NOTICE OF MEETING

Notice is hereby given of a Board of Education Committee of the Whole meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, September 24, 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

9-21-12

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

September 21, 2012

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

MARY H. MOSHER
GENERAL

Subscribed in my presence and sworn to before

COMMITTEE OF THE WHOLE MEETING

SEPTEMBER 24, 2012

NAME:	**REPRESENTING:**
Ellen Kramer	Leadership Academy
Angie Kardell	"
Kelly Thiele	Leadership Academy
Julia Kolander	Leadership - MNHS
Lynn Hill	LDA, MSHS
Michaela Wragge	LDA - MSHS
Treavor Wragge	Leadership Academy - MSHS
Cheris Kite	Leadership Academy - Nei
Johanna Hon	Leadership Academy
Dayna Derichs	Leadership Academy
Sarah Rygol	leadership Academy
Nicole Bluton	Leadership Academy
[illegible]	[illegible]
Deb Knutson	Leadership Academy
Julie Sutfin	Leadership Academy
John Becker	Leadership
Leslie Irwin	Leadership Acad.
Melissa Betts	Leadership Acad.

COMMITTEE OF THE WHOLE MEETING

SEPTEMBER 24, 2012

NAME:	REPRESENTING:
Pam Erixon	Leadership
Susie Mellinger	Aldrich
Jill Classen	Leadership
Sara Bivens	Leadership
Becky Kovach	Leadership
Kip Colony	Leadership
[illegible]	Millard West
Nancy Brosamle	Rohwer Elem.
Brian Begley	Millard North
Jodi Fawcett	Reagan Elem.
Jennifer Hellbusch	Reagan Elem.
Jaime Bizal	Reagan Elem.
Mussay Poloncre	Reagan Elem
Maryle Livingston	Rohwer
Paul Schutte	MEA
Susan Anglesey	Upchurch

Millard
PUBLIC SCHOOLS

COMMITTEE OF THE WHOLE MEETING

September 24, 2012

MILLARD PUBLIC SCHOOLS
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, September 24, 2012 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

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

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 Vice-President before the meeting begins.

A G E N D A

1. Planner from Kansas City to discuss
   - Boundaries
   - Enrollment Projections
   - Building Capacities

2. Administration Evaluation

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 Vice President before the meeting begins.

Committee Meeting Minutes
September 24, 2012

The members of the Board of Education met as a Committee of the Whole on Monday, September 24, at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

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

Also in attendance were Keith Lutz, Ken Fossen, Mark Feldhausen and other Administrators.

Jim Sutfin and Kim Saum-Mills gave a power point presentation on Performance Based Administrator Evaluation. They reviewed the Administrator Evaluation Process which is brought back to the Board every couple of years for them to have an over view of what Millard does in their Administrator Evaluations process.

A Planner from Kansas City spoke to the Committee of the Whole on the services they offer. The intent of them being at the Committee meeting was to show the Board the scope of what they do and what they can do for Millard. They talked to the Board about the advantages of using a firm like theirs. They work with analysis, education, demographics, boundaries, capacities, staffing and more. This group can basically give Millard another point of view on how changes can be made within the District. Dr. Lutz knows schools that have used this firm and was drawn to them for help needed in Boundary changes that will have to be made.

The Committee of the Whole meeting was adjourned at 7:20 p.m.

Linda Poole
Chairman

NEBRASKA DEPARTMENT OF EDUCATION

NEBRASKA'S PERFORMANCE FRAMEWORK FOR PRINCIPALS

The Effective Practices:

(1) Vision for Learning

The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

Example Indicators

The Principal:

a) Uses varied sources of information and analyzes multiple sources of data about current practices and outcomes to shape the vision, mission, and goals of the school.
b) Engages constituent groups within the school community to develop commitment to the vision, mission, and goals of the school.
c) Aligns the school's vision, mission, and goals to district, state, and federal policies.
d) Communicates the vision in order to establish high expectations for student performance.
e) Leads a systematic review of the vision, mission, and goals and revises as appropriate.

(2) Continuous School Improvement

The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

Example Indicators

The Principal:

a) Develops and implements, in collaboration with the school community, a school improvement plan that is aligned with district, state, and federal guidelines and goals.
b) Maintains comprehensive and current information about students, academic achievement, school effectiveness, and the school community.
c) Makes informed decisions based on student achievement data, research, and best practices to improve teaching and learning.
d) Uses technology to increase school efficiency and effectiveness.
e) Revises the school improvement plan based on a systematic review of progress toward its goals.
f) Uses the continuous improvement plan to guide professional development within the school community.

(3) Instructional Leadership

The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

Example Indicators

The Principal:

a) Promotes teaching practices based on sound instructional theory and professional collaboration to meet the learning needs of all students.
b) Ensures that the instructional program is aligned with content standards, includes effective instructional and assessment practices, and protects instructional time to maximize learning.
c) Supports the selection of instructional content that maximizes individual student learning and provides appropriate multiple perspectives.
d) Uses student performance data from multiple assessments to evaluate the curriculum and instructional program.
e) Assumes responsibility for the continued improvement of student learning within the school and holds staff accountable for the growth of student achievement across the curriculum.

(4) Culture for Learning

The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Example Indicators

The Principal:

a) Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
b) Develops a culture of high expectations for self, students, and staff.
c) Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior.
d) Uses multiple indicators of student performance to encourage the development of the whole child in a manner consistent with academic achievement.
e) Identifies barriers to student learning and development, and devises strategies to reduce or eliminate them.
f) Maintains a high level of visibility within the school community, and recognizes the accomplishments of students and staff.
g) Leads an ongoing assessment of the school climate and culture.

(5) Systems Management

The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Example Indicators

The Principal:

a) Allocates financial, material, and human resources to support the educational program.
b) Monitors the school's site, facilities, services, and equipment to provide a safe and orderly environment.
c) Identifies and resolves problems, manages conflict, and builds consensus to achieve the efficient operation of the school.
d) Communicates with community agencies to provide a safe school environment.
e) Develops procedures for the effective use of technology among staff, students, and the school community.
f) Understands school law and its impact on staff, students, and families, and complies with local, state, and federal mandates.
g) Guides and influences policymakers as they develop regulations, policies, and laws that impact the school.

(6) Staff Leadership

The principal uses effective personnel practices to select, develop, support, and lead high quality teachers and non-teaching staff.

Example Indicators

The Principal:

a) Recruits, hires, develops, and retains high quality professional and support staff to realize the school's vision.
b) Develops and supports an effective learning environment for teachers and other staff.
c) Mentors emerging staff leaders in order to build leadership capacity within the school community.
d) Supervises the school's staff members and holds them accountable for results based on high expectations and professional standards.
e) Implements a performance evaluation system and a professional development program for teachers and instructional support staff based on a common instructional language and effective teaching practices.
f) Models continuous learning and provides professional development opportunities for all staff.

(7) Developing Relationships

The principal promotes and supports productive relationships with students, staff, families, and the community.

Example Indicators

The Principal:

a) Builds relationships that support the school and its vision.
b) Develops an understanding of the community's cultural, social, and intellectual resources among students and staff, and makes use of those resources to strengthen the school.
c) Encourages active family and community participation in the learning process to enhance student achievement.
d) Strengthens the educational program by soliciting information from families and community members.
e) Uses effective public information strategies.
f) Creates strategic partnerships with business, religious, political, and other community leaders in order to carry out the school's mission.
g) Strives to develop understanding and respect for others among students and staff.

(8) Professional Ethics and Advocacy

The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.

Example Indicators

The Principal:

a) Treats others with dignity and respect.
b) Protects the established rights and confidentiality of students and staff.
c) Seeks to make decisions that are just, fair, and equitable.
d) Models and articulates reflective practice, transparency, and ethical behavior in accordance with established standards.
e) Holds others in the school community accountable for demonstrating integrity and ethical behavior.
f) Advocates for public policies that ensure appropriate and equitable resources for the education system.
g) Responds to the political, social, economic, legal and cultural environment in which the school exists.