

NOTICE OF MEETING

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Tuesday, September 4, 2012** at 5606 South 147th Street, Omaha, Nebraska.

Agenda for such meeting, kept continuously current, is available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

Michael Kennedy
Secretary

8-31-12

**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.

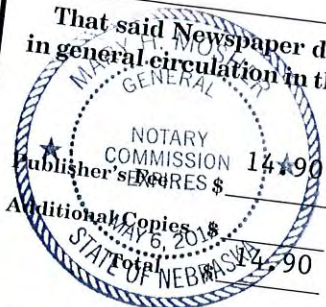
J. BOYD

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
August 31, 2012

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



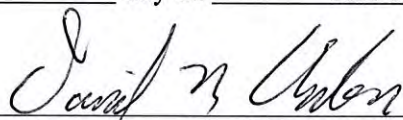
Subscribed in my presence and sworn to before
me this 31st day of
August 2012

Notary Public in and for Douglas County,
State of Nebraska

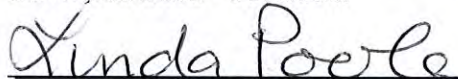
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

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 SEPTEMBER 4, 2012, at Don Stroh Administrative Center
5606 South 147th Street Omaha, NE 68137

Dated this 4TH day of SEPTEMBER, 2012.



Dave Anderson - President



Linda Poole - Vice President



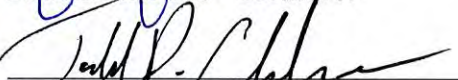
Mike Kennedy - Secretary



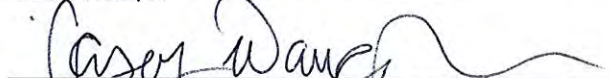
Mike Pate



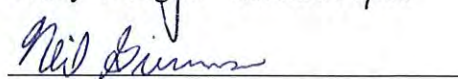
Patrick Ricketts - Treasurer



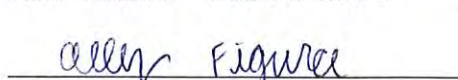
Todd Clarke



Casey Waughn - Millard North



Neil Girmaus - Millard South



Allyson Figura - Millard West

BOARD OF EDUCATION MEETING

SEPTEMBER 4, 2012

NAME:

REPRESENTING:

Linda McDemis

Metro Community College

Andrey Shest

Millard Teacher

Burling Kounch

//

Cody Bled

IBEW Local 22

Pat Schae

MEA



BOARD OF EDUCATION
MEETING



September 4, 2012

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
September 4, 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 – August 20, 2012
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items

1. Superintendent's Comments
2. Board Comments/Announcements
3. Report from Student Representatives

G. Unfinished Business:

1. Approval of Policy 4120 – Human Resources – Personnel Lists

H. New Business

1. Adoption of Proposed FYE13 Budget
2. Adoption of FYE13 Property Tax Requests
3. Approval of Policy 1235 – Community Relations – Conduct on District Property
4. Approval of Rule 1235.1 – Community Relations – Conduct on District Property
5. Approval of Rule 5450.1 – Student Services – Student Attire and Grooming
6. Approval of Rule 5510.1 – Student Services – Freedom of Expression
7. Approval of Poverty Plan for State Aid 2013-2014
8. Approval of Limited English Proficiency (LEP) Plan for State Aid 2013-2014
9. Approval of Personnel Actions: Leave(s) of Absence(s), Resignation(s), and New Hire(s)

I. Reports

1. August, 2012 Enrollment Report
2. Student Services 2011-2012 Year End Report
3. Strategic Planning Update
4. State Assessment Results 2011-2012

J. Future Agenda Items/Board Calendar

1. Board of Education Meeting on Monday, September 17, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Committee of the Whole Meeting on Monday, September 24, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Board of Education Meeting on Monday, October 1, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

4. Board of Education Meeting on Monday, October 15, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Board of Education Meeting on Monday, November 5, 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
September 4, 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 – August 20, 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. Superintendent's Comments

F.2. Board Comments/Announcements

F.3. Report from Student Representatives

G.1. Motion by _____, seconded by _____, to approve Policy 4120 – Human Resources – Personnel Lists (See enclosure.)

H.1. Motion by _____, seconded by _____, to recommend that the FYE13 Budget be adopted as submitted in the Revised Budget Summary and that such document be incorporated herein in its entirety by this reference. (See enclosure.)

H.2. Motion by _____, seconded by _____, to recommend that approval be given to the Resolution regarding FYE13 Property Tax Requests as submitted and that such resolution be incorporated in its entirety into this motion (See enclosure.)

H.3. Motion by _____, seconded by _____, to approve Policy 1235 – Community Relations – Conduct on District Property (See enclosure.)

H.4. Motion by _____, seconded by _____, to approve Rule 1235.1 – Community Relations – Conduct on District Property (See enclosure.)

H.5. Motion by _____, seconded by _____, to approve Rule 5450.1 – Student Services – Student Attire and Grooming (See enclosure.)

H.6. Motion by _____, seconded by _____, to approve Rule 5510.1 Student Services – Freedom of Expression (See enclosure.)

H.7. Motion by _____, seconded by _____, to approve the Poverty Plan 2013-2014 School Year for State Aid (See enclosure.)

H.8. Motion by _____, seconded by _____, to approve the Limited English Proficiency (LEP) Plan for 2013-2014 School Year for State Aid (See enclosure.)

Board Meeting Agenda
September 4, 2012
Page 2

H.9. Motion by _____, seconded by _____, to approve Personnel Actions: Resignation(s), New Hire(s), Leave(s) of Absence (See enclosure.)

I. Reports:

1. August, 2012 Enrollment Report
2. Student Services 2011-2012 Year End Report
3. Strategic Planning Update
4. State Assessment Results 2011-2012

J. Future Agenda Items/Board Calendar

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5. Board of Education Meeting on Monday, November 5, 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.

MILLARD PUBLIC SCHOOLS SCHOOL DISTRICT NO. 17

A meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. The meeting was convened in open and public session at 6:00 p.m., Monday, August 20, 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, August 17, 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 members present were Dave Anderson, Linda Poole, Mike Pate, Patrick Ricketts, Mike Kennedy and Todd Clarke.

Motion by Mike Kennedy, seconded by Linda Poole, to approve the Board of Education Minutes from August 6, 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.

Superintendent's Comments:

1. The school year has started smoothly and activities are under-way. North High will be playing South High on Friday night.
2. A Committee Meeting will be held on September 24, 2012. Dr. Lutz will be having a City Planner come and meet with the Board for part of that meeting to talk about boundaries, projections, etc.
3. There may be a possible Personnel hearing the week of Sept. 17th. Dr. Lutz will need at least four Board members to sit in on that hearing.
4. Take note that the next Board meeting will be held on **Tuesday**, September 4, 2012.
5. Thursday, August 23rd, Dr. Lutz will be meeting with the Commissioner, the Governor and Senator Adams to discuss what we do, how we do it and how we get the results that we do.

Board Comments:

Pat Ricketts asked Dr. Lutz what team he had put together and how he came up with this group to meet with the Governor. Dr. Lutz stated that he put together a team consisting of Ken Fossen, Jim Sutfin, Mark Felhausen and Tami Williams. Tami will be there to give a data presentation and to answer questions about achievement data and Ken will stress the fact that we spend low and achieve high. Dr. Lutz said he will be speaking about the general process that starts with Strategic Planning and Mark will be talking about the alignment of how we do things. Mr. Ricketts also stated that this was the first time he had sat in on Strategic Planning and was amazed at the amount of detail and work that goes into the Mission Statement which in turn drives the District.

Linda Poole stated she would not be available for a hearing if scheduled on September 19, 2012.

Dave Pate gave an update on the Learning Community meeting. Mr. Pate stated that there were a couple of internal policies on the agenda and the recommendations he made for those policies were accepted. Another item of topic at that meeting was a lease for the proposed Elementary Learning Center in South Omaha. Mr. Pate thinks the building they are looking at which is an old post office, is well above the market rates. It is a good location but too much for the Learning Community to be spending. Mr. Pate expressed his concern of this high priced lease.

Mike Kennedy made a comment on State Senator Burke Harr's request to have School Board members be trained in certain areas. Mr. Kennedy stated he took offense to this statement and feels that through Administrative teaching and going to meetings at the State and National Levels, our MPS Board members are very knowledgeable.

Board of Education Minutes
August 20, 2012
Page 2

Dave Anderson apologized for not attending the last meeting of the Metro Board Presidents. He forgot about it and felt he caused quite a stir by not going. Because he didn't go there was rumor that Millard was boycotting the meeting because of Learning Community involvement. Mr. Anderson then sent out an email to apologize to the other President's saying he just forgot about the meeting.

Motion by Patrick Ricketts, seconded by Linda Poole, to approve the Appointment of the Official Representative to Educational Service Unit #3, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Patrick Ricketts, to approve the Appointment of the Official Representative to No Child Left Behind (NCLB), upon roll call vote, all Members voted aye. Motion carried.

Motion by Linda Poole, seconded by Mike Kennedy, to approve the Organizational Charts, upon roll call vote, all Members voted aye. Motion carried.

Motion by Linda Poole, seconded by Patrick Ricketts, to approve the Negotiated Agreement for Nurses with the Millard Education Association, upon roll call vote, all Members voted aye. Motion carried.

Motion by Mike Pate, seconded by Linda Poole, that the TeamMates Nebraska Mentoring Program Agreement be approved and that the Associate Superintendent for Educational Services be authorized and directed to execute any and all documents related to this project, upon roll call vote, all Members voted aye. Motion carried.

Motion by Linda Poole, seconded by Patrick Ricketts, that the Federal Work-Study Program Site Agreement between the Nebraska Methodist College of Nursing and Allied Health and the Millard Public Schools be approved and that the Associate Superintendent for Educational Services be authorized to execute any and all documents related to this project, upon roll call vote, all Members voted aye. Motion carried.

Motion by Linda Poole, seconded by Todd Clarke, that the District's FYE12 Employee Benefit Fund Budget be amended to provide for an increase of \$4,000,000 in both "disbursements" and "resources" as noted in the Notice of Budget Hearing and Budget Summary Amendment which is, by reference, incorporated in its entirety into this motion, upon roll call vote, all Members voted aye. Motion carried.

Linda Poole provided the first reading of Policy 4120 –Human Resources – Personnel Lists. This policy will be on the next Board agenda for approval.

Motion by Mike Pate, seconded by Mike Kennedy, to approve Personnel Actions: Contract Amendments: Lindsay M. Krobot; Resignations: Tyler G. Struck and Karen E. Timm; New Hires: Ryan A. Lucas, upon roll call vote, all members voted aye. Motion carried.

Reports: Food Service Quarterly Report, Operation and Maintenance Quarterly Report and the Office of Staff Development Annual Report for 2012-2013

Future Agenda Items/Board Calendar: A Board of Education Meeting on Tuesday, September 4, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting on Monday, September 17, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting on Monday, September 24, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. Board of Education Meeting on Monday, October 1, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. Board of Education Meeting on Monday, October 15, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

At 7:02 p.m. Dave Anderson said the Board will go into Executive Session for the purpose of personnel negotiation.

Motion by Mike Pate, seconded by Linda Poole, to go into Executive Session for the purpose of personnel negotiation, upon roll call vote, all members voted aye. Motion carried.

Dave Anderson announced the Board would go into Executive Session for the purpose of personnel negotiation.

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

Dave Anderson adjourned the meeting.

A handwritten signature in blue ink, consisting of several loops and a long horizontal stroke, positioned above a horizontal line.

, Secretary

Millard Public Schools
September 4, 2012

Millard Public Schools

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Check Register**Prepared for the Board Meeting of September 4, 2012**

Check No	Vend No	Vendor Name	Amount
396197	138291	AUTISM CENTER OF NEBRASKA INC	2,661.36
396198	133480	BERINGER CIACCIO DENNELL MABREY	2,167.13
396199	108047	ARR ROOFING LLC	186,966.00
396201	033473	DIETZE MUSIC HOUSE INC	877.50
396202	037525	EDUCATIONAL SERVICE UNIT #3	17,563.05
396205	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	49.78
396206	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	100.00
396208	134532	MORRISSEY ENGINEERING INC	23,095.00
396211	136121	MELANIE E ROLL	4,730.00
396212	081630	SAMS CLUB DIRECT	87.78
396213	098765	SECURITY BENEFIT LIFE INS CO	1,892.50
396215	135247	MARIELA J TRIBULATO	20.00
396216	068875	UNIVERSITY OF NEBRASKA MED CENTER	24,264.00
396217	090630	US POSTMASTER	300.00
396218	139303	WHY ARTS INC	550.00
396231	108436	COX COMMUNICATIONS INC	44,790.14
396232	106893	WICHITA WATER CONDITIONING INC	11.70
396233	106319	DES MOINES STAMP MANUFACTURING	11.50
396234	037525	EDUCATIONAL SERVICE UNIT #3	2,453.56
396235	058755	LIDLAW TRANSIT INC	804.83
396236	132489	CHARLES E HAYES III	188.70
396238	108478	DAVID C HEMPHILL	196.47
396239	132423	HEWLETT PACKARD CO	32,562.75
396240	051573	POPCO INC	36.45
396241	132581	IDENTISYS INC	433.00
396242	102451	INTERNATIONAL BACCALAUREATE	8,215.00
396243	121126	PATRICIA A MEEKER	244.46
396244	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	58.19
396245	132405	U SAVE FOODS INC SUBS:NASH FINCH CO	233.60
396246	130548	NCS PEARSON INC	4,005.04
396247	071025	OMAHA TRUCK CENTER INC	1,093.39
396248	071240	OXFORD UNIVERSITY PRESS INC	1,347.47
396249	108098	ANGELO D PASSARELLI	38.00
396250	136847	RIVERSIDE TECHNOLOGIES INC	100.00
396251	134189	JODY L SEMPEK	58.94
396252	139309	JANE M SOUTHARD	32.65
396253	138478	TRANSWORLD SYSTEMS INC	789.21
396254	091040	VAL LTD	1,265.00
396255	134778	DALLAS C WELLENSIEK	373.53
396256	071891	PAYFLEX SYSTEMS USA INC	7,450.00
396257	098765	SECURITY BENEFIT LIFE INS CO	44,724.20
396258	010298	ACCUCUT LLC	132.00
396259	010003	ACT INC	303.00
396262	099646	BARNES AND NOBLE BOOKSTORE	209.80
396263	138497	BOSS ELECTRIC LLC	1,175.00
396264	133970	CCS PRESENTATION SYSTEMS	198.00

Date: 8/30/2012

Millard Public Schools

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Check Register**Prepared for the Board Meeting of September 4, 2012**

Check No	Vend No	Vendor Name	Amount
396266	099222	SCHOOL SPECIALTY INC	269.48
396267	131518	COLOR INC	15,170.00
396268	106902	COMMUNICATION SERVICES INC.	364.10
396269	139203	ROBERT S COOK	396.00
396271	135028	CREATIVE MATHEMATICS PTP	219.00
396273	130731	D & D COMMUNICATIONS	795.00
396275	133009	ROBERTA E DEREMER	217.04
396277	130648	DOSTALS CONSTRUCTION CO INC	1,200.00
396278	137710	GWYNNE A WILSON	2,090.00
396279	094249	DURHAM MUSEUM	200.00
396280	041100	FOLLETT LIBRARY RESOURCES	813.82
396282	136805	JAMES R HANLON	43.00
396283	048517	GREENWOOD PUBLISHING GROUP INC	27.00
396284	136336	VICTORIA L HOSKOVEC	234.47
396285	051843	INTEGRITY HARDWOODS	1,123.65
396286	139301	REBECCA D KLEEMAN WEYANT	17.11
396287	099217	LAKESHORE LEARNING MATERIALS	309.00
396288	131397	LOWE'S HOME CENTERS INC	503.90
396289	132556	MAKEMUSIC INC	357.00
396290	107470	MCGILL ASBESTOS ABATEMENT CO.	600.00
396291	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	177.75
396292	065810	MIRACLE RECREATION EQUIPMENT CO	805.13
396293	100013	OFFICE DEPOT 84133510	1,041.04
396295	102699	PEARSON EDUCATION	6,076.74
396296	133390	HEATHER C PHIPPS	38.00
396297	073385	ROBIN A CARDIN	692.00
396298	073610	PROGRESS PUBLICATIONS	630.42
396299	132713	PROTEX CENTRAL INC	25,058.00
396300	137779	JARDINE QUALITY IRRIGATION INC	302.72
396301	078250	RALSTON PUBLIC SCHOOLS	71,573.48
396302	078420	RAWSON & SONS ROOFING, INC.	23,405.00
396303	136847	RIVERSIDE TECHNOLOGIES INC	1,255.00
396304	081630	SAMS CLUB DIRECT	206.55
396305	081630	SAMS CLUB DIRECT	65.00
396307	131353	HARLAND TECHNOLOGY SERVICES	1,260.20
396308	082100	SCHOLASTIC INC	52.15
396309	082140	SCHOLASTIC MAGAZINES	230.67
396310	082350	SCHOOL SPECIALTY INC	2,878.23
396311	083188	SHIFFLER EQUIPMENT SALES, INC.	6,113.08
396312	084415	STANDARD STATIONERY SUPPLY CO	24,117.17
396314	109861	UNITED EQUIPMENT SERVICES CO INC	2,800.00
396315	093765	WATER ENGINEERING, INC.	4,655.32
396316	094174	WEST MUSIC COMPANY	623.59
396317	109043	WORTHINGTON DIRECT HOLDINGS	208.95
396318	102699	PEARSON EDUCATION	14,332.51
396319	010040	A & D TECHNICAL SUPPLY CO INC	353.50

Date: 8/30/2012

Millard Public Schools

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Check Register**Prepared for the Board Meeting of September 4, 2012**

Check No	Vend No	Vendor Name	Amount
396320	138695	ABLE ENGRAVERS INC	907.40
396321	132534	ACCESSIBILITY DOT NET INC	5,060.00
396322	133402	KAREN S ADAMS	14.87
396323	010808	AIR-SIDE COMPONENTS, INC.	506.00
396324	108351	AIRGAS INC	120.64
396325	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	440.00
396326	136365	ALEGENT HEALTH	9,833.32
396327	132788	ALFRED PUBLISHING CO INC	55.40
396328	011051	ALL MAKES OFFICE EQUIPMENT	541.04
396329	103126	AMERICAN MONTESSORI SOCIETY	5,536.00
396330	138205	AMERICAN WOODCRAFTERS SUPPLY CO	200.85
396331	102430	AMI GROUP INC	475.00
396332	069689	AMSAN LLC	75.44
396333	139224	SCANDIUM INC	386.99
396334	012989	APPLE COMPUTER INC	1,276.00
396335	135051	APPLES & MORE A TEACHERS STORE	309.75
396336	106436	AQUA-CHEM INC	827.78
396337	013105	ARBOR SCIENTIFIC	2,217.60
396338	136880	ARMBRUST FAMILY YMCA	741.00
396339	013209	ART STUDIO CLAY COMPANY	1,235.81
396340	013214	ARTS & ACTIVITIES MAGAZINE	49.90
396341	017876	BARCLAY SCHOOL SUPPLIES INC	34.24
396342	017900	BARCO MUNICIPAL PRODUCTS, INC.	143.80
396343	099646	BARNES AND NOBLE BOOKSTORE	871.02
396344	017923	BARTON SOLVENTS INC	55.00
396345	133359	TERA BASS	80.00
396346	138054	BAXTER FORD INC	1,305.51
396347	134584	MARY A BAYNE	49.00
396348	107540	BRIAN F BEGLEY	28.86
396349	102860	BENIK CORP.	48.50
396350	131843	BEST CARE EMPLOYEE ASSISTANCE PROG	47,027.50
396351	132976	BIO-RAD LABORATORIES	1,300.02
396352	019111	BISHOP BUSINESS EQUIPMENT	5,802.74
396354	099220	DICK BLICK CO	19,674.87
396355	138841	MATTHEW J BLOMENKAMP	3.89
396356	132124	JASON M BOATWRIGHT	15.96
396357	130899	KIMBERLY M BOLAN	124.88
396358	136274	BYRON P BRAASCH	4,218.00
396359	134176	LINDA S BRABLEC	50.00
396360	134129	BRAINPOP LLC	1,170.00
396361	136977	PEGGY S BREARD	18.18
396362	130290	LINDA BREWER	95.52
396363	136986	NANCY A BROSAMLE	761.00
396364	106466	BRUINS MONTESSORI INTERNATIONAL	411.70
396365	134237	SCOTT G BUTLER	215.00
396366	023925	CARLEX INC	90.97

Date: 8/30/2012

Millard Public Schools

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Check Register**Prepared for the Board Meeting of September 4, 2012**

Check No	Vend No	Vendor Name	Amount
396367	135712	TARA L JURENA CARMICHAEL	27.80
396368	139310	KATHLEEN W CARNEY	50.00
396369	023970	CAROLINA BIOLOGICAL SUPPLY CO	1,153.74
396370	024067	CARSON DELLOSA PUBLISHING LLC	145.78
396371	131158	CURTIS R CASE	120.99
396372	133589	CDW GOVERNMENT, INC.	316.00
396373	138613	CENTRAL SALES INC	2,680.36
396374	138206	CEREBELLUM CORPORATION	139.95
396375	137759	BRIDGET A CHATTERSON	43.39
396376	132271	ERIK P CHAUSSEE	892.30
396377	099222	SCHOOL SPECIALTY INC	328.76
396378	025235	DALE CLAUSEN	53.28
396379	130246	KATHLEEN CLIFFORD	47.76
396380	106902	COMMUNICATION SERVICES INC.	130.78
396381	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	436.00
396382	026057	CONTROL MASTERS INC	8,097.98
396386	109021	PATRICIA A CRUM	123.99
396388	106893	WICHITA WATER CONDITIONING INC	98.72
396389	027345	CURRICULUM ASSOCIATES INC	1,338.76
396390	130731	D & D COMMUNICATIONS	3,699.67
396392	132671	JEAN T DAIGLE	24.98
396393	131003	DAILY RECORD	316.80
396394	134983	DAKTRONICS INC	560.00
396395	138477	MIDWEST HARDWOODS	192.28
396396	032800	DEMCO INC	78.27
396397	032872	DENNIS SUPPLY COMPANY	702.83
396398	137331	BASTIAN DERICHS	9.77
396399	106319	DES MOINES STAMP MANUFACTURING	64.50
396400	109850	DEX MEDIA EAST LLC	238.60
396401	133084	DHARMA TRADING CO.	105.23
396402	132750	JOHN D DICKEY	52.67
396403	137713	DIESEL POWER EQUIPMENT CO INC	1,091.61
396404	033473	DIETZE MUSIC HOUSE INC	5,720.40
396405	135509	DIGIORGIO'S SPORTSWEAR INC	75.00
396406	136179	DIGITAL EXPRESS INC	2,895.20
396407	138677	DIGITAL RIVER EDUCATION SVCS INC	320.00
396408	099552	DISCOUNT SCHOOL SUPPLY	707.77
396409	135973	MATTHEW L DOMINY	50.00
396410	134086	AMBER J DOOLITTLE	31.94
396411	130648	DOSTALS CONSTRUCTION CO INC	5,450.00
396412	099556	DRAMATISTS PLAY SERVICE INC	242.96
396413	103050	DRAPHIX, LLC	380.09
396414	131740	EAGLE SOFTWARE INC,	4,037.00
396415	102791	ERIC ARMIN INC	492.07
396416	138426	KELLY D EALY	29.06
396417	036652	EBSCO INFORMATION SERVICES	338.47

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Check No	Vend No	Vendor Name	Amount
396418	052370	ECHO ELECTRIC SUPPLY CO	2,200.36
396419	035557	ECS LEARNING SYSTEMS	1,303.95
396420	137171	RUSSELL E FREY	899.55
396421	036830	EDITORIAL PROJECTS IN EDUCATION INC	123.94
396422	037525	EDUCATIONAL SERVICE UNIT #3	99.55
396423	107980	EHLI'S INTERIORS	335.00
396424	038100	ELECTRICAL ENGINEERING & EQPT CO	482.67
396425	038140	ELECTRONIC SOUND INC.	1,149.40
396426	035579	EMC/PARADIGM PUBLISHING	1,912.35
396427	135938	ENCHANTED LEARNING, LLC	125.00
396428	134883	ERIC L ENGSTROM	471.75
396429	035610	A DAIGGER & CO INC	52.32
396430	139198	ETC MONTESSORI LLC	1,334.26
396431	106735	JOHN T FABRY	364.69
396432	137303	OLD MARKET VENTURES LLC	371.70
396433	139316	JASON A FARWELL	25.00
396434	131927	RLB ENTERPRISE LLC	53.00
396435	139315	FEDDEMA & ASSOCIATES INC	6,685.28
396437	136377	FEINER SUPPLY CO	612.50
396438	131826	ALICIA C FEIST	23.20
396439	040470	MARK W FELDHAUSEN	195.36
396440	133919	FILTER SHOP INC	784.01
396441	133960	FIREGUARD INC	1,553.00
396442	040902	FIRST NATIONAL BANK TRUST DEPT	700.00
396443	040919	FISHER SCIENTIFIC	21,459.93
396444	041086	FLINN SCIENTIFIC INC	4,020.49
396445	131555	FLOORS INC	236.80
396446	041098	FOLLETT EDUCATIONAL SERVICES	482.80
396447	041100	FOLLETT LIBRARY RESOURCES	2,630.41
396448	132165	FOREST SCIENTIFIC CORPORATION	1,225.00
396449	041146	KENNETH J FOSSEN	278.06
396450	041543	AMY J FRIEDMAN	62.50
396451	138299	FROGUTS INC	1,440.00
396452	043760	GALLUP ORGANIZATION	389.28
396454	044565	GINGHER INC	52.50
396455	106660	GLASSMASTERS INC	1,962.23
396456	044641	VICTORIA L GLESMANN	21.38
396458	044891	GOPHER	2,966.28
396460	044950	GRAINGER INDUSTRIAL SUPPLY	1,572.97
396461	099888	GRAYBAR ELECTRIC COMPANY INC	163.48
396462	133885	GREENLIFE GARDENS	850.00
396463	135016	CANDRA R GUENTHER	23.98
396464	131067	HANDWRITING WITHOUT TEARS	85.25
396465	136805	JAMES R HANLON	99.90
396466	047853	HAPPY CAB COMPANY INC	943.05
396467	131353	HARLAND TECHNOLOGY SERVICES	773.00

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Check No	Vend No	Vendor Name	Amount
396468	135821	LESLEY A HARRISON-ROLAND	648.24
396469	056820	HARRY A KOCH COMPANY	179,628.84
396470	048200	HAUFF SPORTING GOODS COMPANY	251.34
396471	130609	HAYDEN-MCNEILL SPECIALTY	3,382.32
396472	135990	MARVCO ENTERPRISES INC	104.05
396473	108273	MARGARET HEBENSTREIT PT	60.51
396474	048517	GREENWOOD PUBLISHING GROUP INC	1,562.00
396475	139314	KELLI J HELLER	29.93
396476	099235	HERFF JONES INC	850.00
396477	134455	ROBERT J HETTINGER	361.31
396478	132423	HEWLETT PACKARD CO	32,797.65
396479	139305	JUSTIN A HIGGINS	170.99
396480	138687	HIGHSMITH LLC	209.62
396481	049330	RICK W HOOK	296.37
396482	049600	HOUCHEN BINDERY LTD	1,096.80
396483	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	193,159.62
396484	109836	AMY L HOULTON	130.98
396485	136469	ELI HSU	15.55
396486	137426	HUGHES MULCH PRODUCTS LLC	2,920.00
396487	049723	HUMAN RELATIONS MEDIA	501.42
396488	138326	MICHELE C HUMPAL	251.90
396489	101032	HUSKER MIDWEST PRINTING	666.90
396490	133397	HY-VEE INC	313.37
396492	049844	HYDRONIC ENERGY INC	214.55
396493	139271	IAT INTERACTIVE LLC	31,993.09
396494	099749	BAUDVILLE INC	58.00
396495	051843	INTEGRITY HARDWOODS	948.80
396496	102451	INTERNATIONAL BACCALAUREATE	9,965.00
396497	101991	J A SEXAUER	1,822.66
396499	100928	J W PEPPER & SON INC.	7,477.08
396500	102287	JAMECO ELECTRONICS	123.29
396501	139306	DAWN M JANES	58.69
396502	136953	JSDO I LLC	244.95
396503	133037	JENSEN TIRE COMPANY	2,316.68
396504	130994	JOHNSON CONTROLS INC	2,986.42
396505	054500	JOHNSON HARDWARE CO LLC	287.40
396506	059573	NANCY A JOHNSTON	229.02
396507	108171	CANDY R JONES	74.72
396508	026300	JP COOKE COMPANY	43.16
396509	101224	KAPCO	455.70
396510	056215	KAPLAN EARLY LEARNING CO	153.69
396511	056276	KELVIN ELECTRONICS	495.55
396512	133973	KIDS ON THE MOVE INC	1,194.75
396513	139301	REBECCA D KLEEMAN WEYANT	15.40
396514	109136	KLOCKIT	359.75
396515	139145	MEDIMEDIA USA INC	2,208.41

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Check No	Vend No	Vendor Name	Amount
396516	135194	KRUEGER INTERNATIONAL INC	1,988.22
396517	137385	JOSEPH R KUEHL	29.86
396518	137010	CHRISTINA A LAGRONE	32.19
396519	099217	LAKESHORE LEARNING MATERIALS	3,627.41
396520	058775	LAMP RYNEARSON ASSOCIATES INC	288.40
396521	135257	LANGUAGE LINE SERVICES	80.08
396523	135156	LAWSON PRODUCTS INC	1,700.76
396524	108450	JACEN D LEFHOLTZ	53.61
396525	106469	LEGO EDUCATION NORTH AMERICA	299.49
396526	059380	LIBRARY VIDEO COMPANY	43.80
396527	136219	LIFELOC TECHNOLOGIES INC	570.79
396528	059564	JOURNAL STAR PRINTING CO.	269.10
396529	059560	MATHESON TRI-GAS INC	420.11
396530	133027	TRACY LOGAN	47.79
396531	060111	LOVELESS MACHINE & GRINDING	38.00
396532	131397	LOWE'S HOME CENTERS INC	24.96
396533	057770	LRP PUBLICATIONS INC	536.50
396534	060125	LUCKS MUSIC LIBRARY INC	154.35
396536	099321	MACKIN BOOK CO	5,042.65
396537	137615	JOHN P MANGIAMELLI	7.50
396538	101167	MARKERBOARD PEOPLE	39.35
396539	101129	MJ-1 LLC	140.00
396541	130467	MCCALL PATTERN COMPANY	54.00
396542	099279	MCDONALD PUBLISHING	112.10
396543	100944	AMERICAN BUSINESS NETWORK	81.40
396544	063349	MCGRAW-HILL COMPANIES	108,750.86
396545	139269	CHARLIE'S INVENTORY INC	174.39
396546	136467	MITCHELL B MENTZER	66.60
396547	064600	METAL DOORS & HARDWARE COMPANY INC	1,691.00
396549	133403	AMERICAN NATIONAL BANK	9,109.67
396550	132113	MID-PLAINS INSULATION	1,840.69
396551	102466	MID-WEST 3D SOLUTIONS LLC	81.80
396552	102870	MIDLAND COMPUTER INC	1,055.18
396553	064950	MIDWEST METAL WORKS INC	75.00
396554	065200	MIDWEST SHOP SUPPLIES INC	1,255.34
396555	065233	MIDWEST TURF & IRRIGATION INC	2,305.75
396556	065400	MILLARD LUMBER INC	598.11
396557	107560	MILLARD METAL SERVICES INC.	46.00
396559	137657	KAYLA S MIXAN	83.75
396560	101158	MONTESSORI N SUCH INC	456.51
396561	066075	MONTESSORI RESEARCH/DEVELOPMENT	327.70
396562	066078	MONTESSORI SERVICES	1,780.26
396563	134532	MORRISSEY ENGINEERING INC	16,875.00
396564	133945	MOUNTAIN PLAINS RRC USU	730.00
396565	063150	MSC INDUSTRIAL SUPPLY CO	737.93
396566	137052	DEVONYE J MULLINS	11.16

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Check No	Vend No	Vendor Name	Amount
396567	066580	MUSIC IN MOTION INC	37.90
396568	100883	MUSIC THEATRE INTERNATIONAL	4,260.00
396570	067000	NASCO	8,663.17
396571	099662	NATIONAL ASSN ELEM SCHOOL PRINCIPAL	47.90
396572	103012	NATIONAL BUSINESS EDUCATION ASSOC	80.00
396573	107416	NATIONAL GEOGRAPHIC SOCIETY	100.00
396574	132854	NATIONAL SAFETY COUNCIL	164.00
396575	067996	JOHN C NOWELL	67.46
396576	130548	NCS PEARSON INC	100.00
396577	068334	NEBRASKA AIR FILTER INC	1,415.59
396582	068415	NEBRASKA COUNCIL OF SCHOOL	45,087.00
396583	068440	NEBRASKA DEPARTMENT OF EDUCATION	50.00
396584	068445	NEBRASKA FURNITURE MART INC	351.99
396585	100872	NEBRASKA LIBRARY COMMISSION	2,061.00
396586	068463	NEBRASKA MUSIC EDUCATORS ASSN	78.00
396587	134231	UNIVERSITY OF NEBRASKA AT KEARNEY	600.00
396588	133989	NEBRASKA WORKFORCE DEVELOPMENT	800.00
396589	099737	NEWS BOWL	409.00
396590	069945	NUTS & BOLTS INC	19.00
396596	100013	OFFICE DEPOT 84133510	18,325.78
396597	107192	SHIRLOU INC	248.75
396598	070245	OHARCO DISTRIBUTORS	1,385.58
396599	136898	OLSSON ASSOCIATES INC	4,444.86
396600	099932	OMAHA RUBBER STAMP CO	39.50
396601	137824	OMBUDSMAN EDUCATIONAL SVCS LTD	111,390.00
396602	107815	ON LINE IMAGING SERVICES LLC	200.00
396603	133850	ONE SOURCE	1,274.00
396604	071138	ORIENTAL TRADING COMPANY	53.49
396605	138662	KELLY D OSTRAND	63.55
396606	132443	OZANAM/BIST	400.00
396607	134428	ELIZABETH A PACHTA	35.69
396608	071515	PAINTIN PLACE CERAMICS INC	1,436.30
396609	071545	PAPER CORPORATION	20,748.00
396610	132006	ANDREA L PARSONS	177.60
396611	099244	PASCO SCIENTIFIC	12,486.00
396612	108098	ANGELO D PASSARELLI	20.54
396613	073300	PATTERSON MEDICAL SUPPLY INC	86.55
396615	071850	PAXTON PATTERSON LLC	237.00
396616	071891	PAYFLEX SYSTEMS USA INC	4,624.00
396617	071353	WARFIELD PCI LIMITED	391.38
396618	102699	PEARSON EDUCATION	105,335.92
396623	082652	PEARSON EDUCATION	866,564.88
396624	072140	PEOPLES EDUCATION INC.	198.14
396625	072200	PERFECTION LEARNING CORP.	365.19
396626	072216	PERMA BOUND	339.20
396627	138230	MEGAN L PETERSON	48.94

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Check No	Vend No	Vendor Name	Amount
396628	135934	BROOKE M PHILLIPS	113.50
396629	130721	MARY J PILLE	82.70
396630	073040	PITNEY BOWES PRESORT SERVICES INC	20,000.00
396631	072760	PITSCO INC	8,495.08
396632	135757	PLAYSCRIPTS INC	208.06
396633	136003	MELISSA J POLONCIC	1,096.05
396634	134184	JAISA A POPPLETON	61.05
396635	072349	SCHOOL SPECIALTY INC	6,727.00
396636	101663	PRESTWICK HOUSE INC	247.25
396637	137779	JARDINE QUALITY IRRIGATION INC	3,322.07
396638	138112	PHILADELPHIA GRATING CO INC	514.80
396639	078420	RAWSON & SONS ROOFING, INC.	1,829.00
396640	102568	READ NATURALLY	177.10
396641	100642	REALLY GOOD STUFF INC	1,293.53
396642	134858	JENNIFER L REID	23.70
396644	136847	RIVERSIDE TECHNOLOGIES INC	560.00
396645	134882	LINDA A ROHMILLER	29.30
396646	134081	EILEEN A RONCI	140.42
396647	072286	JEAN M RUCHTI	132.65
396648	133572	RURAL METRO MEDICAL SERVICES	272.00
396649	139307	SARAH M RYGOL	15.21
396650	079685	S & W FENCE COMPANY	1,500.00
396651	079691	SADDLEBACK EDUCATIONAL INC	45.97
396652	041500	SAMUEL FRENCH INC	591.46
396653	081640	JOAN M SANDERS	49.93
396654	081695	VWR CORPORATION	244.52
396655	081725	KIMBERLEY K SAUM-MILLS	97.21
396656	081880	SCHEMMER ASSOCIATES INC	12,480.00
396657	138274	RONALD P SCHINSTOCK	2.22
396660	082100	SCHOLASTIC INC	1,615.16
396661	082140	SCHOLASTIC MAGAZINES	1,887.27
396662	102278	SCHOOL DATEBOOKS INC	503.58
396664	134878	MARGARET T VENTO-WILSON	343.35
396665	082350	SCHOOL SPECIALTY INC	330.92
396666	135655	SCHOOL TRADITIONS LLC	5,319.24
396667	136098	SCHOOLDUDE.COM INC	9,760.60
396668	133510	SCREENING FOR MENTAL HEALTH INC	75.00
396669	130851	SEARCH INSTITUTE	38.20
396670	131588	SENSENEY MUSIC, INC.	399.29
396671	137681	ANNE M SERVAIS	33.50
396672	109800	AMY L SHATTUCK	71.05
396673	083175	SHEPPARD'S BUSINESS INTERIORS	346.14
396674	083188	SHIFFLER EQUIPMENT SALES, INC.	1,084.25
396676	083451	SIMPLICITY PATTERN COMPANY INC	19.95
396678	083950	SOCIAL STUDIES SCHOOL SERVICE	33.95
396679	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	296.60

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Check No	Vend No	Vendor Name	Amount
396680	102046	SOUTHPAW ENTERPRISES INC	216.00
396681	084093	SOUTHWEST STRINGS	118.70
396682	100584	STAHL'S ID DIRECT	1,087.67
396683	084397	STANDARD DIGITAL IMAGING INC	8.10
396684	137481	STAPLES CONTRACT & COMMERCIAL INC	197.07
396685	134224	NANCY B STARR	15.96
396686	084781	SUMMIT LEARNING	35.45
396687	084905	SUNDANCE/NEWBRIDGE ED PUB LLC	59.40
396688	084930	SUPER DUPER INC	336.00
396689	136138	NANCY E SVOBODA	149.10
396690	133927	ANGELA C SWANEY	23.03
396691	132191	TRINA A SWITZER	42.57
396692	099302	SYSCO LINCOLN INC	109.68
396693	088654	TARGET	199.84
396694	109041	AMERICAN EAGLE COMPANY INC	148.99
396695	137635	TELVENT USA HOLDINGS LLC	7,139.14
396696	131729	THEATRICAL MEDIA SERVICES, INC.	1,873.92
396697	102822	THERAPRO INC	3,152.39
396698	136381	ANNETTE J THOMAS	6.66
396700	099272	TI MEDIA SOLUTIONS INC	14,825.50
396701	136578	PEGGI S TOMLINSON	20.98
396702	089572	TOOL SHED INC	82.35
396703	131446	TOSHIBA AMERICA INFO SYS INC	5,738.02
396704	131446	TOSHIBA AMERICA INFO SYS INC	15,241.00
396705	132138	TOYOTA FINANCIAL SERVICES	499.88
396706	108055	TRADE WELL PALLET INC	1,000.00
396707	106364	AMERICAN STANDARD INC	3,945.06
396708	089740	TREETOP PUBLISHING INC	173.25
396709	131997	TRI W-G INCORPORATED	2,695.00
396710	089765	TRI-V TOOL & MFG. CO.	95.00
396711	106493	TRITZ PLUMBING, INC.	2,287.52
396712	036945	TRIUMPH LEARNING LLC	634.82
396713	136110	DONNA R TROMBLA	44.23
396714	135716	TYCON ELECTRIC INC	965.00
396715	135207	ULEMAN ENTERPRISES INC	113,865.01
396716	102846	ULTIMATE OFFICE INC	88.87
396717	099268	UNITED ART AND EDUCATION	112.17
396718	109861	UNITED EQUIPMENT SERVICES CO INC	1,217.00
396719	090250	UNITED SEEDS INC.	202.50
396720	090900	UNIVERSITY PUB, INC.	722.00
396721	137707	UTILITY TRENCHING INC	3,250.00
396722	138046	AUTO LUBE INC	686.63
396723	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	15,682.22
396724	138328	VEX ROBOTICS INC	2,332.20
396726	099379	WALL STREET JOURNAL	99.00
396727	093008	BARBARA N WALLER	26.99

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396728	093650	WARD'S NATURAL SCIENCE EST LLC	1,761.93
396729	130696	WASECA LEARNING ENVIRONMENT	1,420.25
396730	093989	DIANA L WEIS	21.08
396731	094174	WEST MUSIC COMPANY	737.31
396732	136827	WEST PAYMENT CENTER	281.04
396733	094680	WHALEY GRADEBOOK CO INC	401.50
396734	134658	CRAIG T WHALEY	46.07
396735	094820	WHOLESALE HEATING & COOLING	221.77
396736	136162	CHRISTINA L WILCOXEN	180.78
396737	134740	CAROL S WILLIAMS	44.90
396738	136322	TAMARA J WILLIAMS	6.66
396739	095349	WOODWIND & BRASSWIND	385.07
396740	095416	WORLD RESEARCH COMPANY	193.60
396741	139114	WRK SYSTEMS INC	290.40
396743	100578	WT COX SUBSCRIPTIONS INC	16,019.26
396744	138356	JEFFREY F YOST	17.87
396746	136468	MAUREEN F ZOHLEN	70.26
396747	019111	BISHOP BUSINESS EQUIPMENT	2,000.38
396748	109063	CRISIS PREVENTION INSTITUTE INC	2,230.85
396752	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	407,117.48
396753	109843	NEXTEL PARTNERS INC	5,550.15
Total for GENERAL FUND			3,440,043.79
23777	106902	COMMUNICATION SERVICES INC.	523.15
23778	010071	CALICO INDUSTRIES, INC.	662.25
23779	106893	WICHITA WATER CONDITIONING INC	108.30
23780	048515	HELGET SAFETY SUPPLY INC	66.00
23781	100013	OFFICE DEPOT 84133510	2,268.44
23782	101476	SODEXO INC & AFFILIATES	129,476.66
23783	109843	NEXTEL PARTNERS INC	172.02
Total for FOOD SERVICE			133,276.82
396380	106902	COMMUNICATION SERVICES INC.	736.24
396552	102870	MIDLAND COMPUTER INC	2,298.60
Total for SPECIAL BUILDING			3,034.84
396195	138804	JANET JOHNSTON	100.00
396196	107651	AMAZON.COM INC	80.11
396203	056724	FEDEX OFFICE AND PRINT SERVICES INC	754.25
396204	107311	HAMILTON COLOR LAB INC	525.00
396235	058755	LIDLAW TRANSIT INC	117.94
396262	099646	BARNES AND NOBLE BOOKSTORE	99.83
396264	133970	CCS PRESENTATION SYSTEMS	2,192.45
396272	027345	CURRICULUM ASSOCIATES INC	2,296.00
396276	033466	DIDAX INC	1,194.00
396283	048517	GREENWOOD PUBLISHING GROUP INC	118.80
396287	099217	LAKESHORE LEARNING MATERIALS	79.47
396304	081630	SAMS CLUB DIRECT	252.89

Millard Public Schools

24

Check Register

Prepared for the Board Meeting of September 4, 2012

Check No	Vend No	Vendor Name	Amount
396306	081630	SAMS CLUB DIRECT	15.00
396313	131099	STENHOUSE PUBLISHERS	66.90
396383	130368	DEBRA J CONYERS	293.64
396387	137656	KELLI CRUMP	17.83
396391	135906	ERIN E DAHL	23.74
396436	056724	FEDEX OFFICE AND PRINT SERVICES INC	2,129.30
396457	139308	SUSAN E GOLDSBERRY	41.82
396483	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	804.72
396488	138326	MICHELE C HUMPAL	145.33
396489	101032	HUSKER MIDWEST PRINTING	73.65
396490	133397	HY-VEE INC	56.56
396491	049850	HY-VEE INC	83.46
396522	131638	LAWLORS CUSTOM SPORTSWEAR INC	606.50
396540	133809	MARY M MCCABE	119.39
396551	102466	MID-WEST 3D SOLUTIONS LLC	17,510.00
396558	065440	MILLARD SOUTH HIGH SCHOOL	88.00
396596	100013	OFFICE DEPOT 84133510	84.96
396635	072349	SCHOOL SPECIALTY INC	4,500.00
396643	135484	KRISTI L RICHLING	14.00
396745	135890	YOUTH FRONTIERS INC	1,500.00
Total for GRANT FUND			35,985.54
396384	136587	COVENTRY HEALTH & LIFE INS CO	122,542.79
396677	138887	SIMPLYWELL LLC	675.00
Total for			123,217.79
396210	139304	DEBORAH A ROCHE	148.73
396214	133575	SIGN SOLUTIONS INC	522.00
396237	100782	HEARTLAND SCENIC STUDIO INC	1,710.00
396260	011051	ALL MAKES OFFICE EQUIPMENT	307.53
396261	012989	APPLE COMPUTER INC	876.00
396268	106902	COMMUNICATION SERVICES INC.	180.00
396270	132170	CORMACI CONSTRUCTION INC	7,603.00
396281	139173	GUITAR CENTER STORES INC	6,683.24
396294	102047	PAYLESS OFFICE PRODUCTS INC	619.00
396328	011051	ALL MAKES OFFICE EQUIPMENT	95.04
396332	069689	AMSAN LLC	214.10
396334	012989	APPLE COMPUTER INC	2,995.00
396385	138572	CREATIVE SITES LLC	431.00
396411	130648	DOSTALS CONSTRUCTION CO INC	37,400.00
396520	058775	LAMP RYNEARSON ASSOCIATES INC	358.40
396596	100013	OFFICE DEPOT 84133510	145.49
396673	083175	SHEPPARD'S BUSINESS INTERIORS	548.92
396712	036945	TRIUMPH LEARNING LLC	329.78
Total for DEPRECIATION			61,167.23
396200	138820	ANNE WINFIELD CHAPMAN	2,500.00
396207	058800	LANOHA NURSERIES, INC.	590.00

Date: 8/30/2012

Millard Public Schools

Check Register

Prepared for the Board Meeting of September 4, 2012

Check No	Vend No	Vendor Name	Amount
396209	069578	N CHRIS NIELSEN	944.00
396265	138820	ANNE WINFIELD CHAPMAN	165.00
396270	132170	CORMACI CONSTRUCTION INC	1,670.00
396274	134816	DATA DOCUMENTS LLC	306.25
396277	130648	DOSTALS CONSTRUCTION CO INC	19,091.00
396328	011051	ALL MAKES OFFICE EQUIPMENT	5,286.39
396411	130648	DOSTALS CONSTRUCTION CO INC	400.00
396453	134902	DAVID THOMAS GERKING	546.75
396459	138880	ELISE M GOSCH	1,944.00
396480	138687	HIGHSMITH LLC	47.60
396499	100928	J W PEPPER & SON INC.	354.46
396516	135194	KRUEGER INTERNATIONAL INC	5,300.00
396535	130575	JAYNE MACHOLAN	50.00
396596	100013	OFFICE DEPOT 84133510	1,535.48
396614	071760	PATTON EQUIPMENT COMPANY INC	518.70
396631	072760	PITSCO INC	1,296.80
396659	081891	SCHMITT MUSIC CENTER	1,407.27
396663	136833	SCHOOL OUTFITTERS LLC	227.68
396675	135412	ROY EUGENE KIRK	2,000.00
396719	090250	UNITED SEEDS INC.	630.00
396725	092323	VIRCO INC	616.92
396745	135890	YOUTH FRONTIERS INC	750.00
396754	072349	SCHOOL SPECIALTY INC	1,563.70
396755	073610	PROGRESS PUBLICATIONS	695.00
Total for ACTIVITY FUND			50,437.00
396200	138820	ANNE WINFIELD CHAPMAN	-100.00
396435	139315	FEDDEMA & ASSOCIATES INC	-240.00
396459	138880	ELISE M GOSCH	-64.80
396675	135412	ROY EUGENE KIRK	-80.00
Total for			-484.80
Report Total			3,846,678.21

Millard Public Schools - Planned Disposition of Surplus PropertyBOE Packet Due Date: **8/29/2012**BOE Meeting Date: **9/4/2012**Sale or Disposals Scheduled After: **9/4/2012**

Lot	Quantity	Description
1	20	apple laptops
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
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26		
27		
28		
29		
30		

AGENDA SUMMARY SHEET

Agenda Item: Administrator Job Description

Meeting Date: February 6, 2012

Department: Human Resources

Title and Brief Description: **Policy 4120 – Personnel Lists**

Action Desired: Approval

**Background:
Options/Alternatives
Considered:** N/A
N/A

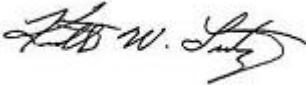
Recommendations:

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline:

Responsible Persons: Dr. Jim Sutfin, Assistant Superintendent of Human Resources
Ms. Rebecca Kleeman, Coordinator of Communications

Superintendent's Signature: _____  _____

Human Resources

Personnel Lists

4120

Personnel lists and any ~~e~~District staff directory will not be provided to any person or agent other than ~~e~~District personnel, without the permission of the Superintendent or designee. Upon written request, the Superintendent or designee will provide salaries and names of employees by building. Employees' ~~s~~ home addresses, cell and home ~~and~~ phone numbers, District employment positions, and District employment email addresses, constitute personal information regarding ~~e~~District personnel and will not be disclosed. Employees' ~~s~~ home addresses, cell and home ~~and~~ phone numbers, District employment positions, and District employment email addresses, do not constitute routine directory information.

Legal Reference: Neb. Rev. Stat. § 84-712.05(7)

Policy Adopted: October 7, 1974
Reaffirmed: February 17, 1997; December 7, 2009
Revised: September 23, 2002; September 4, 2012

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Adoption of Proposed FYE13 Budget

MEETING DATE: September 4, 2012

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Adoption of Proposed FYE13 Budget – The adoption of the Superintendent’s Recommended FYE13 Budget

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND:

On August 20th, the board conducted the hearing required by Nebraska statutes before it may adopt its budget for the ensuing year. Copies of FYE13 Budget were given to the board members and made available to the public at that hearing.

Subsequent to the Public Hearing, the District received its certified property values. In the budgeting process, the District had estimated an increase of 1.0% in property values. The actual property values (certified) *decreased* by 0.14%, thus the receipts from property taxes (keeping the levy unchanged) decreased.

In light of the above, the budget summary was amended accordingly. The amendments reflect the same tax levies (total \$1.21) discussed at the hearings. A copy of the original “Notice of Budget Hearing and Budget Summary” and a copy of the “Revised Budget Summary” are attached.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended that the FYE13 Budget be adopted as submitted in the Revised Budget Summary and that such document be incorporated herein in its entirety by this reference.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT’S APPROVAL: 

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

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

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

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 20th day of August, 2012 at 5:00 o'clock, P.M., at Don Stroh Administration Center (5606 S. 147th Street, Omaha, NE 68137) for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

Clerk/Secretary

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)
	2010-2011 (1)	2011-2012 (2)	2012-2013 (3)				
General	\$ 211,465,720.00	\$ 210,680,829.00	\$ 208,046,532.00	\$ 33,905,448.00	\$ 231,915,031.86	\$ 101,383.21	\$ 10,138,331.35
Depreciation	\$ 2,381,683.00	\$ 3,000,000.00	\$ 7,606,417.00		\$ 7,606,417.00		
Employee Benefit	\$ 25,135,914.00	\$ 28,500,000.00	\$ 32,000,000.00	\$ -	\$ 32,000,000.00		
Contingency	\$ -	\$ -	\$ 500,000.00		\$ 500,000.00		
Activities	\$ 5,394,091.00	\$ 6,500,000.00	\$ 7,500,000.00	\$ 1,000,000.00	\$ 8,500,000.00		
School Lunch	\$ 11,031,540.00	\$ 11,500,000.00	\$ 13,000,000.00	\$ 1,000,000.00	\$ 14,000,000.00		
Bond	\$ 13,426,869.00	\$ 13,297,780.00	\$ 13,225,105.00	\$ 16,972,241.64	\$ 17,423,049.00	\$ 129,033.18	\$ 12,903,330.82
Special Building	\$ 2,846,598.00	\$ 6,000,000.00	\$ 16,621,107.83		\$ 15,708,658.00	\$ 9,216.66	\$ 921,666.49
Qualified Capital Purpose Undertaking	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -		
Student Fee	\$ 527,471.00	\$ 983,373.00	\$ 1,000,000.00	\$ -	\$ 1,000,000.00		
	\$ -	\$ -	\$ -	\$ -	\$ -		
TOTALS	\$ 272,209,886.00	\$ 280,461,982.00	\$ 299,499,161.83	\$ 52,877,689.64	\$ 328,653,155.86	\$ 239,633.05	\$ 23,963,328.66

Total Personal and Real Property Tax Requirement For Bonds

\$ 12,903,330.82

Total Personal and Real Property Tax Requirement for ALL Other

\$ 11,059,997.84

REVISED BUDGET SUMMARY

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)	
	2010-2011 (1)	2011-2012 (2)	2012-2013 (3)					
General	\$ 211,465,720.00	\$ 210,680,829.00	\$ 208,046,532.00	\$ 33,566,694.22	\$ 231,651,270.86	\$ 100,625.71	\$ 10,062,581.07	Total Personal and Real Property Tax Requirement For Bonds
Depreciation	\$ 2,381,683.00	\$ 3,000,000.00	\$ 7,606,417.00		\$ 7,606,417.00			
Employee Benefit	\$ 25,135,914.00	\$ 28,500,000.00	\$ 32,000,000.00	\$ -	\$ 32,000,000.00			
Contingency	\$ -	\$ -	\$ 500,000.00		\$ 500,000.00			\$ 12,806,921.37
Activities	\$ 5,394,091.00	\$ 6,500,000.00	\$ 7,500,000.00	\$ 1,000,000.00	\$ 8,500,000.00			
School Lunch	\$ 11,031,540.00	\$ 11,500,000.00	\$ 13,000,000.00	\$ 1,000,000.00	\$ 14,000,000.00			
Bond	\$ 13,426,869.00	\$ 13,297,780.00	\$ 13,225,105.00	\$ 16,876,796.28	\$ 17,423,049.00	\$ 128,069.09	\$ 12,806,921.37	Total Personal and Real Property Tax Requirement for ALL Other
Special Building	\$ 2,846,598.00	\$ 6,000,000.00	\$ 16,614,290.30		\$ 15,708,658.00	\$ 9,147.79	\$ 914,780.09	
Qualified Capital Purpose Undertaking	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -			\$ 10,977,361.16
Student Fee	\$ 527,471.00	\$ 983,373.00	\$ 1,000,000.00	\$ -	\$ 1,000,000.00			
0	\$ -	\$ -	\$ -	\$ -	\$ -			
TOTALS	\$ 272,209,886.00	\$ 280,461,982.00	\$ 299,492,344.30	\$ 52,443,490.50	\$ 328,389,394.86	\$ 237,842.59	\$ 23,784,282.53	

AGENDA SUMMARY SHEET

AGENDA ITEM: Adoption of FYE13 Property Tax Requests

MEETING DATE: September 4, 2012

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Adoption of FYE13 Property Tax Requests – The board action required by Nebraska law if the district desires to adopt property tax requests which differ from the property tax requests of the prior year.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: *Neb. Rev. Stat. §77-1601.02* provides that the property tax requests for the prior year shall be the property tax requests for the current year unless the governing body of the school district conducts a public hearing and, thereafter, passes, by a majority vote, a resolution setting the tax requests at a different amount.

Based on the district's FYE13 Budget, the tax requests for the general fund, bond fund, and special building fund need to be modified as follows:

<u>Fund</u>	<u>FYE12 Tax Request</u>	<u>FYE13 Tax Request</u>	<u>FYE13 Tax Levv</u>
General Fund	\$ 8,244,283	\$10,062,581	0.1100
Bond Fund	\$14,656,505	\$12,806,921	0.1400
Building Fund	\$ 916,031	\$ 914,780	<u>0.0100</u>
			0.2600

A proposed Resolution incorporating property tax requests consistent with the FYE13 Budget adopted by the Board is attached.

A copy of the original "Notice of Special Hearing to Set Final Tax Request" (which was published prior to the August 20th Public Hearing) and a copy of the "Revised Final Tax Request" are attached. The revised numbers are the ones being proposed for adoption by the board.

OPTIONS AND ALTERNATIVES: n/a

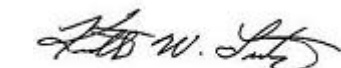
RECOMMENDATION: It is recommended that approval be given to the Resolution Regarding FYE13 Property Tax Requests as submitted and that such resolution be incorporated in its entirety into this motion.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

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

SUPERINTENDENT'S APPROVAL: 

**SCHOOL DISTRICT 017
DOUGLAS COUNTY, NEBRASKA
a/k/a Millard Public Schools**

Resolution Regarding FYE13 Property Tax Requests

BE IT RESOLVED by the Board of Education of Douglas County School District 017 (a/k/a the Millard Public Schools) as follows:

1. That, in accordance with *Neb. Rev. Stat. §77-1601.02*, the board finds and determines that, in order to fund its adopted FYE13 budget, the property tax requests for the general fund, bond fund, and building fund should be and hereby are modified from the previous year as follows:

<u>Fund</u>	<u>FYE12 Tax Request</u>	<u>FYE13 Tax Request</u>	<u>FYE13 Tax Levy</u>
General Fund	\$ 8,244,283	\$10,062,581	0.1100
Bond Fund	\$14,656,505	\$12,806,921	0.1400
Building Fund	\$ 916,031	\$ 914,780	<u>0.0100</u>
			0.2600

2. That the Douglas County Board of Equalization establish FYE13 property tax levies for the Millard Public Schools consistent with the requests contained hereinabove.

Notice of Special Hearing To Set Final Tax Request

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

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1601.02, that the governing body will meet on the 20th day of August 2012 at 5:00 o'clock P.M., at Don Stroh Administration Center (5606 S. 147th Street, Omaha, NE 68137) for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.

2011/12 Budget Information

2012/13 Budget Information

Fund	2011-2012 Property Tax Request	2011 Tax Rate	Property Tax Rate (2011-2012 Request Divided By 2012 Valuation)	2012-2013 Proposed Property Tax Request	Proposed 2012 Tax Rate
General Fund	8,244,282.75	0.090000	0.089450	10,138,331.35	0.110000
Bond Fund(s) K - 12	14,656,504.90	0.160000	0.159022	12,903,330.82	0.140000
Bond Fund(s) K - 8			0.000000		0.000000
Bond Fund(s) 9 - 12			0.000000		0.000000
Bond Fund _____			0.000000		0.000000
Special Building Fund	916,031.30	0.010000	0.009939	921,666.49	0.010000
Qualified Capital Purpose Undertaking Fund K - 12			0.000000	-	0.000000
Qualified Capital Purpose Undertaking Fund K - 8			0.000000		0.000000
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000		0.000000

Revised Final Tax Request

2011/12 Budget Information
2012/13 Budget Information

Fund	2011-2012 Property Tax Request	2011 Tax Rate	Property Tax Rate (2011-2012 Request Divided By 2012 Valuation)	2012-2013 Proposed Property Tax Request	Proposed 2012 Tax Rate
General Fund	8,244,282.75	0.090000	0.090123	10,062,581.07	0.110000
Bond Fund(s) K - 12	14,656,504.90	0.160000	0.160219	12,806,921.37	0.140000
Bond Fund(s) K - 8			0.000000		0.000000
Bond Fund(s) 9 - 12			0.000000		0.000000
Bond Fund _____			0.000000		0.000000
Special Building Fund	916,031.30	0.010000	0.010014	914,780.09	0.010000
Qualified Capital Purpose Undertaking Fund K - 12			0.000000	-	0.000000
Qualified Capital Purpose Undertaking Fund K - 8			0.000000		0.000000
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000		0.000000

AGENDA SUMMARY SHEET

Agenda Item: Policy 1235

Meeting Date: Sept. 4, 2012

Department Student Services

Title and Brief Description: Conduct on District Property

Action Desired: Approval

Background: Updating the policy and rule to address email and telephone misuse when communicating with staff.

Options/Alternatives Considered: N/A

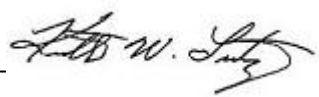
Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection:

Timeline: Immediate

Responsible Persons: Bill Jelkin, Director of Student Services,
Dr. Jim Sutfin, Assistant Superintendent of Human Resources

Superintendent's Signature: _____  _____

Community

Conduct on District Property

1235

The District will promote in all District schools, facilities, and activities, an environment which is safe, free of disruption, and predicated by mutual respect, civility, and orderly conduct among District employees, students, parents, and visitors. The District welcomes and encourages parental participation in their child's education and school activities. However, parents and other visitors to District schools, facilities, and activities are expected to interact in a manner that is respectful and not disruptive of instruction, District activities, or other functions. Behavior that is threatening, intimidating, [disruptive](#) or resulting in an unsafe educational environment for students, District employees, parents, or other visitors will not be tolerated.

Related Policies & Rules: 1235.1

Policy Approved: July 1, 2002

[Date of Revision: September 4, 2012](#)

Millard Public Schools
Omaha NE

AGENDA SUMMARY SHEET

Agenda Item: Rule 1235.1

Meeting Date: Sept. 4, 2012

Department Student Services

Title and Brief Description: Conduct on District Property

Action Desired: Approval

Background: Updating the policy and rule to address email and telephone misuse when communicating with staff.

Options/Alternatives Considered: N/A

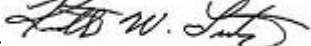
Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection:

Timeline: Immediate

Responsible Persons: Bill Jelkin, Director of Student Services,
Dr. Jim Sutfin, Assistant Superintendent of Human Resources

Superintendent's Signature: _____  _____

Community

Conduct on District Property

1235.1

- I. Conduct of District Employees, Parents, and Visitors. The District will promote in all District schools, facilities, and activities, an environment which is safe, free of disruption, and predicated by mutual respect, civility, and orderly conduct among District employees, students, parents, and visitors. District employees will demonstrate professionalism when communicating with the public or other District employees. District employees, parents, and other visitors will avoid disruptive, volatile, hostile, threatening, or aggressive communications or actions.
- A. Expected Level of Behavior.
1. District employees will treat parents, members of the public, and other District employees with courtesy and respect.
 2. Parents and other visitors to District schools, facilities, and activities will treat students, District employees, other parents, and other visitors with courtesy and respect.
- B. Unacceptable/Disruptive Behavior.
1. Disruptive behavior includes, but is not limited to, behavior which interferes with or threatens to interfere with the operation of a classroom, a District employee's duties, the functions of a school facility, District activities, or substantially interferes with the educational process.
 2. Using loud and/or offensive language, swearing, cursing, using profane language, or the display of anger.
 3. Threatening to do bodily or physical harm to students, District employees or other visitors on District property whether or not the behavior constitutes or may constitute a criminal violation.
 4. Damaging or destroying District property.
 5. Any other behavior that disrupts the orderly operation of a school, a school classroom, ~~or~~ any District facility or activity, or a District employee's duties.
 6. Refusing to follow District safety instructions.
 7. Defaming District employees.
 8. Abusive, threatening, ~~or~~ obscene, harassing or repetitive telephone calls, E-mails or voice mail messages.
 9. Sexual harassment of District personnel, students, patrons, or vendors is strictly prohibited. Sexual harassment shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature.
- C. Recourse. Any employee, parent or other visitor who believes he/she was subject to unacceptable/disruptive behavior from a District employee, parent, or other visitor should bring such behavior to the attention of the immediate supervisor, building principal, or the ~~Associate~~ Assistant Superintendent for Human Resources.
- II. Authority of School Personnel.
- A. Authority to Direct Persons to Leave District Property and to Limit Communications or Monitor Communications with District Employees.
1. Any individual who exhibits the following behaviors may be directed to leave District property by a principal, principal's designee or any District level administrator:

- a. Disrupts or threatens to disrupt school or District activities or operations;
 - b. Threatens to or attempts to do or does physical harm to students, District employees, or other visitors;
 - c. Threatens the health or safety of students, District employees, or other visitors;
 - d. Intentionally causes damage to a school, District property, or property of other visitors;
 - e. Uses loud or offensive language;
 - f. Defames District employees;
 - g. Who without authorization comes onto District property.
2. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall call 911 for law enforcement assistance.
 3. If a visitor uses obscenities or speaks in a demanding, loud, insulting, and/or a demeaning manner, the District employee to whom the remarks are directed will follow these procedures:
 - a. Shall calmly and politely warn the speaker to communicate civilly.
 - b. If such conduct continues, the District employee to whom the remarks are directed may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation.
 - c. If the meeting or conference is on District property, any District employee may request that an administrator or other authorized personnel direct the speaker to promptly leave the premises.
 - d. If the person refuses to leave the premises as directed, the principal or designee or a District level administrator may call 911 for law enforcement assistance.
 - e. If the District employee is threatened with personal harm, the District employee may call 911 for law enforcement assistance.
- B. Authority to Report or Terminate Phone or E-mail Communication.
1. If any District employee receives an E-mail or voice mail message that is abusive, threatening, ~~or~~ obscene, [harassing or repetitive](#), the District employee is not obligated to [continue the telephone call or](#) respond to the E-mail or return the telephone call.
 2. The District employee should save the message and contact their supervisor. If the message threatens personal harm, the District employee may contact law enforcement.

Related Policies and Rules: 5730, 5730.1, 5740, 5740.1, 6800, 6800.1

Rule Approved: July 1, 2002
 Revised: March 20, 2006; [September 4, 2012](#)

Millard Public Schools
 Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Rule 5450.1

Meeting Date: Sept. 4, 2012

Department: Student Services

Title and Brief Description: Student Attire and Grooming

Action Desired: Approval

Background: Court decisions since previous revisions no longer require “clear and specific facts” and “clear and present likelihood of an immediate disruption”, and thus should be removed from Millard School District Rule 5450.1.

Options/Alternatives Considered: N/A

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection:

Timeline: Immediate

Responsible Persons: Bill Jelkin, Director of Student Services,
Dr. Jim Sutfin, Assistant Superintendent of Human Resources

Superintendent's Signature: _____  _____

Pupil Services

Student Attire and Grooming

5450.1

- I. Prohibited Attire and Grooming Students are required to avoid attire or grooming that disrupts or interferes with the educational process. Attire or grooming which contains the following expressions or which has the following effects is prohibited and will subject the student to disciplinary proceedings:
- A. Vulgar or obscene. Vulgar or obscene expressions are those which the average person, applying contemporary community standards, would find that when taken as a whole, appeal to prurient interests; or, the expressions depict or describe in a patently offensive way sexual conduct in a manner prohibited by applicable law; or, the expressions, taken as a whole, lack serious literary, artistic, political, or scientific value.
 - B. Defamatory. Expressions shall be considered defamatory when they include libelous falsehoods about individuals. In order to be defamatory, the libelous falsehood must be made with actual malice; that is, with the knowledge that it is false or with reckless disregard of whether or not it is false.
 - C. Invasion of privacy of others. Invasion of privacy includes exploitation of an individual's personality; providing information of an individual's private affairs with which the public has no legitimate concern; or wrongful intrusion into an individual's private activities in a manner that can cause mental suffering, shame, or humiliation to a person of ordinary sensibilities.
 - D. Criticism of school officials or advocacy of violation of District Policies or Rules. Such expressions are prohibited to the extent that there is evidence that supports a reasonable judgment that substantial disruption of or material interference with the normal operation of the school or school activities will result, as provided in Section I (F) below.
 - E. Discriminatory. Expressions which attack or promote discrimination against groups or individuals on the basis of race, color, religion, national origin, gender, marital status, disability, or age.
 - F. Substantial ~~interruption~~ disruption or material interference with the educational process. Such expressions are prohibited when there is evidence, information which ~~supports a reasonable judgment causes school administrators to reasonably forecast~~ that a substantial disruption of or material interference with the normal operation of the school or school activities ~~will may~~ occur, or injury to persons, ~~or~~ damage to ~~persons or~~ property, or interference with the rights of others may result if permitted. ~~In order for an expression to be disruptive or hazardous, there must exist clear and specific facts upon which it would be reasonable to conclude that a clear and present likelihood of an immediate and substantial disruption in the educational process would result if the expression were allowed to occur.~~
 - G. Highly controversial. Expressions that are highly controversial and advance or advocate a certain viewpoint or lifestyle, which has an inflammatory effect. An indication of whether something is controversial is whether the topic would reasonably offend some groups or would be shocking to teachers, parents, and/or students. To be prohibited under this subsection, the expression must substantially interrupt or materially interfere with the educational process.
 - H. Sexual harassment. The expression violates District Rule 5420.1 or constitutes prohibited sexual harassment.
- II. Health or Safety Risk. Student attire or grooming which creates a health or safety risk to the student or others is prohibited. Students refusing to immediately change attire or grooming, which creates a health or safety risk to the student or others will subject the student to disciplinary proceedings.

- III. Request for Hearing. Any student who believes that the District has unfairly deprived the student of the student's freedom of expression by the District's refusal to permit the wearing of a certain style of attire or grooming may request a review of the perceived deprivation. The complaining student requesting a hearing must follow the procedures set forth in District Rule 5510.1.

Related Policies and Rules: 5400.1, 5010.1, 5510.1

Rule Approved: July 20, 1992

Revised: April 21 1997; October 2, 2000; June 7, 2004, [September 4, 2012](#)

Renumbered from 5138.1: October 2, 2000

Reaffirm: November 15, 2010

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Rule 5510.1

Meeting Date: Sept. 4, 2012

Department Student Services

Title and Brief Description: Freedom of Expression

Action Desired: Approval

Background: Court decisions since previous revisions no longer require “clear and specific facts” and “clear and present likelihood of an immediate disruption”, and thus should be removed from Millard School District Rule 5510.1.

Options/Alternatives Considered: N/A

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection:

Timeline: Immediate

Responsible Persons: Bill Jelkin, Director of Student Services,
Dr. Jim Sutfin, Assistant Superintendent of Human Resources

Superintendent's Signature: _____  _____

Pupil Services

Freedom of Expression

5510.1

- I. Prohibited Expressions. Students have the right to freely express their opinions and ideas under the First Amendment. This right, however, is not unlimited, and students are prohibited from using the following types of expression:
 - A. Vulgar or obscene. Vulgar or obscene expressions are those which the average person, applying contemporary community standards, would find that when taken as a whole, appeal to prurient interests; or, the expressions depict or describe in a patently offensive way sexual conduct in a manner prohibited by applicable law; or, the expressions, taken as a whole, lack serious literary, artistic, political, or scientific value.
 - B. Defamatory. Expressions shall be considered defamatory when they include libelous falsehoods about individuals. In order to be defamatory, the libelous falsehood must be made with actual malice; that is, with the knowledge that it is false or with reckless disregard of whether or not it is false.
 - C. Invasion of privacy of others. Invasion of privacy includes exploitation of an individual's personality; providing information of an individual's private affairs with which the public has no legitimate concern; or wrongful intrusion into an individual's private activities in a manner that can cause mental suffering, shame, or humiliation to a person of ordinary sensibilities.
 - D. Criticism of school officials or advocacy of violation of District Policies or Rules. Such expressions are prohibited to the extent that there is evidence that supports a reasonable judgment that substantial disruption of or material interference with the normal operation of the school or school activities will result, as provided in Section I (F) below.
 - E. Discriminatory. Expressions which attack or promote discrimination against groups or individuals on the basis of race, color, religion, national origin, gender, marital status, disability, or age.
 - F. Substantial disruption or material interference with the educational process. Such expressions are prohibited when there is evidence information which ~~supports a reasonable judgment~~ causes school administrators to reasonably forecast that a substantial disruption of or material interference with the normal operation of the school or school activities ~~will~~ may occur, or injury to persons, ~~or~~ damage to ~~persons or~~ property, or interference with the rights of others may result if permitted. ~~In order for an expression to be disruptive or an interference, there must exist clear and specific facts upon which it would be reasonable to conclude that a clear and present likelihood of an immediate and substantial disruption in or material interference with the educational process would result if the expression were allowed to occur.~~
 - G. Highly controversial. Expressions that are highly controversial and advance or advocate a certain viewpoint or lifestyle, which has an inflammatory effect. An indication of whether something is controversial is whether the topic would reasonably offend some groups or would be shocking to teachers, parents, and/or students. To be prohibited under this subsection, the expression must substantially disrupt or materially interfere with the educational process.
 - H. Sexual harassment. The expression violates District Rule 5420.1 or constitutes prohibited sexual harassment.
- II. Buttons, Badges, and Armbands. It will be a violation of this Rule if expressions prohibited under the preceding Section I of this Rule are contained on buttons, badges, armbands, or clothing, or are in some other manner displayed by a student or student group.

- III. Bulletin Boards, Distribution of Printed Material, and Circulation of Petitions. It will be a violation of this Rule if expressions prohibited under Section I of this Rule are contained on a bulletin board, printed material, poster, e-mail, class assignment, or any other written or electronic medium.
- IV. Request for Hearing. Any student or student group believing that the District has unfairly abridged the student's or student group's freedom of expression, may request a review of the perceived abridgement. The following procedures shall be followed by the student or student group and the District:
- A. The student or student group shall make a written request to the school principal or principal's designee. The written request will include the expression that the student or student group believes is being abridged.
 - B. The principal or principal's designee shall schedule a meeting within five (5) school days of receipt of the written request. The meeting will consist of the principal or principal's designee, the student or representative of the student group and, if desired by the student or student group, the student's or student group's representative's parent.
 - C. Within two (2) school days of the meeting, the principal or principal's designee shall make a written determination of whether or not the student or student group's freedom of expression has been unfairly abridged. The written determination shall be mailed to the student or student group's representative's home address.
 - D. If the student or student group is dissatisfied with the principal's or principal's designee's determination, the student or student group may appeal the determination by making a written appeal to the Superintendent within five (5) school days of receipt of the principal's or principal's designee's determination. The appeal shall consist of the following:
 1. The student's or student group's written request to the principal;
 2. The principal's or principal's designee's written determination; and
 3. A statement of why the student or student group believes that the determination of the principal or principal's designee is in error.
 - E. The Superintendent or Superintendent's designee may schedule a meeting with the student or a representative of the student group if the Superintendent or Superintendent's designee deems it necessary or desirable. Within five (5) school days of receipt of the appeal, the Superintendent or Superintendent's designee shall make a written disposition of the appeal. The written disposition shall be mailed to the student's or student group's representative's home address.
 - F. If the student or student group is dissatisfied with the Superintendent's or Superintendent's designee's determination, the student or student group may appeal the determination by making a written appeal to the District's Board by delivering a written appeal to the Board Secretary within five (5) school days of receipt of the Superintendent or Superintendent's designee's written disposition. The written appeal shall consist of the following:
 1. The appeal documents delivered to the Superintendent; and
 2. The Superintendent or Superintendent's designee's written disposition.
 - G. The Board will schedule the matter for a hearing at either the next regularly scheduled Board meeting, or the meeting following the next regularly scheduled Board meeting unless the parties agree to an alternative date.

- H. The Board hearing will permit both the student or student group and the administration to present evidence and argument in a manner designed to enable both parties to fully disclose their position.
- I. Within five (5) school days of the Board hearing, the Board will render a written decision of the appeal. The written decision shall be mailed to the home address of the student or the student group's representative. The decision of the Board shall be final.

Related Policies and Rules: 5400.1, 5420.1, 5450.1, 5510, 5520.1, 6151.1

Rule Approved: April 21, 1997

Revised: April 2, 2001; June 7, 2004, [September 4, 2012](#)

Reaffirmed: June 1, 2009

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET**AGENDA ITEM:** Poverty Plan for 2013-2014 School Year for State Aid**MEETING DATE:** September 4, 2012**DEPARTMENT:** Educational Services**TITLE AND BRIEF DESCRIPTION:** Poverty Plan for 2013-2014 School Year for State Aid**ACTION DESIRED:** Approve Plan

BACKGROUND: For the certification of 2013-2014 State aid, every school district is required to designate a maximum Poverty Allowance. The designation may be zero dollars or it may be an estimated dollar amount greater than zero dollars. This designation must be filed with the Department of Education on or before October 15, 2012. If a school district elects to designate a maximum Poverty Allowance greater than zero dollars, the school district must also file a Poverty Plan, on or before October 15, 2012, utilizing the NDE Grants Management System. In addition, the 2013-2014 Poverty Plan must be reviewed and approved by Learning Community Subcouncil #4 and the Learning Community Coordinating Council (LCCC).

RECOMMENDATIONS: Approve 2013-2014 Poverty Plan as submitted.**STRATEGIC PLAN REFERENCE:** None**TIMELINE:** Immediate implementation**RESPONSIBLE PERSON(S):** Mark Feldhausen, Assoc. Supt. (Educational Services)
Jennifer Reid, Coordinator of ELL, Poverty, & Federal Programs**SUPERINTENDENT'S APPROVAL:** **BOARD ACTION:**

Poverty Plan--Estimated Expenditures

Applicant: 03-028-0017-18 MILLARD PUBLIC SCHOOLS

Application: 2013-2014 LC Poverty Plan - 00

Cycle: Original Application

A school district declining to participate in the Poverty Allowance should enter 0 on 1160-800 Total Estimated Poverty Expenditures.

A school district that elects to participate in the Poverty Allowance should enter a maximum dollar amount on 1160-800 Total Estimated Poverty Expenditures.

A Worksheet for estimating Poverty Expenditures is available by clicking [here](#).

Do not include Federal Funds when estimating these expenditures with the exception of SFSF monies identified for Poverty.

A Poverty Plan must be submitted if the Total estimated Poverty Expenditures are greater than 0.

1160-800	Total Estimated Poverty Expenditures	<u>\$1,130,000</u>
		X .85
1160-900	Estimated Poverty Allowance	<u>\$960,500</u>

The Poverty Allowance will be the lesser of the amount on 1160-900 Estimated Poverty Allowance or a calculated amount based on the provisions of Section 79-1007.06(2).

2013-2014 Poverty Plan

Poverty Plan – Attendance and Mobility

1. Describe the district attendance policies, procedures, or practices.

Children who are of the mandatory attendance age (currently ages 6-18), or who are younger than mandatory attendance age and are enrolled in a Millard school, are required to attend school each day the school is open and in session, except when excused by the school principal, the student has graduated from high school, or attendance is otherwise excused by law. By District Rule, the principal determines when a student's absent is excused or unexcused. Such absences are evaluated on a daily basis.

Each day that a student is not in attendance, a phone call is made to the home to ensure the student is safe, and a reasonable excuse is given regarding their absence. This practice is done for all students Pre-K through 12.

Elementary attendance is taken two times per day while each middle and high school takes attendance each period throughout the day.

When a student does not attend school on a regular basis (even when transportation is being provided) and such student has accumulated five (5) unexcused absences in any one (1) quarter or the hourly equivalent, or if the student has accumulated twenty (20) unexcused absences per school year, or the hourly equivalent, a comprehensive plan of action is put into place which includes:

- a. Meeting with the parent/guardian(s)- One or more meetings are arranged with the school principal and/or the school social worker.
- b. Educational counseling- This strategy is used to determine whether curriculum changes including, but not limited to, enrolling the student in an alternative education program that meets the specific educational and behavioral needs of the student, would help solve the truancy problem.
- c. Educational evaluation- This may include a behavioral and/or psychological evaluation to assist in determining the specific condition, if any, contributing to the truancy problem, and is supplemented by specific interventions by the school to help remedy any condition that may be diagnosed.
- d. Further Investigation- If warranted further information is obtained regarding the truancy problem by the school social worker. This helps to identify conditions which may be contributing to the truancy problem. If services for the student and the student's family are determined to be needed, the school social worker becomes a liaison to appropriate community agencies for economic services, family or individual counseling, or other services.

2. Describe the transportation options for students qualifying for free or reduced lunch who live more than one mile from the attendance center.

The district operates 35 schools including 25 elementary, 6 middle and 4 high schools. Policy and rule regarding “enrollment” of students allows students the opportunity to attend their neighborhood school or to stay in a school where they started if that school is not “closed” due to capacity standards.

With regard to transportation services for poverty students who live outside a one-mile radius of their assigned school, the following services are available: (1) For elementary students, transportation is provided via district owned buses on regular bus routes; (2) For middle school students, transportation is provided via a private bus company at a rate subsidized by the district; however, for free/reduced price lunch students, the district pays for the full fare for such students; and (3) For high school students, transportation services are provided via a private bus company at an unsubsidized rate, however, for free/reduced price lunch students, the district pays the full fee to the bus company for such students.

Notwithstanding the above, transportation services (i.e., via buses, vans, and even taxi cabs) are provided to open enrollment students pursuant to the provisions of Neb. Rev. Stat. §79-611 which provides in relevant part as follows: “The school board of any school district that is a member of a learning community shall provide free transportation for a student who resides in such learning community and attends school in such school district if (i) the student is transferring pursuant to the open enrollment provisions of section 79-2110, qualifies for free or reduced-price lunches, and lives more than one mile from the school to which he or she transfers, (ii) the student is transferring pursuant to such open enrollment provisions, is a student who contributes to the socioeconomic diversity of enrollment at the school building he or she attends, and lives more than one mile from the school to which he or she transfers, (iii) the student is attending a focus school or program and lives more than one mile from the school building housing the focus school or program, or (iv) the student is attending a magnet school or program and lives more than one mile from the magnet school or the school housing the magnet program.”

3. Describe the policies, procedures, or practices that allow students who move within the same school district or learning community to continue at original attendance area, including transportation options.

Millard Public School Policy/Rule

Pupil Services

K-12 Transfer of Students within the District 5110.1

Students Currently Residing or Attending the Millard Public Schools (Within-District Transfer)

- I. K-12 Within-District Transfers
 - A. A parent of a Kindergarten through twelfth grade student who is currently enrolled in the District may submit a request to have his/her student attend a

different school or special program during the current or next school year. Such requests shall be made in accordance with the following procedures.

II. Student Eligibility for Within-District Transfers

- A. Any K-12 student whose parents reside in the District attendance area.
- B. Any K-12 student who is currently attending the District under Option Enrollment.
- C. Any K-12 student who has been accepted into a specific building under the Open Enrollment provision as long as the request is for the subsequent year in which enrollment was granted.

III. Limitations and Restrictions on Student Eligibility

- A. Students will not be allowed to transfer to another school during suspension or expulsion. A student's disciplinary record will be considered and students with extensive disciplinary records will not be considered for transfer unless it is determined to be in the best interests of the student or the school.
- B. The within-district transfer policy will not apply to or alter a student's mandatory reassignment.
- C. If the student is in a special education program, the approval recommendation of the Director of Special Education will be based upon the student's individualized education program and educational needs; class size; related service needs; transportation arrangements as may be required by law; the allocation of specially trained staff and personnel; facility issues; and the allocation of equipment or materials necessary to provide an appropriate education program.
- D. If the student receives ELL services, the recommendation of the Superintendent or designee will be based upon the student's educational needs and the allocation of specially trained staff and personnel.

IV. Conditions of Transfers

- A. **Student Withdrawal from Special Program:** Any student approved for a within-district transfer to attend a special program in the District who subsequently withdraws from participation in such program shall have his/her within-district transfer approval revoked. Such student shall be reassigned to the school he/she would have attended if the within-district transfer had not been approved.
- B. Students of parents who move from one school's attendance area to that of another within the District during the school year may continue attending the original school for the remainder of the current school year and start attendance at the assigned school with the commencement of the next school year. If the parents

want their student to remain at the original school and complete the grades there, they may apply for a within-district transfer even though the original school is closed to transfers for students who have not been attending that school.

- C. Once a student is transferred to a particular school, the parents need not re-apply unless they want the student to transfer back to the student's home school or to another school at the same level (elementary school, middle school, or high school) in the District.
- D. Within-district transfers are only for the educational level (elementary school, middle school, or high school). As the student moves from elementary into middle school or from middle school into high school, another within-district transfer must be filed. If not, the student will attend their assigned school.
- E. The Superintendent or designee may reassign a student should it be determined that circumstances justify such reassignment.
- F. Once a transfer is approved, every effort will be made to make the transfer permanent; however, the District reserves the right to reassign transferred students back to their home school.
- G. Unless special safety, health, or program issues are involved, no student will be granted more than one transfer per school year.

V. Transportation

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

VI. Within-District Transfer Applications

- A. A Within-District Transfer Request Form should be completed and returned to the Office of Pupil Services.
- B. Students who desire to attend a special program may be required to complete a Within-District Transfer Form in the event that a program waitlist may be necessary.
- C. Only one Within-District Transfer Request Form may be completed at any given time for an individual student.

VII. Determination of Schools Open to Within-District Transfers

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

- B. The Superintendent or designee will base recommendations on available space, curriculum, class size, personnel and staffing requirements, facility issues, the allocation of equipment and materials, and anticipated growth for the school, program, grade, or class.
- C. The Board will approve annually any schools, programs, grades or classes that are to be open to within-district transfers.

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

A. Application Timeline

1. Applications Open: Parents may submit applications for within-district transfers to the Office of Pupil Services anytime after September 1 of the year preceding the school year in which the transfer would take effect if approved.
2. Applications Deadline: Applications for within-district transfers must be delivered by U.S. mail postmarked on or before February 15 of the preceding school year or by personal delivery, received no later than 5:00 p.m. on February 15 of the preceding school year. Applications must be completed by the parent, legal guardian or emancipated minor student.
3. The application period for within-district transfers will re-open after the open enrollment application process is completed. Within-district transfer applications will be accepted on a first come-first serve basis.

B. Approval Process

1. Applications for within-district transfers will be approved for a specific building or program based upon the order outlined in Section VII (C) below.
2. If requests for within-district transfers exceed capacity, a random drawing in the order outlined in Section VII (C) below will determine which applications are approved.

C. Order of Approval

1. School Attendance Area Students
 - a. Special Programs by Grade
2. Other District Resident Students
 - a. Millard Resident Siblings

- b. Special Programs by Grade
 - c. Regular Program by Grade
 - 3. Non-Resident Open Enrollment Students
 - a. Special Programs by Grade
 - b. Regular Program by Grade
 - 4. Non-Resident Option Enrollment Students
 - a. Special Programs by Grade
 - b. Regular Program by Grade
 - 5. All other Non-Resident Students
 - a. Special Programs by Grade
 - b. Regular Program by Grade
 - D. Notification to Parents: The District shall notify the parents of the approval or denial of their student's request for within-district transfer on or before March 1 of the preceding school year.
 - E. Acceptance by Parents: After receiving notification of approval of a within-district transfer, the parent shall accept such transfer in writing by completing the District's enrollment process for the student on or before noon on March 10 (or noon the following Monday if March 10 is on a weekend) of the preceding school year.
- IX. K-12 Within-District Transfers for the Current School Year
- A. Parents may submit applications for within-district transfers for the current school year to the Office of Pupil Services after the first day of school and prior to January 15 of the current year.
 - B. The Superintendent or designee will determine whether the transfer request will be granted or denied after considering the following factors:
 - 1. The reasons for the within-district transfer request.
 - 2. The time of year the transfer request is made.

3. Personnel and staffing requirements, building or program capacity, curriculum, and facility issues affecting the building to which the student wishes to transfer.
 4. The student's educational program including, but not limited to, course credits and graduation requirements.
- C. The District shall notify the parents of the approval or denial of their student's request for within-district transfer.
- X. Extenuating Circumstances. The Superintendent may in his/her discretion allow students to transfer to closed schools when extenuating circumstances warrant.
- XI. Special programs shall mean the District's Core Program, Montessori Program, and International Baccalaureate Programmers.

Millard Public Schools District Policy/Rule

Pupil Services

Enrollment of Students: Learning Community Open Enrollment 5100.8

Students who Open Enroll into the MPS from another Learning Community School District

I. General Statement

- A. Nebraska law provides kindergarten through twelfth grade students residing within any member school district of the Learning Community of Douglas and Sarpy Counties with the opportunity for open enrollment in school buildings in the Learning Community, subject to specific limitations necessary to bring about diverse enrollments in school buildings in the Learning Community.
- B. Open enrollment shall be administered under the direction of the District's Superintendent, and the Superintendent shall serve as the designee of the District's Board of Education for any matters involving open enrollment to be acted upon by the Board, except as otherwise required by law or hereinafter provided.

II. Application Process

- A. For a student to attend the District as a Learning Community open enrollment student, the student, parent or legal guardian shall submit an application to the District from the time the application is made available by the Learning Community and 5:00 pm on March 15 for open enrollment for the next school year. All such applications must either be postmarked by March 15 or personally delivered to the District's Superintendent's Office, 5606 South 147 Street, Omaha, NE 68137, by 5:00 p.m. on March 15.

- B. Application forms shall be those prescribed by the Learning Community Coordinating Council and may be obtained from the Learning Community, 6949 South 110 Street, Omaha, NE 68128, (402) 964-2405, www.learningcommunityds.org, or from the District's Superintendent's Office, 5606 South 147 Street, Omaha, NE 68137, (402) 715-8300. A separate open enrollment application is required for each student. Up to three, open enrollment, school buildings in the District may be listed on the open enrollment application, and shall be listed in the order of preference.
- C. If all school buildings identified on an open enrollment application are at maximum capacity but the District has buildings offering the same grades which have remaining capacity, the District shall contact the student, parent or legal guardian and identify those school buildings within the District which have capacity, which the applicant may substitute for one or more school buildings identified on the submitted open enrollment application.
- D. Applications shall be accepted for the immediately following school year only. Applications will be dated upon receipt and processed in the order received.
- E. The District shall act on or before April 1 to accept or reject each application based on the capacity of the school building, the eligibility of the applicant for the school building or program, the number of such applicants that will be accepted for a given school building, and whether or not the applicant contributes to the socioeconomic diversity of the school building or program to which he or she has applied and for which he or she is eligible. The District shall notify the student, parent or legal guardian in writing of the acceptance or rejection of the application no later than April 1. If the application is denied, the reasons for the denial shall be stated. Copies of all open enrollment applications shall also be provided to the resident school district and the Learning Community on or before April 5.
- F. The student, parent or legal guardian must notify the District on or before April 25 of their acceptance of such open enrollment placement. Such acceptance must be on a form provided by the District and must be postmarked by April 25 or personally delivered to the District's Superintendent's Office, 5606 South 147 Street, Omaha, NE 68137, (402) 715-8300, by 5:00 p.m. on April 25. Failure to notify the District of acceptance of the open enrollment slot in accordance with the requirements hereof shall result in the forfeiture of the same by the applicant.

III. Acceptance or Rejection of Applications

- A. The District shall accept or reject applications for open enrollment based on the capacity of the school building, the eligibility of the applicant for the school building or program, the number of such applicants that will be accepted for a given school building, and whether or not the applicant contributes to the socioeconomic diversity of the school building or program to which he or she has applied and for which he or she is eligible.

- B. The selection process for open enrollment applications shall be conducted on a “building by grade” basis, and according to the following selection priorities.
1. The District shall give first priority for open enrollment to siblings of students who will be enrolled as continuing students in the requested school building or program for the first school year for which enrollment is sought in such school building. In the event the first priority applications for open enrollment to a building exceed the capacity of such building, the selection shall be determined on a random basis.
 2. Second priority for open enrollment shall be given to students who contribute to the socioeconomic diversity of the enrollment of the building they have applied to attend, up to the remaining capacity of such school building. In the event the second priority applications for open enrollment to a building exceed the capacity of such building, the selection shall be determined on a random basis.
 3. Third priority for open enrollment shall be given to students who do not contribute to the socioeconomic diversity of enrollment of the building they applied to attend, up to the remaining capacity of such school building. In the event that the third priority applications for open enrollment to a building exceed the capacity of such building, the selection shall be determined on a random basis.
 4. If the open enrollment applications received for a school building exceed the remaining capacity of a school building, the District shall establish a wait list order for all excess applications by random selection, and open enrollment slots which become available shall be filled from the random drawing list in order. All random drawing lists will become null and void prior to the first day of school.
 5. The District may, in its discretion, accept open enrollment applications in excess of the maximum capacity of a school building, in the order of selection priority as hereinbefore provided.

IV. **Continuing Students**

- A. Any student who attended a particular school building in the prior school year and who is seeking education in the grades offered in such school building shall be allowed to continue attending such school building as a continuing student.
- B. On or before February 15 of each year, a parent of a student who is currently attending a school building or program, except a magnet school, focus school, or focus program, outside of the attendance area where the student resides and who will complete the grades offered at such school building prior to the following school year shall provide notice, on a form provided by the District, to the District’s Superintendent, if such student will attend another school building within the District as a continuing student and which school building such student

would prefer to attend. On or before March 1, the District's Superintendent shall provide a notice to such parent stating which school building or buildings the student shall be allowed to attend in the District as a continuing student for the following school year. If the student resides within the District, the notice shall include the school building offering the grade the student will be entering for the following school year in the attendance area where the student resides.

V. Duties to Students

Open enrollment students, once accepted, shall be treated as resident students by the District in all matters except transportation and within-district transfer.

VI. Credits and Graduation

The District will accept credits toward graduation that were awarded by another accredited school district. The District will award a diploma to an open enrollment student if the student meets the graduation requirements of the District.

VII. Students Ineligible for Open Enrollment

Students who have been disqualified from the school building pursuant to the District's Standards for Student Conduct, shall not be eligible for open enrollment pursuant to this Rule. Students may also not apply to attend a school building in the Learning Community for any grades that are offered by another school building for which the student had previously applied and been accepted pursuant to open enrollment, absent a hardship exception approved by the District.

VIII. New Residence

A parent of a student who moves to a new residence in the Learning Community after April 1 may apply directly to the District's Superintendent within ninety days after moving for the student to attend a school building outside of the attendance area where the student resides. The District's Superintendent shall accept or reject such application within fifteen days after receiving the application, based on the number of applications and the qualifications required for all other students.

IX. School Building Change for Emergency or Hardship Reasons

- A. A parent of a student who wishes to change school buildings for emergency or hardship reasons may apply directly to the District's Superintendent at any time for the student to attend a school building outside of the attendance area where the student resides. Such application shall state the emergency or hardship and shall be kept confidential by the District. The District's Superintendent shall accept or reject such application within fifteen days after receiving the application. Applications shall only be accepted if an emergency or hardship was presented which justified an exemption from the procedures of this Rule based on the judgment of the District's Superintendent, and such acceptance shall not exceed

the number of applications that will be accepted for the school year for such building.

- B. For purposes of this Rule, hardship exceptions and emergency or hardship reasons shall be determined on an individual basis by the Board of Education.

X. Information on and Verification of Qualifications for Free or Reduced-Price Lunch

- A. A parent may provide information on the application for open enrollment regarding the applicant's potential qualification for free or reduced-price lunches. Any such information provided shall be subject to verification and shall only be used for the purposes of open enrollment. A parent is not required to provide such information. Determinations about an applicant's qualification for free or reduced-price lunches for purposes of open enrollment shall be based on any verified information provided on the application. If no such information is provided the student shall be presumed not to qualify for free or reduced-price lunches for the purposes of open enrollment.
- B. Each year the District shall randomly select at least three percent of the open enrollment applications accepted, for verification of free and reduced-price lunch or non-free and reduced-price lunch status. The District may, in its discretion, verify the free and reduced-price lunch status of all such applications.

XI. Transportation or Allowance

- A. The parents or legal guardians of students participating in the open enrollment program shall be responsible for required transportation except as herein provided.
- B. The District shall provide free transportation or pay an allowance for transportation in lieu of free transportation for a student who resides in the Learning Community and attends school in the District pursuant to open enrollment, if the student qualified for free or reduced-price lunches and lives more than one mile from the school to which he or she transfers, or the student is a student who contributes to the socioeconomic diversity of enrollment at the school building he or she attends and lives more than one mile from the school to which he or she transfers, or the student is attending a focus school or program approved by the Learning Community and lives more than one mile from the school to which he or she transfers, or the student is attending a focus school or program approved by the Learning Community and lives more than one mile from the school building housing such focus school or program approved by the Learning Community, or the student is attending a magnet school or program approved by the Learning Community and lives more than one mile from the magnet school or the school housing the magnet program approved by the Learning Community.

- C. The transportation allowance which may be paid to the parent, custodial parent, or guardian of students qualifying for free transportation pursuant to the above Section XI(B), shall be in accordance with the requirements of Neb. Rev. Stat. §§ 79-611(3) and (4) as amended.

XII. **Maximum Capacity of School Buildings**

- A. On or before March 1, the District shall have completed and submitted an Enrollment Capacity Data Worksheet for each school building in the District to the Learning Community Coordinating Council, reporting the maximum capacity and total projected enrollment, including intradistrict transfers, if any, before open enrollment for each school building for the following year.

- B. In establishing a maximum capacity for each school building, the District shall follow the specific criteria, procedures, definitions and instructions set forth in the Diversity Plan of the Learning Community and the Learning Community's Enrollment Capacity Data Sheets, and, in addition, shall take into consideration any unique circumstances having an impact on enrollment capacity. Such unique circumstances having an impact on enrollment capacity shall include, but shall not be limited to, planned expansion and increases of enrollment, projected future enrollments, growth issues pertaining to instructional staff, class size and unassigned instructional space, housing construction projections, and planned accommodations for future enrollment growth.

XIII. **Promotional Efforts and Information**

- A. The District will collaborate with the Learning Community and with the other member school districts of the Learning Community, in promotional efforts to encourage open enrollment participation.

- B. On or before February 15, the District shall make available to the general public certain information, in compliance with the applicable requirements of the Learning Community's Diversity Plan, for each school building operated by the District, by sending such required information to the Learning Community for dissemination to the general public.

XIV. **Open Enrollment Report**

On or before September of each year, the District shall provide to the Learning Community Coordinating Council a complete and accurate report of all open enrollment applications received, including the number of students who applied at each grade level at each building, the number of students accepted at each grade level at each building, the number of such students that contributed to the socioeconomic diversity that applied and were accepted and were accepted, the number of applicants denied and the rationales for

denial, and other such information as requested by the Learning Community Coordinating Council.

XV. Definitions

- A. “Parent” shall mean, in the case of parents who are divorcing or divorced, the custodial parent.
- B. “Resident school district” shall mean the public school district in which a student resides and which is a member school district of the Learning Community of Douglas and Sarpy Counties.
- C. “Sibling” shall mean all children residing in the same household on a permanent basis who have the same mother or father or who are stepbrother or stepsister to each other.
- D. “Student who contributes to the socioeconomic diversity of enrollment” means a student who does not qualify for free or reduced-price lunches when, based upon the certification pursuant to Neb. Rev. Stat. §79-2110, the school building the student will attend has more students qualifying for free or reduced-price lunches than the average percentage of such students in all school buildings in the Learning Community, or a student who qualifies for free or reduced-price lunches when, based upon the certification pursuant to Neb. Rev. Stat. §79-2110, the school building the student will attend has fewer students qualifying for free or reduced-price lunches than the average percentage of such students in all school buildings in the Learning Community.

Millard School District Policy/Rule Enrollment of Students: Non-Resident Students: Enrollment Option Programs 5100.3

Students who Option Enroll from a School District Outside of the Learning Community

- I. General Statement. Nebraska law enables any kindergarten through twelfth grade Nebraska student to attend a school in a Nebraska public school district in which the student does not reside subject to limitation standards authorized by law and adopted by the public school district. The option is only available once to each student prior to graduation unless the student relocates in a different resident school district; or the option school district merges with another district; or the option school district is a Class I district.
- II. Standards for Acceptance and Rejection.

- A. Capacity. The Board shall annually adopt a resolution on or before April 1 setting forth its specific standards for acceptance and rejection of applications as an option school. The Board's adoption of a resolution before April 1 does not preclude the Board from adopting a subsequent resolution on or before April 1 with specific standards partially or wholly different from its previous resolution(s). The standards may include the capacity of a program, class, grade level, or school building, or the availability of appropriate special education programs. Capacity shall be determined by setting a maximum number of option students that the District will accept in any program, class, grade level, or school building, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which the District will contract based on existing contractual agreements, and availability of appropriate special education programs. Standards shall not include previous academic achievement, athletic or other extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings except as provided in Neb. Rev. Stat. §79-266.01.

The District may by resolution declare a program, class, or school unavailable to option students due to a lack of capacity. If the District declares that a program, class, or school is unavailable to option students due to a lack of capacity, the District will set forth in the resolution the maximum number of students it has determined constitutes capacity of its programs, classes, grade levels, and school buildings based upon available staff, facilities, projected enrollment of resident students, projected number of students with which the District will contract based on existing contractual arrangements, and availability of appropriate special education programs.

- B. First Priority. The District shall give first priority for enrollment to option students whose request for enrollment would aid the racial integration of the District and the resident school district and to siblings of option students, except that the District shall not be required to accept the sibling of an option student if the District is at capacity except as provided for in Neb. Rev. Stat. §§ 79-240 (2) and (4).

III. Application, Cancellation, and Student Records.

- A. Application. To attend an option school district, the student's parents or legal guardian shall submit an application to the board of education of the option school district between September 1 and March 15 for enrollment during the following and subsequent school years. If the District is the option school district, the application shall be delivered to the office of the Superintendent or Superintendent's designee. Applications submitted after March 15 must be accompanied by a written release from the resident school district. The option school district shall provide the resident school district with the name of the applicant on or before April 1.

The application shall set forth in detail the substantial educational opportunity available to the option student in the option school district that is unavailable in the resident school district. A particular school within a school district may be requested,

but the school assignment of the option student shall be determined by the option school district.

- B. Cancellation. No option student shall attend an option school district for less than one (1) school year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end of the student's senior year, transfers to a private or parochial school, or upon mutual agreement of the resident and option school district to cancel the enrollment option and return to the resident school district. Except as provided in the preceding sentence, the option student shall attend the option school district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, or chooses to return to the resident school district. In case of cancellation, the student's parents or legal guardian shall notify the school boards of the option and resident school districts and the Department of Education by March 15 for automatic approval for the following school year.
- C. Application and Cancellation Forms. The student's parents or legal guardian shall use the application and cancellation forms furnished by the Department of Education.
- D. Waiver of Deadlines. Upon agreement of the school boards of the resident and option school districts, the deadlines for application and approval or rejection may be waived.
- E. Acceptance.
1. Notification of Acceptance. The option school district shall notify, in writing, the parent or legal guardian of the student, the resident school district, and the Department of Education whether or not the application is accepted on or before April 1.
 2. Automatic Acceptance. The following option students shall be automatically accepted and the deadlines prescribed in Neb. Rev. Stat. § 79-234 shall be waived:
 - a. Students who relocate in a different school district but want to continue attending the original resident school district and who have been enrolled in the original resident school district for the immediately preceding two (2) years.
 - b. Students who relocate in a different school district but want to continue attending the option school district.
 3. School Assignment. Option students may request a particular school building within the option school district, but the building assignment of the option student shall be determined by the option school district.

- F. Siblings. Siblings of option students shall make their own independent application for attendance as an option student.
- IV. Notification to Applicant of Rejection and Right to Appeal. If an application is rejected by the District in its capacity as an option or resident school district, the District shall state in the notification the reason for the rejection. The parent or legal guardian may appeal the rejection to the State Board of Education within thirty (30) days after the date the notification of the rejection was received by the parent or legal guardian.
- V. Treatment of Option Students. For purposes of all duties, entitlements, and rights established by law, including special education, option students shall be treated as resident students of the option school district unless otherwise provided for by law.
- VI. Accepting Credits. If the District is the option school district, it will accept credits toward graduation that were awarded by the resident school district. Further, the District shall award diplomas to option students if the student meets the District's graduation requirements.
- VII. Attendance at Private/Parochial School. An option student who subsequently chooses to attend a private or parochial school shall be automatically accepted to return to either the resident or option school district upon the completion of the grade levels offered at the private or parochial school. If such student chooses to return to the option school district, the student's parents or legal guardian shall submit another application to the option school district's board of education which shall be automatically accepted, and the application deadlines shall be waived.
- VIII. Definitions.
- A. "Department of Education" shall mean the Nebraska State Department of Education.
- B. "Enrollment Option Program" shall mean the program established in Neb. Rev. Stat. § 79-232 *et seq.*
- C. "Option school district" shall mean the public school district that a student chooses to attend other than the student's resident school district.
- D. "Option student" shall mean a student that has chosen to attend a public school district other than the student's resident school district.
- E. "Parents" shall mean, in the case of parents who are divorcing or divorced, the custodial parent.
- F. "Racial integration is aided" if a student transfers to an option school district in which his or her race is a smaller percentage of the total student enrollment of the option school district than it is at the student's resident school district.

- G. "Resident school district" shall mean the public school district in which a student resides.
- H. "Siblings" shall mean all children residing in the same household on a permanent basis who have the same mother or father or who are stepbrother or stepsister to each other.

Transportation Option Summary

When students move outside the attendance area of their current school, they may continue to attend their current school via an open enrollment application as provided for in state statutes. Under such circumstances transportation services are provided (or continued) under the provisions of Neb. Rev. Stat. §79-611 noted hereinabove.

- 4. Describe any additional services, supports, or resources available for students who miss instruction due to absence or mobility.
 - A. Teacher provide work missed due to absence per 5200.1 (E) and 6235.1 (3)
 - B. ELO assessments and progress monitoring help pinpoint gaps in a child's education
 - C. Summer School and Night School are available for students who need additional access.

Poverty Plan – Parental Involvement

- 5. Describe parent/family engagement opportunities at the school-building level that are tailored for parents in poverty and from diverse backgrounds.

All parents are encouraged to serve on school improvement teams at both a district and site level. The opportunity includes developing school improvement plans and evaluating the success of the plans. Parents are also given input on major school decisions such as scheduling, activities and school calendars.

Administrators of Title I Schoolwide and Target Assisted buildings conduct annual parent involvement meetings to update the building Title I Parent Involvement Policy and Parent-Teacher-Student Compacts.

- 6. Describe parent/family engagement opportunities at the school-district level that are tailored for parents in poverty and from diverse backgrounds.

The school district seeks parental involvement through district policy 10,000. The policy calls teams of teachers, parents, administrators and staff to lead each school improvement

team and deal with many issues including those that impact students in poverty. In addition the focus will be on increasing attendance at parent/teacher conferences and regular school programs. This will likely involve offering transportation to parents of students in poverty to facilitate participation.

7. Describe methods used to secure input and participation by parents of poverty and other diverse backgrounds.

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

The District will use a Strategic Planning Team consisting of administrators, parents, teachers, staff members and students to write and update the District Strategic Plan on an ongoing basis.

The strategic planning team will:

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

This team will address issues for students in poverty.

8. Describe any additional services, supports, or resources to promote parent/family engagement of parents in poverty and other diverse backgrounds.

There is a concerted effort to recruit parent volunteers on all site planning committees. The Millard Public Schools has an exceptional record of parental involvement in setting the direction for our school system and at each school site. Thousands of parents have been involved over the 23 years that the district has used our current strategic planning model.

Poverty Plan – Instructional Services

9. Describe the policies, procedures, or practices to reduce or maintain small class sizes in the elementary grades.

The District makes every attempt to keep K-1 classrooms in our higher poverty schools at 20 or fewer. Intermediate classrooms (3-5) are capped at 28.

10. Describe the policies, procedures or practices for designating uninterrupted teaching time on a weekly basis.

The MPS ensures that teaching time is free of interruption. We have increased the total hours of uninterrupted teaching time to 1161 hours in each elementary school, 1206 hours in each middle school and 1155 hours in each high school. We have increased the number of days of instruction for all levels to 180 school days.

In response to high school needs, principals are given 10 hours of discretionary time so that they may work with District and State assessments and create an environment conducive to measuring student growth. Beyond this there is no disruption to instructional time.

Principals at all levels are provided assistance in scheduling and have, over time, developed schedules that minimize disruptions to the educational environment for activities such as band and strings lessons, foreign language instruction, and similar activities.

11. Describe the policies, procedures, or practices the district implements to limit school day interruptions.

The calendar is developed considering input from a large committee of parents and staff with the idea of providing the best academic calendar possible.

12. If the school district is a member of a learning community, describe the services provided by the achievement subcouncil as part of the elementary learning center and district coordination with the center.

Elementary Learning Centers do not currently exist for Subdistrict #4 of which the Millard Public Schools is a part. We will coordinate with the Elementary Centers when they become available. The District participates in the Elementary Learning Center Summer Program through Learning Community allocations and subcouncils.

13. If the school district is a member of a learning community, describe the coordination activities between the school district, individual attendance centers and the elementary learning centers.

In addition, the District will apply for funding for “pilot programs” to address the achievement needs of students of poverty as funding becomes available through the Learning Community’s Elementary Learning Center Task Force and the Learning Community Coordinating Council.

Poverty Plan – Specialized Services

14. Describe the early childhood programs available in the district.

An MEP Facilitator for Preschool/Title I – is assigned to work with Title I schools, providing staff development and support to teachers. This includes Title I preschool, and Title I K-5 classrooms.

Early Start Cody Preschool – provides four-year-old low income students in a Schoolwide Title I building with a full day, 5 days per week preschool program. The maximum enrollment in these classrooms is 18 students. Students receive breakfast and lunch each day. The early childhood endorsed teacher and two paraprofessionals utilize the Creative Curriculum Program. The program was partially funded by an NDE Early Childhood grant for 10 years and now meets Rule 11 criteria for state aid funding. One paraprofessional is funded by Early Childhood Special Education, as up to 50% of the children have IEPs. The teacher and a second paraprofessional, materials for the classroom, field trips, and parent involvement activities are funded by Title I.

ELL Preschool – The ELL Preschool program was funded for two years by an NDE Early Childhood grant. The program began at one site serving 18 students with one teacher and two paraprofessionals. The program offers three classrooms at two sites, serving 54 students and utilizes the Creative Curriculum Program. The programs are located in a Schoolwide site and a Targeted Assisted site. The full day, 5 day per week preschool program includes three early childhood certified teachers and five paraprofessionals.

Title I Preschools – The district offers two additional full-day classrooms and eight half-day preschool classrooms. Two sites are located in Title I School Wide and Target Assisted Schools, and the other two sites are in the next highest free/reduced percentage schools. The half-day classrooms provide a 2.75 hour per day, five days a week program utilizing the Creative Curriculum Program. The programs integrate Title I eligible students, student with special needs, and students whose family pay tuition. These programs have met Rule 11 criteria and state aid funding.

Family Resource Center is available for families of young children, birth to age 8. The center offers a toy lending library and parent education materials for check-out. The center is open four half days each week and is staffed by a family specialist who provides information about child development, appropriate learning activities for young children, and connects families to school and community resources. The membership fee of \$15 per six months and is waived for families living on a limited budget. The materials in the center and the salary of the staff are provided by Below Age Five Special Education Flex Funds.

Partners with Providers is a daycare home visitation program associated with the Parents as Teachers Program. 2.0 FTE early childhood certified teachers who are trained as Parents as Teachers Specialists visit the unlicensed daycare homes in our district Title I attendance areas. The specialists visit each home daycare every three weeks providing an in-home

preschool session focusing on early literacy skills and activities. With each visit they leave a variety of materials based on a theme for the provider to use with the children in their care. Then three weeks later they return to collect the materials, conduct a preschool session, leave new materials, and instruct the provider with tips on appropriate use of materials and strategies to promote literacy.

15. Describe how children in poverty are provided access to early childhood programs.

Title I eligible students are screened and identified, opportunities communicated to parents, and students enrolled in available programs throughout the District, especially in those buildings that have been identified as school-wide Title I or having targeted Title I services.

16. Describe how children in poverty are provided access to social workers.

The Millard Public School District employs nine (9) social workers. Due to the large student population in our three “traditional” high schools, each has a social worker allocated to their buildings. The District also employs a full-time social worker at its alternative school. Even though this particular high school has fewer students, they have greater needs and those needs are met by having a full-time social worker in the building. Two social workers address the needs of students and families at our six (6) middle schools and three social workers are assigned at the elementary level. When an issue arises where any social worker may provide expertise, they do so in an expeditious manner.

Teachers, administrators and parents request assistance from these valued staff members. They are critical liaisons for a variety of services which include medical, mental health, counseling, community charities, legal assistance and other relevant government agencies.

17. Describe summer school programs for students in poverty.

The plan is to provide summer school opportunities for students to take remedial classes in reading, writing and mathematics as well as enrichment and for-credit electives. Qualified students will have fees and tuition waived. Transportation for qualified students will be provided.

18. Describe extended-school-day programs for students in poverty.

Extended school day programs exist at specific schools and are funded by grants from the MPS Foundation and other sources. These programs focus on homework assistance, academic improvement in reading and math, and increasing the 40 Developmental Assets in students.

19. Describe extended-school-year programs for students in poverty.

Summer school attendance is provided at no cost for students of poverty. The District also uses resources from the Elementary Learning Center of the Learning Community to provide academic and social programs for students of poverty, grades K-2.

20. Describe other specialized services, supports, or resources for children in poverty.

The Food Bank of the Heartland weekend BackPack Program will be implemented at six elementary schools with the highest percentages of students in poverty.

Poverty Plan – Professional Development

21. Describe the district policies, procedures, or practices for mentoring new or newly reassigned teachers.

New Teachers to the Millard Public School System

The Millard Public Schools has created and maintains a mandatory, three-year District Mentor and New Staff Induction Program for all first-year and newly employed certificated or licensed staff members. The program incorporates the use of best instructional strategies through non-evaluative support, exploration of the District's standards of instructional excellence, facilitated professional growth, and professional relationships. This comprehensive professional development plan includes culturally responsive teaching threaded throughout the three-year induction experience. A detailed overview of the program is detailed below.

New Staff Induction Program Description:

Year 1: Mentoring Relationships

Year 2: Peer Coaching Partnerships

Year 3: Extended Professional Experiences

Definitions:

A first-year staff member shall be defined as any certificated or licensed staff member who is regularly employed for the instruction of pupils and who is entering the PreK-12 teaching profession and is in his/her first year of contracted service in any school, public or private, in this or any other state. Individuals who have only taught as substitute teachers shall not be considered to have had a previous year of contracted service. Individuals whose previous contracted teaching experience is less than one (1) full academic year shall also not be considered to have had a previous year of contracted service.

A newly employed staff member will be defined as a certificated or licensed staff member who is entering or re-entering employment with the District, and who has one (1) or more previous full academic years of contracted teaching service in any school, public or private, in this or any other state.

A Mentor will be defined as a certificated or licensed staff member who has been employed by the District for a minimum of three (3) years, who is not the first-year staff member's supervisor, or an administrator in the District, who is regularly employed by the District for the instruction of pupils, who has received mentor training, who has demonstrated the competencies necessary for successful teaching, and who initially assists a first-year or newly employed staff member toward mastery of teaching competencies. A Mentor is assigned a first-year or newly employed staff member by his/her building principal, supervisor, or Human Resources designee and is paid a stipend for providing mentoring services. Participation is voluntary for the Mentor.

A Buddy will be defined as a certificated or licensed staff member who has been identified by his/her building principal or supervisor as demonstrating the competencies necessary for successful teaching and is deemed appropriate to assist a newly employed staff member toward successful assimilation into the District and building culture. A Buddy is assigned a newly employed staff member by his/her building principal, supervisor, or Human Resources designee.

A Mentee will be defined as a first-year or newly employed certificated staff member who has been assigned a Mentor.

A Curriculum Contact will be defined as a certificated or licensed staff member who has been identified as demonstrating the competencies necessary for successful teaching and is deemed appropriate to assist a first-year or newly employed staff member toward mastery of teaching competencies. A Curriculum Contact is assigned a PreK-12 first-year or newly employed staff member specialist only when that first-year or newly employed staff member specialist is the only specialist in his/her position in the building. A Curriculum Contact is assigned by the Human Resources designee. A Curriculum Contact is paid a stipend when he/she is a trained District mentor.

A Peer Coaching partner will be defined as a certificated or licensed staff member who has been identified by his/her building principal or supervisor as demonstrating the competencies necessary for successful teaching and is deemed appropriate to participate in Peer Coaching as a partner to a certificated or licensed staff member who is in his/her second year of employment with the District.

The Mentor and New Staff Induction Program parameters will include, but not be limited to, the following:

- Compliance with the requirements of Title 92, Nebraska Administrative Code, Chapter 26 for mentor teacher programs.

- Assignment of a Mentor for each first-year or newly employed staff member. This assignment, along with supervision from the building principal, is intended to ensure support for each first-year or newly employed staff member, assistance toward the mastery of teaching competencies, and successful assimilation into the District and building culture.

A first-year or newly employed staff member and a Mentor will be matched whenever possible on both endorsement field and grade level preparation within the same building or within the District.

Mentoring will include, but not be limited to, the following:

- Structured or planned contacts between the mentor and first-year or newly employed staff member.
- A written plan for mentoring developed by the Mentor and first-year or newly employed staff member that includes activities, a time line, and provisions for Mentor preparation and support.
- Time for the Mentor and first-year or newly employed staff member to meet, observe one another's classroom teaching as well as the classroom teaching of other teachers, and to analyze and discuss the teaching of students.
- A needs assessment component for determining the needs of the first-year or newly employed staff member.
- An evaluation component to measure the effectiveness of the mentoring.

Assignment of a Buddy for each first-year or newly employed certificated or licensed staff member will be made when appropriate mentor assignments are not available. This assignment, along with supervision from the building principal, is intended to ensure that the first-year or newly employed staff member experiences successful assimilation into the District and building culture.

Assignment of a Curriculum Contact will be made for each PreK-12 first-year or newly employed staff member specialist who is the only specialist in his/her field in his/her building. This assignment, along with supervision from the building principal, is intended to ensure support for each first-year or newly employed staff member specialist, assistance toward the mastery of teaching competencies, and successful assimilation into the District culture.

Provision will be made for a Mentor-In-Training and Mentee to access two (2) days of release time and for an experienced Mentor or Curriculum Contact and Mentee to access one (1) day of release time. Substitute teachers will be secured on an as-needed basis.

Assignment of a Peer Coaching partner will be made for each certificated or licensed staff member in his/her second year of employment with the District. This assignment, along with supervision from the building principal, is intended to ensure that this certificated or licensed

staff member gains increased understanding of the Practices That Promote Successful Student Learning.

Provision for induction experiences will include, but not be limited to, the following:

- Recruitment, selection, and training for District mentors.
- New Staff Breakfast including specified orientation time with building principal or supervisor and mentor or buddy.
- New Staff Orientation to include, but not be limited to, Overview of Millard Education Program, Strategic Planning Process, District Initiatives, Human Resources Division, Special Education, Technology, and other departments of the District.
- Staff Development pertinent to classroom assignments.
- Peer Coaching for certificated or licensed staff in their second year of employment with the District and a Peer Coaching partner.
- Extended Professional Experiences for certificated or licensed staff in their third year of employment with the District.

Assignment of Responsibility for New Staff Induction:

District Responsibility - The District will provide an appropriate and effective Mentor and New Staff Induction Program which will include, but not be limited to, the following:

- Orientation to District culture.
- Preparation and support for the mastery of the competencies necessary for successful teaching and employment.
- Mentor and Peer Coaching partner preparation and support.
- Support materials.
- Payment for each day of orientation.
- Assessment of the needs of Mentors, Buddies, Curriculum Contacts, Peer Coaching partners, first-year teachers, and newly employed certificated or licensed staff members.
- Preparation, coordination, and support of Peer Coaching experiences and materials in partnership with ESU #3.
- Preparation, coordination, training, and support of Extended Professional Experiences for certificated or licensed staff in their third year of employment with the District.
- Evaluation of mentor and induction activity effectiveness.

- Building Principal or Supervisor Responsibility - Principal/supervisor support of the District's Mentor and New Staff Induction Program will include, but not be limited to, the following:
- Make appropriate Mentor or Buddy assignments for first-year and newly employed certificated or licensed staff.
- Oversee building orientations for first-year and newly employed certificated or licensed staff.
- Communicate expectations.
- Monitor and support mentor and/or buddy relationships.
- Support Peer Coaching processes and activities for second year certificated or licensed staff and Peer Coaching partners.
- Support Extended Professional Experiences for third year certificated or licensed staff.

Mentor Responsibility - Mentor support of the District's Mentor and New Staff Induction Program will include, but not be limited to, the following:

- Attend training and new staff orientation activities as required.
- Meet and welcome first-year staff member to the District and the building.
- Acquaint first year or newly employed staff member with District and building culture.
- Provide assistance with District/building expectations, routines, and policy throughout the school year.
- Assist first-year or newly employed staff member with curriculum and instruction.
- Encourage, support, and challenge first-year or newly employed staff member without evaluation.
- Maintain and continually improve mentoring skills.

Buddy Responsibility - Buddy support of the District's Mentor and New Staff Induction Program will include, but not be limited to, the following:

- Meet/welcome first-year or newly employed staff member to the District and building.
- Acquaint first-year or newly employed staff member with District and building culture.
- Provide assistance with District/building expectations, routines, and policy throughout the school year.
- Encourage and support first-year or newly employed staff member without evaluation.

Curriculum Contact Responsibility – Curriculum Contact support of the District’s Mentor and New Staff Induction Program will include, but not be limited to, the following:

- Provide support and assistance to PreK-12 first-year and newly employed staff member specialists, in addition to the support provided by the building Mentor.
- Assist with curriculum and job responsibilities throughout the school year.

Peer Coaching Partner Responsibility - Peer Coaching partner support of the District's Mentor and New Staff Induction Program will include, but not be limited to, the following:

- Support the Peer Coaching partnership.
- Participate in the Peer Coaching process and complete requirements as outlined and delineated in training.

First-Year and Newly Employed Staff Member Responsibility - First-year and newly employed staff member support of the District's Mentor and New Staff Induction Program will include, but not be limited to, the following:

- In the first year of employment with the District, attend mentor and/or induction activity, accept mentor/induction support, and complete activity requirements.
- In the second year of employment with the District, participate in Peer Coaching with a Peer Coaching partner and complete activity requirements.
- In the third year of employment with the District, participate in Extended Professional Experiences and complete activity requirements.
- Communicate needs.

Induction Plan for Reassigned Staff:

All staff new to Millard are required to participate in the New Staff Induction Program. Therefore, any transfers or reassignments have already been integrated into the District Plan. Additional support for reassigned staff members is the responsibility of the building level administrator. The building administrator, working in conjunction with New Staff Induction makes a building 'buddy' assignment. In this way, reassigned staff are inducted into the new position.

22. Describe staff development that provides teachers and administrators with the knowledge and skills required to address the educational needs of students in poverty and students from diverse backgrounds.

Millard Public Schools exceeds the requirements of the state poverty plan requirements with a comprehensive plan to implement Culturally Responsive Teaching staff development to all 1800

certificated staff members. Culturally Responsive Teaching can be defined as the use of best instructional practices for all students regardless of diverse backgrounds.

Between 2007-2011, Millard Public Schools (MPS) engaged in a professional relationship with University of Nebraska at Omaha professors, Dr. Nancy Edick, Dr. Sarah Edwards and Dr. Laura Schulte. The goal of this relationship was to provide culturally responsive teaching training to all certificated staff in MPS. Drs. Edick & Edwards are well known in the education field for their research and expertise on culturally responsive teaching. Recently retired, Dr. Laura Schulte was one of UNO's experts in the areas of research and statistical analysis. The cultural responsive teaching training was scheduled for a multi-year implementation that would take MPS staff from an awareness phase to an internalization phase. By investing in this professional development, MPS fulfills many goals including but not limited to the state requirements for the poverty plan and supporting the District strategic plan and mission.

All 1800 certificated staff participated in the multi-year training. The training had two phases. Due to the size of MPS staff included, the staff development was planned to be implemented by grade levels of elementary, middle and high school. Phase one included a four hour awareness workshop and one hour focus group. Phase two included two components. The first was a year of on-line learning that could be repeated each year with updated materials/activities. The second component included buildings setting S.M.A.R.T. plans to address the goals their building set to become more Culturally Responsive.

The continuation of this Culturally Responsive Teaching initiative in Millard Public Schools now called "Reaching Each Student" is listed in the chart below.

Reaching Each Student	
2013-2014	
All Salaried Staff: Reaching Each Student (Building Provides)	<ol style="list-style-type: none"> 1. Differentiate your plan by building. 2. Collaboratively create & communicate plan with stakeholders by pre-assessing building needs (e.g. review school data, survey staff, survey community) 3. Establish S.M.A.R.T. goal/plan to improve culture of building and close the gap in student achievement. The S.M.A.R.T. goal will help buildings measure their success. 4. OSD will provide several resources in the ANGEL community group Reaching Each Student. Administrators or designee may enroll by PIN using section ID: RES_2011 5. These resources can be copied and/or developed in your building ANGEL community groups and/or used in face-to face sessions <p>Note: There has been a name change from CRT to Reaching Each Student to include a broader scope of topics including CRT, Gallup, 40 Developmental Assets, MIM & PLC.</p>

In addition to the Culturally Responsive Teaching / Reaching Each Student comprehensive plan, administrators continue to analyze achievement data with poverty students being one of the focus points of the analysis. Administrators brainstorm and collaborate on strategies to assist students of poverty succeed in school. Select schools entering their rewrite process of their School Improvement Plan participate in all day Data Retreats. During these Data Retreats, student data is analyzed and students of poverty are an area of focus. Strategies to improve student achievement are created and implemented through our School Improvement Process.

Millard Public Schools is exceeding the requirements of the state poverty plan requirements with a comprehensive staff development plan to implement Culturally Responsive Teaching / Reaching Each Student staff development to all 1800 certificated staff members.

23. Describe other specialized services, supports, or resources for teachers and administrators to address the educational needs of students in poverty and students from diverse backgrounds.

Grade level and subject/content materials are reviewed for multicultural, ethnic, and socio-economic balance. Building staff development and grant-based programs provide additional support.

Poverty Plan – Education

24. Describe how the district determines the effectiveness of the elements of the poverty plan.

Purpose:

In accordance with Millard School Board policy and pursuant to state statute, the Poverty Plan submitted by the Millard Public Schools shall undergo a program evaluation. The purpose of the evaluation will be to provide a detailed description of the systems and attributes of the plan and to provide critical data that is intended to be used to determine program effectiveness and to modify, improve or discontinue ineffective practices.

Methodology:

The researcher will gather both qualitative and quantitative data that will describe and determine the range and frequency of the following variables: Attendance; Mobility; Class size; Scheduled teaching time free from interruptions; Access to early childhood programs for children of poverty; Student access to social workers; Access to summer school, extended-school day, or school year programs; Mentoring for new and newly assigned teachers; Professional development for teachers and administrators focused on addressing the educational needs of students in poverty and students from other diverse backgrounds; and the coordination with elementary learning centers in the learning community. Additionally, the researcher will collect data that indicates the level of academic achievement of students of poverty who are impacted by the implementation of the interventions encapsulated within the independent variables.

Data Analysis and Reporting:

The analysis will utilize descriptive statistics that indicate frequencies and means. Over time a trend line will be developed for each of the variables. A brief narrative description will accompany each of the variable. Within the timelines required, a written report of progress will be made to the Superintendent, the Board of Education and those parties designated by statute.

Poverty Plan – Other

25. Provide any other information or plans the school district wants to address or explain that are not previously included.

Effective 2012-2013, the District has created an administrative position, Coordinator of ELL, Poverty, and Federal Programs, to monitor, review, and recommend appropriate educational strategies for students of poverty.

AGENDA SUMMARY SHEET

AGENDA ITEM: Limited English Proficiency (LEP) Plan for 2013-2014 School Year for State Aid

MEETING DATE: September 4, 2012

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: LEP Plan for 2013-2014 School Year for State Aid

ACTION DESIRED: Approve Plan

BACKGROUND: For the certification of 2013-2014 State aid, every school district is required to designate a maximum Limited English Proficiency Allowance. The designation may be zero dollars or it may be an estimated dollar amount greater than zero dollars. This designation must be filed with the Department of Education on or before October 15, 2012. If a school district elects to designate a maximum Limited English Proficiency Allowance greater than zero dollars, the school district must also file a Limited English Proficiency Plan, on or before October 15, 2012, utilizing the NDE Grants Management System. In addition, the LEP Plan must be reviewed and approved by Learning Community Subcouncil #4 and the Learning Community Coordinating Council (LCCC).

RECOMMENDATIONS: Approve LEP Plan as submitted.

STRATEGIC PLAN REFERENCE: None

TIMELINE: Immediate implementation

RESPONSIBLE PERSON(S): Mark Feldhausen, Assoc. Supt. (Educational Services)
Jennifer Reid, Coordinator of ELL, Poverty, & Federal Programs

SUPERINTENDENT'S APPROVAL: 

BOARD ACTION:

Limited English Proficiency Allowance

Estimated Expenditures

District Name: MILLARD PUBLIC SCHOOLS

Project Number: 12-LEP-1150-00-03-028-0017-18

Application: Original Application

Consolidated Application: Limited English Proficiency Plan – 1150

A school district declining to participate in the Limited English Proficiency Allowance should enter 0 on 1150-800 Total Estimated Limited English Proficiency Expenditures.

A school district that elects to participate in the Limited English Proficiency Allowance should enter a maximum dollar amount on 1150-800 Total Estimated Limited English Proficiency Expenditures.

A Worksheet for estimating Limited English Proficiency Expenditures is available by clicking [here](#).

Do not include Federal Funds when estimating these expenditures with the exception of SFSF monies identified for LEP.

A Limited English Proficiency Plan must be submitted if the Total estimated Limited English Proficiency Expenditures are greater than 0.

1150-800	Total Limited English Proficiency Expenditures	<input type="text" value="1,050,000"/>
		X .85
1150-900	Estimated Limited English Proficiency Allowance	<input type="text" value="892,500"/>

The Limited English Proficiency Allowance will be the lesser of the amount on 1150-900 Estimated Limited English Proficiency Allowance or a calculated amount based on the provisions of Section 79-1007.08(2).

Limited English Proficiency Plan 2013-2014

Identification of Students with Limited English Proficiency

1. Explain the district policies or procedures to identify LEP students.

The Millard Public School District identifies students who are limited English proficient through the following process:

- A. During the general registration process, if a family indicates a language other than English is spoken in the home, the family is asked to complete the Home Language Survey.
- B. A standardized English language proficiency assessment will be administered to students identified through the Home Language Survey.
- C. A bilingual liaison is assigned to each new family to assist in the enrollment process.
- D. If a student has been identified as LEP in his or her previous Nebraska school district and has not met the requirements to exit the ELL program, documentation is obtained of the previous LEP determination within 30 school days of the student's enrollment.
- E. Identification and enrollment of LEP/ELL students occurs year-round.

2. What language proficiency assessments are used to identify LEP students?

The tester will complete the following tasks:

- A. The LAS Links Language Assessment System is administered for the appropriate age/grade level. The instrument assesses English proficiency in listening, speaking, reading, and writing and yields a composite score and level that indicates whether a student is proficient in English.
- B. If the student's performance on the assessment indicates the student is not proficient in English, the student is identified as LEP.
- C. The parent or guardian is informed of the student's LEP status.
- D. Documentation of assessment results will be maintained.
- E. A separate LEP/ELL file will be maintained for each LEP/ELL student.
- F. Student information pertinent to the LEP/ELL Program will be stored in the district student database system.

3. Describe the specific criteria the district uses in determining which students qualify as LEP.

If the Home Language Survey indicates the student has a home language other than English and the student's performance on the assessment instrument indicates the student is not proficient in English, the student is identified LEP.

Instructional Approaches

4. Describe the district’s instructional approaches for LEP children to acquire English (for both social language and academic purposes).

There are many program models for students who are acquiring English as an additional language. Because we serve a population that represents great diversity in language and culture, the ELL program in Millard is a content-based English as a Second Language (ESL) program in which elements of Sheltered English Instruction, Sheltered English Immersion, Pull-Out ESL and Push-In ESL are present. The program is designed to provide a systematic approach to teaching English to limited English proficient students and helps students develop proficiency in English, content knowledge, and skills to meet state academic standards. Students are grouped by language proficiency level for English language services and spend the majority of the school day mainstreamed in the general education program, receiving relevant, meaningful support services from highly trained ELL teachers in ELL classes.

The PreK-12 English Language Proficiency Standards published by Teachers of English to Speakers of Other Languages (TESOL) serve as the backbone of the ELL program. These standards draw on current theory, sound classroom practice, and educational standards from an array of national organizations and states. There is a focus on oral language and literacy development through academic content. Additionally, there is emphasis placed on the importance of the students’ native languages and cultures, the social and sociocultural dimensions of language acquisition, and the intercultural and cross-cultural connections among languages, peoples, and societies (TESOL, 2006).

The English Language Learner Program Goals and Outcomes document has been written by Millard teachers and is the curriculum that guides instruction.

Lessons in the ELL classroom are centered on the four domains of language: reading, writing, speaking and listening. Teachers often plan instruction around content themes to maximize opportunities for students to acquire language and concepts. Instructional strategies based on research and practical experiences are used to maximize student involvement in classroom activities. Through meta-analysis, McREL researchers identified nine categories of instructional strategies that proved to be exceptionally effective in increasing student performance (Hill, 2006):

- Setting objectives and providing feedback
- Nonlinguistic representations
- Cues, questions, and advance organizers
- Cooperative learning
- Summarizing and note taking
- Homework and practice
- Reinforcing effort and providing recognition
- Generating and testing hypotheses
- Identifying similarities and differences

These instructional strategies are used in the ELL classroom and in mainstream classrooms in which teachers have been trained in instructional practices for ELL

students.

5. How are the instructional models and approaches recognized as best practice by experts in the field?

The program model and instructional approaches are informed by meta-analysis done by McREL and written in the publication titled Classroom Instruction that Works for English Language Learners (Hill, 2006) and the publication titled Improving Education for English Learners: Research-Based Approaches (California Department of Education, 2010) which features known experts in the field such as William Saunders, Claude Goldenberg, Marguerite Ann Snow, Anne Katz, Diane August, Timothy Shanahan, Jana Echevarria, Deborah Short, Kathryn Lindholm-Leary, and Fred Genesee.

The Sheltered Instruction Observation Protocol (SIOP) Model was developed during a seven-year research project (1996-2003) for the Center of Research on Education, Diversity & Excellence, funded by the Institute for Education Sciences, U.S. Department of Education. Continuing implementation of The SIOP Model through professional development for teachers supports ELLs in mainstream content area classrooms. The SIOP Model serves as an instructional framework under which other effective instructional approaches reside such as cooperative learning, sheltered instruction strategies, and differentiated instruction (Echevarria, Vogt & Short, 2008).

In addition, ELL teachers are familiar with the state standards in English/Language Arts and the ELL Guidelines set forth by the state of Nebraska for K-12 learners. Teachers have been trained in the theoretical principles of second language acquisition and receive on-going staff development in best practices for teaching limited English proficient (LEP) students.

Like their peers, LEP/ELL students are monitored throughout the school year using AimsWeb progress monitoring to determine if interventions are assisting them in attaining literacy and math skills. Listening and speaking skills are monitored three times a year using the Rigby ELL Assessment Kit. If additional interventions are needed, staff members identify those needs through data review team meetings. Staff members will work closely with the building data review team and district support staff to provide appropriate research-based interventions and resources, as needed.

Selected Millard Public Schools staff members were trained in the MPS RtI+I Problem Solving Model, which assists them in better identifying the needs of each student. We will continue to provide professional development for teachers and paraprofessionals of LEP/ELL students.

Assessment of students' progress toward mastering the English language

6. Describe the specific criteria and plan the district has established to determine when the LEP student has mastered English.

A Kindergarten through 2nd grade student is exited from the program upon receiving a composite score of proficient on the annual English language proficiency assessment AND with a teacher's recommendation.

A 3rd through 12th grade student is exited from the program upon receiving a composite score of proficient on the annual English language proficiency assessment, OR receiving a score that meets or exceeds the standards on the Nebraska State Accountability Reading assessment.

For students with verified disabilities, a school district team of assessment and educational personnel may determine that the educational needs of a student with verified disabilities are not affected by his/her proficiency in the English language. The team may recommend that the student exit the ELL Program. The team includes the ELL teacher, a member of the IEP team, a language arts and/or reading teacher, and school administrator. Thorough documentation is completed affirming the child's educational needs are not affected by his or her proficiency in English.

During the two year transition period following completion of program requirements, students are monitored for academic success in the general education program.

7. What objective language measures does the district use to assess listening, speaking, reading, and writing?*

- English Language Development Assessment (ELDA)
- MPS Student Progress Rubric/Checklist of Essential Learning
- AIMSWeb literacy benchmark testing
- ELL Program Benchmark Writing Sample
- Rigby ELL Assessment Kit (Listening & Speaking)

8. What objective measures does the district use to assess student progress toward meeting content standards? *

ELL students participate in District Essential Learner Outcome (ELO) Assessments in content areas according to the following schedule:

- Reading – Grade 9
- Writing – Grades 3, 5, 6, 7, 10
- Math – Grade 10
- Science – Grade 11
- Social Studies – Grades 4, 8, 11

ELL students participate in Nebraska State Accountability assessments according to the following schedule:

- Reading Comprehension and Vocabulary – Grades 3, 4, 5, 6, 7, 8, 11
- Writing – Grades 4, 8, 11
- Math – Grades 3, 4, 5, 6, 7, 8, 11
- Science—Grades 5, 8, 11

*At least one objective measure MUST be included (either a language proficiency

assessment OR an assessment that measures content standards).

ELL students also participate in District reading formative and summative assessments through AIMSweb and ExamView. These assessments are aligned with the Language Arts/Reading curriculum.

9. What subjective measures does the district include? **

- Student grades
- Review of length of time in ELL Program
- Review of honors and awards
- Teacher narrative

** Subjective measure(s) MAY be included but an exit criteria may not solely be based on a subjective measure.

Evaluation to determine the effectiveness of the LEP Plan elements

10. Describe the approach that will be used to evaluate the effectiveness of the program.

The Instructional Approaches, Curriculum, and Assessment Review Procedures for the ELL Program have been created and approved by Educational Services. This process includes two phases: Program Planning and Curriculum Planning, Development, and Implementation.

The Program Planning Committee will be charged with reviewing ELL practices, procedures and documents to assure a match to district and state policy, rule and best practices. Participants will synthesize research and data to identify strengths, weaknesses, threats and opportunities. A thorough review of ELL identification procedures, instructional approaches, proficiency standards and indicators, and assessment procedures will also be conducted.

As a result of this analysis, goals for improving student learning will be identified and action plans implemented. Such action will modify the language instruction educational program to assist students in overcoming any language barriers that may prevent them from participating meaningfully in the core curriculum program.

11. List the types of data (both formative and summative) that will be collected as part of the evaluation.

Activities will include review and analysis of:

- Legal underpinnings of programming and services for English learners
- District beliefs, mission, objectives, and strategies
- Research and literature related to educational theory and approach
- ELL identification procedures and exit requirements
- Nebraska K-12 Guidelines for English Language Proficiency
- Research and literature related to program models and instructional strategies
- Implementation of the language instruction educational program, including staffing
- Literature on cultural diversity
- Achievement data, including student performance on the annual state English language proficiency assessment and state content assessments
- Assessment procedures, including provision of accommodations

Additionally, the academic progress of former LEP students will be monitored for at least two years. Academic performance will be compared to the academic performance of non-LEP students.

12. How will the data be used as part of an ongoing evaluation process?

The evaluation process is cyclical; readdressing analysis of student performance after the improvement plan has been implemented. An annual review is conducted by a designated district team and a report is provided to the superintendent and Board of Education.

Other**13a. Include information that may not be included in previous sections.**

As the District continues to grow in student population, and with increase in the number and varied needs of limited English proficient students, along with the potential parameters of the Learning Community, we predict that the LEP/ELL student population will continue to grow. Should there be an increase in enrollment, every consideration will be given to increasing staff dependent upon available resources.

Programs for family literacy and parent outreach, such as literacy nights, LEP/ELL Family Night, informational parent meetings and field trips for the purpose of making connections with the community are offered frequently throughout the school year.

Two bilingual liaisons are employed to increase communication between family and school. Selected district documents have been translated into Spanish and Vietnamese and an annual review will determine future needs.

A list of preferred bilingual translators and interpreters is maintained by the district. Such interpreters and translators are hired on an as-needed basis to facilitate communication between families and school. The district maintains a subscription to Language Line, a language interpretation service, to facilitate communication to families.

Summer school programs at all levels (elementary, middle and high) are implemented and open to ELL students. Transportation is provided for LEP/ELL students attending any summer school program. A bilingual liaison is paid additional contract hours to facilitate communication during summer programs. An after-school program continues to be provided at the middle level ELL program site, pending availability of funds.

The district will continue to provide a preschool program for students whose home language is other than or in addition to English as reported by parents on the Home Language Survey. Free tuition is provided along with a half or full day options. Family activities continue to be provided to encourage parental involvement and participation in the school community. The Millard Public Schools Family Resource Center provides resources in multiple languages.

13b. Were there unexpected events or unforeseen obstacles that have occurred during the implementation of any previous plans that have affected this plan?

Yes (Loss of all Title III Immigrant Funds for 2009-2010 school year) No
 (Reduction in Title III LEP funds for 2010-2011 school year)
 (Anticipated reduction in Title III LEP funds for 2011-2012 school year)

13c. Have there been any significant changes in the LEP population since the previous plan?

Yes No

AGENDA SUMMARY SHEET

Meeting Date: September 4, 2012

Department Human Resources

Action Desired: Approval

Background: Personnel items: (1) Resignation; (2) Hire; (3) Leave of Absence

Options/Alternatives Considered: N/A

Recommendations: Approval

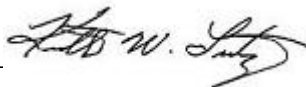
Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Jim Sutfin, Ed.D.

Superintendent's Signature: _____



9/4/2012

LEAVE OF ABSENCE**Recommend: The following Leave of Absence be accepted:**

1. Lindsey J. Schulz – World Language (German) teacher at Andersen Middle School. She is requesting a Leave of Absence for the 2012-2013 school year to attend graduate school.

August 20, 2012

RESIGNATIONS

Recommend: The following resignation be accepted:

1. Shari L. Fortson – Grade 4 teacher at Norris Elementary School. Resigned effective August 13, 2012 for personal reasons.
2. Bruce J. Noble – Grade 2 teacher at Holling Heights Elementary School. Retiring effective September 4, 2012 for personal reasons.
3. Christina L. Wilcoxon – CADRE Associate for Millard Public Schools. Resigned effective August 20, 2012 for another position in education.

September 4, 2012

TEACHERS RECOMMENDED FOR HIRE**Recommend: the following teachers be hired for the 2012/2013 school year:**

1. Alissa C. Goodding – BA – University of Nebraska, Lincoln. Grade 4 teacher at Hitchcock Elementary School for the 2012-2013 school year.
2. Sarah A. Headlee – BA+21 – University of Nebraska, Omaha. Special Education Resource teacher at Cather Elementary School for the 2012-2013 school year. Previous Experience: Keystone Schools, CA (2001-2002); Fairview Heights, IL (1999-2001); Bennington, NE (1997-1999); Superior High School (1996-1997)
3. Lori J. Pick – University of South Dakota. Math Interventionist (.5) at Sandoz Elementary School for the 2012-2013 school year. Previous Experience: Millard Public Schools (1998-2007)
4. Justin W. Martindale – MA – Lamar University. Grade 4 teacher at Cody Elementary School for the 2012-2013 school year. Previous Experience: Klein, TX (2007-2012); Spring, TX (2004-2007); Wichita, KA (2002-2004)
5. Stephanie Y. Smith – MA – University of North Carolina, Charlotte. Grade 4 teacher at Norris Elementary School for the 2012-2013 school year. Previous Experience: Greenville, South Carolina (1999-2012); Charlotte, North Carolina (1994-1999)

**August 20, 2012
Millard Public Schools
Total Enrollment**

Elementary	K	1	2	3	4	5	SpEd			Official 12/13 Enrollment	
							Cluster Prgm	Current Total	Current Change		YTD Change
Abbott (3 unit)	64	66	67	69	87	70		423	--	--	--
Ackerman (4 unit)	60	79	67	86	92	101		485	--	--	--
Aldrich (3 unit)	81	66	70	92	70	69		448	--	--	--
Black Elk (4 unit)	51	57	77	91	83	95		454	--	--	--
Bryan (3 unit)	54	66	54	62	69	62		367	--	--	--
Cather (3 unit)	68	64	74	75	72	81		434	--	--	--
Cody (2 unit)	24	37	35	31	27	30	13	197	--	--	--
Cottonwood (3 unit)	46	54	70	59	57	59		345	--	--	--
Disney (3 unit)	45	58	43	36	44	47	13	286	--	--	--
Ezra Millard (3 unit)	64	72	63	63	68	70	6	406	--	--	--
Harvey Oaks (2 unit)	42	44	43	50	46	48		273	--	--	--
Hitchcock (2 unit)	30	46	37	39	31	29	11	223	--	--	--
Holling Heights (3 unit)	59	60	62	68	66	61	17	393	--	--	--
Montclair (4 unit)	82	85	91	85	81	80		504	--	--	--
Morton (3 unit)	32	46	56	58	53	64	5	314	--	--	--
Neihardt (4 unit)	86	77	77	102	83	96		521	--	--	--
Norris (3 unit)	58	57	62	67	57	53		354	--	--	--
Reagan (4 unit)	138	131	125	113	125	115		747	--	--	--
Reeder (3 unit)	104	88	110	104	74	95	0	575	--	--	--
Rockwell (3 unit)	51	60	54	55	58	52	0	330	--	--	--
Rohwer (3 unit)	47	69	66	71	68	85	14	420	--	--	--
Sandoz (3 unit)	49	70	42	54	53	51		319	--	--	--
Upchurch (3 unit)	115	100	107	116	85	72		595	--	--	--
Wheeler (4 unit)	77	93	79	99	101	107	23	579	--	--	--
Willowdale (3 unit)	58	57	65	63	66	71		380	--	--	--
Totals	1585	1702	1696	1808	1716	1763	102	10372	--	--	--

Middle	6	7	8	SpEd			Official 12/13 Enrollment
				Cluster Prgm*	Total	Change	
Andersen MS	323	274	264	0	861	--	--
Beadle MS	396	358	330	18	1084	--	--
Central MS	256	248	256	22	760	--	--
Kiewit MS	318	309	309	0	936	--	--
North MS	269	259	244	17	772	--	--
Russell MS	288	292	291	0	871	--	--
MS Alternative	0	7	11	0	18	--	--
Totals	1850	1747	1705	57	5302	--	--

High	9	10	11	12	SpEd			Official 12/13 Enrollment
					Cluster Prgm*	Total	Change	
North HS	621	625	596	608	15	2450	--	--
South HS	522	511	499	495	44	2027	--	--
West HS	567	604	601	533	35	2305	--	--
Horizon HS	0	0	24	97		121	--	--
Totals	1710	1740	1720	1733	94	6903	--	--

***SpEd Program Included in MS/HS Grade Level totals**

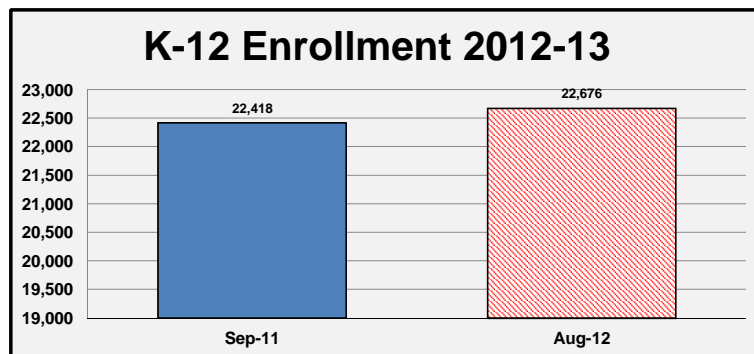
Contracted SPED	32	--	--	--
Young Adult Program	50	--	--	--
Ombudsman (Primary)	17	--	--	--
Total District K-12	22676	--	--	--
Total District PreK-12	23378	--	--	--

Preschool	SPED	Not SPED	Total
Bryan	8	28	36
Cody	54	39	93
Cody Early Start	5	9	14
Disney	16	19	35
Hitchcock	31	14	45
Holling Heights	0	20	20
Montclair	24	10	34
Montclair Montessori	2	82	84
Neihardt	5	64	69
Norris ELL	2	16	18
Norris Montessori	0	31	31
Rockwell	0	18	18
Sandoz	14	5	19
Sandoz ELL	2	35	37
Wheeler	32	12	44
Homebased Infants	104	1	105
TOTAL	702		

Career Academies	NHS	SHS	WHS	HHS	TOTAL
Culinary	9	8	7		24
Education	14	13	24		51
Entrepreneurship	4	7	15		26
Finance	4	1	5		10
Health Services	24	22	37		83
Dist/Log Mgmt	2	1	11	1	15
Ombudsman	(Primary and Secondary Assignment)				17

8/20/2012	
Elementary	10372
Middle School	5302
High School	6903
Contracted	32
Young Adult	50
Ombudsman (Primary)	17
TOTAL	22676

9/20/2011	
Elementary	10418
Middle Sch	5078
High Sch	6809
Contracted	49
Young Adult	50
Ombudsman (Primary)	14
TOTAL	22418



Elementary		Classroom Enrollment										04	Class Size W/out SPED
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 12/13 Enrollment			
Abbott	22	23	22	23	22	23							
	22	22	22	23	21	23							
	20	21	23	23	22	24							
					22								
Total Students	64	66	67	69	87	70	423	--	--	--		423	
Total Teachers	3	3	3	3	4	3	19					19	
Classroom Avg	21.33	22.0	22.3	23.0	21.7	23.3	22					22	
Ackerman	20	20	22	20	22	26							
	20	20	23	23	23	24							
	20	19	22	22	24	26							
		20		21	23	25							
Total Students	60	79	67	86	92	101	485	--	--	--		485	
Total Teachers	3	4	3	4	4	4	22					22	
Classroom Avg	20.0	19.8	22.3	21.5	23.0	25.3	22					22	
Aldrich	21	22	23	24	24	22							
	19	21	24	23	24	24							
	21	23	23	22	22	23							
	20			23									
Total Students	81	66	70	92	70	69	448	--	--	--		448	
Total Teachers	4	3	3	4	3	3	20					20	
Classroom Avg	20.3	22.0	23.5	23.0	23.3	23.0	22					22	
Black Elk	26	20	26	23	20	24							
	25	18	26	24	21	24							
		19	25	22	21	23							
				22	21	24							
Total Students	51	57	77	91	83	95	454	--	--	--		454	
Total Teachers	2	3	3	4	4	4	20					20	
Classroom Avg	25.5	19.0	25.7	22.8	20.8	23.8	23					23	
Bryan	18	22	18	21	23	21							
	19	22	18	21	23	21							
	17	22	18	20	23	20							
Total Students	54	66	54	62	69	62	367	--	--	--		367	
Total Teachers	3	3	3	3	3	3	18					18	
Classroom Avg	18.0	22.0	18.0	20.7	23.0	20.7	20					20	
Cather	24	20	13	26	22	16							
			13			16							
Total Students	24	20	26	26	22	32	434	--	--	--		434	
Total Teachers	1	1	2	1	1	2	20					20	
Classroom Avg	24.0	20.0	13.0	26.0	22.0	16.0	22					22	
Cody	12	19	18	15	27	15							
	12	18	17	16		15							
Total Students	24	37	35	31	27	30	197	--	--	--		184	
Total Teachers	2	2	2	2	1	2	13					11	
Classroom Avg	12.0	18.5	17.5	15.5	27.0	15.0	15					17	
Cottonwood	23	17	23	20	19	19							
	23	19	24	18	19	19							
		18	23	21	19	21							
Total Students	46	54	70	59	57	59	345	--	--	--		345	
Total Teachers	2	3	3	3	3	3	17					17	
Classroom Avg	23.0	18.0	23.3	19.7	19.0	19.7	20					20	
Disney	22	19	22	18	21	24							
	23	21	21	18	23	23							
		18											
Total Students	45	58	43	36	44	47	286	--	--	--		273	
Total Teachers	2	3	2	2	2	2	15					13	
Classroom Avg	22.50	19.33	21.50	18.00	22.00	23.50	19					21	

Cluster	SpEd	Current					Current Change	YTD Change	Official 12/13 Enrollment
		K	1	2	3	4			
Reeder		21	21	22	24	23	24	96	
		23	22	22	27	27	24		
		22	23	22	27	24	23		
		20	22	22	26		24		
		18		22					
Total Students		104	88	110	104	74	95		575
Total Teachers		5	4	5	4	3	4		25
Classroom Avg		22.0	22.0	22.0	25.5	24.7	23.7		23

Cluster	SpEd	Current					Current Change	YTD Change	Official 12/13 Enrollment
		K	1	2	3	4			
Rockwell		17	20	17	29	19	26		
		17	19	19	26	19	26		
		17	21	18		20			
Total Students		51	60	54	55	58	52		330
Total Teachers		3	3	3	2	3	2		16
Classroom Avg		17.0	19.5	18.0	27.5	19.0	26.0		21

Cluster	SpEd	Current					Current Change	YTD Change	Official 12/13 Enrollment
		K	1	2	3	4			
Rohwer		24	22	22	24	23	21	7	
		23	23	21	24	22	21		
			24	23	23	23	22		
							21		
Total Students		47	69	66	71	68	85		406
Total Teachers		2	3	3	3	3	4		18
Classroom Avg		23.5	23.0	22.0	23.7	22.7	21.3		23

Cluster	SpEd	Current					Current Change	YTD Change	Official 12/13 Enrollment
		K	1	2	3	4			
Sandoz		16	24	21	18	27	16		
		16	23	21	18	26	17		
		17	23		18		18		
Total Students		49	70	42	54	53	51		319
Total Teachers		3	3	2	3	2	3		16
Classroom Avg		16.3	23.3	21.0	18.0	26.5	17.0		20

Cluster	SpEd	Current					Current Change	YTD Change	Official 12/13 Enrollment
		K	1	2	3	4			
Upchurch		24	25	22	25	21	24	23	
		23	25	22	22	21	24		
		23	25	21	25	22	24		
		24	25	21	20	21			
		21		21	24				
Total Students		115	100	107	116	85	72		595
Total Teachers		5	4	5	5	4	3		26
Classroom Avg		23.0	25.0	21.4	23.2	21.3	24.0		23

Cluster	SpEd	Current					Current Change	YTD Change	Official 12/13 Enrollment
		K	1	2	3	4			
Wheeler		17	22	19	26	26	29	8	
		20	25	19	25	23	27		
		19	24	22	22	26	25		
		21	22	19	26	26	26		
Total Students		77	93	79	99	101	107		556
Total Teachers		4	4	4	4	4	4		24
Classroom Avg		19.3	23.3	19.8	24.3	25.3	26.8		23

Cluster	SpEd	Current					Current Change	YTD Change	Official 12/13 Enrollment
		K	1	2	3	4			
Willowdale		20	19	21	21	22	24		
		19	19	22	21	22	23		
		19	19	22	21	22	24		
Total Students		58	57	65	63	66	71		380
Total Teachers		3	3	3	3	3	3		18
Classroom Avg		19.3	19.0	21.7	21.0	22.0	23.7		21

Elementary Totals											SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4						M-5	
Students	1585	1702	1696	1808	1716	1763	68	70	67	53	50	102	10372	--	--	--	10270
Teachers	80	77	77	78	74	76	9			6		16	493	--	--	--	477
Classroom Avg	19.8	22.1	22.0	23.2	23.2	23.2						6.4	21.04	--	--	--	21.530

Cluster	SpEd	Current			Current Change	YTD Change	Official 12/13 Enrollment		
		6	7	8					
Andersen MS		323	274	264	0	861	--	--	--
Beadle MS		396	358	330	22	1084	--	--	--
Central MS		256	248	256	20	760	--	--	--
Kiewit MS		318	309	309	0	936	--	--	--
North MS		269	259	244	21	772	--	--	--
Russell MS		288	292	291	0	871	--	--	--
MS Alternative		0	7	11		18	--	--	--
Totals		1850	1747	1705	63	5302	--	--	--

Cluster	SpEd	Current				Current Change	YTD Change	Official 12/13 Enrollment			
		9	10	11	12						
North HS			621	625	596	608	20	2450	--	--	--
South HS			522	511	499	495	30	2027	--	--	--
West HS			567	604	601	533	24	2305	--	--	--
Horizon HS			0	0	24	97		121	--	--	--
Totals			1710	1740	1720	1733	74	6903	--	--	--
		Contracted SPED						32	--	--	--
		Young Adult Program						50	--	--	--
		Ombudsman (Primary Enrollment)						17	--	--	--
		Total District Enrollment						22676	--	--	--

STUDENT SERVICES
YEAR END REPORT
2011/12



Submitted by:
Mr. Bill Jelkin
Student Services Director

Executive Summary

The Executive Summary contains an overview of the main topics and related statistics contained in the 2011/12 Student Services Year End Report. The comparative statistics for each area are noted below:

Student Attendance/Enrollment	2009/10	2010/11	2011/12
1. Overall Attendance Rates	96%	96%	97%
2. Cohort Graduation Rates	97.72%	97.77%	91.93%*
3. Percentage of MPS Students Attending Private Schools	9.88%	9.96%	9.47%
4. Percentage of MPS Students In Exempt School Status	1.37%	1.63%	1.79%
5. Open & Option Program Gains and Losses			
Left The District	209	167	138
Entered The District	577	881	946
6. Within District Transfers—Approved	1,365	1,208	1266
7. Foreign Exchange Students Enrolled	15	11	12
8. Ward Of State/Court	0.80%	0.77%	0.76%
Student Discipline			
8. Total District Discipline Events	6,614	5,552	5,720
9. Breath Testing Device Utilization	52	58	23
10. Disciplinary Hearings Conducted	12	14	9
Student Health			
12. Health Related Student Contacts	287,119	297,785	289,627
13. Health Screens Administered	52,774	53,982	59,098
14. Nurse Interventions	70,118	63,683	73,062
Student At-Risk and Student Assistance Programs			
15. Number Of Crisis Team Responses	6	6	5
16. Crisis Interventions By All School Personnel	99	145	162
17. Hotline Calls	20	33	46
18. Suspected Child Abuse and Neglect Reports	91	101	123
19. SCIP Team Referrals	217	192	159
Scholarship Report			
20. Number of Scholarships Accepted	1076	1018	954
21. Value of Scholarships Accepted By Students	\$14,268,035	\$15,214,125	\$14,114,779
22. Percentage of Grads Awarded Scholarships	32.34%	36.21%	35.5%

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2011/12 STUDENT ATTENDANCE/ENROLLMENT

Attendance

Table 1 - Percent of Students in Attendance

High Schools		Middle Schools	
3 Schools	96%	6 Schools	97%
		MSAP	91%
Elementary Schools		Alternative Schools	
25 Schools	97%	Horizon	83%
		Young Adult Program	93%
		Ombudsman Program	83%
District Average	97%		

Excessive Absence Referrals

Table 2 - Number of Excessively Absent Students and County Attorney Referrals

20+ Days Absent District Totals						
District	# of Students	Total Days	Unexcused Days	Excused Days	Medical Days	# of Referred
2009 -10	1131	33936	8269	25667	N/A	59
2010 -11	614	19476	4014	15462	6529	444
2011 -12	582	18576	6572	12004	10623	443
20+ Days Absent by Level						
Elementary	# of Students	Total Days	Unexcused Days	Excused Days	Medical Days	# of Referred
2009 -10	178	4704	865	3839	NA	8
2010 -11	91	2649	335	2314	1056	74
2011 -12	97	2699	853	1846	1562	79
Middle	# of Students	Total Days	Unexcused Days	Excused Days	Medical Days	# of Referred
2009 -10	233	6188	863	5325	NA	12
2010 -11	109	3200	475	2725	1335	107
2011 -12	82	2283	492	1791	1616	81
High	# of Students	Total Days	Unexcused Days	Excused Days	Medical Days	# of Referred
2009 -10	720	23044	6541	16503	NA	39
2010 -11	414	13627	3204	10423	4138	263
2011 -12	403	13594	5227	8367	7444	283
<i>All counts through the last day of school of the year listed. Days absent are rounded numbers calculated by the number of instructional minutes missed.</i>						

Cohort Graduation/Drop-Out Rate

Table 3 represents enrollment and graduation data reported to the Nebraska Department of Education (NDE) and available in NDE's Graduation Cohort Analysis Tool as of August 28, 2012. A graduation cohort is defined by the year a student first enrolled in 9th grade; students in the 2012 graduation cohort entered 9th grade in the 2008-2009 school year. Students who moved out of the district after starting 9th grade in Millard in 2008-2009 were removed from the cohort; students coming in to the district after starting 9th grade in another district in 2008-2009 were added to the cohort. Cohort graduation rates are calculated by dividing the number of graduates by the number of students in the cohort. Enrollment and graduation data are reported to NDE by their responsible or "home" school, thus students at Horizon, the Young Adult Program, or at external placements are reflected in the counts of their home schools.

Table 3 - Cohort Graduation/Drop-Out Rate

Building	Dropouts					Graduates			2012 Cohort	
	Grade 9	Grade 10	Grade 11	Grade 12	Total	Grade 11	Grade 12	Total	Total Students	4-Year Grad Rate
North	0	1	5	6	12	2	572	574	634	90.45%
South	0	3	5	6	14	9	445	454	508	89.37%
West	0	1	1	2	4	5	509	509	530	96.04%
District	0	5	11	14	30	16	1537	1537	1672	91.93%

2011-12 High School Graduates

The numbers in Table 4 are the numbers reported to the Nebraska Department of Education regarding "district completers". These numbers include junior graduates, other completers, the Young Adult Program and students who graduated at 5, 6, or 7 years of attendance.

Table 4 - High School Completer Report

MNHS	Grads	MSHS	Grads	MWHS	Grads
Senior Graduate	551	Senior Graduate	428	Senior Graduate	492
Other Completer		Other Completer		Other Completer	2
Junior Graduate	2	Junior Graduate	4	Junior Graduate	10
5th Year Senior	2	5th Year Senior	7	5th Year Senior	1
6th Year Senior		6th Year Senior	1	6th Year Senior	
7th Year Senior		7th Year Senior		7th Year Senior	
Total	555	Total	440	Total	505
MHHS	Grads	YAP	Grads	District	Grads
Senior Graduate	47	Senior Graduate		Senior Graduate	1518
Other Completer		Other Completer		Other Completer	2
Junior Graduate		Junior Graduate		Junior Graduate	16
5th Year Senior	19	5th Year Senior	4	5th Year Senior	33
6th Year Senior	1	6th Year Senior	5	6th Year Senior	7
7th Year Senior		7th Year Senior	9	7th Year Senior	9
Total	67	Total	18	Total	1585

Millard Resident Students Attending Private Schools

Table 5 percentages were calculated from the total Millard School District K-12 student population for each year. The total Millard School District K-12 population includes: Millard Public Schools, Private Schools and Exempt Schools.

Table 5 - Millard Resident Students Attending Private Schools

	09/10	%	10/11	%	11/12	%
K-5	844	3.62%	920	4.07%	824	3.54%
6-12	1462	6.26%	1332	5.89%	1379	5.93%
Total	2306	9.88%	2252	9.69%	2203	9.47%
Total Millard Student Population	23,344		22,215		23,253	

Millard Exempt School Students

According to Millard Public School Policy 6680 and accompanying Rules 6680.1, and 6680.2, exempt school students may request programs and services from the Millard School in their attendance area.

Table 6 Percentages were calculated from the total Millard School District K-12 student population for each year. The total Millard School District K-12 population includes: Millard Public Schools, Private Schools and Exempt Schools.

Table 6 - Millard Exempt School Students

	09/10	%	10/11	%	11/12	%
K-5	164	0.70%	186	0.82%	209	0.90%
6-12	156	0.67%	182	0.80%	208	0.89%
Totals	320	1.4%	368	1.6%	417	1.8%
Total Millard Student Population	23,344		22,615		23,253	

Open Enrollment Students

The passage of LB 641 officially created a “learning community” for the eleven (11) school districts located in Douglas and Sarpy Counties. As a part of the Learning Community, an open enrollment program started just prior to the 2010/2011 school year. Open enrollment allows students within the two counties to enroll into other districts located within the Learning Community if space is available within the district and/or its schools. Siblings are given first priority followed by those who increase economic diversity. If more applications are received than space is available for schools/grade levels, a “randomization” is used to determine who is accepted. Finally, it is important to note that option enrollment remains in effect.

For the 2011/12 school year, the following Millard schools and programs were closed to Open and Option Enrollment students: Abbott Elementary, Ackerman Elementary, Aldrich Elementary, Black Elk Elementary, Ezra Elementary, Neihardt Elementary, Reagan Elementary, Reeder Elementary, Rohwer Elementary, Upchurch Elementary, Wheeler Elementary, Beadle Middle School, Russell Middle School, Millard West High School, the Montclair Montessori Program, the Middle School Montessori Program, Horizon High School, and the Millard Core Program.

Table 7 - Open Out Transfers to another Learning Community School District

District	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
Bellevue		1								1		1	1	4	3%
Elkhorn							1							1	0%
OPS	8		2	2	3	1	3		2	2	3	4	5	35	26%
Papillion/ LaVista	4	3	1	1	1	1	1	1	1	9	1	1	4	29	21%
Ralston	3	1	2		1	1		1		1	3		3	16	12%
So. Sarpy	5							1	3			3		12	9%
Westside	11	3	1	5	3	1	1	2	2	4	2	3	1	39	29%
Total	31	8	6	8	8	4	6	5	8	17	9	12	14	136	100%
%	23%	6%	4%	6%	6%	3%	4%	3%	6%	13%	7%	9%	10%	100%	

Table 8 - Open Enrollment Transfers into Millard Public Schools

Resident District	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
Bellevue	2							2	1		1	2	2	10	1%
Bennington	1	1	2	2	1		3	2	2	3		1	1	19	2%
DC West	4	1	2		1		1				1	1		11	1%
Elkhorn	14	5	1	5	6	3	6	3	4	6	1	4	4	62	7%
Gretna	3	3	3	5	2	3	4	4	1	2	4	4	3	41	4%
Millard	22	11	7	11	9	8	14	5	12	9	6	11	9	134	14%
OPS	158	31	17	36	28	21	29	37	24	81	28	34	13	537	58%
Papillion/Lavista	10	3	2	5	1	4	4	3		1	1	2	1	37	4%
Ralston	13	6	5	3	5	3	4	1	2	4	1	4	1	52	6%
So. Sarpy		1		1			3	1	2	1		1		10	1%
Westside	2	1		2	1	1	2	1		1	2	2	1	16	2%
Totals	229	63	39	70	54	43	70	59	48	108	45	66	35	929	100%
%	25%	7%	4%	7%	6%	5%	7%	6%	5%	12%	5%	7%	4%	100%	

Table 9 - Option Transfers into Millard Public Schools

District	09/10	10/11	11/12	Totals
Arlington		2		2
Bellevue	2			2
Bennington	14			14
Blair	3	3	3	9
DC West	14			14
Elkhorn	69			69
Fremont	2		1	3
Fort Calhoun	1	1		2
Gretna	32			32
Lincoln			1	1
Louisville	1			1
Mead	1			1
OPS	372			372
Papillion/LaVista	13			13
Plattsmouth			4	4
Ralston	38			38
So. Sarpy	2			2
Syracuse/Dunbar/Avoca	1			1
Westside	12			12
Yutan			8	8
Total	577	6	17	600

Table 10 - Option Transfers Out of Millard Public Schools

District	09/10	10/11	11/12	Total
Bellevue	6			6
Bennington	3			3
Blair	1		1	2
DC West	1			1
Elkhorn	5	3		8
Elmwood/Murdock			1	1
Ft. Calhoun	1			1
Gretna	7	3		10
Louisville	1			1
OPS	74			74
Papillion/LaVista	29	2		31
Plattsmouth	2			2
Ralston	26	1		27
So. Sarpy	5			5
Westside	48	5		53
Totals	209	14	2	225

Within District Transfers

Table 11 - Within District Transfer Requests/Approvals

	Approved	Denied	Cancellations	% of Total Requests Approved	Total Requests
2009/10					
High School	336	4	21	24.6%	361
Middle School	373	2	14	27.3%	389
Elementary School	569	13	33	41.7%	615
All Schools	1278	19	68	93.6%	1365
% of Requests	94.0%	1.0%	5.0%		
2010/11					
High School	333	7	23	27.6%	363
Middle School	334	8	7	27.6%	349
Elementary School	434	16	46	36.0%	496
All Schools	1101	31	76	91.2%	1208
% of Requests	91.1%	2.6%	6.3%		
2011/12					
High School	346	6	42	24.3%	394
Middle School	390	3	30	27.4%	423
Elementary School	530	17	58	37.2%	605
All Schools	1266	26	130	89.0%	1422
% of Requests	89.0%	1.8%	9.1%		
3 Year Average	1215	25	91		

Wards of State/Court

Table 12 - Wards of State

Percentages are calculated using the total population of all students who attend Millard Public Schools not just resident student.

Grades	09/10	%	10/11	%	11/12	%
K-5	46	0.20%	49	0.22%	43	0.19%
6-12	134	0.60%	126	0.55%	128	0.57%
Total	180	0.80%	175	0.77%	171	0.76%
Total MPS Student Pop.	22,521		22,755		22,418	

Foreign Exchange Student Enrollment

Table 13 - Foreign Exchange Students by School, Gender, and Country of Origin

School Attended	Female #	Male #	Country of Origin
Millard North High	Female-5	Male-1	Bolivia-1, France-1, Japan-2, Italy-1, Spain-1
Millard South High	Female-2	Male-1	Germany-2, Thailand-1
Millard West High	Female-3	Male-0	Germany-2, Norway-1

Table 14 - Total Foreign Exchange Students Hosted

Year	No. of Students
2009/10	15
2010/11	11
2011/12	12

2011/12 STUDENT DISCIPLINE

The goal and intention of the District is to enable students to obtain an education within a safe and disciplined environment, free of violence or the threat of violence, illegal drugs, alcohol, weapons, or any conduct which interferes or disrupts the educational process.

The Standards for Student Conduct (Rule 5400.6) defines the disciplinary rules for the Millard School District. These rules are uniform across the District and are approved by the Board of Education each school year. The Standards for Student Conduct is published in the student handbook in each building and in District Rule 5400.6. All students are required to sign a receipt that they have received and understand the Standards for Student Conduct.

The Standards for Student Conduct defines each behavior that is a violation of the District Policy, Rules, Procedure as well as state and federal law. Such rule violations are called "events." For each "event" the Standards for Student Conduct lists a sanction that defines the parameters administrators can use to respond to the student violation. The Nebraska Department of Education requires that schools report certain "events" or "infractions." For this reason and to create more consistent reporting, the "event" and "resolution" codes found in this report reflect the requirements of the Nebraska Department of Education.

Each school year an emphasis is placed on consistent reporting. To ensure that data is reported "consistently" to the greatest extent possible, monthly student discipline meetings are held with building principals. An alphabetical listing of "events", complete with detailed definitions was created in 2008 is annually reviewed by building administrators. This alphabetized "event" listing can also be found in the student management system, Infinite Campus. Each time a behavior is entered into Infinite Campus, the aforementioned alphabetized list can be easily accessed electronically to ensure the correct "event(s)" is are being entered into the system (See Appendix A).

Also, discipline data for each school was extracted each semester and shared with each building principal. If questions arose regarding discipline data, they were reviewed by the discipline committee. Some principals have shared concerns regarding discipline reporting which included the nuances of their individual building's behavior management initiatives. For example, some elementary schools use BIST, a behavior management strategy that has a series of "interventions" that are attempted before an office referral is made. Kiewit Middle School uses "positive behavioral supports" (PBS). Finally, it is worth noting that the reported discipline data can be skewed due to the behavior of one or two students who have significant and repeated behavioral concerns.

Elementary School Events

Behavior at the elementary level tends to be handled in the classroom and not referred to the office, however recently elementary principals have increased their documentation of the discipline occurring in their buildings. Also, please note that some elementary schools use specific behavior plans such as BIST to address issues, and thus office referrals are precluded.

Table 15 - Elementary Events

Code	Events	Abb	Ack	Ald	Blk	Bry	Cat	Cod	Cot	Dis	Ezr	HO	Hit	HH	Mon	Mor	Nei	Nor	Rea	Ree	Roc	Roh	San	Upc	Whe	Wil	Total
1	Physical Assault				5			9	4	3	102	2	3	12	3	1	4	31	1				1	3	2		186
2	Fighting		2	1	1	3				2		3	2	3		2		3		2	2			9			35
3	Pushing and Shoving		3			3	1	4	2		105	4	5	24	4	2	2	11	1	4			3	1	1	13	193
4	Threats - Level One	4	4	3	4	1	2	3			3			1	3	1	5	3		5	2		1	3	2	2	52
5	Threats - Level Two	1	3		2			1		1	1	2	3	1	6	4	5	11								2	43
6	Threats - Level Three				1											1											2
8	Physical Injury					2			1		10	2	1		4		5	13	1	2			3		5	2	51
9	Guns											2															2
10	Other Weapons														1												1
11	Poss. Prohibited Objects							1							1	1				1	1						5
14	Sexual Harassment	1						1	1								1						1		1		6
15	Harassment				1							2			4			1					1		1		10
16	Bullying				2	1	1	2	4	1		4	3		7			7	3					4	1		40
29	Public Indecency			1						1							1	3									6
33	Larceny (Theft)	1					1	1			6		1	3	1		1	2			2					1	20
40	Insubordination	8	4			5	4	21	3	4	6	7	1		12	7	2	31		1	2			5	4	21	148
41	Disruptive Behavior	16	2	20	13	20	4	9	23	44	28	11	6	8	76	4	14	48	4	12	2	21	5	7	3	44	444
64	Sexual Contact						1											4									5
77	Harm to Self									1						4		1									6
81	Bullying - Title II				1						1				1												3
83	Bullying - Title IX																	1									1
92	Harassment - Title VI														1												1
93	Harassment - Title IX														1												1
	11-12 Totals	31	18	25	30	35	14	52	38	57	262	39	25	52	125	27	40	170	10	27	11	21	24	23	20	85	1261
	10-11 Totals	25	20	34	19	34	33	28	7	46	27	30	17	14	100	27	52	54	8	20	5	25	39	30	36	89	819
	09-10 Totals	35	11	20	18	30	61	23	27	18	15	71	46	17	53	6	78	36	6	47	8	10	28	25	11	71	771

Table 16 - Total Elementary Events

Year	Total Elementary Events
2009/10	771
2010/11	819
2011/12	1261

Secondary School Events

Table 17 - Secondary School Events

Code	Events	AMS	BMS	CMS	KMS	NMS	RMS	MSAP	MNHS	MSHS	MWHS	Horizon	Ombud	Summer	YAP	Total
1	Physical Assault	2		4	4			2	3	4	3	1				23
2	Fighting	7	2	23	6	21	5	1	24	19	9	8		2		127
3	Pushing and Shoving	46	33	78	45	39	29		23	21	3	2			1	320
4	Threats - Level One	3	6	10	10	5	6		4	4	2					50
5	Threats - Level Two	1	3	5	1	2			5	9	4	3				33
6	Threats - Level Three	3		1		3			2	2		3				14
8	Physical Injury	1		1		3			7							12
9	Guns								2	1						3
10	Other Weapons					1										1
11	Poss Prohib Objects	2		3	1	1	1		3	2	1					14
13	Sexual Assault														1	1
14	Sexual Harassment	5	5	9	1	10			2	1	3					36
15	Harassment	25	5	2	24	10	9		17	3	5	1		2		103
16	Bullying	7	11	8	20	31	7	1	12	3	2					102
17	Drugs - Poss of	2		2				1	13	21	5	8		2		54
18	Drugs - Use/Under Infl	1				3			8	7	9	9		1		38
19	Distribution of Drugs								2		5					7
21	Alcohol - Poss of								5	1	3					9
22	Alcohol - Use/Under Infl			1					3	2	3	1		1		11
25	Tobacco - Poss of		1	7					25	23	11			1		68
26	Tobacco - Use of			4	2	4		3	8	24	5	14				64
29	Public Indecency		1	3		1				1						6
33	Larceny (Theft)	11	5	6	8	14	3		30	45	13	3				138
34	Arson/False Fire Alarm			1						3						4
40	Insubordination	63	62	131	13	92	36	11	203	269	134	35		2		1051
41	Disruptive Behavior	177	150	264	195	310	289	9	174	289	136	83	1	4	2	2083
58	Poss of Medications		1	1	1	3			4	2	1					13
61	Dist Presc Meds	1				2			1	1						5
64	Sexual Contact					1			2		2					5
76	Repeated Offenses	1	3	6	2	2		3	6	3						26
81	Bullying - Title II		1	1					1							3
82	Bullying - Title VI			2		1					2	1				6
83	Bullying - Title IX		2			3										5
91	Harassment - Title II					1										1
92	Harassment - Title VI		2	2					2		2					8
93	Harassment - Title IX	1	3	3	2	1			2		3					15
	11-12 Totals	359	296	578	335	564	385	31	593	760	366	167	1	15	4	4459
	10-11 Totals	448	330	592	385	693	337	48	664	921	591	316	1	0	7	5333
	09-10 Totals	600	422	599	515	746	330	55	742	1221	492	55	0	0	6	5843

Table 18 - Total Secondary Events

Year	Middle School	High School	Secondary
2009/10	3327	2516	5843
2010/11	2833	2500	5333
2011/12	2548	1911	4459

Table 19 - Elementary Assigned Resolutions

Event	Resolution	Abb	Ack	Ald	Blk	Bry	Cat	Cod	Cot	Dis	Ezr	HO	Hit	HH	Mon	Mor	Nei	Nor	Rea	Ree	Roc	Roh	San	Upc	Whe	Wil	Total
Phys Assault	LT Sus									1																	1
	ST Sus				2			2	1	2	3	2	1		1	1	1	4						1	2	2	
Fighting	ST Sus			1						2										1							4
Pushing & Shoving	ST Sus											1	2														3
Threats Level 1	ST Sus																	1		1	1						3
Threats Level 2	ST Sus		2		2								1		6		1	7									19
Threats Level 3	LT Sus																										0
	ST Sus				1											1											2
Physical Injury	LT Sus																										0
	ST Sus										2	1			1				1	1				1		2	9
Guns	ST Sus											2															2
Other Weapons	ST Sus														1												1
Poss Pro Obj	ST Sus							1									1										2
Sexual Harassment	LT Sus								1																		1
	ST Sus	1																									1
Harassment	ST Sus														1												1
Larceny/Theft	ST Sus						1							1					1							1	4
Insubordination	ST Sus		2			1		3	1			1							2					2	1	3	16
Disr Behav	ST Sus	1		1	2	2		1	5	1		4			3				3	1	1	1		2		28	
Sexual Contact	ST Sus																		1								1
Sexual Contact	Emerg Excl									1																	1
Total LT Suspensions		0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Total ST Suspensions		2	4	2	7	3	1	7	7	5	5	11	4	1	13	3	2	20	2	3	2	0	2	6	5	4	121
Total Emergency Exclusions		0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total Resolutions		2	4	2	7	3	1	7	8	7	5	11	4	1	13	3	2	20	2	3	2	0	2	6	5	4	124

Table 20 - Secondary Resolutions

Event	Resolution	AMS	BMS	CMS	KMS	NMS	RMS	MSA	MNH	MSH	MWH	Horizon	Ombud	Summer	YAP	Total
Physical Assault	Expul			1						1	1	1				4
	LT Sus	2		2	4			2	3	3	2					18
	ST Sus			1												1
Fighting	Expul								1							1
	LT Sus			2		7			4	5		2				20
Push/Shoving	ST Sus	7	2	21	6	13	5		19	14	9	6		2		104
	Emerg Excl.						1									1
Threats-Lev I	ST Sus	5	2	16	2	3	5		15	11	2				1	62
	ST Sus		5	2			1		1	3						12
Threats-Lev II	Expul			1						1	1					3
	LT Sus			1		1				1						3
	ST Sus	1	3	3	1	1			4	7	3	3				26
Threats-Lev III	Expul	1										2				3
	LT Sus	2				1			1	1		1				6
	Emerg Excl.					1										1
	ST Sus			1		1										2
Physical Injury	Expul								1	1						2
	LT Sus	1				1			4							6
	Emerg Excl.								1							1
	ST Sus			1		1										2

Event	Resolution	AMS	BMS	CMS	KMS	NMS	RMS	MSA	MNH	MSH	MWH	Horizon	Ombud	Summer	YAP	Total
Guns	Expul								2	1						3
Other Weapons	ST Sus					1										1
Prohibited Objects	LT Sus	1			1											2
	ST Sus	1		2		1			3	1	1					9
Sexual Assault/Attempt	Expul														1	1
Sexual Harassment	LT Sus					1										1
	ST Sus		1			7			1	1	1					11
Harassment	LT Sus	1														1
	ST Sus	3			2	2	2		2	1	1	1				14
Bullying	LT Sus					1										1
	ST Sus	2		1	4	3			4	2						16
Drug Poss	Expul								1	4		3				8
	LT Sus	2		2				1	10	17	5	5		2		44
	ST Sus								1							1
Drug Use	Expul									3	1	4				8
	LT Sus	1				3			8	4	8	5		1		30
Distribution Drugs	Expul								2		5					7
Alcohol Poss	Expul										2					2
	LT Sus								3	1						4
Alcohol Use	Expul									1						1
	LT Sus			1					2	1	2	1		1		8
Tobacco Poss	ST Sus		1	7					5	5						18
Tobacco Use	LT Sus					2				1						3
	ST Sus			3	2	2		3		3		3				16
Public Indecency	ST Sus		1	1		1				1						4
Larceny	Expul									1		1				2
	LT Sus						1		1			1				3
	ST Sus	5	4	1	1	3	2		24	39	5	1				85
Arson/False Fire Alarm	Expul									2						2
	LT Sus									1						1
	ST Sus			1												1
Insubordination	Expul									2						2
	Mand. Reassign.	1														1
	LT Sus			2		1			1	2						6
	Emerg Excl.		1													1
	ST Sus	11	6	16	1	21	4	6	35	53	4	11				168
Disruptive Behavior	Expul											1	1			2
	LT Sus			1		1		1			1				1	5
	Emerg Excl.						1				2					3
	ST Sus	6	8	12	1	11	3	3	23	59	4	16		1	1	148
Poss Medications	LT Sus		1													1
	ST Sus			1		3			4	2	1					11
Dist Presc Meds	Expul	1				2			1	1						5
Sexual Contact	LT Sus					1			1							2
	ST Sus								1		2					3
Repeated Offenses	Expul			2						1						3
	LT Sus			1		1			5							7
	ST Sus		2	3				1	1	1						8
Bullying - Title IV	ST Sus										1	1				2
Bullying - Title IX	ST Sus					1										1
Harassment - Title VI	ST Sus								2							2
Harassment - Title IX	LT Sus					1										1
	ST Sus	1	1													2
Total Expulsions		2	0	4	0	2	0	0	8	19	10	12	1	0	1	59
Total Mandatory Reassignment		1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total Long Term Suspension		10	1	12	5	22	1	4	43	37	18	15	0	4	1	173
Total Emergency Exclusion		0	1	0	0	1	2	0	1	0	2	0	0	0	0	7
Total Short Term Suspensions		42	36	93	20	75	22	13	145	203	34	42	0	3	2	730
Total Resolutions		55	38	109	25	100	25	17	197	259	64	69	1	7	4	970

Table 21 - Total Elementary Out of School Resolutions

	School Year		
	09/10	10/11	11/12
Expulsion	0	0	0
Mandatory Reassignment	0	0	0
Long-Term Suspension	0	3	2
Short-Term Suspension	82	77	121
Emergency Exclusion	4	0	1
Totals	86	80	124

Table 22 - Total Middle School Out of School Resolutions

	School Year		
	09/10	10/11	11/12
Expulsion	6	10	8
Mandatory Reassignment	11	0	1
Long-Term Suspension	27	39	56
Short-Term Suspension	402	331	301
Emergency Exclusion	0	1	4
Totals	446	381	370

Table 23 - Total High School Out of School Resolutions

	School Year		
	09/10	10/11	11/12
Expulsion	16	65	51
Mandatory Reassignment	31	1	0
Long-Term Suspension	130	138	118
Short-Term Suspension	624	510	429
Emergency Exclusion	1	3	3
Totals	802	717	601

Table 24 - Total District Out of School Disciplinary Resolutions

	School Year		
	09/10	10/11	11/12
Expulsion	22	75	59
Mandatory Reassignment	42	1	1
Long-Term Suspension	157	180	176
Short-Term Suspension	1108	918	851
Emergency Exclusion	5	4	8
Totals	1334	1178	1095

Ombudsman Program

The alternative program known as Ombudsman was implemented during the spring of 2010 for students who had been long-term suspended for ten days or longer and for those students who were expelled from school.

Table 25 - Ombudsman Discipline Enrollment

	2009/10	2010/11	2011/12
Long Term Suspension Students who attended Ombudsman	67	120	106
Expelled Students who attended Ombudsman	48	70	54
Special Circumstance Students who attended Ombudsman	2	7	7

2011/12 Drug and Violence Infraction Summary

The event categories that were disaggregated for violence indicators include: physical assault, fighting, threats-level one, threats-level two, threats-level three, bomb threat, physical injury, guns, and other weapons. "Guns" refer to all types of guns including pellet, air-soft, paint ball, stun guns, and BB guns. It is important to note that this data is cyclical when compared to data gathered over the past three years.

Also, these types of events are generated by a small percentage of the student population. Acts of threats or violence directly impact school safety and must be addressed by District discipline procedures as well as safety programs. We strive to identify students who have violent tendencies so they are monitored and placed in appropriate educational programs as needed.

Event	2009/10	2010/11	2011/12
Physical Assault	86	62	209
Fighting	206	189	162
Threat Level 1	101	99	102
Threat Level 2	51	73	76
Threat Level 3	10	9	16
Bomb Threat	0	0	0
Physical Injury	40	54	63
Guns (all types)	3	6	5
Other Weapons	8	9	2
Totals	505	501	635

Events Associated with Drugs and Alcohol

Administrators throughout the District continue to be vigilant regarding this Drug/Alcohol use. The District's drug detection dog, alco-sensors (breathalyzers/wands) as well as aerosol sprays designed to detect the smallest of drug residue continue to be used, and periodic reviews to make our efforts more successful. Finally, parents of students who have made poor choices regarding the use of alcohol or other drugs have shared that our suspension reduction program continues to be helpful.

Table 27 - Events Associated with Drug and Alcohol

	2009/10	2010/11	2011/12
Drugs	72	81	99
Alcohol	41	37	20
Medications	21	42	18
Totals	134	160	137

Breath Testing Device Utilization

The use of breath testing devices is sanctioned by Policy 5490 and related Rule 5490.1. The breath testing device is used to measure alcohol levels in students at the high school and middle school levels. Rule 5490.1 provides that the Board of Education be given annual reports of the utilization of the breath testing devices. These numbers do not include the use of the Alco-wands. Alco-wands were utilized at a variety of high school athletic and social events. Administrators commented positively regarding their ease of use and deterrent effect.

Table 28 - Breathalyzer Utilization

Summary	AMS	BMS	CMS	KMS	NMS	RMS	MN	MS	MW	HHS	Totals
Administered	0	2	0	0	0	0	5	9	6	1	23
Positives	0	0	0	0	0	0	5	2	6	1	14

Disciplinary Hearings

Table 29 - Discipline Hearings

	School Year		
	09/10	10/11	11/12
Hearings Requested	14	18	12
Hearings Conducted	12	14	9
Hearings Upheld	8	13	8

2011/12 STUDENT HEALTH SERVICES

Table 30 - Health Related Contacts

	2009/10	2010/11	2011/12
Health Paraprofessional Contacts	162,888	169,940	173,279
School Nurse Contacts	124,231	127,845	116,348
Totals	287,119	297,785	289,627

Other Health Related Services

Health services not only take place in the health room, they also take place in other areas that include attending to emergency situations as well as the training of staff and classroom instruction. Table 31 disaggregates these health related responsibilities.

Table 31 - Other Health Related Services

	PRE-K	ELEM	M.S.	H.S.	Total
Health Related Instruction	130	1,738	71	2,692	4,631
Tending to medical emergencies outside of the health room	2	63	45	607	717
Other Interventions (Head Lice, etc.)	25	1,708	24	766	2,523
Totals	157	3,509	140	4,065	7,871

Table 32 - Number of Students with Special Health Related Issues

	PRE-K	ELEM	M.S.	H.S.	Total
Allergies (Requiring Use of Emergency Medication)	18	287	98	118	521
Asthma/Reactive Airway Disease	16	662	454	972	2,104
Autism	0	0	33	31	64
Cancer	0	12	3	7	22
Cardiac Disease	3	32	17	61	113
Cerebral Palsy	3	10	4	10	27
Cystic Fibrosis	0	2	3	1	6
Depression	0	67	63	417	547
Diabetes Mellitus	0	30	19	28	77
Eating Disorder	1	11	4	21	37
Hearing Impaired Requiring Hearing Aid	3	33	11	17	64
Intestinal Disease	5	39	26	28	98
Migraines	0	80	89	41	210
Muscular Dystrophy	1	7	0	1	9
Orthopedic Problems	12	101	47	105	265
Pregnancy	0	0	1	36	37
Psychological Diagnosis	0	394	226	739	1,359
Seizure Disorder - Active Seizures at School	3	32	20	45	100
Substance Abuse	0	1	4	1,414	1,419
Vision Impaired/Legally Blind	1	22	5	33	61
Totals	66	1,822	1,127	4,125	7,140

Table 33 - Fragile Student Care Procedures

	PRE-K	ELEM	M.S.	H.S.	Total
Gastric Feedings	3	11	2	181	197
Nebulizer Usage	2	106	19	14	141
Seizure Management - Actual Seizure at School	2	9	12	53	76
Shunt Monitoring	1	6	0	2	9
Vital Signs (Monitoring of)	1	53	64	393	511
Total	9	185	97	643	934

Student Health Screenings

Table 34 - Number of Health Screenings Performed by Nurses

Screen	Number Administered	Resulting Referrals
Audiometer Tests (K, 1, 2, 5, 8)	7,422	150
Diabetic Screenings	30,174	0
Vision Screening	11,345	936
Oral Screening	10,157	294
2009/2010 Totals	59,098	1,380
2010/2011 Totals	53,982	1,159
2011/12 Totals	52,774	992

Table 35 - Other Health Related Interventions

	Number of Students
Accidents Requiring MD/ER Assistance	480
911 Emergency Calls	1
Medication Dispensed	66,793
Staff Members Contacts	5,769
Nebulizer/Epi-Pen Utilization	3
Totals	73,062

2011/12 STUDENTS AT-RISK & ASSISTANCE PROGRAMS

Crisis Team Activities

The district's crisis team assists staff members working with a crisis situation so they can, in turn, support students and other staff members in coping with loss. The Millard Crisis Team also implements post-vention plans to assist teachers, students, and parents in coping with the aftermath of loss.

Table 36 - Number of Crisis Team Responses

Response Type	Number
Student Death	3
Staff Death	1
Other	1

Crisis Interventions for Students At-Risk

Counselors and school psychologists identify and intervene with students who are considered to be at-risk and require crisis intervention. Following departmental guidelines, Student Service staff, as well as other building personnel, identify students who are potentially suicidal.

Table 37 - Suicide Interventions

	2009/10	2010/11	2011/12
Elementary	20	35	48
Middle School	38	45	49
High School	41	65	65
Totals	99	145	162

Hotline Calls

A 24-hour, seven-day-a-week hotline is available to Millard students and parents. Students and parents can anonymously call regarding any subject and each call is investigated.

Table 31 - Number of Safe School Hotline Calls

	2009/10	2010/11	2011/12
Drugs	1	4	17
Alcohol	0	1	0
Gangs	3	0	1
Bullying & Harassment	6	12	3
Threats	2	0	0
Fights	0	1	0
Suicide	2	9	16
Abuse	3	0	2
Safety	3	6	7
Totals	20	33	46

Table 39 - Child Abuse and Neglect Reports

	2009/10	2010/11	2011/12
Elementary	51	52	76
Middle School	26	37	30
High School	14	12	17
Totals	91	101	123

SCIP Team Activities

Each secondary school has an active School/Community Intervention Program (SCIP) to assist students with potential drug/alcohol problems. Teachers are encouraged to refer students to their school's SCIP Team if they suspect a drug/alcohol-related problem.

Teams collect additional information on referred students to determine if there is a reason to believe a student might have a concern relating to drug/alcohol dependency issues. Other referrals come from parents or from the hotline which alerts SCIP leaders to potential drug or alcohol problems. If it is determined that there is a potential problem, parents/guardians are contacted and encouraged to have their child take a drug/alcohol evaluation, get treatment, or take other steps to solve the problem.

Table 40 - SCIP Team Referrals and Interventions

Grade	Referrals			Interventions			Local Agency Referrals		
	M	F	Total	M	F	Total	M	F	Total
9	15	10	25	14	8	22	8	4	12
10	32	12	44	27	11	38	15	6	21
11	39	17	56	36	17	53	17	5	22
12	26	8	34	23	8	31	12	4	16
Totals	112	47	159	100	44	144	52	19	71

Table 41 - Referral, Intervention, Agency Referral Historical Data

	2009/10	2010/11	2011/12
Referrals	217	192	159
Interventions	200	179	144
Local Agency Referrals	116	80	71

2011/12 SCHOLARSHIP REPORT

Table 42 - Summary of Scholarship Awards-Class

	Class of 2010	Class of 2011	Class of 2012
No. of Millard North Graduates	587	572	589
No. of Millard South Graduates	516	505	477
No. of Millard West Graduates	548	519	514
Total Millard Graduates	1651	1596	1580
No. of Millard North Graduates Awarded Scholarships	239	194	231
No. of Millard South Graduates Awarded Scholarships	127	153	134
No. of Millard West Graduates Awarded Scholarships	229	194	196
Total Millard Graduates Awarded Scholarships	595	541	561
No. of Students Accepting Scholarships-Millard North	206	165	190
No. of Students Accepting Scholarships-Millard South	118	129	122
No. of Students Accepting Scholarships-Millard West	210	175	185
Total No. of Students Accepting Scholarships	534	469	497
Total No. of Scholarships Accepted-Millard North	414	369	398
Total No. of Scholarships Accepted-Millard South	260	265	293
Total No. of Scholarships Accepted-Millard West	402	384	263
Total No. of Scholarships Accepted	1076	1018	954
Approximate Total Value of Scholarships accepted-Millard North	\$5,893,189.00	\$7,232,174.00	\$6,841,477.00
Approximate Total Value of Scholarships Accepted-Millard South	\$2,853,556.00	\$3,397,590.00	\$3,647,927.00
Approximate Total Value of Scholarships Accepted-Millard West	\$5,521,290.00	\$4,584,361.00	\$3,625,375.00
Total Approximate Value of Millard Scholarships Accepted	\$14,268,035.00	\$15,214,125.00	\$14,114,779.00
No. of Athletic Scholarships-Millard North	51	47	31
No. of Athletic Scholarships-Millard South	26	30	28
No. of Athletic Scholarships-Millard West	44	31	26
Total No. of Athletic Scholarships	121	108	85

Appendix A

EVENT CODES

This is an *alphabetical listing* of each EVENT code used by the Millard Public Schools. The *italicized* codes are reported to the NDE on an annual basis.

Alcohol-Possession / Alcohol - Use of or Under the Influence

Possession of Alcohol or Other Drugs. Possession or use of an illegal narcotic drug, controlled substance, mood-altering or behavior-affecting substance, or look-a-like substance, or possession or use of a prescribed medication by a student for whom the prescribed medication was not prescribed; or possession or use of drug paraphernalia. Possession or use of alcohol or an alcohol-containing beverage or liquor capable of human consumption.

"Possession of a substance" shall mean situations where a student has on his person, within his personal property, within school property assigned to him or under his control, a substance prohibited under this Rule, while on school property or at a school sponsored or school-related activity. (This does not include Off Campus violations.)

Arson or False Fire Alarm

Intentionally starting a fire. Use of any fire causing agents to start or attempt to start a fire. Purposely or knowingly causing a false fire alarm. Neb. Rev. Stat. §§28-502 to 504 and 907; Neb. Rev. Stat. §79-267(9).

Bomb Threat

Threatening to use any type of explosive or incendiary device generally referred to as a bomb to injure a person(s) or destroy property.

Purposely making a false alarm or false report, or purposely furnishing false information or making a false communication or statement, whether verbal, written or electronic, concerning the existence of any bomb, explosive device or weapon, dangerous chemical substance, or biochemical or terroristic device, or concerning another's intent or attempt to be made to kill, injure, or intimidate any individual or to use any bomb, explosive device, or weapon, dangerous chemical substance, or biochemical or terroristic device, or concerning the need for medical, police, or emergency services or procedures. Neb. Rev. Stat. §§28-907 and 1221; Neb. Rev. Stat. §79-267(9).

Bullying

Bullying means any intentionally hostile or offensive verbal, written, graphic, demonstrative, electronic, or physical act that has the purpose of exerting domination over another student through the act of intimidating, frightening, oppressing, or adversely controlling the student, and that is disruptive of the educational process, or any ongoing pattern of physical, verbal, written, graphic, demonstrative, or electronic abuse, on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events. This may include, but is not limited to, verbal, graphic, written, or electronic activities such as name-calling, taunting, blackmailing, inciting to fight, terrorizing, or physical or demonstrative activities such as poking, blocking or impeding, following, hair pulling, mock hitting motions, intentionally bumping, tripping, and damaging clothing. . Neb. Rev. Stat. §79-267(8).

Cheating or Plagiarism

Cheating on examinations including but not limited to ELO examinations. Plagiarism on projects including but not limited to reports, research papers, and portfolios.

Computers

Direct or indirect use of district computers, computer networks, or computer systems, which involves offensive, personal, commercial, and/or religious messages, or any unauthorized access or use of a district computer, computer network, or computer system which violates district policy or state or federal law. Neb. Rev. Stat. §28-1341; Neb. Rev. Stat. §79-267(9).

Damage to Property

Willfully causing or attempting to cause substantial damage to property, or repeated damage to property. This shall include school property lent to the student which the student damages. As to any such damaged property, the student's parent(s) or guardian(s) shall be liable for the damage to the school property. Neb. Rev. Stat. §79-267(2).

Dishonesty

Dishonesty that interferes with the educational process.

Disparaging Language/Symbolism

Disparaging or demeaning language or symbolic actions of any kind including, but not limited to gestures or language that is intended to disparage, demean, or subject another student or staff member to ridicule.

Disruptive Behavior

Behavior or possession of any item that materially interferes with or substantially disrupts class work, school activities, or the educational process.

Distribution of Alcohol

The dispensing, sale, or the intent to sell or dispense an illegal narcotic drug, look-a-like substance, controlled substance, mood-altering or behavior-affecting substance, or alcoholic beverage, provided the student has received a citation by a law enforcement officer which involves the offense subject to this subsection or the student admits that he or she has violated this subsection.

Distribution of Drugs

The dispensing, sale, or the intent to sell or dispense an illegal narcotic drug, look-a-like substance, controlled substance, mood-altering or behavior-affecting substance, or alcoholic beverage, provided the student has received a citation by a law enforcement officer which involves the offense subject to this subsection or the student admits that he or she has violated this subsection.

Distribution of Non-Prescribed Medications

Distribution or attempted distribution to any other person, of any non-prescribed medication.

Distribution of Prescribed Medications

Distribution or attempted distribution to any other person, of any prescribed medication.

Drugs - Possession of

"Possession of a substance" shall mean situations where a student has on his person, within his personal property, within school property assigned to him or under his control, a substance prohibited under this Rule, while on school property or at a school sponsored or school-related activity. (This does not include Off Campus violations.)

Possession of Alcohol or Other Drugs. Possession or use of an illegal narcotic drug, controlled substance, mood-altering or behavior-affecting substance, or look-a-like substance, or possession or use of a prescribed medication by a student for whom the prescribed medication was not prescribed; or possession or use of drug paraphernalia. Possession or use of alcohol or an alcohol-containing beverage or liquor capable of human consumption.

Drugs - Use of or Under the Influence

Being intoxicated or under the influence of any illegal narcotic drug, controlled substance, prescribed medication by a student for whom the prescribed medication was not prescribed, mood-altering or behavior-affecting substance, or alcohol.

Exposure to Bodily Fluids

Intentionally spitting, throwing, wiping, or otherwise dispersing bodily fluids on or to another student or staff member for the purpose of infecting, inciting, demeaning, or intimidating that person.

Extortion

Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student.

False Alarm or Report

Purposely making a false alarm or false report, or purposely furnishing false information or making a false communication or statement, whether verbal, written or electronic, concerning the existence of any bomb, explosive device or weapon, dangerous chemical substance, or biochemical or terroristic device, or concerning another's intent or attempt to be made to kill, injure, or intimidate any individual or to use any bomb, explosive device, or weapon, dangerous chemical substance, or biochemical or terroristic device, or concerning the need for medical, police, or emergency services or procedures. Neb. Rev. Stat. §§28-907 and 1221; Neb. Rev. Stat. §79-267(9).

False Complaints

False accusations or complaints against another student or staff member.

Fighting

Mutual attempt to physically harm another person through mutual combative physical contact.

Gambling

Playing any game of chance for money or other stakes. Neb. Rev. Stat. §79-267(9).

Guns

Guns, etc. Knowingly possessing, handling, transmitting, using, intimidating with, or threatening with any object or material that is ordinarily and/or generally considered a firearm, explosive, destructive device, or weapon, including, but not limited to, guns, firearms, pipe bombs, stun guns, paint ball guns, air soft guns, B.B. guns and pellet guns.

Harassment

Any intentionally hurtful, demeaning, or disparaging acts, words, symbolic representations, or behavior used by a student or students against another student or students that is disruptive of the educational process. This includes, but is not limited to, verbal, physical, visual, or graphic actions such as name-calling, taunting, mocking, slandering, humiliating, defaming, teasing, pestering; and making derogatory remarks, demeaning jokes, disparaging drawings or notes.

Hazing

Any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with or participation in any group or activity. Such hazing activity shall include, but shall not be limited to the following: whipping; beating; branding; forced and prolonged calisthenics; prolonged exposure to the elements; forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption; prolonged sleep deprivation; harassing by exacting unnecessary or disagreeable work, banter, ridicule, or criticism; or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person. Consent to the hazing by the student(s) shall not be a defense to hazing.

Insubordination

Disrespect for, defying authority of, or refusing to obey requests or directions of teachers, school officials or school employees.

Larceny (Theft)

Committing a burglary or theft that constitutes a felony, provided the student has received a citation by a law enforcement officer which involves the offense subject to this subsection or the student admits that he or she has violated this subsection.

Noncompliance with Code Yellow or Code Red

Intentionally leaving an assigned area already in containment during a Code Yellow or Code Red alert unless specifically given permission to do so by the supervisor of the assigned area.

Nuisance Item

Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, or obnoxious that it substantially interferes with or materially interrupts the educational process. These items may include, but are not limited to radios, camera cell phones, beepers, walkie-talkies, tape players, cameras, devices that emit laser light beams, and other electronic devices.

Other Weapons

Using or threatening with a knife, throwing star, brass knuckles, chemical substances (including, but not limited to, mace, pepper guns, and bleach), and any other object that could be used to injure a person.

Physical Assault

Initiation of a violent act against another person through aggressive physical contact.

Physical Contact that involves non-injurious behavior

Any physical contact that deviates from the acceptable norm or personal conduct that creates a significant concern yet does not involve injury.

Physical Injury

Physical Injury to District Employees, Volunteers, and Students. Causing or attempting to cause personal injury to any district employee, school volunteer, or to any student, provided the student has received a citation by a law enforcement officer which involves the offense subject to this subsection or the student admits that he or she has violated this subsection.

Possession of Certain Prohibited Objects

Knowingly possessing, handling, or transmitting knives, throwing stars, brass knuckles, or other objects not enumerated above which could cause injury.

Possession of Fireworks

Possession shall mean situations where a student has on his person, within his personal property, within school property assigned to him or under his control, a substance that can be ignited to cause any form of expulsion prohibited under this Rule, while on school property or at a school sponsored or school-related activity.

Possession of Look-a-like Weapon

Possessing a look-a-like weapon, the object must closely resemble a real weapon in size, shape, and color even when examined up close.

Possession of Medications

(Preschool and Elementary Levels). Possession of prescribed or non-prescribed medications, or possession of prescribed or non-prescribed medications on school grounds during transportation to and from school, is prohibited. Elementary school students may possess and use inhalers, as well as glucose tablets, according to the provisions of Rule 5600.2.

Possession of Medications (Middle School Level). Possession of prescribed or non-prescribed medications, or possession of prescribed medications on school grounds during transportation to and from school, is prohibited. Middle school students may transport non-prescribed medications to and from school but must turn it into the nurse upon arrival at school. Middle school students may possess and use inhalers, as well as glucose tablets, according to the provisions of Rule 5600.2.

Possession of Medications (High School Level). Possession of prescribed medications is prohibited. High school students may possess non-prescribed medications, but they may not possess prescribed medications except in transport to and from school. Prescribed medications must be turned into the nurse upon arrival at school. High school students may possess and use glucose tablets and inhalers according to the provisions of Rule 5600.2.

Profanity and Obscenity

Written or oral language that is reasonably offensive or repulsive to the person hearing the same and which is disruptive of the educational process.

Public Indecency

Behavior resulting in public indecency (see definition). This subsection shall apply only to students above grade five (5). Neb. Rev. Stat. §79-267(7).

Pushing and Shoving

The act of pushing or shoving another individual or individuals which creates a material interference with school purposes and is a deviation from acceptable normative behavior.

Receiving Non-Prescribed Medications

Receiving non-prescription medications by high school students that are distributed by another student at school.

Repeated Offenses or Series of Prohibited Conduct

Two (2) or more violations of prohibited conduct, or violation of two (2) or more of the acts prohibited herein within the academic school year which constitute a substantial interference with school purposes. Neb. Rev. Stat. §79-267(11).

Secret Organizations/Gangs

Participation or membership in any secret fraternity, sorority, club, association, or organization is prohibited. The wearing of any ring, pin, or insignia of such a secret organization is also prohibited. Organizations or gangs which initiate, advocate, or promote violence, drug or alcohol use, sex, criminal activity, or activities which disrupt the school environment or threaten the safety or well-being of persons or geographic territory, unique appearance, or language, are a substantial disruption to and material interference with the educational environment and are prohibited. The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or other attributes indicates or implies membership in or affiliation with such a group, constitutes a substantial disruption to and material interference with the educational environment, and are prohibited.

Sexual Assault or Attempted Sexual Assault

Any sexual assault or attempt to sexually assault any person. Sexual assault shall mean sexual assault in the first or second degree as defined in Neb. Rev. Stat. §§28-319 and 320. Neb. Rev. Stat. §79-267(8). Sexually assaulting or attempting to sexually assault any person, provided the student has received a citation by a law enforcement officer which involves the offense subject to this subsection, the student admits that he or she has violated this subsection, or a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person.

Sexual Contact

The intentional touching of another person's sexual or intimate parts or the intentional touching of another person's clothing covering the immediate area of the other person's sexual or intimate parts, without the consent of the other person. Sexual contact also includes the non-consensual touching by the other person of the actor's sexual or intimate parts or the clothing covering the immediate area of the actor's sexual or intimate parts when such touching is intentionally caused by the actor. The sexual contact must be such that it can be reasonably construed as being for the purpose of sexual arousal or gratification of either party. Neb. Rev. Stat. §§28-318.

Sexual Harassment

Unwanted or unwelcome activity of a sexual nature which materially interferes with or substantially disrupts the educational process. This may include, but is not limited to, unwanted touching, pinching, patting, verbal comments of a sexual nature, sexual name-calling, pressure to engage in sexual activity, repeated propositions, written messages, notes, cartoons or graffiti of a sexual nature, and unwanted body contact.

Student Identification

Failure of a high school student to present the school approved student identification card upon the request of a district

Student Identification

Failure of a high school student to present the school approved student identification card upon the request of a district staff member while on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event.

Theft/Larceny

Stealing or attempting to steal property, or repeated theft of property. This will include school property lent to a student that is not returned upon demand by an authorized staff member and for which there is no reasonable justification for the failure to return the property. Neb. Rev. Stat. §79-267(2).

Threatening with an Object

Threatening with an object which looks like a weapon or an object that could be used to injure someone. To qualify as a look-a-like weapon, the object must closely resemble a real weapon in size, shape, and color even when examined up close.

Threats - Level One

Using a threat as part of a common expression or in a context that the recipient does not feel threatened, frightened, or coerced (e.g., Oh, I could just kill you for that or I will punch you in the nose).

Threats - Level Two

Using an expression or an implied or veiled threat with the intent of threatening, frightening, or coercing another and the recipient feels threatened, frightened, or coerced (e.g., I will kill you.).

Threats - Level Three

Threatening to kill or injure another person or threatening to damage property with potential for personal injury, without possessing a weapon or other object that could kill or injure the threatened or intimidated person and the student describes how it will be done, including any threats that concern dangerous chemical substances, biochemical attacks, or bioterrorism.

Tobacco - Possession of or use of

Possession or use of tobacco or tobacco products

Transportation of Medications

The possession, use, and transportation of prescribed and non-prescribed medications.

Truancy

Unauthorized absence from school. Neb. Rev. Stat. §§79-201 and 209

Unlawful Activity

Engaging in any unlawful activity not specifically covered herein, which constitutes a danger to other students or school personnel, or interferes with school purposes or the educational process. Neb. Rev. Stat. §79-267(9).

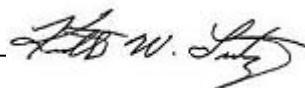
Use of Fireworks

Use or lighting of firecrackers or fireworks of any description.

AGENDA SUMMARY SHEET**AGENDA ITEM:** Strategic Planning Update**MEETING DATE:** September 4, 2012**DEPARTMENT:** Office of the Superintendent**TITLE AND BRIEF DESCRIPTION:** Strategic Planning Update Report**ACTION DESIRED:** APPROVAL ____ DISCUSSION ____ INFORMATION ONLY XX**BACKGROUND:**

The attached plan is a draft of the new strategic plan. The next steps in the process include:

- Picking a team of administrators, teachers and parents for each of the two action teams
- Meeting 8-10 times over the next 4 months to develop action plans for each strategy
- Re-convening the strategic planning team on January 3, (8:00 – 5:00) to review all action plans
- Bringing the final plan to the board for approval in February.
- Budgeting for approved action plans through our normal process

OPTIONS AND ALTERNATIVES CONSIDERED: None**RECOMMENDATION:****RESPONSIBLE PERSON:** Angelo Passarelli**SUPERINTENDENT'S APPROVAL:** _____**BOARD ACTION:**

MPS Strategic Plan Update

August 6 and 7, 2012

DRAFT

Beliefs

We believe:

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

Parameters

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

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

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

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

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

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

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

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

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

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

Mission

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

Objectives

- All students will meet or exceed district and state standards; the achievement gap between subgroups will decrease annually; and overall performance on district and state assessments will increase annually.
- Each student will set and achieve challenging educational and career goals tailored to his/her abilities, interests and aspirations.
- The percentage of students participating in and performing at high levels on measures of national and/or international educational excellence will increase annually.
- All students will develop and consistently demonstrate character traits and positive behaviors necessary for personal excellence and responsible citizenship.

Threats

Unless we find a way to embrace and adapt technology to be an asset to learning, then we lose engagement.

Unless we find a way to address common cores state standards and high stakes, we will lose our momentum.

Unless we find a way to engage the community in supporting funding sources, then our ability to deliver a world class education is in jeopardy.

Unless we find a way to reallocate resources and redefine program and instructional strategies to address the shifting demographics in our district, then we will fail to meet our mission.

Unless we find a way to prepare and plan for a continuous increase in changing demographics (poverty and ELL), then we will lose the ability to provide a world class education for each student.

Opportunities

If only we can capitalize on the district's culture of high stakes graduation and state and national standard and assessment efforts, then we can consolidate and simplify testing to assure all students are college and career ready.

If only we can continue to capitalize on individualized instructional approach (RTI+I), then we could guarantee each student's personal excellence.

If only we can capitalize on our partnership with our families, then we could open communication, strengthen trust and find new opportunities for collaboration.

If only we can capitalize on the abundance of ever changing technology to better impact teaching and learning, then we can better prepare students for the ever changing world and workforce.

If only we can capitalize on the instructional opportunities available through technology, then we could further engage, customize learning experience and provide extended learning opportunities for students.

Strategies

1. We will address financial challenges facing our district in order for us to achieve our mission and objectives.
2. **We will develop and implement plans utilizing instructional best practices, formative and summative assessments and student data designed to ensure that all students are college and career ready. This is a new strategy and action team.**
3. We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship. **This is a new action team.**

AGENDA SUMMARY SHEET

AGENDA ITEM: State Reading, Math, Science, & Writing Assessment Results 2011-2012

Meeting Date: September 4, 2012

Department: Educational Services
Assessment, Research, and Evaluation

Title and Brief Description: Aggregate results of the 2012 State Reading Assessment, State Math Assessment, State Science Assessment, and State Writing Assessment. Disaggregated data is embargoed until the release of the State of the Schools Report.

Action Desired: Approval ___ Discussion ___ Information Only X

Background: As a requirement for the Nebraska Department of Education and for federal No Child Left Behind, each spring students in grades 3, 4, 5, 6, 7, 8, and 11 are required to participate in state reading and math testing, students in grades 5, 8, and 11 participate in state science testing, and students in grades 4, 8, 11 in state writing.

Options/Alternatives Considered:

N/A

Recommendations: Use data immediately to help determine effectiveness of the district reading, math, science, and writing programs.

Strategic Plan

Reference: Supports the mission of the district.

Implications of Adoption/Rejection: N/A

Timeline: N/A

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

Superintendent's Signature: _____  _____



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2012**

GRADE 3

DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

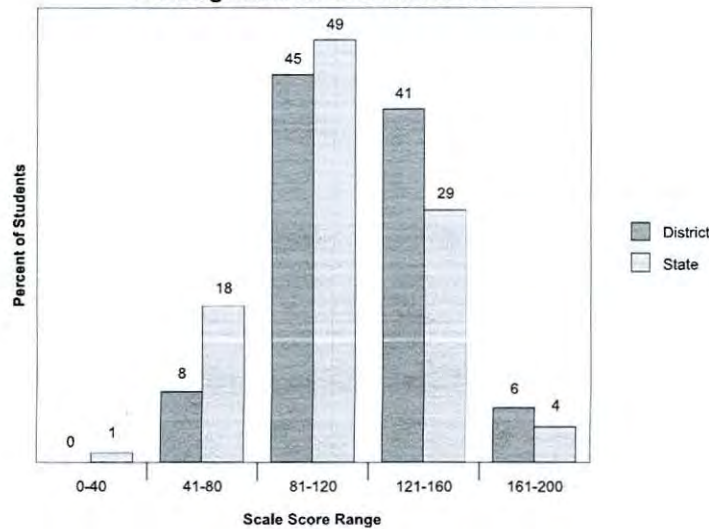
An indicator is the measurable student demonstration of the state content standards.

District Reading Statistics	
Number of Students	1692
Scale Scores	
Mean	120
Median	120
Mode	141
Standard Deviation	029
Range	175
High Score	200
Low Score	025
25 th Percentile	102
75 th Percentile	141

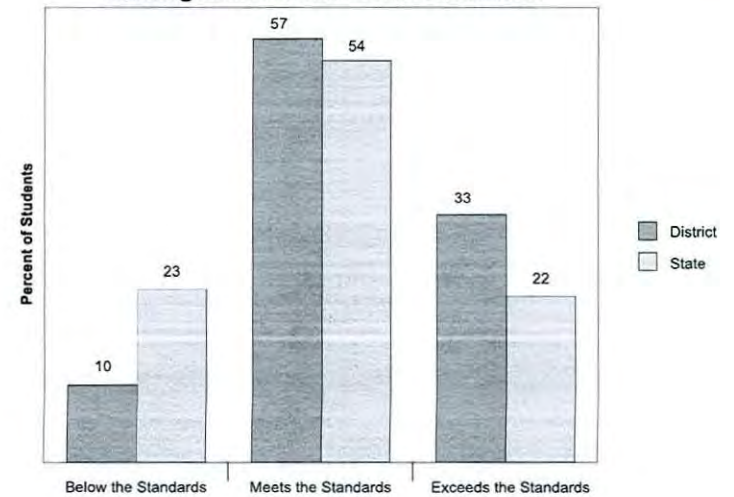
Reading Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Apply Knowledge of Word Structure Elements	4		3.6	3.3
Identify Author's Purpose	3		2.7	2.4
Identify Elements of Narrative Text	4		3.4	3.1

Reading Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Retell and Summarize Main Idea	4		2.6	2.4
Identify Literary Devices	2		1.3	1.1
Generate/Answer Questions	6		4.1	3.8

Reading Scale Score Distribution



Reading Performance Level Distribution





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2012**

GRADE 4

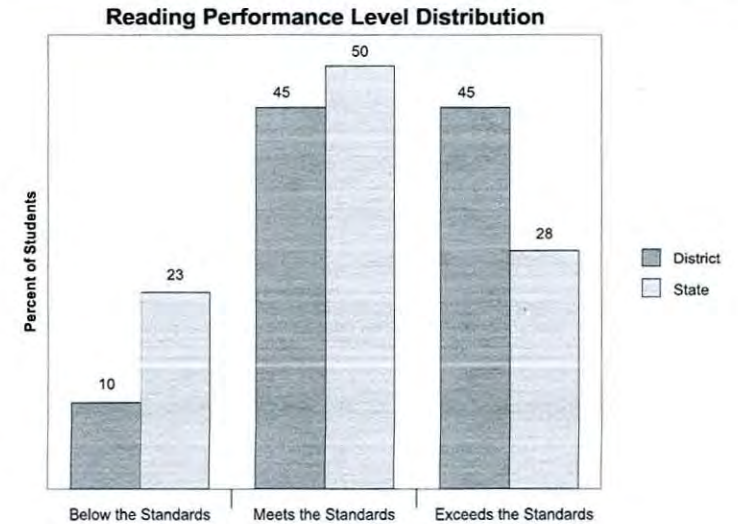
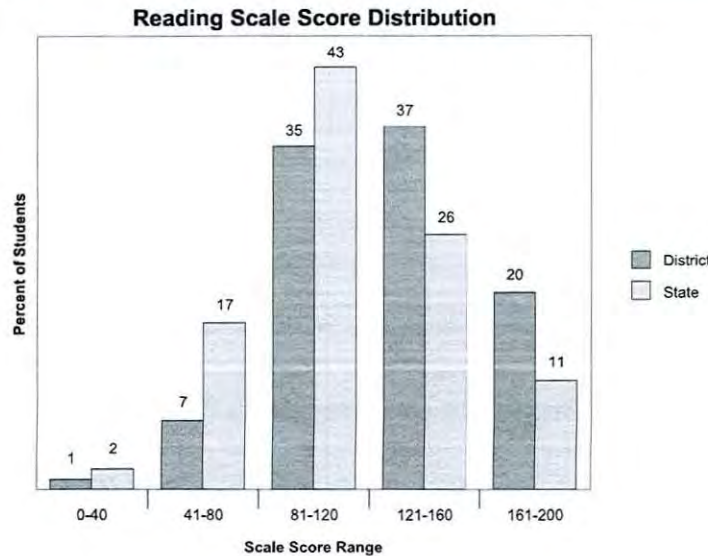
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

An indicator is the measurable student demonstration of the state content standards.

District Reading Statistics	
Number of Students	1728
Scale Scores	
Mean	129
Median	130
Mode	154
Standard Deviation	035
Range	175
High Score	200
Low Score	025
25 th Percentile	108
75 th Percentile	154

Reading Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Identify Author's Purpose	1		0.9	0.7
Identify Elements of Narrative Text	5		4.0	3.6
Identify Semantic Relationships	5		4.0	3.5

Reading Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Describe Narrative and Informational Genre	3		1.9	1.7
Identify Literary Devices	4		2.7	2.3
Apply Knowledge of Word Structure Elements	5		3.5	3.2





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2012**

GRADE 5

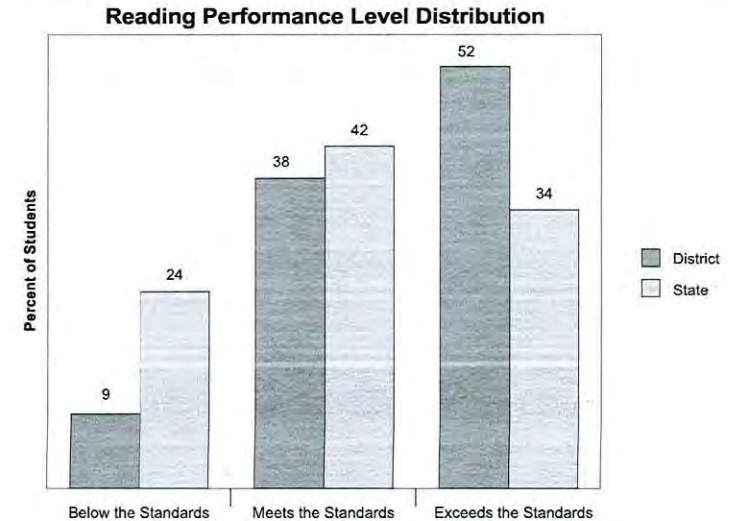
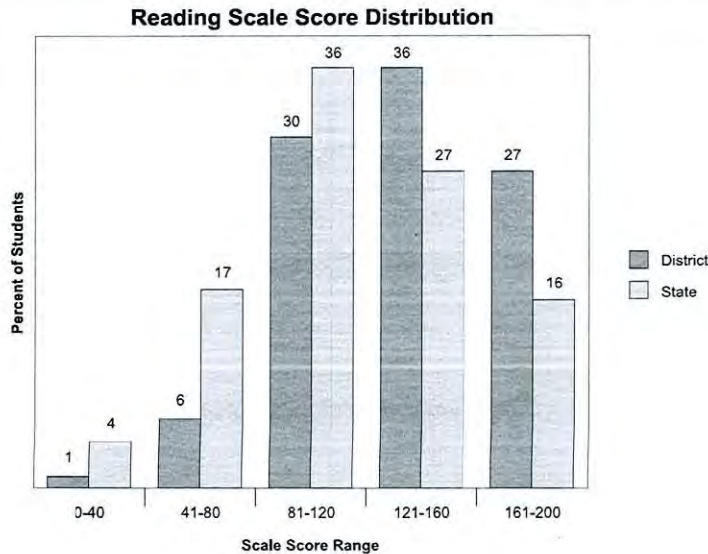
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

An indicator is the measurable student demonstration of the state content standards.

District Reading Statistics	
Number of Students	1754
Scale Scores	
Mean	134
Median	135
Mode	153
Standard Deviation	037
Range	190
High Score	200
Low Score	010
25 th Percentile	110
75 th Percentile	161

Reading Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Apply Knowledge of Text Features	4		3.5	3.1
Select and Apply Knowledge of Context Clues	4		3.3	3.0
Summarize Narrative Text	4		3.3	2.9

Reading Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Identify Semantic Relationships	4		2.4	2.1
Apply Knowledge of Word Structure Elements	4		2.6	2.3
Identify and Explain Use of Literary Devices	3		2.1	1.7





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2012**

GRADE 6

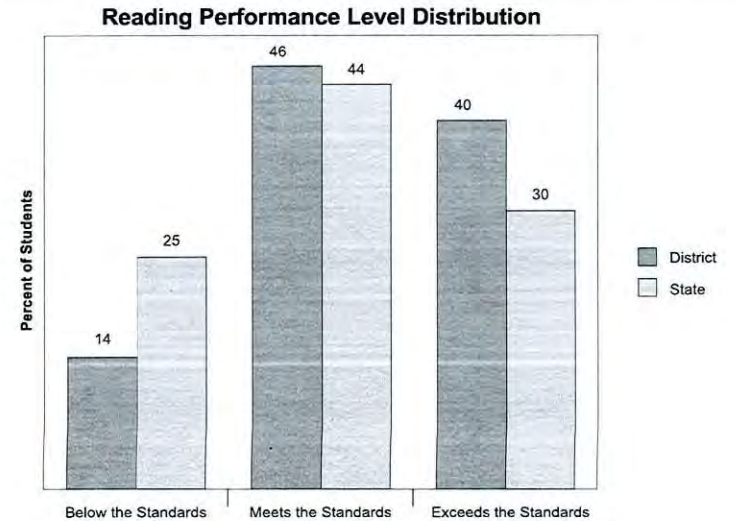
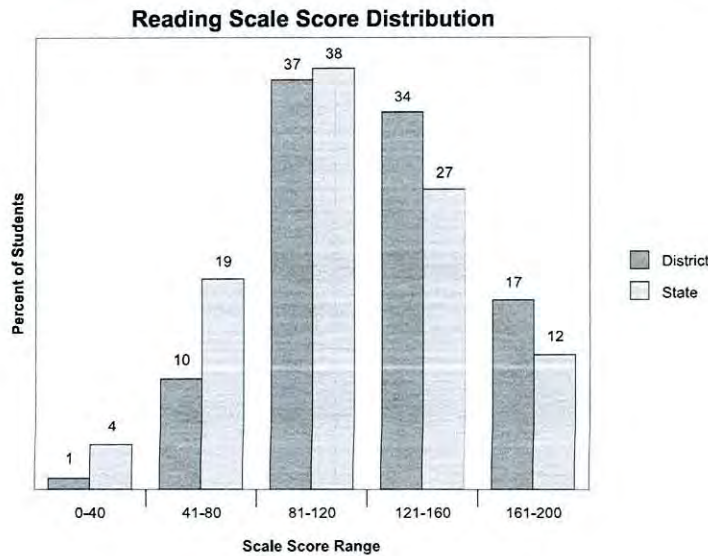
DISTRICT: MILLARD PUBLIC SCHOOLS (28-0017-000)

An indicator is the measurable student demonstration of the state content standards.

District Reading Statistics	
Number of Students	1715
Scale Scores	
Mean	125
Median	125
Mode	142
Standard Deviation	037
Range	199
High Score	200
Low Score	001
25 th Percentile	098
75 th Percentile	149

Reading Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Summarize Narrative Text	3		2.5	2.3
Describe Narrative and Informational Genre	3		2.5	2.3
Select and Apply Knowledge of Context Clues	4		3.3	3.1

Reading Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Identify Semantic Relationships	3		1.8	1.5
Apply Knowledge of Word Structure Elements	4		2.5	2.3
Apply Knowledge of Organizational Patterns	4		2.8	2.7





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2012**

GRADE 7

DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

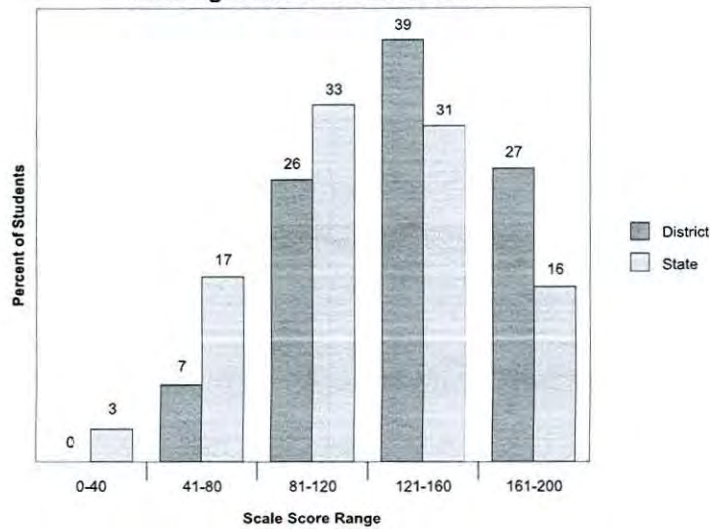
An indicator is the measurable student demonstration of the state content standards.

District Reading Statistics	
Number of Students	1664
Scale Scores	
Mean	135
Median	136
Mode	155
Standard Deviation	036
Range	200
High Score	200
Low Score	000
25 th Percentile	109
75 th Percentile	162

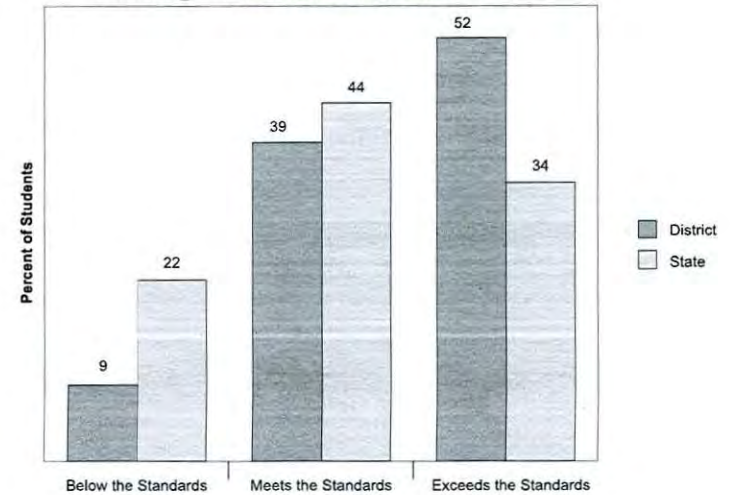
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Determine Meaning of Words through Structural Analysis	3		2.6	2.4
Identify and Analyze Elements of Narrative Text	5		4.2	3.8
Analyze Author's Use of Literary Devices	4		3.2	2.5

Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Apply Knowledge of Organizational Patterns	4		2.6	2.4
Select and Apply Appropriate Context Clues	5		3.4	3.0
Analyze Semantic Relationships	4		2.9	2.5

Reading Scale Score Distribution



Reading Performance Level Distribution





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2012**

GRADE 8

DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

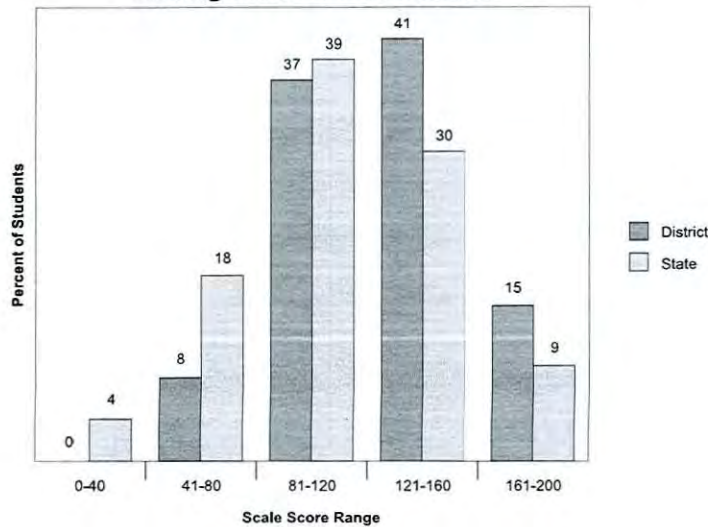
An indicator is the measurable student demonstration of the state content standards.

District Reading Statistics	
Number of Students	1661
Scale Scores	
Mean	125
Median	122
Mode	148
Standard Deviation	032
Range	183
High Score	200
Low Score	017
25 th Percentile	102
75 th Percentile	148

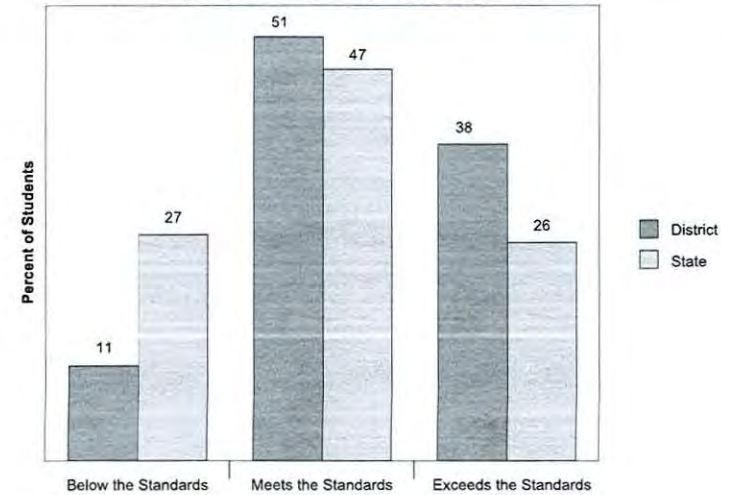
Reading Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Select and Apply Appropriate Context Clues	4		3.6	3.3
Apply Knowledge of Organizational Patterns	5		4.2	3.7
Determine Meaning of Words through Structural Analysis	3		2.5	2.1

Reading Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Analyze Semantic Relationships	4		2.5	2.3
Analyze Author's Use of Literary Devices	4		2.7	2.3
Apply Knowledge of Text Features	4		2.7	2.3

Reading Scale Score Distribution



Reading Performance Level Distribution





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2012**

GRADE 11

DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

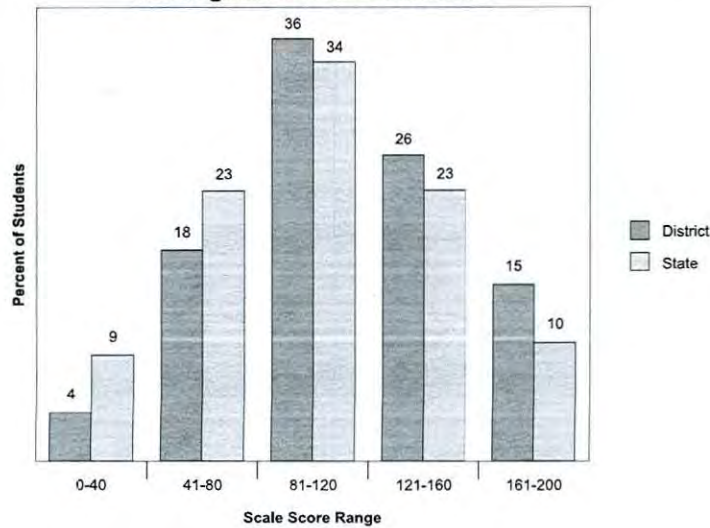
An indicator is the measurable student demonstration of the state content standards.

District Reading Statistics	
Number of Students	1660
Scale Scores	
Mean	113
Median	111
Mode	142
Standard Deviation	043
Range	200
High Score	200
Low Score	000
25 th Percentile	083
75 th Percentile	142

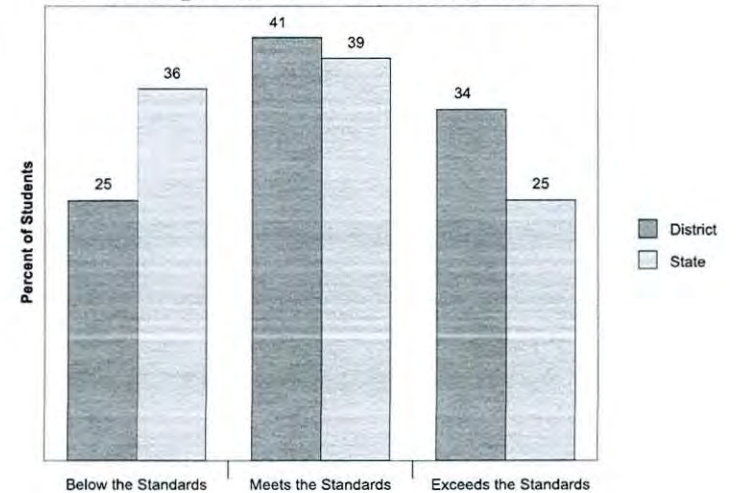
Reading Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Apply Knowledge of Organizational Patterns	5		3.9	3.6
Generate/Answer Questions	6		4.5	4.3
Analyze Author's Use of Literary Devices	4		2.9	2.7

Reading Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Make Inferences based on Narrative and Informational Genre	3		1.6	1.5
Determine Meaning of Words through Structural Analysis	2		1.3	1.2
Apply Knowledge of Text Features	4		2.7	2.4

Reading Scale Score Distribution



Reading Performance Level Distribution





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2012**

GRADE 3

DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

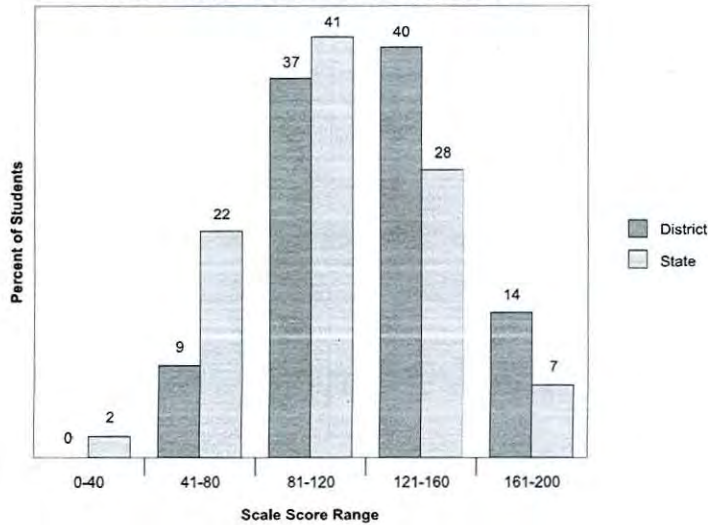
An indicator is the measurable student demonstration of the state content standards.

District Mathematics Statistics	
Number of Students	1692
Scale Scores	
Mean	126
Median	124
Mode	134
Standard Deviation	034
Range	173
High Score	200
Low Score	027
25 th Percentile	105
75 th Percentile	148

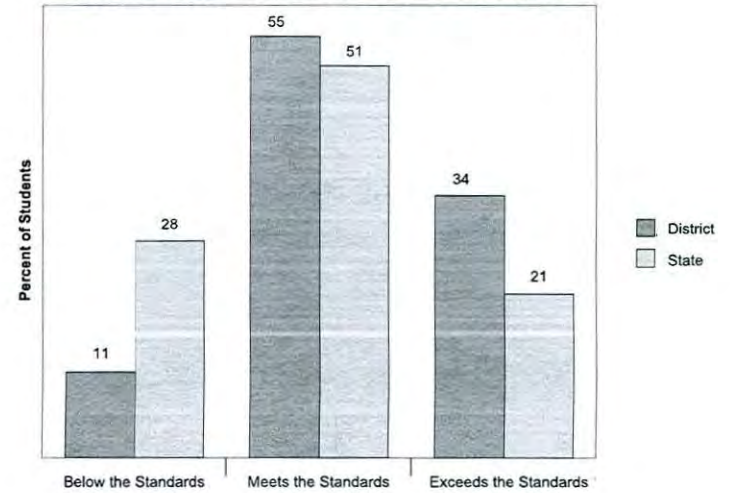
Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Numeric and non-numeric patterns	2		1.8	1.7
Congruent two-dimensional figures	2		1.8	1.6
Represent data using bar graphs	3		2.6	2.5

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Appropriate customary unit	2		1.4	1.3
Parts of whole and set	5		3.7	3.3
Meaning of multiplication	2		1.5	1.3

Mathematics Scale Score Distribution



Mathematics Performance Level Distribution





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2012**

GRADE 4

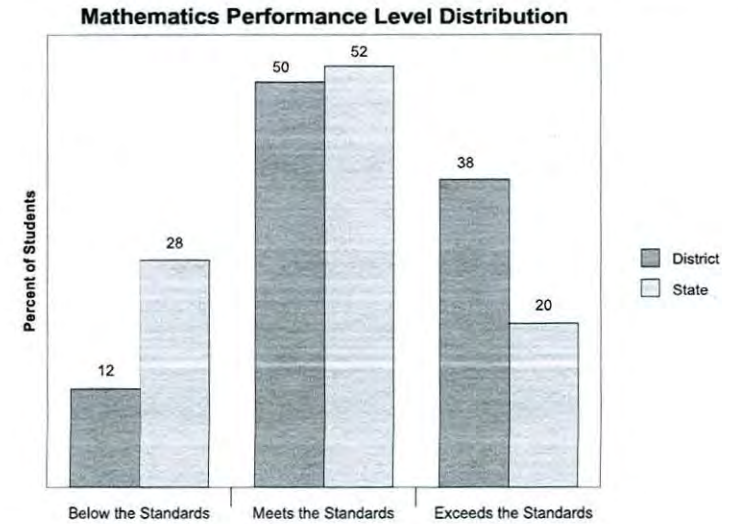
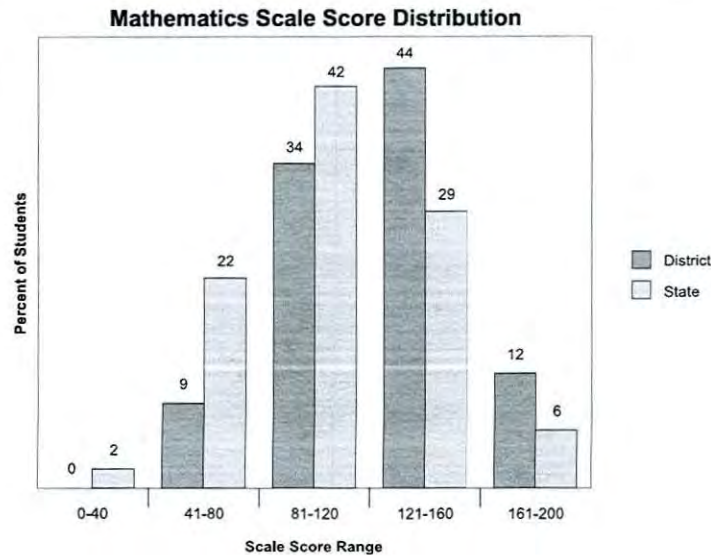
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

An indicator is the measurable student demonstration of the state content standards.

District Mathematics Statistics	
Number of Students	1733
Scale Scores	
Mean	125
Median	125
Mode	144
Standard Deviation	035
Range	200
High Score	200
Low Score	000
25 th Percentile	100
75 th Percentile	144

Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Ordered pair of a plotted point	1		1.0	1.0
Different representations of the same data	3		2.7	2.6
Appropriate operational and relational symbols	2		1.8	1.7

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Meaning of division	1		0.6	0.5
Interpret data	2		1.3	1.1
Mentally compute multiplication and division	3		2.0	1.7





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2012**

GRADE 5

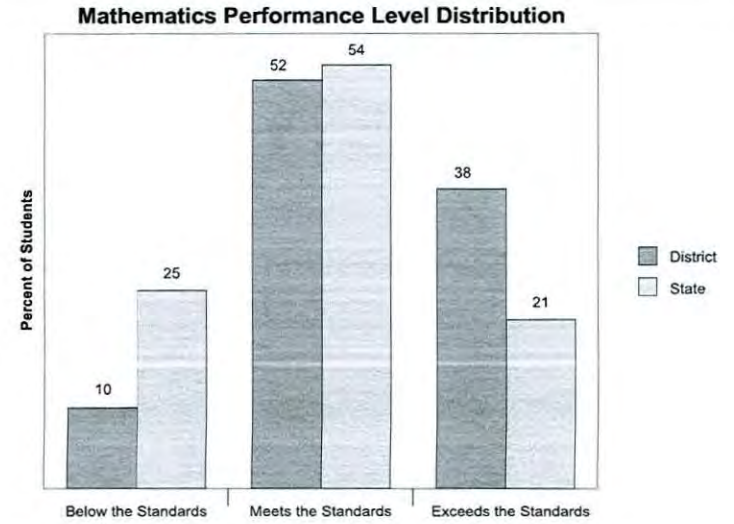
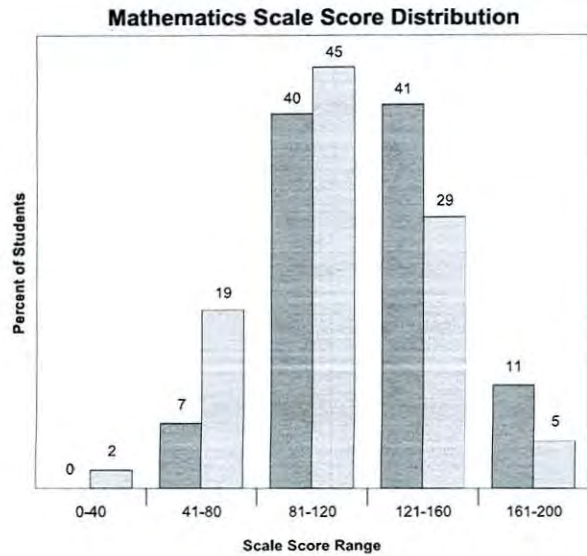
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

An indicator is the measurable student demonstration of the state content standards.

District Mathematics Statistics	
Number of Students	1755
Scale Scores	
Mean	125
Median	124
Mode	151
Standard Deviation	033
Range	177
High Score	200
Low Score	023
25 th Percentile	101
75 th Percentile	144

Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Likelihood of an event	2		1.8	1.7
Location of an ordered pair	2		1.8	1.5
Factors and multiples	1		0.9	0.8

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Equivalent representations	2		1.2	1.0
Distributive property	2		1.3	1.0
Area of rectangles and squares	2		1.4	1.2





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2012**

GRADE 6

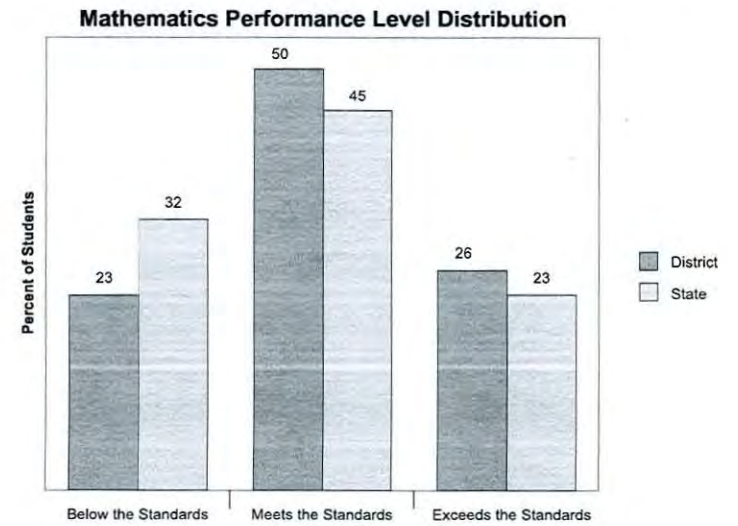
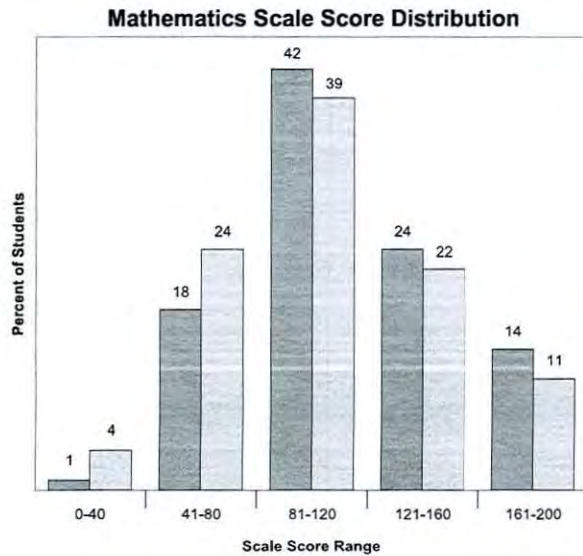
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

An indicator is the measurable student demonstration of the state content standards.

District Mathematics Statistics	
Number of Students	1716
Scale Scores	
Mean	114
Median	109
Mode	175
Standard Deviation	038
Range	177
High Score	200
Low Score	023
25 th Percentile	087
75 th Percentile	139

Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Properties of equality	1		0.9	0.9
Estimation methods	2		1.7	1.5
Algebraic expressions from words and tables	3		2.5	2.3

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Volume of rectangular prisms	3		1.8	1.8
Find experimental probability	1		0.6	0.5
Two-dimensional drawings	2		1.3	1.3





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2012**

GRADE 7

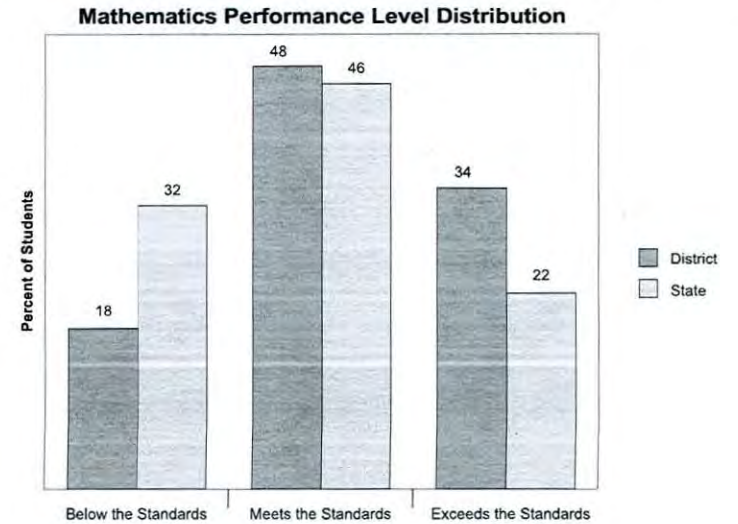
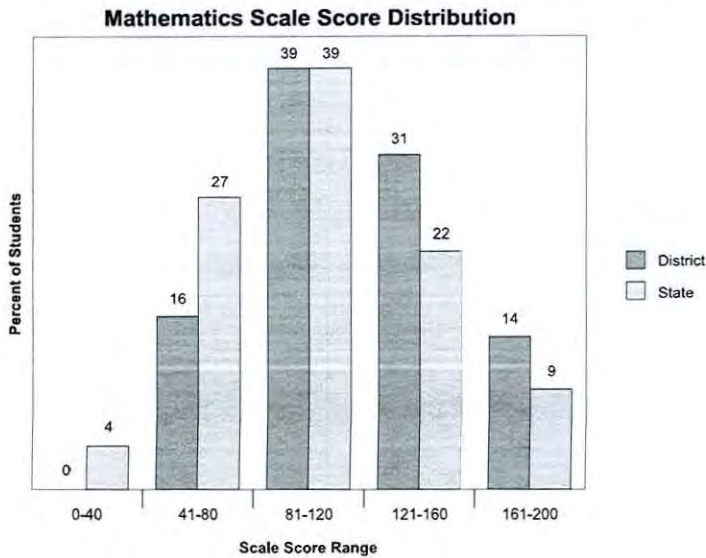
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

An indicator is the measurable student demonstration of the state content standards.

District Mathematics Statistics	
Number of Students	1662
Scale Scores	
Mean	119
Median	117
Mode	148
Standard Deviation	037
Range	200
High Score	200
Low Score	000
25 th Percentile	092
75 th Percentile	142

Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Distance between points along lines	2		1.8	1.7
Order of operations	3		2.6	2.4
Compute with integers	3		2.6	2.3

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Probability of independent compound events	2		1.1	0.9
Area and circumference	4		2.4	2.2
Percents of numbers	3		1.9	1.8





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2012**

GRADE 8

DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

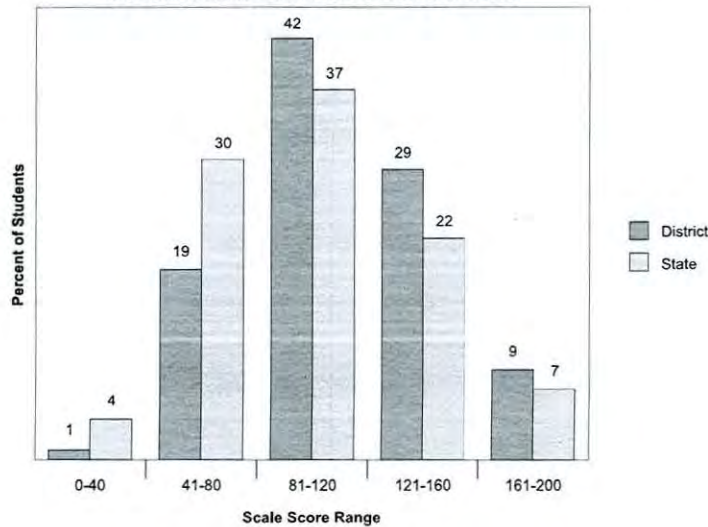
An indicator is the measurable student demonstration of the state content standards.

District Mathematics Statistics	
Number of Students	1662
Scale Scores	
Mean	111
Median	108
Mode	124
Standard Deviation	035
Range	182
High Score	200
Low Score	018
25 th Percentile	086
75 th Percentile	132

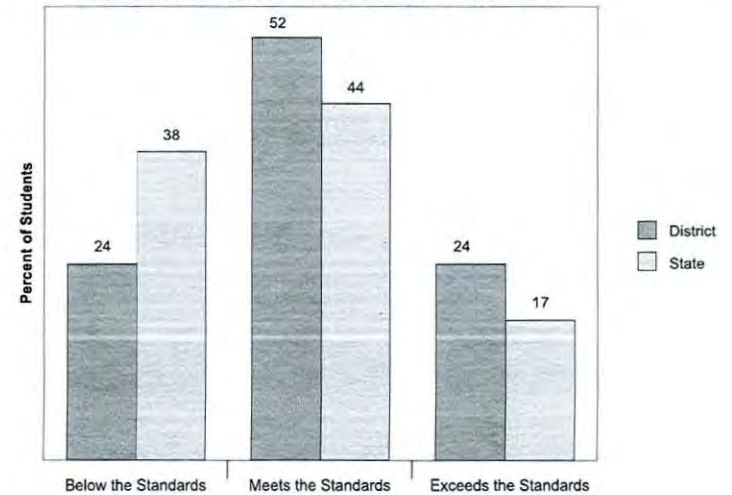
Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Estimation methods	2		1.7	1.5
Interior angles of a triangle	3		2.5	2.2
Complementary events	3		2.4	2.1

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Two-step inequalities	3		1.8	1.5
Independent compound events	1		0.6	0.5
Compute with rational numbers	3		1.9	1.7

Mathematics Scale Score Distribution



Mathematics Performance Level Distribution





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2012**

GRADE 11

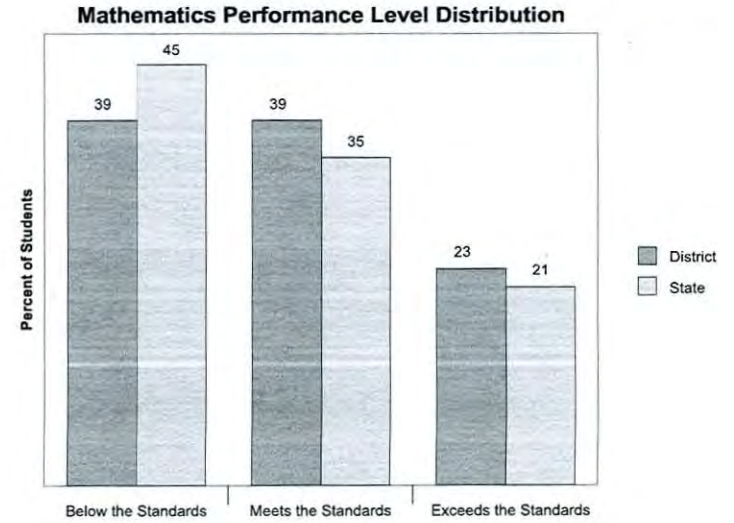
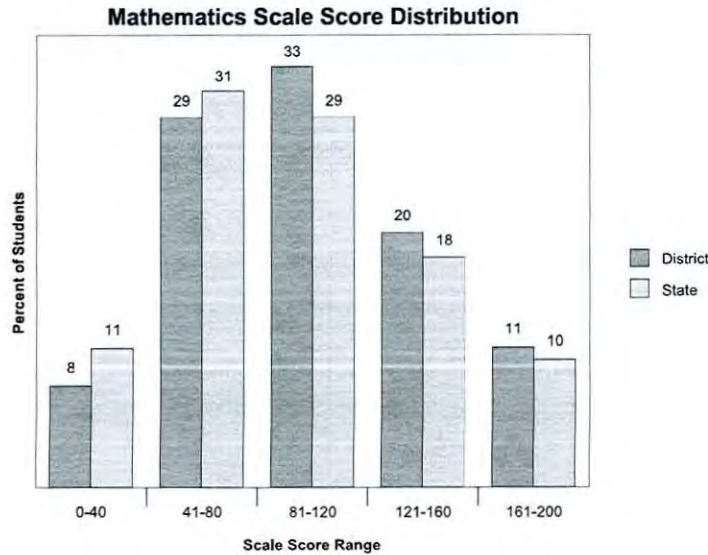
DISTRICT: MILLARD PUBLIC SCHOOLS (28-0017-000)

An indicator is the measurable student demonstration of the state content standards.

District Mathematics Statistics	
Number of Students	1661
Scale Scores	
Mean	101
Median	097
Mode	154
Standard Deviation	043
Range	200
High Score	200
Low Score	000
25 th Percentile	067
75 th Percentile	132

Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Multiply and divide polynomials	2		1.6	1.5
Rate of change	3		2.3	2.2
Quantitative relationships	2		1.5	1.5

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
Coordinate geometry	3		1.4	1.5
Right triangle relationships	3		1.5	1.5
Distance formula	1		0.5	0.6





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT SCIENCE GRADE LEVEL STANDARD SUMMARY
SPRING 2012**

GRADE 5

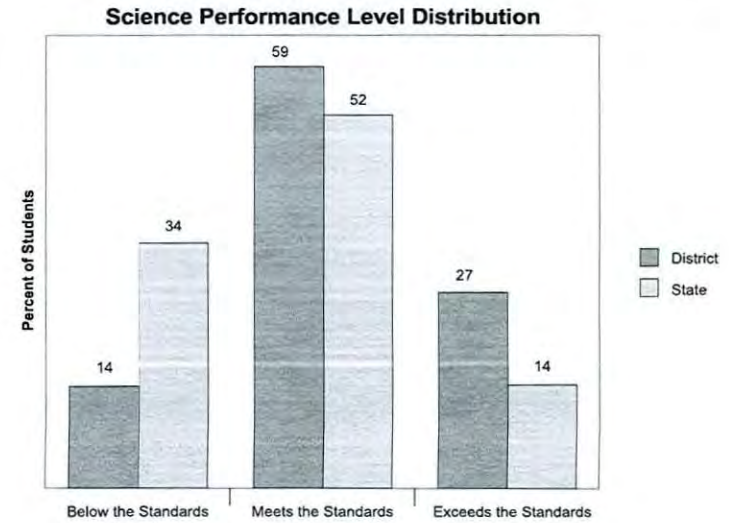
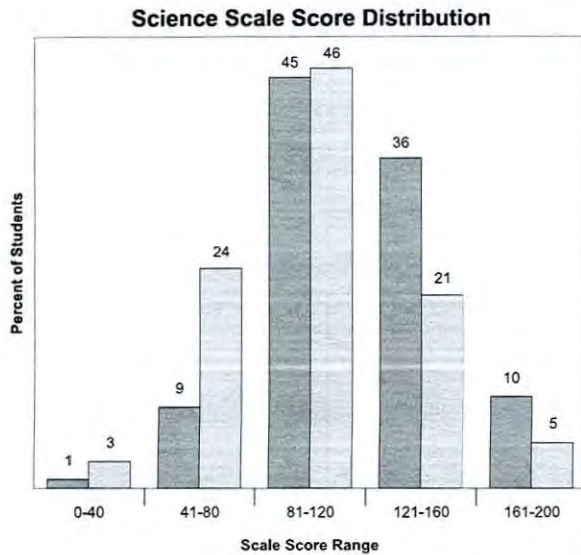
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

A grade level standard is the measurable student demonstration of the state content standards.

District Science Statistics	
Number of Students	1754
Scale Scores	
Mean	119
Median	119
Mode	133
Standard Deviation	031
Range	200
High Score	200
Low Score	000
25 th Percentile	096
75 th Percentile	140

Science Grade Level Standards with Highest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
Changes in Organisms	2		1.7	1.5
Scientific Inquiry	9		7.5	6.8
Changes in Earth	3		2.4	2.0

Science Grade Level Standards with Lowest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
Characteristics of Living Things	3		2.1	1.8
Characteristics, Patterns, and Changes in the Sky	2		1.4	1.3
Properties of Matter	5		3.7	3.3





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT SCIENCE GRADE LEVEL STANDARD SUMMARY
SPRING 2012**

GRADE 8

DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

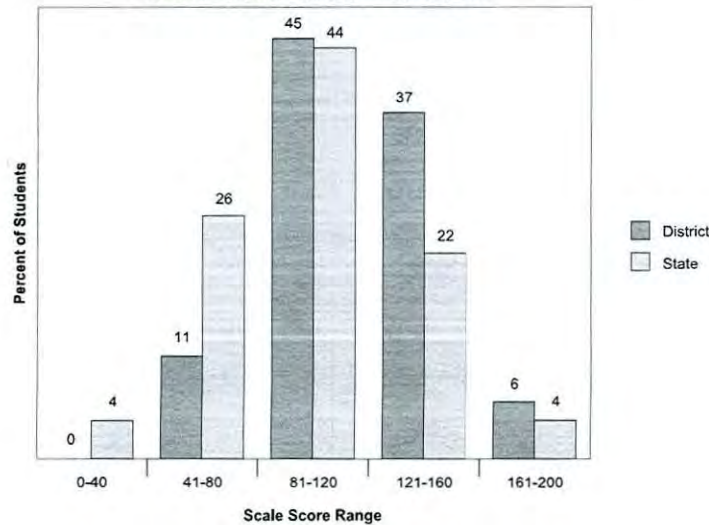
A grade level standard is the measurable student demonstration of the state content standards.

District Science Statistics	
Number of Students	1666
Scale Scores	
Mean	117
Median	115
Mode	131
Standard Deviation	030
Range	179
High Score	200
Low Score	021
25 th Percentile	097
75 th Percentile	135

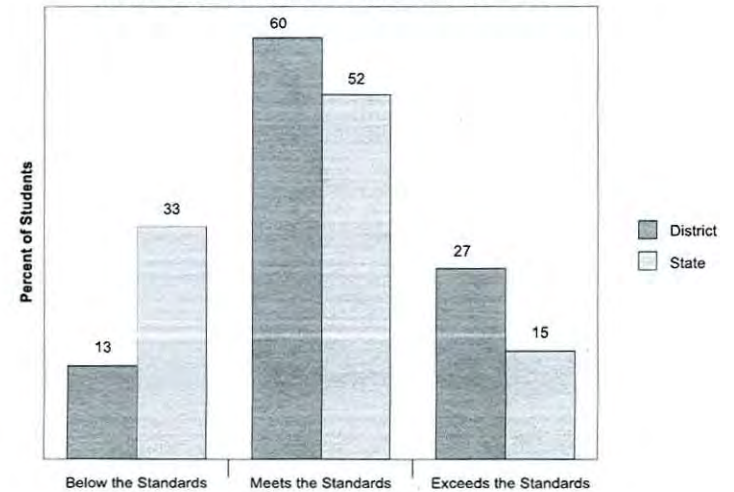
Science Grade Level Standards with Highest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
Characteristics of Organisms	4		3.6	3.2
Structure and Function of Living Organisms	6		5.2	4.7
Earth and the Solar System	5		4.3	3.7

Science Grade Level Standards with Lowest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
Forces and Motion	4		2.2	1.9
Scientific Inquiry	8		4.8	4.4
Energy Systems and Matter	5		3.4	3.2

Science Scale Score Distribution



Science Performance Level Distribution





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT SCIENCE GRADE LEVEL STANDARD SUMMARY
SPRING 2012**

GRADE 11

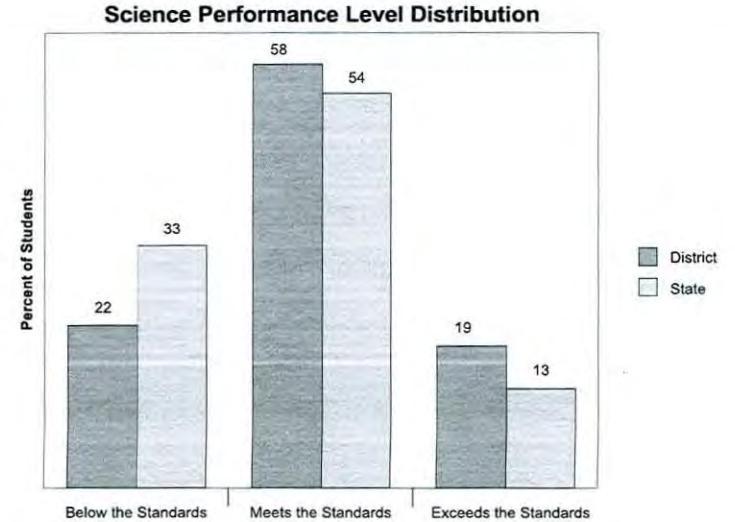
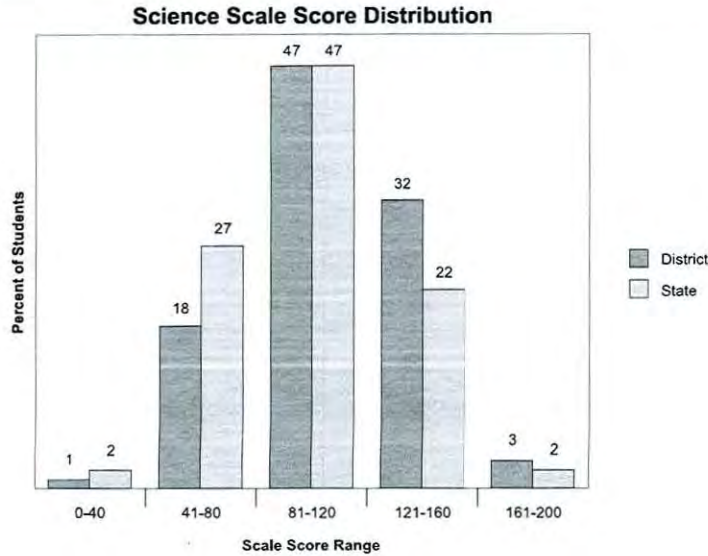
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

A grade level standard is the measurable student demonstration of the state content standards.

District Science Statistics	
Number of Students	1659
Scale Scores	
Mean	107
Median	107
Mode	127
Standard Deviation	029
Range	200
High Score	200
Low Score	000
25 th Percentile	088
75 th Percentile	127

Science Grade Level Standards with Highest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
Reproduction and Heredity	5		3.7	3.4
Organisms and Their Environment	3		2.2	1.9
Theory of Biological Evolution	4		2.9	2.6

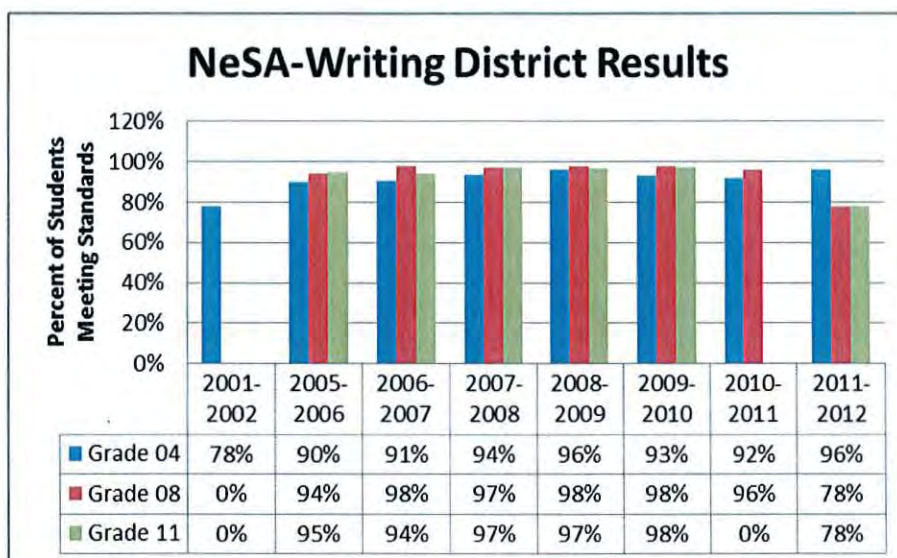
Science Grade Level Standards with Lowest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
Energy Systems	6		3.3	2.9
Field Forces and Matter	6		3.9	3.7
Earth's Structure, Systems, and Processes	4		2.6	2.4



State Writing

State Writing Standards were not assessed in grades 8 and 11 in 2001-2002. In 2010-2011, 11th graders participated in NeSA-Writing Pilot testing. No district or individual results are available for 11th graders in 2010-2011.

A new analytic rubric replaced the holistic rubric in 8th and 11th grade in 2011-2012. The drop in performance is as expected with a new scoring method. We anticipate a gradual rise in student performance. A new rubric will be used in 4th grade this upcoming 2012-2013 year.



READING 3rd grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Bennington	125	114	6%	94%
Elkhorn	122	525	10%	90%
Millard	120	1712	11%	89%
Papillion-LaVista	118	793	13%	87%
Gretna	112	269	16%	84%
Westside	117	449	16%	84%
Lincoln	116	2933	18%	82%
Bellevue	108	707	24%	76%
Spring/Platte (46)	108	72	28%	72%
Ralston	103	210	28%	72%
OPS	98	3926	36%	64%
DC West	100	36	36%	63%

MATH 3rd grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Millard	125	1712	11%	89%
DC West	110	36	14%	86%
Elkhorn	121	525	15%	86%
Spring/Platte (46)	112	73	19%	81%
Bennington	120	114	20%	80%
Westside	119	450	20%	80%
Papillion-LaVista	115	793	21%	78%
Gretna	111	270	24%	77%
Lincoln	114	2939	24%	76%
Bellevue	107	707	28%	72%
Ralston	100	212	34%	66%
OPS	96	3947	41%	60%

By percent of students Meets/Exceeds highest to lowest

READING 4th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
DC West	135	49	6%	94%
Elkhorn	131	489	7%	93%
Bennington	127	130	8%	92%
Spring/Platte (46)	126	74	8%	92%
Millard	129	1746	10%	89%
Gretna	117	260	14%	86%
Papillion-LaVista	119	841	15%	85%
Westside	119	459	17%	84%
Lincoln	121	2677	17%	83%
Bellevue	104	705	28%	72%
Ralston	100	195	31%	69%
OPS	99	3835	35%	66%

MATH 4th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
DC West	149	49	0%	100%
Spring/Platte (46)	121	74	7%	94%
Bennington	119	130	11%	89%
Millard	125	1750	12%	88%
Elkhorn	119	488	15%	86%
Papillion-LaVista	112	842	18%	82%
Gretna	111	260	19%	81%
Lincoln	115	2683	21%	79%
Westside	114	460	21%	79%
Bellevue	96	702	39%	61%
OPS	92	3864	45%	55%
Ralston	90	196	46%	54%

By percent of students Meets/Exceeds highest to lowest

READING 5th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Gretna	133	267	6%	94%
Spring/Platte (46)	125	61	10%	90%
Bennington	128	126	10%	90%
Elkhorn	135	475	10%	90%
Millard	134	1778	10%	90%
Westside	132	439	14%	86%
Papillion-LaVista	124	708	15%	85%
Lincoln	120	2704	21%	79%
DC West	123	49	22%	78%
Bellevue	108	675	25%	75%
Ralston	109	235	26%	73%
OPS	103	3694	35%	65%

MATH 5th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
DC West	129	49	4%	96%
Gretna	122	267	10%	90%
Millard	125	1779	10%	90%
Bennington	114	126	14%	86%
Westside	123	441	14%	86%
Elkhorn	114	475	16%	84%
Papillion-LaVista	114	709	17%	83%
Spring/Platte (46)	113	61	20%	81%
Lincoln	114	2713	21%	78%
Bellevue	100	675	34%	67%
Ralston	99	236	35%	65%
OPS	95	3716	40%	61%

By percent of students Meets/Exceeds highest to lowest

SCIENCE 5th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Bennington	118	126	7%	93%
Elkhorn	120	475	12%	88%
Millard	119	1777	14%	86%
Westside	121	441	15%	85%
Gretna	116	267	15%	85%
DC West	104	49	22%	77%
Papillion-LaVista	106	709	26%	74%
Spring/Platte (46)	106	61	30%	70%
Bellevue	98	676	37%	63%
Ralston	97	236	42%	59%
Lincoln	93	2713	43%	57%
OPS	85	3714	54%	46%

READING 6th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Elkhorn	129	452	10%	89%
Bennington	126	106	13%	87%
Millard	125	1733	14%	87%
Spring/Platte (46)	126	78	14%	86%
Westside	127	462	14%	86%
Papillion-LaVista	124	795	15%	85%
Gretna	125	249	16%	84%
Lincoln	119	2672	21%	79%
Bellevue	112	708	22%	77%
DC West	123	48	25%	75%
Ralston	114	205	25%	75%
OPS	104	3602	33%	67%

MATH 6th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
DC West	126	48	15%	86%
Elkhorn	123	451	17%	84%
Westside	121	461	20%	81%
Papillion-LaVista	118	794	21%	78%
Millard	114	1734	23%	76%
Lincoln	115	2682	25%	74%
Bennington	110	106	27%	73%
Spring/Platte (46)	107	78	32%	68%
Gretna	104	249	34%	66%
Ralston	103	205	36%	63%
Bellevue	96	708	42%	58%
OPS	93	3620	46%	54%

By percent of students Meets/Exceeds highest to lowest

READING 7th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Spring/Platte (46)	147	74	4%	96%
Gretna	131	241	8%	92%
Millard	135	1681	9%	91%
Elkhorn	133	435	10%	90%
Bennington	130	80	11%	89%
Bellevue	123	766	14%	86%
Ralston	122	225	15%	86%
Papillion-LaVista	126	702	16%	85%
Westside	125	438	18%	83%
Lincoln	124	2508	17%	82%
DC West	112	42	19%	81%
OPS	98	3344	40%	60%

MATH 7th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Spring/Platte (46)	131	74	8%	92%
Elkhorn	125	435	12%	88%
Westside	129	436	13%	87%
Millard	119	1679	18%	82%
Gretna	114	241	19%	81%
Papillion-LaVista	110	702	25%	76%
Lincoln	113	2510	25%	74%
Bellevue	104	766	29%	71%
Bennington	108	80	31%	69%
Ralston	100	227	33%	66%
DC West	98	42	36%	64%
OPS	81	3361	58%	42%

By percent of students Meets/Exceeds highest to lowest

READING 8th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Bennington	129	82	2%	98%
Elkhorn	132	447	4%	96%
Millard	125	1688	11%	89%
Gretna	128	209	11%	89%
Spring/Platte (46)	122	77	12%	88%
Bellevue	118	702	18%	81%
Papillion-LaVista	117	732	20%	80%
Westside	117	477	21%	79%
DC West	110	52	23%	77%
Lincoln	115	2376	22%	77%
Ralston	106	207	30%	69%
OPS	88	3263	50%	50%

MATH 8th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Elkhorn	132	447	9%	91%
Spring/Platte (46)	116	77	18%	82%
Gretna	112	209	18%	82%
Westside	120	477	21%	79%
Bennington	111	82	23%	77%
Millard	111	1688	24%	76%
Bellevue	103	701	31%	69%
Papillion-LaVista	100	732	34%	66%
Lincoln	104	2381	34%	66%
DC West	98	52	42%	58%
Ralston	84	210	55%	45%
OPS	75	3272	68%	33%

By percent of students Meets/Exceeds highest to lowest

SCIENCE 8th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Bennington	120	82	1%	99%
Elkhorn	122	446	9%	91%
Spring/Platte (46)	113	77	12%	89%
Gretna	112	209	13%	87%
Millard	117	1689	13%	87%
Westside	123	477	18%	82%
Papillion-LaVista	109	732	19%	81%
Bellevue	106	701	25%	75%
DC West	107	52	25%	75%
Lincoln	102	2384	33%	68%
Ralston	88	210	43%	57%
OPS	77	3268	60%	40%

READING 11th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Bennington	134	87	10%	90%
Elkhorn	127	371	15%	86%
Papillion-LaVista	120	779	19%	81%
Spring/Platte (46)	115	76	18%	81%
Gretna	117	186	19%	81%
DC West	111	40	25%	76%
Millard	114	1685	25%	75%
Bellevue	112	767	27%	73%
Westside	105	458	33%	67%
Lincoln	101	2475	38%	62%
Ralston	91	227	50%	50%
OPS	80	3134	56%	44%

MATH 11th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Elkhorn	128	371	15%	85%
Bennington	116	85	24%	76%
Spring/Platte (46)	106	75	27%	73%
DC West	106	40	30%	70%
Papillion-LaVista	111	779	31%	69%
Westside	110	457	35%	65%
Gretna	100	185	37%	63%
Millard	101	1687	39%	61%
Bellevue	98	767	40%	60%
Lincoln	96	2477	45%	55%
Ralston	82	230	60%	40%
OPS	70	3129	70%	30%

By percent of students Meets/Exceeds highest to lowest

SCIENCE 11th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Bennington	121	85	8%	92%
Elkhorn	114	371	12%	89%
Spring/Platte (46)	109	75	16%	84%
Gretna	108	186	16%	84%
Millard	108	1684	23%	78%
Papillion-LaVista	106	779	24%	76%
Westside	106	457	24%	77%
Bellevue	101	767	30%	70%
DC West	99	40	25%	76%
Lincoln	96	2466	39%	61%
Ralston	91	230	46%	54%
OPS	81	3130	59%	41%