391030	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	24.75
391031	079440	ROSENBAUM ELECTRIC INC	1,746.69
391032	072286	JEAN M RUCHTI	109.89
391033	136033	MARGARITA RUEB	14.91
391034	135882	ERIC R RUSHENBERG	50.00
391035	130477	KATHRYN I RYAN	25.53
391036	138964	TARA RYAN	225.00
391037	081495	LEONARD E SAGENBRECHT	7.22
391038	073300	PATTERSON MEDICAL SUPPLY INC	43.38
391039	081630	SAMS CLUB DIRECT	532.80
391040	081725	KIMBERLEY K SAUM-MILLS	33.97
391041	138945	NATHAN SCHAAF	50.00
391042	109806	BRENT J SCHADE	68.21
391043	081880	SCHEMMER ASSOCIATES INC	18,626.80
391044	137012	SHELLEY L SCHMITZ	37.46
391045	082100	SCHOLASTIC INC	13,198.50
391046	082200	SCHOOL HEALTH CORPORATION	231.25
391047	082350	SCHOOL SPECIALTY INC	189.42
391048	130851	SEARCH INSTITUTE	79.70
391049	082905	KIMBERLY A SECORA	13.65
391050	098765	SECURITY BENEFIT LIFE INS CO	3,038.88
391051	082910	SECURITY EQUIPMENT INC	2,644.35
391052	108161	STAN J SEGAL	131.54
391053	082941	KELLY M SELTING	137.09
391054	134189	JODY L SEMPEK	16.26
391055	135140	SETPOINT CONTROLS LLC	120.15

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Check No	Vend No	Vendor Name	Amount
391056	133498	SHARED MOBILITY COACH INC	1,702.50
391057	109800	AMY L SHATTUCK	111.56
391058	137697	LARIA K SHEA	70.60
391059	130645	SHERWIN-WILLIAMS	54.18
391060	083188	SHIFFLER EQUIPMENT SALES, INC.	852.28
391061	138762	SHRED SAFE LLC	15.00
391062	139007	MEGAN SIEBE	58.72
391063	131887	SIEMENS INDUSTRY INC.	8,897.55
391064	083400	SIMPLEXGRINNELL	2,932.05
391066	133949	SKAR ADVERTISING	6,823.44
391067	138275	LORI L SMITH	21.65
391068	137828	BRENT D SNOW	128.76
391069	132808	SNYDER CHARLESON THERAPY SERVICES	426.25
391070	107093	CHARLENE S SNYDER	79.85
391071	083950	SOCIAL STUDIES SCHOOL SERVICE	149.88
391072	101476	SODEXO INC & AFFILIATES	114,641.47
391073	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	591.20
391074	102046	SOUTHPAW ENTERPRISES INC	380.48
391075	133954	SOUTHSIDE PLUMBING LLC	3,409.00
391076	109836	AMY ST AMOUR	113.78
391077	101378	STAFF DEVELOPMENT FOR EDUCATORS	558.00
391078	133958	STATE OF NEBRASKA	1,399.23
391079	136440	JULIE A STEDNITZ	18.65
391080	138276	SUSAN STODDARD	26.64
391082	137867	MEGAN K STUMP	124.82
391083	138848	ERIN SULLIVAN	55.22
391084	084959	JAMES V SUTFIN	359.70
391085	138211	JAMIE A SVATORA	258.38
391086	137011	CARRIE A SWANEY	97.13
391088	132417	JAMES D SWITZER	59.18
391089	135094	FELICIA SYNOWICKI	50.00
391090	099302	SYSCO LINCOLN INC	703.32
391091	088654	TARGET	354.12
391092	132974	TEACHING STRATEGIES INC	2,342.41
391093	133969	TENNANT SALES & SERVICE COMPANY	6,326.58
391094	102984	TEXAS INSTRUMENTS COMPANY	660.00
391095	089130	THACKER ELECTRIC	111.70
391096	131729	THEATRICAL MEDIA SERVICES, INC.	887.25
391097	136381	ANNETTE J THOMAS	13.32
391098	107959	NANCY C THORNBLAD	30.03
391099	136300	THREE B'S SAW & TOOL INC	134.32
391100	099272	TIME FOR KIDS	8.26
391101	136578	PEGGI S TOMLINSON	9.27
391102	106807	JEAN M TOOHER	96.02
391103	131446	TOSHIBA AMERICA INFO SYS INC	2,577.88
391104	131446	TOSHIBA AMERICA INFO SYS INC	17,059.00

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Check No	Vend No	Vendor Name	Amount
391105	089574	TOTAL MARKETING INC	309.06
391106	132138	TOYOTA FINANCIAL SERVICES	499.88
391107	089587	TOYS FOR SPECIAL CHILDREN	68.95
391108	137829	BRYAN TRAN	25.55
391109	138478	TRANSWORLD SYSTEMS INC	709.29
391110	138478	TRANSWORLD SYSTEMS INC	25.00
391111	131997	TRI W-G INCORPORATED	3,140.00
391112	135247	MARIELA J TRIBULATO	25.00
391113	106493	TRITZ PLUMBING, INC.	4,497.24
391114	132593	LORI A TRITZ	10.16
391115	136110	DONNA R TROMBLA	23.64
391116	138047	AUTO PROS OF MILLARD INC	244.33
391117	135505	TY'S OUTDOOR POWER & SERVICE INC	440.95
391118	135716	TYCON ELECTRIC INC	1,008.00
391119	131819	JEAN R UBBELOHDE	144.20
391120	090678	UNISOURCE WORLDWIDE INC	603.70
391121	068840	UNIVERSITY OF NEBRASKA AT OMAHA	294.67
391122	068875	UNIVERSITY OF NEBRASKA MED CENTER	41,990.00
391123	068840	UNIVERSITY OF NEBRASKA AT OMAHA	225.00
391124	068840	UNIVERSITY OF NEBRASKA AT OMAHA	450.00
391125	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	314.74
391126	138661	USA-CLEAN INC	1,050.57
391127	137707	UTILITY TRENCHING INC	3,975.00
391128	138046	AUTO LUBE INC	221.63
391129	135516	MICHELLE VANDENBERG	381.84
391130	138745	VEHICLE MAINTENANCE PROGRAM INC	477.00
391131	130031	LESLIE F VERA	222.17
391132	136318	JENNIFER L VEST	112.67
391133	138311	DAWN R WAGNER	11.21
391134	093008	BARBARA N WALLER	21.65
391135	131112	LINDA WALTERS	41.74
391136	093765	WATER ENGINEERING, INC.	1,396.00
391137	139030	LINDSAY K WAYT	50.00
391138	133438	HEIDI J WEAVER	29.39
391139	133120	MEGAN E WEBER	31.08
391140	132263	JILL E WEDDINGTON	26.14
391141	093978	BECKY S WEGNER	76.09
391142	137930	EMILY JEAN WELCH	50.00
391143	094174	WEST MUSIC COMPANY	1,189.10
391144	107563	CAROL M WEST	357.25
391145	094650	WESTSIDE COMMUNITY SCHOOLS	10,000.00
391146	136909	WHEELER CONTRACTING INC	240.00
391147	094751	DEBBY A WHITAKER	136.42
391148	137878	WHITE WOLF WEB PRINTERS INC	463.50
391149	019459	WIESE RESEARCH ASSOCIATES INC.	10,250.00
391150	136162	CHRISTINA L WILCOXEN	66.05

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391151	136322	TAMARA J WILLIAMS	33.41
391152	108433	WIN INVESTMENTS INC	79.95
391153	095349	WOODWIND & BRASSWIND	1,060.00
391154	095416	WORLD RESEARCH COMPANY	110.00
391155	095491	GLEN E WRAGGE	221.33
391156	109852	WURTH BAER SUPPLY CO	2,413.84
391157	095674	XEROX CORPORATION (LEASES)	6,692.67
391158	138784	XETA TECHNOLOGIES INC	64,031.90
391159	138356	JEFFREY YOST	74.10
391160	137683	KATHRYN A YOST	14.65
391161	101717	YOUTHLIGHT INC.	180.01
391162	139009	ROXIE L ZNAMENACEK	59.94
391163	135647	LACHELLE ZUHLKE	36.41
Total for GENERAL FUND			2,873,276.34
23425	106893	CULLIGAN OF OMAHA	19.22
23426	099888	GRAYBAR ELECTRIC COMPANY INC	111.00
23427	132423	HEWLETT PACKARD CO	139.00
23428	109843	NEXTEL PARTNERS INC	172.24
23429	100013	OFFICE DEPOT 84133510	374.55
23430	079310	ROCKBROOK CAMERA CENTER	157.99
23431	083175	SHEPPARD'S BUSINESS INTERIORS	289.20
Total for FOOD SERVICE			1,263.20
390597	012989	APPLE COMPUTER INC	6,026.00
390695	102577	DELL MARKETING LP	308,522.50
390897	100944	AMERICAN BUSINESS NETWORK	316.50
390910	102870	MIDLAND COMPUTER INC	5,002.37
391043	081880	SCHEMMER ASSOCIATES INC	220.00
391063	131887	SIEMENS INDUSTRY INC.	1,765.00
Total for SPECIAL BUILDING			321,852.37
390488	133397	HY-VEE INC	21.13
390492	108361	NATIONAL FRENCH CONTEST NAATF	503.00
390494	102590	NEBRASKA STATE READING ASSOC	175.00
390554	135792	OMAHA PERFORMING ARTS SOCIETY	796.00
390574	010570	AIMS EDUCATION FOUNDATION	116.30
390584	107651	AMAZON.COM INC	439.95
390591	131265	JILL M ANDERSON	34.85
390610	099646	BARNES AND NOBLE BOOKSTORE	1,744.08
390611	099646	BARNES AND NOBLE BOOKSTORE	414.80
390613	132440	BARRONS' EDUCATIONAL SERIES, INC.	440.34
390620	139031	DEBBIE BELL	5.13
390632	101364	BOOKWORM	74.21
390634	019559	BOUND TO STAY BOUND BOOKS INC	1,804.05
390651	133589	CDW GOVERNMENT, INC.	8.00
390660	137629	MEGAN J CHRISTENSEN	63.61
390669	025455	COLLEGE BOARD	415.25

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390715	130648	DOSTALS CONSTRUCTION CO INC	4,700.00
390733	037525	EDUCATIONAL SERVICE UNIT #3	6,000.00
390743	035610	ETA/CUISENAIRE	58.55
390746	056724	FEDEX OFFICE AND PRINT SERVICES INC	341.25
390755	058755	LIDLAW TRANSIT INC	2,567.25
390798	048517	GREENWOOD PUBLISHING GROUP INC	79.20
390807	131694	HOLLING HEIGHTS ELEMENTARY	500.00
390857	099217	LAKESHORE LEARNING MATERIALS	172.33
390885	099321	MACKIN BOOK CO	337.50
390896	139020	TESSA E MCDANIEL	101.46
390909	102466	MID-WEST 3D SOLUTIONS LLC	1,125.00
390917	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	50.00
390922	100316	MINDWARE	862.24
390934	067865	NATIONAL PROFESSIONAL RESOURCES INC	1,010.00
390941	068440	NEBRASKA DEPARTMENT OF EDUCATION	100.00
390961	100013	OFFICE DEPOT 84133510	139.98
390970	071138	ORIENTAL TRADING COMPANY	188.99
390971	139006	V & A ENTERPRISE CORP	149.58
391022	136847	RIVERSIDE TECHNOLOGIES INC	179.00
391081	138493	STORY POWER COMMUNICATIONS INC	314.78
391087	138921	CARRIE E SWIFT	90.58
Total for GRANT FUND			26,123.39
390679	136587	COVENTRY HEALTH & LIFE INS CO	123,188.01
391065	138887	SIMPLYWELL LLC	1,923.75
Total for			125,111.76
390588	069689	AMSAN LLC	59.88
390643	099431	BUSINESS MEDIA INC	815.00
390650	133970	CCS PRESENTATION SYSTEMS	1,681.75
390734	130769	EDWARD DON & COMPANY	241.92
390858	058775	LAMP RYNEARSON ASSOCIATES INC	860.00
390919	131328	MILLER ELECTRIC COMPANY	10,189.31
391118	135716	TYCON ELECTRIC INC	1,180.00
Total for DEPRECIATION			15,027.86
390480	137899	MARY LEE ATENHAN	450.00
390481	135319	DONNA BARTEK	85.00
390491	139013	VALERIE LIPPOLDT MACK	804.09
390502	139014	MATTHEW UDLAND	804.09
390588	069689	AMSAN LLC	89.74
390608	017900	BARCO MUNICIPAL PRODUCTS, INC.	135.00
390611	099646	BARNES AND NOBLE BOOKSTORE	416.00
390634	019559	BOUND TO STAY BOUND BOOKS INC	536.15
390641	138015	BUREAU- LECTURES/CONCERT ARTIST INC	460.00
390716	137267	WADE S DOUGHERTY	65.00
390773	044891	GOPHER	186.03
390809	132592	WILLIAM SPRAGUE, JR.	87.40

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390833	054492	JIM L JOHNSON	120.00
390850	134607	KONICA MINOLTA PRINTING SOLUTIONS	621.15
390887	063800	MANGELSEN'S	49.90
390919	131328	MILLER ELECTRIC COMPANY	10,000.00
390961	100013	OFFICE DEPOT 84133510	367.81
391025	079310	ROCKBROOK CAMERA CENTER	1,357.45
391030	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	3,375.25
391047	082350	SCHOOL SPECIALTY INC	407.80
391100	099272	TIME FOR KIDS	91.24
391143	094174	WEST MUSIC COMPANY	388.21
Total for ACTIVITY FUND			20,897.31
390501	130625	SUE Z. BEERS	-120.00
390704	138995	DIAMOND 6 LEADERSHIP & STRATEGY LLC	-100.00
Total for			-220.00
Report Total			3,383,332.23

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **1/31/2012**

BOE Meeting Date: **2/6/2013**

Sale or Disposals Scheduled After: **2/6/2012**

Lot	Quantity	Description
1	20	laptop computers
2	1	lot of misc computer cables
3	1	set wrestling mats
4	1	Hobart mixer
5	1	pallet pots and pans
6	1	lot of ink jet cartridges
7	1	lot digital cameras and assessories
8	1	lot laser cartridges
9	4	plastic storage containers
10	1	lot of misc. toys
11		
12		
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Don Stroh Administration Center • 5606 So. 147th Street • Omaha, NE 68137-2647 • (402) 715-8200 • (Fax) (402) 715- 8409

February 1, 2012

TO: Board Members

FROM: Amy Friedman

RE: Employees of the Month

The Employees of the Month for February are Kathy Ryan, assistant principal at Millard West High School and Donna Smith, accounting specialist at the Don Stroh Administration Center.

AF:sp

AGENDA SUMMARY SHEET

Agenda Item: 1240 Service Animals
1240.1 Service Animals

Meeting Date: February 6, 2012

Department Human Resources

Title and Brief Description:

Action Desired: Approval

Background: We are updating policy and rule to stay current with new legislation.

Options/Alternatives Considered: N/A

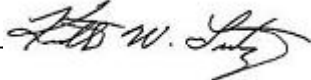
Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline:

Responsible Persons: Dr. Jim Sutfin, Assistant Superintendent

Superintendent's Signature: _____  _____

Community RelationsService Animals1240

The District will comply with applicable federal and state statutes, regulations, and rules regarding the use of service animals by disabled parents and visitors. All parents and visitors with a disability who are accompanied by a service animal will be subject to the requirements of applicable federal and state statutes, regulations and rules, and District Rule 1240.1.

Legal Reference: Americans with Disabilities Act
28 C.F.R. §§ 35.104 and 35.136
Section 504 of the Rehabilitation Act
Neb. Rev. Stat. §§ 20-126 through 129

Related Policies and Rules: 1100.4, 1240.1, 4001, 4001.2, 4002, 4002.1, 5010, 5010.2, 5015, 5015.1

Policy Adopted: _____, 2012

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: 4002 Service Animals
4002.1 Service Animals

Meeting Date: February 6, 2012

Department: Human Resources

Title and Brief Description:

Action Desired: Approval

Background: We are updating policy and rule to stay current with new legislation.

Options/Alternatives Considered: N/A

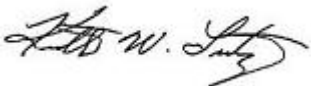
Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline:

Responsible Persons: Dr. Jim Sutfin, Assistant Superintendent

Superintendent's Signature: _____  _____

Human ResourcesService Animals4002

The District will comply with applicable federal and state statutes, regulations, and rules regarding the use of service animals by disabled employees. All requests for an employee with a disability to be accompanied by a service animal must be addressed in writing to the Superintendent or designee at least ten business days prior to bringing the service animal to work.

Legal Reference: Americans with Disabilities Act
28 C.F.R. §§ 35.104 and 35.136
Section 504 of the Rehabilitation Act
Neb. Rev. Stat. §§ 20-126 through 129

Related Policies and Rules: 1100.4, 4001, 4001.2, 4002.1, 5010, 5010.2, 5015, 5015.1

Policy Adopted: _____, 2012

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: 5015 Service Animals
5015.1 Service Animals

Meeting Date: February 6, 2012

Department: Human Resources

Title and Brief Description:

Action Desired: Approval

Background: We are updating policy and rule to stay current with new legislation.

Options/Alternatives Considered: N/A

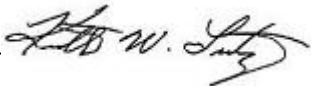
Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline:

Responsible Persons: Dr. Jim Sutfin, Assistant Superintendent

Superintendent's Signature: _____  _____

Pupil ServicesService Animals5015

The District will comply with applicable federal and state statutes, regulations, and rules regarding the use of service animals by disabled students. All requests for a student with a disability to be accompanied by a service animal must be addressed in writing to the Superintendent or designee at least ten business days prior to bringing the service animal to school or a school function.

Legal Reference: Americans with Disabilities Act
28 C.F.R. §§ 35.104 and 35.136
Section 504 of the Rehabilitation Act
Neb. Rev. Stat. §§ 20-126 through 129

Related Policies and Rules: 1100.4, 1240, 1240.1, 4001, 4001.2, 4002, 4002.1, 5010, 5010.2, 5015.1

Policy Adopted: _____, 2012

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: 1240 Service Animals
1240.1 Service Animals

Meeting Date: February 6, 2012

Department: Human Resources

Title and Brief Description:

Action Desired: Approval

Background: We are updating policy and rule to stay current with new legislation.

Options/Alternatives Considered: N/A

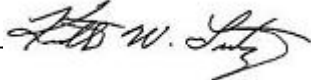
Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline:

Responsible Persons: Dr. Jim Sutfin, Assistant Superintendent

Superintendent's Signature: _____  _____

Community Relations

Service Animals

1240.1

I. Definition of a Service Animal.

- A. A service animal must be a dog or, in specific circumstances, a miniature horse, that is individually trained to do work or perform tasks for the benefit of a parent or visitor with a disability and is required for a parent or visitor with a disability. No other species of animal, whether wild or domestic, will be permitted in District facilities as a service animal.
- B. Service animals do not include pets, farm animals, wild or exotic animals, or any animals whose function is to provide crime deterrent effects, emotional support, comfort, companionship, therapeutic benefits, or to promote emotional well-being.

II. Work or Tasks of a Service Animal.

- A. The work or tasks performed by the service animal must be directly related to the parent's or visitor's disability and required for the parent or visitor with a disability.
- B. Examples of work or tasks that a service animal may perform to meet this definition include:
1. Navigation: assisting individuals who are blind or have low vision with navigation and other tasks,
 2. Alerting: alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
 3. Protection: providing non-violent protection or rescue work;
 4. Pulling: pulling a wheelchair,
 5. Seizure: assisting an individual during a seizure,
 6. Allergens: alerting individuals to the presence of allergens,
 7. Retrieving: retrieving items such as medicine or the telephone,
 8. Physical support: providing physical support and assistance with balance and stability to individuals with mobility disabilities, and

9. Interrupting behaviors: helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

C. Work or tasks that are excluded from meeting the definition are:

1. Guard dogs: the crime deterrent effects of an animal's presence, and

2. Companion dogs: the provision of emotional support, well-being, comfort, or companionship.

III. Presence of Service Animals.

A. A parent or visitor with a disability shall be permitted to be accompanied by his/her service animal in all areas where parents or visitors, members of the public, participants in services, program or activities, or invitees, as relevant, are allowed to go.

B. A bona fide trainer of a service animal may also be accompanied by such animal in training.

C. A parent or visitor with a service animal may not be required to pay an extra fee for the service animal to attend events for which a fee is charged.

IV. Removal of a Service Animal.

A. A District administrator may direct a parent or visitor with a disability to remove a service animal from a District facility, a school building, a classroom, or from a school function, if any one of the following circumstances occur:

1. The service animal is out of control and the service animal's handler does not take effective action to control it,

2. The service animal is not housebroken,

3. The service animal's presence would fundamentally alter the nature of the service, program, or activity, or

4. The presence of the service animal poses a direct threat to the health or safety of others.

B. To determine whether a direct threat exists, an individualized assessment is to be made to ascertain:

1. The nature, duration, and severity of the risk,

2. The probability that the potential injury will actually occur, and

3. Whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

V. Control of the Service Animal.

1. The service animal must be under the control of its handler. In most cases the service animal must have a harness, leash, or other tether.

2. The service animal does not need to be on a harness, leash, or other tether, however, if the handler is unable because of a disability to use a harness, leash, or other tether. A harness, lease, or other tether is also not required if it would interfere with the service animal's safe, effective performance of work or tasks.

3. If either of the harness, leash, or other tether exceptions applies, the service animal must be under the handler's control via voice control, signals, or other effective means.

VI. Responsibility for Care and Supervision.

1. The District is not responsible for the care and supervision of any service animal, and a parent or visitor with a service animal shall be solely responsible therefor.

2. A parent or visitor with a service animal shall maintain the service animal so that it will always be clean, well groomed, and not have an offensive odor.

3. A parent or visitor with the service animal shall be liable for any damage done to the premises or facilities or to any person by the service animal.

VII. Miniature Horses.

A. Requests to permit a miniature horse to accompany a parent or visitor with a disability on District premises shall be considered in accordance with 28 C.F.R. § 35.136(i).

VIII. Inquiries.

A. When addressing a service animal matter, District staff shall not ask about the nature or extent of the parent's or visitor's disability.

B. District staff may not ask questions about the service animal's qualifications as a service animal when it is readily apparent that the animal is trained to do work or perform tasks for a parent or visitor with a disability. Examples include where the service animal is observed guiding a parent or visitor who is blind or has low

vision, pulling a parent’s or visitor’s wheelchair, or providing assistance with stability or balance to a parent or visitor with an observable mobility disability.

C. When it is not readily apparent that the animal qualifies as a service animal, District staff may ask:

1. If the animal’s presence is required because of a disability, and

2. What work or task the animal has been individually trained to perform.

3. Staff may not require documentation, such as proof that the service animal has been certified, trained, or licensed as a service animal.

Legal Reference: Americans with Disabilities Act
28 C.F.R. §§ 35.104 and 35.136
Section 504 of the Rehabilitation Act
Neb. Rev. Stat. §§ 20-126 through 129

Related Policies and Rules: 1100.4, 1240, 4001, 4001.2, 4002, 5010, 5010.2, 5015, 5015.1

Rule Approved: _____, 2012

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: 4002 Service Animals
4002.1 Service Animals

Meeting Date: February 6, 2012

Department: Human Resources

Title and Brief Description:

Action Desired: Approval

Background: We are updating policy and rule to stay current with new legislation.

Options/Alternatives Considered: N/A

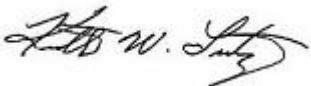
Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline:

Responsible Persons: Dr. Jim Sutfin, Assistant Superintendent

Superintendent's Signature: _____  _____

Human Resources

Service Animals

4002.1

I. Definition of a Service Animal.

- A. A service animal must be a dog or, in specific circumstances, a miniature horse, that is individually trained to do work or perform tasks for the benefit of an employee with a disability and is required for the employee with a disability. No other species of animal, whether wild or domestic, will be permitted in District facilities as a service animal.
- B. Service animals do not include pets, farm animals, wild or exotic animals, or any animals whose function is to provide crime deterrent effects, emotional support, comfort, companionship, therapeutic benefits, or to promote emotional well-being.

II. Work or Tasks of a Service Animal.

- A. The work or tasks performed by the service animal must be directly related to the employee's disability and required for the employee with a disability.
- B. Examples of work or tasks that a service animal may perform to meet this definition include:
1. Navigation: assisting individuals who are blind or have low vision with navigation and other tasks,
 2. Alerting: alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
 3. Protection: providing non-violent protection or rescue work;
 4. Pulling: pulling a wheelchair,
 5. Seizure: assisting an individual during a seizure,
 6. Allergens: alerting individuals to the presence of allergens,
 7. Retrieving: retrieving items such as medicine or the telephone,
 8. Physical support: providing physical support and assistance with balance and stability to individuals with mobility disabilities, and

9. Interrupting behaviors: helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

C. Work or tasks that are excluded from meeting the definition are:

1. Guard dogs: the crime deterrent effects of an animal's presence, and

2. Companion dogs: the provision of emotional support, well-being, comfort, or companionship.

III. Presence of Service Animals.

A. An employee with a disability shall be permitted to be accompanied by his/her service animal in all areas where employees are allowed to go.

B. An employee with a service animal may not be required to pay an extra fee for the service animal to attend events for which a fee is charged.

IV. Removal of a Service Animal.

A. A District administrator may direct an employee with a disability to remove a service animal from a District facility, a school building, a classroom, or from a school function, if any one of the following circumstances occur:

1. The service animal is out of control and the service animal's handler does not take effective action to control it,

2. The service animal is not housebroken,

3. The service animal's presence would fundamentally alter the nature of the service, program, or activity, or

4. The presence of the service animal poses a direct threat to the health or safety of others.

B. To determine whether a direct threat exists, an individualized assessment is to be made to ascertain:

1. The nature, duration, and severity of the risk,

2. The probability that the potential injury will actually occur, and

3. Whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

V. Control of the Service Animal.

1. The service animal must be under the control of its handler. In most cases the service animal must have a harness, leash, or other tether.
2. The service animal does not need to be on a harness, leash, or other tether, however, if the handler is unable because of a disability to use a harness, leash, or other tether. A harness, lease, or other tether is also not required if it would interfere with the service animal's safe, effective performance of work or tasks.
3. If either of the harness, leash, or other tether exceptions applies, the service animal must be under the handler's control via voice control, signals, or other effective means.

VI. Responsibility for Care and Supervision.

1. The District is not responsible for the care and supervision of the service animal, including walking the service animal or responding to the service animal's need to relieve itself.
2. An employee with a service animal shall provide documentation of ownership, veterinarian vaccinations and health status, proper pet licensure, and liability insurance coverage.
3. An employee with a service animal shall be solely responsible to maintain and keep current such vaccinations, licensure, and liability insurance, and the District shall not be liable in any manner for any costs or expenses associated with meeting these requirements.
4. An employee with a service animal shall maintain the service animal so that it will always be clean, well groomed, and not have an offensive odor.
5. An employee with a service animal shall be solely responsible for any and all costs and expenses associated with the ownership, training, boarding, veterinarian and health care, licensing, insurance coverage, and care and maintenance of the service animal, and the District shall not be liable in any manner therefor.
6. An employee with a service animal shall be liable for any damage done to the premises or facilities or to any person by the service animal.

VII. Miniature Horses.

- A. Requests to permit a miniature horse to accompany an employee with a disability on District premises shall be considered in accordance with 28 C.F.R. § 35.136(i).

VIII. Inquiries.

- A. When addressing a service animal matter, District staff shall not ask about the nature or extent of the employee's disability.
- B. District staff may not ask questions about the service animal's qualifications as a service animal when it is readily apparent that the animal is trained to do work or perform tasks for an employee with a disability. Examples include where the service animal is observed guiding an employee who is blind or has low vision, pulling an employee's wheelchair, or providing assistance with stability or balance to an employee with an observable mobility disability.
- C. When it is not readily apparent that the animal qualifies as a service animal, District staff may ask:
1. If the animal's presence is required because of a disability, and
 2. What work or task the animal has been individually trained to perform.
 3. Staff may not require documentation, such as proof that the service animal has been certified, trained, or licensed as a service animal.

Legal Reference: Americans with Disabilities Act
28 C.F.R. §§ 35.104 and 35.136
Section 504 of the Rehabilitation Act
Neb. Rev. Stat. §§ 20-126 through 129

Related Policies and Rules: 1100.4, 1240, 1240.1, 4001, 4001.2, 4002, 5010, 5010.2, 5015, 5015.1

Rule Approved: _____, 2012

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: 5015 Service Animals
5015.1 Service Animals

Meeting Date: February 6, 2012

Department: Human Resources

Title and Brief Description:

Action Desired: Approval

Background: We are updating policy and rule to stay current with new legislation.

Options/Alternatives Considered: N/A

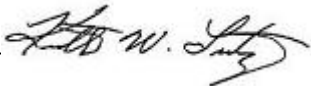
Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline:

Responsible Persons: Dr. Jim Sutfin, Assistant Superintendent

Superintendent's Signature: _____  _____

Pupil Services

Service Animals

5015.1

I. Definition of a Service Animal.

- A. A service animal must be a dog or, in specific circumstances, a miniature horse, that is individually trained to do work or perform tasks for the benefit of a student with a disability and is required for the student with a disability. No other species of animal, whether wild or domestic, will be permitted in District facilities as a service animal.
- B. Service animals do not include pets, farm animals, wild or exotic animals, or any animals whose function is to provide crime deterrent effects, emotional support, comfort, companionship, therapeutic benefits, or to promote emotional well-being.

II. Work or Tasks of a Service Animal.

- A. The work or tasks performed by the service animal must be directly related to the student's disability and required for the student with a disability.
- B. Examples of work or tasks that a service animal may perform to meet this definition include:
1. Navigation: assisting individuals who are blind or have low vision with navigation and other tasks,
 2. Alerting: alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
 3. Protection: providing non-violent protection or rescue work;
 4. Pulling: pulling a wheelchair,
 5. Seizure: assisting an individual during a seizure,
 6. Allergens: alerting individuals to the presence of allergens,
 7. Retrieving: retrieving items such as medicine or the telephone,
 8. Physical support: providing physical support and assistance with balance and stability to individuals with mobility disabilities, and

9. Interrupting behaviors: helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

C. Work or tasks that are excluded from meeting the definition are:

1. Guard dogs: the crime deterrent effects of an animal's presence, and

2. Companion dogs: the provision of emotional support, well-being, comfort, or companionship.

III. Presence of Service Animals.

A. A student with a disability shall be permitted to be accompanied by his/her service animal in all areas where students are allowed to go.

B. A student with a service animal may not be required to pay an extra fee for the service animal to attend events for which a fee is charged for students.

IV. Removal of a Service Animal.

A. A District administrator may direct a student with a disability or his/her parents to remove a service animal from a District facility, a school building, a classroom, or from a school function, if any one of the following circumstances occur:

1. The service animal is out of control and the service animal's handler does not take effective action to control it,

2. The service animal is not housebroken,

3. The service animal's presence would fundamentally alter the nature of the service, program, or activity, or

4. The presence of the service animal poses a direct threat to the health or safety of others.

B. To determine whether a direct threat exists, an individualized assessment is to be made to ascertain:

1. The nature, duration, and severity of the risk,

2. The probability that the potential injury will actually occur, and

3. Whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

V. Control of the Service Animal.

1. The service animal must be under the control of its handler. In most cases the service animal must have a harness, leash, or other tether.
2. The service animal does not need to be on a harness, leash, or other tether, however, if the handler is unable because of a disability to use a harness, leash, or other tether. A harness, lease, or other tether is also not required if it would interfere with the service animal's safe, effective performance of work or tasks.
3. If either of the harness, leash, or other tether exceptions applies, the service animal must be under the handler's control via voice control, signals, or other effective means.

VI. Responsibility for Care and Supervision.

1. The District is not responsible for the care and supervision of the service animal, including walking the service animal or responding to the service animal's need to relieve itself.
2. A student with a service animal shall provide documentation of ownership, veterinarian vaccinations and health status, proper pet licensure, and liability insurance coverage.
3. A student with a service animal shall be solely responsible to maintain and keep current such vaccinations, licensure, and liability insurance, and neither the school nor the District shall be liable in any manner for any costs or expenses associated with meeting these requirements.
4. A student with a service animal shall maintain the service animal so that it will always be clean, well groomed, and not have an offensive odor.
5. A student with a service animal shall be solely responsible for any and all costs and expenses associated with the ownership, training, boarding, veterinarian and health care, licensing, insurance coverage, and care and maintenance of the service animal, and neither the school nor the District shall be liable in any manner therefor.
6. A student with a service animal shall be liable for any damage done to the premises or facilities or to any person by the service animal.

VII. Miniature Horses.

- A. Requests to permit a miniature horse to accompany a student with a disability on District premises shall be considered in accordance with 28 C.F.R. § 35.136(i).

VIII. Inquiries.

- A. When addressing a service animal matter, District staff shall not ask about the nature or extent of the student's disability.

- B. District staff may not ask questions about the service animal's qualifications as a service animal when it is readily apparent that the animal is trained to do work or perform tasks for a student with a disability. Examples include where the service animal is observed guiding a student who is blind or has low vision, pulling the student's wheelchair, or providing assistance with stability or balance to a student with an observable mobility disability.

- C. When it is not readily apparent that the animal qualifies as a service animal, District staff may ask:

1. If the animal's presence is required because of a disability, and
2. What work or task the animal has been individually trained to perform.
3. Staff may not require documentation, such as proof that the service animal has been certified, trained, or licensed as a service animal.

Legal Reference: Americans with Disabilities Act
28 C.F.R. §§ 35.104 and 35.136
Section 504 of the Rehabilitation Act
Neb. Rev. Stat. §§ 20-126 through 129

Related Policies and Rules: 1100.4, 1240, 1240.1, 4001, 4001.2, 4002, 4002.1, 5010, 5010.2, 5015

Rule Approved: _____, 2012

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Special Education Coordinator Job Descriptions

MEETING DATE: February 6, 2012

DEPARTMENT: Human Resources

TITLE AND BRIEF DESCRIPTION: Combine individual Special Education Coordinator job descriptions into one job description. Responsibilities of the Special Education Coordinators at their assigned level of responsibility are very similar.

ACTION DESIRED: Delete individual Special Education Coordinator job descriptions 2100.23, 2100.24, 2100.25, and 2100.26

Approve new Special Education Coordinator job description 2100.22

BACKGROUND:

OPTIONS/ALTERNATIVE

CONSIDERATIONS: Retain the individual job descriptions

RECOMMENDATIONS: Approve

STRATEGIC PLAN

REFERENCE: NA

IMPLICATIONS OF

ADOPTION/EJECTION: NA

TIME LINE:

PERSONS

RESPONSIBLE: Dr. Jim Sutfin, Dr. Mark Feldhausen, Charlene Snyder

SUPERINTENDENT'S APPROVAL: _____  _____

Administrator Job Description

~~Administrator for Special Education Programs & Compliance~~

2100.22

Special Education Coordinator

Reports to: Director of Special Education

General Summary: ~~Coordinates special education compliance; assists in the design, development and delivery of special education programs and services appropriate for K-12 students with disabilities. The Administrator for Special Education Programs and Compliance assists the Director of Special Education with staffing, budgeting, data collection and reporting, staff development, and program implementation and evaluation for identified special education programs.~~ Assists in the design, development and delivery of special education programs and services for PK-21 students with disabilities. The Special Education Coordinator assists the Director of Special Education with staffing, budgeting, data collection and reporting, staff development, and program implementation and evaluation for identified special education buildings/levels/programs.

Performance Responsibilities:

- ~~I. Conducts reviews of assigned special education documents so as to ensure compliance with district procedures, state, and federal laws; identifies areas of need and works with Director of Special Education to develop and implement programs to address those needs. (20%)~~
- ~~II. Assists the Director of Special Education with the identification and selection of scientific, research-based instructional strategies and interventions for K-12 students with disabilities to enable them to progress in the general education curriculum and meet district and state standards. (13%)~~
- ~~III. Coordinates and supervises identified programs for students with disabilities. (15%)~~
- ~~IV. Assists in communicating with parents and staff members regarding evaluation, programming, placement, services and rights of students with disabilities. (5%)~~
- ~~V. Assists the Director of Special Education with the special education staff development program. (3%)~~
- ~~VI. Assists with the recruitment, selection, assessment and evaluation of special education teachers. (2%)~~
- ~~VII. Assists in the preparation of federal, state and local reports on special education under the direction of the Director of Special Education. (13%)~~
- ~~VIII. Coordinates the implementation of Section 504 processes and services. (5%)~~
- ~~IX. Coordinates the implementation of data collection processes and assists in verifying data accuracy using available technology. (13%)~~
- ~~X. Coordinates the development of and supervises the implementation of the PK-12 special education transportation and the K-12 summer school program for students with disabilities (7%).~~
- I. Collaborates with administrators and staff to provide leadership and support to programs for students with disabilities for identified buildings/levels/special education programs. (10%)
- II. Assists in the coordination and implementation of Multi-Disciplinary and Individual Education Program procedures, assuring that processes result in appropriate programs and placement options for students with disabilities at identified buildings/levels/special education programs. (10%)
- III. Conducts reviews of assigned special education documents so as to ensure compliance with district procedures, state, and federal laws. (8%)
- IV. Assists building staff with the identification and implementation of scientific, research-based instructional interventions, service delivery models, specialized materials and other appropriate supports for students with disabilities to enable them to progress in the District adopted curriculum and meet district and state standards. (13%)

- V. Assists with maintaining a continuum of service delivery options for students with disabilities in the least restrictive environment, including the provision of related services as appropriate. (12%)
- VI. Is responsible for assuring students with disabilities at assigned buildings/levels/special education programs participate in State/District assessments as required, receive the appropriate assessment accommodations, and that District guidelines and procedures are followed. (5%)
- VII. Is responsible for ensuring program and level transition processes, transportation, extended school year/continuous year services, and Child Find for students with disabilities at identified buildings/levels/special education programs. (7%)
- VIII. Collaborates with building and district administrators, other special education coordinators, and others as necessary to provide a staff development program for special education staff (certificated and classified) staff at identified buildings/levels/special education programs. (5%)
- IX. Assists in communicating with parents and staff members regarding evaluation, programming, placement, services and rights of students with disabilities. (5%)
- X. Assists with the recruitment, selection, and evaluation of special education staff at identified buildings/levels/special education programs. (5%)
- XI. Assists in the preparation of federal, state and local reports on special education under the direction of the Director of Special Education. (5%)
- XII. Assists the Director of Special Education with budget development and implementation for identified buildings/levels/special education programs. (5%)
- XIII. Assists with the implementation of data collection processes and assists in verifying data accuracy using available technology. (5%)
- XIV. Assumes responsibility for own professional growth and development; for keeping current with the literature and new research findings; and for attending appropriate professional meetings and conferences. (2%)
- XV. Assumes other responsibilities as delegated and assigned. (23%)

Preferred Qualifications:

1. A six-year educational specialist degree from an approved institution, with required course work in special education.
2. Appropriate Nebraska Administrative Certificate.
3. Four years of successful administrative experience in the area of special education.
4. Experience and leadership in special education administration.

Required Qualifications:

1. A master's degree from an approved institution with a major in special education.
2. Appropriate Nebraska Administrative Certificate.
3. Four years of successful teaching experience in the area of special education.
4. Experience and leadership abilities in appropriate facets of school administration; sensitivity to the needs and objectives of the District.

Special Requirements:

	<u>1 - 32%</u>	<u>33 - 66%</u>	<u>67% +</u>
1. Standing	X		
2. Walking		X	
3. Sitting		X	

- 4. Lifting _____ lb max.X
- 5. Carrying _____ feet.....X
- 6. Pushing / PullingX
- 7. Climbing / BalancingX
- 8. Stooping / Kneeling / Crouching / CrawlingX
- 9. Reaching / Handling.....X
- 10. Speaking / HearingX
- 11. Seeing / depth perception / color..... X

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

Employee Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Approved: August 5, 2002
 Revised: March 7, 2005; September 4, 2007; May 5, 2008; September 15, 2008
 September 21, 2009, [February 6, 2012](#)

Millard Public Schools
 Omaha Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Administrator Job Description

Meeting Date: February 6, 2012

Department: Human Resources

Title: Rule 2100.39 --Coordinator of ELL, Poverty, and Federal Programs

Brief Description: Due to retirement, the position of Administrator for Special Education Programs and Compliance, a Director level position, is being redesigned. In so doing:

1. The Rule 2100.22 is being used to consolidate three existing special education coordinator job descriptions into a single new Special Education Coordinator job description—see proposed deletions and revisions under separate proposal.
2. The actual position of Administrator for Special Education Programs and Compliance is being eliminated. The Coordinator of ELL, Poverty, and Federal Programs is an entry-level administrative position. This Coordinator position will incorporate the duties of the District Department Head for ELL—a position which will not be filled.

Action Desired: Approval

Background: N/A

Options/Alternatives Considered: N/A

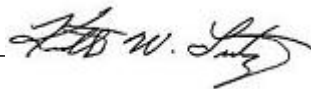
Recommendations: Approve

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: Effective August 1, 2012

Responsible Persons: Dr. Jim Sutfin, Assistant Superintendent of Human Resources
Dr. Mark Feldhausen, Associate Superintendent of Educational Services
Andy DeFreece, Director of Elementary and Early Childhood Education

Superintendent's Signature: _____  _____

Administrator Job Description**2100.39****Title: Coordinator of ELL, Poverty, and Federal Programs****Reports to: Director of Elementary Education**

General Summary: Provides support and coordination for the design, development and delivery of instruction and assessment for special populations, including English language learners and students of poverty. Related activities include, but are not limited to, coordination and support of the Limited English Proficient (LEP) and Poverty Plans for State Aid, Title I, Title III and related state and federal grants, needs assessments, educational data collection, and data-based management decision-making.

Essential Functions:

- I. Coordinates the development of the English Language Learner and Poverty Plans required by Nebraska State statutes and approved by the Nebraska Department of Education and the Learning Community.
- II. Coordinates program development and implementation consistent with the Limited English Proficient (LEP) and Poverty Plans as approved by the Board of Education.
- III. Coordinates program activities as required by NDE Rule 15 and described in Title III for English Language Learners and ensuring effectiveness, continuity, and relevance of the programs for students.
- IV. Collaborates with principals, teachers and district personnel to provide direction and assistance with programs for English Language Learners and students of poverty; collaborates in the development of curriculum and selection of instructional materials, supplies, and equipment.
- V. Collaborates with the Department of Assessment, Research and Evaluation in the coordination of the annual language proficiency assessment required by Title III; assists building staff with the implementation of district and state assessment accommodations for English Language Learners; and coordinates necessary program evaluations for LEP and Poverty Plans.
- VI. Coordinates district support of teaching staff, including professional development to effect changes and improvements in the delivery of instruction; visits schools regularly to review programs, share ideas, and provide feedback to improve teaching and learning for ELL and students of poverty.
- VII. Conducts research related to instructional improvement and increased achievement outcomes for English Language Learners and students of poverty; interprets data to make program decisions; assists building data teams; and works with interventionists.
- VIII. Assists in developing service learning projects for the involvement and/or benefit of special populations.
- IX. Assists in communicating with parents regarding evaluation, programming, placement, services and rights of English language learners and students of poverty.
- X. Assists school principals with personnel issues related to programs for English language learners and students of poverty.
- XI. Coordinates program development consistent with the established budget; sets priorities for materials, supplies, and equipment acquisition; assures that all expenditures follow district, state, and federal compliance guidelines.
- XII. Assists in the preparation of federal, state and local reports, including Title I and Title III.
- XIII. Supervise and evaluate district-employed bilingual liaisons.
- XIV. Assists in maintaining accurate records for English language learners and students of poverty.
- XV. Assists in the coordination of transportation as articulated in the LEP and Poverty Plans.
- XVI. Assumes responsibility for own professional growth and development; for keeping current with the literature and new research findings; and for attending appropriate professional meetings and conferences.
- XVII. Assumes other duties as assigned.

Qualifications:

- I. Education Level: Master’s degree from an approved institution with a major in educational administration or the accepted equivalent (preferred). Course work or experience in English Language Learner programs, poverty, and grants management and implementation (required).
- II. Certification or Licensure: Appropriate Nebraska teaching certificate (required) or administrative certificate (preferred).
- III. Experience desired: Facilitation experience and/or administrative experience in curriculum, instruction and assessment related areas. Data analysis and program evaluation experience.
- IV. Other requirements: Skilled in the use of standard office applications of technology, able to maintain and apply approved budgets to identified programs, highly organized, ability to work harmoniously with others, task and goal oriented. Valid driver’s license.

Special Requirements:

	Occasional 1 - 32%	Frequent 33 - 66%	Constant 67% +
1. Standing	X		
2. Walking		X	
3. Sitting		X	
4. Lifting 20 lb max.	X		
5. Carrying 5 feet	X		
6. Pushing / Pulling.....	X		
7. Climbing / Balancing.....	X		
8. Stooping / Kneeling / Crouching / Crawling	X		
9. Reaching / Handling	X		
10. Speaking / Hearing			X
11. Seeing / depth perception / color			X

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

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Rule Approved: February 3, 2012 (effective August 1, 2012)

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Special Education Coordinator Job Descriptions

MEETING DATE: February 6, 2012

DEPARTMENT: Human Resources

TITLE AND BRIEF DESCRIPTION: Combine individual Special Education Coordinator job descriptions into one job description. Responsibilities of the Special Education Coordinators at their assigned level of responsibility are very similar.

ACTION DESIRED: Delete individual Special Education Coordinator job descriptions 2100.23, 2100.24, 2100.25, and 2100.26

Approve new Special Education Coordinator job description 2100.22

BACKGROUND:**OPTIONS/ALTERNATIVE**

CONSIDERATIONS: Retain the individual job descriptions

RECOMMENDATIONS: Approve

STRATEGIC PLAN

REFERENCE: NA

IMPLICATIONS OF

ADOPTION/EJECTION: NA

TIME LINE:**PERSONS**

RESPONSIBLE: Dr. Jim Sutfin, Dr. Mark Feldhausen, Charlene Snyder

SUPERINTENDENT'S APPROVAL: _____

Jim W. Sutfin

Administrator Job Description

Title: Coordinator of Elementary Special Education **2100.23**

Reports to: Director of Special Education

General Summary: ~~Assists in the design, development and delivery of special education programs and services determined appropriate for elementary students with verified disabilities. The Coordinator of Elementary Special Education assists the Director of Special Education with staffing, budgeting, and program evaluation for elementary special education programs.~~

Essential Functions:

Performance Responsibilities:

- ~~I. Collaborates with elementary principals and elementary special education teachers to provide direction and assistance to their programs.~~
- ~~II. Assists in the coordination and implementation of Multi-Disciplinary and Individual Education Program staffing procedures within each elementary building.~~
- ~~III. Monitors referral, evaluation and verification procedures used in each building to ensure appropriate placement and programming for students with disabilities.~~
- ~~IV. Assists elementary special education teachers in developing and implementing appropriate individualized education programs for students with disabilities in their program.~~
- ~~V. Works with principals and other team members in facilitating the elementary special education program and in providing appropriate educational services for students with disabilities.~~
- ~~VI. Works with the Multi-Disciplinary Team to assist in the coordination of related services.~~
- ~~VII. Directs the ongoing staff development program made available to elementary special education teachers and assists the Director of Special Education with the total special education staff development program.~~
- ~~VIII. Assists elementary special education teachers in developing and presenting staff development for general education teachers and paraprofessionals within their assigned buildings.~~
- ~~IX. Assists the Director of Special Education with budget development and implementation for the elementary special education program.~~
- ~~X. Assists with the recruitment, selection, assignment and evaluation of certified elementary special education staff members.~~
- ~~XI. Assists in the preparation of federal, state and local reports on special education under the direction of the Director of Special Education.~~
- ~~XII. Is responsible for maintaining a continuum of service delivery options within the elementary program for students with disabilities.~~
- ~~XIII. Assists in the articulation of preschool, elementary and secondary special education programs.~~
- ~~XIV. Acts as a materials and curriculum consultant to special education programs.~~
- ~~XV. Assists in communicating with parents regarding evaluation, programming, placement, services and rights of students with disabilities.~~

- ~~XVI. Arranges for transportation of elementary students with disabilities when required by their Individual Education Program.~~
- ~~XVII. Assists building staff with the implementation of district assessment accommodations procedures for students with disabilities.~~
- ~~XVIII. Assumes responsibility for own professional growth and development; for keeping current with the literature and new research findings; and for attending appropriate professional meetings and conferences.~~
- ~~XIX. Assumes other responsibilities as delegated and assigned.~~

Qualifications:

- ~~I. Education Level: Preferred: A six year educational specialist degree from an approved institution, with required course work in special education. Required: A master's degree from an approved institution, with a major in special education or the accepted equivalent.~~
- ~~II. Certification or Licensure: Preferred: Appropriate Nebraska Administrative Certificate. Required: Appropriate Nebraska Administrative Certificate.~~
- ~~III. Experience desired: Preferred: Four years of successful administrative experience in the area of special education. Required: Four years of successful teaching experience in the area of special education.~~
- ~~IV. Other requirements: Preferred: Experience and leadership in special education administration. Required: Experience and leadership abilities in appropriate facets of school administration; sensitivity to the needs and objectives of the District.~~

Special Requirements:			
	<u>Occasional</u>	<u>Frequent</u>	<u>Constant</u>
	<u>1 32%</u>	<u>33 66%</u>	<u>67% +</u>
1. <u>Standing</u>			<u>X</u>
2. <u>Walking</u>			<u>X</u>
3. <u>Sitting</u>		<u>X</u>	
4. <u>Lifting</u> <u>20</u> lb max.		<u>X</u>	
5. <u>Carrying</u> <u>25 X</u> feet		<u>X</u>	
6. <u>Pushing / Pulling</u>		<u>X</u>	
7. <u>Climbing / Balancing</u>		<u>X</u>	
8. <u>Stooping / Kneeling / Crouching / Crawling</u>		<u>X</u>	
9. <u>Reaching / Handling</u>		<u>X</u>	
10. <u>Speaking / Hearing</u>			<u>X</u>
11. <u>Seeing / depth perception / color</u>			<u>X</u>

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

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Rule Approved: July 21, 1980 _____ Millard Public Schools
 Revised: February 19, 2001; March 7, 2005; October 20, 2008 _____ Omaha, Nebraska

Administrator Job Description

Title: Coordinator of Secondary Special Education **2100.24**

Reports to: Director of Special Education

General Summary: ~~Assists in the design, development and delivery of special education programs and services determined appropriate for secondary students with verified disabilities. The Coordinator of Secondary Special Education assists the Director of Special Education with staffing, budgeting, and program evaluation for secondary special education programs.~~

Essential Functions:

Performance Responsibilities:

- ~~I. Collaborates with secondary principals in the supervision of secondary special education teachers to provide direction and assistance to their programs.~~
- ~~II. Assists in the coordination and implementation of Multi Disciplinary and Individual Education Program staffing procedures within each secondary building.~~
- ~~III. Monitors referral, evaluation and verification procedures used in each building to ensure appropriate placement and programming for students with disabilities.~~
- ~~IV. Assists secondary special education teachers in developing and implementing appropriate individualized education programs for students with disabilities in their program.~~
- ~~V. Coordinates and supervises all aspects of the secondary transition programs, including the work study components.~~
- ~~VI. Works with principals, department heads, and other team members to facilitate the integration of all students into as many classes as possible so as to provide appropriate educational services to secondary students with disabilities.~~
- ~~VII. Works with the Multi Disciplinary Team to assist in the coordination of related services.~~
- ~~VIII. Directs the ongoing staff development program made available to secondary special education teachers and assists the Director of Special Education with the total special education staff development program.~~
- ~~IX. Assists the Director of Special Education with budget development and implementation for the secondary special education department.~~
- ~~X. Assists with the recruitment, selection, assignment and evaluation of certified secondary special education staff members.~~
- ~~XI. Assists in the preparation of federal, state and local reports on special education under the direction of the Director of Special Education.~~
- ~~XII. Is responsible for maintaining a continuum of service delivery options within the secondary program for students with disabilities.~~
- ~~XIII. Acts as a materials and curriculum consultant to special education programs.~~
- ~~XIV. Assists in communicating with parents regarding evaluation, programming, placement services and rights of students with disabilities.~~

- ~~XV. Arranges for transportation of secondary students with disabilities when required by their Individual Education Program.~~
- ~~XVI. Assumes responsibility for own professional growth and development; for keeping current with the literature and new research findings; and for attending appropriate professional meetings and conferences.~~
- ~~XVII. Assists secondary building staff with the implementation of district assessment accommodations procedures for students with disabilities.~~
- ~~XVIII. Assumes other responsibilities as delegated and assigned.~~

Qualifications:

- ~~I. Education Level: Preferred: A six year educational specialist degree from an approved institution, with required course work in special education. Required: A master's degree from an approved institution, with a major in the area of special education or the accepted equivalent.~~
- ~~II. Certification or Licensure: Preferred: Appropriate Nebraska administrative certificate. Required: Appropriate Nebraska administrative certificate.~~
- ~~III. Experience desired: Preferred: Four years of successful administrative experience in the area of special education. Required: Four years of successful teaching experience in the area of special education.~~
- ~~IV. Other requirements: Preferred: Experience and leadership special education administration. Required: Leadership abilities in the area of special education; sensitivity to the needs and objectives of the District.~~

Special Requirements:		Occasional	Frequent	Constant
		1 32%	33 66%	67% +
1. Standing	.....			X
2. Walking	.....			X
3. Sitting	.....		X	
4. Lifting	<u>20</u> lb max.		X	
5. Carrying	<u>25 X</u> feet		X	
6. Pushing / Pulling	.....		X	
7. Climbing / Balancing	.....		X	
8. Stooping / Kneeling / Crouching / Crawling	.....		X	
9. Reaching / Handling	.....		X	
10. Speaking / Hearing	.....			X
11. Seeing / depth perception / color	.....			X

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

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Rule Approved: July 21, 1980 _____ Millard Public Schools
 Revised: February 19, 2001; March 7, 2005; October 20, 2008 _____ Omaha, NE

Administrator Job Description**2100.25****Title: Coordinator of Early Childhood Special Education****Reports to:** Director of Special Education

General Summary: Assists in the design, development and delivery of special education programs and services determined appropriate for students below age five with verified disabilities. The Coordinator of Early Childhood Special Education assists the Director of Special Education with staffing, budgeting, and program evaluation for early childhood special education programs and identified Related Services.

Essential Functions:Performance Responsibilities:

- I. Collaborates with elementary principals and staff members working in early childhood special education to provide direction and assistance to their early childhood special education programs.
- II. Directs the ongoing staff development program for early childhood special education teachers and identified related service providers and assists the Director of Special Education with the total special education staff development program.
- III. Assists with the recruitment, selection, assignment and evaluation of early childhood special education certified staff members and identified related service providers.
- IV. Monitors evaluation and verification procedures used in each program to ensure appropriate placement and programming for young children with disabilities, including the assignment of students to teachers and classrooms.
- V. Assists early childhood special education teachers and identified related service providers in developing and implementing appropriate individualized education programs for students with disabilities in their program.
- VI. Develops child find procedures and distributes public awareness information.
- VII. Assists in communicating with parents regarding evaluation, programming, placement, services, and rights of students with disabilities.
- VIII. Coordinates the Region 21 Interagency Planning Team.
- IX. Assists in the preparation of federal, state, and local reports under the direction of the Director of Special Education.
- X. Assists in the coordination and implementation of Multi-Disciplinary and Individual Family Service Plan/Individual Education Program staffing procedures within each early childhood special education program.
- XI. Acts as liaison between the early childhood special education program and community agencies, including the Department of Health and Human Services and the Region 21 Interagency Planning Team, as assigned by the Director of Special Education.
- XII. Assists the Director of Special Education with budget development and implementation for the early childhood special education program.
- XIII. Is responsible for maintaining a continuum of service delivery options within the early childhood special education program.

~~XIV. Acts as a curriculum and assessment consultant to early childhood special education programs.~~

~~XV. Assists in the articulation of preschool and elementary special education programs.~~

~~XVI. Arranges for transportation of early childhood students with disabilities when required by their Individual Family Service Plan/Individual Education Program.~~

~~XVII. Coordinates the development of the summer school program for young children with disabilities.~~

~~XVIII. Assumes responsibility for own professional growth and development; for keeping current with the literature and new research findings; and for attending appropriate professional meetings and conferences.~~

~~XIX. Assumes other responsibilities as delegated and assigned.~~

Qualifications:

~~I. Education Level: Preferred: A six year educational specialist degree from an approved institution, with a major in early childhood special education or the accepted equivalent. Required: A master's degree from an approved institution, with a major in early childhood special education or the accepted equivalent.~~

~~II. Certification or Licensure: Preferred: Appropriate Nebraska administrative certificate. Required: Appropriate Nebraska administrative certificate.~~

~~III. Experience desired: Preferred: Four years of successful administrative experience in the area of special education. Required: Four years of successful teaching experience in the area of special education.~~

~~IV. Other requirements: Preferred: Experience and leadership in special education administration. Required: Leadership abilities in the area of special education; sensitivity to the needs and objectives of the District.~~

Special Requirements:			
	Occasional	Frequent	Constant
	<u>1</u> 32%	<u>33</u> 66%	<u>67% +</u>
1. Standing			X
2. Walking			X
3. Sitting		X	
4. Lifting <u>20</u> lb. max.		X	
5. Carrying <u>25 X</u> feet		X	
6. Pushing / Pulling		X	
7. Climbing / Balancing		X	
8. Stooping / Kneeling / Crouching / Crawling		X	
9. Reaching / Handling		X	
10. Speaking / Hearing			X
11. Seeing / depth perception / color			X

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

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Rule Approved: July 21, 1980 _____ Millard Public Schools
 Revised: February 19, 2001; October 20, 2008; February 2, 2009 _____ Omaha, Nebraska

Administrator Job Description

Title: ~~Coordinator of Alternate Curriculum and Young Adult Program~~ 2100.26

Reports to: Director of Special Education

General Summary: ~~Assists in the design, development and delivery of special education programs and services for students in the K-12 Alternate Curriculum Program and the Young Adult Program. The Coordinator of Alternate Curriculum and Young Adult Programs assists the Director of Special Education with staffing, budgeting, and program evaluation for the Alternate Curriculum, Young Adult and identified Related Service programs.~~

Performance Responsibilities:

- ~~I. Collaborates with special education coordinators and related services providers to provide direction and assistance with regard to the provision of identified Related Services within the educational setting.~~
- ~~II. Assists in the coordination and implementation of Multi-Disciplinary and Individual Education Program procedures within the Alternate Curriculum and Young Adult Programs.~~
- ~~III. Monitors evaluation and verification procedures used in identified Related Services discipline, the K-12 Alternate Curriculum Program, and the Young Adult Program to ensure appropriate placement and programming for students with disabilities.~~
- ~~IV. Assists identified Related Services providers in developing and implementing prescriptive programs for students with disabilities to whom they provide services.~~
- ~~V. Works with Alternate Curriculum and Young Adult Program team members to facilitate the special education program and provide appropriate educational services for students with disabilities.~~
- ~~VI. Directs the ongoing staff development program made available to staff members working in the Alternate Curriculum and Young Adult Programs, as well as identified Related Services staff members and assists the Director of Special Education with the total special education staff development program.~~
- ~~VII. Assists identified Related Services providers in developing and presenting staff development for special education teachers, general education teachers and paraprofessionals within their discipline.~~
- ~~VIII. Assists the Director of Special Education with budget development and implementation for the Related Services disciplines and Young Adult Program.~~
- ~~IX. Assists with the recruitment, selection, assignment and evaluation of Alternate Curriculum Program, Young Adult Program, and identified Related Services staff members.~~
- ~~X. Assists in the preparation of federal, state and local reports on special education under the direction of the Director of Special Education.~~
- ~~XI. Assists in the articulation of Alternate Curriculum, secondary special education, and Young Adult Programs.~~
- ~~XII. Acts as a materials and curriculum consultant to the Alternate Curriculum Program, Young Adult Program and identified Related Services disciplines.~~
- ~~XIII. Assists in communicating with parents regarding evaluation, programming, placement, services and rights of students with disabilities.~~
- ~~XIV. Arranges for transportation of students with disabilities in the Alternate Curriculum and Young Adult Programs when required by their Individual Education Program.~~
- ~~XV. Coordinates the provision of identified Related Services to students with disabilities attending summer school or receiving Continuous Year or Extended School Year services.~~

~~XVI. — Assumes responsibility for own professional growth and development, for keeping current with the literature and new research findings, and for attending appropriate professional meetings and conferences.~~

~~XVII. — Assumes other responsibilities as delegated and assigned.~~

Qualifications

Preferred Qualifications:

~~I. — A six year educational specialist’s degree from an approved institution, with required course work in special education.~~

~~II. — Appropriate Nebraska Administrative Certificate~~

~~III. — Four years of successful administrative experiences in the area of special education.~~

~~IV. — Experience and leadership in special education administration.~~

Required Qualifications:

~~I. — A master’s degree from an approved institution with a major in special education.~~

~~II. — Appropriate Nebraska Administrative Certificate.~~

~~III. — Four years of successful teaching experience in the area of special education.~~

~~IV. — Experience and leadership abilities in appropriate facets of school administration; sensitivity to the needs and objectives of the District.~~

Special Requirements:

	Occasional	Frequent	Constant
	1 32%	33 66%	67% ±
1. Standing			X
2. Walking			X
3. Sitting		X	
4. Lifting <u>20</u> lb max	X		
5. Carrying <u>25x</u> feet	X		
6. Pushing / Pulling	X		
7. Climbing / Balancing	X		
8. Stooping / Kneeling / Crouching / Crawling	X		
9. Reaching / Handling	X		
10. Speaking / Hearing			X
11. Seeing / depth perception / color			X

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

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Approved: August 20, 2001
 Revised: May 5, 2008; September 15, 2008; February 2, 2009

Millard Public Schools
 Omaha, Nebraska

AGENDA ITEM: Administrator Recommended for Hire

MEETING DATE: February 6, 2012

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Middle Level Assistant Principal – Andersen Middle School

ACTION DESIRED: Approval

BACKGROUND: The position was advertised on Millard’s job posting website. Eighteen internal and nineteen external applications were received. The applications were reviewed by Dr. Jim Sutfin and Dr. Keith Lutz. Twenty-six candidates were interviewed initially by Jeff Alfrey, Jeanine Beaudin, Mitch Mollring, Scott Ingwerson, Kevin Chick and Dr. Jim Sutfin. Six internal and two external applicants were selected for a final interview. The interview team included: Dr. Jim Sutfin, Dr. Keith Lutz, Angelo Passarelli, Nancy Johnston, Kim Saum-Mills, Mitch Mollring, Jeff Alfrey, Scott Ingwerson, Micky Gehringer, Deb Fox, Megan Gibbs, Scott Haug, Sherry Seidl, Laura Schabloske, Bill Jelkins, Tami Williams, Marshall Smith, Heather Daubert, Michael Gunter, Allison Brown, Angie Kardell, Janet Bricko, Jeffrey Kerns, Ellie Majkowski, Scott VanSurksum, Lynette Dergan, Cindy Barron, and Cynthia Murcek.

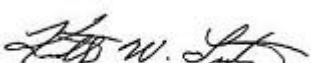
RECOMMENDATION: The superintendent’s recommendation is approval of **Cheryl Heimes** for Assistant Principal at Andersen Middle School. Ms. Heimes is currently a Math/Social Studies teacher at Millard Central Middle School (2010-present). Previously she was a Behavior Specialist and Math/Science teacher at the Alternative School (2000-2010); and Elementary Behavior Disorder/Math teacher at Heartland School (1998-2000).

Education: BA – Science in Elementary Education/Psychology – Creighton University (1996)
MA – Science in Special Education – University of Nebraska, Omaha (2000)
MA – Education in Educational Leadership – Doane College (2010)

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Dr. Jim Sutfin

SUPERINTENDENT APPROVAL: _____  _____

AGENDA ITEM: Administrator Recommended for Hire

MEETING DATE: February 6, 2012

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Middle Level Assistant Principal – Russell Middle School

ACTION DESIRED: Approval

BACKGROUND: The position was advertised on Millard’s job posting website. Eighteen internal and nineteen external applications were received. The applications were reviewed by Dr. Jim Sutfin and Dr. Keith Lutz. Twenty-six candidates were interviewed initially by Jeff Alfrey, Jeanine Beaudin, Mitch Mollring, Scott Ingwerson, Kevin Chick and Dr. Jim Sutfin. Six internal and two external applicants were selected for a final interview. The interview team included: Dr. Jim Sutfin, Dr. Keith Lutz, Angelo Passarelli, Nancy Johnston, Kim Saum-Mills, Mitch Mollring, Jeff Alfrey, Scott Ingwerson, Micky Gehringer, Deb Fox, Megan Gibbs, Scott Haug, Sherry Seidl, Laura Schabloske, Bill Jelkins, Tami Williams, Marshall Smith, Heather Daubert, Michael Gunter, Allison Brown, Angie Kardell, Janet Bricko, Jeffrey Kerns, Ellie Majkowski, Scott VanSurksum, Lynette Dergan, Cindy Barron, and Cynthia Murcek.


RECOMMENDATION: The superintendent’s recommendation is approval of **Shawn J. Hoppes** for Assistant Principal at Russell Middle School. Mr. Hoppes is currently a Dean of Students and Activities/Athletic Director for Bellevue Schools (2009-Present). Previously he was a Business Teacher/Coach for Elkhorn High School (2005-2009); and Business Teacher/Coach at West Point High School, West Point, NE (2001-2005).

Education: BA – Art in Education – University of Nebraska, Kearney (2001)
MA – of Education – Doane College (2006)

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Dr. Jim Sutfin

SUPERINTENDENT APPROVAL: _____  _____

AGENDA ITEM: Administrator Recommended for Hire

MEETING DATE: February 6, 2012

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Middle Level Assistant Principal – Millard North Middle School

ACTION DESIRED: Approval

BACKGROUND: The position was advertised on Millard’s job posting website. Eighteen internal and nineteen external applications were received. The applications were reviewed by Dr. Jim Sutfin and Dr. Keith Lutz. Twenty-six candidates were interviewed initially by Jeff Alfrey, Jeanine Beaudin, Mitch Mollring, Scott Ingwerson, Kevin Chick and Dr. Jim Sutfin. Six internal and two external applicants were selected for a final interview. The interview team included: Dr. Jim Sutfin, Dr. Keith Lutz, Angelo Passarelli, Nancy Johnston, Kim Saum-Mills, Mitch Mollring, Jeff Alfrey, Scott Ingwerson, Micky Gehringer, Deb Fox, Megan Gibbs, Scott Haug, Sherry Seidl, Laura Schabloske, Bill Jelkins, Tami Williams, Marshall Smith, Heather Daubert, Michael Gunter, Allison Brown, Angie Kardell, Janet Bricko, Jeffrey Kerns, Ellie Majkowski, Scott VanSurksum, Lynette Dergan, Cindy Barron, and Cynthia Murcek.


RECOMMENDATION: The superintendent’s recommendation is approval of **Teresa G. Perkins** for Assistant Principal at Millard North Middle School. Ms. Perkins is currently a Language Arts Teacher at Beadle Middle School (2008-Present). Previously she was an elementary teacher for Yutan Public Schools (2005-2006); Language Arts Teacher – OPS (1991-1993) and Nebraska School for the Deaf (1990-1991).

Education: BA – Science in Education – University of Nebraska, Lincoln (1990)
MA – in Education – Doane College (2012)

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Dr. Jim Sutfin

SUPERINTENDENT APPROVAL: _____  _____

AGENDA ITEM: Administrator Recommended for Hire

MEETING DATE: February 6, 2012

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Coordinator of ELL, Poverty, and Federal/State Programs – Millard Public Schools

ACTION DESIRED: Approval

BACKGROUND: We continue to evaluate our reorganization needs and make changes where applicable. Dr. Reid currently serves as our ELL Department Head. Based upon reorganization this position will work to coordinate ELL, Poverty and Federal/State Programs.


RECOMMENDATION: The superintendent’s recommendation is approval of **Jennifer L. Reid** for Coordinator of ELL, Poverty, & Federal/State Programs for the Millard Public Schools District. Ms. Reid is currently an ELL Department Head for Millard Public Schools (2005-present); Adjunct Professor at University of Concordia (2009-2011); ESL Teacher - North Star High School, Lincoln, NE (2003-2005); ESL Teacher at Lefler Middle School, Lincoln, NE (1997-2003); French Teacher – Morton Middle School, OPS (1996-1997).

Education: BA – Arts in Education – University of Nebraska, Kearney (1995)
 MA – in Education – University of Nebraska, Lincoln (2000)
 Doctorate – Educational Administration – University of Nebraska, Omaha (2011)

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Dr. Jim Sutfin

SUPERINTENDENT APPROVAL: _____  _____

AGENDA ITEM: Administrator Recommended for Hire

MEETING DATE: February 6, 2012

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Assistant Principal – Millard North High School

ACTION DESIRED: Approval

BACKGROUND: The position was advertised on Millard’s job posting website. Three internal and four external applications were received. The applications were reviewed by Dr. Jim Sutfin and Brian Begley. Three internal and two external applicants were selected to interview for the position. The interview team included: Dr. Jim Sutfin, Dr. Keith Lutz, Angelo Passarelli, Nancy Johnston, Kim Saum-Mills, Kathy Ryan, Heidi Weaver, Bill Jelkin, Kevin Chick, Brian Begley, Susan Marlatt, Tyler Pearson, Dee Dee Barr, Eunice Kokrda, Angela Lallman, Casey Waughn, Brenda Elsasser and Lori Marchese.

RECOMMENDATION: The superintendent’s recommendation is approval of **Ms. Mary Bayne** for Assistant Principal at Millard North High School. Ms. Bayne is currently a Language Arts Teacher at Millard North High School. (1989-Present)

Education: BA – of Science/Education – University of Nebraska, Omaha (1987)
MA – of Arts/English – University of Nebraska, Omaha (1999)
MA – of Education/Educational Leadership – Doane College (2012)

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Dr. Jim Sutfin

SUPERINTENDENT APPROVAL: _____

AGENDA SUMMARY SHEET

Meeting Date: February 6, 2012

Department: Human Resources

Action Desired: Approval

Background: Personnel items: (1) Voluntary Separation Notice (VSP); (2) Hires; (3) Resignations; (4) Leave of Absence

Options/Alternatives Considered: N/A

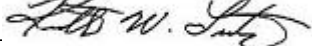
Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Jim Sutfin, Ed.D.

Superintendent's Signature: _____  _____

February 6, 2012

LEAVE OF ABSENCE

Recommend: The following Leave of Absence be accepted:

1. Marsha Krienke-Hansen – Grade 5 teacher at Reeder Elementary School. She is requesting a Leave of Absence (year 2) for the 2012-2013 school year for family reasons.
2. Laurie Stine – Kindergarten teacher at Ackerman Elementary School. She is requesting a Leave of Absence (year 2) for the 2012-2013 school year for family reasons.
3. Kristie R. Teel – Math teacher at Kiewit Middle School. She is requesting a Leave of Absence (year 2) for the 2012-2013 school year for family reasons.
4. Danielle Atkins – Grade 2 teacher at Neihardt Elementary School. She is requesting a Leave of Absence (year 2) for the 2012-2013 school year for family reasons.
5. Jennifer M. Moylan – Grade 6 teacher at Kiewit Middle School. She is requesting a Leave of Absence (year 2) for the 2012-2013 school year for family reasons.

February 6, 2012

RESIGNATIONS

Recommend: The following resignation be accepted:

1. Anna Henning – Kindergarten teacher at Reeder Elementary School. Resigning at the end of the 2011-2012 school year for personal reasons. She is currently on a Leave of Absence.
2. Ashley Willson – Grade 2 teacher at Niehardt Elementary School. Resigning February 23, 2012 for family reasons.
3. Anne M. Sorensen – Orchestra teacher at Millard North Middle School. Resigning at the end of the 2011-2012 school year. She is currently on a Leave of Absence.

February 6, 2012

Voluntary Separation Program

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

44. Cindy Killip – Language Arts teacher at Millard South High School. 10 years of service.
45. Lyn Pahls – Grade 4 teacher at Ackerman Elementary School. 33 years of service.

February 6, 2012

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired for the 2012/2013 school year:

1. Kristin Greenwald – MA – University of Nebraska, Omaha. Foreign Language Teacher at Millard North Middle School for the 2012-2013 school year. Currently on a short-term contract in the same position.
2. Malissie M. Boyer – BA+12 – Doane College, Nebraska. German Teacher at Beadle Middle School for the 2012-2013 school year.

Elementary		Classroom Enrollment										76	Class Size W/out SPED
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	9/20/2011 Enrollment			
Abbott	25	21	17	20	24	23							
	23	21	19	22	23	24							
	23	20	19	22	22	23							
			20	21									
Total Students	71	62	75	85	69	70	432	1	-1	433		432	
Total Teachers	3	3	4	4	3	3	20					20	
Classroom Avg	23.67	20.7	18.8	21.7	23.0	23.3	22					22	
Ackerman	19	23	22	22	24	22							
	20	24	23	23	24	25							
	19	24	22	22	24	21							
	21		22	22	25	23							
Total Students	79	71	89	89	97	91	516	1	8	508		516	
Total Teachers	4	3	4	4	4	4	23					23	
Classroom Avg	19.8	23.7	22.3	22.3	24.3	22.8	22					22	
Aldrich	20	21	23	20	23	22							
	21	20	23	23	21	24							
	20	20	23	22	23	23							
			22			24							
Total Students	61	61	91	65	67	93	438	1	-3	440		438	
Total Teachers	3	3	4	3	3	3	19					19	
Classroom Avg	20.3	20.3	22.7	21.7	22.3	23.7	23					23	
Black Elk	19	23	22	23	24	26							
	19	23	21	23	25	25							
	19	25	21	17	24	24							
			23	20	25	27							
Total Students	57	71	87	83	98	102	498	3	4	494		498	
Total Teachers	3	3	4	4	4	4	22					22	
Classroom Avg	19.0	23.7	21.8	20.8	24.5	25.5	23					23	
Bryan	21	19	18	22	20	20							
	20	19	20	22	20	22							
	21	19	21	23	19	21							
Total Students	62	57	59	67	59	63	367	3	4	363		367	
Total Teachers	3	3	3	3	3	3	18					18	
Classroom Avg	20.7	19.0	19.7	22.3	19.7	21.0	20					20	
Cather	22	13	14	25	25	16							
	21	15	11	25	24								
Total Students	43	28	25	50	49	16	444	-5	-5	449		444	
Total Teachers	2	2	2	2	2	1	22					22	
Classroom Avg	21.5	14.0	12.5	25.0	24.5	16.0	20					20	
Cody	22	15	16	12	13	20							
	20	15	14	14	15	16							
Total Students	42	30	30	26	28	36	204	0	-5	209		192	
Total Teachers	2	2	2	2	2	2	14					12	
Classroom Avg	21.0	15.0	15.0	13.0	14.0	18.0	15					16	
Cottonwood	20	22	21	25	28	20							
	20	21	21	27	26	20							
	20	21	21			21							
Total Students	60	64	63	52	54	61	354	0	6	348		354	
Total Teachers	3	3	3	2	2	3	16					16	
Classroom Avg	20.0	21.3	21.0	26.0	27.0	20.3	22					22	
Disney	21	24	19	23	23	21							
	19	24	19	22	23	20							
	18												
Total Students	58	48	38	45	46	41	291	-3	3	288		276	
Total Teachers	3	2	2	2	2	2	15					13	
Classroom Avg	19.33	24.00	19.00	22.50	23.00	20.50	8					21	

AGENDA SUMMARY SHEET

AGENDA ITEM: Program Evaluation for International Baccalaureate Middle Years Programme

Meeting Date: February 6, 2012

Department: Department of Assessment Research and Evaluation

Title and Brief Description: This is the fifth Program Evaluation for the IB-MYP at Millard North Middle School and Millard North High School. This program will be evaluated in its first five years.

Action Desired: Approval ___ Discussion x Information Only ___

Background: This is the fifth evaluation of the program which was implemented in the 2005-2006 school year. Results indicate that the program is meeting the strategic goals set for North Middle School at its inception. The elements that have created this success are in the process of being articulated to grades 9 and 10 of the program.

Options/Alternatives Considered: NA

Recommendations: Continue to implement this program and to monitor the progress.

Strategic Plan Reference: Strategy 5

Implications of Adoption/Rejection: NA

Responsible Persons: Dr. Mark Feldhausen, Dr. Tami Williams and Chad Hayes

Superintendent's Signature: _____

International Baccalaureate Mini-Magnet Middle Years Program Year 5 Program Evaluation

Introduction and Purpose

As required by board policy and strategic plan parameters, the Office of Assessment, Research, and Evaluation carries out 5-year evaluations of all programs. The 2005-2006 school year was the first year of implementation for the International Baccalaureate Middle Years Programme (IB-MYP) mini-magnet at Millard North Middle School. During the 2006-2007 school year the program was in its second year at North Middle and for the first time, students in the 9th grade at North High began to take part in the IB-MYP curriculum through class work and community service. International Baccalaureate 9th graders fall into three distinct categories at North High: IB-MYP only, IB-MYP and Diploma Path or Diploma Path only.

The data in this report comes from the fifth year of the program.

The following, from the Millard North Middle School and Millard North High School MYP web page, presents background on the program.

The International Baccalaureate Middle Years Programme (MYP) is designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a programme that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.

The curriculum contains eight subject groups (Language A, Language B, Humanities, Technology, Mathematics, Arts, Sciences, Physical Education) together with a core made up of five areas of interaction (Health and Social Education, Community and Service, Environments, Approaches to Learning, and Human Ingenuity).

The Millard North Middle School strategic plan team in alignment with the district strategic plan, in 2002 determined that the school needed a rigorous alternative to the traditional middle level program that would further challenge all students to reach advanced levels. The action team working on this plan felt the International Baccalaureate Middle Years Programme was the answer in that it would not only provide the alternative the team wanted, but would also better prepare students for success at the Diploma Years level. In July of 2004 the Millard Board of Education gave approval for the implementation of this program at North Middle School. Millard North High School in turn, adopted the 9th and 10th grade component of the program. In its adoption, Millard North High School has assumed the responsibility of the reporting of year five assessments to the International Baccalaureate, as well as the completion of the Personal Project.

Participation

The International Baccalaureate Middle Years Programme is a 5-year program. Students are allowed to self-select in and out of the program during years one through four. Due to the reporting of assessments to the International Baccalaureate, students are not allowed to option into the program after year four has ended. The program at North Middle provides the first three years of

the service beginning in grade 6. The program then culminates in grades 9 and 10 at Millard North High School.

The following charts illustrate the home attendance zones for the students enrolled in the program for 2010 - 2011 and for the fall of the 2011 - 2012 school years.

Middle Level IB-MYP

Home Attendance Zone for Middle Level IB-MYP Students

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Andersen	26	32	47	48	47
Beadle	16	22	25	26	24
Central	15	21	24	18	17
Kiewit	24	34	44	50	42
North	142	180	220	236	272
Russell	43	48	44	46	56
Total	266	337	404	424	458

Tableau Data Pull 12/21/2011

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bellevue	0	1	4	1	1
Bennington	0	1	1	2	2
Blair Community	0	0	0	1	1
DC West	1	0	0	1	1
Elkhorn	4	7	10	10	8
Gretna	0	0	2	3	3
Millard	266	337	404	424	458
Omaha Public	31	36	60	82	93
Papillion LaVista	4	1	7	0	3
Plattsmouth	0	0	0	0	0
Ralston	1	2	1	1	3
South Sarpy	0	0	0	0	2
Westside	1	2	7	6	4
Total	308	387	496	531	579

Tableau Data Pull 12/21/2011

Option and Open Enrollment for IBMYP

	2008-2009	2009-2010	2010-2011	2011-2012
Option Enrollment	50	92	89	78
Open Enrollment	0	0	18	43
Total	50	92	107	121

Tableau Data Pull 12/21/2011

High School IB-MYP**IB-MYP Enrollment**

Grade	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
6th	69	114	125	155	228	172	185
7th		70	119	121	153	208	188
8th			86	122	121	158	206
9th		58	89	140	162	143	148
10th		53	78	83	101	152	108
Total	69	295	497	621	766	833	836

Tableau Data Pull 12/9/2011

Data for the 2011-2012 school year only represents enrollment up through 12/9/2011. Next year's 2011-2012 data will represent enrollment for the full school year.

Home District for Option Enrolled**Middle Level IB-MYP Students 9th and 10th Grades**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Bellevue	0	0	0	4	1	0
Bennington	1	2	2	1	1	0
Blair	2	2	1	0	0	0
D.C. West	0	0	1	2	3	1
Elkhorn	5	7	8	5	6	8
Fort Calhoun	1	5	4	1	1	0
Gretna	2	1	0	2	1	0
Millard	80	113	153	185	209	190
Omaha Public	42	23	39	57	65	52
Papillion LaVista	0	3	4	3	2	2
Ralston	0	1	1	1	2	0
South Sarpy	0	0	0	0	2	2
Westside	0	1	3	1	2	1
Total	133	158	216	262	295	256

Tableau Data Pull 12/9/2011

Option and Open Enrollment for IBMYP

	2008-2009	2009-2010	2010-2011	2011-2012
Option Enrollment	53	77	70	45
Open Enrollment	0	0	16	21
Total	53	77	86	66

Tableau Data Pull 12/21/2011

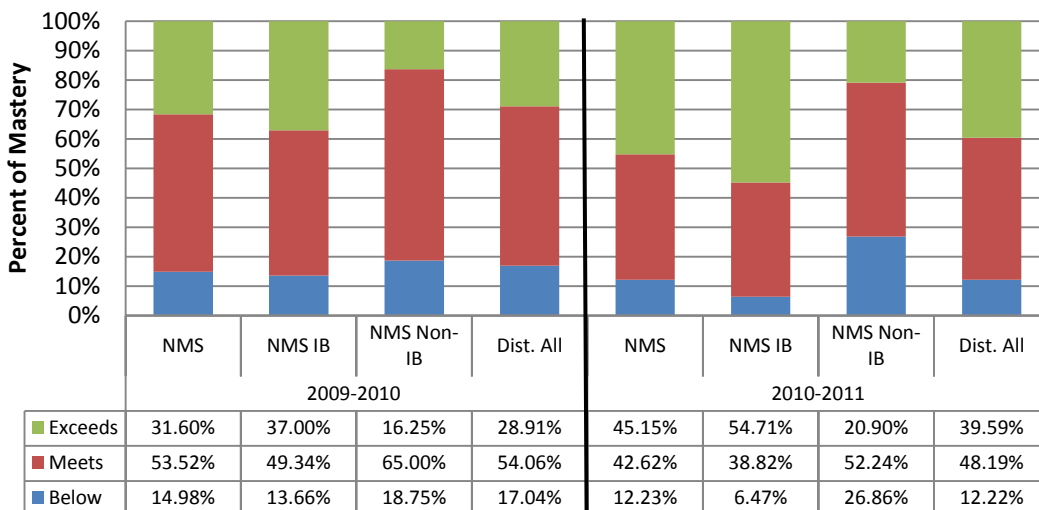
Assessment Results

ELO Results

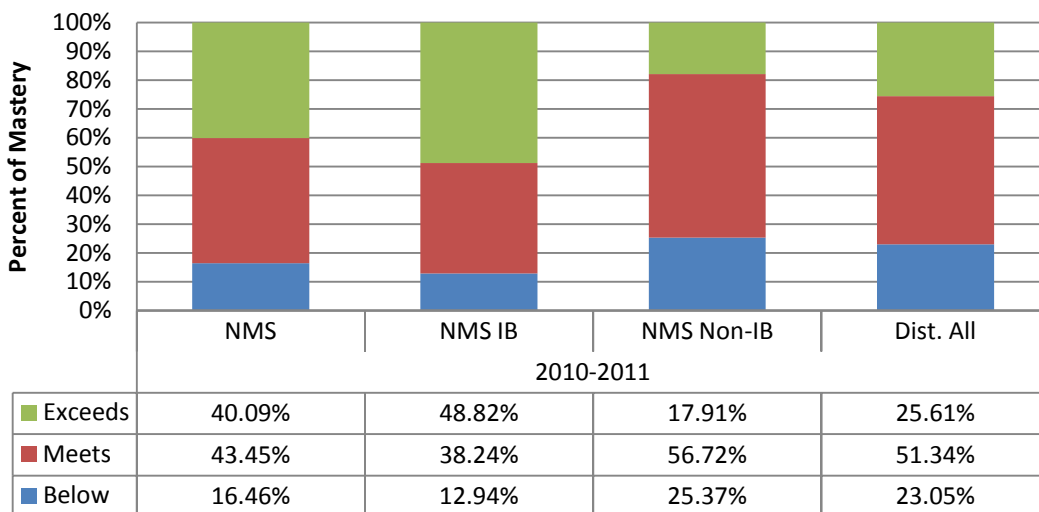
Students who are enrolled in the IB-MYP participate in all district-wide curricular-based ELO assessments along with their Non-IB peers. Students who are enrolled in the IB-MYP courses consistently scored at higher levels of proficiency than the students enrolled in the regular curricular programs at both schools.

The following graphs illustrate the proficiency levels of students in the IB-MYP, total building, and the district.

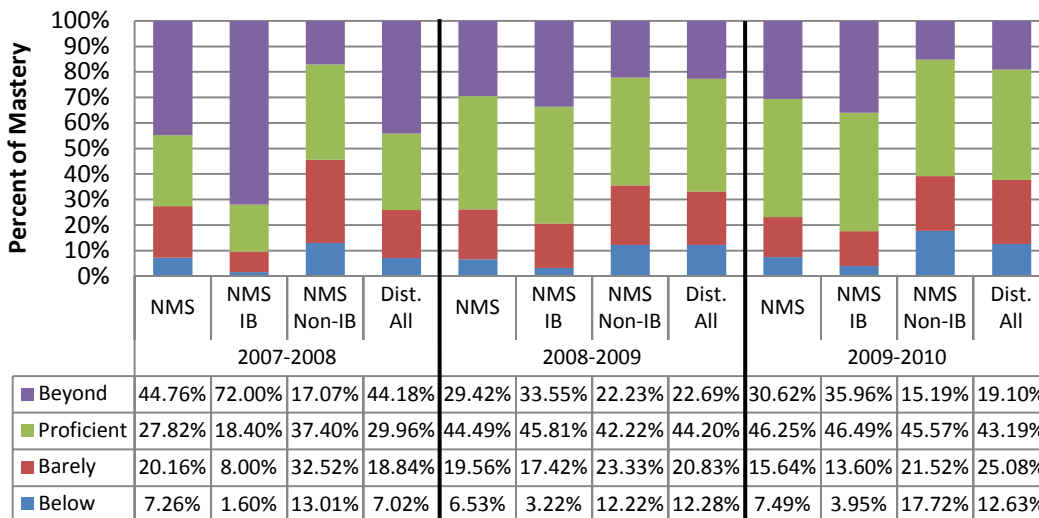
6th Grade NeSA-Reading



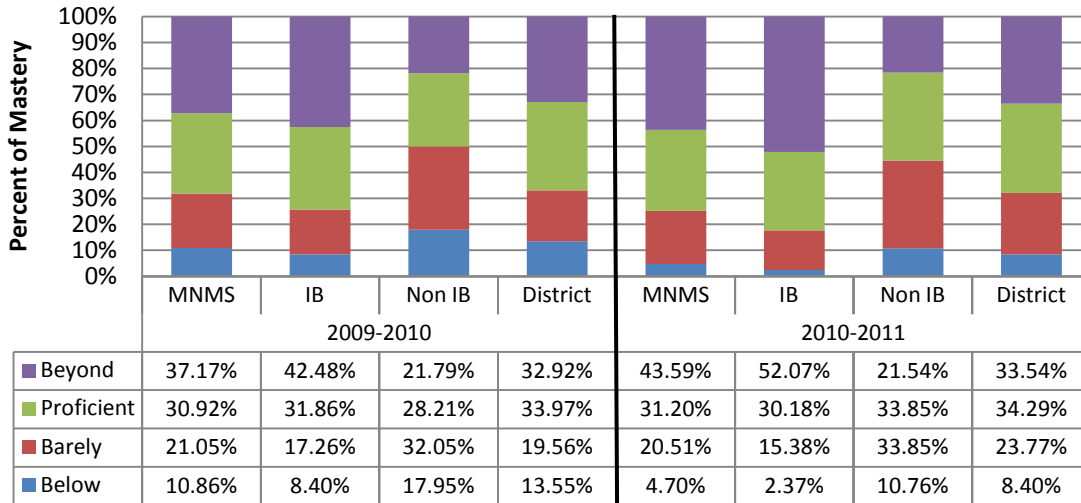
6th Grade NeSA-Math



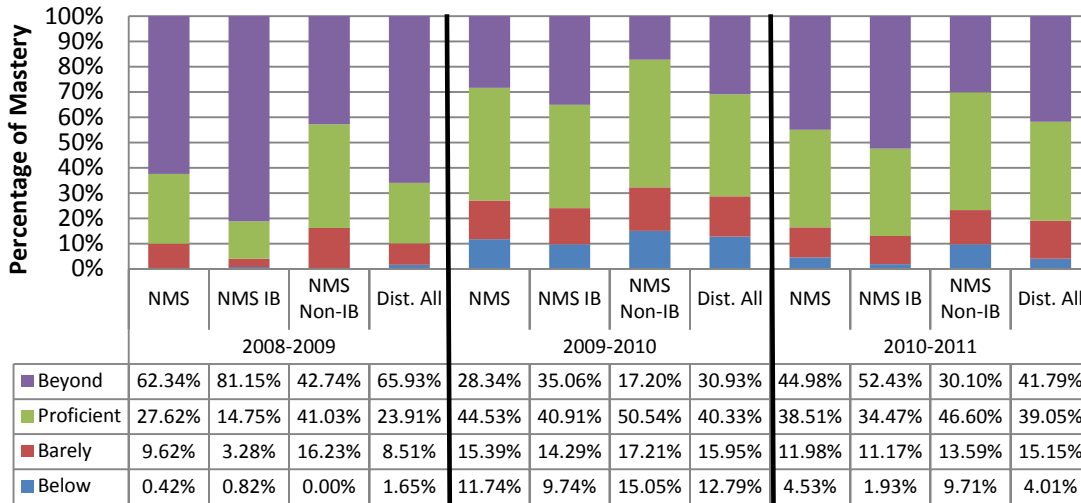
6th Grade Math ELO



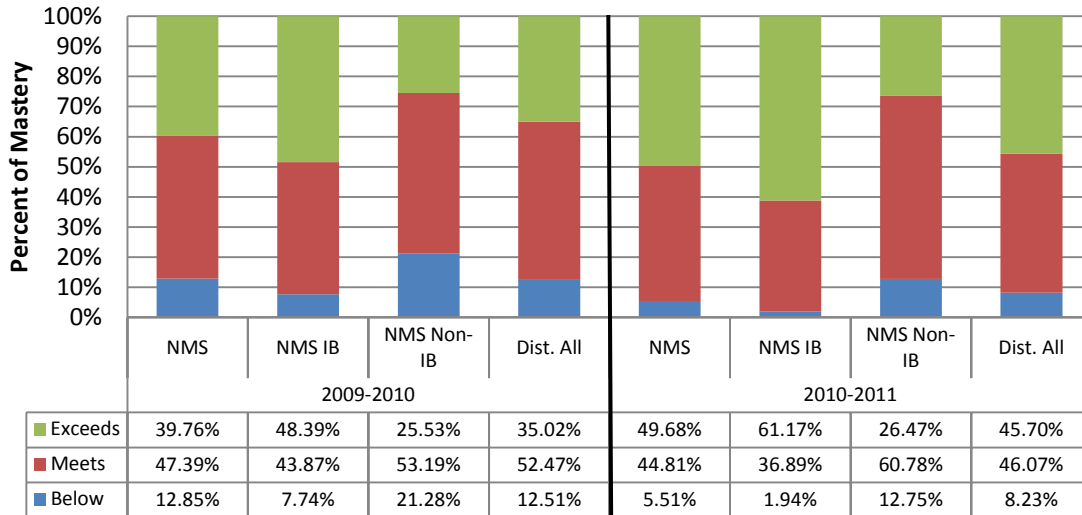
AWA - 6th Grade



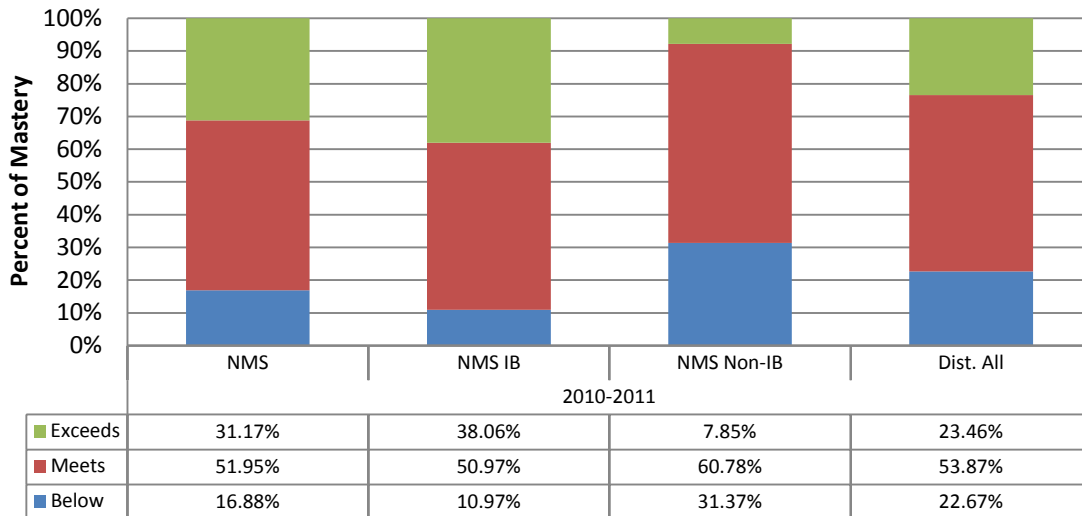
7th Grade Analytical Writing Assessment



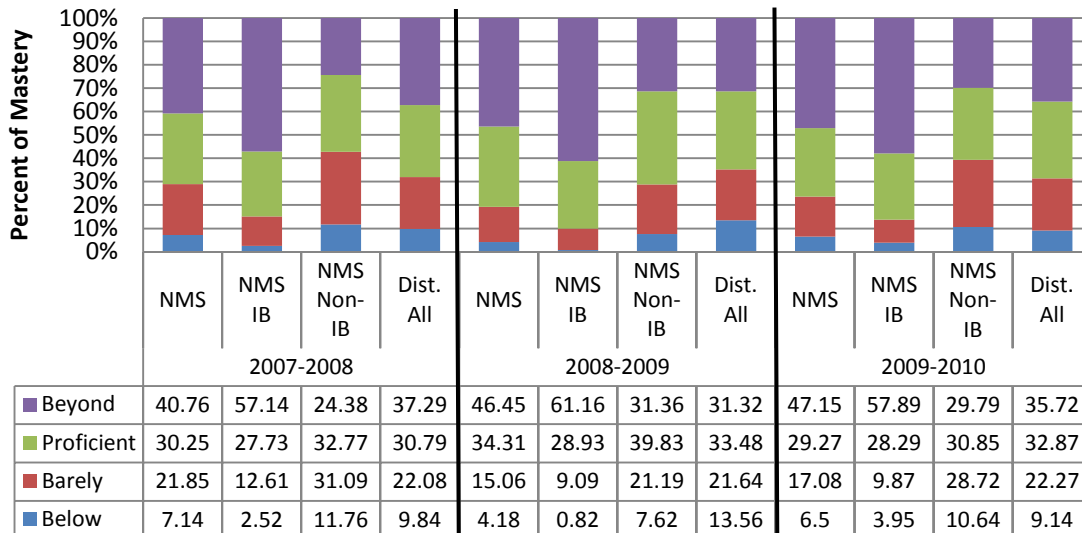
7th Grade NeSA-Reading



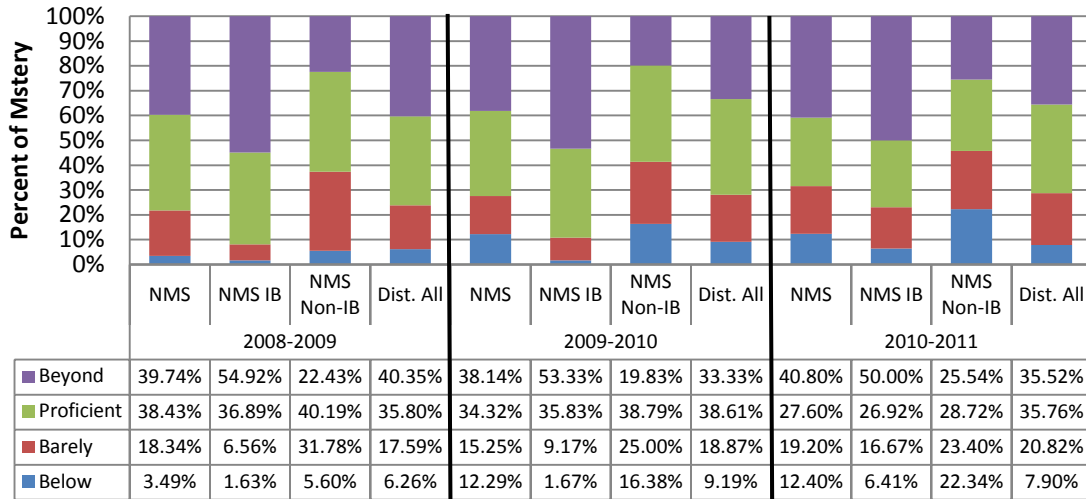
7th Grade NeSA-Math



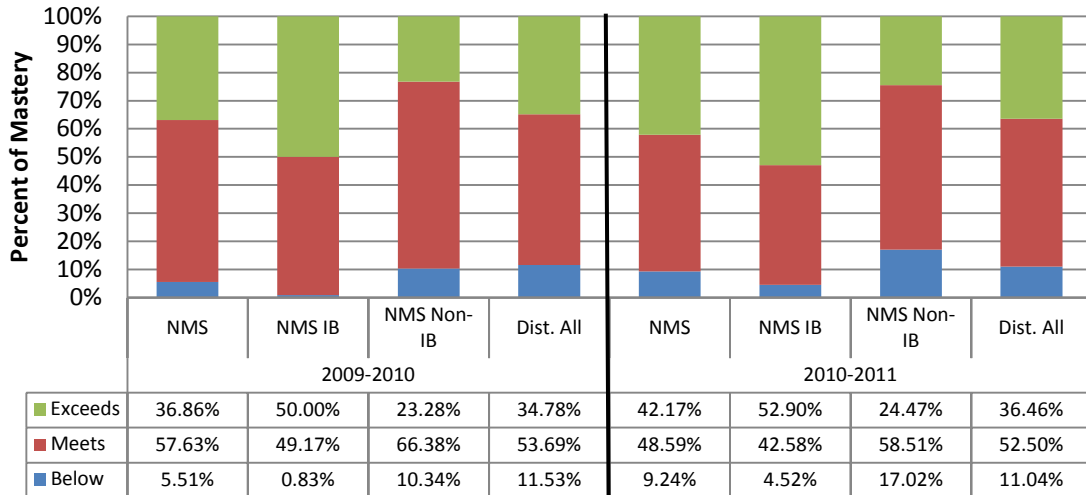
Math ELO 7th Grade



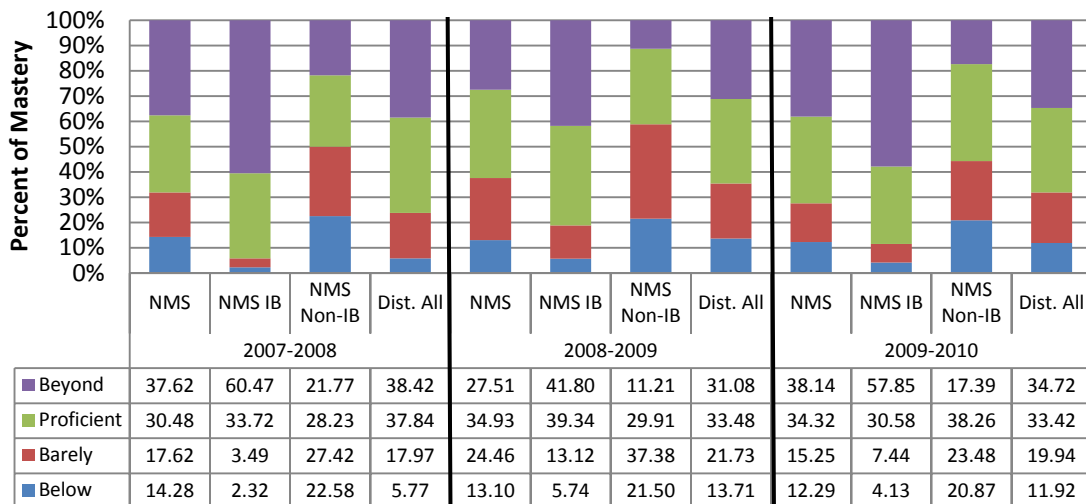
8th Grade Literacy Assessment



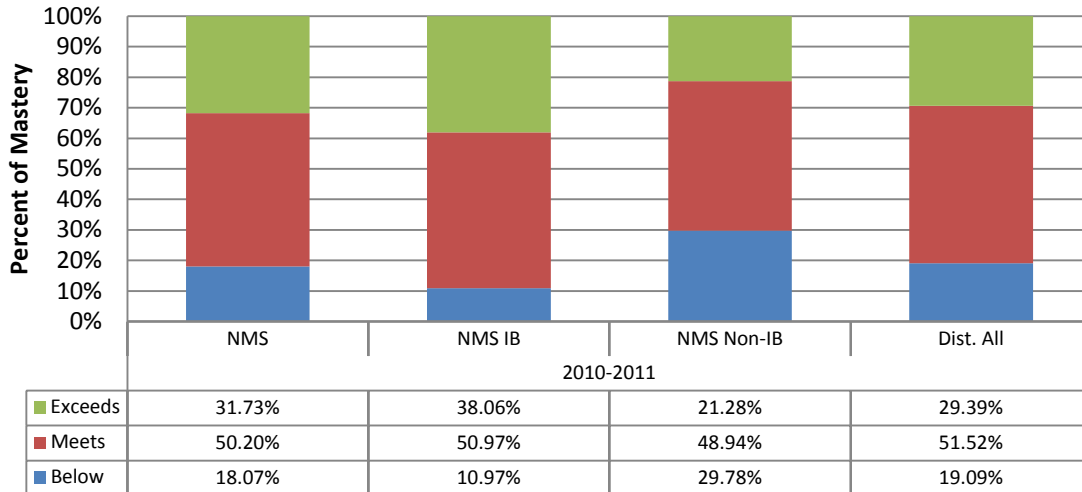
8th Grade NeSA-Reading



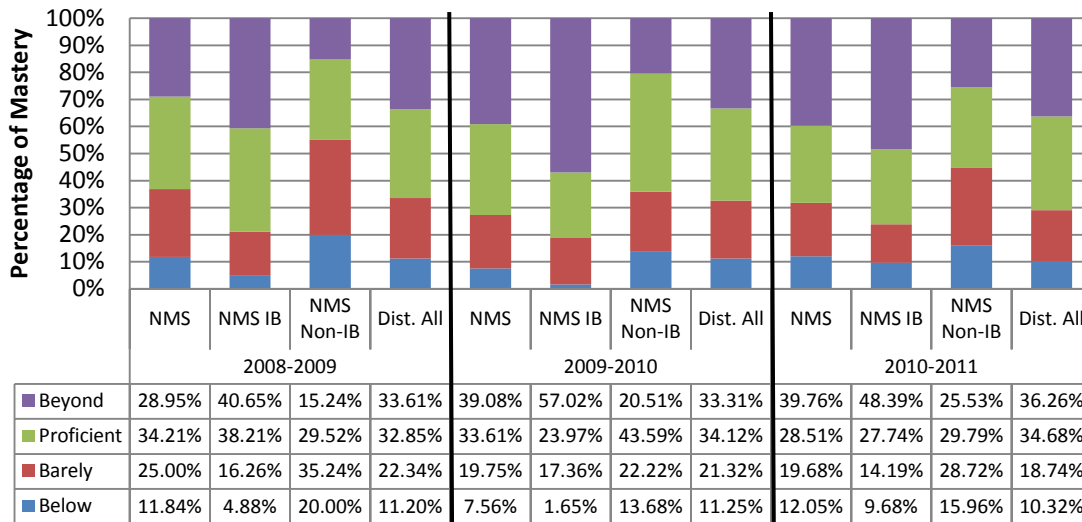
8th Grade Math ELO



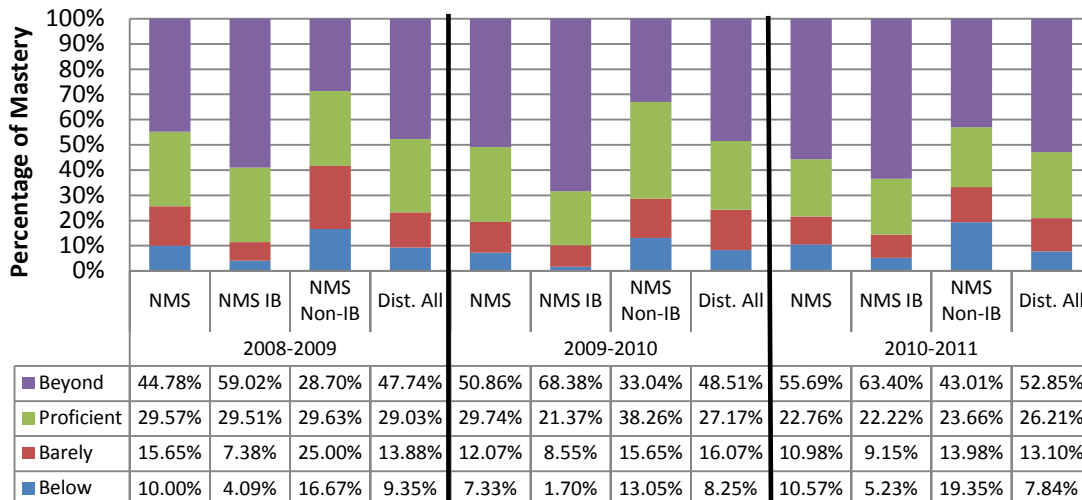
8th Grade NeSA-Math



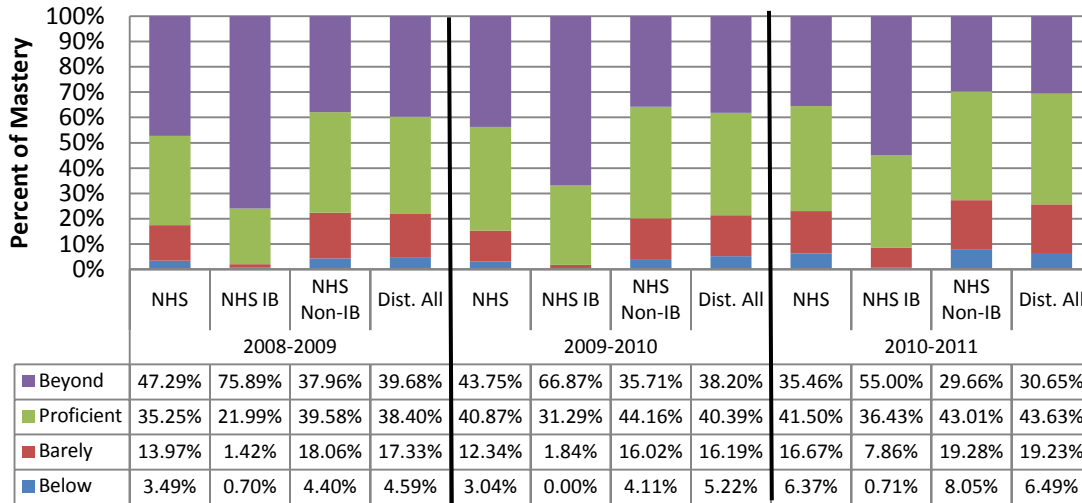
8th Grade Social Studies ELO



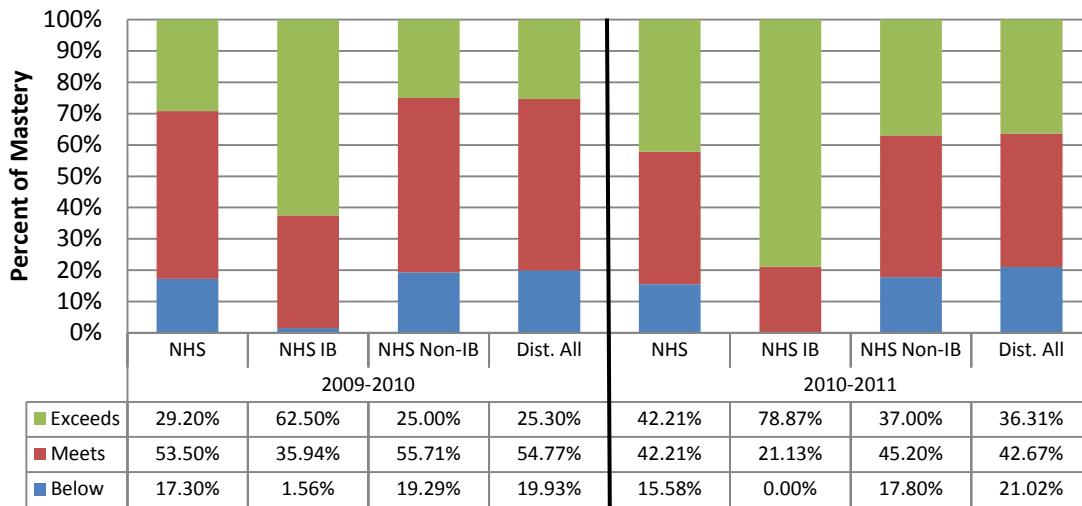
Science ELO 8th Grade



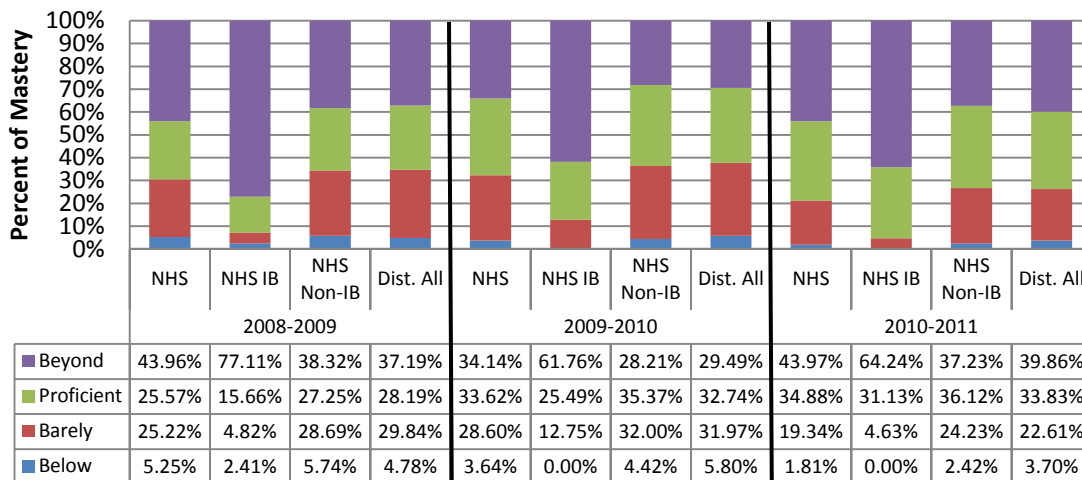
Reading ELO 9th Grade



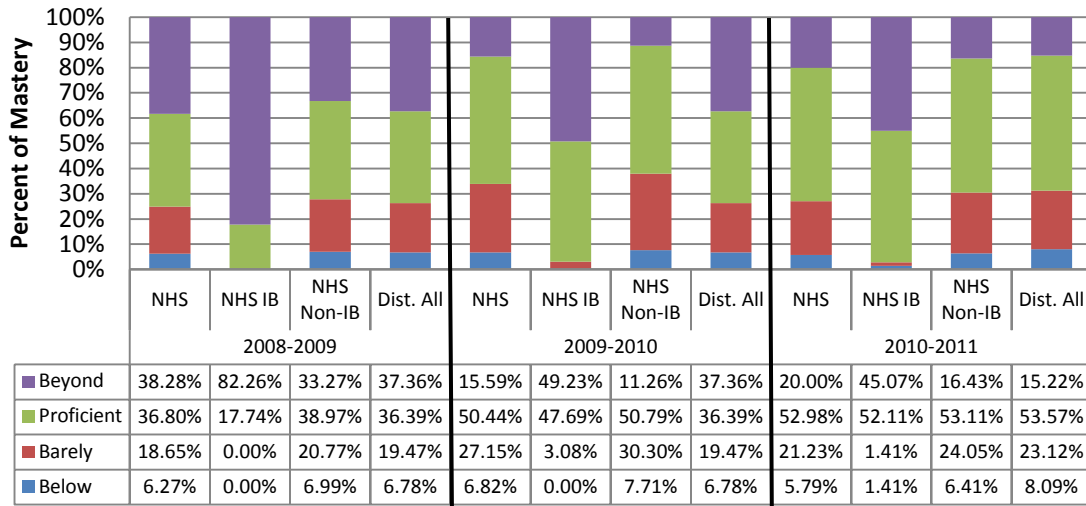
NeSA-Math 11th Grade



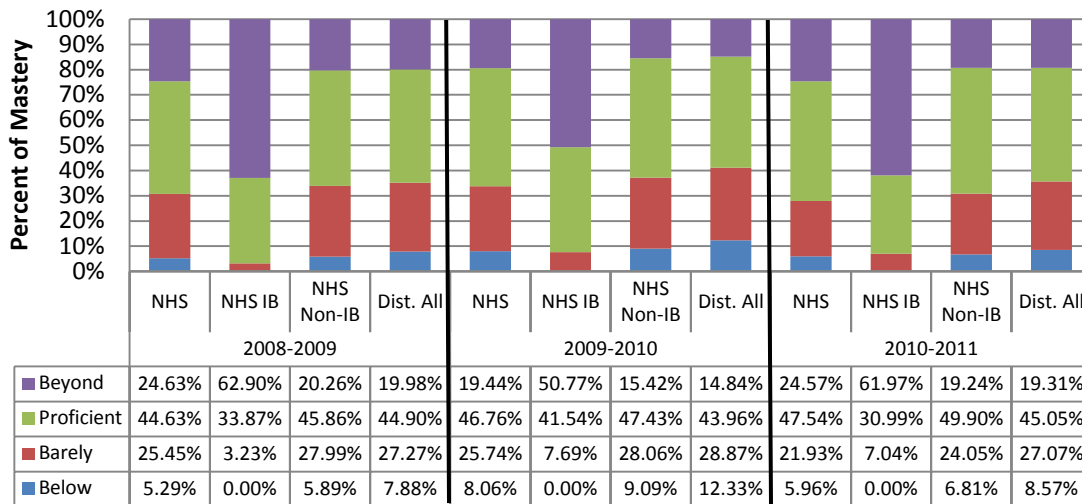
AWA 10th Grade



Social Studies ELO 11th Grade



Science ELO 11th Grade



Millard North Middle School Parent Survey Results

Parents were surveyed after the end of the first quarter of the school year. MNMS parents were surveyed during parent teacher conferences. The following tables indicate their responses to survey questions by MNMS parents.

Has the staff at this school provided you with a clear understanding of the philosophy of the instructional practices related to the PYP/MYP Programme?	Yes	73.5%
	Somewhat	24.2%
	No	2.3%
Has the program provided your child the type of opportunity you expected based on your understanding of the philosophy of and instructional practices related to the PYP/MYP?	Yes	71.2%
	Somewhat	26.9%
	No	1.9%
What is your level of satisfaction with the instructional practices your child has experienced in the International Baccalaureate Programme?	Very Satisfied	46.2%
	Satisfied	42.0%
	Neutral	10.4%
	Dissatisfied	1.4%
Do you believe your child has benefited academically from participating in the International Baccalaureate Programme?	Very Much	57.7%
	Somewhat	34.4%
	Neutral	6.0%
	Not Much	1.9%

Millard North Middle School Parent Survey Comments

Question 10 -- Are there other ways your child has benefited from the participation in the International Baccalaureate Programme?

The following represents a sample of comments that were made by parents on the *IBMYP* survey (*MNMS Only*):

- She has benefited from the community service requirement. It gives her the opportunity to go out in the community and has taught her to give back.
- IB addresses all aspects of the learner.
- IB has helped my child realize how much is going on in the world around her.
- My children's confidence is greater because they are challenged more.
- My son has gained an increased sense of responsibility.
- I am disappointed the way in which the community service requirement has been changed.
- My daughter continues to use a more global approach towards learning.
- The teachers in this program are continually finding new and interesting ways for my student to learn.
- As a result of the IB program, my daughter is more willing to try new experiences.
- At home, we have noticed a stronger interest in what she is learning at home.
- I believe the IB program at North Middle prepares them for the high School IB program.

Question 11 -- Is there any other information you would like us to know about your experience with the International Baccalaureate Programme?

- As a parent, I am disappointed that you dropped the community service component of IB. I believe it was beneficial for both my daughter and for the community. (North Middle School has changed the community service component to be service learning. This change has been communicated with parents in various methods.)

Student Focus Group Comments

The following are examples of responses by students who participated in the focus groups:

Middle School Student Responses:

- IB teaches us to reflect on the things we do and how interact with other things.
- We learn about our own learning styles and what is the best way that I learn.
- We get choices of projects that work best for us.
- IB teaches me about the world around me.
- If it were not for IB, I would not do community service.
- The learner profiles are the traits we are supposed to use to learn.
- I was in the CORE program before I came here. It helped me to transition to middle school.
- IB is not only in core subjects but also our electives.
- We have a lot more class discussions in IB instead of busy work/doing worksheets.
- I like the having a choice of projects.
- We work with each in groups and we take turns on the role we have. If I am the leader of the group this time, I won't be the leader of the group the next time.
- The "daily" unit questions focus us to what we are learning.
- The community service requirement was fun. I have done more than my required 10 hours because I liked it.
- I like doing the community service but I don't like doing the reflection afterwards.
- My parents made me be in the IB program in the 6th grade but this year I chose to stay in it.
- We have learned to debate in class without arguing.

- IB challenges me to work harder.
- If you are good at time management, you will do well in IB.
- Working in groups gives me “positive peer pressure”. Everyone wants to do well and not let others down.
- There are different types of community service so it was easy to find something I would be interested in.
- The types of questions we get in IB are not the kind that can be answered immediately. I have to think before I answer them.

Millard North High School Parent Survey Results

Parents were surveyed after the end of the first quarter of the school year. MNHS parents were surveyed during parent teacher conferences. The following graphs indicate their responses to survey questions by MNHS parents.

<p>Has the staff at this school provided you with a clear understanding of the philosophy of the instructional practices related to the PYP/MYP Programme?</p>	<table> <tr> <td>Yes</td> <td>89.3%</td> </tr> <tr> <td>Somewhat</td> <td>7.1%</td> </tr> <tr> <td>No</td> <td>3.6%</td> </tr> </table>	Yes	89.3%	Somewhat	7.1%	No	3.6%		
Yes	89.3%								
Somewhat	7.1%								
No	3.6%								
<p>Has the program provided your child the type of opportunity you expected based on your understanding of the philosophy of and instructional practices related to the PYP/MYP?</p>	<table> <tr> <td>Yes</td> <td>82.1%</td> </tr> <tr> <td>Somewhat</td> <td>17.9%</td> </tr> <tr> <td>No</td> <td>0%</td> </tr> </table>	Yes	82.1%	Somewhat	17.9%	No	0%		
Yes	82.1%								
Somewhat	17.9%								
No	0%								
<p>What is your level of satisfaction with the instructional practices your child has experienced in the International Baccalaureate Programme?</p>	<table> <tr> <td>Very Satisfied</td> <td>42.9%</td> </tr> <tr> <td>Satisfied</td> <td>46.4%</td> </tr> <tr> <td>Neutral</td> <td>10.7%</td> </tr> <tr> <td>Dissatisfied</td> <td>0.0%</td> </tr> </table>	Very Satisfied	42.9%	Satisfied	46.4%	Neutral	10.7%	Dissatisfied	0.0%
Very Satisfied	42.9%								
Satisfied	46.4%								
Neutral	10.7%								
Dissatisfied	0.0%								
<p>Do you believe your child has benefited academically from participating in the International Baccalaureate Programme?</p>	<table> <tr> <td>Very Much</td> <td>42.9%</td> </tr> <tr> <td>Somewhat</td> <td>46.4%</td> </tr> <tr> <td>Neutral</td> <td>10.7%</td> </tr> </table>	Very Much	42.9%	Somewhat	46.4%	Neutral	10.7%		
Very Much	42.9%								
Somewhat	46.4%								
Neutral	10.7%								

Millard North High School Parent Survey Comments

Question 10 -- Are there other ways your child has benefited from the participation in the International Baccalaureate Programme?

The following represents a sample of comments that were made by parents on the *IBMYP survey (MNHS Only)*:

- The IB Program is preparing my student for the rigors of higher education.
- My student's success in this program gives him confidence.
- The community service requirements have motivated us to make sure our son is well-rounded.
- My daughter has really benefitted by expressing herself more clearly and thinking outside of the box.
- I love the cross-cultural experiences he has had – very community centric.
- The IB program has helped my son to manage his time more effectively.
- The energy of high achieving peers should not be underestimated.
- High school seems to be more challenging than the coursework at middle school which is good.
- The community service and reflection components have been good for my student.

Question 11 -- Is there any other information you would like us to know about your experience with the International Baccalaureate Programme?

- My daughter likes the program a lot. But, due to time and extra-curricular activities, she will not continue on to the IB Diploma Program.
- There is a lot of homework. It is difficult for a student to keep up on their homework if they are involved in any other activities.
- I think the teachers are great, they show a positive attitude.
- I believe there should be less meetings and more e-mail communication.

Student Focus Group Comments

Responses of Students at Millard High School

- Millard North High School feels like two different schools. Those in IB and those that are not.
- Students that are part of IB tend to be more focused and better organized than those that are not.
- There is a sense of community among students in IB.
- There is a very diverse group of students in IB. It helps us to learn about each other.
- This program has taught me to look beyond the immediate consequences of a decision.
- I am not sure if I will join the DP program. Still trying to find out the advantages to DP vs. AP.
- IB is a great program if you are motivated and driven.
- I am a very visual person. The teachers in IB teach to my strengths.
- Teachers could do a better job at communicating with students about projects and the program.
- I understand the importance of the 4 year plan but as a freshman, it is hard to plan that far ahead.
- I was worried that IB would take up so much of my time that I could not participate in sports or have a social life. But, I have found a way to make time for everything.
- You need to have the ability to manage your time to be successful in IB.
- If you are in IB because your parents want you to be, you will probably not be successful.
- I would recommend IB to other students who want to learn about topics in more depth.
- I think the end of the year project is awesome.
- IB pushes me out of my comfort zone and expands my perspectives.
- IB is good preparation for college.

Class Size Comparison

North Middle School

6th, 7th, and 8th grade MYP students are assigned to academic teams as well as exploratory classes such as Art, Computers and Physical Education and World Languages exclusively apart from their peers who do not participate in MYP. The following table represents a comparison of the average class of MYP and Non-MYP core classes.

2010-2011

Grade	Average Class Size
6 Non-IB	25.8
6 IB	22
7 Non-IB	24.6
7 IB	21
8 Non-IB	24
8 IB	23

In its inception, 9th and 10th grade IB-MYP students share the classroom with Non-MYP students. There are no course sections that are exclusively assigned to IB-MYP students in these grades. Beginning in August of 2009 students who enrolled in the IB-MYP are grouped in common class sections in order to create a more cohesive base for instruction and a richer IB-MYP culture. All 9th and 10th grade students who are then dispersed among these grouped sections will receive the benefit of the International Baccalaureate instructional model in Language Arts, Science, Math, Social Studies, World Languages, Technology, and Physical Education.

Program Costs Millard North Middle School

Of the 802 students who attended Millard North Middle School in 2010-2011, 503 (62.7%) of the students participated in the IB-MYP (compared to 54.9% the previous year). The cost of this program is \$28,190.40. The cost of this program is down \$309.80 from last year. The per-pupil expenditure for this program is \$56.04.

Department	Instructional Periods with IB students only	FTE	Salary and Benefits*
Math	25	5	\$330,475.60
Science	23	4.6	\$304,037.55
English	23	4.6	\$304,037.55
Reading	14	3.8	\$251,161.46
Social Studies	23	4.6	\$304,037.55
Team Study	28	4.7	\$310,647.06
World Lang.	17	2.83	\$187,049.19
General Music	3	0.5	\$33,047.56
Industrial Tech	6.4	1.07	\$70,721.78
Computers	5	0.83	\$54,858.95
Physical Ed.	12.35	2.06	\$136,155.95
Family Cons.	9.27	1.55	\$102,447.44
Health	4.35	0.73	\$48,249.44
Art	8.33	1.39	\$91,872.22
Orchestra	5	0.57	\$37,674.22
Band	6	0.71	\$46,927.54
Chorus	6	0.57	\$37,674.22
Careers	2	0.33	\$21,811.39
Totals	192.8	40.44	2,672,886.67

*Based on an average salary of \$66,095.12

Expense	Cost
Levels I, II, and III for 48 certificated staff.	\$27,007.00
IB Unique Supplies	\$5,650.00
Satellite School Fee	\$850.00
Total	\$33,507.00

Program Costs Millard North High School

In 2010-2011 there were 1,262 students enrolled in the 9th and 10th grade Millard North High School. 301 (23.9%) of these students participate in IB-MYP this year. Compared to 2009-2010, there are 83 more students that are in IB-MYP .

The 2010-2011 cost of this program is \$35,878.36. The per-pupil expenditure for this program is \$160.00. The cost of this program is up \$4,769.36 from last year. This is in part due to the cost incurred by the IB Programme's evaluation.

IB-MYP students share classes with Non-IB students at MNHS. As a result, many of the 9th and 10th grade students receive instruction using the IB instructional model. The per-pupil cost for this program (students enrolled in IB-MYP) is \$119.20. There is no personnel cost difference for IB-MYP students and Non-IB-MYP Students at this school.

Training Costs North High School

Expense	Cost
Levels I, II, and III for 47 certificated staff.	\$23,240.15
IB Unique Supplies and Evaluation Fees	\$3,661.21
MYP Dues	\$8,977.00
Total	\$35,878.36

Building Input

In October of 2010, both schools participated in the IB evaluation site visit. The IB sent three team members to review the practices and procedures at the two schools. The team was given copies of all IB required documentation to review prior to the visit. The visitors spent one day at MNMS and one day at MNHS. During these days the team met with central office administration, parents, students, teachers and administrators from both buildings. The team investigated the status of the program as a whole in relation to the expectations of the International Baccalaureate.

During the second semester of the 2010-2011 school year, teachers from MNMS and MNHS met vertically in subject areas to review the IB required assessments. Teachers from grade 10 shared their IB assessments and the feedback they were given from IB in regards to the student work samples they submitted. After reviewing subject area feedback, teachers refined assessment requirements at each of the grade levels to better prepare students for final assessments in the 10th grade.

In May of 2011, MNMS and MNHS received the results of the external program evaluation conducted by the IB. Commendations noted by IB included: strong parental involvement, strong teacher, administrative and school board support, as well as positive program growth. Suggested recommendations included: continued program growth, emphasis on international mindedness, and further development of horizontal and vertical articulation in and between both buildings. The only area that requires immediate attention is that of the number of subject areas assessed at MNHS during the 10th grade.

In response to the area requiring immediate attention, MNHS applied for and was granted curriculum flexibility by the International Baccalaureate. Beginning in the 2013-2014 school year, MNHS will begin submitting assessments on a yearly basis in the areas of Art and Technology which will allow students to meet the required number of assessments in the 10th grade.

In the Spring of 2011, Millard North Middle School designated Nicole Berryman as part time teacher and part time IB Middle Years Program Coordinator beginning in the 2011-2012 school year.

Both Nicole Berryman and Amber Ripa, coordinators at MNMS and MNHS, meet once a month in order to address recommendations from the IB and plan for future program development. Goals for the 2011-2012 school year include refining Community Service practices, strengthening horizontal and vertical articulation, and beginning to focus on international mindedness.

Teachers at MNMS have worked in interdisciplinary teams to create Service Learning projects by grade level that will be implemented throughout the 2011-2012 school year. This process will begin to strengthen a focus on international mindedness and assist in horizontal articulation. It is the goal of MNMS to replace current Community and Service requirements with this type of Service Learning.

Teachers at MNHS have met to discuss interdisciplinary themes by subject area. The groups have worked together to create guiding questions that will pertain to several subject areas throughout the 9th and the 10th grade. These guiding questions will be the focus of third quarter instruction. This practice will allow teachers to begin to develop interdisciplinary practices that will eventually grow throughout all areas of the program. It is the goal of MNHS that this practice will eventually strengthen vertical and horizontal articulation of instruction.

Year after year MNMS has seen a steady growth in IB-MYP enrollment numbers. In the 2009-2010 school year IB-MYP enrollment was 54.9%, in 10-11 enrollment included 63.4%. Currently, in the 2011-2012 school year, IB-MYP enrollment includes 72.10% of the student population. MNMS has written in their site plan that as enrollment increases, there will be a consideration to shift to a whole school IB-MYP instructional approach.

Both program coordinators will continue to work together to offer guidance and support to IB-MYP teachers as they develop and refine unit planners and assessments. The coordinators will collaborate to ensure international mindedness becomes stronger throughout both buildings. Beginning in the 2012-2013 school year the coordinators will work together to begin compiling data for the next external program review conducted by the IB which will take place in the 2013-2014 school year.

Summary

The Millard North Middle School strategic plan team in alignment with the district strategic plan, in 2002 determined that the school needed a rigorous alternative to the traditional middle level program that would further challenge advanced level students. It was also the intent of the team to address a declining enrollment at North Middle School during that time. Millard North High School in turn, adopted the 9th and 10th grade component of the program.

Students in IB-MYP display strong academic performance on a consistent basis from grades 6 through 10. It is clear that the IB-MYP has increased student enrollment at North Middle School and has brought the desired level of rigor to the classrooms.

Parent surveys and student interviews indicate that there is a high level of satisfaction with the program at both Millard North High School and North Middle School.

AGENDA SUMMARY SHEET

Agenda Item: Post Graduate College Enrollment and Completion

Meeting Date: February 6, 2012

Department: Educational Services

Title and Brief Description: Post Graduate Status for Classes of 2004-2010

Action Desired: Information Only

Background: Nebraska Department of Education, Rule 10 requires a follow-up study of district graduates every three years. The Carl T. Perkins Career and Technical Education Act also require us to collect, analyze and report information relating to graduates' post-graduate educational goals.

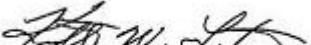
Beginning with last year's Post Graduate College Enrollment and Completion Board of Education Report, we now have the ability to monitor participation and completion of post-secondary education for all graduates by using the Student Tracker feature of the National Student Clearinghouse instead of conducting a survey of random graduates each year. The Clearinghouse provides degree, diploma and enrollment verification for 95% of the nation's two- and four-year post-secondary institutions.

Recommendations: Not applicable

Strategic Plan Reference: Not applicable

Timeline: An annual report for the Board of Education

Responsible Persons: Dr. Mark Feldhausen, Dr. Nancy Johnston, and Barb Waller

Superintendent's Signature: _____  _____

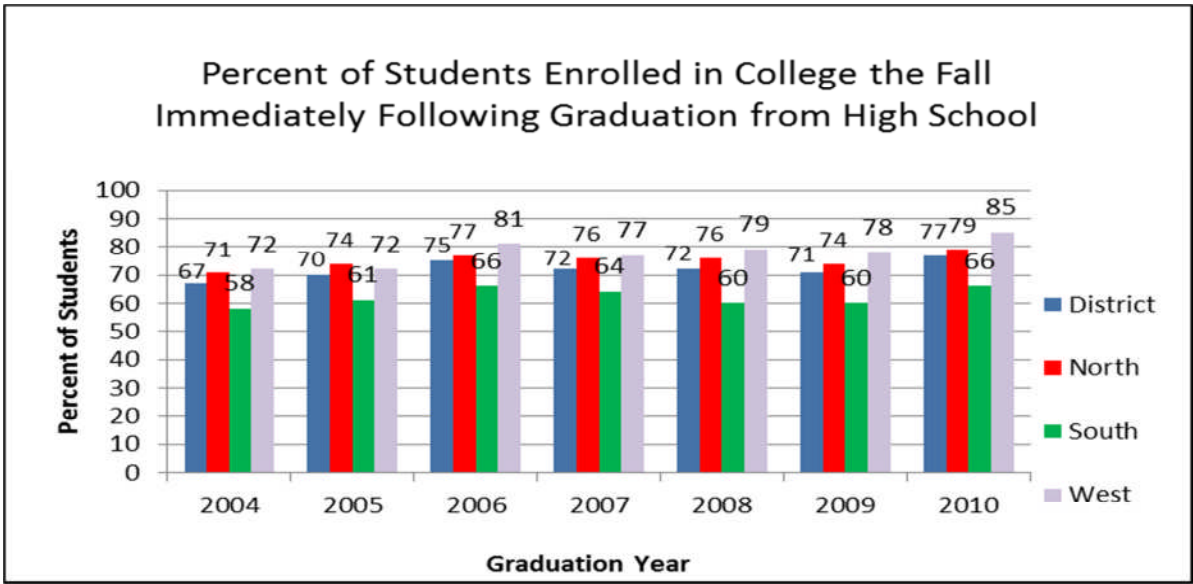
Highlights

- Enrollment in post-secondary education in the fall immediately following graduation from high school increased from 67% of 2004 graduates to 77% of 2010 graduates. For the Class of 2010, there was an increase in the number enrolled in college from all three Millard high schools.
- Post-secondary activity of graduates who went directly to work or enrolled in the military or in one of the 5% of the institutions not represented by the Clearinghouse are not included in this report. Examples of institutions not included are Vatterott College, Kaplan College, University of Phoenix, and Private Career Schools such as schools of cosmetology, massage therapy schools, real estate schools, etc.
- The College-Going Rate, represented by enrollment in post-secondary education within the first year after graduation from high school (May 2010-July-2011), increased from 73% in 2004 to 79% in 2010.
- Ninety percent of 2009 Millard graduates who were enrolled in college the first year after graduation returned for the second year. This is greater than the University of Nebraska-Lincoln retention rate of 84%.
- Forty-six percent of the graduates in the Class of 2005 have completed a degree. Degree completion increased at all three Millard high schools. This is an increase of 3% from the Class of 2004. Fifty-one percent of the graduates of the Class of 2005 from Millard North High School, 48% from Millard West High School and 37% from Millard South High School have completed a degree. This information includes Associate, Bachelor's and Master's degrees.
- Of the graduates of the Class of 2005, 44% of the white students, 53% of the Asian or Pacific Islander students, 35% of the Black (not Hispanic) students, 23% of the Hispanic students and 38% of the American Indian or Alaskan Native students earned a degree.
- While students who qualify for free and/or reduced lunch continue to be underrepresented in all measures of post-secondary enrollment. Fewer enrolled in college, fewer returned the second year and fewer students who qualified for free and/or reduced lunch of the Class of 2005 earned a degree compared to those who do not qualify, there was an increase of free and/or reduced students enrolled immediately and at any time the first year between 2009 and 2010.
- Eleven percent of the graduates in the Class of 2005 identified Business related majors, 14% Human Resources and Services related majors, 6% Industrial Manufacturing and Engineering related majors, 5% Communication and Information Systems related majors, 5% Health Science related majors, and 1% Environmental and Agricultural Systems majors.
- The post-secondary institutions most frequently attended by the classes of 2004-2010 included the University of Nebraska at Omaha, Metropolitan Community College, University of Nebraska-Lincoln, Creighton University, and Iowa Western Community College.

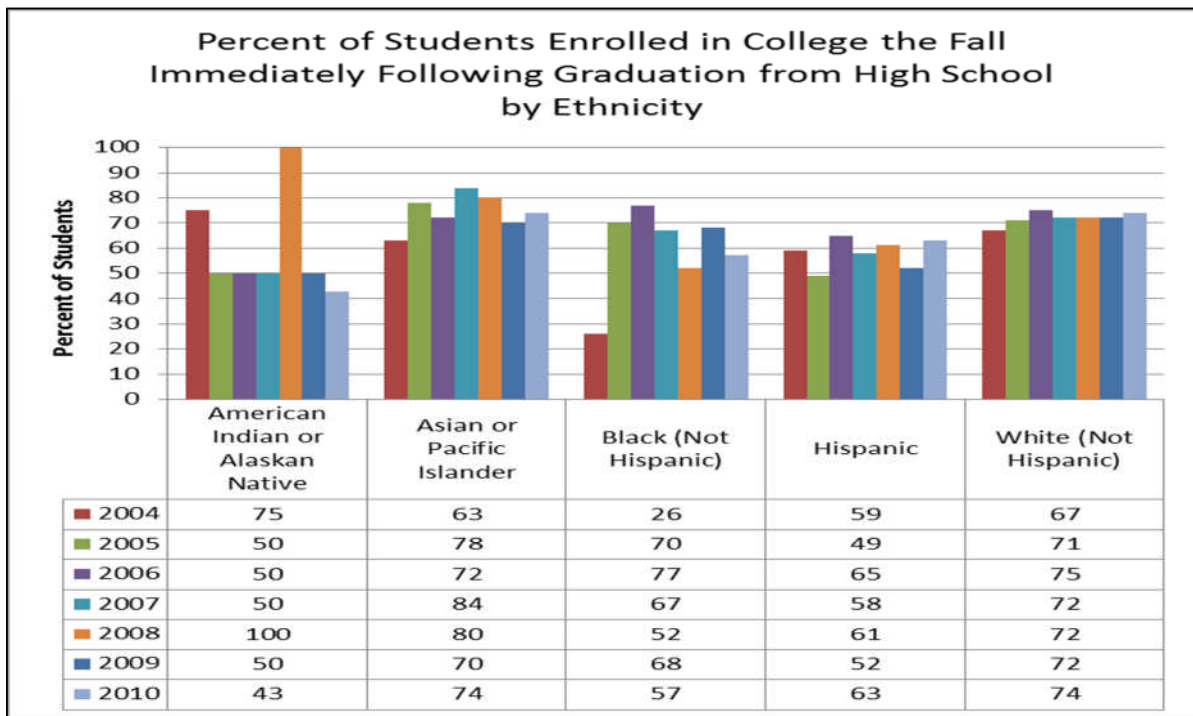
Post-secondary Enrollment the Fall after High School Graduation

The following charts represent Millard graduates enrolled full-time, half-time or less than half time in the fall semester immediately following graduation.

With the exception of 2005, Millard West has had a slightly higher percentage of students enroll in college for the fall semester immediately following graduation than Millard North or Millard South. For the Class of 2010, there was an increase in the number enrolled in college from all three Millard high schools.



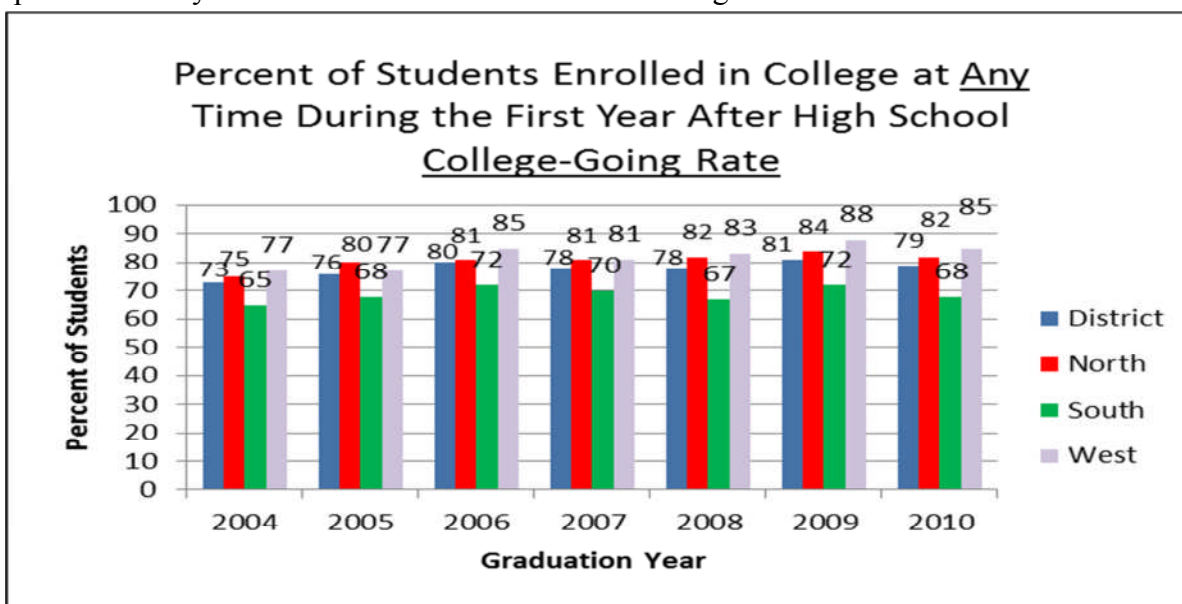
There was a decrease in the number of American Indian/Alaskan Native and Black (Not Hispanic) 2010 graduates who attended college the fall immediately after graduation. There was an increase of Asian, Hispanic and White 2010 graduates who attended college the fall immediately after graduation.



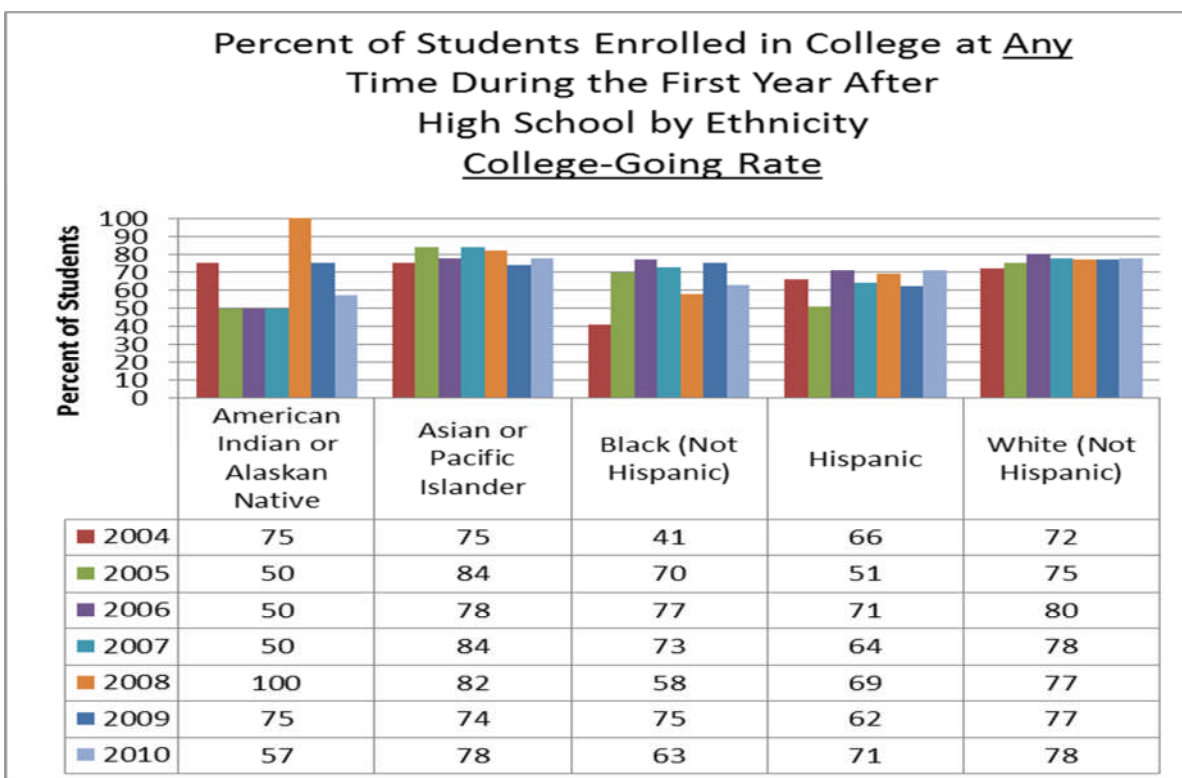
Post-secondary Enrollment at Any Time during the First Year after High School

The following charts represent Millard graduates enrolled full-time, half-time or less than half time at any time during the first year after graduation.

Two percent of the 2010 graduates from Millard South and 3% from Millard North delayed post-secondary enrollment until second semester after graduation.



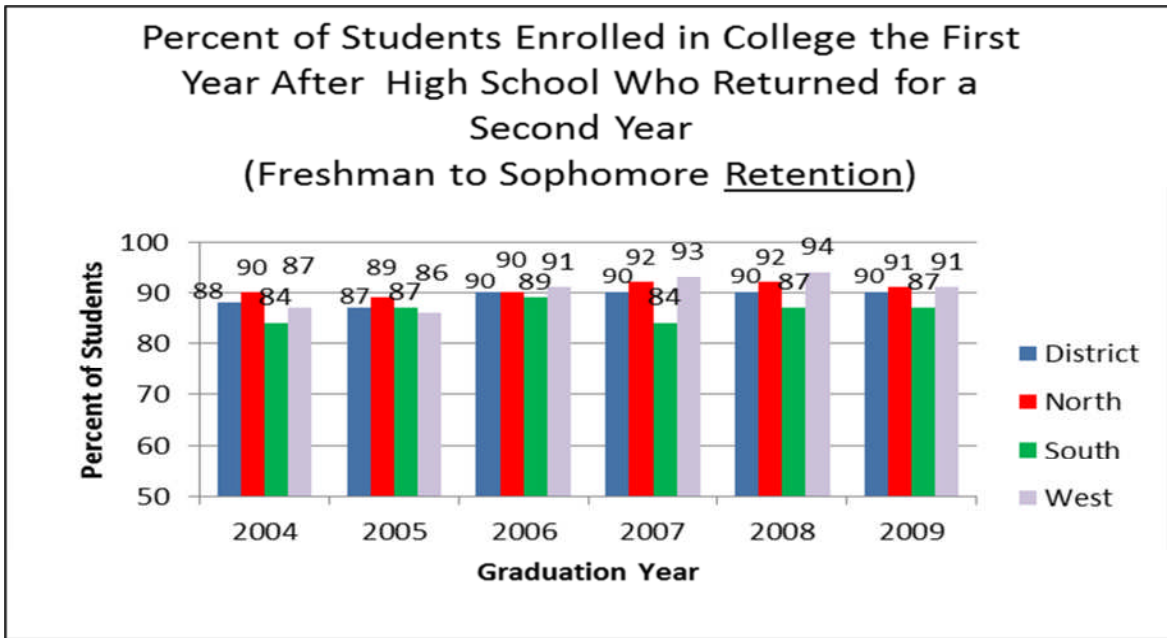
More American Indian/Alaskan Native graduates delayed enrollment in college beyond the fall after graduation than any other populations. [14% American Indian/Alaskan Native, 4% Asian/Pacific Islander and White (not Hispanic), 6% Black (not Hispanic) and 8% Hispanic]



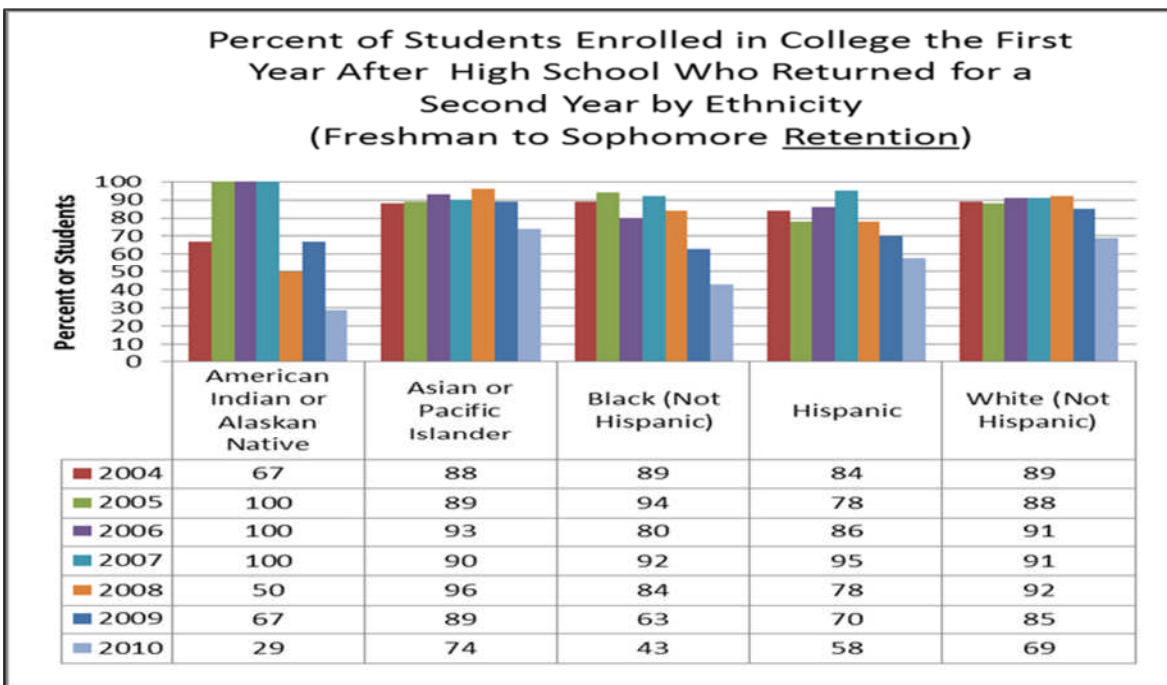
Post-secondary Retention from First Year to Second Year after High School

The following charts document the percent of students who remained enrolled at any post-secondary institution, not retention at the same institution for the second year of college.

Three percent fewer Millard West and 1% fewer Millard North graduates of the class of 2009 returned for a second year of post-secondary education compared to the class of 2008. Ninety percent of the 2009 Millard graduates returned for a second year. The retention of Millard students is slightly higher than the year to year retention rate of 84% at the University of Nebraska at Lincoln.



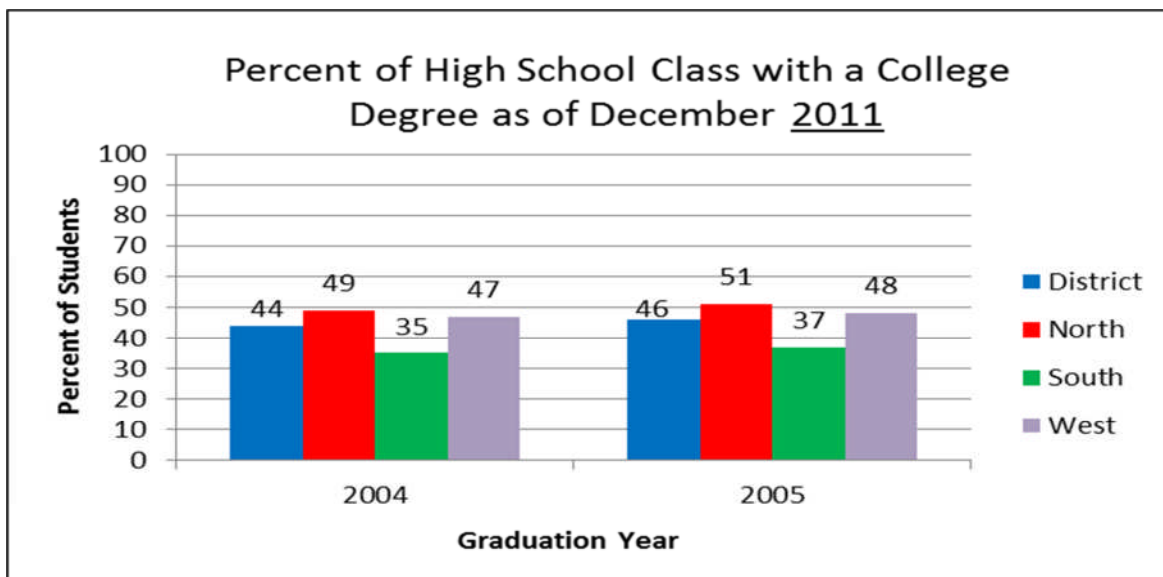
The students who returned for the second year of college declined for all populations.



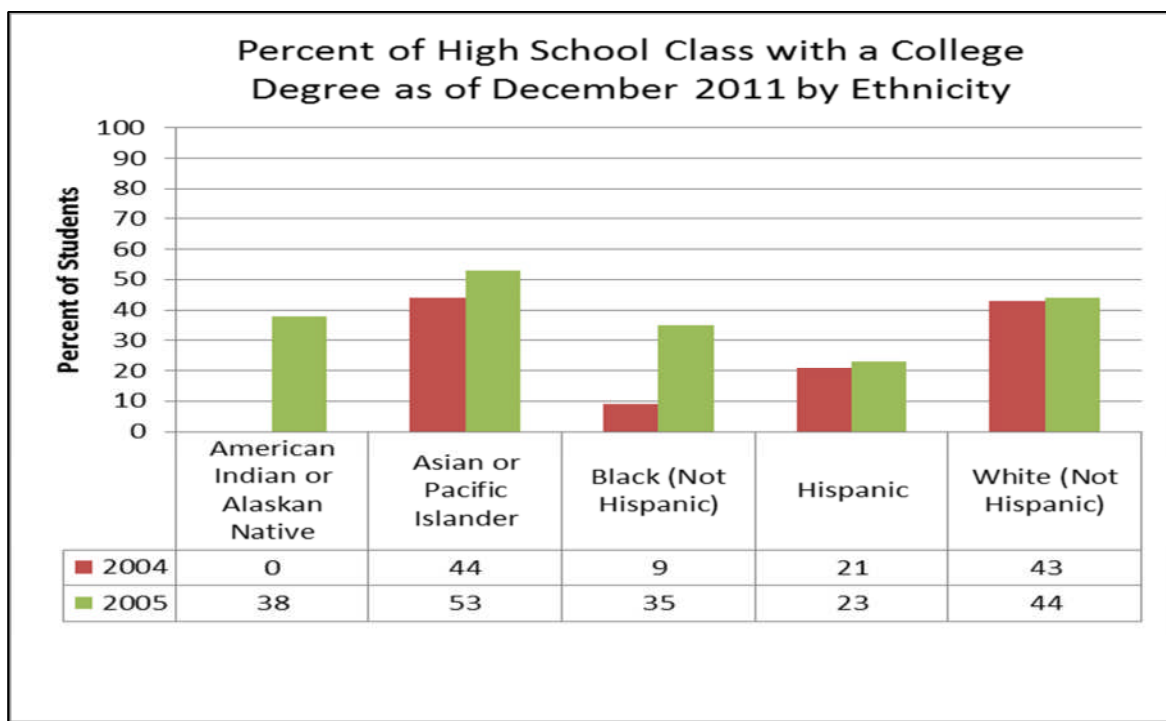
Post-secondary Degree Completion

The following charts document the number of Millard students who have completed an Associate, Bachelor or Master's degree.

Degree completion is reported six years after high school graduation. This is the maximum time reporting data is recognized and available. There was a slight increase in percent of degree completion from the Class of 2004 to the Class of 2005.



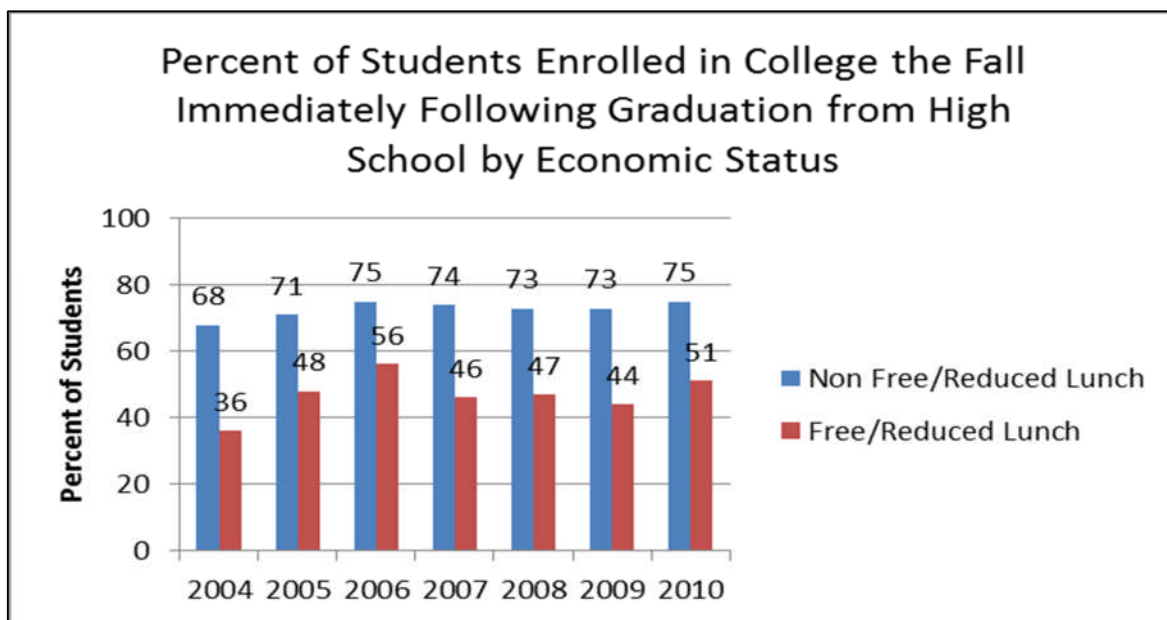
Of the graduates of the Class of 2005, 44% of the white students, 53% of the Asian or Pacific Islander students, 35% of the Black (not Hispanic) students, 23% of the Hispanic students and 38% of the American Indian or Alaskan Native students earned a degree.



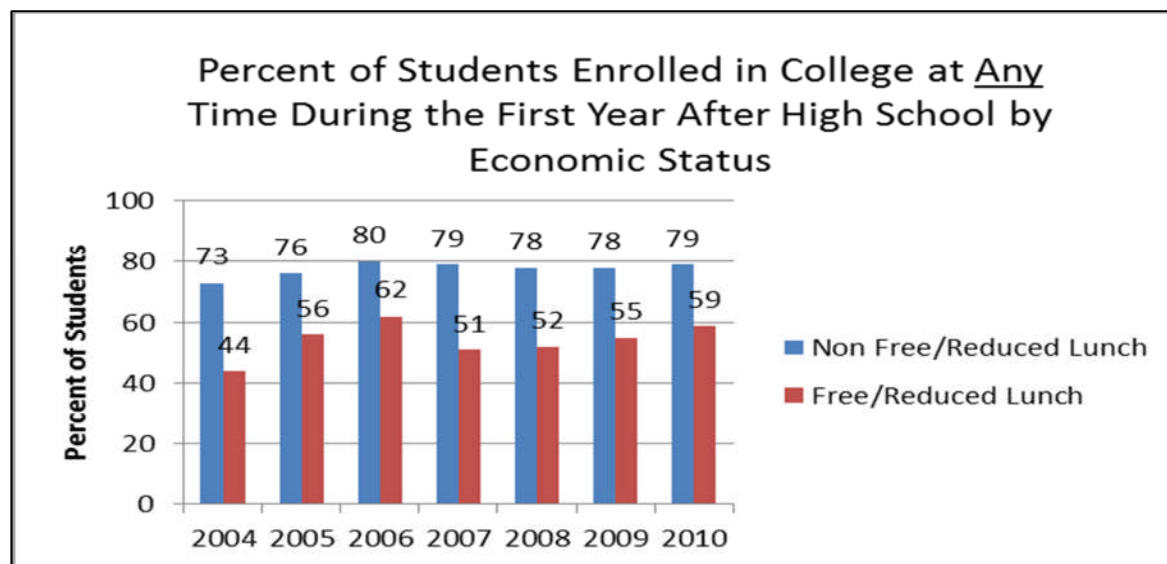
Post-secondary Enrollment by Economic Status

The following charts document the post-secondary enrollment of students by economic status.

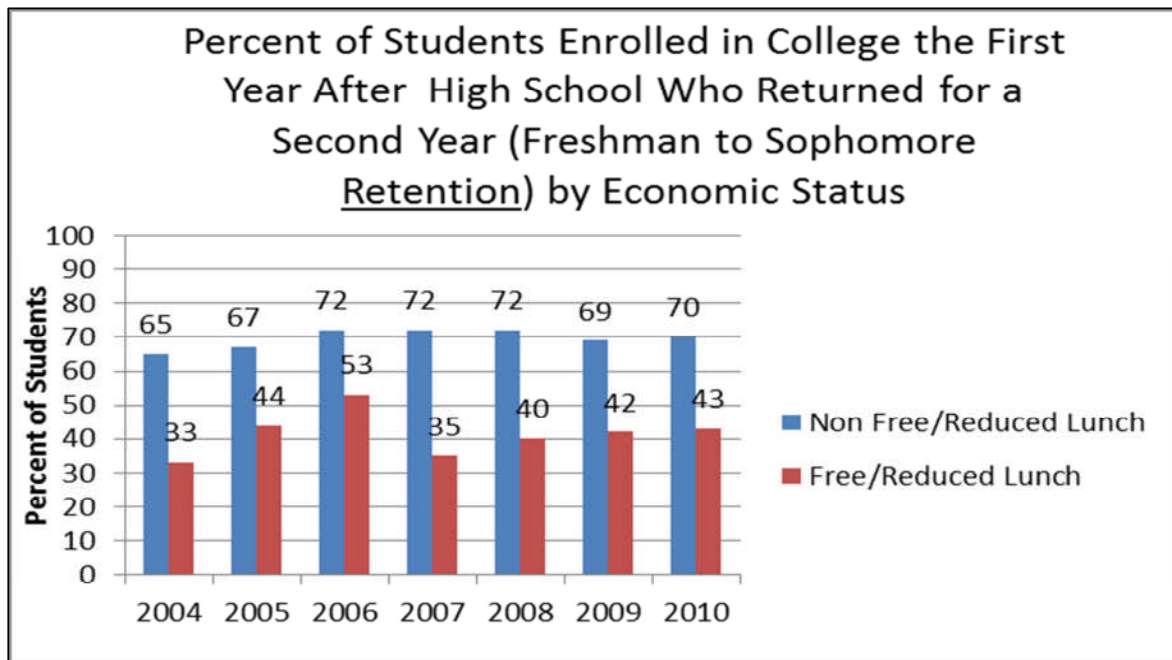
Of the class of 2010, 51% of those who qualified for free/reduced lunch and 75% of those who did not qualify enrolled in college the fall immediately following graduation. The difference in college enrollment between those who qualify for free/reduced lunch and those who do not has fluctuated from 19% in 2006, to 28% in 2007, to 26% in 2008, 29% in 2009, to 24% in 2010.



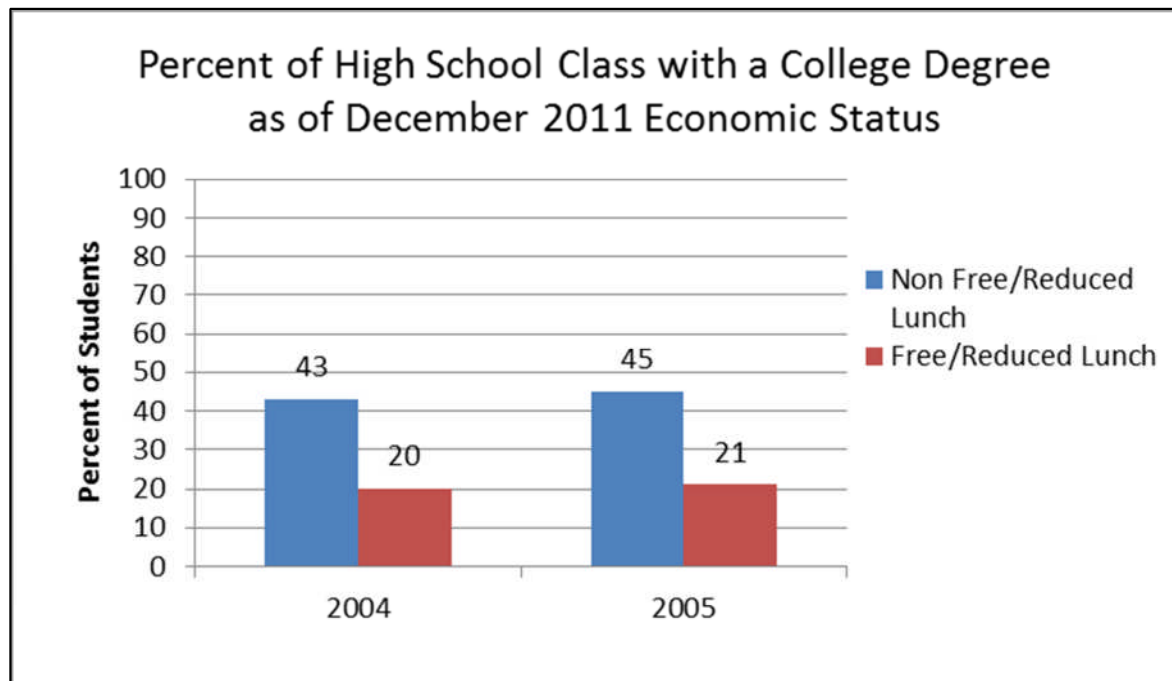
Of the class of 2010, 59% of those who qualified for free/reduced lunch and 79% of those who did not qualify enrolled in college any time during the first year after high school graduation. A greater percent of students who qualify for free and reduced lunch than those who do not qualify delayed enrollment to winter after graduation. The difference in college enrollment any time the first year after graduation between those who qualify for free/reduced lunch and those who do not has fluctuated from 18% in 2006, to 28% in 2007, to 26% in 2008, 23% in 2009 to 20% in 2010.



The difference in college retention from the first year after high school to the second year after high school between those who qualify for free/reduced lunch and those who do not fluctuated from 19% in 2006, to 37% in 2007, to 32% in 2008, to 27% in 2009 and 2010.

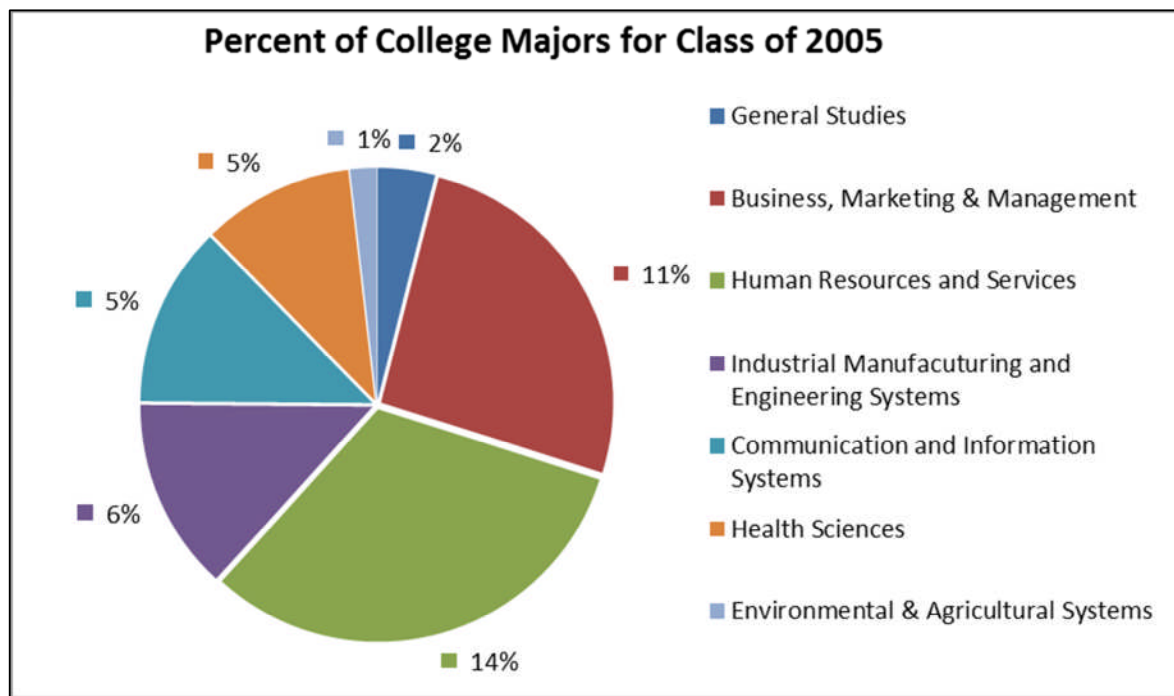


Of the class of 2005, 21% of the graduates who qualified for free/reduced lunch earned a degree and 45% of those who did not qualify for free/reduced lunch earned a degree by six years after graduation.



Students who qualified for free/reduced lunch were less likely to enroll in college, stay in college or earn a degree than students who did not qualify for free/reduced lunch.

College Majors for the Class of 2005



Career Fields Represented by Majors in Above Chart

Business, Marketing & Management

Marketing, Sales & Services
 Business Management and Administration
 Finance (accounting, bank tellers, insurance underwriters)
 Hospitality & Tourism

Communication & Information Systems

Arts, A/V Technology & Communication (Journalism, Broadcasting, Performing Arts)
 Information Technology (Information Support, Interactive Media, Network Systems, Programming)

Industrial, Manufacturing & Engineering Systems

Architecture and Construction
 Manufacturing
 Science, Technology, Engineering and Math
 Transportation, Distribution & Logistics

Health Sciences

Biotechnology Research and Development
 Diagnostic Services
 Health Information
 Support Services
 Therapeutic Services

Human Resources and Services

Law, Public Safety & Security
 Government & Public Administration
 Human Services (Consumer Services, Counseling & Mental Health, Early Childhood Services)
 Education and Training

Environmental and Agricultural Systems

Environmental and Agricultural Systems
 Agribusiness Systems
 Animal Systems
 Environmental Service Systems
 Food Products and Processing Systems
 Natural Resource Systems
 Plant Systems
 Power
 Structural and Technical Systems

Most Common Institutions of Enrollment in the Fall Immediately Following High School Graduation for Classes of 2004-2010 by Number of Students.

Name	State	Level	Type	Total
University of Nebraska at Omaha	NE	4-year	Public	2,302
Metropolitan Community College	NE	2-year	Public	2,056
University of Nebraska-Lincoln	NE	4-year	Public	1,846
Creighton University	NE	4-year	Private	204
Iowa Western Community College	IA	2-year	Public	182
Wayne State College	NE	4-year	Public	167
Northwest Missouri State University	MO	4-year	Public	164
University of Nebraska at Kearney	NE	4-year	Public	138
Iowa State University	IA	4-year	Public	122
Nebraska Wesleyan University	NE	4-year	Private	105
University of Kansas	KS	4-year	Public	95
Hastings College	NE	4-year	Private	64
Dana College	NE	4-year	Private	62
Kansas State University	KS	4-year	Public	53
University of Minnesota-Twin Cities	MN	4-year	Public	52
Midland University	NE	4-year	Private	51
University of South Dakota	SD	4-year	Public	51
Doane College Crete	NE	4-year	Private	50
Southeast Community College-Lincoln	NE	2-year	Public	49
Nebraska Methodist College	NE	4-year	Private	40
Morningside College	IA	4-year	Private	39
College of Saint Mary	NE	4-year	Private	38
Bellevue University	NE	4-year	Private	34
University of Missouri-Columbia	MO	4-year	Public	33
Brigham Young University	UT	4-year	Private	32

Post-secondary Activity of Students Not Reported

The percent of students not reported by the National Student Clearinghouse (NSC) increased from 16% in 2004 to 21% in 2010. The 2011 report indicates that Millard graduates continue to enroll in college after their second year after graduation.

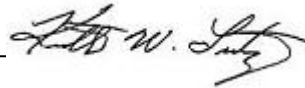
Year of Graduation	Percent of Graduates not in National Student Clearinghouse Database	
	Reported in 2010	Reported in 2011
2004	16%	14%
2005	15%	12%
2006	13%	9%
2007	16%	13%
2008	18%	9%
2009	23%	15%
2010		21%

The National Student Clearinghouse (NSC) includes enrollment records for 95% of the Nation's post-secondary institutions. Graduates not represented may have gone directly to work, enrolled in the military, or enrolled in one of the 5% of the institutions not represented by the Clearinghouse.

Examples of institutions not included are Vatterott College, Kaplan College, University of Phoenix, and Private Career Schools such as schools of cosmetology, massage therapy schools, real estate schools, etc.

AGENDA SUMMARY SHEET**AGENDA ITEM:** Legislative Update**MEETING DATE:** February 6, 2012**DEPARTMENT:** Office of the Superintendent**TITLE AND BRIEF DESCRIPTION:** Legislative Update for the 103rd Legislature 2nd session.**ACTION DESIRED:** APPROVAL ____ DISCUSSION ____ INFORMATION ONLY XX

The legislative summary is attached.

RECOMMENDATION:**STRATEGIC PLAN:** Implemented Strategies and Superintendent's Goals**RESPONSIBLE PERSON:** Angelo Passarelli**SUPERINTENDENT'S APPROVAL:** _____

Legislative Update

February 6, 2012

Bill Mueller will be here on February 20 to update you on the session.

Hearings:

Hearings continue until the middle of February. February 13 is the hearing for the bills that would seek to increase state funding to \$880 million level.

Bills of special interest

The last day to introduce legislation is January 19, 2012.

LB 809 by Senator Lautenbaugh changes our system of evaluation and we are opposed to those changes.

LB 870 by Senator Adams sets up the accountability standards. The hearing for this bill was on Tuesday and there were no testifiers in opposition.

LB 913 by Senator Adams makes changes to TEEOSA to increase it from initial projections to the 880 million target. We support these efforts to increase state aid.

LB 933 by Senator Ashford is seeking some changes to the truancy bills that allows some flexibility as long as the Douglas County attorney and the district agree on truancy issues.

LB 947 by Senator Hadley makes changes to TEEOSA to hit the 880 million target. We are supporting this bill and trying to get all of our Millard Senators to sign on.

LB 990 by Senator Fulton will require the Pledge of Allegiance in public schools.

LB 991 by Senator Krist will require a study of county-wide school districts.

I attached all of the bills we are tracking this session.

National News

Should the legal dropout age be changed?

President Barack Obama proposed in this week's State of the Union address that states require students to stay in school until age 18, compared with the typical dropout age of 16. Rhode Island has increased its dropout age, but efforts elsewhere have fizzled amid criticism that forcing students to stay enrolled could cause classroom problems.

U.S. government issues new school nutrition standards

The U.S. government on Wednesday launched the first major overhaul of the school nutrition program in 15 years, calling on schools to reduce calories and sodium; add whole grains, fruits and vegetables; and serve low-fat milk in student meals. Some of the changes could take place as early as next school year, while others may take longer to implement.

LEGISLATIVE BILLS PLUS “ONE LINERS”

LB717 (Council) Change school board election, membership, and salary provisions

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB717.pdf>

LB720 (Lautenbaugh) Change membership provisions and provide salaries for Class V school boards.

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB720.pdf>

LB731 (Mello) Adopt the Remanufacturing Pilot Project Act and provide an income tax credit

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB731.pdf>

LB736 (Schumacher) Require provision of secret-ballot envelopes for elections

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB736.pdf>

LB746 (Hadley) Change school permit provisions

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB746.pdf>

LB753 (Avery) Create funds and provide funding for childhood obesity prevention measures through sales taxation of soft drinks

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB753.pdf>

LB758 (Avery) Change provisions relating to gifts given by a lobbyist or principal

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB758.pdf>

LB763 (Louden) Change provisions relating to freeholder petitions and elementary sites

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB763.pdf>

~~LB778 (Coash) Change loan eligibility under the Excellence in Teaching Act~~ **Withdrawn 1/10/12**

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB778.pdf>

LB785 (Christensen) Authorize possession of firearms as prescribed

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB785.pdf>

LB800 (Louden) Change provisions relating to appraised value of school lands

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB800.pdf>

LB802 (Lautenbaugh) Authorize carrying of concealed handguns by certain authorities within the scope of their employment

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB802.pdf>

LB809 (Lautenbaugh) Change provisions relating to evaluation of certificated employees of schools

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB809.pdf>

LB821 (Health and Human Services Committee) Create the Nebraska Children's Commission and require legislation to create the Department of Children's Services

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB821.pdf>

LB822 (Adams) Change notice provisions relating to changes in real property valuations

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB822.pdf>

LB823 (Adams) Change duties of county treasurers

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB823.pdf>

LB836 (Pahls) Change provisions relating to deposit and investment of public funds in certificates of deposit and time deposits

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB836.pdf>

LB839 (Council) Require reporting of sexual misconduct by a school employee

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB839.pdf>

LB846 (Sullivan) Require employers to maintain employee emergency contact information

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB846.pdf>

LB866 (Haar) Adopt the Nebraska Fair Employment Opportunity Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB866.pdf>

LB869 (Janssen) Change provisions relating to the State Athletic Commissioner and change Membership of the Athletic Advisory Committee

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB869.pdf>

LB870 (Adams) Provide for an accountability system to measure school performance under the Quality Education Accountability Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB870.pdf>

LB875 (Howard) Prohibit driving while using wireless communication devices in school crossing zones and construction zones

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB875.pdf>

LB884 (Sullivan) Create the Agricultural Literacy Task Force

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB884.pdf>

LB895 (McGill) Provide for teacher certification for military spouses

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB895.pdf>

LB902 (Harr) Redefine a term relating to property tax exemptions and change provisions relating to a sales tax exemption for purchases by the state or a governmental unit

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB902.pdf>

LB906 (Wallman) Change death benefits under the Nebraska Workers' Compensation Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB906.pdf>

LB909 (Lautenbaugh) Provide an employer defense under the Nebraska Workers' Compensation Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB909.pdf>

LB912 (McCoy) Provide requirements for local laws regulating discrimination

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB912.pdf>

LB913 (Adams) Change base limitation provisions and certain dates relating to the Tax Equity and Educational Opportunities Support Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB913.pdf>

LB916 (Nebraska Retirement Systems Committee) Change provisions relating to retirement

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB916.pdf>

~~LB917 (Cornett) Change truancy provisions for absences relating to military employment activities~~

~~<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB917.pdf>~~ Indefinitely Postponed

LB933 (Ashford) Change provisions relating to truancy

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB933.pdf>

LB947 (Hadley) Change averaging adjustment and a certification date under the Tax Equity and Educational Opportunities Support Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB947.pdf>

LB948 (Lambert) Change provisions and a penalty relating to intimidation by telephone call

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB948.pdf>

LB956 (Ashford) Authorize an increase in city sales tax rates

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB956.pdf>

LB959 (Janssen) Provide immunity to employers for job references

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB959.pdf>

LB962 (Pahls) Change provisions relating to tax expenditure reporting and name the Tax Rate Review Committee

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB962.pdf>

LB968 (Speaker Flood) Provide for deficit appropriations

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB968.pdf>

LB970 (Cornett) Terminate the inheritance tax and change income tax rates and calculation

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB970.pdf>

LB973 (Coash) Provide for the use of retirement benefits to pay civil damages

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB973.pdf>

LB974 (Pirsch) Change the income tax rate

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB974.pdf>

LB975 (Smith) Adopt the Fair Bidding Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB975.pdf>

LB977 (Mello) Adopt the Property Tax Relief Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB977.pdf>

LB989 (Haar) Allow exceptions to property tax levy limitations and school district budget authority for 21st Century Community Learning Centers

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB989.pdf>

LB990 (Fulton) Change flag display provisions for schools and require recitation of the Pledge of Allegiance

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB990.pdf>

LB991 (Krist) Provide for a study relating to countywide school districts

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB991.pdf>

LB996 (Wightman) Change provisions relating to compulsory attendance

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB996.pdf>

LB1011 (Dubas) Adopt the Property Tax Relief Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1011.pdf>

LB1012 (Lautenbaugh) Change medical treatment and temporary disability provisions under the Nebraska Workers' Compensation Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1012.pdf>

LB1020 (Nordquist) Adopt the Nebraska Coordinated School Health Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1020.pdf>

LB1038 (Council) Require blood-lead testing prior to school enrollment

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1038.pdf>

LB1039 (Brasch) Change provisions relating to school bus safety requirements

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1039.pdf>

LB1045 (Haar) Authorize school district expenditures in case of disaster or emergency as prescribed

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1045.pdf>

LB1061 (Heidemann) Change provisions relating to valuation of agricultural land

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1061.pdf>

LB1068 (Adams) Create and provide duties for the Medicaid in the Public Schools Task Force

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1068.pdf>

LB1074 (Schilz) Provide duties for the State Department of Education relating to the federal Family Educational Rights and Privacy Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1074.pdf>

LB1076 (Karpisek) Change requirements for copies of public records and speaking at public meetings

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1076.pdf>

LB1079 (Mello) Provide grants for educational bridge programs for low-income adults

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1079.pdf>

LB1084 (Christensen) Require all land leased by the Board of Educational Lands and Funds be open to the public for hunting, fur harvesting, and fishing

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1084.pdf>

LB1090 (Wallman) Provide for the awarding of grants and the distribution of information relating to the Summer Food Service Program by the State Department of Education

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1090.pdf>

LB1098 (Council) Repeal the Build Nebraska Act and change distribution of sales and use tax revenue

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1098.pdf>

LB1104 (Adams) Change the Postsecondary Education Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1104.pdf>

LB1105 (Adams) Change and eliminate provisions relating to schools

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1105.pdf>

LB1124 (Council) Provide for designation of priority schools

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1124.pdf>

LB1131 (McGill) Adopt the Innovation, Discovery, and Entrepreneurial Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1131.pdf>

LB1144 (Ashford) Provide for career academy schools

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1144.pdf>

LB1145 McGill Change and provide provisions and penalties relating to human trafficking and pandering (See Section 5)

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1145.pdf>

LB1154 (Lathrop) Provide job training programs for unemployment benefit recipients

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1154.pdf>

LB1156 (Carlson) Exempt non-equalized schools from expenditure limits in the Tax Equity and Educational Opportunities Support Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1156.pdf>

LB1165 (Fulton) Change provisions relating to truancy and excessive absenteeism

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1165.pdf>

LB1168 (Lautenbaugh) Adopt the School District Purchasing Act

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LB1168.pdf>

LR375CA (Schumacher) Constitutional amendment to permit the Legislature to authorize games of chance, lotteries, and gift enterprises, provide for compacts with bordering states, and distribute revenue

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LR375CA.pdf>

LR37 (Health and Human Services Committee: Campbell, Chairperson; Bloomfield, Gloor, Howard, Krist, Wallman, Avery, Coash, ConradDubas, Hadley, Hansen, McGill, Mello, Council) Provide the Health and Human Services Committee be designated to review, investigate, and assess the effect of the child welfare reform initiative implemented by the Dept. of Health and Human Services

<http://nebraskalegislature.gov/FloorDocs/Current/PDF/Intro/LR37.pdf>

AGENDA SUMMARY SHEET

AGENDA ITEM: Strategic Planning Update

MEETING DATE: February 6, 2012

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 last updated in September of 2010.

We are tentatively planning to update the plan next school year in August.

No new plans have been initiated for next school year due to budget constraints.

The updated strategic plan includes 30 action plans:

One plan (3-2) has been dismissed.

Eleven plans have been completed.

Thirteen plans are underway.

Five plans have not yet been started.

The attached reports are on action plans that are recently completed or currently underway.

OPTIONS AND ALTERNATIVES CONSIDERED:

RECOMMENDATION:

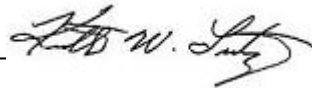
STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIMELINE:

RESPONSIBLE PERSON: Angelo D. Passarelli

SUPERINTENDENT'S APPROVAL: _____



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	Not started	Underway	Completed		
1-2	Maximize energy efficient technology	Ken Fossen	Underway	Underway	Underway		
1-3	Provide wellness programs and incentives	Chad Meisgeier	Underway	Underway	Completed		
1-4	Optimize technology opportunities		Not started	Not started	Underway		
Engaging students families and staff							
2-1	Implement ongoing collection and utilization of data	Mark Feldhausen	Underway	Underway	Completed		
2-2	Create a culture that increases staff engagement	All administrators	Not started	Not started	Underway		
2-3	Create a culture that increases student engagement	Principals	Not started	Not started	Underway		
2-4	Utilize 21st Century Skills to increase engagement	Mark Feldhausen	Underway	Underway	Underway		
2-5	Create a culture that increases family engagement	Principals	Not started	Not started	Underway		
Capitalize on the Learning Community							
3-1	Establish a centralized communication system	Amy Friedman	Underway	Completed	Completed		
3-2	Assist in the development of Focus Schools		Not started	Not started	Dismissed		
Instructional Best Practices							
4-1	Revise Life Skills to include 21st Century Skills	Mark Feldhausen	Underway	Underway	Underway		
4-2	Include 21st Century Skills in curriculum revisions	Mark Feldhausen	Underway	Underway	Underway		
4-3	Expand early childhood resources		Not started	Not started	Not started		
4-4	Develop formative and summative assessments		Not started	Not started	Not started		
4-5	Review grading practices		Not started	Not started	Not started		
4-6	Provide interactive online resource center	Mark Feldhausen	Not started	Underway	Underway		
4-7	Utilize data analysis to drive instruction	Mark Feldhausen	Not started	Underway	Underway		
4-8	Implement a response to intervention (RTI) model	Mark Feldhausen	Underway	Underway	Underway		
Develop character traits reflective of positive social behavior							
5-1	Create a culture reflective of the 40 Dev. Assets	Jim Sutfin	Underway	Underway	Completed		
5-2	Infuse life and career skills in the MEP	Mark Feldhausen	Underway	Underway	Underway		
5-3	Integrate service learning into preK-12 curriculum	Mark Feldhausen	Underway	Underway	Underway		
5-4	Form a character education partnership		Not started	Not started	Not started		
5-5	Character traits, behaviors and citizenship		Not started	Not started	Not started		
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	Underway	Underway	Completed		
6-5	Alternative off-campus learning - HS	Mark Feldhausen	Underway	Underway	Completed		
6-6	Plans to create a small HS	Mark Feldhausen	Underway	Completed	Completed		

Action Plan Progress Report

Strategy: 1

Action Plan: 1

Person Responsible: Ken Fossen

Action Plan Objective: Evaluate the Merit of a Bond Issue

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):

- A survey was conducted to determine whether or not sufficient community support existed to justify conducting a bond issue election. The survey appeared positive.
- A bond election was held. The election was unsuccessful.
- A follow-up survey was conducted. The survey results are scheduled for review at an upcoming board committee meeting.

Action Plan Progress Report

Strategy: 1 Action Plan: 2

Person Responsible: Ken Fossen

Action Plan Objective: Maximize Energy Efficient Technology

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):

- The district engaged the services of Morrissey Engineering (1) to conduct a baseline study of the energy use in the district and to input such information into the national Energy Star software system and (2) to study the district energy consumption systems and develop a list of projects to reduce energy use.
- The list of projects, along with an estimated pay-back period, was completed and was included in the bond issue election discussed in Action Plan 1-1.
- Since the bond issue failed, the projects are waiting funding via the district's regular budgeting process (or a future bond issue).

Action Plan Progress Report

Strategy: ___2___ Action Plan: ___1___

Person Responsible: Mark Feldhausen, Tami Williams

Action Plan Objective: Implement a process for ongoing collection and utilization of data that measures engagement of students, families, and staff.

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):

Gallup engagement surveys were given in the fall of 2011 for staff, parents, and students. Gallup personnel presented results to administrators in January 2012. Building administrators and supervisors will be reviewing results and holding conversations with stakeholders regarding areas of strengths and opportunities. Summary report on Gallup results will be provided the Board later in the semester.

Action Plan Progress Report

Strategy:	2	Action Plan:	2
Strategy:	2	Action Plan:	3
Strategy:	2	Action Plan:	5

Person Responsible: All Administrators (Angelo Passarelli)

Action Plan Objective:

- 2-2 Create a culture that increases staff engagement.
- 2-3 Create a culture that increases student engagement.
- 2-5 Create a culture that increases family engagement.

Action Plan Status: Completed XX Underway _____ Not Started _____

SUMMARY OF ACCOMPLISHMENTS TO DATE (What have you done and what will you do in the future):

We have now administered the engagement survey for a second time to all parents, staff and students. The data is now in and we are in the process of disseminating the data to all stakeholders.

Overall engagement scores have risen for each group.

We are in the process of developing a strategy to use this data and move forward to ensure we have a culture of engagement.

Action Plan Progress Report

Strategy: <u> 2 </u>	Action Plan: <u> 4 </u>
Strategy: <u> 4 </u>	Action Plan: <u> 1 </u>
Strategy: <u> 4 </u>	Action Plan: <u> 2 </u>
Strategy: <u> 5 </u>	Action Plan: <u> 2 </u>

Person Responsible: Mark Feldhausen

Action Plan Objective: 2-4 Utilize 21st Century Skills to increase engagement
 4-1 Revise Life Skills to include 21st Century Skills
 4-2 Include 21st Century Skills in curriculum revisions
 5-2 Infuse life and career skills in the MEP

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):

On December 8, 2011, the Nebraska State Board of Education approved the Nebraska Standards for Career Ready Practice which incorporate 21st Century Skills and components of Character Education to be addressed by school districts.

With the approval of these standards, an ad hoc committee will be reconvened to review the standards, align them with District life skills, and discuss the modification of life skill assessments and reporting. This will result in recommended changes to Rule 6110.1, Written Curriculum – Content Standards.

In addition, the District is reviewing possible membership in EdLeader21, a consortium of school districts that are sharing best practices regarding 21st Century Skills especially in the 4C's—communication, collaboration, critical-thinking, and creativity.

Action Plan Progress Report

Strategy: ___4___ Action Plan: ___6___

Person Responsible: Mark Feldhausen

Action Plan Objective: Provide interactive online resource center

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):

The District is using the Nebraska myElearning/ANGEL Learning Management System (LMS), a Blackboard product, to address District interactive online resource center needs. The system is currently being used to support/facilitate the following:

- Online staff development for new staff.
- This online resource center is also addressing training needs for staff in areas such as: *All About Boundaries, Preventing Sexual Harassment, and Restraint and Seclusion.*
- Educational Services has transitioned from the ESU sponsored District Intranet the myElearning/ANGEL LMS for dynamic, interactive curriculum management.
- Several different collaborative groups across the District (e.g., PLC's, Building Staff Development Facilitators) are using the Community Group component of ANGEL to share electronically resources, communicate via discussion group, etc..
- Angel is being used to support course management needs for dual enrollment/AP courses as well as other high school courses including career academies.
- A long-term goal is to create an electronic master course for every MPS offering at all levels that could be used as a baseline for resources and instructional experiences for all teachers.

Action Plan Progress Report

Strategy: ___4___ **Action Plan:** ___7___

Person Responsible: Mark Feldhausen and Tami Williams

Action Plan Objective: Utilize data analysis to drive instruction

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):

This Action Plan was addressed via the use of Tableau and its Infinite Campus associated data warehouse and the RtI+I model (Action Plan 4-8) of building data team's and student achievement analysis.

Tableau visualization software and necessary hardware were purchased to provide web-based accessible student achievement visualizations, charts, graphs, tables, etc., utilizing data from multiple sources. The software provides a platform on which district student achievement information, such as norm reference test and ELO assessment results, state assessment results, and student performance information from third-party sources (e.g. AIMSweb) may be viewed and analyzed in one place.

The visualizations are dynamic allowing users to pick variables and conditions for data disaggregation. The visualizations also allow the user's access to individual student information that make up aggregated classroom and building data. Tableau was chosen because of its relationship with Infinite Campus, the District's Student Information System, a major source of District demographic and student achievement information, its ease of use, and pre-existing templates that will assist implementation.

Software, servers, and data warehouse implementation took place during the summer of 2010. Visualization and data manipulation training is currently taking place with staff development for administrators on-going. Teacher training has been limited to building data team members and building identified teacher leaders. Teacher training will be expanded as may be appropriate during the 2012-2013 school year.

Action Plan Progress Report

Strategy: 4 Action Plan: 8

Person Responsible: Mark Feldhausen

Action Plan Objective: Implement a response to intervention (RTI) model

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):

Utilizing the work of a task force consisting of district and building administrators, teachers, MEP (curriculum) facilitators, instructional interventionists, and school psychologists, a Response to Instruction and Intervention (RtI+I) model was approved by the Board of Education in June 2009. The model is to be applied to reading/language arts, math, and eventually a behavioral component. Ultimately, this model will be used to supplement the discrepancy model used in the identification of students with disabilities.

During the 2011-2012 school year building data teams will utilize the RtI+I problem-solving model to support students and assist teachers in identifying appropriate interventions and instructional strategies for students experiencing academic difficulty in reading and math. Input has been collected and will culminate in March 2012 with recommendations for continued summer 2012 training (currently scheduled for June 4, 2012) and modifications to MIT/MDT procedures.

Full implementation will take at least two more years.

Action Plan Progress Report

Strategy: 5 Action Plan: 3

Person Responsible: Mark Feldhausen

Action Plan Objective: Integrate service learning into PreK-12 curriculum

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):

Training with the University of Nebraska Omaha Service Learning Academy has been conducted for Educational Services administrators and curriculum facilitators (MEP's). Service learning is being added to Phase 4 of the Curriculum Cycle and included in course guides. The training of teacher leaders in this area and its inclusion in the curriculum is being addressed as each content area goes through the cycle.

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 X Underway 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 through 2011-2012:

- 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.
- The Millard Public Schools Foundation is providing 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 186 high school students are currently enrolled in career academies.

Proposed Early College

The District has applied twice for a federal i3 grant to fund the development and operation of an Early College project at MSHS twice over the last two years and not received it either time. No other grant source that could provide the required \$4 million needed to implement this program over a five year period has been identified. The MPS Foundation had agreed to fund the tuition for dual enrolled students but they have been released from that commitment since the grant has not been received.

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 X Underway Not Started

SUMMARY OF ACCOMPLISHMENTS TO DATE (What have you done and what will you do in the future):

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. Beginning the second semester 2012, unused slots have been moved to two evening sessions providing 44 night school students with two hours of online instruction each session and the opportunity to secure a semester of credit recovery course work.

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 157 (2011-2012). The three academies enroll 186 students.

Plans to add 9th and 10 grades to the alternative program have been placed on indefinite hold due to budget restrictions.