

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 **Monday, May 6, 2013** 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

5-3-13

**THE DAILY RECORD
OF OMAHA**
LYNDA K. HENNINGSSEN, 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 _____

May 3, 2013

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

NOTARY COMMISSION
STATE OF NEBRASKA
MAY 6, 2013
PUBLISHER'S FEE \$ 14.30
ADDITIONAL COPIES \$ _____
TOTAL \$ 14.30

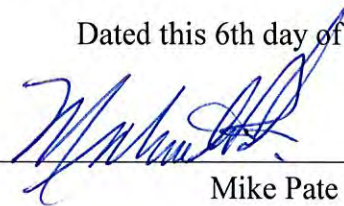
Subscribed in my presence and sworn to before me this 3rd day of May 20 13

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 May 6, 2013, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137.

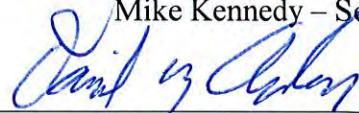
Dated this 6th day of May, 2013



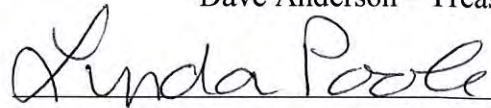
Mike Pate – President

Patrick Ricketts – Vice President


Mike Kennedy – Secretary



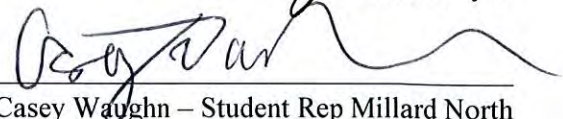
Dave Anderson – Treasurer



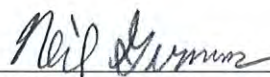
Linda Poole



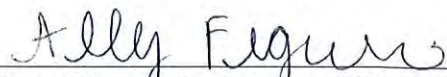
Paul Meyer



Casey Vaughn – Student Rep Millard North



Neil Girmus – Student Rep. Millard South



Allyson Figura – Student Rep. Millard West

BOARD OF EDUCATION SIGN IN

May 6, 2013

NAME:

REPRESENTING:

Janet Smutny

Rockwell - MNHS

Mia Klander

MNHS

Heath O

BMS

Marcel Livingston

Bohwer Elem - Leadership Acad

John Semler

BMS

Kevin Wy

MSHS

Haren Desai

MW

Berly Korumb

Nei

Heidi Penke

Sandoz

~~Heidi Penke~~

Kim Conner

Tommy Dykstra

Sandoz

Jana Linn

Sandg.

Brian Bagley

MNHS

Leslie Troim

Leadership (MNHS)

Danielle Marilyn



BOARD OF EDUCATION
MEETING



May 6, 2013

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
May 6, 2013

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 – April 22, 2013
2. *Approval of Special Board of Education Minutes – April 30, 2013
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items

1. Employees of the Month
2. Showcase: Debate, DECA, Forensics, Skills USA, World Languages, Economic Challenge, Culinary Arts, FCCLA, FCS, HOSA, and Presidential Scholars
3. Superintendent's Comments
4. Board Comments/Announcements
5. Report from Student Representatives

G. Unfinished Business:

1. Approval of Policy 6700 – Curriculum, Instruction and Assessment – Co-Curricular Activities

H. New Business

1. First Reading of Policy 6670 – Curriculum Instruction and Assessment - Homebound Instruction
2. Approval of Rule 6700.1 – Curriculum, Instruction, and Assessment – Extracurricular School-Sponsored Clubs and Activities – Approval Procedures and Criteria
3. Approval of Rule 6700.2 – Curriculum, Instruction, and Assessment – Interscholastic, Athletics and Activities – Approval Procedures and Criteria
4. Approval of revised Response to Instruction and Intervention (RtI+I) Model
5. Approval of High School ELO Math Assessment Cut Score
6. Approval of Middle School ELO Writing Assessment Cut Score
7. Award of Food Service Management Contract
8. Approval of Personnel Actions: New Hire(s), Resignation(s), Rescission

I. Reports

1. Enrollment Report
2. Legislative Report

J. Future Agenda Items/Board Calendar

1. Employee Recognition Dinner on May 8, 2013, 5:30 p.m. Social hour and 6:30 p.m. Dinner, at Georgetowne Club, 2440 South 141 Circle
2. Millard Public Schools Foundation Hall of Fame Banquet, May 10, 2013 at 6:30 p.m. at Centurylink Center, 455 N. 10th Street
3. Committee of the Whole Meeting on Monday, May 13, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 S. 147th Street

4. Board of Education Meeting on Monday, May 20, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
 5. Graduation, May 25, 2013, Civic Auditorium, 1804 Capitol Ave. Times for each High School are:
 - Millard South High School at 10:00 a.m.
 - Millard West High School at 1:00 p.m.
 - Millard North High School at 4:00 p.m.
 6. Board of Education Meeting on Monday, June 3, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
 7. Committee of the Whole Meeting (Budget Retreat) on Monday, June 10, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 S. 147th Street
 8. Committee of the Whole Meeting on Tuesday, June 11, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
 9. Board of Education Meeting on Monday, July 1, 2013 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
May 6, 2013

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 – April 22, 2013 (See enclosure.)
- *E.2. Motion by _____, seconded by _____, to approve the Special Board of Education Minutes – April 30, 2013. (See enclosure.)
- *E.3. Motion by _____, seconded by _____, to approve the bills. (See enclosures.)
- *E.4. Motion by _____, seconded by _____, to receive the Treasurer’s Report and Place on File. (See enclosure.)
- F.1. Employees of the Month
- F.2. Showcase: Debate, DECA, Forensics, Skills USA, World Languages, Economic Challenge, Culinary Arts, FCCLA, FCS, HOSA, and Presidential Scholars
- F.3. Superintendent’s Comments
- F.4. Board Comments/Announcements
- F.5. Report from Student Representatives
- G.1. Motion by _____, seconded by _____, to approve Policy 6700 – Curriculum, Instruction and Assessment – Co-Curricular Activities (See enclosure.)
- H.1. First Reading of Policy 6670 – Curriculum, Instruction and Assessment – Homebound Instruction (See enclosure.)
- H.2. Motion by _____, seconded by _____, to approve Rule 6700.1 – Curriculum, Instruction, and Assessment – Extracurricular School-Sponsored Clubs and Activities – Approval Procedures and Criteria (See enclosure.)
- H.3. Motion by _____, seconded by _____, to approve Rule 6700.2 – Curriculum, Instruction, and Assessment – Interscholastic, Athletics and Activities – Approval Procedures and Criteria (See enclosure.)
- H.4. Motion by _____, seconded by _____, to approve the revised Response to Instruction and Intervention (RtI + I) (See enclosure.)
- H.5. Motion by _____, seconded by _____, to Adopt the Cut Score of 26 for the 10th Grade Math ELO Assessment. (See enclosure.)
- H.6. Motion by _____, seconded by _____, to Adopt the Cut Score of 32 for the 6th Grade Writing ELO Assessment and the Cut Score of 33 for the 7th grade Writing ELO Assessment (See enclosure.)

Board Meeting Agenda

May 6, 2013

Page 2

- H.7. Motion by _____, seconded by _____, to recommend that the District's 2013-2018 Food Service Management Contract be awarded to Sodexo and that the Associate Superintendent for General Administration, in consultation with District legal counsel, be authorized and directed to negotiate and execute a contract with Sodexo consistent with Sodexo's Response to the District's RFP for such services.
- H.8. Motion by _____, seconded by _____, to approve Personnel Actions: New Hire(s), Resignation(s), Rescission

I. Reports

1. Enrollment Report
2. Legislative Report

J. Future Agenda Items/Board Calendar

1. Employee Recognition Dinner on May 8, 2013, 5:30 p.m. Social hour and 6:30 p.m. Dinner, at Georgetowne Club, 2440 South 141 Circle South 147th Street
2. Millard Public Schools Foundation Hall of Fame Banquet, May 10, 2013 at 6:30 p.m. at Centurylink Center, 455 North 10th Street
3. Committee of the Whole Meeting on Monday, May 13, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Board of Education Meeting on Monday, May 20, 2013, at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Graduation, May 25, 2013, Civic Auditorium, 1804 Capitol Ave.
 - Millard South High School at 10:00 a.m.,
 - Millard West High School at 1:00 p.m.
 - Millard North High School at 4:00 p.m.
6. Board of Education Meeting on Monday, June 3, 2013, at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Committee of the Whole Meeting (Budget Retreat) on Monday, June 10, 2013, at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Committee of the Whole Meeting on Tuesday, June 11, 2013, at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
9. Board of Education Meeting on Monday, July 1, 2013, 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 of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska was convened in open and public session at 6:00 p.m., Monday May 6, 2013, at the Don Stroh Administration Center, 5606 South 147th Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, May 3, 2013; 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.

President, Mike Pate announced that the open meetings laws were posted available for public inspection. Mr. Pate asked everyone to join in the Pledge of Allegiance.

Roll call was taken: Linda Poole, Mike Pate, Dave Anderson, and Paul Meyer were present. Mr. Ricketts and Mr. Kennedy were absent.

Motion by Dave Anderson and seconded by Mr. Meyer, to excuse Pat Ricketts and Mike Kennedy for just cause. Voting in favor of said motion were Mr. Anderson, Mr. Meyer, Mrs. Poole, and Mr. Pate. Voting against were: None. Motion carried.

Mike Pate announced the proper time for public questions and comments on agenda items only. There were no questions or comments.

Motion was made by Dave Anderson, seconded by Linda Poole, to approve the Board of Education Minutes from April 22, 2013, approve the minutes for the Special Board of Education meeting held on April 30, 2013, to approve the bills, and receive the treasurer's report and place on file. Voting in favor of said motion were: Mr. Anderson, Mr. Meyer, Mrs. Poole and Mr. Pate. Voting against were: None. Motion carried.

Employees of the Month of May were Sherri Buford, READ Teacher at Sandoz Elementary and Vicki Jordan, General Education Paraprofessional at Beadle Middle School.

Showcase highlighted Debate, DECA Forensics, Skills USA, World Languages, Economic Challenge, Culinary Arts, FCCLA, FCS, HOSA, and Presidential Scholars

Superintendent's Comments:

1. The Americanism Committee needs to meet. We would like to meet at 4:00 on the week of May 20th or the week of May 27th. We will wait to hear from the three Board members that are on this committee, to set the date.
2. The Employee Recognition Dinner is Wednesday, May 8th at Georgetowne Club. The reception line begins at 5:30 p.m.
3. The Millard Public School Foundation Hall of Fame Banquet is Friday, May 10th at 6:30 at the Centurylink Center.
4. Graduation is May 25th at the Civic Auditorium. The times are South High at 10:00 a.m., West High at 1:00p.m. and North High at 4:00 p.m. If the Board members would like to ride down together, Dr. Lutz will be leaving the Stroh building at 9:15 a.m.
5. There will be a Committee meeting next Monday. The agenda item for the evening is Health benefits and the new health law that goes in to effect in 2014 and the effect it will have on our school district.
6. The Bond Issue Election Day is next Tuesday, from 8:00 a.m. to 8:00 p.m. Make sure you vote.

Board Comments:

Linda Poole told Dr. Lutz that she would like a ride down to the Graduation ceremonies on the 25th.

Dave Anderson announced that he will be in attendance at the events that have been listed.

Paul Meyer will be at the Employee Recognition Dinner and plans on attending the Millard North and Millard West Graduations, but will be unable to attend the Millard South Graduation at 10:00 a.m.

Allyson Figura, student representative from Millard West High School, Casey Waughn, student representative from Millard North High School, and Neil Girmus, student representative from Millard South High School reported on the academic and athletic happenings at their respective buildings.

Motion by Linda Poole and seconded by Dave Anderson, to approve Policy 6700 – Curriculum, Instruction and Assessment – Co-Curricular Activities. Voting in favor of said motion were: Mr. Meyer, Mrs. Poole, Mr. Pate, and Mr. Anderson. Voting against were: None. Motion carried.

Dave Anderson provided the Frist Reading of Policy 6670 – Curriculum, Instruction and Assessment – Homebound Instruction.

Motion by Linda Poole and seconded by Dave Anderson to approve Rule 6700.1 – Curriculum, Instruction, and Assessment – Extracurricular School-Sponsored Clubs and Activities – Approval Procedures and Criteria. Voting in favor of said motion were: Mr. Pate, Mr. Anderson, Mr. Meyer and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole to approve Rule 6700.2 – Curriculum, Instruction, and Assessment – Interscholastic, Athletics and Activities – Approval Procedures and Criteria. Voting in favor of said motion were: Mr. Anderson, Mr. Meyer, Mrs. Poole, and Mr. Pate. Voting against were: None. Motion carried.

Motion by Dave Anderson and seconded by Paul Meyer, to approve the revised Response to Instruction and Intervention (RtI + I). Voting in favor of said motion were: Mrs. Poole, Mr. Pate, Mr. Anderson, and Mr. Meyer. Voting against were: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole, to adopt the Cut Score of 26 for the 10th Grade Math ELO Assessment. Voting in favor of said motion were: Mr. Pate, Mr. Anderson, Mr. Meyer, and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson, to adopt the Cut Score of 32 for the 6th Grade Writing ELO Assessment and the Cut Score of 33 for the 7th grade Writing ELO Assessment. Voting in favor of said motion were: Mr. Anderson, Mr. Meyer, Mrs. Poole and Mr. Pate. Voting against were: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole, to recommend that the District's 2013-2018 Food Service Management Contract be awarded to Sodexo and that the Associate Superintendent for General Administration, in consultation with District legal counsel, be authorized and directed to negotiate and execute a contract with Sodexo consistent with Sodexo's Response to the District's RFP for such services. Voting in favor of said motion were: Mrs. Poole, Mr. Pate, and Mr. Anderson. Mr. Meyer abstained. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve Personnel Actions: **New Hire(s)**: Katie A. Chramosta, Amanda J. Sulzman, Aimee L. Kersigo, Erin E. Ehly, Amanda M. Phillips, Elace D. Pontiero, Kathryn J. Mason, Savannah B. Haskell, Ashley L. Dabelstein, Sarah A. Wright, Megan A. Meyer, John R. Kirke; **Resignation(s)**: Claudia Wickham, Nikki Piper, Bethany Willson, Anne Tipton, Gabrielle Jimenez Tabor, Julie Adams; **Rescinded Resignation**: Kathleen Sweet Kavanagh. Voting in favor of said motion were: Mrs. Poole, Mr. Pate, Mr. Anderson and Mr. Meyer. Voting against were: None. Motion carried.

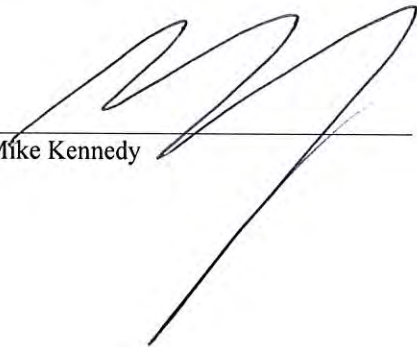
Reports: Enrollment Report and Legislative Report

Future Agenda Items/Board Calendar:

- Employee Recognition Dinner on Wednesday, May 8, 2013, Social hour at 5:30 p.m. and Dinner at 6:30 p.m., at Georgetowne Club, 2440 South 141 Circle
- Millard Public Schools Foundation Hall of Fame banquet on Friday, May 10, 2013 at 6:30 p.m. at Centurylink Center, 455 N. 10th Street
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- A Board of Education Meeting on Monday, May 20, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 S. 147th Street
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- Committee of the Whole Meeting on Tuesday, June 11, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- Board of Education Meeting on Monday, July 1, 2013 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

President, Mike Pate adjourned the meeting at 7:55 p.m.

Secretary, Mike Kennedy

A large, stylized handwritten signature in black ink, appearing to be 'MK', is written over a horizontal line. The signature is fluid and cursive, with the letters 'M' and 'K' being the most prominent features.

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO 17

A special 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 12:00 noon p.m., Tuesday, April 30, 2013, at the Don Stroh Administration Center, 5606 South 147th Street.

Present: Mike Pate, Mike Kennedy, Patrick Ricketts and Paul Meyer

Absent: Dave Anderson and Linda Poole

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, April 26, 2013; 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 12:05 p.m. Mike Pate called the meeting to order.

Board Members present were Mike Pate, Mike Kennedy, Patrick Ricketts and Paul Meyer. Absent were Dave Anderson and Linda Poole.

Motion by Patrick Ricketts, seconded by Mike Kennedy, to approve the RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF GENERAL OBLIGATION REFUNDING BONDS, SERIES 2013, OF DOUGLAS COUNTY SCHOOL DISTRICT 0017, IN THE STATE OF NEBRASKA, ALSO KNOWN AS MILLARD PUBLIC SCHOOLS, IN THE PRINCIPAL AMOUNT OF UP TO FIFTY-FIVE MILLION DOLLARS (\$55,000,000); DESIGNATING FOR REDEMPTION CERTAIN GENERAL OBLIGATION INDEBTEDNESS OF THE DISTRICT; DIRECTING THE GIVING OF NOTICES OF REDEMPTION; APPOINTING AN ESCROW AGENT, PAYING AGENT AND REGISTRAR; AND RELATED MATTERS.

The firm of Piper Jaffray was the successful bidder with the lowest net interest cost of 3.63%. The gross savings amount is approximately \$4,700,000.00.

At 12:25 p.m. Mike Pate adjourned the meeting.

Secretary, Mike Kennedy

Millard Public Schools

May 6, 2013

Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	402502	04/18/2013	101779	AMERICAN SCHOOL COUNSELOR ASSOC	\$2,415.00
	402503	04/18/2013	139671	SYLVIA E BLACK	\$260.00
	402504	04/18/2013	065420	CENTRAL MIDDLE SCHOOL	\$3,170.00
	402505	04/18/2013	108436	COX COMMUNICATIONS INC	\$44,139.81
	402506	04/18/2013	139679	CRAIG A FITZPATRICK	\$2,000.00
	402507	04/18/2013	102708	FLORIDA LEAGUE OF IB SCHOOLS	\$850.00
	402508	04/18/2013	139027	ANTHONY W GUTIERREZ	\$50.00
	402509	04/18/2013	130091	NORTH MIDDLE SCHOOL	\$2,553.50
	402510	04/18/2013	139532	PREFERRED SHIPPING INC	\$542.48
	402511	04/18/2013	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$17,599.44
	402512	04/18/2013	139689	STEVEN WOODS	\$700.00
	402516	04/25/2013	065310	MILLARD SCHOOLS ED FOUNDATION INC	\$770.00
	402517	04/25/2013	132542	AMERICAN STRING TEACHERS ASSN	\$170.00
	402518	04/25/2013	107732	BRIAN L NELSON	\$200.00
	402519	04/25/2013	134051	OMAHA SYMPHONY	\$460.00
	402520	04/25/2013	134296	PETTY CASH/ALDRICH	\$75.96
	402521	04/25/2013	072760	PITSCO INC	\$79.70
	402522	04/25/2013	136754	CCT ENTERPRISES LLC	\$107.00
	402523	04/25/2013	136754	CCT ENTERPRISES LLC	\$85.00
	402524	04/25/2013	107354	STEPHEN W. VENTEICHER	\$100.00
	402525	04/25/2013	135863	RUDOLPH A VLCEK III	\$125.00
	402526	05/06/2013	010283	ACADEMIC THERAPY PUBLICATIONS	\$28.00
	402527	05/06/2013	109853	ACCESS ELEVATOR INC.	\$510.00
	402529	05/06/2013	133402	KAREN ADAMS	\$11.47
	402530	05/06/2013	133622	ADVANCED PLACEMENT INSTITUTE	\$750.00
	402531	05/06/2013	108351	AIRGAS INC	\$332.89
	402532	05/06/2013	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$2,318.22
	402533	05/06/2013	108394	MARJORIE ALFIERI	\$27.57
	402534	05/06/2013	136659	ALL CREATURES VETERINARY CLINIC	\$82.33
	402535	05/06/2013	011051	ALL MAKES OFFICE EQUIPMENT	\$96.00
	402536	05/06/2013	136400	ALPINE KILNS & EQUIPMENT LLC	\$373.62
	402537	05/06/2013	139565	SARA ALSWAGER	\$214.42
	402538	05/06/2013	133777	ALTEC INDUSTRIES INC	\$619.67
	402539	05/06/2013	107651	AMAZON.COM INC	\$862.32
	402540	05/06/2013	101779	AMERICAN SCHOOL COUNSELOR ASSOC	\$3,457.30
	402541	05/06/2013	133174	ENCOREONE LLC	\$255.00
	402542	05/06/2013	069689	AMSAN LLC	\$50,303.81
	402543	05/06/2013	012590	HOLLAND USA INC	\$233.02

Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	402544	05/06/2013	138548	DANIELLE ANDERSON	\$60.57
	402545	05/06/2013	131265	JILL ANDERSON	\$33.30
	402546	05/06/2013	139224	SCANDIUM INC	\$274.32
	402547	05/06/2013	012980	APPLAUSE LEARNING RESOURCES	\$149.33
	402549	05/06/2013	012989	APPLE COMPUTER INC	\$23,830.95
	402550	05/06/2013	106436	AQUA-CHEM INC	\$126.95
	402551	05/06/2013	133770	DIANE ARAUJO	\$44.30
	402552	05/06/2013	136309	GOTCHA COVERED ENTERPRISES INC	\$250.00
	402553	05/06/2013	013496	ASCD	\$1,508.96
	402554	05/06/2013	134235	SARAH ASCHENBRENNER	\$104.47
	402555	05/06/2013	139413	JORDAN ASHBY	\$22.04
	402557	05/06/2013	067801	ASSOCIATION MIDDLE LEVEL EDUCATION	\$116.00
	402558	05/06/2013	139676	KYLE AUSTIN	\$50.00
	402559	05/06/2013	138291	AUTISM CENTER OF NEBRASKA INC	\$10,824.57
	402560	05/06/2013	135330	AVIS RENT A CAR SYSTEM INC	\$114.51
	402561	05/06/2013	013890	AWARDS UNLIMITED INC.	\$1,113.15
	402562	05/06/2013	132405	U SAVE FOODS INC. SUB:NASH FINCH CO	\$65.41
	402563	05/06/2013	137733	BAG TAGS INC	\$455.00
	402565	05/06/2013	139704	SUMALIN BAINBRIDGE	\$43.05
	402566	05/06/2013	137492	PAUL BANCROFT	\$7.50
	402567	05/06/2013	017900	BARCO MUNICIPAL PRODUCTS, INC.	\$40.00
	402568	05/06/2013	017908	REX BARKER	\$84.75
	402569	05/06/2013	099646	BARNES AND NOBLE BOOKSTORE	\$1,968.14
	402570	05/06/2013	017877	CYNTHIA BARR-MCNAIR	\$116.11
	402571	05/06/2013	107979	LORI BARTELS	\$104.53
	402574	05/06/2013	138054	BAXTER FORD INC	\$1,220.88
	402575	05/06/2013	107540	BRIAN BEGLEY	\$43.51
	402576	05/06/2013	139677	SALLY ELIZABETH BELLING	\$50.00
	402580	05/06/2013	134884	JULIE BERGSTROM	\$24.41
	402582	05/06/2013	132475	BIO CORPORATION	\$574.12
	402583	05/06/2013	019111	BISHOP BUSINESS EQUIPMENT	\$88.18
	402584	05/06/2013	099220	DICK BLICK CO	\$1,373.74
	402585	05/06/2013	138841	MATTHEW BLOMENKAMP	\$27.35
	402586	05/06/2013	015800	BMI EDUCATIONAL SERVICES	\$36.44
	402587	05/06/2013	134478	TIFFANY BOCK SMITH	\$38.42
	402588	05/06/2013	139344	DOUGLAS BOGATZ	\$42.38
	402589	05/06/2013	130899	KIMBERLY BOLAN	\$205.10
	402591	05/06/2013	019559	BOUND TO STAY BOUND BOOKS INC	\$13,922.46

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01	402592	05/06/2013	132888	MICHELLE BOYD	\$29.38
	402593	05/06/2013	015805	CORVUS INDUSTRIES LTD	\$41,330.00
	402594	05/06/2013	134129	BRAINPOP LLC	\$745.00
	402595	05/06/2013	130576	PAMELA BRENNAN	\$172.33
	402596	05/06/2013	137843	BRETFORD MANUFACTURING INC	\$250.00
	402597	05/06/2013	130290	LINDA BREWER	\$50.85
	402598	05/06/2013	133824	NANCY BROWN	\$46.95
	402599	05/06/2013	137458	MICHAEL BRUCH	\$50.00
	402600	05/06/2013	139123	TRESSA BRUMMEL	\$12.03
	402602	05/06/2013	132910	CHARLES BURNEY	\$41.25
	402603	05/06/2013	134656	BUSINESS EDUCATION PUBLISHING	\$642.40
	402604	05/06/2013	099431	BUSINESS MEDIA INC	\$0.00
	402605	05/06/2013	020800	JANET S BUTLER	\$227.84
	402606	05/06/2013	134237	SCOTT BUTLER	\$68.95
	402607	05/06/2013	137274	EILEEN CABRERA	\$21.75
	402608	05/06/2013	023831	CALLOWAY HOUSE INC	\$81.91
	402609	05/06/2013	139525	THOMAS F CAMPBELL	\$25.53
	402610	05/06/2013	139678	ANGELA CAPELLUPO	\$50.00
	402611	05/06/2013	106806	ELIZABETH CAREY	\$30.49
	402613	05/06/2013	023925	CARLEX INC	\$85.60
	402614	05/06/2013	023970	CAROLINA BIOLOGICAL SUPPLY CO	\$749.13
	402615	05/06/2013	024067	CARSON DELLOSA PUBLISHING LLC	\$61.90
	402616	05/06/2013	131158	CURTIS CASE	\$63.28
	402617	05/06/2013	137714	BETHANY CASE-MAGANA	\$234.63
	402618	05/06/2013	133970	CCS PRESENTATION SYSTEMS	\$9,881.17
	402619	05/06/2013	133589	CDW GOVERNMENT, INC.	\$1,667.00
	402620	05/06/2013	065420	CENTRAL MIDDLE SCHOOL	\$3,135.00
	402621	05/06/2013	138613	CENTRAL SALES INC	\$2,739.57
	402622	05/06/2013	134043	MALCOLM CHAI	\$271.20
	402623	05/06/2013	139345	JULIE CHALOUPKA	\$24.97
	402624	05/06/2013	018865	CHANNING BETE COMPANY INC	\$855.65
	402625	05/06/2013	132271	ERIK CHAUSSEE	\$44.07
	402626	05/06/2013	106836	KEVIN J CHICK	\$420.99
	402627	05/06/2013	138843	JILL CLASSEN	\$43.95
	402628	05/06/2013	099222	SCHOOL SPECIALTY INC	\$370.26
	402629	05/06/2013	025235	DALE CLAUSEN	\$135.60
	402630	05/06/2013	131135	PATRICIA CLIFTON	\$34.86
	402631	05/06/2013	137013	NANCY COLE	\$66.61

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01	402632	05/06/2013	138879	MELLISSA COLLING	\$60.57
	402633	05/06/2013	022701	SHARON COMISAR-LANGDON	\$42.38
	402634	05/06/2013	109867	COMMERCIAL AIR MANAGEMENT INC	\$1,000.00
	402636	05/06/2013	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$548.50
	402638	05/06/2013	134374	CONSORTIUM FOR SCHOOL NETWORKING	\$1,000.00
	402640	05/06/2013	026057	CONTROL MASTERS INC	\$4,887.02
	402641	05/06/2013	134763	VICKI COTTON	\$7.50
	402643	05/06/2013	108436	COX COMMUNICATIONS INC	\$319.51
	402644	05/06/2013	137395	CPI QUALIFIED PLAN CONSULTANTS INC	\$1,727.50
	402645	05/06/2013	137395	CPI QUALIFIED PLAN CONSULTANTS INC	\$820.00
	402646	05/06/2013	017611	ANGELA CRAFT	\$40.68
	402647	05/06/2013	139034	CRAIG RESOURCES INC	\$7,263.20
	402648	05/06/2013	135028	CREATIVE MATHEMATICS PTP	\$820.00
	402649	05/06/2013	109021	PATRICIA CRUM	\$203.51
	402650	05/06/2013	106893	WICHITA WATER CONDITIONING INC	\$73.58
	402651	05/06/2013	027300	CUMMINS CENTRAL POWER LLC	\$1,699.77
	402652	05/06/2013	100577	CURTIS 1000 INC	\$194.80
	402653	05/06/2013	130900	CHERYL CUSTARD	\$67.80
	402654	05/06/2013	130731	D & D COMMUNICATIONS	\$1,412.50
	402655	05/06/2013	131483	JANET DAHLGAARD	\$51.69
	402656	05/06/2013	132671	JEAN DAIGLE	\$87.01
	402657	05/06/2013	134751	ANGELA DAIGLE	\$22.04
	402658	05/06/2013	131003	DAILY RECORD	\$82.71
	402659	05/06/2013	138477	MIDWEST HARDWOODS	\$2,749.95
	402660	05/06/2013	138306	STACY DARNOLD	\$85.54
	402661	05/06/2013	032246	PAMELA DAVIS	\$96.50
	402662	05/06/2013	139692	AUM INC	\$324.55
	402663	05/06/2013	032490	DECA IMAGES	\$176.00
	402664	05/06/2013	032497	CHERYL DECKER	\$117.53
	402665	05/06/2013	107469	DEFFENBAUGH INDUSTRIES	\$12,461.95
	402666	05/06/2013	032800	DEMCO INC	\$676.07
	402668	05/06/2013	136316	EVA DENTON	\$34.41
	402670	05/06/2013	137331	BASTIAN DERICHS	\$50.17
	402671	05/06/2013	109850	DEX MEDIA EAST LLC	\$226.76
	402672	05/06/2013	130685	VOGEL WEST INC	\$519.44
	402673	05/06/2013	033466	DIDAX INC	\$284.90
	402674	05/06/2013	138609	TONI L DIERKHISING	\$123.81
	402677	05/06/2013	033473	DIETZE MUSIC HOUSE INC	\$722.64

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	402678	05/06/2013	132669	DIGITAL DOT SYSTEMS INC	\$35.00
	402679	05/06/2013	136179	DIGITAL EXPRESS INC	\$369.60
	402680	05/06/2013	138677	DIGITAL RIVER EDUCATION SVCS INC	\$245.83
	402681	05/06/2013	099552	DISCOUNT SCHOOL SUPPLY	\$33.76
	402682	05/06/2013	101561	DISCOVER WRITING COMPANY	\$2,240.00
	402683	05/06/2013	100560	DISNEY EDUCATIONAL PRODUCTIONS	\$67.46
	402685	05/06/2013	135973	MATTHEW DOMINY	\$26.00
	402686	05/06/2013	054609	DON JOHNSTON INC	\$1,268.00
	402687	05/06/2013	135373	LINDA DONOHUE	\$57.63
	402688	05/06/2013	130648	DOSTALS CONSTRUCTION CO INC	\$4,550.00
	402692	05/06/2013	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$616,633.32
	402693	05/06/2013	033901	DOUGLAS COUNTY TREASURER	\$10,001.61
	402694	05/06/2013	138848	ERIN DOWNS	\$101.70
	402695	05/06/2013	099556	DRAMATISTS PLAY SERVICE INC	\$225.00
	402696	05/06/2013	138118	STACIE DUELLO	\$31.64
	402697	05/06/2013	135689	SUSAN DULANY	\$88.81
	402698	05/06/2013	131151	MATTHEW DYKSTRA	\$30.51
	402700	05/06/2013	138426	KELLY EALY	\$85.65
	402701	05/06/2013	136145	EASTERN LIBRARY SYSTEM	\$40.00
	402702	05/06/2013	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$23,244.00
	402703	05/06/2013	052370	ECHO ELECTRIC SUPPLY CO	\$0.00
	402704	05/06/2013	131566	ECHO MOTORS & CONTROLS INC	\$0.00
	402705	05/06/2013	131566	ECHO MOTORS & CONTROLS INC	\$0.00
	402706	05/06/2013	136685	MARSHA A EDQUIST	\$36.69
	402708	05/06/2013	037525	EDUCATIONAL SERVICE UNIT #3	\$79,677.02
	402709	05/06/2013	071372	EDUCATIONAL TESTING SERVICE	\$50.00
	402711	05/06/2013	107980	EHL'S INTERIORS	\$245.00
	402712	05/06/2013	133823	REBECCA EHRHORN	\$294.47
	402714	05/06/2013	038100	ELECTRICAL ENGINEERING & EQPT CO	\$5,371.85
	402715	05/06/2013	038140	ELECTRONIC SOUND INC.	\$3,967.15
	402717	05/06/2013	136383	JUDY ELLEDGE	\$171.00
	402718	05/06/2013	131007	ELMAN & CO INC	\$1,112.00
	402719	05/06/2013	132066	ENGINEERED CONTROLS INC	\$763.00
	402720	05/06/2013	135611	ENTERPRISE RENT-A-CAR CO-MIDWEST	\$0.00
	402721	05/06/2013	135611	ENTERPRISE RENT-A-CAR CO-MIDWEST	\$60.97
	402725	05/06/2013	109066	TED ESSER	\$119.56
	402726	05/06/2013	035610	A DAIGGER & CO INC	\$428.26
	402727	05/06/2013	131927	RLB ENTERPRISE LLC	\$24.52

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01	402728	05/06/2013	137477	FAT BRAIN TOYS LLC	\$62.16
	402729	05/06/2013	132699	FATHER FLANAGANS BOYS HOME	\$21,246.75
	402730	05/06/2013	139472	MATTHEW FEDDE	\$446.38
	402731	05/06/2013	040450	FEDERAL EXPRESS	\$18.85
	402732	05/06/2013	056724	FEDEX OFFICE AND PRINT SERVICES INC	\$68.33
	402733	05/06/2013	131826	ALICIA FEIST	\$46.69
	402734	05/06/2013	040470	MARK FELDHAUSEN	\$38.48
	402735	05/06/2013	040537	FERGUSON ENTERPRISES INC	\$610.41
	402736	05/06/2013	137016	ANGELA FERGUSON	\$95.15
	402737	05/06/2013	132845	JODI FIDONE	\$52.73
	402738	05/06/2013	133919	FILTER SHOP INC	\$3,157.05
	402740	05/06/2013	058755	LAIDLAW TRANSIT INC	\$147,913.26
	402741	05/06/2013	040919	FISHER SCIENTIFIC	\$649.83
	402742	05/06/2013	040919	FISHER SCIENTIFIC	\$1,824.20
	402743	05/06/2013	041086	FLINN SCIENTIFIC INC	\$564.93
	402747	05/06/2013	041100	FOLLETT LIBRARY RESOURCES	\$17,246.14
	402748	05/06/2013	041146	KENNETH FOSSEN	\$161.86
	402749	05/06/2013	134223	TERESA FRIDRICH	\$24.86
	402750	05/06/2013	139693	TIFFANY FRIEDRICH	\$35.89
	402751	05/06/2013	101528	FROG PUBLICATIONS	\$93.45
	402752	05/06/2013	134168	ERIC FULLER	\$51.53
	402753	05/06/2013	043760	GALLUP ORGANIZATION	\$462.50
	402754	05/06/2013	106894	TAMMY GEBHART	\$93.90
	402755	05/06/2013	135377	DENNIS GEHRINGER	\$56.53
	402756	05/06/2013	044050	GENERAL BINDING CORPORATION	\$495.00
	402759	05/06/2013	106660	GLASSMASTERS INC	\$1,232.71
	402760	05/06/2013	138069	GLEN PRODUCTS INC	\$1,994.93
	402761	05/06/2013	139695	PAUL BISSELL	\$30.95
	402762	05/06/2013	139641	EVANGELICAL LUTH GOOD SAMARITAN SOC	\$1,650.00
	402763	05/06/2013	044886	GOODWILL INDUSTRIES INC	\$960.00
	402764	05/06/2013	044891	GOPHER	\$1,863.64
	402765	05/06/2013	044896	KAREN GORDON	\$70.51
	402768	05/06/2013	044950	GRAINGER INDUSTRIAL SUPPLY	\$1,961.76
	402770	05/06/2013	138845	KRISTIN GREENWALD	\$62.16
	402771	05/06/2013	107771	KEVIN GREVE	\$18.96
	402772	05/06/2013	134133	JANET GRIERSON	\$32.77
	402773	05/06/2013	136046	JODI GROSSE	\$71.47
	402774	05/06/2013	139588	LISA GROSVENOR	\$28.82

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01	402775	05/06/2013	135016	CANDRA GUENTHER	\$39.83
	402776	05/06/2013	139459	BRYAN HAGG	\$100.00
	402777	05/06/2013	135382	MICHAEL HALE	\$75.00
	402778	05/06/2013	134436	MICHELLE HALL	\$135.60
	402779	05/06/2013	101931	HANCOCK FABRICS	\$65.88
	402780	05/06/2013	101931	HANCOCK FABRICS	\$198.33
	402781	05/06/2013	136805	JAMES HANLON	\$252.14
	402782	05/06/2013	047853	HAPPY CAB COMPANY INC	\$29.35
	402784	05/06/2013	107600	MARTI HARRIS	\$420.36
	402785	05/06/2013	138385	FLAMINA HARRISON	\$900.89
	402786	05/06/2013	131367	AMANDA HARTZ	\$91.54
	402787	05/06/2013	048200	HAUFF SPORTING GOODS COMPANY	\$150.00
	402788	05/06/2013	138844	SANDRA HAVENS	\$99.44
	402789	05/06/2013	132489	CHARLES HAYES	\$57.74
	402790	05/06/2013	139347	CHERYL HEADLEY	\$61.02
	402791	05/06/2013	048475	HEARTLAND FOUNDATION	\$4,960.00
	402792	05/06/2013	139681	SUNRISE HOTELS OF CORALVILLE LLC	\$181.44
	402793	05/06/2013	108273	MARGARET HEBENSTREIT PT	\$88.71
	402795	05/06/2013	048517	GREENWOOD PUBLISHING GROUP INC	\$3,945.48
	402796	05/06/2013	102842	HELGET GAS PRODUCTS INC	\$48.00
	402797	05/06/2013	108478	DAVID HEMPHILL	\$41.33
	402798	05/06/2013	132423	HEWLETT PACKARD CO	\$14,551.51
	402799	05/06/2013	048845	CAMILLE HINZ	\$47.01
	402801	05/06/2013	048960	HOCKENBERGS EQUIP & SUPPLY CO INC	\$1,369.60
	402802	05/06/2013	139302	SHAWN HOPPES	\$79.00
	402803	05/06/2013	132592	WILLIAM SPRAGUE, JR.	\$40.00
	402805	05/06/2013	109836	AMY HOULTON	\$119.22
	402806	05/06/2013	101533	DIANE HOWARD	\$21.64
	402807	05/06/2013	139473	KATHLEEN HRABAN	\$12.94
	402809	05/06/2013	137426	HUGHES MULCH PRODUCTS LLC	\$1,000.00
	402810	05/06/2013	130283	KARA HUTTON	\$121.25
	402811	05/06/2013	049844	HYDRONIC ENERGY INC	\$195.00
	402812	05/06/2013	133397	HY-VEE INC	\$2,113.46
	402813	05/06/2013	133397	HY-VEE INC	\$2,563.18
	402814	05/06/2013	132878	HY-VEE INC	\$692.62
	402815	05/06/2013	135004	HY-VEE INC	\$640.43
	402816	05/06/2013	049851	HY-VEE INC	\$1,604.56
	402817	05/06/2013	049850	HY-VEE INC	\$967.09

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01	402818	05/06/2013	051551	IBM CORPORATION	\$370.00
	402819	05/06/2013	051573	POPCO INC	\$36.45
	402820	05/06/2013	132581	IDENTISYS INC	\$1,364.62
	402821	05/06/2013	136223	IMAGESTUFF.COM INC	\$69.80
	402822	05/06/2013	067004	RAND WORLDWIDE SUBSIDIARY INC	\$685.00
	402823	05/06/2013	136349	SCOTT INGWERSON	\$955.48
	402824	05/06/2013	139348	DANIEL INNES	\$49.61
	402825	05/06/2013	138126	INSTRUMENTALIST PRODUCTS CO	\$531.00
	402826	05/06/2013	052155	INTERNATIONAL SOCIETY TECHNOLOGY ED	\$315.00
	402829	05/06/2013	138617	ITHAKA	\$1,500.00
	402830	05/06/2013	100928	J W PEPPER & SON INC.	\$534.29
	402831	05/06/2013	102287	JAMECO ELECTRONICS	\$209.69
	402832	05/06/2013	136314	KORRINDA JAMIESON	\$166.79
	402833	05/06/2013	131157	CHRISTINE JANOVEC-POEHLMAN	\$86.78
	402834	05/06/2013	136953	JSDO 1 LLC	\$847.90
	402836	05/06/2013	135735	GEORGE JELKIN	\$20.03
	402838	05/06/2013	133037	JENSEN TIRE COMPANY	\$17,446.96
	402840	05/06/2013	054500	JOHNSON HARDWARE CO LLC	\$31.10
	402841	05/06/2013	139349	TERRIN JOHNSON	\$44.75
	402843	05/06/2013	139350	BRANDON JOHNSTON	\$22.04
	402844	05/06/2013	059573	NANCY JOHNSTON	\$43.45
	402845	05/06/2013	054630	JOHNSTONE SUPPLY	\$68.16
	402848	05/06/2013	139694	VICKY JORDAN	\$26.72
	402849	05/06/2013	026300	JP COOKE COMPANY	\$49.05
	402850	05/06/2013	135815	KYLE JURGENS	\$20.91
	402851	05/06/2013	138759	VIA INC	\$375.00
	402852	05/06/2013	137214	DAVID KAHM	\$75.00
	402854	05/06/2013	056215	KAPLAN EARLY LEARNING CO	\$153.36
	402855	05/06/2013	132265	CATHERINE KEISER	\$94.02
	402856	05/06/2013	132272	SUSAN KELLEY	\$23.96
	402857	05/06/2013	056276	KELVIN LP	\$169.70
	402858	05/06/2013	134801	JULIE KEMP	\$14.69
	402859	05/06/2013	056279	KENDALL/HUNT PUBLICATIONS	\$69.23
	402860	05/06/2013	131177	ANDREA KIDD	\$26.89
	402861	05/06/2013	133973	KIDS ON THE MOVE INC	\$413.00
	402862	05/06/2013	132676	DENNIS F KIMBERLIN	\$280.00
	402863	05/06/2013	056742	BRADLEY KISICKI	\$105.09
	402864	05/06/2013	139301	REBECCA KLEEMAN WEYANT	\$71.36

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01	402865	05/06/2013	056770	BETTY KLESITZ	\$62.72
	402866	05/06/2013	109136	KLOCKIT	\$585.83
	402867	05/06/2013	138308	GERALD S KNAPP	\$50.00
	402868	05/06/2013	093978	BECKY KOENIG	\$56.90
	402870	05/06/2013	130480	MARY KREIS	\$209.62
	402875	05/06/2013	137385	JOSEPH KUEHL	\$118.54
	402876	05/06/2013	109033	AMANDA KUNES	\$634.12
	402877	05/06/2013	132934	VICTORIA KYROS	\$10.17
	402878	05/06/2013	137694	MCKAYLA LABORDE	\$74.98
	402879	05/06/2013	137010	CHRISTINA LAGRONE	\$71.20
	402880	05/06/2013	099217	LAKESHORE LEARNING MATERIALS	\$1,779.09
	402883	05/06/2013	135257	LANGUAGE LINE SERVICES INC	\$152.46
	402884	05/06/2013	121124	LORENE LARSEN	\$40.68
	402886	05/06/2013	136518	JANET LARSON	\$351.53
	402887	05/06/2013	135156	LAWSON PRODUCTS INC	\$2,336.50
	402889	05/06/2013	059100	LEARNING SEED LLC	\$445.12
	402890	05/06/2013	102496	LEARNING ZONE EXPRESS	\$248.24
	402891	05/06/2013	139351	RAYMOND LEBLANC	\$50.91
	402892	05/06/2013	108450	JACEN LEFHOLTZ	\$189.33
	402893	05/06/2013	137345	BONNIE LEVINGER	\$16.95
	402895	05/06/2013	059470	LIEN TERMITE & PEST CONTROL INC	\$1,202.00
	402896	05/06/2013	138215	LIFT-ALL CRANE SERVICE INC	\$345.00
	402897	05/06/2013	099395	LINCOLN PUBLIC SCHOOLS	\$2,756.25
	402898	05/06/2013	133643	JODY LINDQUIST	\$37.29
	402899	05/06/2013	059577	LINGUISYSTEMS, INC.	\$264.60
	402900	05/06/2013	059560	MATHESON TRI-GAS INC	\$559.98
	402901	05/06/2013	139619	JINPING LIU	\$23.16
	402902	05/06/2013	136315	COURTNEY LOHRENZ	\$19.44
	402903	05/06/2013	135707	JAMIE LONDON	\$224.65
	402904	05/06/2013	059866	STACY LONGACRE	\$295.99
	402905	05/06/2013	060100	JOE MCDERMOTT & ASSOCIATES INC	\$33,178.95
	402906	05/06/2013	131397	LOWE'S HOME CENTERS INC	\$34.60
	402907	05/06/2013	057770	LRP PUBLICATIONS INC	\$798.50
	402908	05/06/2013	135376	CASEY LUNDGREN	\$64.41
	402910	05/06/2013	135420	WOODWIND & BRASSWIND INC	\$256.98
	402911	05/06/2013	099321	MACKIN BOOK CO	\$7,386.72
	402912	05/06/2013	139148	JOHN C MADVIG	\$50.00
	402913	05/06/2013	139091	MAINE TECHNICAL SOURCE	\$2,793.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	402916	05/06/2013	137007	KAREN MARBLE	\$184.76
	402918	05/06/2013	063920	MARCO PRODUCTS INC	\$344.00
	402919	05/06/2013	131933	MARCY MATHWORKS	\$98.95
	402920	05/06/2013	133505	SUSAN MARLATT	\$13.56
	402921	05/06/2013	133201	DAWN MARTEN	\$325.14
	402922	05/06/2013	131303	DEBRA MARTINEZ	\$451.12
	402923	05/06/2013	137374	MARY RUTH BOOKS INC	\$230.78
	402924	05/06/2013	108052	MAX I WALKER	\$814.19
	402925	05/06/2013	107123	SUSAN MCADAM	\$17.97
	402926	05/06/2013	130481	GERALDINE MCCLENNY	\$42.85
	402927	05/06/2013	136618	DANIEL MCCONNELL	\$56.50
	402930	05/06/2013	137014	RYE MCINTOSH	\$66.38
	402931	05/06/2013	064260	MECHANICAL SALES INC.	\$900.00
	402932	05/06/2013	121126	PATRICIA MEEKER	\$33.00
	402933	05/06/2013	136467	MITCHELL MENTZER	\$101.70
	402934	05/06/2013	064600	METAL DOORS & HARDWARE COMPANY INC	\$344.00
	402936	05/06/2013	133403	AMERICAN NATIONAL BANK	\$11,211.83
	402937	05/06/2013	139339	DOUGLAS M MEYO	\$11,152.70
	402938	05/06/2013	102870	MIDLAND COMPUTER INC	\$2,523.56
	402939	05/06/2013	132113	MID-PLAINS INSULATION	\$920.70
	402940	05/06/2013	064950	MIDWEST METAL WORKS INC	\$85.00
	402941	05/06/2013	065400	MILLARD LUMBER INC	\$62.51
	402942	05/06/2013	107560	MILLARD METAL SERVICES INC.	\$100.00
	402943	05/06/2013	065438	MILLARD NORTH HIGH SCHOOL	\$1,312.70
	402945	05/06/2013	135388	ANNE MILLER	\$18.87
	402946	05/06/2013	132412	SANDRA MILLER	\$49.66
	402947	05/06/2013	100316	MINDWARE	\$24.94
	402948	05/06/2013	099352	MINNESOTA CLAY CO	\$94.49
	402950	05/06/2013	132491	DONITA MOSEMAN	\$26.84
	402951	05/06/2013	063150	MSC INDUSTRIAL SUPPLY CO	\$343.72
	402952	05/06/2013	107539	MUELLER ROBAK LLC	\$12,500.00
	402953	05/06/2013	137052	DEVONYE MULLINS	\$73.34
	402955	05/06/2013	138675	MUSEUM OF SCIENCE	\$1,600.00
	402956	05/06/2013	066580	MUSIC IN MOTION INC	\$797.66
	402957	05/06/2013	100883	MUSIC THEATRE INTERNATIONAL	\$105.00
	402958	05/06/2013	131395	DARREN MYERS	\$270.57
	402959	05/06/2013	067000	NASCO	\$1,462.87
	402960	05/06/2013	106499	NATIONAL CENTER FOR YOUTH ISSUES	\$121.76

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01	402961	05/06/2013	099928	NATIONAL FORENSIC LEAGUE	\$15.00
	402963	05/06/2013	132854	NATIONAL SAFETY COUNCIL	\$745.00
	402964	05/06/2013	067996	JOHN C NOWELL	\$37.25
	402965	05/06/2013	068020	NATIONAL SCIENCE TEACHERS ASSOC	\$600.00
	402966	05/06/2013	130548	NCS PEARSON INC	\$999.04
	402967	05/06/2013	068334	NEBRASKA AIR FILTER INC	\$5,400.56
	402968	05/06/2013	101377	NEBRASKA ASCD	\$125.00
	402969	05/06/2013	068415	NEBRASKA COUNCIL OF SCHOOL	\$630.00
	402970	05/06/2013	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$2,975.00
	402971	05/06/2013	068445	NEBRASKA FURNITURE MART INC	\$1,047.00
	402972	05/06/2013	134231	UNIVERSITY OF NEBRASKA AT KEARNEY	\$150.00
	402974	05/06/2013	139674	NEBRASKA SCHOOL LIBRARIANS ASSN	\$1,170.00
	402975	05/06/2013	068737	NEBRASKA SPEECH LANGUAGE & HEARING	\$610.00
	402976	05/06/2013	136004	HEIDI NEUMANN	\$82.41
	402977	05/06/2013	109843	NEXTEL PARTNERS INC	\$4,917.05
	402979	05/06/2013	136715	CARISSA NIETFELDT	\$29.15
	402980	05/06/2013	138136	KIMBERLY NISSEN	\$23.51
	402982	05/06/2013	107905	MELINDA NOLLER	\$50.33
	402983	05/06/2013	069945	NUTS & BOLTS INC	\$494.42
	402984	05/06/2013	137402	ODYSSEYWARE INC	\$12,800.00
	402986	05/06/2013	050042	ANNE OETH	\$137.30
	402993	05/06/2013	100013	OFFICE DEPOT 84133510	\$19,898.30
	402994	05/06/2013	070245	OHARCO DISTRIBUTORS	\$1,578.43
	402995	05/06/2013	132778	MELANIE OLSON	\$20.74
	402997	05/06/2013	134725	OMAHA CASING CO INC	\$20.00
	402998	05/06/2013	139434	THE TIE YARD OF OMAHA INC	\$856.06
	402999	05/06/2013	071027	VIDEO MEDIA PRODUCTONS LLC	\$71.25
	403000	05/06/2013	071040	OMAHA WINNELSON COMPANY	\$60.81
	403001	05/06/2013	133850	ONE SOURCE	\$1,343.00
	403002	05/06/2013	071138	ORIENTAL TRADING COMPANY	\$41.24
	403003	05/06/2013	130092	MARY OSTERLOH	\$187.81
	403004	05/06/2013	138662	KELLY OSTRAND	\$50.68
	403005	05/06/2013	107193	OTIS ELEVATOR COMPANY	\$3,090.77
	403006	05/06/2013	133368	KELLY O'TOOLE	\$41.25
	403007	05/06/2013	071190	OVERHEAD DOOR COMPANY OMAHA	\$81.00
	403008	05/06/2013	132443	OZANAM/BIST	\$1,572.50
	403009	05/06/2013	134428	ELIZABETH PACHTA	\$125.09
	403012	05/06/2013	071545	PAPER CORPORATION	\$21,822.00

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01	403013	05/06/2013	071623	PARAGON PRINTING, INC.	\$4,936.75
	403014	05/06/2013	137015	GEORGE PARKER	\$30.00
	403015	05/06/2013	132006	ANDREA PARSONS	\$130.51
	403016	05/06/2013	108098	ANGELO D PASSARELLI	\$382.02
	403017	05/06/2013	135569	CYNTHIA PAVONE	\$43.73
	403018	05/06/2013	071850	PAXTON PATTERSON LLC	\$163.66
	403019	05/06/2013	071891	PAYFLEX SYSTEMS USA INC	\$4,600.00
	403020	05/06/2013	102047	PAYLESS OFFICE PRODUCTS INC	\$384.00
	403021	05/06/2013	131610	PATRICIA D BUFFUM	\$540.00
	403023	05/06/2013	109831	JANET PELSTER	\$72.89
	403024	05/06/2013	107783	HEIDI PENKE	\$39.55
	403025	05/06/2013	138521	SCOTT PERSIGEHL	\$21.34
	403026	05/06/2013	137009	ANGELA PETERSON	\$34.35
	403027	05/06/2013	134365	VICKY PETERSON	\$155.54
	403028	05/06/2013	133390	HEATHER PHIPPS	\$22.15
	403029	05/06/2013	139705	MARY PIERSON	\$15.39
	403030	05/06/2013	130721	MARY PILLE	\$90.97
	403031	05/06/2013	132086	PIONEER VALLEY EDUCATIONAL PRESS	\$59.40
	403032	05/06/2013	073040	PITNEY BOWES PRESORT SERVICES INC	\$10,000.00
	403033	05/06/2013	139654	OAKE	\$85.00
	403035	05/06/2013	139415	STEPHANIE POLTACK	\$12.60
	403036	05/06/2013	139532	PREFERRED SHIPPING INC	\$218.74
	403037	05/06/2013	102423	PRIMARY CONCEPTS	\$68.48
	403038	05/06/2013	134598	PRIME COMMUNICATIONS INC	\$1,281.61
	403039	05/06/2013	073427	PRO-ED INC	\$115.50
	403040	05/06/2013	132713	PROTEX CENTRAL INC	\$9,766.10
	403041	05/06/2013	073840	PSYCHOLOGICAL ASSESSMENT RESOURCE	\$352.80
	403042	05/06/2013	131901	PUSH PEDAL PULL INC	\$2,292.70
	403043	05/06/2013	133921	QUALITY AUTO REPAIR & TOWING INC	\$90.00
	403044	05/06/2013	135430	RODGERS & HAMMERSTEIN ORG	\$0.00
	403046	05/06/2013	078420	RAWSON & SONS ROOFING, INC.	\$27,470.00
	403047	05/06/2013	109810	BETHANY RAY	\$133.91
	403048	05/06/2013	100389	REALITYWORKS INC	\$298.00
	403049	05/06/2013	100642	REALLY GOOD STUFF INC	\$746.81
	403050	05/06/2013	F03031	RED GATE SOFTWARE LTD	\$6,475.68
	403051	05/06/2013	135690	DEIDRE REEH	\$10.18
	403052	05/06/2013	134858	JENNIFER REID	\$38.87
	403053	05/06/2013	138302	TRENT RENKEN	\$50.00

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01	403054	05/06/2013	139151	TROY RENKEN	\$50.00
	403055	05/06/2013	100813	MATT RESOURCES INC	\$115.41
	403056	05/06/2013	109192	KIMBERLI RICE	\$88.60
	403057	05/06/2013	139529	RICOH USA INC	\$56.85
	403058	05/06/2013	137470	AMBER RIPA	\$601.03
	403059	05/06/2013	138963	REECE RISTAU	\$40.00
	403060	05/06/2013	137334	WILLIAM S RITCHIE	\$29.61
	403061	05/06/2013	137911	RIVER CITY GLASS LLC	\$215.00
	403062	05/06/2013	136847	RIVERSIDE TECHNOLOGIES INC	\$487.00
	403063	05/06/2013	131376	ROBERT BROOKE & ASSOCIATES, INC.	\$362.98
	403064	05/06/2013	138312	PAIGE ROBERTS	\$147.01
	403065	05/06/2013	079295	DALE ROBINSON	\$82.89
	403066	05/06/2013	079310	ROCKBROOK CAMERA CENTER	\$1,858.00
	403067	05/06/2013	139686	ROCKY MOUNTAIN RAM LLC	\$221.62
	403068	05/06/2013	134882	LINDA ROHMILLER	\$21.13
	403069	05/06/2013	134081	EILEEN RONCI	\$170.64
	403070	05/06/2013	137873	JOHN ROSE	\$7.50
	403071	05/06/2013	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$130.50
	403072	05/06/2013	079440	ROSENBAUM ELECTRIC INC	\$2,905.11
	403073	05/06/2013	072286	JEAN RUCHTI	\$162.16
	403074	05/06/2013	133572	RURAL METRO MEDICAL SERVICES	\$748.00
	403077	05/06/2013	136595	THOMAS RZEMYK	\$231.65
	403078	05/06/2013	081491	SAGE PUBLICATIONS, INC.	\$76.85
	403079	05/06/2013	041500	SAMUEL FRENCH INC	\$49.57
	403080	05/06/2013	139696	KAREN A SANTACRUZ	\$82.66
	403081	05/06/2013	081695	VWR CORPORATION	\$652.14
	403082	05/06/2013	081725	KIMBERLEY SAUM-MILLS	\$132.80
	403083	05/06/2013	109806	BRENT SCHADE	\$63.51
	403084	05/06/2013	139706	NATALIE SCHAFFER	\$100.00
	403087	05/06/2013	137012	SHELLEY SCHMITZ	\$257.64
	403088	05/06/2013	136737	MICHAEL L SCHNEBEL	\$50.00
	403090	05/06/2013	082100	SCHOLASTIC INC	\$6.54
	403091	05/06/2013	082100	SCHOLASTIC INC	\$167.00
	403092	05/06/2013	082200	SCHOOL HEALTH CORPORATION	\$271.84
	403093	05/06/2013	082350	SCHOOL SPECIALTY INC	\$504.05
	403094	05/06/2013	135655	SCHOOL TRADITIONS LLC	\$668.65
	403095	05/06/2013	135102	SEAT SACK INC	\$738.25
	403096	05/06/2013	082905	KIMBERLY SECORA	\$50.51

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01	403097	05/06/2013	082910	SECURITY EQUIPMENT INC	\$2,704.35
	403098	05/06/2013	108161	STAN SEGAL	\$112.83
	403099	05/06/2013	082941	KELLY SELTING	\$298.89
	403100	05/06/2013	134189	JODY SEMPEK	\$84.86
	403101	05/06/2013	137681	ANNE SERVAIS	\$41.35
	403102	05/06/2013	131078	SHAR PRODUCTS COMPANY	\$45.30
	403103	05/06/2013	109800	AMY SHATTUCK	\$163.29
	403104	05/06/2013	137697	LARIA SHEA	\$121.36
	403105	05/06/2013	083175	SHEPPARD'S BUSINESS INTERIORS	\$2,880.20
	403106	05/06/2013	083188	SHIFFLER EQUIPMENT SALES, INC.	\$1,919.53
	403107	05/06/2013	138762	SHRED SAFE LLC	\$15.00
	403108	05/06/2013	083310	SIGMA ALDRICH INC	\$124.56
	403110	05/06/2013	132590	SILVERSTONE GROUP INC	\$4,597.00
	403111	05/06/2013	083400	SIMPLEX GRINNELL LP	\$1,127.20
	403113	05/06/2013	132808	SNYDER CHARLESON THERAPY SERVICES	\$7,947.50
	403114	05/06/2013	107093	CHARLENE SNYDER	\$18.59
	403116	05/06/2013	083950	SOCIAL STUDIES SCHOOL SERVICE	\$476.16
	403117	05/06/2013	101476	SODEXO INC & AFFILIATES	\$100,651.31
	403118	05/06/2013	139406	GRACE SOLEM-PFEIFER	\$50.00
	403119	05/06/2013	067688	SOLUTION TREE LLC	\$784.70
	403120	05/06/2013	139217	MARK SOMMER	\$662.82
	403121	05/06/2013	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	\$296.60
	403122	05/06/2013	100421	SOUTHWEST YMCA	\$216.00
	403123	05/06/2013	131714	JOHN SOUTHWORTH	\$32.77
	403124	05/06/2013	137660	JOHN SPEHN	\$42.69
	403127	05/06/2013	100584	STAHL'S ID DIRECT	\$645.28
	403128	05/06/2013	137481	STAPLES CONTRACT & COMMERCIAL INC	\$1,827.78
	403129	05/06/2013	068801	STATE OF NEBRASKA	\$5,667.07
	403130	05/06/2013	084491	TRACY STAUFFER	\$153.68
	403131	05/06/2013	131099	STENHOUSE PUBLISHERS	\$121.80
	403132	05/06/2013	133476	STEPS TO LITERACY	\$37.90
	403135	05/06/2013	138276	SUSAN STODDARD	\$19.44
	403136	05/06/2013	139333	STONES WORTH STEPPING PC	\$213.50
	403137	05/06/2013	138931	STONEWARE INC	\$22,250.00
	403139	05/06/2013	138061	AMY SUING	\$120.13
	403140	05/06/2013	109822	BRAD SULLIVAN	\$284.00
	403141	05/06/2013	139430	KARLA SULLIVAN	\$32.09
	403142	05/06/2013	136060	BRIAN WOLF	\$179.00

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01	403143	05/06/2013	084930	SUPER DUPER INC	\$167.75
	403144	05/06/2013	084959	JAMES V SUTFIN	\$495.60
	403145	05/06/2013	137011	CARRIE SWANEY	\$314.71
	403146	05/06/2013	084985	SWANSON GENTLEMAN HART, INC.	\$6,500.00
	403147	05/06/2013	132417	JAMES SWITZER	\$36.16
	403148	05/06/2013	099302	SYSCO LINCOLN INC	\$447.00
	403149	05/06/2013	133300	TALX UC EXPRESS	\$715.53
	403151	05/06/2013	133167	TEACHERS COLLEGE PRESS	\$435.31
	403152	05/06/2013	109041	AMERICAN EAGLE COMPANY INC	\$856.24
	403153	05/06/2013	139675	TEAM PRODIGY LLC	\$2,930.00
	403154	05/06/2013	133969	TENNANT SALES & SERVICE COMPANY	\$1,386.40
	403155	05/06/2013	139610	TEXAS CHRISTIAN UNIVERSITY	\$425.00
	403156	05/06/2013	131729	THEATRICAL MEDIA SERVICES, INC.	\$3,707.00
	403157	05/06/2013	102822	THERAPRO INC	\$702.74
	403158	05/06/2013	136381	ANNETTE THOMAS	\$28.82
	403159	05/06/2013	131159	JONATHON THOMPSON	\$134.97
	403160	05/06/2013	136627	MICHAEL R THOMPSON	\$400.00
	403162	05/06/2013	132493	GREGORY TIEMANN	\$303.91
	403163	05/06/2013	138304	TIME MANAGEMENT SYSTEMS	\$13,103.00
	403164	05/06/2013	136578	PEGGI TOMLINSON	\$39.61
	403165	05/06/2013	106807	JEAN TOOHER	\$139.56
	403166	05/06/2013	131446	TOSHIBA AMERICA INFO SYS INC	\$6,070.60
	403167	05/06/2013	131446	TOSHIBA AMERICA INFO SYS INC	\$14,560.00
	403168	05/06/2013	132138	TOYOTA FINANCIAL SERVICES	\$499.88
	403170	05/06/2013	137829	BRYAN TRAN	\$223.91
	403173	05/06/2013	135247	MARIELA J TRIBULATO	\$33.48
	403174	05/06/2013	107719	KIMBERLY TRISLER	\$23.73
	403175	05/06/2013	106493	TRITZ PLUMBING, INC.	\$1,832.69
	403176	05/06/2013	139697	TERESA WASHUT HECK	\$3,500.00
	403177	05/06/2013	135505	TY'S OUTDOOR POWER & SERVICE INC	\$621.41
	403178	05/06/2013	131819	JEAN UBBELOHDE	\$270.07
	403179	05/06/2013	090678	UNISOURCE WORLDWIDE INC	\$5,061.08
	403180	05/06/2013	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$200.00
	403181	05/06/2013	068839	UNIVERSITY OF NEBRASKA KEARNEY	\$65.00
	403183	05/06/2013	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$240.00
	403184	05/06/2013	068875	UNIVERSITY OF NEBRASKA MED CENTER	\$33,440.00
	403185	05/06/2013	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$25.00
	403186	05/06/2013	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$140.00

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01	403188	05/06/2013	138661	USA-CLEAN INC	\$943.97
	403189	05/06/2013	138046	AUTO LUBE INC	\$201.13
	403190	05/06/2013	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	\$631.00
	403191	05/06/2013	136318	JENNIFER VEST	\$126.56
	403192	05/06/2013	092600	VOSS ELECTRIC CO	\$7,392.00
	403193	05/06/2013	138311	DAWN WAGNER	\$23.62
	403194	05/06/2013	093008	BARBARA WALLER	\$35.38
	403195	05/06/2013	131112	LINDA WALTERS	\$37.40
	403196	05/06/2013	093650	WARD'S NATURAL SCIENCE EST LLC	\$932.61
	403197	05/06/2013	093765	WATER ENGINEERING, INC.	\$2,301.60
	403198	05/06/2013	133438	HEIDI WEAVER	\$182.00
	403199	05/06/2013	094130	WENGER CORPORATION	\$1,262.00
	403200	05/06/2013	094174	WEST MUSIC CO INC	\$804.60
	403201	05/06/2013	107563	CAROL WEST	\$285.73
	403202	05/06/2013	094630	WESTONE LABORATORIES	\$37.20
	403203	05/06/2013	094650	WESTSIDE COMMUNITY SCHOOLS	\$466.20
	403204	05/06/2013	134658	CRAIG WHALEY	\$154.34
	403205	05/06/2013	136909	WHEELER CONTRACTING INC	\$930.00
	403206	05/06/2013	133061	JACKIE WHISENHUNT	\$170.07
	403207	05/06/2013	094751	DEBBY WHITAKER	\$175.21
	403208	05/06/2013	137878	WHITE WOLF WEB PRINTERS INC	\$807.12
	403209	05/06/2013	137485	WENDY WIGHT	\$73.85
	403210	05/06/2013	132485	TODD WILCOX	\$45.20
	403211	05/06/2013	139618	AARON WILLEMS	\$7.03
	403212	05/06/2013	136322	TAMARA WILLIAMS	\$96.94
	403213	05/06/2013	139703	CHERI WILSON	\$69.86
	403214	05/06/2013	139463	TAMARA WILT	\$25.76
	403215	05/06/2013	139331	WINDSTREAM COMMUNICATIONS INC	\$16,641.45
	403216	05/06/2013	137180	LAURA WIRTH	\$17.12
	403217	05/06/2013	136323	STACIE WITHERSPOON	\$135.37
	403218	05/06/2013	043609	WORLD TECHNOLOGIES INC	\$250.00
	403219	05/06/2013	095491	GLEN WRAGGE	\$162.55
	403220	05/06/2013	109852	WURTH BAER SUPPLY CO	\$730.04
	403221	05/06/2013	130371	ROBERT YAKUS	\$93.35
	403222	05/06/2013	138356	JEFFREY YOST	\$37.57
	403223	05/06/2013	096200	YOUNG & WHITE	\$11,768.38
	403224	05/06/2013	135890	YOUTH FRONTIERS INC	\$3,750.00
	403225	05/06/2013	101717	YOUTHLIGHT INC.	\$426.58

Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	403226	05/06/2013	139081	ANNA YUZ-MOSENKIS	\$136.94
	403227	05/06/2013	137020	CHAD ZIMMERMAN	\$140.12
	403228	05/06/2013	136855	PAUL ZOHLLEN	\$45.09
	403229	05/06/2013	139278	ZONAR SYSTEMS INC	\$67.22
	403230	05/06/2013	135647	LACHELLE ZUHLKE	\$25.54
	403231	05/06/2013	139321	BIZCO INC	\$277.00
	403232	05/06/2013	052370	ECHO ELECTRIC SUPPLY CO	\$1,490.94
	403233	05/06/2013	131566	ECHO MOTORS & CONTROLS INC	\$785.45
	403234	05/06/2013	135430	RODGERS & HAMMERSTEIN ORG	\$663.47
	403255	05/06/2013	060153	KEITH W LUTZ	\$92.00
	403256	05/06/2013	139710	PAUL MEYER	\$73.72
01 - Total					\$1,912,031.92
02	24093	04/25/2013	081630	SAMS CLUB DIRECT	\$75.22
	24094	05/06/2013	106893	WICHITA WATER CONDITIONING INC	\$21.67
	24095	05/06/2013	132423	HEWLETT PACKARD CO	\$170.00
	24096	05/06/2013	109843	NEXTEL PARTNERS INC	\$133.84
	24097	05/06/2013	100013	OFFICE DEPOT 84133510	\$754.26
	24098	05/06/2013	101476	SODEXO INC & AFFILIATES	\$553,136.68
02 - Total					\$554,291.67
06	402564	05/06/2013	135245	BAHR VERMEER HAECKER ARCHITECTS	\$318.00
	402581	05/06/2013	133480	BERINGER CIACCIO DENNELL MABREY	\$12,639.00
	402684	05/06/2013	107232	DLR GROUP INC	\$349.80
	402699	05/06/2013	133806	E & A CONSULTING GROUP INC	\$3,836.75
	402882	05/06/2013	058775	LAMP RYNEARSON ASSOCIATES INC	\$1,936.50
	402938	05/06/2013	102870	MIDLAND COMPUTER INC	\$1,194.66
	402996	05/06/2013	136898	OLSSON ASSOCIATES INC	\$12,548.68
	403085	05/06/2013	081880	SCHEMMER ASSOCIATES INC	\$1,539.00
06 - Total					\$34,362.39
11	402514	04/25/2013	025455	COLLEGE BOARD	\$100.38
	402549	05/06/2013	012989	APPLE COMPUTER INC	\$2,498.00
	402569	05/06/2013	099646	BARNES AND NOBLE BOOKSTORE	\$24.36
	402573	05/06/2013	139691	REBECCA BAUMAN	\$18.71
	402590	05/06/2013	101364	BOOKWORM	\$763.51
	402591	05/06/2013	019559	BOUND TO STAY BOUND BOOKS INC	\$54.93
	402601	05/06/2013	020550	BUREAU OF EDUCATION & RESEARCH	\$916.00
	402617	05/06/2013	137714	BETHANY CASE-MAGANA	\$25.62
	402628	05/06/2013	099222	SCHOOL SPECIALTY INC	\$205.72
	402648	05/06/2013	135028	CREATIVE MATHEMATICS PTP	\$615.00

Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	402658	05/06/2013	131003	DAILY RECORD	\$8.90
	402707	05/06/2013	037525	EDUCATIONAL SERVICE UNIT #3	\$1,100.00
	402708	05/06/2013	037525	EDUCATIONAL SERVICE UNIT #3	\$180.00
	402710	05/06/2013	132892	PAMELA S EHLI	\$114.25
	402723	05/06/2013	135360	PAMELA A ERIXON	\$105.87
	402740	05/06/2013	058755	LAIDLAW TRANSIT INC	\$2,255.68
	402745	05/06/2013	041098	FOLLETT EDUCATIONAL SERVICES	\$28,057.91
	402747	05/06/2013	041100	FOLLETT LIBRARY RESOURCES	\$7,443.92
	402767	05/06/2013	138034	CARRIE L GOTTSCHALK PC	\$250.00
	402769	05/06/2013	101653	GREAT POTENTIAL PRESS INC	\$39.85
	402782	05/06/2013	047853	HAPPY CAB COMPANY INC	\$40.00
	402800	05/06/2013	139682	MAX HJERMSTAD	\$180.00
	402804	05/06/2013	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$7,085.70
	402808	05/06/2013	137872	GAIL HUBBARD	\$16.05
	402814	05/06/2013	132878	HY-VEE INC	\$309.75
	402817	05/06/2013	049850	HY-VEE INC	\$35.55
	402827	05/06/2013	135912	IT'S YOURS INC	\$500.00
	402853	05/06/2013	101224	KAPCO	\$108.58
	402869	05/06/2013	139364	AMY KOPANIC	\$237.36
	402874	05/06/2013	134391	MAUREEN KUCH	\$569.08
	402880	05/06/2013	099217	LAKESHORE LEARNING MATERIALS	\$589.55
	402885	05/06/2013	139255	CINDY LARSON	\$50.26
	402907	05/06/2013	057770	LRP PUBLICATIONS INC	\$262.00
	402909	05/06/2013	137503	KRISTIN LUTES	\$59.92
	402915	05/06/2013	139650	AMES REALTY	\$231.00
	402944	05/06/2013	065440	MILLARD SOUTH HIGH SCHOOL	\$141.00
	402954	05/06/2013	138263	MARIA MUNOZ	\$159.36
	402962	05/06/2013	138316	NATL RESTAURANT ASSN SOLUTIONS LLC	\$3,542.00
	402970	05/06/2013	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$200.00
	402984	05/06/2013	137402	ODYSSEYWARE INC	\$6,200.00
	402993	05/06/2013	100013	OFFICE DEPOT 84133510	\$121.92
	403002	05/06/2013	071138	ORIENTAL TRADING COMPANY	\$119.99
	403022	05/06/2013	102699	PEARSON EDUCATION	\$15,040.19
	403023	05/06/2013	109831	JANET PELSTER	\$525.00
	403049	05/06/2013	100642	REALLY GOOD STUFF INC	\$354.52
	403066	05/06/2013	079310	ROCKBROOK CAMERA CENTER	\$63.50
	403071	05/06/2013	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$100.00
	403076	05/06/2013	139307	SARAH RYGOL	\$25.98

Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	403093	05/06/2013	082350	SCHOOL SPECIALTY INC	\$627.71
	403126	05/06/2013	084326	SCHOOL SPECIALTY INC	\$0.00
	403128	05/06/2013	137481	STAPLES CONTRACT & COMMERCIAL INC	\$30.02
	403148	05/06/2013	099302	SYSCO LINCOLN INC	\$111.42
	403150	05/06/2013	088654	TARGET	\$31.10
	403171	05/06/2013	089740	TREETOP PUBLISHING INC	\$50.45
	403172	05/06/2013	101301	TREND ENTERPRISES INC	\$51.86
	403187	05/06/2013	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	\$250.00
11 - Total					\$82,799.43
14	402642	05/06/2013	136587	COVENTRY HEALTH & LIFE INS CO	\$136,038.00
	403112	05/06/2013	138887	SIMPLYWELL LLC	\$2,131.05
14 - Total					\$138,169.05
17	402546	05/06/2013	139224	SCANDIUM INC	\$178.06
	402549	05/06/2013	012989	APPLE COMPUTER INC	\$599.00
	402578	05/06/2013	137422	BENEE'S INC	\$999.00
	402583	05/06/2013	019111	BISHOP BUSINESS EQUIPMENT	\$209.00
	402618	05/06/2013	133970	CCS PRESENTATION SYSTEMS	\$1,994.08
	402639	05/06/2013	139110	CONEL INC	\$22,572.00
	402654	05/06/2013	130731	D & D COMMUNICATIONS	\$186.90
	402971	05/06/2013	068445	NEBRASKA FURNITURE MART INC	\$1,800.00
	403020	05/06/2013	102047	PAYLESS OFFICE PRODUCTS INC	\$546.00
	403040	05/06/2013	132713	PROTEX CENTRAL INC	\$6,669.00
	403075	05/06/2013	131615	RUSSELL MIDDLE SCHOOL	\$9,020.00
	403105	05/06/2013	083175	SHEPPARD'S BUSINESS INTERIORS	\$1,176.74
	403109	05/06/2013	135412	ROY EUGENE KIRK	\$2,300.00
17 - Total					\$48,249.78
50	402513	04/25/2013	135033	ACKERMAN ELEMENTARY	\$795.00
	402515	04/25/2013	139673	COMPLETELY KIDS	\$100.00
	402528	05/06/2013	101489	ADAMS PROFESSIONAL SERVICES INC	\$275.00
	402556	05/06/2013	138007	GARRETT ASHBY	\$108.00
	402572	05/06/2013	139698	NOAH BATENHORST	\$30.00
	402577	05/06/2013	139707	RICHARD A BELT	\$90.00
	402579	05/06/2013	138888	CASSIDY BENJAMIN	\$35.00
	402584	05/06/2013	099220	DICK BLICK CO	\$6.75
	402612	05/06/2013	139369	FLORENTINA MIHAELA CARL	\$140.00
	402619	05/06/2013	133589	CDW GOVERNMENT, INC.	\$250.00
	402635	05/06/2013	139673	COMPLETELY KIDS	\$150.00
	402637	05/06/2013	139699	MARISSA BROOKE CONNOR	\$40.00

Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	402666	05/06/2013	032800	DEMCO INC	\$411.94
	402667	05/06/2013	138727	ROBIN DEMUTH-TURCO	\$160.00
	402669	05/06/2013	032904	RONALD DEREMER	\$45.00
	402677	05/06/2013	033473	DIETZE MUSIC HOUSE INC	\$1,732.19
	402688	05/06/2013	130648	DOSTALS CONSTRUCTION CO INC	\$3,000.00
	402716	05/06/2013	139683	ELIE ELKAHWAJI	\$220.00
	402722	05/06/2013	138591	ZACH ERIKSEN	\$90.00
	402724	05/06/2013	038431	ROBERT W. ERLANDSON	\$180.00
	402744	05/06/2013	138891	LYNSY FLYR	\$280.00
	402747	05/06/2013	041100	FOLLETT LIBRARY RESOURCES	\$1,711.24
	402757	05/06/2013	139700	KATIE GILROY	\$45.00
	402758	05/06/2013	138064	TAYLOR GILROY	\$160.00
	402766	05/06/2013	138889	TARA GOSS	\$160.00
	402783	05/06/2013	047856	HARCOURT OUTLINES INC	\$242.84
	402794	05/06/2013	139684	KARISSA HECKENS	\$25.00
	402803	05/06/2013	132592	WILLIAM SPRAGUE, JR.	\$403.57
	402828	05/06/2013	138560	IXL LEARNING INC	\$299.00
	402835	05/06/2013	139652	JASON DEANS	\$240.00
	402839	05/06/2013	138369	YUAN YUAN JIANG	\$120.00
	402842	05/06/2013	054492	JIM L JOHNSON	\$60.00
	402846	05/06/2013	138606	CAROLINE PEYTON JONES	\$120.00
	402847	05/06/2013	139453	LAURA JONES	\$140.00
	402871	05/06/2013	139370	CHARLES P KRENK	\$210.00
	402872	05/06/2013	135103	RON KROENKE	\$140.00
	402873	05/06/2013	139134	CALEB KRUSE	\$40.00
	402881	05/06/2013	139371	SOPHIA D LAMBERT	\$140.00
	402888	05/06/2013	139353	GRACE LAY	\$160.00
	402900	05/06/2013	059560	MATHESON TRI-GAS INC	\$210.81
	402906	05/06/2013	131397	LOWE'S HOME CENTERS INC	\$213.80
	402914	05/06/2013	139643	ADAM MALCHOW	\$160.00
	402917	05/06/2013	138768	SHEA MARCINSKI	\$160.00
	402928	05/06/2013	138066	EMILY MCCOY	\$160.00
	402929	05/06/2013	138156	KATHERINE MCGINN	\$120.00
	402949	05/06/2013	139685	AARON T MITCHELL	\$175.00
	402970	05/06/2013	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$690.00
	402978	05/06/2013	139644	SHANE NGUYEN	\$40.00
	402981	05/06/2013	139180	KATHERINE EMILY NISSEN	\$75.00
	402985	05/06/2013	137588	ERIN OELTJEN	\$216.00

Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	402993	05/06/2013	100013	OFFICE DEPOT 84133510	\$967.18
	403010	05/06/2013	136739	JAMES W KUPER	\$1,134.00
	403011	05/06/2013	139687	MADELINE A PAPATYI	\$175.00
	403034	05/06/2013	139098	JEFFREY MICHAEL POE	\$288.00
	403049	05/06/2013	100642	REALLY GOOD STUFF INC	\$51.52
	403066	05/06/2013	079310	ROCKBROOK CAMERA CENTER	\$1,062.50
	403071	05/06/2013	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$4,175.25
	403086	05/06/2013	081891	SCHMITT MUSIC CENTER	\$104.37
	403089	05/06/2013	099640	SCHOLASTIC BOOK FAIRS	\$28.18
	403090	05/06/2013	082100	SCHOLASTIC INC	\$603.93
	403115	05/06/2013	139181	ELIZABETH SNYDER	\$120.00
	403125	05/06/2013	139701	ANDREW SPENCER	\$40.00
	403133	05/06/2013	138198	BROOKE STILMOCK	\$160.00
	403134	05/06/2013	139354	LANE STILMOCK	\$160.00
	403138	05/06/2013	139688	MICHAEL STUFFT	\$240.00
	403161	05/06/2013	138067	KACY THURMAN	\$160.00
	403169	05/06/2013	139138	TATIANNA TRABUCCO	\$105.00
	403199	05/06/2013	094130	WENGER CORPORATION	\$5,614.00
50 - Total					\$29,965.07
99	403010	05/06/2013	136739	JAMES W KUPER	(\$43.80)
	403109	05/06/2013	135412	ROY EUGENE KIRK	(\$92.00)
99 - Total					(\$135.80)
Overall - Total					\$2,799,733.51

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **5/1/2013**BOE Meeting Date: **5/1/2013**Sale or Disposals Scheduled After: **5/6/2013**

Lot	Quantity	Description
1	20	Laptop computers
2	5	Desktop computers
3		
4		
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AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of the Revisions in Board Policy 6700: Curriculum, Instruction, and Assessment- Co-Curricular Activities.

MEETING DATE: May 6, 2013

DEPARTMENT: Activities and Athletics

TITLE AND BRIEF DESCRIPTION: Board Policy 6700, Co-Curricular Activities.

Recommend revisions in the wording of the policy plus inclusion of board policies and rules applicable to board policy 6700.

ACTION DESIRED: Approval X

BACKGROUND: Periodic review of board policies and rules.

OPTIONS/ALTERNATIVE CONSIDERATIONS: Leave the current wording in place.

.RECOMMENDATIONS: It is recommended that the board policy 6700 be approved.

STRATEGIC PLAN REFERENCE: N/A

TIME LINE: Immediate

PERSONS RESPONSIBLE: Director of Activities, Craig Whaley
Assistant Superintendent of Human Resources,
James Sutfin

SUPERINTENDENT'S APPROVAL: _____  _____

Category: Curriculum, Instruction, and Assessment

Policy: Co-Curricular Activities

6700

Extracurricular school-sponsored clubs and activities, and interscholastic athletics and activities are an extension of the selected content curriculum and instructional strategies of the Millard Education Program, whether or not they occur in a traditional classroom setting. As an extension of the Millard Education Program, and as a result of financial, facility, personnel, and interest limitations and constraints, the number and nature of extracurricular school sponsored clubs and activities, and the number of interscholastic athletics and activities will be restricted to those which meet the criteria of and which are approved according to the procedures specified in [Millard Public Schools District](#) Rules 6700.1 and 6700.2. The [Millard Public Schools District](#) shall not be required to approve or promote any extracurricular school sponsored clubs and activities, or any interscholastic athletics and activities which are suggested for approval. Extracurricular school-sponsored clubs and activities, and interscholastic athletics and activities are separate and distinct from the co-curricular activities such as band and choir, in which students must participate as part of the requirements for enrollment in and receiving a grade for a particular course. Extracurricular school-sponsored clubs and activities, and interscholastic athletics and activities are separate and distinct from the student-initiated, non-curriculum related secondary school student groups which are permitted to conduct non-curriculum related student group meetings on the premises of secondary schools, pursuant to the equal access provisions of federal law and [Millard Public Schools District](#) Policy 5520 and Rule 5520.1. Such non-curriculum related secondary school student groups are not extracurricular, are not school-sponsored, are not an extension of the Millard Education Program, and are not governed by this Policy or [Millard Public Schools District](#) Rules 6700.1 through 6700.6 [6700.8](#).

Related [Policy and](#) Rules: [5520, 5520.1](#), 6700.1, [6700.2, 6700.3, 6700.4, 6700.5](#), 6700.6, 6700.7, 6700.8

Legal Reference: Neb. Rev. Stat. §79-2, 101; Public Schools, secret organizations; membership in, prohibited

Date of Adoption: June 16, 1975

Date of Revision: August 23, 1999; March 4, 2002, [May 6, 2013](#)

Date of Last Review: May 19, 2008

Millard Public Schools
Omaha, [Nebraska](#)

Curriculum, Instruction, and Assessment

Extracurricular School Sponsored Clubs and Activities, and Interscholastic Athletics and Activities – Administration

6700.3

- I. The goal for each student participating in extracurricular activities shall be a balanced program of appropriate academic studies and extracurricular school sponsored clubs and activities and interscholastic athletics and activities, to be determined by the school, the parents, and the students. This should be a shared responsibility.
- II. Guidance is necessary to encourage the non-participating students to consider extracurricular school sponsored clubs and activities and interscholastic athletics and activities, and to prevent the over-enthusiastic students from over-emphasizing clubs, activities, and athletics at the cost of their academic performance.
- III. Activities which are for public view are to be kept to the minimum necessary for their educational value. Public performances of the activities are to be supervised in order to prevent excessive time and effort expenditures by students. Public performances may not be held for purposes which contribute to private gain or advantage.
- IV. District-wide events shall be approved by the Superintendent or designee.
- V. School events should not be scheduled after 5:00 p.m. and should conclude by 6:30 p.m. on Wednesday evenings. Exceptions shall be permitted for district and/or state contest dates determined by the NSAA as well as contest dates determined by the Metro Conference for its tournament schedules.

Related Policies & Rules: 6700P, 6700.1, 6700.2, 6700.4, 6700.5, 6700.6

Rule Approved: June 16, 1975

Revised: August 23, 1999; March 4, 2002; June 16, 2008

Millard Public Schools
Omaha, Nebraska

Curriculum, Instruction, and Assessment

Extracurricular School Sponsored Clubs and Activities, and Interscholastic Athletics and Activities – School Social Events **6700.4**

- I. All school social events will be restricted to members of the student body, the class or club concerned, and their guests. Parents are always welcome at school functions.
- II. All school social events are to be properly chaperoned at the direction of the building principal or designee.

III. Permission to have school social events is to be obtained from the building principal or designee and placed on the calendar. The principal or designee shall require the group and their sponsor to work out all details for preparation and clean-up.
- IV. All school social events held on school nights should end by 11:00 p.m. unless changed by the principal or designee.
- V. The building principal or designee shall determine the number of school social events to be held each year.

Related Policy: 6700, and Rules: 6700.1, 6700.2, 6700.3, 6700.5, 6700.6

Rule Approved: December 1, 1975
Reviewed: December 2, 1996
Revised: October 2, 2000; January 7, 2002; March 4, 2002
Reaffirmed: May 19, 2008

Millard Public School
Omaha, Nebraska

Curriculum, Instruction, and Assessment

Extracurricular School Sponsored Clubs and Activities, and Interscholastic Athletics and Activities – Intramural Athletics

6700.5

- I. The building principal or designee shall be responsible for the building's intramural athletic program which shall be a balanced intramural athletic program for both sexes and with appropriate intramural athletics for appropriate levels.
- II. The building principal or designee shall see that the intramural athletic program is properly organized and supervised, including the supervision of both participants and spectators.
- III. Care shall be taken that intramural athletics are conducted primarily for the benefit of participants.
- IV. The focus of the intramural athletic program shall be on participation.

Related Policy: 6700, and Rules: 6700.1, 6700.2, 6700.3, 6700.4, 6700.6

Rule Approved: June 16, 1975
Revised: August 23, 1999; March 4, 2002
Reaffirmed: May 19, 2008

Millard Public Schools
Omaha, Nebraska

Curriculum, Instruction, and Assessment

Extracurricular School Sponsored Clubs and Activities and Interscholastic Athletics and Activities (Travel and Trips)

6700.6

Extracurricular school sponsored clubs and activities, and interscholastic athletics and activities involving the transportation of participants or spectators in school-sponsored vehicles shall be subject to the following guidelines:

- I. All trips shall originate and terminate at the school.
- II. On all trips, the rules and regulations of the building and the Millard Public Schools regarding students and student conduct shall be in effect from the time of departure until the time of return.
- III. Written approval of the student's parent or guardian must be secured.
- IV. A trip permit may be signed by a student's parent or guardian and placed on file for the school year.
- V. The principal or designee will arrange transportation for interscholastic and extracurricular activities and athletics. Trips that are scheduled for a length of time beyond sixteen (16) hours, or which may require student involvement or transportation beyond 12:00 midnight, or which require overnight accommodations, shall not be approved unless the mode of transportation has a properly permitted or licensed driver who complies with the hourly driving limitations of Title 92, Nebraska Administrative Code, Chapter 91-005.07G. Certificated staff who are operating the transportation provided for interscholastic or extracurricular activities or athletics shall also comply with the hourly driving limitations of Title 92, Nebraska Administrative Code, Chapter 91-005. 07G.
 - A. The coach or club or activity sponsor and principal or designee will ensure that the hourly driving limitations of Title 92, Nebraska Administrative Code, Chapter 91-005. 07G are communicated to the provider of transportation prior to the start of the trip.
 - B. The coach or club or activity sponsor will ensure that the provider of transportation provides a written plan to the principal or designee prior to the start of the trip that adheres to the hourly driving limitations of Title 92, Nebraska Administrative Code, Chapter 91-005. 07G.
 - C. The time of departure for the trip shall be no earlier than 6:00 a.m. on the starting day of the trip. Exceptions to this time of departure must have the prior approval of the District Director of Activities.

- D. When the anticipated time of departure for the trip is earlier than 6:00 a.m. on the day of the event, the trip shall be subject to the following guidelines:
1. The time of departure must have the prior approval of the District Director of Activities, or
 2. The coach or club or activity sponsor must arrange for the overnight accommodations of the students, drivers, chaperones, and coaches or club or activity sponsors involved on the trip for the night prior to the event, and
 3. The overnight accommodations must be reserved prior to the start of the trip and will follow the overnight travel and trip guidelines.
- E. The time of arrival on the return date of the trip shall be no later than 12 midnight on the day of the event. When the anticipated time of arrival on the return date of the trip is later than 12 midnight, that time must have the prior approval of the District Director of Activities.
- F. When the anticipated time of arrival for the trip is later than 12 midnight on the day of the event, the trip shall be subject to the following guidelines:
1. The coach or club or activity sponsor will arrange for the overnight accommodations of the students, drivers, chaperones, and coaches or club or activity sponsors involved on the trip for the concluding night of the event. Those involved on the trip will return to the school on the next day, and
 2. The overnight accommodations must be reserved prior to the start of the trip, and
 3. The coach or club or activity sponsor will follow the overnight travel and trip policies and rules, or
 4. Upon the arrival to the school the students involved on the trip shall leave the school by means other than walking. A certificated staff member of the school will remain in a designated area at the school with the students involved on the trip until all of those students have left the school.
 - a. The designated area at the school is subject to the approval by the principal or designee.
 - b. The designated area at the school will be communicated to the parents/guardians of the students involved on the trip prior to the trip.
 - c. Students on the trip are to remain in the designated area of the school until they are released by the certificated staff member.

- d. The name(s) of the person(s) other than the parents/guardians of the students involved on the trip who will retrieve the student(s) after arrival to the school must be provided to the coaches or club or activity sponsors prior to the trip.
 - e. The person(s) retrieving the students on the trip must come to the designated area at the school for the trip to retrieve the students.
- G. Any exceptions to these guidelines must have the prior approval of the District Director of Activities.
- VI. The coach or club or activity sponsor, in consultation with the principal or designee, may give a student permission to use alternate transportation.

Related Policies & Rules: 6700, 6700.1, 6700.2, 6700.3, 6700.4, 6700.5, 6700.7, 6700.8

Date of Adoption: June 16, 1975

Date of Revision: August 23, 1999; March 4, 2002; May 3, 2004,
May 1, 2006; October 1, 2007; May 5, 2008

Millard Public Schools
Omaha, Nebraska

Curriculum, Instruction, and Assessment

Extracurricular School-Sponsored Clubs, Activities and Interscholastic Athletics, and Activities (Travel and Trips)

Overnight Travel and Trips Guidelines - Middle Schools

6700.7

- I. Every effort should be made to find teacher or parent chaperones. Volunteer chaperones must be screened according to the Volunteer approval process (Rule 6910.1). For volunteers, there should be at least a one-month lead time to allow for background checks.
- II. At least one (1) certificated employee of the District is to accompany any student group during an overnight event of that student group.
- III. Certificated employees are on duty during the entire time of the travel and trip.
- IV. The head coach or sponsor will provide the travel and trip plan to the principal or designee within the deadline established by the principal or designee.
- V. Students will be under supervision of adults at all times.
- VI. Volunteer chaperones will report any behavior problems immediately to the certificated staff member(s).
- VII. Certified staff members will discuss the specific chaperone responsibilities with the volunteer chaperones and provide written guidelines.
- VIII. In addition to the head coach or activity sponsor, a minimum of one (1) additional gender specific chaperone is required for every 25 students. Based upon the location of the trip, the number of the chaperones may be increased.

Number of Male Students	Number of Chaperones in Addition to the Certificated Staff Member	Number of Female Students	Number of Chaperones in Addition to the Certificated Staff Member
0-25	1	0-25	1
26-50	2	26-50	2
51-75	3	51-75	3
76-100	4	76-100	4

- IX. Consideration of student gender should be made when selecting chaperones.
- X. Emergency card/contact information will be brought on the travel and trip.
- XI. Emergency contact information will be provided to parents.

- XII. In the event of illness or injury, a parent will be contacted immediately so a plan about the child's welfare can be determined. A principal will be made aware of the situation.
- XIII. In the event of serious illness or injury, 911 will be called and the parent notified of the situation and hospital location. If there is only one (1) coach or sponsor, the highest priority of supervision will determine whether a coach or sponsor will accompany the student to the hospital. A principal will be made aware of the situation.

Related Policies & Rules: 6700, 6700.1, 6700.2, 6700.3, 6700.4, 6700.5, 6700.6, 6910.1

Rule Approved: January 16, 2006
Revised: May 5, 2008

Millard Public Schools
Omaha, Nebraska

Curriculum, Instruction, and Assessment

Extracurricular School Sponsored Clubs, Activities and Interscholastic Athletics And Activities (Travel and Trips)

Overnight Travel and Trips Guidelines - High Schools

6700.8

- I. Every effort should be made to find teacher or parent chaperones. Volunteer chaperones must be screened according to the Volunteer approval process (Rule 6910.1). For volunteers, there should be at least a one-month lead time to allow for background checks.
- II. At least one (1) certificated employee of the District is to accompany any student group during an overnight event of that student group.
- III. Certificated employees are on duty during the entire time of the travel and trip.
- IV. The head coach or sponsor will provide the travel and trip plan to the principal or designee within the deadline established by the principal or designee.
- V. Students will be under supervision of adults.
- VI. Volunteer chaperones will report any behavior problems immediately to the certificated staff member(s).
- VII. Certificated staff members will discuss the specific chaperone responsibilities with the volunteer chaperones and provide written guidelines.
- VIII. Consideration of student gender should be made when selecting chaperones.
- IX. Emergency card/contact information will be brought on the travel and trip.
- X. Emergency contact information will be provided to parents.
- XI. In the event of illness or injury, a parent will be contacted immediately so a plan about the child's welfare can be determined. A principal will be made aware of the situation.
- XII. In the event of serious illness or injury, 911 will be called and the parent notified of the situation and hospital location. If there is only one (1) coach or sponsor, the highest priority of supervision will determine whether a coach or sponsor will accompany the student to the hospital. A principal will be made aware of the situation.

Related Policy and Rules: 6700P, 6700.1, 6700.2, 6700.3, 6700.4, 6700.5, 6700.6, 6910.1

Rule Approved: January 16, 2006
Revised: May 5, 2008

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: First Reading of Policy 6670: Homebound Instruction

MEETING DATE: May 6, 2013

DEPARTMENT: Educational Services

TITLE: First Reading of Policy 6670: Homebound Instruction

BRIEF DESCRIPTION: Policy 6670: Homebound Instruction is being updated

ACTION DESIRED: First Reading of Policy 6670: Homebound Instruction

BACKGROUND: Policy 6670: Homebound Instruction is being updated, including References to Related Policies and Rules

RECOMMENDATIONS: Continue to Second Reading and Recommendation for Approval

STRATEGIC PLAN N/A


REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: Second Reading May 20, 2013

RESPONSIBLE PERSON(S): Mark Feldhausen, Associate Supt. of Educational Services
Charlene Snyder, Director of Special Education

SUPERINTENDENT'S APPROVAL:



Curriculum, Instruction, and Assessment

Homebound Instruction

6670

Homebound instruction in a student's home under parental supervision may be provided when the student is physically or mentally ill or injured and unable to attend regular classes for an extended period of time. Homebound instruction shall be provided when the student's physical and mental condition are such that the student can benefit from instruction and no other provision will meet the student's educational needs.

The District will develop written procedures for providing homebound instruction to eligible resident students.

[Related Policy and Rule: 4141, 4141.1, 6635, 6670.1, 6675, 6675.1, 6680, 6680.1](#)

Policy Adopted: June 16, 1975

Revised: August 23, 1999; May 21, 2001, [May 20, 2013](#)

Reviewed: November 19, 2007

Millard Public Schools
Omaha, NE

Curriculum, Instruction, and Assessment

Homebound Instruction

6670.1

- I. General Statement. Homebound instruction may be provided to a student in his/her home under parental supervision when the student is unable to attend regular classes due to physical or mental illness or injury which results in the student's extended absence from school.
- II. Definitions.
 - A. Homebound instruction shall mean educational instruction provided to a student in his/her home within ~~Millard School~~-District boundaries or a local hospital to which a student has been temporarily admitted for care of the illness or injury. ~~Temporary hospitalization shall mean less than thirty (30) calendar days.~~
 - B. Parental supervision shall mean the presence of the student's parent or guardian or other adult as authorized by the parent or guardian, including hospital staff.
 - C. Extended absence from school shall mean a medically prescribed absence from the regular classes the student attends, ~~for a period of at least fifteen (15) school days, or the equivalent period of time for students on a block schedule.~~ The length of time a student may be absent from classes for a medically prescribed reason before homebound instruction begins will be individually determined and based upon, but not limited to the following: duration of the absence, recurrence of the absences, and the ability of the student to participate in instruction as verified by the student's physician.
 - D. Illness or Injury shall mean a medically diagnosed physical or mental condition that prohibits a student from attending regular classes, e.g., cancer treatment, recovery from surgery, school phobia.
 - E. Core Curriculum-Subject Areas shall mean instruction in the following areas: reading, writing, mathematics, science and social studies.
 - F. Physician shall mean individuals licensed by the Department of Health and Human Services as Medical Doctors (M.D.) and Osteopathic Physicians (D.O.).
- III. Provision of Homebound Instruction.
 - A. Homebound instruction shall be provided only when no other options are available to meet the student's educational needs.
 - B. The frequency and duration of homebound instruction shall be such instruction as is necessary for the student to progress in the core ~~curriculum~~ subject area classes that he/she is unable to attend.
 - C. The student's physician shall sanction the student's participation in homebound instruction, verifying that the student's physical and mental condition will not be jeopardized by participation.
 - D. Students who are residents of the ~~Millard School~~-District and attend a nonpublic school are eligible to receive homebound instruction.
 - E. Students who are residents of the ~~Millard School~~-District and attend an Exempt School are not eligible to receive homebound instruction, other than the instruction they may be entitled to receive as a student with a disability.
 - F. Homebound instruction will be provided on regularly scheduled school days, following the approved school calendar, and during times that are ordinarily considered to be the school day for professional staff as provided by District Rule 4141.1.

IV. Requests for Homebound Instruction.

- A. All requests for homebound instruction shall be referred to the Director of Special Education or designee.
- B. If the homebound student is not a student with a disability, a Multidisciplinary Team evaluation ~~will~~ may be conducted to determine if the student is eligible to receive instruction as a student with a disability who is Other Health Impaired. If the student is determined to be eligible to receive homebound instruction as a student with a disability, the student's Individual Education Program (IEP) Team will identify the appropriate homebound instruction to be provided by the District.
- C. If the homebound student is a student with a disability, the student's ~~Individual Education Program (IEP)~~ Team will be convened to consider the student's medical condition and identify the appropriate homebound instruction to be provided by the District.

Related Policy and Rule: 4141, ~~4141.1~~, 6635, 6670, 6675, ~~6675.1~~, 6680, 6680.1

Rule Approved: May 21, 2001, May 20, 2013
Reviewed: November 19, 2007

Millard Public Schools
Omaha, NE

Enclosure
May 6, 2013

AGENDA SUMMARY SHEET

AGENDA ITEM: Revision of Board Rule 6700.1: Curriculum, Instruction, and Assessment- Extracurricular School-Sponsored Clubs and Activities, Approval Procedures and Criteria

MEETING DATE: May 6, 2013

DEPARTMENT: Activities and Athletics

TITLE AND BRIEF DESCRIPTION:

- 1) Exempt school students and/or nonpublic school students who wish to participate in school-sponsored clubs and activities must meet the requirements set forth in board rules 6675.1 (exempt school students) or 6680.1 (nonpublic school students).
- 2) When unanticipated participation occurs in a school-sponsored club or activity in which an extra-duty stipend is paid to the sponsor and the school seeks an additional stipend to cover the unanticipated participation, the procedures to request an additional stipend are clarified. The request is made to the Directors of Employee Relations and Activities and Athletics. If the additional stipend is approved, the additional stipend is applicable for the current school year only and is withdrawn at the end of the current school year.
- 3) If and/or when an additional stipend is requested for a school-sponsored club or activity does not meet the unanticipated participation number established by this rule, the Directors of Employee Relations and Activities and Athletics, rather than the District Activities Committee, will determine the application of this rule.

ACTION DESIRED: Approval

BACKGROUND: 1) Revisions in regard to participation in school-sponsored clubs and activities by exempt school students and/or nonpublic school students are not changed, but are clarified in this rule. The revisions recommended in board rules 6675.1 and 6680.1 establish criteria as to which schools these students may participate in such clubs and activities.

2) The request for an additional stipend for school-sponsored clubs and activities when participation in such clubs and activities exceeds forty-five members should be for unanticipated increases in participation. The revision in this part of the rule specifies who will consider the approval of the additional stipends, which does not currently exist in the rule. The revision also specifies that the additional stipend due to unanticipated participation will last for the current school year as district budgeting procedures permit administrators to request the inclusion of more and/or different stipends for future years.

3) The District Activities Committee currently meets four times per school year. The membership in this committee included students and parents. It may be difficult for the membership of this committee to meet quickly in order to evaluate how the number of unanticipated participation for those clubs and activities that need special consideration as this rule currently suggests. Allowing the Director of Employee Relations and the Director of Activities and Athletics to respond will be much quicker than calling for a meeting of the District Activities Committee.

RECOMMENDATIONS: It is recommended that board rule 6700.1 be approved as revised.

STRATEGIC PLAN REFERENCE: N/A

TIME LINE: Immediate

PERSONS RESPONSIBLE: Director of Activities and Athletics, Craig Whaley
Director of Employee Relations, Chad Meisgeier
Assistant Superintendent of Human Resources,
James Sutfin

SUPERINTENDENT'S APPROVAL: _____

John W. Sutfin

Curriculum, Instruction, and Assessment

Extracurricular School-Sponsored Clubs and Activities - Approval Procedures and Criteria

6700.1

I. Extracurricular School-Sponsored Clubs and Activities

Extracurricular school-sponsored clubs and activities are an extension of the selected content curriculum and instructional strategies of the Millard Education Program. Extracurricular school-sponsored clubs and activities serve as an extension of the Millard Education Program by providing and promoting opportunities, activities, experiences, and/or programs which supplement the subject matter of specific courses, extend the skills taught in specific courses, reinforce the instruction provided in specific courses, provide career activities and exploration, recognize and promote academic achievement and excellence, provide intramural athletic competition, enhance school support and spirit, or provide for the administration of student government or student body activities.

II. Approval Procedures and Criteria

- A. Certain extracurricular school-sponsored clubs and activities are established and recognized as being school-sponsored and an extension of the Millard Education Program and they shall not be required to obtain approval, except for funding, when properly operating under this Rule. These established and recognized extracurricular school-sponsored clubs and activities include:

High School Level:

Art Club	Literary Magazine
Broadcasting Club	Math Club
Cheerleading	Multi Cultural Club
Chess Club	National Forensics League
Classics Club	National Honor Society
Computer Science Club	Political Roundtable
Dance Team	Science Olympiad
International Thespian Society	Senior Class Board
Engineering Club	Student Council
Future Educators of America	Unity Club
Foreign Language Clubs	Volunteers in Action
History Club	Writers Club
Health Occupation Student Association	Youth Making a Difference
Intramural Sports	Youth to Youth (Drug Free)
Junior Class Board	

Middle School Level:

Ambassador Club	Intramural Sports
Art Club	Mustang Mentors
Book Club	Outdoor Classroom
Bowling Club	Peer Tutors
Chess Club	Photography Club
Computer Club	Renaissance
Crafts Club	Science Club
Cross Country Club	Science Olympiad
Dance Club	Scrapbook Club
Debate Club	Self Defense Club
Design Club	Ski Club
Destination Imagination	Snack n' Stitch
Speech Club	Volleyball Club
Spirit Club	Volunteer Club
Stock Market Club	Wits Clash / Knowledge Masters
Student Council	Yearbook Club
Talent Show	
Tennis Club	

Elementary School Level:

Art Club	Helping Hands Club
Book Club	History Club
Chess Club	Math Club
Choir/Music Club	Pentathlon Club
Computer Club	Science Club
Drama Club	Science Olympiad
Drug Free Club	Stock Market Club
Environmental Club	Student Council
Fitness/Health Club	Student Mediation Club
Foreign Language Club	Word Masters Club
Geography Club	Writer's Club

- B. All other presently existing and all other suggested future extracurricular school-sponsored clubs and activities shall be required to seek and obtain approval in accordance with the following procedures and criteria.
1. A suggestion form from the District Activities Committee shall be properly and fully completed by the school certificated staff member who suggests the formation of the extracurricular school-sponsored club or activity and who proposes and is qualified to serve as the certificated staff

sponsor. Such suggestion forms will be submitted by certificated staff employed by the ~~Millard Public Schools~~ [District](#) only.

2. Such suggestion forms shall be submitted to the school principal or designee. All suggestion forms which are not properly and fully completed shall not be considered.
3. The principal or designee shall review the suggestion form and such other information considered to be appropriate and make a written recommendation whether or not to form such a school-sponsored club or activity based on the criteria set forth hereinafter. If the suggestion is accepted by the building principal or designee, the suggestion form will be forwarded with recommendation to the ~~Millard Public Schools~~ [District](#) Activities Committee within forty (40) school days after receipt of the suggestion form.
4. Within eighty (80) school days after receipt of the suggestion form and recommendation, the Activities Committee shall meet, review the suggestion form and recommendation of the principal or designee and such other information considered to be appropriate, and make a written decision to approve or deny the formation of such a school-sponsored club or activity based on the criteria set forth below.
5. When reviewing any suggestion to form a new extracurricular school-sponsored club or activity, the principal or designee and the Activities Committee shall evaluate the following considerations and criteria. Whether the suggested school-sponsored club or activity:
 - a. ~~p~~[P](#)rovides and promotes opportunities, activities, experiences, and/or programs which supplement the subject matter of specific courses, extend the skills taught in specific courses, or reinforce the instruction provided in specific courses.
 - b. ~~p~~[P](#)rovides and promotes opportunities, activities, experiences, and/or programs which involve career activities or career exploration.
 - c. ~~p~~[P](#)rovides and promotes opportunities, activities, experiences, and/or programs which involve career preparation and technical education, such as business education, career guidance and counseling, family and consumer sciences, industrial education, marketing education, health occupations education, or diversified occupations education.
 - d. ~~r~~[R](#)ecognizes and promotes academic achievement and excellence.

- e. **p**Provides problem-solving skills or higher level thinking skills through club competition or club exercises.
- f. **p**Provides hands-on experiences which extend the learning process beyond the classroom or provides opportunities to practice and apply the curriculum or skills taught in specific courses.
- g. **p**Provides and promotes opportunities, activities, experiences, and/or programs which involve intramural athletic competition, team leadership and cooperation, sportsmanship, sports and recreation skills, physical development, or physical education.
- h. **p**Provides and promotes opportunities, activities, experiences, and/or programs which enhance school support and spirit through organized cheering, support the school's interscholastic athletics and activities programs, or build student morale, student spirit, or positive support for the school and the school's interscholastic programs.
- i. **p**Provides for the administration of student government or student body or class activities and programs.
- j. **p**Provides for and promotes middle school level exploration of activities, socialization, or citizenship.
- k. **s**Shows evidence of strong student interest and has potential for growth and longevity.
- l. **h**Has adequate funding. Funding should not be diverted from existing school-sponsored clubs or activities so as to create new ones.
- m. **h**Has adequate facilities available.
- n. **h**Has qualified and competent sponsors available, who are ~~Millard Public Schools~~ **District** certificated staff, or selected community volunteers, or paid volunteers.
- o. **d**Duplicates the general purposes of an existing sponsored club or activity, an existing equal access student group, or existing activities or programs which are already available within the ~~Millard Public Schools~~ **District** or within the community.
- p. **i**s appropriate for the knowledge level, intellectual maturity, competence, and age of the students.

- q. ~~i~~Involves exposure to or risks of injury or harm.
 - r. ~~e~~Can operate in compliance with federal and state laws and the policies and rules of the ~~Millard Public Schools~~ [District](#).
 - s. ~~i~~Is an appropriate addition to the number and nature of clubs or activities at a school.
- 6. No extracurricular school-sponsored clubs or activities shall involve or promote the indoctrination or advocacy of partisan, political, ideological, or religious beliefs.
 - 7. No extracurricular school-sponsored clubs or activities shall be a secret fraternity or secret organization.

III. Student Participation

- A. Participation of students in extracurricular school-sponsored clubs and activities is encouraged, and participation shall be open to and limited to all students who are currently enrolled in the sponsoring school on a voluntary basis [as well as Exempt School Students and Nonpublic School Students pursuant to District Rules 6675.1 and 6680.1](#). Extracurricular school-sponsored clubs and activities may establish academic or course enrollment qualifications for participation if such qualifications are necessarily related to the purposes of that extracurricular school-sponsored club or activity.
- B. Students will be limited in participating in activities of a non-school nature during school hours. Prior to such participation, approval must be granted by the building administrator.

IV. Governance

All extracurricular school-sponsored clubs and activities shall be under the exclusive governance and control of school personnel. Such exclusive governance and control shall include, but shall not be limited to, the formation, naming, structure, operation, financing, and discontinuance of all extracurricular school-sponsored clubs and activities. Extracurricular school-sponsored clubs and activities shall not have any separate or individual existence, status, rights, or authority.

V. Sponsors

- A. Each extracurricular school-sponsored club and activity must have a sponsor who is a ~~Millard Public Schools~~ [District](#) certificated staff member, or selected community volunteer or paid volunteer, who is qualified by virtue of education,

training, experience, or special interest to serve as the sponsor. The principal or designee shall select the sponsor. ~~Millard Public Schools~~ [District](#) certificated staff member who submits a suggestion form may or may not be selected as the sponsor.

- B. Sponsors shall be required to: develop materials, activities, and a budget; promote membership and participation; communicate with the principal or designee, staff, students, and parents; schedule meeting dates and locations; plan meaningful experiences; supervise students during activities; evaluate and make recommendations; and submit a year end report to the principal or designee.
- C. An assignment as a sponsor is an annual appointment. One (1) activity stipend may be issued to a ~~Millard Public Schools~~ [District](#) certificated staff member for extracurricular school-sponsored clubs or activities, in accordance with budgeting procedures, that have between ten (10) and forty-five (45) active participants. When [unanticipated](#) participation exceeds forty-five (45) active participants, an additional activity stipend may be issued [for an additional sponsor for the current school year only upon approval by the Superintendent or designee. Any such additional stipends will terminate at the end of the current school year.](#) Under certain circumstances which sometimes exist with different types of extracurricular school-sponsored clubs or activities, the individual schools may be excluded from these number restrictions with the approval of the ~~Activities Committee~~ [the Superintendent or designee.](#) With the approval of the principal or designee, two (2) or more ~~Millard Public Schools~~ [District](#) certificated staff members may be allowed to split an activity stipend for an extracurricular school-sponsored club or activity.

VI. Review and Revocation

- A. The principal or designee shall review the activities and purposes of extracurricular school-sponsored clubs and activities on a regular basis and the principal or designee may, on their own initiative or upon any complaint or request by students, certificated staff, or parents, recommend to the Activities Committee that recognition of any extracurricular school-sponsored club or activity be revoked. Recommendations for revocation shall be forwarded to and processed by the Activities Committee in the manner provided above for applications.
- B. The Activities Committee may on its own initiative, review and revoke the recognition of any extracurricular school-sponsored club or activity.

Related Policies & Rules: [6675](#), [6675.1](#), [6680](#), [6680.1](#), 6700, 6700.2, 6700.3, 6700.4, 6700.5, 6700.6, [6700.7](#), [6700.8](#).

Rule Approved: June 16, 1975

Revised: August 23, 1999; March 4, 2002; May 5, 2008; [May 6, 2013](#)

Millard Public Schools
Omaha, Nebraska

**Enclosure
May 6, 2013**

AGENDA SUMMARY SHEET

AGENDA ITEM: Revision of Board Rule 6700.2: Curriculum, Instruction, and Assessment- Interscholastic Athletics and Activities, Approval Procedures and Criteria

MEETING DATE: May 6, 2013

DEPARTMENT: Activities and Athletics

TITLE AND BRIEF DESCRIPTION:

- 1) When unanticipated participation occurs in an interscholastic athletic and/or extracurricular program in which an extra-duty stipend is paid to the coach and/or sponsor and the school seeks an additional stipend to cover the unanticipated participation, the procedures to request an additional stipend are clarified. The request is made to the Directors of Employee Relations and Activities and Athletics. If the additional stipend is approved, the additional stipend is applicable for the current school year only and is withdrawn at the end of the current school year.
- 2) The funds used for the additional stipend must come from funds budgeted to the school for that school year (rather than gate receipts, fundraisers, etc.).
- 3) Stipends for interscholastic athletic and/or extracurricular programs in which an extra-duty stipend is paid to the coach and/or sponsor may be split as needed by the principal or designee.

ACTION DESIRED: Approval X

BACKGROUND: 1) The request for additional stipends for interscholastic athletic and/or extracurricular programs in such programs should be for unanticipated increases in participation. The revision in this part of the rule specifies who will consider the approval of the additional stipends. The revision also specifies that the additional stipend due to unanticipated participation will last for the current school year as district budgeting procedures permit administrators to request the inclusion of more and/or different stipends for future years.

2) The principal is permitted to split stipends devoted to interscholastic athletic and/or extracurricular programs.

3) Except for the funding sources for the additional stipends due to unanticipated participation, the revisions in this rule mirror the suggested revisions in board rule 6700.2.

RECOMMENDATIONS: It is recommended that board rule 6700.2 be approved as revised.

STRATEGIC PLAN REFERENCE: N/A

TIME LINE: Immediate

PERSONS RESPONSIBLE: Director of Activities and Athletics, Craig Whaley
Director of Employee Relations, Chad Meisgeier
Assistant Superintendent of Human Resources,
James Sutfin

SUPERINTENDENT'S APPROVAL: _____

Scott W. Suty

Curriculum, Instruction, and Assessment

Interscholastic Athletics and Activities - Approval Procedures and Criteria

6700.2

I. Interscholastic Athletics and Activities

Interscholastic athletics and activities programs shall be established for both sexes and all such programs shall be sanctioned by and be in compliance with the rules and regulations of the Nebraska School Activities Association, the National Federation of State High School Associations, and the policies and rules of the ~~Millard Public Schools~~ [District](#).

II. Student Participation and Eligibility

- A. In compliance with the rules established by the Nebraska School Activities Association, the principal or designee has the responsibility for determining the eligibility of students.
- B. It shall be the responsibility of the coach to determine which candidates shall be members of the team.
- C. Standards for participation, conduct, and personal appearances shall be established by the coaches and such standards shall be reasonable and in harmony with the philosophy and goals established by the ~~Millard Public Schools~~ [District](#). In the case of any dispute, the principal or designee shall be responsible for resolving the issue.
- D. All participating students shall meet the rules and regulations established by the Nebraska School Activities Association, the National Federation of State High School Associations, and the ~~Millard Public Schools~~ [District](#).

III. Approval Procedures and Criteria for New Interscholastic Sports and Activities

- A. All interscholastic sports and activities shall be required to obtain approval for adoption in the ~~Millard Public Schools~~ [District](#) in accordance with the following procedures and criteria.
 1. An Interscholastic Sports and Activities application form shall be completed by the school principal or designee and submitted to the [District](#) Activities Committee.
 2. When reviewing the application for an interscholastic sport or activity, the [District](#) Activities Committee and the Board of Education shall evaluate the following considerations and criteria. Whether the interscholastic sport or activity:

- a. Can be conducted in compliance with the rules and regulations of the Nebraska School Activities Association as well as the policies and rules of the ~~Millard Public Schools~~ [District](#).
- b. Will meet a strong student interest which is not being met by the ~~Millard Public Schools~~ [District](#) or other community sports or activity programs.
- c. Is appropriate for the knowledge level, intellectual maturity, competence, and age of the students.
- d. Has potential for growth.
- e. Will equalize the opportunities for girls and boys and meet the intent of Title IX.
- f. Provides adequate opportunity for participation and competition.
- g. Duplicates the general purposes of an existing interscholastic sport or activity offered by the ~~Millard Public Schools~~ [District](#) or other community sports or activities offerings.

and, whether:

- h. Given the number and nature of interscholastic sports and activities in the ~~Millard Public Schools~~ [District](#) and community, it is appropriate to add the interscholastic sport or activity.
- i. The season in which the interscholastic sport or activity would be held allows for adequate participation and competition, given the weather and geographical conditions.
- j. Adequate facilities are available for the interscholastic sports or Adding a newly sanctioned interscholastic sport or activity should not overburden existing facilities.
- k. Adequate funding is available for the newly sanctioned interscholastic sanctioned interscholastic sport or activity. Funding should not be should not be diverted from existing interscholastic sports or activities to create new ones. All funding requirements, including start up and annual operation costs, must be considered.
- l. Qualified and competent coaches and staff are available.

IV. Coaches

- A. All interscholastic sports and activities must have a coach or sponsor who is a District certificated staff member or selected community member who meets District and Nebraska School Activities Association requirements.
- B. An assignment as a coach or sponsor of interscholastic sports and activities is an annual appointment. One (1) activity stipend may be issued to a District certificated staff member or selected community member who meets District and Nebraska School Activities Association requirements for interscholastic sports and activities, in accordance with budgeting procedures. When unanticipated participation occurs, as determined by the Superintendent or designee upon request from a school, an additional interscholastic activity stipend per season may be issued for an additional coach or sponsor for the current school year only upon approval by the Superintendent or designee. The funds used for this additional interscholastic activity stipend must come from budgets already allotted to the school by the District and cannot come from other funds or resources of the school. Any such additional stipends will terminate at the end of the current school year. With the approval of the principal or designee, two (2) or more District certificated staff members may be allowed to split an activity stipend for an interscholastic athletic program or extracurricular activity.

V. Review and Discontinuance

- A. The District Activities Committee shall regularly review the activities and purposes of interscholastic sports and activities and the District Activities Committee may recommend to the Board of Education that any interscholastic sport or activity be discontinued. Recommendations for discontinuance shall be forwarded to and processed by the Board of Education in the manner provided above for interscholastic sports or activities.
- B. The Board of Education may on its own initiative, review and discontinue any interscholastic sport or activity.

Related Policies and Rules: 6700, 6700.1, 6700.3, 6700.4, 6700.5, 6700.6, 6700.7, 6700.8.

Rule Approved: June 16, 1975
 Revised: August 23, 1999; March 4, 2002; May 6, 2013
 Reaffirmed: May 19, 2008

Millard Public Schools
 Omaha, Nebraska

Agenda Item: Response to Instruction and Intervention (RtI+I)

Meeting Date: May 6, 2013

Department: Educational Services

Title and Brief Description: Response to Instruction and Intervention (RtI+I)

Action Desired: X Approval

Background: The Millard Public Schools Board of Education approved the original Response to Instruction and Intervention Model (RtI+I) on June, 15, 2009. Implementation has emphasized a continued focus on staff development, refinement of the process and procedures including increased parent communication and input, and more focused discussions on individual student needs through Data Review Teams, and discussions within the RtI+I Committee, all resulting in proposed changes. Said changes are the result of continued collaboration between district and building administrators, District Level Leaders, school psychologists, and teachers. Changes to the model include:

- Refined Tier I monitoring to be more inclusive prior to differentiation and small group instruction.
- Enumerated Program Assessments that may be used with specific students receiving interventions within the Assessment section of model.
- Edited language within Roles and Responsibilities to include progress monitoring, providing home communication, and seeking parent input.
- Revised Parent Participation in RtI+I Process section while defining Parent Communication and Parent Input.
- Revised RtI+I Tiered Problem Solving Process Flowchart to reflect Parent Input.
- Moved Tier Comparisons of RtI+I Model from approved model to appendix.

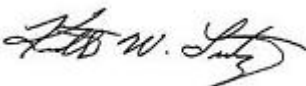
All changes to the model support Policy 6660—Problem Solving Process.

Recommendations: Approve revised Response to Instruction and Intervention (RtI+I) Model

Strategic Plan Reference: Strategy 4, Action Plan 8

Timeline: Continued implementation and staff development will occur

Responsible Persons: Dr. Mark Feldhausen, Andy DeFreece, Dr. Nancy Johnston, Charlene Snyder and Dr. Tami Williams

Superintendent's Signature: _____  _____

Millard Public Schools

Response to Instruction and Intervention Model

RtI+I Model

~~May 2012~~ **May 6, 2013**

Board of Education Members

Mr. Dave Anderson

Mr. Mike Kennedy

Mr. Paul Meyer

Mr. Mike Pate

Mrs. Linda Poole

Mr. Patrick Ricketts

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147 Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

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Introduction

National Perspective

On December 3, 2004, Congress reauthorized the Individuals with Disabilities Education Improvement Act (IDEA 2004). The language that Congress uses in IDEA 2004 and No Child Left Behind (NCLB 2001) stresses the use of professionally sound interventions and instruction based on defensible research, as well as the delivery of effective academic and behavior programs to improve student performance. Congress believes that as a result, fewer children will require special education services. Provisions of IDEA 2004 allow school districts to use scientific, research-based interventions as an alternative method for identifying students with specific learning disabilities (SLD). This process is generally referred to as Response to Intervention (RTI).

The National Research Center on Learning Disabilities (NRCLD, 2006) defines RTI as:

“...an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data.”

RTI is an integrated approach to service delivery that encompasses general, intervention and special education through a multi-tiered service delivery model. It utilizes a problem solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RTI is the practice of: (a) providing high-quality instruction/intervention matched to all students' needs and (b) using learning rate over time and level of performance to (c) make important educational decisions to guide instruction (National Association of State Directors of Special Education, 2005). RTI practices are proactive, incorporating both prevention and intervention and is effective at all levels from early childhood through high school.

RTI is intended to reduce the incidence of “instructional casualties” by ensuring that students are provided high quality instruction with fidelity. By using RTI, districts can provide interventions to students as soon as a need arises. This is very different, for example, from the methods associated with the aptitude-achievement discrepancy models traditionally utilized for SLD identification which have been criticized as a “wait to fail” approach.

What is the Purpose of Response to Intervention?

Response to Intervention is a practice of providing high-quality, scientifically validated instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. RTI is a dynamic Problem Solving Process in which data are integral in making decisions about what skills struggling students lack, and whether intervention instruction provided to date has been effective. There are four fundamental beliefs:

- Preventive action is better than the wait-to-fail approach.
- Early intervention is more effective than later remediation.
- Universal screening helps prevent students from falling through the cracks.
- Tiers of instruction are available to meet the needs of all students.

There are Eight Core Principles of Response to Intervention

1. We can effectively teach all children.
2. Intervene early.
3. Use a multi-tier model of service delivery.
4. Use a problem solving model to make decisions within a multi-tier model.
5. Use scientific, research-based validated intervention and instruction to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions. A data-based decision regarding student response to intervention is central to RtI practices.
8. Use assessment for screening, diagnostics, and progress monitoring.

*National Association of State Directors of Special Education, Response to Intervention: Policy Considerations and Implementation, 2006.

Nebraska Response to Intervention (RtI) Framework

The Nebraska RtI Consortium Executive Committee developed the following suggested essential elements to assist Nebraska school districts as they design and implement Response to Intervention models. The current essential elements below were taken from the NDE website at www.education.ne.gov/RTI/rtiframework.html on April 24, 2012.

When implemented with fidelity, the Essential Elements of RtI provide a framework for prevention, early intervention, school improvement and valid data for eligibility decisions. The Essential Elements for RtI are based on principles identified in research for an effective RtI system and provide the overarching framework to guide the implementation of RtI.

The Essential Elements are described below:

Team Leadership

Within an RtI model, district and school-based teams provide leadership in assessment coordination, instructional modifications and intervention selection/implementation, and data analysis and decision making at the district, school, grade, and individual student levels. Teams may provide guidance in the implementation of the entire RtI process or may focus on specific components (e.g., school wide data collection, problem solving at the individual student level).

Examples of team activities include but are not limited to:

- (a) reviewing school-wide data,
- (b) examining the research base of current or future core and intervention programs used in the school,
- (c) attending and providing professional development that pertains to RtI,
- (d) collecting progress monitoring data on students receiving interventions, and
- (e) adjusting student interventions based on data.

RtI leadership team members are chosen based on their role in the school and the knowledge and expertise they bring to the team. Participants may include parents, classroom teachers, special educators, content experts, school psychologists, and those with other specialized experience. An administrator is also included to facilitate school wide ownership and support of the RtI process and resource allocation.

Parent Involvement

Within an RtI model, parents are informed and involved. Parents are provided with information about the RTI process, their child's eligibility for and involvement in intervention(s), and their child's academic progress (e.g., data reports). Procedures for obtaining parent permission, notifying parents, and explaining rights to due process are also included when appropriate. Information may be provided to parents through a variety of mechanisms, including newsletters, form letters, reports, and face-to-face meetings. Parents may be involved in several aspects of the educational process, including participation in the district and/or school-wide team(s), planning meetings, problem-solving teams, and progress-monitoring or decision-making meetings regarding their children. School personnel develop a plan for informing and involving parents at each tier or level of support and consider parents' availability when scheduling meetings.

Scientifically-Based Core Instruction and Intervention

Instruction and intervention at all levels of intensity (Tiers 1, 2, and 3) within an RtI model is scientifically-based, or based on rigorous research in content covered and methods used. For example, in the area of reading, the content of scientifically-based instruction and intervention programs includes the "Big Ideas" found in research and outlined by the National Reading Panel: phonemic awareness, alphabetic principle, fluency, comprehension, and vocabulary.

Scientifically-based instructional methods for all content areas include modeling, providing multiple opportunities for active student responding and guided practice, and providing corrective feedback. Appropriate scientifically-based instructional materials at all levels of intensity provide a systematic scope and sequence that includes clear guidelines about which skills are taught and the order in which content are introduced. These materials can be used to differentiate instruction based on the level of student need (i.e., to support students, including English language learners, who are performing above grade level, at grade level, slightly below grade level, significantly below grade level, etc.). The scientifically-based instruction and intervention materials employed are appropriate for a system that uses student data and clearly-specified decision rules to guide implementation.

Universal Screening Assessment

Universal screening assessments are used to assess the performance of all students in a particular skill area(s) and are valid and reliable for the purpose of screening. Screening involves collecting data for all students several times a year during a specified period of time (e.g., within a two-week window). School personnel review assessment technical manuals prior to administering screening assessments to verify reports of adequate reliability and validity and appropriateness for use with diverse samples. In addition, they conduct ongoing reliability checks to ensure accurate data are collected for decision making. School personnel also participate in professional development on the administration and scoring of assessment measures and the use of assessment data for decision making. Routine teacher meetings (e.g., meetings after each screening assessment period) are conducted to review and analyze data and to make instructional changes.

Individual Progress Monitoring

Individual progress is monitored for students who are identified for intervention within an RtI model. Objective, reliable, valid, and sensitive measures are used in this process. Multiple assessment forms or probes are used at each grade level, allowing regular assessment without duplication of probes. Assessments are administered on a regular basis (e.g., weekly); student progress is graphed for each student receiving intervention; and clearly specified, quantitative progress goals are set prior to intervention to inform decision making. To facilitate the decision making process, graphs include visual displays of baseline data, a pre-determined number of data points, an aim line, a goal line, and phase change lines. Individual districts or schools establish guidelines regarding the number of progress-monitoring data points (e.g., 7 data points) necessary to determine students' response to intervention(s). An electronic database may be used to manage and document student data and to facilitate ongoing reliability checks to ensure accurate data are collected for decision making. Professional development on the administration and scoring of assessment measures and the use of assessment data for decision making is provided to school personnel.

Planned Service Delivery Decision Rules

Decision rules provide instructional guidance within an RtI model based on individual student goals and changes in student performance (i.e., rate, level, consistency) over time as determined by progress monitoring assessments. Decision rules for intervention selection and modification, movement between tiers of service, and responsiveness to intervention are established before RTI is used. Decision rules typically include information regarding how data are validated, which data are used for educational decision making, and criteria for making instructional and intervention decisions at each tier of support.

Intervention Delivery

Within an RtI model, scientifically-based interventions are provided in addition to core instruction. Skilled, certified personnel deliver or supervise the delivery of scientifically-based interventions. Personnel delivering interventions are trained on both the specific intervention being delivered and on effective instructional methods such as modeling, and providing multiple opportunities for active student responding, guided practice, and corrective feedback.

Interventions are selected and modified by RtI leadership teams based on students' needs identified using data from diagnostic and progress monitoring assessments. Leadership teams establish minimum standards for the intervention duration and the amount of data collected before determining whether a student is responding or not responding to intervention and before making substantive intervention changes. Intervention intensity increases when students are less responsive.

Fidelity of Instruction

Scientifically-based instruction and intervention at all levels of intensity (Tiers 1, 2, and 3) within an RtI model is delivered with fidelity (as intended by the program developers). To support high quality instruction and prevent drift in the intervention plan, an adherence plan is developed for core instruction, supplemental programs, and interventions. The RtI leadership team, including teachers, participates in the development of this plan, and the plan is not used for teacher evaluation. As part of the adherence plan, an impartial professional who is familiar with the instruction and intervention programs regularly observes instruction and intervention delivery using fidelity checklists and adherence protocols and provides feedback to the interventionists. Adherence checks are made more frequently as the intensity of interventions increases.

Millard Public Schools Response to Instruction and Intervention (RtI+I) Model

The Millard Public Schools Response to Instruction + Intervention (RtI+I) Model is based on an instructional staff that is knowledgeable, including skilled teachers who use a systematic and explicit approach to instruction. While most models use the title of Response to Intervention (RtI), our RtI+I model begins with the regular classroom teacher's instruction (I), then adds (+) the intervention (I) teacher's instruction through a collaborative planning process.

The [RtI+I Model](#) also emphasizes the importance of the building principal as the instructional leader, the use of data to guide instruction, appropriate intervention and practice, parent involvement, and other research-based practices. The model provides Millard educators with a process for delivering quality, research-based instruction using the District's Approved Curricula. The model provides a foundation for reducing the prevalence of struggling learners by creating a seamless PreK-12 instructional system aligned with federal and state requirements.

The RtI+I Model is a systematic, data-driven approach to instruction that utilizes all resources within a school and the district in a collaborative manner to create a single, well-integrated system of instruction and interventions informed by student data. The model focuses on the individual student and provides a vehicle to strengthen performance for struggling students before educational problems increase in intensity and special education seems the only viable option. Leadership is critical to the implementation of RtI+I. To be effective, RtI+I must harness and coordinate the full resources of the school, district, and community. Administrators and their leadership teams, in collaboration with all teachers, have central roles in the planning, implementation, and successful day to day use of the RtI+I approach. Analyzing how students respond to instruction and implementing the model, promotes collaboration and shared responsibility for the learning of all students across all personnel and programs located in any given school. Throughout the process decisions are based on a child's response to scientific, research-based instruction and intervention.

The Millard Public Schools RtI+I is a 3-Tier Model that provides a process for delivering comprehensive, quality instruction to all students, from preschool through high school. The model is designed to provide research-based instruction and targeted intervention that leads to successful academic achievement. The model consists of three tiers of instruction: Tier I, Tier II, and Tier III.

Tier I: District Approved Classroom Instruction

Tier I focuses on providing effective classroom instruction for all students. All students receive high quality scientific, research-based instruction from general education teachers in the district approved curriculum. The district approved curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. While Tier I instruction occurs in the general education setting, it is not necessarily grade level instruction. Instruction at Tier I includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier I instruction must be both differentiated and culturally responsive to serve 100% of the student body, which research indicates 80-85% of the student body will be successful within Tier I. At this phase, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match and use evidence-based instructional strategies with fidelity.

Tier II: Supplemental Targeted Instruction

Tier II provides supplemental targeted instruction in addition to Tier I and addresses the specific needs of students who do not make adequate progress in Tier I. Tier II interventions should be targeted, scientifically-based, and aligned with district approved classroom instruction.

Approximately 10-15 percent of students will require Tier II instruction. The duration of this instruction varies based on student assessment and progress monitoring data, and is provided by a trained teacher/specialist or other trained personnel under the teacher's/specialist's supervision.

Tier III: Intensive Targeted Intervention

Tier III is designed to provide intensive, targeted intervention to the most at-risk learners, those who have not responded adequately to Tier II instruction. This small percentage (3-5%) of students requires instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. This intervention is extended over a longer period of time, and its form varies based on student assessment and progress monitoring data. Tier III intervention replaces Tier II instruction and is provided by a trained teacher/specialist or other trained personnel under the teacher's/specialist's supervision.

Student Movement through the Tiers

Student movement through the 3 Tiers is a fluid process based on student assessment data and collaborative team decisions.

Referral to Multidisciplinary or Section 504 Team

Following Intensive Targeted Instruction that has not resulted in the student's satisfactory rate of achievement of grade level skills and concepts, the student may be referred to a Multidisciplinary or Section 504 Team for consideration and possible evaluation to determine eligibility for services as a student with a disability. Documentation of conformity with and implementation of the RtI+I process is a required component of the referral. When highly unusual circumstances exist and comprehensive implementation of the RtI+I process presents an inappropriate and possibly damaging delay in determining a student's eligibility for services as a student with a disability, referral to the building Multidisciplinary or Section 504 Team may be made.

Millard Public Schools Policies and Rules

The District RtI+I Model will be regulated by the district 6000 Curriculum, Instruction, and Assessment Policies and Rules as it relates to the written, taught and assessed curriculum; staff development; and the Millard Instructional Model.

Millard Public Schools District Strategic Plan (2009)

Strategy 4: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

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

Action Plan 8 Steps:

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

Millard Public Schools District Strategic Plan (2012)

Strategy 2: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Examine demographic trends and develop strategies to address the unique needs of each student.

Related Action Plan 5 Steps:

2. Implement strategic academic and social interventions based on data analysis.
3. Develop and implement a system to allocate resources that includes measures of student performance and demographic data.
4. Provide on-going staff development on strategies that positively impact student achievement in all demographic subgroups.

Strategy 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.

SPECIFIC RESULT: Each school will establish a student behavior skills education program utilizing the site planning and/or school improvement process.

Related Action Plan 3 Steps:

2. Each school program shall be research-based and in compliance with the three-tiered Millard Public Schools RtI+I Model.
4. Each school program shall identify a data process to evaluate behavior trends and individual needs.

MPS RtI+I Model

Tier I

100% of Students

- District approved curriculum delivered with fidelity
- Taught by the general education classroom teacher
- Explicit, consistent, sequential, comprehensive instruction
- Research-based content and strategies
- [Monitor progress of all students](#)
- Differentiated instruction and classroom-based intervention
- PLC data collection and evaluation of student progress
- Universal Benchmark Screening 3 times yearly (K-8)
- Benchmark Screening 3 times yearly (targeted students (9-12))
- ~~Strategic progress monitoring monthly, for targeted students~~

Tier II

10-15% of Students

- Supplemental intervention delivered with fidelity by specially trained staff and/or paraprofessional
- Research-based content and strategies
- Small group instruction in addition to classroom instruction
- Bi-weekly progress monitoring
- Individual student problem solving begins after 4 consecutive data points below the line

Intervention 1

- If 4 consecutive data points below [goal](#) line, begin individual student problem solving and move to Intervention 2.

Intervention 2

- If 4 consecutive data points below the [goal](#) line, move to Tier III.

Tier III

3-5% of Students

- Intensive intervention delivered with fidelity by specially trained staff and/or paraprofessional
- Research-based content and strategies
- Significant increase in intensity, frequency, and duration of intervention (ex: 1:1; 30-60 minutes daily, etc.)
- Intervention in addition to classroom instruction
- Weekly progress monitoring
- Problem Solving Team evaluates and problem solves every 4 data points

District Approved Curriculum Model

Components of the Millard District Approved Curriculum Model include curriculum, assessment, instructional delivery, high quality instructional materials, intervention, environment, and family.

- **Standards** - District content standards derived from Nebraska State Standards and Indicators or from content-specific professional organizations and district-established content standards. These content standards describe the knowledge, skills, and processes that are taught, learned, and assessed.
- **Indicators** - Specific skills and strategies a student will learn and apply within a content area.
- **Assessment** - Screening, diagnostic assessment, progress monitoring, and outcome assessment.
- **Curriculum** - A course of study deemed critical and usually made mandatory for all students of a school or school system. District approved curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. District approved curricula must be scientific and research-based.
- **Instructional Delivery** - Highly trained professional staff, adequate time, flexible grouping, explicit and systematic instruction, and use of data to inform instruction.
- **High Quality Instructional Materials** - Scientifically research-based materials that support the multiple needs of individual learners, and supports whole group and small group instruction.
- **Intervention** - Additional support, extended learning, supplemental services, and differentiated instruction.
- **Environment** - High expectations, engaging practice, home support and practice, technology, organized, and student accessible.
- **Family** - Regular communication with family, student practice, partnership with school.

Assessment

Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed. An effective instructional program should include the following types of assessment:

- **Universal Benchmark Screening Assessments** are measures of a student's current achievement proficiency based on grade-level performance standards. These assessments should be administered at least three times a year (fall, winter, spring). It is important to ensure these district approved assessments are easy to administer and interpret. These are efficient measures of critical skills known to be strong indicators that predict student performance (e.g., AIMSweb Benchmarks, SRI, SMI, [K-1 Math Screener](#)).
- **Diagnostic Assessments** define a student's strengths and weaknesses with critical skills. Diagnostic assessments are individually administered to at-risk students and help teachers plan instruction by providing in-depth information regarding students' skills and instructional needs (e.g., Fountas & Pinnell Benchmark Assessment System, [Quick Phonics Screener](#), GRADE, GMADE, [i-Ready Math](#)).
- **Progress Monitoring Assessments** are used to determine whether students are making adequate progress with critical skills and current instruction and intervention. These assessments should be administered as part of the instructional routine: weekly, bi-weekly, or monthly, depending on student need. The more intense the intervention, the more frequently progress monitoring should occur. Assessment data should be collected, evaluated, and used on an ongoing basis to plan instruction and inform needed interventions (e.g., AIMSweb probes).
- ~~**Strategic Monitoring Assessments** are used for periodic (monthly) monitoring of student performance to ensure that students continue to make adequate progress in targeted areas (e.g., AIMSweb probes).~~
- **Program Assessments** are used to determine whether students are responding to instruction within the intervention (e.g., CAMS, STAMS, STARS, running record, mastery tests, fluency checks).
- **Outcome Assessments** provide an evaluation of the effectiveness of instruction and indicate student year-end achievement when compared to grade-level performance standards. These summative assessments are administered to all students and are often used for school, district, or state reporting purposes (e.g., ELO, NeSA).

Effective Instructional Practices

The Millard Instructional Model includes the standards of Practices that Promote Successful Student Learning. The five domains of the Millard Instructional Model include planning, instruction, assessment, learning environment, and professional responsibilities. Within these domains are three main components of effective instruction that include instructionally effective teachers, explicit and systematic lessons, and differentiated instruction.

Instructionally Effective Teachers

Instructionally effective teachers have a significant impact on students' achievement. They select and administer assessments that identify the diverse instructional needs of all students, with an understanding that the use of ongoing assessments measuring student achievement is the single most important determinant of the effectiveness of implemented practices.

Through experience and training, instructionally effective teachers possess the skills to employ instructional techniques that have the greatest impact on learning. They effectively:

- Provide explicit and systematic lessons.
- Determine instructional timelines and targets.
- Select and use a variety of research-based materials, including the district approved program and appropriately leveled texts.
- Form flexible groups to meet the needs of individual students.
- Administer progress monitoring assessments to instruct and regroup students according to student knowledge and skill acquisition.
- Create an environment in which children have access to a variety of high-quality opportunities and materials.
- Create multiple opportunities for students to engage in learning opportunities.
- Provide multiple opportunities for students to appropriately practice and apply skills in a variety of contexts.
- Manage student activity and behavior.
- Utilize instructional resources effectively.
- Engage parental support.

Explicit and Systematic Instruction

Explicit instruction is essential to student achievement. Research supports the assertion that skills and strategies must be explicitly and systematically taught. They must be modeled and practiced in multiple settings with a variety of materials. A gradual release of teacher support must follow until the student achieves the desired level of proficiency and automaticity. Explicit instruction does not leave anything to chance, and it does not make assumptions about skills and knowledge that children acquire on their own.

Explicit instruction recognizes that learning is a cyclical process. Progress monitoring may indicate that the student has not mastered the new skill or strategy. If this occurs, skills and strategies are re-taught within the appropriate phase of explicit instruction.

Differentiated Instruction

Differentiated instruction should be provided for all students as part of Tier I instruction. The classroom teacher should provide flexible instructional grouping of students based on their ongoing identified need to produce a positive trajectory to achieve grade level indicators.

All students should receive the same content. The classroom teacher should adjust the degree of complexity of the content to meet the needs of students performing well beyond expectations, on level, or far below expected level of achievement. Classroom teachers should be clear about what they are teaching and why. Teachers should have clear objectives for instruction, deliver targeted instruction utilizing the district indicators and approved curriculum, provide focused activities, and adjust the instructional complexity through differentiation. Teachers must have classroom procedures firmly in place to facilitate differentiation. They should provide ongoing monitoring of student success to determine changing differentiated instructional needs.

In Tier II and Tier III, differentiation is provided through addressing specific, targeted needs. This instruction occurs in smaller groups with increased intensity. Progress monitoring occurs more frequently and provides the information needed to make instructional decisions.

Roles and Responsibilities

Educational Services

- Provide staff development on RtI+I Model and Problem Solving Process at Tier I, II, and III.
- Provide staff development and support on implementation of district approved curriculum with fidelity for teachers.
- Provide staff development and support for administrators in evaluating the implementation of Tier I district approved curriculum as meeting fidelity.
- Provide staff development and support of implementation of intervention programs with fidelity for teachers.
- Provide evaluation and feedback on the implementation of intervention programs as meeting fidelity (Tier II and Tier III General Education and Special Education).
- Identification of Tier I, II, and III intervention program and strategies.

District Interventionists

- Consult on the Problem Solving Process.
- Participate in the Problem Solving Process as student is moved from Tier II to Tier III.
- Participate in staff development related to the Problem Solving Process.

School Psychologists

- Participate as requested and consult as needed in the Problem Solving Process.
- Participate in the Problem Solving Process as student moves to MDT and possible verification.
- Participate in staff development related to the Problem Solving Process.

Building Administrators

- Identify membership of the building Problem Solving and/or Data Review Teams including roles/responsibilities of consistent and fluid members.
- Provide space and staff support for the administration of benchmark assessments.
- Strategically schedule identified students with effective instructors at prime learning times during the school day.
- Lead the building Data Review Team and meet with teachers to review and problem solve student needs reflected in the data.
- [Ensure progress monitoring data is reviewed by a building team at least every six to eight weeks of intervention instruction.](#)
- Participate in staff development related to the Problem Solving Process.
- Ensure the district approved curriculum is being implemented with fidelity.
- Assist staff to develop skills to implement programs with fidelity.
- Provide a continuum of ~~PreK-12~~ [I](#) intervention support.
- Participate in the Problem Solving Process for students moving between Tiers or Special Education verification.
- Ensure **appropriate** home communication is provided [and parent input is gathered](#).
- Assist with providing home intervention components to be carried out by the parent and provide training/modeling when appropriate.

Teachers

- Support the administration of district benchmark assessments.
- Provide data from formative and summative classroom assessments that support the Problem Solving Process.
- Assist with the Problem Solving Process documentation (Appendix).
- [Review progress monitoring data at least every six to eight weeks of intervention instruction.](#)
- Participate in staff development related to the Problem Solving Process.
- Implement district approved curriculum and interventions with fidelity.
- Provide for individual and/or small group Tier I interventions through differentiation as appropriate.
- Administer diagnostic assessments as appropriate and based on RtI+I Guidelines.
- Consult with administrator, building Data Review Team, PLC Team and intervention staff in the Problem Solving Process to provide appropriate Tier I Interventions.
- Collaborate to assure instructional practices on skills are specific to individual student needs who are participating in Tier II and III instruction and special education instruction.
- [Assist with providing home communication and gathering parent input as noted within the model.](#)
- Assist with designing and providing home intervention components for parent and student use.

Building Intervention Staff/Special Education Staff

- Support the administration of district benchmark assessments.
- Collaborate with classroom teachers regarding Tier I intervention and differentiation practices.
- Assist classroom teachers with the Problem Solving Process documentation (Appendix).

- [Review progress monitoring data at least every six to eight weeks of intervention instruction.](#)
- Participate in staff development related to the Problem Solving Process.
- Implement district approved curriculum and interventions with fidelity.
- Administer diagnostic assessments as appropriate and based on RtI+I Guidelines.
- Collaborate to assure instructional practices on skills are specific to individual student needs who are participating in Tier II and III instruction and special education instruction.
- Collaborate with administrator, building Data Review Team and other specialists to provide a continuum of ~~PreK-12-I~~ intervention support.
- [Assist with providing home communication and gathering parent input as noted within the model.](#)
- Assist with designing, coordinating, and providing home intervention components, including training/modeling, to be carried out by a parent when appropriate.

Students

- Be engaged and participate in class and intervention instruction.
- Participate in the Problem Solving Process when appropriate.

Parents

- Participate in the Problem Solving Process by providing their perspective and support regarding their child's progress including but not limited to participation in decision making meetings, phone communication, letter communication, etc.
- Carry out home intervention components as designed.

Parent Participation in RtI+I Process

Involving parents at all phases is a key aspect of a successful RtI+I program. Parents can provide a critical perspective and their support can increase the likelihood that interventions will be effective. For this reason, schools must make a concerted effort to inform ([communication](#)) and involve ([input](#)) parents as early as possible, beginning with instruction in the district approved curriculum.

~~Examples of informing parents/families~~ Parent Communication

Purpose: To share information with parents at key points in the RtI+I process.

Communication: Sharing information with parents directly through a phone call or in a meeting is always the most preferred mode of communication. This communication should be documented, for example, in the MPS Student Contact Log in Infinite Campus. Letters or emails may also be used at the discretion of staff.

- Newsletters describing the RtI+I process are sent to parents.
- The RtI+I Parent's Guide to Success for All Students brochure, form letters, and intervention information sheets are provided to parents as outlined within the Parent Communication Table (appendix).
- Written consent is not required before administering universal screenings and program assessments within a multi-tiered RtI+I system when these tools are used to determine instructional need.
- Parents are notified that their child has ~~qualified~~ been recommended for intervention. ~~and are apprised of their child's progress while receiving intervention services~~
- Parents are provided with appropriate resources (and training if necessary) to support intervention components within the home.
- ~~Form letters are sent to parents describing student's participation in Tier 2 interventions.~~
- Procedures have been established for parent permission, notification, and rights to due process when required.
- Progress reports are provided to parents on a regular basis.

~~Examples of involving parents~~

Parent Input

Purpose: To gather input from parents at key points in the RtI+I process.

Input: Gathering input from parents directly through a phone call or in a meeting is always the most preferred method. Information provided by parents should be documented, for example, in the MPS Student Contact Log in Infinite Campus.

- Parents are important members of the Problem Solving team for their child.
- Parents are included in decision making discussions regarding their child's progress as outlined in the RtI+I Tiered Problem Solving Process Flowchart and Parent Input Sheet (appendix).
- Parent schedules are taken into account in planning meetings.

- Home intervention components to be carried out by the parent are designed when appropriate and training/modeling is provided.

As intensity of intervention increases, parent ~~involvement~~ communication and input increases.

~~Because RtI+I is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screenings and program assessments within a multi-tiered RtI+I system when these tools are used to determine instructional need.~~

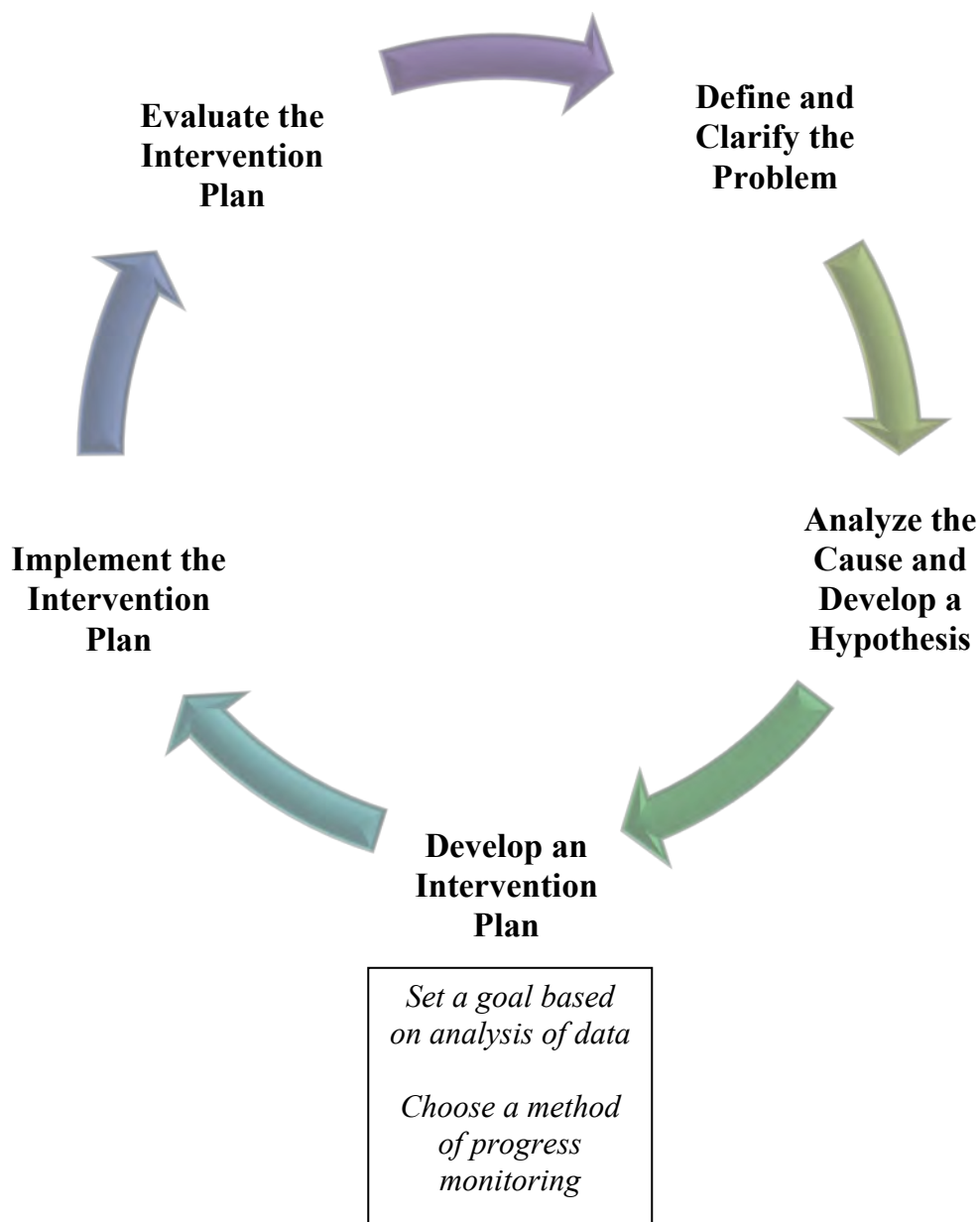
~~However, when further diagnostic assessment is recommended for consideration for participation in Tier II and III, parents must be notified. — Additionally, w~~

~~When a student fails to respond to interventions and the decision is made to evaluate a student for special education eligibility, written consent must be obtained in accordance with special education procedures. Interventions continue throughout the problem solving process.~~

Problem Solving Process

Problem solving is a data-based decision making process that is used to identify needed interventions for students in Tiers I, II, and III. Decisions are made by teams that are composed of individuals who are qualified to make the important educational decisions to help students succeed in school.

To facilitate the Problem Solving Process at any of the Tiers, the information collected during assessment must inform instructional decision-making. In making decisions, teams should use this approach:



Problem Solving Process Descriptions

Define and Clarify the Problem:

When a concern is raised, the first step is to review the concern and attempt to identify and clarify the problem. The team should first review existing student data to determine specific problems. The team should try to narrow the problem (based on available data) to identify the deficit skill areas (e.g., phonemic awareness, problem solving skills, math calculations, vocabulary, peer interactions, etc.). This may also include gathering further assessment data.

Analyze the Cause and Develop a Hypothesis:

Once the problem is defined, the team needs to develop a hypothesis as to why the problem is occurring and continuing. This involves analyzing those variables that can be altered through instruction in order to find an instructional solution. This includes questions of fidelity, missing skills, motivational factors, or lack of exposure to the general curriculum. The team should focus on explanations of the problem that can be addressed through instruction. In addition to the cause of the problem, the team needs to consider the student's rate of learning. In doing this, the team reviews the student's **learning trend** (progress) in the **areas** identified **areas**. The team should also compare the student's progress to peers over time.

Develop an Intervention Plan:

Once the problem has been analyzed, the team identifies researched-based interventions that will meet the student's needs. The intervention plan must be consistent with appropriate Tier guidelines for research-based interventions, resources and strategies. The plan also includes an implementation timeframe for duration and frequency, identification of who will provide the intervention, a goal for progress (with graphic representation of baseline, **goal** **aimline**) and plan for evaluation (progress monitoring).

Two methods of delivering Tier II and Tier III interventions include: Standard Protocol and Individual Problem Solving Protocol. Standard Protocol is defined as targeted group intervention programs based on scientifically valid instructional practices used to address frequent student referral concerns (district identified intervention programs). Individual Problem Solving Protocol is individualized research-based interventions selected to match the profile of a particular student's strengths and weaknesses (not a published program but based on scientifically valid instructional practices).

Implement the Intervention Plan:

Interventions must be implemented with fidelity. To ensure fidelity, appropriately trained staff must deliver the interventions according to the prescribed process and prescribed time frame. Schools should document their delivery of the interventions (see Intervention Fidelity forms).

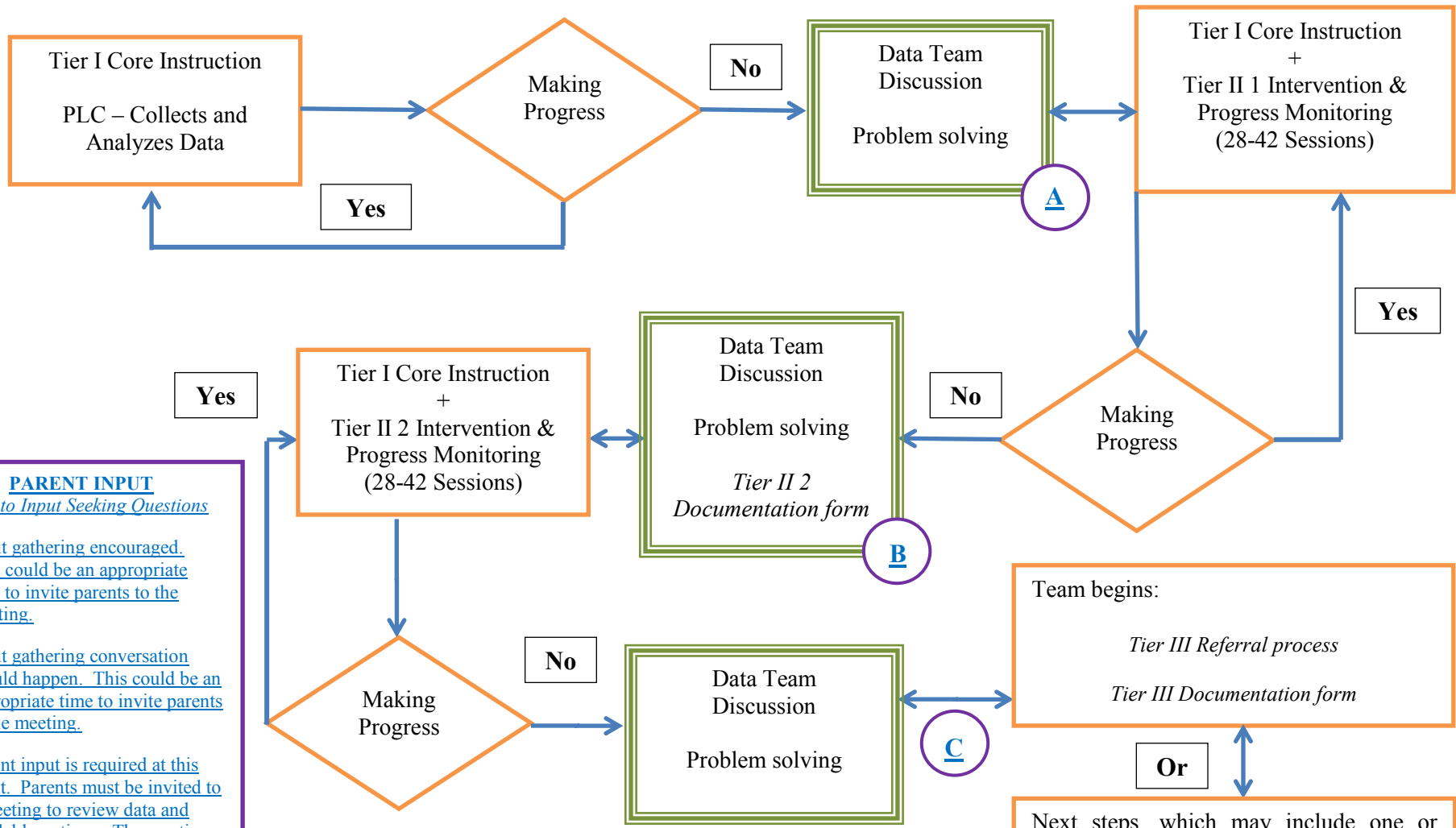
Evaluate the Intervention Plan:

In order to determine if the intervention is working for a student, the team must collect data through progress monitoring. The frequency of progress monitoring depends on the Tier. A student's current performance and progress is compared to his/her projected **goal** **aimline**. Tier guidelines are used to make appropriate modifications or revisions in the intervention or to recommend movement up or down through the Tiers.

RtI+I Problem Solving Process Chart

<p style="text-align: center;">Problem Solving Process Define and Clarify the Problem Analyze the Cause and Develop a Hypothesis Develop an Intervention Plan Implement the Intervention Plan Evaluate the Intervention Plan</p>	<p style="text-align: center;">Data Review Team Members - Building Administrator and identified staff Function - Ongoing analysis and dissemination of data</p>	Problem Solving Process	Supports
		<p style="text-align: center;">PLC Teams:</p> <ul style="list-style-type: none"> • Review benchmark, formative assessment data • Assist teacher in identifying strategies & materials to meet the student's needs 	PLC Team Members Student Support Team Specialists Administrator MEPs
		<p style="text-align: center;">Tier I Intervention</p> <ul style="list-style-type: none"> • Deliver by General Education teacher • Use district approved curriculum with fidelity • Strategically m Monitor monthly student progress 	Grade Level or Content Student Support Team Area Team Members Specialists Administrator MEPs Counselor
		<p style="text-align: center;">Tier II Intervention</p> <ul style="list-style-type: none"> • Deliver by Specialist or trained staff member • Progress monitor • Periodically review student data • Employ fidelity of intervention program <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Intervention 1</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Intervention 2</p> <ul style="list-style-type: none"> • Begin Tier II 2 Documentation form • Begin/continue RtI+I Individual Student Folder collection • Pending individual student need, begin Tier III Referral process 	Grade Level or Content Student Support Team Area Team Members Specialists Administrator District Interventionists Special Education Psychologists MEPs Counselor Problem Solving Team
		<p style="text-align: center;">Tier III Intervention</p> <ul style="list-style-type: none"> • Begin Tier III Documentation form • Deliver by Specialist or trained staff member • Progress monitor • Periodically review student data • Employ fidelity of intervention program • Continue RtI+I Individual Student Folder collection, assessment data and other evidence 	Grade Level or Content Student Support Team Area Team Members Specialists Administrator District Interventionists Special Education Psychologists MEPs Counselor
		<ul style="list-style-type: none"> • Review data • Additional time in Tier II or III Intervention • Decision to send to MDT 	Grade Level or Content Student Support Team Area Team Members Specialists Administrator District Interventionists Special Education Psychologists MEPs Counselor

RtI+I Tiered Problem Solving Process Flowchart



PARENT INPUT
 Refer to *Input Seeking Questions*

A) Input gathering encouraged. This could be an appropriate time to invite parents to the meeting.

B) Input gathering conversation should happen. This could be an appropriate time to invite parents to the meeting.

C) Parent input is required at this point. Parents must be invited to a meeting to review data and available options. The meeting must include a representative of the data team that made the recommendation to move toward Tier III or MDT 1. Parent input must be considered when making the final intervention decision. In the case of MDT 1, all Special Education processes and procedures must be followed.

- Data Review Team:**
- Includes fluid participation (Administrators, Teachers, Interventionists, Specialists, etc.)
 - Ensures documentation
 - Develops and monitors individual student learning goals
 - Understands Standard Protocol and Individual Problem Solving Protocol

- Team begins:
 Tier III Referral process
 Tier III Documentation form
- Or**
- Next steps, which may include one or more of the following:
- Continue with Tier II-2
 - Revise Tier II-2
 - Move to MDT 1
 - Examine IEP
 - Other



Tier Comparisons of RtI+I Model

	Tier I—Classroom	Tier II—Targeted		Tier III—Intensive
		Intervention 1	Intervention 2	
Focus	<ul style="list-style-type: none"> For all students 	<ul style="list-style-type: none"> For students with identified needs who have not responded to Tier I efforts 	<ul style="list-style-type: none"> For students who have not responded to Tier II, Intervention 1 efforts 	<ul style="list-style-type: none"> For students identified with significant difficulties who have not responded to Tier I and Tier II efforts
Curriculum & Materials	<ul style="list-style-type: none"> Use scientifically research-based district approved district approved curriculum Implement instructional program and materials with fidelity 	<ul style="list-style-type: none"> Use scientifically research-based materials and practices that support district approved curriculum and target skill deficits Use intervention and content materials that support Tier I instruction Implement instructional program and materials with fidelity 		<ul style="list-style-type: none"> Use scientifically research-based intervention programs, materials, and strategies that specifically target diagnosed deficits
Instructional Organization	<ul style="list-style-type: none"> Large group instruction Differentiated, small group instruction for application of skills, reteaching, and/or additional practice 	<ul style="list-style-type: none"> Homogeneous small groups of 2 to 5 students Explicit instruction targeting special skill deficits Opportunities for review and practice 		<ul style="list-style-type: none"> Small, homogeneous groups of 2 or 3 or individual Explicit, intense, differentiated instruction Use of multi-sensory approaches as appropriate
Instructor	<ul style="list-style-type: none"> Instructionally effective classroom teacher 	<ul style="list-style-type: none"> Instructionally effective teacher, specialist, or trained staff member determined by the school 		<ul style="list-style-type: none"> Instructionally effective specialist/teacher qualified to instruct students who continue to struggle
Assessment	<ul style="list-style-type: none"> Universal screening assessment occurs beginning, middle, and end-of year District approved program assessments Formative assessments Strategic progress monitoring 	<ul style="list-style-type: none"> Diagnostic assessment for making targeted instructional decisions Monitoring progress occurs every two weeks on target skill to ensure adequate progress and learning 	<ul style="list-style-type: none"> Diagnostic assessment for making targeted instructional decisions Monitoring progress occurs every week on target skill to ensure adequate progress and learning 	<ul style="list-style-type: none"> Further diagnostic assessments as needed Monitoring progress occurs weekly on target skill to ensure adequate progress and learning

	Tier I—Classroom	Tier II—Targeted		Tier III—Intensive
		Intervention 1	Intervention 2	
Time	<ul style="list-style-type: none"> • District guidelines 	<ul style="list-style-type: none"> • Minimum of 20–30 minutes per day 2–3 x per week in small groups in addition to classroom instruction. Varies based on student need and program expectations • Minimum 14 weeks/28–42 sessions 	<ul style="list-style-type: none"> • Minimum of 30 minutes per day 3–4 x per week in small groups in addition to classroom instruction. Varies based on student need and program expectations • Minimum 14 weeks/28–42 sessions 	<ul style="list-style-type: none"> • 30–60 minutes daily in addition to general classroom Tier I instruction • Minimum 14 weeks/70 sessions
Decision Rules	<ul style="list-style-type: none"> • Data should identify which children may need: <ul style="list-style-type: none"> ○ Targeted instructional support within the district approved curriculum ○ Further assessment to confirm screening data and/or provide diagnostic information ○ Consideration for Tier II support and services 	<ul style="list-style-type: none"> • Tier I and Tier II supports implemented as planned and monitored • Data appropriately graphed to aid in analysis using MPS problem-solving model: <ul style="list-style-type: none"> ○ Baseline data, goal line ○ Minimum 4 data points above line (consideration for movement back to Tier I) ○ Consideration for continuation of current support and services ○ 4 consecutive data points below the line begin MT and move to Intervention 2 	<ul style="list-style-type: none"> • Tier I and Tier II supports implemented as planned and monitored • Data appropriately graphed to aid in analysis using MPS problem-solving model • Problem Solving Process followed <ul style="list-style-type: none"> • Goals and goal line set ○ Consideration for continuation of current support and services if data points above the line ○ 4 data points below line (consideration of change to Tier III intervention and/or MDT referral) 	<ul style="list-style-type: none"> • Data appropriately graphed to aid in analysis: <ul style="list-style-type: none"> ○ Goals and goal line set ○ Minimum 8 data points above line (for consideration for movement to Tier II) ○ Consideration for continuation of current support and services ○ 8 data points below line referral to MDT
Setting	<ul style="list-style-type: none"> • General education classroom 	<ul style="list-style-type: none"> • Appropriate setting designated by the school, may be push in or pull out of the general education classroom 		<ul style="list-style-type: none"> • Appropriate setting designated by the school, may be push in or pull out of the general education classroom

	Tier I—Classroom	Tier II—Targeted		Tier III—Intensive
		Intervention 1	Intervention 2	
Support	<ul style="list-style-type: none"> • Home practice and support • Reteaching: Individual Learning Plans • Encouragement of parent-school partnerships • Provision of parent training as needed • Professional development for school personnel • District approved Curriculum support provided by MEP 	<ul style="list-style-type: none"> • Use of trained support personnel to provide practice opportunities under the direction of the interventionist and/or classroom teacher • Reteaching: Individual Learner Plans • Before/After school programs as appropriate • Provision of parent training as needed for home practice and support • Professional development for all school personnel 		<ul style="list-style-type: none"> • Use of trained support personnel to provide practice opportunities under the direction of the interventionist and/or classroom teacher • Reteaching: Individual Learner Plans • Before/After school literacy programs as appropriate • Provision of parent training as needed for home practice and support • Professional development for all school personnel
RtI+I Model Check	<ul style="list-style-type: none"> • 80% or more of students will make appropriate progress at this level of support and achievement gaps among different subgroups should not exist (if less, examine fidelity and differentiation within core curriculum). 	<ul style="list-style-type: none"> • No more than 6-8% of students will need this level of supplemental instruction to make appropriate progress (if greater, examine supports and services available in Tier I). 	<ul style="list-style-type: none"> • No more than 6-8% of students will need this level of supplemental instruction to make appropriate progress (if greater, examine supports and services available in Tier I and Tier II Intervention 1). 	<ul style="list-style-type: none"> • No more than 3-5% of students need this level of intense instruction to make appropriate progress (if greater, examine supports and services within Tier I and Tier II).

AGENDA SUMMARY SHEET

AGENDA ITEM: **Mathematics Assessment ELO Cut Scores for 10th Grade**

Meeting Date: May 6, 2013

Department: Educational Services
Assessment, Research, and Evaluation

Title and Brief Description: During the 2011-2012 school year and summer of 2012, Millard high school math teachers participated in professional development regarding assessment revision and assessment item writing. Improvements made to the test include increased rigor reflective of recent Millard Educational Program curriculum shifts and introduction of statistics and probability items.

A cut score is the score needed for a student to pass the test. A new cut score is needed because it is a new test.

Action Desired: Approval Discussion Information Only

Background: Under the direction of Alpine Testing Solutions, the standard setting panel consisting of 13 MPS high school math teachers used the Initial Estimates, Contrasting Groups, and Angoff methods to generate proposed cut scores. Explanations of these methods are contained in the attached Millard Public School Grade 10 Mathematics Assessment: Standard Setting Report by Alpine Testing Solutions.

	<u>Cut Score</u>
10 th grade Math	26

Options/Alternatives Considered: N.A.


Recommendations: Adopt the Cut Score of 26 for the 10th grade Math ELO Assessment.

Strategic Plan Reference: To meet the mission of the district and Strategy 2.

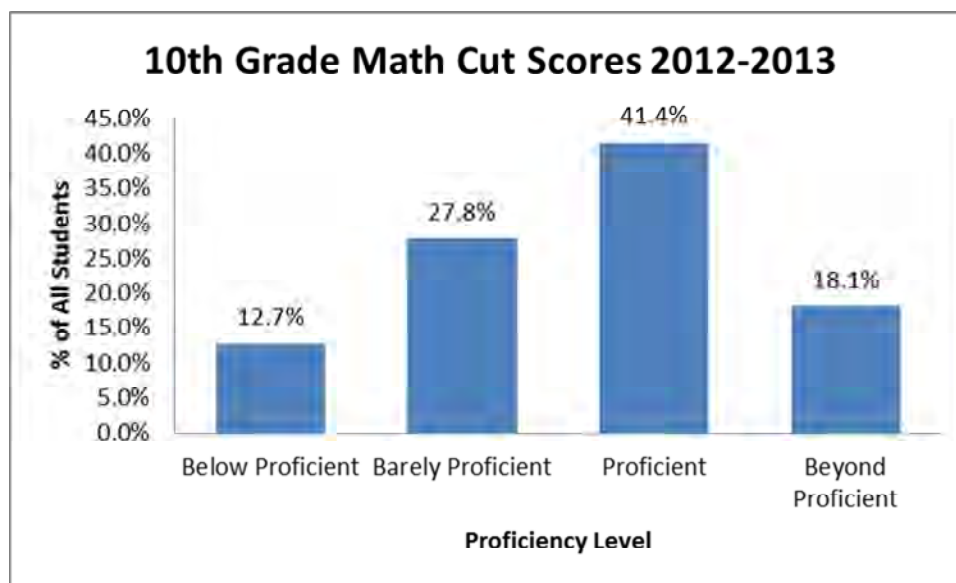
Implications of Adoption/Rejection: Without cut scores, students would not be identified for remediation.

Timeline: Begin to use results immediately for reporting and remediation.

Responsible Persons: Dr. Mark Feldhausen, Dr. Tami Williams, and Dr. Pat Crum

Superintendent's Signature: _____  _____

10th Grade Math ELO Cut Scores 2012-2013



Proficiency Level	Below Proficient		Barely Proficient		Proficient		Beyond Proficient
Cut Score	0-25 pts	26	26-36 pts	37	37-54 pts	55	55-64 pts
% of All Students	12.7%		27.8%		41.4%		18.1%

Please see attached Millard Public School Grade 10 Mathematics Assessment: Standard Setting Report written by Alpine Testing Solutions, Dr. Susan Davis-Becker. Dr. Davis-Becker's credentials include cut score development for tests such as the MCAT, Bar Exam, and other K-12 assessments.



Millard Public Schools
Grade 10 Mathematics Assessment:
Standard Setting Report

April 11, 2013
Susan Davis-Becker, Ph.D.

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Acknowledgments

We would like to acknowledge several people who assisted us with this Standard Setting Workshop. Dr. Tammy Williams, Dr. Patricia Crum and Sharon Freeman were very helpful in designing, planning and organizing materials for the workshop, and in supplying basic data needed to provide feedback to the teachers. The success of the workshop was due, in large part, to their efforts. Our thanks also go out to Janet Larson who assisted in content-specific sections of the standard setting workshop.

The teachers from Millard Public Schools that participated in the standard setting workshop were essential to completing this part of the assessment process. They provided estimates of their students' proficiency level and participated in the workshop that resulted in the cut score recommendations.

Introduction

The purpose of this report is to document the procedures and analyses undertaken to assist the Millard Public Schools (MPS) in setting performance standards for the Grade 10 Mathematics Assessment. Specifically, the report summarizes the procedures and the results of a standard setting study conducted April 4, 2013, by Alpine Testing Solutions (Alpine) and provides recommendations for the establishment of cut scores for the Grade 10 Mathematics Assessment based on the results of the study. The final cut scores adopted by policymakers will serve to identify the MPS students who have attained the Mathematics knowledge and skills necessary to be considered eligible for graduation and who do not need remediation.

Millard Grade 10 Mathematics Assessment

The Grade 10 Mathematics Assessment is intended to provide information on the extent to which MPS tenth graders have attained the essential skills in Mathematics consistent with the current curriculum emphasis in that subject. The test includes 64 dichotomously scored multiple choice items. The essential skills at this grade level provide information on the extent to which MPS tenth graders have attained the minimum skills necessary for graduation eligibility. In addition to using the test results to provide information on the attainment of the standards, an objective of administering this test is to classify students into four categories Below Proficient, Barely Proficient, Proficient, and Beyond Proficient. The full description of each performance category, as defined by MPS and as used in this study can be found in Appendix A.

Standard Setting Methods

Overview of Standard Setting Methods

The standard setting activities in this study were designed to provide MPS with estimates for setting passing standards for four proficiency levels. This requires estimating three cut scores to divide the full score range into four parts. Each recommended range of cut scores is based on the three methods for estimating a cut score that were used in this study. Each method relies on different assumptions. The use of multiple independent methods provides more information about a defensible range of cut scores than would result from the use of only one method. These methods used were a) an Initial Estimates method (Hofstee, 1983), b) a modified contrasting groups method (Livingston & Zieky, 1982), and c) a modified Angoff method (1971). Each of these methods is described briefly below.

Initial Estimates

This method is a variation on Hofstee (1983) and entailed asking teachers to estimate the percentage of tenth grade students that would be in each of the four proficiency categories: *Below Proficient*, *Barely Proficient*, *Proficient*, and *Beyond Proficient*. Panelists are asked to make this estimate for the students taught in their classroom and district. Because teachers have an understanding of the ability of their current students, it is reasonable to ask them how many (or what percent) of their students they would expect to be within each performance category.

Contrasting Groups

A second approach used in the study is commonly referred to as the Contrasting Groups method (Livingston and Zieky, 1982). In this approach, the panelists were asked to specifically identify the performance level they felt best characterized each of the students from their mathematics courses this year. These classifications were then used to estimate the expected performance of students within each performance level.

Angoff Method

The modified Angoff (1971) method entails using expert judges (i.e., teacher panelists) to examine each item on the test and estimate how each group of target students will perform on that item. This standard setting method is often used with dichotomously scored, multiple-choice items.

Study Procedures

The procedures describe how each of the standard setting methods was conducted. The Initial Estimates method was completed first, followed by the Contrasting Groups method. The third and final procedure was the Angoff method.

Training

The purpose of the training was to ensure that all panelists understood the terms and methods used, had a similar understanding of the knowledge and skills expected of students at each performance level, and had opportunity to clarify misconceptions prior to making any starting standard setting judgments. The workshop for setting cut scores involved a panel of 13 teachers who were selected by MPS in order to represent the diversity of professionals within district who focused on high school Mathematics.

The workshop began with introductions by Tammy Williams representing MPS. Susan Davis-Becker from Alpine then discussed the procedures that would take place over the next few hours.

Following the discussion of the Table of Specifications, Davis-Becker introduced the concept of the target students (Just Barely Proficient, Just Proficient, and Just Beyond Proficient) and the Millard policy descriptors for each of these target students (see Appendix A). In addition, the panelists were provided a copy of the performance level descriptor by content standard descriptors that were created by another committee of Millard teachers. The panelists worked in small groups to identify the knowledge and skills that exemplified the transition points between the adjacent performance levels. These groups then reported their results to the full group for discussion and confirmation. This discussion was transcribed, printed as a handout, and distributed to all panelists for their use during the rating process. This handout is included as Appendix B.

Initial Estimates

After discussing the target students, the panelists had the opportunity to reflect on the expectations that the group had outlined for each performance category. Considering these expectations, the panelists completed their initial estimates by indicating what percent of (a) their students and (b) the students in Millard this year would likely be classified within each performance category.

Contrasting Groups

For the second method, teachers completed their estimates of student proficiency by classifying each student from their classes into one of the four performance categories that were described during the orientation. Pat Crum and Sharon Freeman of MPS completed the data analyses for this method using scores obtained by students who were classified by their

teachers at the four defined performance levels. The teachers did not know how their students actually performed on the test at the time that they made these performance category classifications.

The cut scores that resulted from the Contrasting Groups method are the values between the mean values from adjacent groups that resulted in the fewest classification errors. In this application, these adjacent groups were (a) the Below Proficient and Barely Proficient students' scores, (a) the Barely Proficient and Proficient students' scores, and (c) the Proficient and Beyond Proficient students' scores.

Angoff Method

To transition to the final standard setting method, panelists were given the opportunity to practice the Angoff procedure with a set of 10 items. For each item, panelists indicated a "Yes" or a "No" (Y or N) for each target student (Just Barely Proficient, Just Barely Proficient, and Just Beyond Proficient). A "Y" indicated that the panelist believed the student would answer the item correctly and an "N" indicated that the panelist believed the student would answer the item incorrectly. When panelists completed their performance estimates for the ten items on this practice test, the ratings were collected, the Round 1 judgments were computed, and the panel results were discussed. The discussion revolved around the panelists' reasons for indicating Y or N. Panelists were asked to explain why they had responded Y or N in the context of the general characteristics elicited in the earlier discussion. Panelists were told that variability among the teachers was expected, that target students from each performance level were not expected to all be the same in their ability to answer questions, so some may be able to respond correctly and others not for a particular item. As a part of this discussion, panelists were provided actual performance data on each item. The performance data consisted of the proportion of the MPS students who had answered each item correctly (referred to as p-values). The practice test consisted of items that ranged in difficulty from easier ($p > 0.90$) to more difficult ($p < 0.50$). Finally, the panelists were shown an estimate of the impact of the Round 1 estimated cut score based on student performance on these test items.

To begin the operational Angoff ratings, panelists were provided copies of one form of the test and asked to make their ratings for each item on a specially designed rating form. This data was used to compute the panel's recommended cut scores. As feedback, the panel was provided:

- Their individual recommended cut scores
- The panel's recommended cut scores (average of individual recommended cut scores)
- Range (min, max) of the panel's cut scores
- The key for each item
- The p-value (proportion correct) for each item
- The impact of the panel's recommended cut scores (percent of student in each category)

Results

Panel Representation

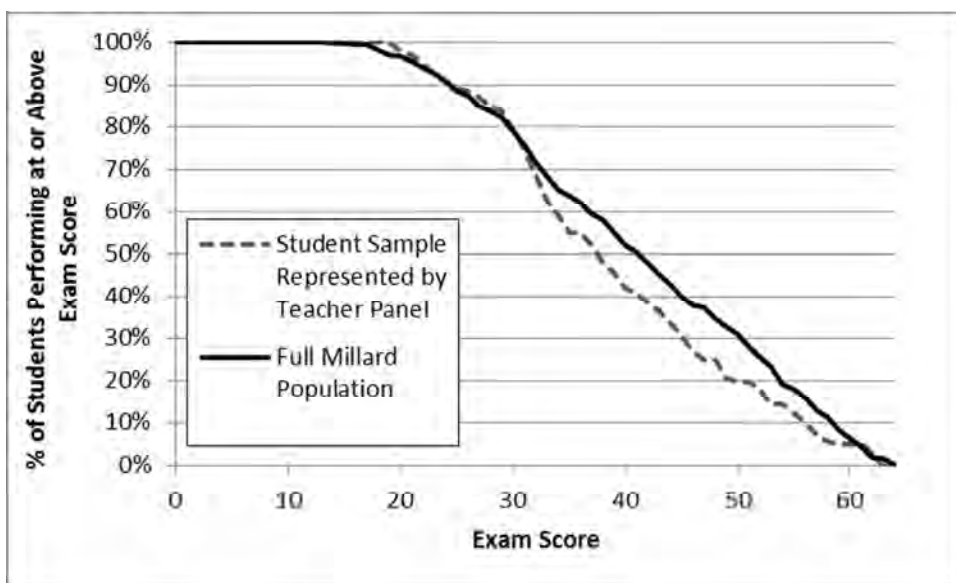
The standard setting panel was selected to be representative all of all high school mathematics teachers in MPS. Of the 13 Mathematics educators and content specialists participated in the workshop, four held Masters Degrees and the average number of years in education was 8.5. All 13 panelists currently held positions as Mathematics educators within MPS.

To determine how well this panel represented the district, the students taught by the teacher panel were compared to the full student population of the district. During the high school years, there are a variety of mathematics courses that Millard students can take based on which classes they have taken and passed. As shown in Table 1, this panel of teachers had a higher representation of Foundations courses (lower level) than the district and a lower representation of the higher level courses (e.g., college prep, AP, Honors). Furthermore, the performance distribution of students represented by this teacher panel was compared to that of all Millard students. This is shown graphically in Figure 1. As shown in the Figure there were some notable differences indicating a lower level of performance by this group of students as compared to the full population. This information is important to consider in the interpretation of the standard setting results.

Table 1. Percent of student course enrollments for panelists versus all MPS teachers

Course Category	Millard Students	Students Represented by Teacher Panel
Foundations (1, 2, or 3)	13%	25%
HS Mathematics Courses (Algebra I, Algebra II, Geometry, Precalculus)	60%	59%
College prep, AP, Honors	27%	16%

Figure 1. Comparison of score distribution: Students represented by teacher panel and full Millard population



Initial Estimates

The teachers made estimates of the portion of (1) their own students, and (2) the population of Millard Grade 10 Mathematics students in each of the performance categories. The results of these initial estimates are shown in Table 2.

For each type of estimate (own class, district wide), the average estimate of students within each performance category is reported (panel estimate). There are noticeable differences in these estimates. Specifically, the panel felt they had more *Below Proficient* students within their classes and fewer *Proficient* students as compared to the district. This finding follows with the difference in student sample identified in Table 1 (i.e., panelists taught relatively more students in Foundations courses than higher level courses).

These percentages were then aligned to the frequency distribution of exam scores to identify the cut score that would result in similar impact values. Because the sample of students represented by the teacher panel was expected to be different than the entire Millard population and this method is dependent on the sample of students represented by the panel, the “own class” estimates were translated to cut scores using the distribution of performance of only these students whereas the “district” estimates were interpreted using the entire population distribution.

Table 2. Results of the Initial Estimates method

	Below Proficient	Barely Proficient	Proficient	Beyond Proficient
Own Class				
Panel Estimate	20.31%	26.23%	35.08%	18.38%
Cut Score		29	36	51
Impact Based on Cut Score	21%	27%	34%	18%
District Wide				
Panel Estimate	12.23%	25.62%	45.77%	16.38%
Cut Score		26	36	56
Impact Based on Cut Score	13%	25%	46%	16%

Contrasting Groups

Table 3 shows the average scores on the Mathematics assessment for students classified by the panelists within the four proficiency levels defined by MPS. The progression of scores from lowest (Below Proficient) to highest (Beyond Proficient) confirms that teachers were able to differentiate between the relative abilities of the Grade 10 Mathematics students in their classes. In addition, this Table includes the estimated cut scores that were determined by the performance of these students in each performance level (contrasting groups).

The resulting impact values of these estimated cut scores are included in Table 3. In theory, the percentage of students classified within each performance level should align with the estimates for “own class” from the Initial Estimates method. However, the data shows that when the panelists actually had to make these classifications for each individual student, they identified more students in the higher performance levels and fewer in the *Below Proficient* level.

Table 3. Average scores of students classified at different proficiency levels using Contrasting Groups

	Below Proficient	Barely Proficient	Proficient	Beyond Proficient
N (%)	12 (9%)	45 (32%)	53 (38%)	30 (21%)
Mean Test Score	26.08	31.38	39.15	49.17
Estimated Cut Score		28	36	45
Impact	16%	22%	22%	40%

Angoff Method

Table 4 shows the recommended cut scores from rounds 1 and 2 of the Angoff process (mean and median) along with detailed information about the round 2 results including the range of recommended cut scores (minimum, maximum), the scores that would be associated with each performance category if the median cut scores were used (scores) and the impact of the median cut scores. Comparison of the median recommended cut scores from round 1 to round 2 suggests that the Barely Proficient cut score increased between rounds by about three points whereas the Proficient and Beyond Proficient cut scores decreased by two points and five points, respectively.

The recommended cut scores and associated ranges within which the final cut score might be set as a result of using the Angoff method are shown in Table 5.

Table 4. Panel recommended cut score results from Angoff-based rounds 1 and 2

	Below Proficient	Barely Proficient	Proficient	Beyond Proficient
Round 1				
Mean		20.31	44.92	61.15
Median		20	43	62
Round 2				
Mean		24.31	41.69	56.08
Median		23	41	57
Minimum		19	30	48
Maximum		32	54	59
Scores	0-23	24-40	41-56	57-64
Impact	7%	42%	38%	13%

Table 5 shows the suggested range of recommended cut scores derived by using the variance in the panel’s recommendations. Specifically, for each cut score, we estimated the cut scores two standard errors below and above the median recommended cut scores. These values and the associated impact data is shown in the Table.

Table 5. Angoff-based round 2 cut scores and impact within a one standard deviation range

Below Proficient		Barely Proficient		Proficient		Beyond Proficient	
	Impact	Cut Score	Impact	Cut Score	Impact	Cut Score	Impact
2 SE Below	5%	21	36%	37	41%	55	18%
Median	7%	23	42%	41	38%	57	13%
2 SE Above	11%	25	49%	45	32%	59	8%

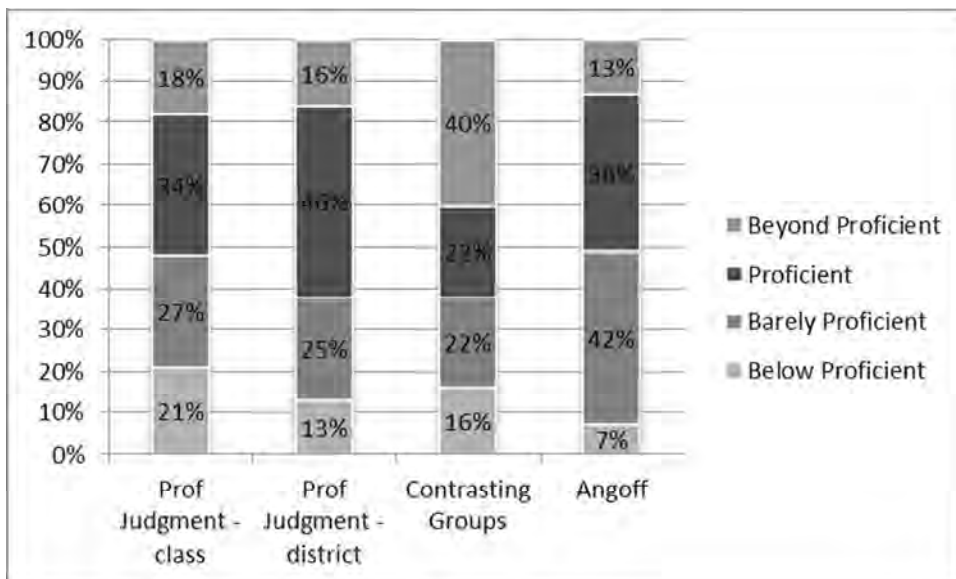
Summary across methods

The results of all three methods are summarized in Table 6 and graphically in Figure 2.

Table 6. Cut scores and impact values from each method

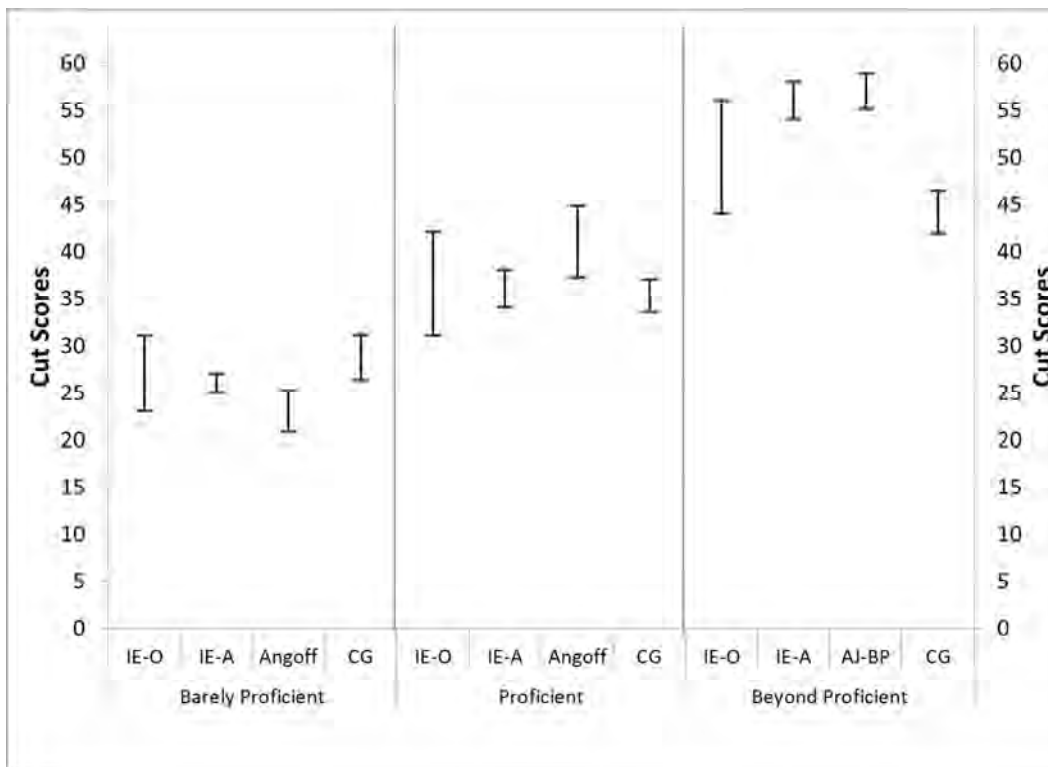
	Below Proficient	Barely Proficient	Proficient	Beyond Proficient
<u>Cut Score</u>				
Prof Judgment - class		29	36	51
Prof Judgment - district		26	36	56
Contrasting Groups		28	36	45
Angoff		23	41	57
<u>Impact</u>				
Prof Judgment - class	21%	27%	34%	18%
Prof Judgment - district	13%	25%	46%	16%
Contrasting Groups	16%	22%	22%	40%
Angoff	7%	42%	38%	13%

Figure 2. Comparison of impact across standard setting methods



For each method, we considered a measure of central tendency recommendation across all panelists and computed an estimate of the variability in the recommendations to create a range of recommendations. For the Initial Estimates approach, the panel's variability was used to compute a 95% confidence interval around the recommended percentage of students within each performance level which was then translated to the associated cut scores. For the Contrasting Groups method, the means from each pair of averages was used to compute a 95% confidence interval for the sum of two numbers. Finally, the variability within the Angoff ratings was used to determine a range of ± 2 standard errors around the median recommendation cut score (see Table 5). The recommended cut score ranges from each approach are shown in Figure 3.

Figure 3. Recommended cut score ranges from each method



Note: IE-O = Initial Estimates Own Class, IE-A = Initial Estimates, All Millard Students, Angoff = Angoff Method, CG = Contrasting Groups Method

Workshop Evaluation

At the conclusion of the Standard Setting Workshop, panelists completed an evaluation form consisting of five parts. Part 1 focused on the orientation and training; Part 2 focused on the initial estimates they made; Part 3 contained questions about round 2 of the Angoff process. In Part 4, ratings were made about the level of confidence in the global ratings for their students. The overall workshop quality was assessed in Part 5. An open-ended item asking about recommended changes that might be made to improve the workshop or make future workshops run more smoothly was also included at the end of Part 5. Overall, the results of the evaluation (see Table 7) suggested the panelists felt there was sufficient time to complete each component of the process and had confidence in the judgments they provided.

Table 7. Evaluation Results

Evaluation Components	Median Response
Success of Training Components	
6=Very Successful to 1 = Very Unsuccessful	
Orientation	6

Evaluation Components	Median Response
Description of Target Students	6
Practice with Angoff method	6
Overall Training	6
Time allocated to Training Components	
<i>6=Very Adequate to 1 = Very Inadequate</i>	
Orientation	6
Description of Target Students	6
Practice with Angoff method	6
Overall Training	6
Initial Estimates	
Confidence in estimates (4 = Confident to 1 = Not at all Confident)	3
Time allotted (3 = Too much time to Too little time)	2
Angoff	
Confidence in Ratings (4 = Confident to 1 = Not at all Confident)	3
Time allotted to make ratings (3 = Too much time to Too little time)	2
Confidence that round 2 ratings will provide appropriate cut scores (4 = Confident to 1 = Not at all Confident)	4
Most informative feedback	p-values
Least informative feedback	Panel information
Contrasting Groups	
Confidence in classifications (4 = Confident to 1 = Not at all Confident)	4
Time allotted (3 = Too much time to Too little time)	2
Overall Workshop	
Success (4 = Very Successful to 1 = Very Unsuccessful)	4
Organization (4 = Very Organized to 1 = Very Unorganized)	4

Comments:

- Great session! Thank you for allowing me to take part and give my input :)
- I loved the setup and organization of this workshop. Thanks a lot!
- Great Job! :)

Conclusions and Recommendations

The conclusions and recommendations are presented in Table 8. The recommendation for the range of possible values of the cut score is based on the final results using data from the 13 teachers who participated in the workshop. The recommendation is influenced by the data from all three methods and does not rely on any single method alone. In triangulating the results, we look for convergence of recommendations from panelists when observed. For recommendations that do not converge, we look at the preponderance of evidence to form the basis for the recommendation in the context of the available data.

Also included in Table 8 are the potential ranges for impact if MPS were to select cut scores within each of the recommended ranges. Because the impact for the two middle performance categories (*Barely Proficient* and *Proficient*) will vary depending on the upper and lower cut, the impact for this analysis was calculated as the percent of students at or above each performance level.

Table 8. Recommended cut score ranges based on results of the three standard setting methods

	Barely Proficient	Proficient	Beyond Proficient
Recommended Cut Score Range	23-27	36-39	53-56
Impact Range % at or above performance level ¹	93% - 85%	62% - 55%	24% - 16%

¹Impact for the *Below Proficient* cut score can be estimated by subtracting the *Barely Proficient* impact value from 100%.

Panelists' evaluation of their experience in the standard setting workshop was generally positive. The panelists indicated confidence in the processes used to set cut scores in round 2 of the modified Angoff Method, their Initial Estimates for the students in their class, and their Contrasting Groups ratings. These results lead us to conclude that selection of cut scores within the range of recommended cut scores will produce defensible classifications of students within each performance category.

References

- Angoff, W. H. (1971). Scales, norms, and equivalent scores. In R. L. Thorndike (Ed.), *Educational Measurement, 2nd Edition*, Washington, DC: American Council on Education.
- Hofstee, W. K. B. (1983). The case for compromise in educational selection and grading. In S. B. Anderson and J. S. Helmick (Eds.), *On educational testing* (pp. 109-127). Washington, DC: Jossey-Bass.
- Livingston, S. A., & Zieky, M. J. (1982). *Passing scores: A manual for setting standards of performance on educational and occupational tests*. Princeton, NJ: Educational Testing Service.

Appendix A

Millard Public Schools Grade 10 Mathematics Proficiency Levels

Beyond Proficient

This student can independently demonstrate most Mathematics skills required to succeed at this grade level and can apply Mathematics skills and strategies in his or her daily life.

Proficient

This student can independently demonstrate many Mathematics skills required to succeed at this grade level, sometimes requiring minimal assistance from the teacher, and can apply Mathematics skills and strategies to his or her daily life.

Barely Proficient

This student can demonstrate some Mathematics skills independently and can succeed at this grade level. This student is beginning to apply Mathematics skills and but only with the help from the teacher and considerable effort on the student's part.

Below Proficient

This student needs substantial assistance to demonstrate Mathematics skills required to succeed at this grade level. This student needs special interventions and is still in the process of learning skills and strategies that are needed for most Mathematics related tasks.

Appendix B

Millard Public Schools Grade 10 Mathematics Standard Setting – Target Student Definitions

Just Beyond Proficient

- Solve a special right triangle by simplifying radicals
- Given two points, write an equation in slope-intercept form
- Systems of equations, having to multiply one equation
- Factoring a trinomial when a is not equal to 1 but is a prime number

Just Proficient

- Given a special right triangle, find the missing length
- Given a multi-step problem or inequality with variables on both sides, they can solve the problem
- Given a trinomial where $a=1$ and c has limited factors, they can factor an algebra equation
- Estimate the probability of two events
- Identify the mean and standard deviation given a normal distribution

Just Barely Proficient

- Understand vocabulary and know what the question is asking
- Solving multi-step linear equations
- Identify and apply basic formulas using the formula sheet (e.g., slope, midpoint)
- Identify parts of graphs or diagrams (e.g., base vs. height, hypotenuse, y-intercept)
- Understand basic probability (e.g., single event)

AGENDA SUMMARY SHEET

AGENDA ITEM: Analytic Writing Assessment ELO Cut Scores for 6th and 7th Grade

Meeting Date: May 6, 2013

Department: Educational Services
Assessment, Research, and Evaluation

Title and Brief Description: In the summer of 2012, teachers developed a new middle school writing rubric to more closely align with the recently updated state NeSA-Writing 8th grade rubric. The new MPS rubric was used instructionally starting this fall 2012.

A cut score is the score needed for a student to pass the test. A new cut score is needed because the points are different on this new rubric.

Action Desired: Approval Discussion Information Only

Background: Under the direction of Alpine Testing Solutions, the standard setting panels consisting of 18 teachers used the Initial Estimates, Contrasting Groups, and the Analytical Judgment Method to generate proposed cut scores. Explanations of these methods are contained in the attached Millard Public School Grades 6 and 7 Writing Assessment Standard Setting Report by Alpine Testing Solutions.

	<u>Cut Score</u>
6 th grade AWA	32
7 th grade AWA	33

Options/Alternatives Considered: N.A.

Recommendations: Adopt the Cut Score of 32 for the 6th grade Writing ELO Assessment and the Cut Score of 33 for the 7th grade Writing ELO Assessment.

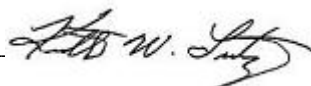
Strategic Plan Reference: To meet the mission of the district and Strategy 2.

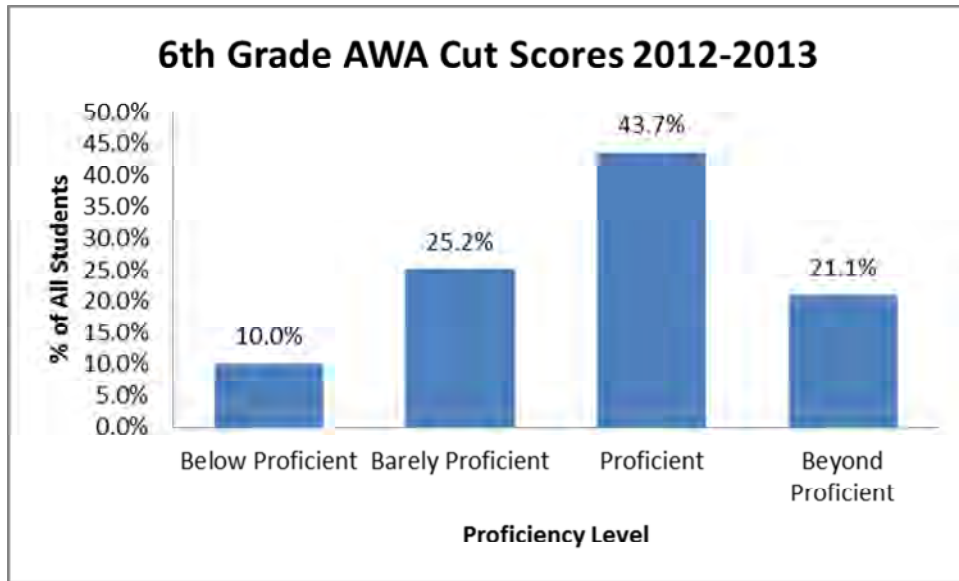
Implications of Adoption/Rejection: Without cut scores, students would not be identified for remediation.

Timeline: Begin to use results immediately for reporting and remediation.

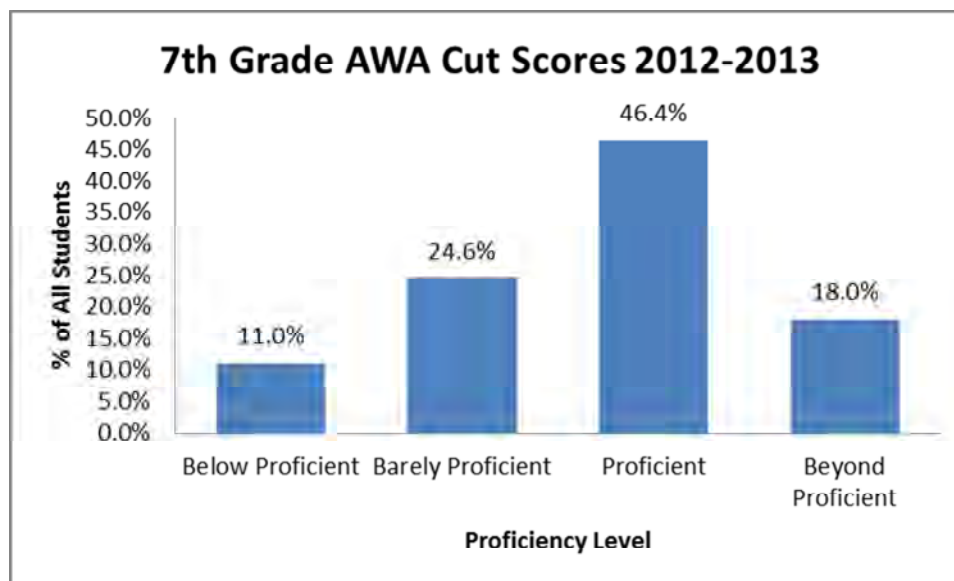
Responsible Persons: Dr. Mark Feldhausen, Dr. Tami Williams, and Dr. Pat Crum

Superintendent's Signature:

_____  _____



Proficiency Level	Below Proficient		Barely Proficient		Proficient		Beyond Proficient
Cut Score	0 – 31 pts	32	32-35 pts	36	36-41 pts	42	42-50 pts
% of All Students	10.0%		25.2%		43.7%		21.1%

7th Grade AWA ELO Cut Scores 2012-2013

Proficiency Level	Below Proficient		Barely Proficient		Proficient		Beyond Proficient
Cut Score	0-32 pts	33	33-36 pts	37	37-42 pts	43	43-50 pts
% of All Students	11.0%		24.6%		46.4%		18.0%

Please see attached Millard Public School Grades 6 & 7 Writing Assessments Standard Setting Report written by Alpine Testing Solutions, Dr. Susan Davis-Becker. Dr. Davis-Becker's credentials include cut score development for tests such as the MCAT, Bar Exam, and other K-12 assessments.



Millard Public Schools
Grades 6 and 7 Writing Assessments
Standard Setting Report

Brett P. Foley, Ph.D.
Susan L. Davis-Becker, Ph.D.

April 15, 2013

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Acknowledgments

We would like to acknowledge several people who assisted us with this Standard Setting Workshop. Dr. Patricia Crum was very helpful in designing, planning and organizing materials for the workshop, and in supplying basic data needed to conduct the necessary analyses. The success of the workshop was due, in large part, to her efforts. The teachers from Millard Public Schools that participated in the standard setting workshop were essential to completing this part of the assessment process. They provided estimates of their students' proficiency level and participated in the workshop that resulted in the cut score recommendations.

Introduction

The purpose of this report is to document the procedures and analyses undertaken to assist the Millard Public Schools (MPS) in setting the cut score for the Grade 6 and Grade 7 Writing Assessments. The report summarizes the procedures and the results of a standard setting study conducted April 3, 2013. The report also provides recommendations for the establishment of cut scores for the assessments. The recommendations are based on the results of the study. The cut score adopted by policymakers will serve to identify the students who have attained the Writing knowledge and skills expected in MPS.

Millard Writing Assessments

The Millard Writing Assessments are designed to evaluate students' writing skills in expository (Grade 6) and persuasive (Grade 7) modes. Students are provided with a prompt asked to prepare a response. The responses are scored by trained raters in the areas of Idea Development and Organization, Voice and Word Choice, Sentence Fluency, Conventions, and addressing the mode and prompt format. The MPS scoring rubric is included in Appendix A.

Standard Setting Methods

Overview of Standard Setting Methods

The standard setting activities in this study were designed to provide MPS with estimates for setting passing standards for four proficiency levels. For each assessment, this requires estimating three cut scores (to divide the full score range into four parts). Each recommended range of cut scores is based on the three methods for estimating a cut score that were used in this study. Each method relies on different assumptions. The use of multiple independent methods provides more information about a defensible range of cut scores than would result from the use of only one method. These methods are: a) a professional judgment method (Hofstee, 1983); b) a modified contrasting groups method (Livingston & Zieky, 1982); and, b) an Analytical Judgment Method (Plake & Hambleton, 2001). Each of these methods is described briefly below.

Initial Estimates

This method was a variation on Hofstee (1983) and entailed asking teachers to estimate the percentage of tested high school students that would be in each of the four proficiency categories: *Below Proficient*, *Barely Proficient*, *Proficient*, and *Beyond Proficient*. Panelists were asked to make two sets of judgments for this method: (1) estimates for the students they are currently teaching, and (2) estimates for the all tested students (at the same grade level) in the MPS district. Because teachers have an understanding of the ability of their current students, it is reasonable to ask them how many (or what percent) of their students they would expect to be within each performance category.

Contrasting Groups

The Contrasting Groups approach (Livingston and Zieky, 1982) entails asking teachers to make classification predictions for each of the students in their classes. Specifically, for each of the students within the classes they were teaching this year, panelists were asked to indicate the performance category in which they were expected to perform. Scores from adjacent

groups were then used to calculate the recommended cut scores at the point that reduces student misclassification.

Analytic Judgment

The Analytic Judgment method used is a modification of the method described by Plake and Hambleton (2001). This method entails asking teachers to classify student papers into defined categories. Scores assigned to papers are not revealed to the panelists. Classification is first at a broad level and then narrowed down to identify the performance that would likely be produced by each of the target students (Just Barely Proficient, Just Proficient, Just Beyond Proficient).

Study Procedures

The procedures describe how each of the standard setting methods was conducted.

Participants

A total of 18 educators participated in the workshop (9 each for grades 6 and 7). These educators were selected by MPS to represent the larger population of writing teachers across the Millard schools, including representation from each middle school. For 6th Grade, two of the panelists held Bachelor's degrees and seven held Masters degrees; the panel had an average of 14.9 years of experience in education. For 7th Grade, one of the panelists held a Bachelor's degree and eight held Masters degrees; the panel had an average of 16.4 years of experience in education.

Training

The workshop began with introductions by Dr. Pat Crum who welcomed the panel and described the importance of the standard setting task. Susan Davis-Becker then discussed the procedures that would take place over the next few hours.

Susan Davis-Becker introduced the concept of the target students (Just Barely Proficient, Just Barely Proficient, and Just Beyond Proficient). The first activity within the panels was to discuss the target students by identifying the skills that differentiate the adjacent performance categories. To complete this activity, panelists were provided a copy of the MPS policy descriptors for each achievement level (see Appendix B). Within each grade level, panelists worked together to identify the writing skills and abilities of students within each performance category with respect to the writing rubric. During this part of the process, the facilitators recorded the ideas on an electronic form and the panel had the opportunity to review, comment on, and discuss their colleagues' ideas. Dr. Davis-Becker worked with the Grade 6 panelists; Dr. Brett Foley worked with the Grade 7 panelists. Once the grade level panels completed their descriptions, all teachers from both grades met together to review both sets of descriptors to evaluate consistency across grades. The final version of these descriptors were printed and distributed to the panelists for the remaining standard setting activities (see Appendix C).

Panelists then moved on to the operational standard setting tasks in their individual grade level groups. For each standard setting method, the facilitators provided an overview of the

specific procedures that would be used to arrive at the recommended cut scores for the Writing Assessment prior to panelists making their judgments

Initial Estimates

The first standard setting task was to complete the initial estimates. Special forms were included in each teacher's packet of materials asking the teachers to make estimates of the expected percent of students in their Writing classes who would be classified as *Below Proficient*, *Barely Proficient*, *Proficient*, and *Beyond Proficient*. Panelists also provided estimates of the expected percent of all students in the MPS district who took the Writing Assessment that would be classified in each performance category.

The cut score estimates for the professional judgment estimates were calculated as follows:

1. Convert the panelists' estimates of the percent of their students in each performance category into the percent of students at or above each performance category.
2. Average the percentages calculated in step 1 across all panelists.
3. Use the cumulative distribution of the district-wide performance on the Writing Assessment to identify the test scores that would correspond with the average percentages calculated in step 2.
4. Repeat steps 1-3 for the panelists' estimates of the percent of all students in the MPS district who took the Writing Assessment.

Contrasting Groups

Teachers completed their estimates of student proficiency by classifying students from their class rosters into one of the four performance categories that were described during the orientation. The Millard Assessment team completed the data analyses for this method using scores obtained by students who were classified by their teachers at the four defined performance levels. The teachers did not know how their students actually performed on the test at the time that they made these performance category classifications.

Cut scores were estimated for the panelists' Contrasting Groups judgments were calculated as follows:

1. Grouped based on their expected classification by the panelists.
2. Average the actual scores the students received for each group.
3. Calculate the midpoints between the averages for adjacent categories to estimate the group's recommended cut scores.

Analytic Judgment Method

As a first step in the Analytic Judgment method, panelists were provided an opportunity to practice with the method using an alternate prompt and a smaller sample of papers. Panelists were provided a copy of the prompt and 10 sample student responses. They were asked to review each writing sample and make a holistic judgment about the quality of the performance. On their rating sheets, panelists were asked to record their judgment by classifying the paper into one of the four performance categories. After making these classifications, panelists were asked to select the papers that described the target students (e.g., best Below Proficient paper & worst Barely Proficient paper, best Barely Proficient paper & worst Proficient paper, best Proficient paper & worst Beyond Proficient paper). As

part of the training activities, the facilitators gave the panelists an opportunity to discuss their ratings and paper selections as a group. Emphasis was made on describing the writing skills demonstrated in the writing samples that were part of the target student descriptors created in the previous activity.

After the practice activity, the group began making their operational Analytical Judgment ratings. They each were asked to read 50 papers responding to prompts that were selected using a stratified sampling strategy that had as many score points represented as possible, but with most of the student papers concentrated in the middle of the score range. Each paper was identified with a code that represented the score of the paper. Panelists were not told what the scores were.

Panelists were asked to classify each paper as being Below Proficient, Proficient, or Beyond Proficient. Once the initial classification had been completed, each teacher then identified papers characteristic of

Following this activity, cut score estimates were calculated in two ways for each panelist: (1) using the panelists ratings of all 50 papers, and (2) using the panelists ratings of the borderline papers.

The cut score estimates using the panelists' ratings of all 50 papers were calculated as follows:

4. For each panelist, calculate the average score of the 50 papers in each of the four performance categories.
5. Calculate the midpoints between the averages for adjacent categories to estimate each panelist's overall cut score.
6. Average the cut scores for each performance level across all panelists to arrive at the group's recommended cut scores.

The cut score estimates using the panelists' ratings of the borderline papers were calculated as follows:

1. For each panelist, calculate the average scores of the 4 papers around the borderline of each proficiency level (e.g., the two best Below Proficient and the two worst Barely Proficient papers).
2. Average the values calculated in step for each performance level across all panelists to arrive at the group's recommended cut scores for each performance level.

All three sets standard setting methodologies are based on samples: either panelists representing the writing educators in MPS or students representing the population of tested students in MPS. Therefore, if a different sample (of either panelists or students) had been selected, the standard setting results likely would not have been identical. Therefore for each of the standard setting results presented below, we include 95% confidence intervals to help summarize the uncertainty introduced to the process through sampling.

Grade 6 Results

Initial Estimates

The results of these initial estimates are shown in Table 1. Overall, the teachers had similar expectations for their students as they did for the full student testing population in MPS.

Table 1. Grade 6 Initial Estimates Results

	Below Proficient	Barely Proficient	Proficient	Beyond Proficient
Own Class				
Panel Estimate	11.6%	31.4%	45.3%	11.7%
Cut Score (Range ¹)		33 (32-33)	38 (38-39)	45 (44-46)
Impact Based on Cut Score ²		84.9%	47.5%	11.3%
District Wide				
Panel Estimate	12.9%	29.8%	44.8%	12.6%
Cut Score (Range ¹)		33 (32-33)	38 (38-39)	45 (43-46)
Impact Based on Cut Score ²		84.9%	47.5%	11.3%

¹Ranges represent 95% confidence intervals around the recommended cut scores.

²Impact is measured as the percent of students at or above the cut score. Cut scores are chosen so that the percent of students in each category is as close as possible to the panel's estimates. Therefore, the impact is based on these cut scores may be slightly different than the panel's intentions due to the variability of actual student performances.

Contrasting Groups

Table 2 shows the results of the Contrasting Groups standard setting. Judgments were made for a total of 223 students. The progression of scores from lowest (Below Proficient) to highest (Beyond Proficient) confirms that teachers were able to differentiate between the relative abilities of students in their classes. The resulting impact values of these estimated cut scores are included in Table 3.

Table 2. Grade 6 Contrasting Groups Results

	Barely Proficient	Proficient	Beyond Proficient
Cut Score (Range ¹)	34 (33-35)	37 (36-38)	40 (40-41)
Impact Based on Cut Score ²	79.6%	54.8%	31.9%

¹Ranges represent 95% confidence intervals around the recommended cut scores.

²Impact is measured as the percent of students at or above the cut score.

Analytic Judgment

Table 3 shows the results of the Analytic Judgment standard setting. The progression from *Below Proficient* to *Beyond Proficient* in exam scores indicates the panelists were able to relatively evaluate the quality of the students' responses. Results were very similar for the analysis based on all papers and the analysis based on papers identified by panelists as on the border between performance categories.

Table 3. Grade 6 Analytic Judgment Results

		Barely Proficient	Proficient	Beyond Proficient
All Papers	Cut Score (Range ¹)	32 (31-32)	36 (36-36)	42 (42-43)
	Impact Based on Cut Score ²	89.8%	64.6%	21.1%
Borderline Papers	Cut Score (Range ¹)	32 (31-33)	35 (34-36)	44 (43-45)
	Impact Based on Cut Score ²	89.8%	72.9%	14.0%

¹Ranges represent 95% confidence intervals around the recommended cut scores.

²Impact is measured as the percent of students at or above the cut score.

Summary across methods

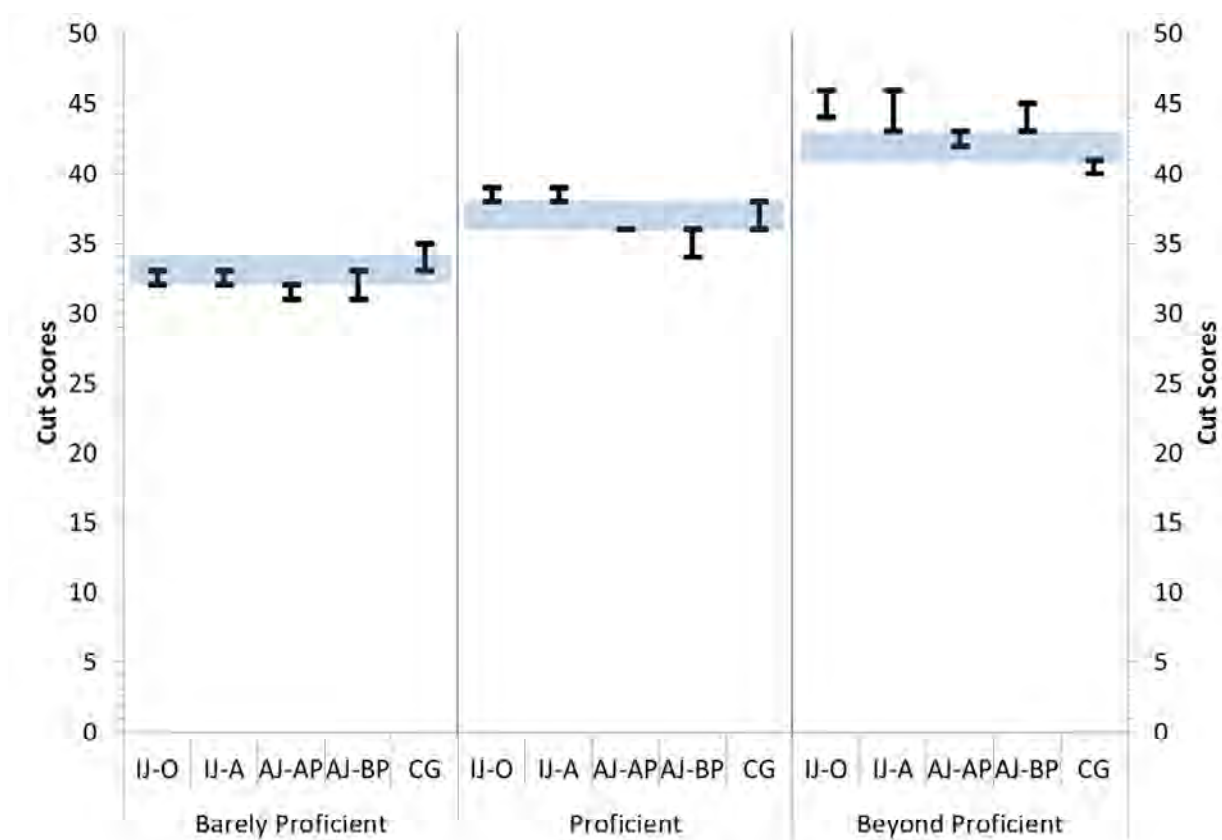
The results of all three methods are summarized in Table 4. When setting the final cut score values, MPS should consider what the results from each method represent. The professional judgment cut scores are based on what percentage of students the panelists felt would perform within each performance category. The Analytic Judgment cut scores reflect the performances the work the panelists felt represented each target student. Finally, the Contrasting Groups cut scores reflect the performance of the specific students the panelists felt generally belonged within each performance category. The cut score ranges are also shown graphically in Figure 1.

Table 4. Grade 6 Summary Results

	Barely Proficient	Proficient	Beyond Proficient
<u>Cut Score¹</u>			
Initial Estimates (own students)	33 (32-33)	38 (38-39)	45 (44-46)
Initial Estimates (all students)	33 (32-33)	38 (38-39)	45 (43-46)
Analytic Judgment (all papers)	32 (31-32)	36 (36-36)	42 (42-43)
Analytic Judgment (borderline papers)	32 (31-33)	35 (34-36)	44 (43-45)
Contrasting Groups	34 (33-35)	37 (36-38)	40 (40-41)
<u>Impact²</u>			
Initial Estimates (own students)	88.4%	57.0%	11.7%
Initial Estimates (all students)	87.1%	57.3%	12.6%
Analytic Judgment (all papers)	89.8%	64.6%	21.1%
Analytic Judgment (borderline papers)	89.8%	72.9%	14.0%
Contrasting Groups	79.6%	54.8%	31.9%

¹Ranges represent 95% confidence intervals around the recommended cut scores.

²Impact is measured as the percent of students at or above the cut score.



Note: IJ-O = Initial Judgments based on panelists own students; IJ-A = Initial Judgments based on all tested students; AJ-AP = Analytic Judgment based on all rated papers; AJ-BP = Analytic Judgment based on borderline papers; CG = Contrasting Groups

Figure 1. Grade 6 summary of cut score recommendations, by standard setting methodology

Grade 7 Results

Initial Estimates

The results of these initial estimates are shown in Table 5. Overall, the teachers had similar expectations for their students as they did for the full student testing population in MPS.

Table 5. Grade 7 Professional Judgment Results

	Below Proficient	Barely Proficient	Proficient	Beyond Proficient
Own Class				
Panel Estimate	15.9%	22.6%	49.1%	12.4%
Cut Score (Range ¹)		34 (32-36)	39 (38-40)	46 (45-46)
Impact Based on Cut Score ²		86.7%	50.1%	10.5%
District Wide				
Panel Estimate	12.7%	23.6%	50.1%	13.7%
Cut Score (Range ¹)		34 (33-34)	39 (38-40)	45 (45-46)
Impact Based on Cut Score ²		86.7%	50.1%	14.8%

¹Ranges represent 95% confidence intervals around the recommended cut scores.

²Impact is measured as the percent of students at or above the cut score. Cut scores are chosen so that the percent of students in each category is as close as possible to the panel's estimates. Therefore, the impact is based on these cut scores may be slightly different than the panel's intentions due to the variability of actual student performances.

Contrasting Groups

Table 6 shows the results of the Contrasting Groups standard setting. Judgments were made for a total of 295 students. The progression of scores from lowest (Below Proficient) to highest (Beyond Proficient) confirms that teachers were able to differentiate between the relative abilities of students in their classes. The resulting impact values of these estimated cut scores are also included in Table 6.

Table 6. Grade 7 Contrasting Groups Results

	Barely Proficient	Proficient	Beyond Proficient
Cut Score (Range ¹)	33 (32-34)	37 (36-38)	41 (40-42)
Impact Based on Cut Score ²	90.4%	67.0%	34.1%

¹Ranges represent 95% confidence intervals around the recommended cut scores.

²Impact is measured as the percent of students at or above the cut score.

Analytic Judgment

Table 7 shows the results of the Analytic Judgment standard setting. The progression from *Below Proficient* to *Beyond Proficient* in exam scores indicates the panelists were able to relatively evaluate the quality of the students' responses. Results were very similar for the analysis based on all papers and the analysis based on papers identified by panelists as on the border between performance categories.

Table 7. Grade 7 Analytic Judgment Results

		Barely Proficient	Proficient	Beyond Proficient
All Papers	Cut Score (Range ¹)	31 (31-32)	35 (34-36)	41 (40-42)
	Impact Based on Cut Score ²	96.4%	80.0%	34.1%
Borderline Papers	Cut Score (Range ¹)	31 (30-31)	33 (32-34)	43 (41-44)
	Impact Based on Cut Score ²	96.4%	90.4%	22.7%

¹Ranges represent 95% confidence intervals around the recommended cut scores.

²Impact is measured as the percent of students at or above the cut score.

Summary across methods

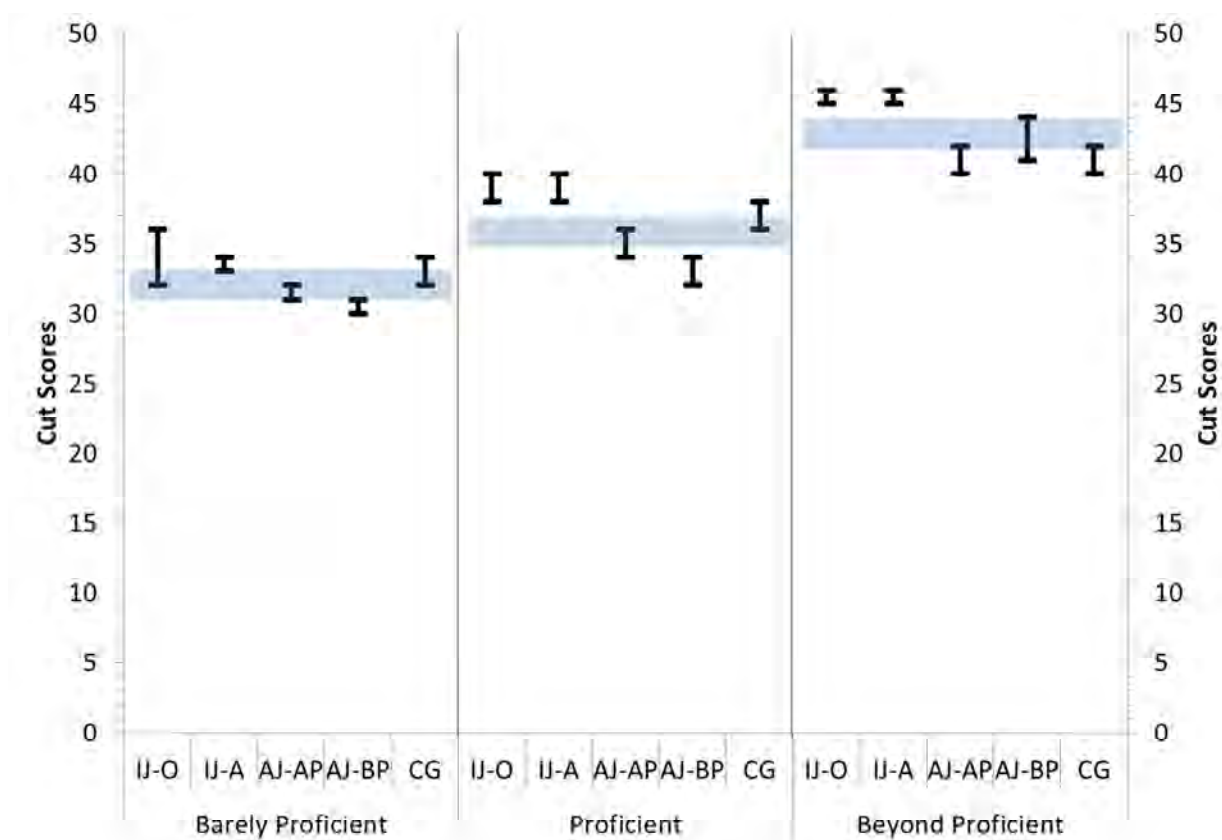
The results of all three methods are summarized in Table 8. When setting the final cut score values, MPS should consider what the results from each method represent. The Initial Estimate cut scores are based on what percentage of students the panelists felt would perform within each performance category. The Analytic Judgment cut scores reflect the performances the work the panelists felt represented each target student. Finally, the Contrasting Groups cut scores reflect the performance of the specific students the panelists felt generally belonged within each performance category. The cut score ranges are also shown graphically in Figure 2.

Table 8. Grade 7 Summary Results

	Barely Proficient	Proficient	Beyond Proficient
<u>Cut Score¹</u>			
Initial Estimates (own students)	34 (32-36)	39 (38-40)	46 (45-46)
Initial Estimates (all students)	34 (33-34)	39 (38-40)	45 (45-46)
Analytic Judgment (all papers)	31 (31-32)	35 (34-36)	41 (40-42)
Analytic Judgment (borderline papers)	31 (30-31)	33 (32-34)	43 (41-44)
Contrasting Groups	33 (32-34)	37 (36-38)	41 (40-42)
<u>Impact²</u>			
Initial Estimates (own students)	86.7%	50.1%	10.5%
Initial Estimates (all students)	86.7%	50.1%	14.8%
Analytic Judgment (all papers)	96.4%	80.0%	34.1%
Analytic Judgment (borderline papers)	96.4%	90.4%	22.7%
Contrasting Groups	90.4%	67.0%	34.1%

¹Ranges represent 95% confidence intervals around the recommended cut scores.

²Impact is measured as the percent of students at or above the cut score.



Note: IJ-O = Initial Judgments based on panelists own students; IJ-A = Initial Judgments based on all tested students; AJ-AP = Analytic Judgment based on all rated papers; AJ-BP = Analytic Judgment based on borderline papers; CG = Contrasting Groups

Figure 2. Grade 7 summary of cut score recommendations, by standard setting methodology

Workshop Evaluation

At the conclusion of the Standard Setting Workshop, panelists completed an evaluation of the process. The results of the evaluation are presented in Table 9. An open-ended item asking about recommended changes that might be made to improve the workshop or make future workshops run more smoothly was also included. All results indicate the workshop was successful and the panelists felt confident in their final results.

Table 9. Evaluation Results

Question	Median Response
1. Success of Training (4= <i>Very Successful</i> , 1 = <i>Very unsuccessful</i>)	
a) Orientation	4
b) Training on Methods	4
c) Description of Target Examinees	4
d) Practice with Analytical Judgments	4
e) Overall Training	4
2. Amount of time allocated to training (3= <i>Too much time</i> , 1= <i>Too little time</i>)	2
3. Confidence in Initial Estimates (4= <i>Very Confident</i> , 1= <i>Not at all Confident</i>)	3
4. Time allocated to complete Initial Estimates (3= <i>Too much time</i> , 1= <i>Too little time</i>)	2
5. Confidence in Analytic Judgments (4= <i>Very Confident</i> , 1= <i>Not at all Confident</i>)	3
6. Time allocated to complete Analytical Judgments (3= <i>Too much time</i> , 1= <i>Too little time</i>)	2
7. Confidence in Global Ratings (4= <i>Very Confident</i> , 1= <i>Not at all Confident</i>)	3
8. Time allocated to complete Global Ratings (3= <i>Too much time</i> , 1= <i>Too little time</i>)	2
9. Overall Success of Standard Setting Workshop (4= <i>Very Successful</i> , 1= <i>Very Unsuccessful</i>)	4
10. Overall Organization of Standard Setting Workshop (4= <i>Very Successful</i> , 1= <i>Very Unsuccessful</i>)	4

Comments

- Thank you very much!
- [The success of the workshop] depends on the cut score generated... if it seems reasonable
- The prompt chosen for the rating was not the best. The papers on this topic do not vary which makes it difficult to find differences
- [Was very confident with respect to analytical judgments on the 10 practice papers, but only somewhat confident on the set of 50 operational papers]. We only scored papers for PE prompt for the final scoring. We had 3 different prompts but only one cut score. Will that be accurate? The PE prompt is different persuasion than the Invention or Place to Live prompts. We need to decide which persuasive type we are going to use. I'm not a math person, but this standard setting process seems flawed. No offense intended. It seemed like a lot of papers to decide top 2 or bottom 2 in a particular category.

Conclusions and Recommendations

The conclusions and recommendations are presented in Table 10. The recommendation for the range of possible values of the cut score for each grade is influenced by the data from all three methods and does not rely on any single method alone. In triangulating results, we look for convergence of recommendations from panelists when observed. For recommendations that did not converge, we looked at the preponderance of evidence to form the basis for the recommendation in the context of the available data. The conclusions relate to the differences that resulted from the different methods and the perceptions by the teachers of the results of the standard setting workshop.

Table 10. Recommended Cut Score Ranges based on three Standard Setting Methods

Grade	Barely Proficient	Proficient	Beyond Proficient
6 th	32-34	36-38	41-43
7 th	31-33	35-37	42-44

Panelists' evaluation of their experience in the standard setting workshop was positive. The panelists, in general, indicated confidence in the processes used to set cut scores. These factors lead us to conclude that selection of cut scores within the range of recommended cut scores will produce defensible classifications of students within each performance category.

References

- Angoff, W. H. (1971). Scales, norms, and equivalent scores. In R. L. Thorndike (Ed.), *Educational Measurement, 2nd Edition*, Washington, DC: American Council on Education.
- Hofstee, W. K. B. (1983). The case for compromise in educational selection and grading. In S. B. Anderson and J. S. Helmick (Eds.), *On educational testing* (pp. 109-127). Washington, DC: Jossey-Bass.
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- Plake, B. S. & Hambleton, R. K. (2001). The analytic judgment method for setting standards on complex performance assessments. In G. J. Cizek (Ed.), *Standard setting: Concepts, methods, and perspectives* (pp. 283-312). Mahwah, NJ: Erlbaum.

Appendix A

Rubric



MS AWA Rubric 2012
20120803.pdf

Appendix B**Middle School Writing Proficiency Levels****Beyond Proficient**

This student can independently demonstrate **most** writing skills required to succeed at this grade level and can apply writing skills and strategies in his or her daily life.

Proficient

This student can independently demonstrate **many** writing skills required to succeed at this grade level, sometimes requiring minimal assistance from the teacher, and can apply writing skills and strategies to his or her daily life.

Barely Proficient

This student can demonstrate **some** writing skills independently and can succeed at this grade level. This student is beginning to apply writing skills and but only with the help from the teacher and considerable effort on the student's part.

Below Proficient

This student needs substantial assistance to demonstrate writing skills **required to succeed** at this grade level. This student needs **special interventions** and is still in the process of learning skills and strategies that are needed for most writing related tasks.

Appendix C

Target Student Definitions



Target Student
Descriptors (grade 7)



Target Student
Descriptors (grade 6)

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Food Service Management Contract

MEETING DATE: May 6, 2013

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Food Service Management Contract – The award of the 5-year contract for the management of the District’s food service program.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: Under USDA regulations, all food service management contracts must be re-bid every five years. Pursuant to this requirement, the District issued an RFP to interested and qualified vendors.

The three largest food service management contractors (i.e., Aramark, Sodexo, and Chartwells) were contacted as well as any other vendors on the list of vendors maintained by the Nebraska Department of Education.

Early in the process, the three largest vendors all showed an interest in providing proposals. Prior to the pre-proposal conference, Aramark informed the district that it would not be submitting a competitive proposal this time. Chartwells also withdrew a few days before the proposals were due, but, Sodexo was not informed of the withdrawal until after it had submitted its proposal. Therefore, Sodexo was the only vendor submitting a proposal. Their proposal, however, was very competitive in that it provided for a decrease in administrative/management fees from \$0.117 per meal to \$0.107 and an increase in guaranteed volume discount rebates from \$517,000 per year to \$862,831 per year (plus annual increases). *The complete Proposal from Sodexo is available for review in the business office.*

OPTIONS AND ALTERNATIVES: n/a

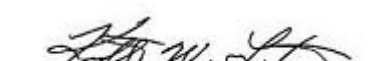
RECOMMENDATION: It is recommended that the District’s 2013-2018 Food Service Management Contract be awarded to Sodexo and that the Associate Superintendent for General Administration, in consultation with District legal counsel, be authorized and directed to negotiate and execute a contract with Sodexo consistent with Sodexo’s Response to the District’s RFP for such services.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

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

SUPERINTENDENT’S APPROVAL: 

AGENDA SUMMARY SHEET

Meeting Date: May 6, 2013

Department Human Resources

Action Desired: Approval

Background: Personnel items: (1) Hire; (2) Resignation; (3) Recission

Options/Alternatives Considered: N/A

Recommendations: Approval

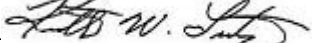
Strategic Plan

Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Jim Sutfin, Ed.D.

Superintendent's Signature: _____  _____

May 6, 2013

TEACHERS RECOMMENDED FOR HIRE**Recommend: the following teachers be hired for the 2013/2014 school year:**

1. Katie A. Chramosta – MA – University of Nebraska, Kearney. Grade 4 teacher at Aldrich Elementary School for the 2013-2014 school year. Previous Experience: Holdrege Public Schools (2010-present)
2. Amanda J. Sulzman – MA – University of Nebraska, Lincoln. Grade 3 teacher at Sandoz Elementary School for the 2013-2014 school year. Previous Experience: Ashland Park-Robbins Elementary (2012-present)
3. Aimee L. Kersigo – BA – Midland Lutheran College. Grade 1 teacher at Neihardt Elementary for the 2013-2014 school year.
4. Erin E. Ehly – MA – Peru State. Special Education teacher at the Young Adult Program for the 2013-2014 school year. Previous Experience: OPS (2008-present)
5. Amanda M. Phillips – MA – Hamline University. Part-Time (.5) ELL Teacher at Central Middle School for the 2013-2014 school year. Previous Experience: Cottage Grove, MN (2008-2012)
6. Elace D. Pontiero – BA – University of Nebraska, Omaha. Part-Time (.6) Vocal Music Teacher at Hitchcock Elementary School for the 2013-2014 school year.
7. Kathryn J. Mason – BA – University of Nebraska, Lincoln. Grade 3 teacher at Sandoz Elementary School for the 2013-2014 school year.
8. Savannah B. Haskell – BA – University of Nebraska, Kearney. Kindergarten teacher at Ezra Millard Elementary School for the 2013-2014 school year.
9. Ashley L. Dabelstein – BA – University of Nebraska, Omaha. Grade 2 teacher at Sandoz Elementary School for the 2013-2014 school year. Previous Experience: Private School, Omaha, NE (2007-2012)
10. Sarah A. Wright – BA – University of Nebraska, Omaha. Physical Education teacher at Millard North High School for the 2013-2014 school year.
11. Megan A. Meyer – MA – Doane College. Grade 6 teacher at Kiewit Middle School for the 2013-2014 school year. Previous Experience: Fremont Public Schools (2007-present)
12. John R. Kirke – BA – Wayne College. Art teacher at Millard West High School for the 2013-2014 school year. Previous Experience: OPS (2012-present); Bryan Middle School (2008-2012)

May 6, 2013

RESIGNATIONS

Recommend: The following resignation be accepted:

1. Claudia Wickham – Reading teacher at Andersen Middle School. She is resigning at the end of the 2012-2013 school year for another position in education.
2. Nikki Piper – Grade 3 teacher at Disney Elementary School. She is resigning at the end of the 2012-2013 school for another position in education.
3. Bethany Willson – Grade 5 teacher at Black Elk Elementary School. She is resigning at the end of the 2012-2013 school year for personal reasons.
4. Anne Tipton – Music Teacher (Part-Time) at Montclair Elementary School. She is resigning at the end of the 2012-2013 school year because of family responsibilities.
5. Gabrielle Jimenez Tabor – Spanish teacher at Millard North High School. She is resigning at the end of the 2012-2013 school year for a job outside of education.
6. Julie Adams – Guidance Counselor at Russell Middle School. She is resigning at the end of the 2012-2013 school year because of family relocation.

May 6, 2013

RESCISSION OF RESIGNATION

Recommend: The following resignation be rescinded:

1. Kathleen Sweet Kavanagh – Primary Montessori teacher at Norris Elementary School.
She is requesting to rescind her resignation for personal reasons.

AGENDA SUMMARY SHEET

AGENDA ITEM: Enrollment Report

MEETING DATE: May 6, 2013

DEPARTMENT: Educational Services: Assessment, Research, & Evaluation

TITLE: Enrollment Report

BRIEF DESCRIPTION: Report states the district and building enrollment reflective of data pulled on the 20th of each month preceding the Board meeting. Reports are only processed when school is in session.

ACTION DESIRED: ___ Approval X Information/Discussion

BACKGROUND: Enrollment data pulled on the 20th of each month in session is reported to the Millard Board of Education for public record. Enrollment data is stored in our student information system, Infinite Campus.

RECOMMENDATIONS: None

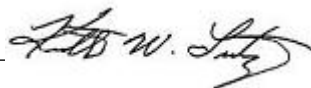
STRATEGIC PLAN REFERENCE: None

IMPLICATIONS OF ADOPTION OR REJECTION: None

TIMELINE: None

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Tami Williams, and Sharon Freeman

SUPERINTENDENT'S APPROVAL:



**April 20, 2013
Millard Public Schools
Total Enrollment**

Elementary	K	1	2	3	4	5	SpEd	Current Total	Current Change	YTD Change	Official 12/13 Enrollment
							Cluster Prgm				
Abbott (3 unit)	64	65	66	70	85	71		421	0	-5	426
Ackerman (4 unit)	64	80	70	85	89	101		489	2	5	484
Aldrich (3 unit)	80	66	70	90	71	67		444	0	-3	447
Black Elk (4 unit)	50	59	80	91	85	97		462	2	2	460
Bryan (3 unit)	59	65	57	66	66	61		374	3	9	365
Cather (3 unit)	68	65	73	73	69	81		429	2	-4	433
Cody (2 unit)	24	37	32	30	30	31	13	197	0	1	196
Cottonwood (3 unit)	43	52	70	60	56	61		342	-1	-5	347
Disney (3 unit)	44	55	42	35	44	47	13	280	-2	-3	283
Ezra Millard (3 unit)	62	69	62	61	69	72	7	402	1	0	402
Harvey Oaks (2 unit)	45	47	43	52	50	49		286	1	16	270
Hitchcock (2 unit)	33	47	39	38	32	33	8	230	0	7	223
Holling Heights (3 unit)	62	57	65	70	69	61	20	404	0	6	398
Montclair (4 unit)	85	85	100	87	82	81		520	4	12	508
Morton (3 unit)	32	48	58	59	51	60	12	320	4	5	315
Neihardt (4 unit)	88	77	79	99	84	96		523	3	0	523
Norris (3 unit)	58	56	59	68	57	55		353	2	-6	359
Reagan (4 unit)	140	132	124	114	128	117		755	-1	6	749
Reeder (3 unit)	100	90	106	96	74	92	14	572	0	0	572
Rockwell (3 unit)	51	56	52	52	56	49	8	324	0	-6	330
Rohwer (3 unit)	47	68	67	72	66	83	15	418	2	3	415
Sandoz (3 unit)	50	68	46	53	53	53		323	1	6	317
Upchurch (3 unit)	109	104	106	115	85	70		589	-2	-4	593
Wheeler (4 unit)	76	93	78	99	103	103	22	574	-3	-4	578
Willowdale (3 unit)	58	59	63	62	66	68		376	0	-6	382
Totals	1592	1700	1707	1797	1720	1759	132	10,407	18	32	10,375

Middle	6	7	8	SpEd Prgm*	Current Total	Current Change	YTD Change	Official 12/13 Enrollment
Andersen MS	322	270	267	0	859	-3	-5	864
Beadle MS	398	357	329	21	1084	2	-2	1086
Central MS	247	248	256	23	751	1	-4	755
Kiewit MS	312	311	312	0	935	4	4	931
North MS	259	259	238	17	756	-1	-5	761
Russell MS	288	289	287	0	864	-4	-11	875
MS Alternative	11	12	14	0	37	4	20	17
Totals	1837	1746	1703	61	5286	3	-3	5289

High	Grads YTD	9	10	11	12	SpEd Prgm*	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	
North HS	25		621	618	576	572	17	2387	-5	-62	2449
South HS	29		525	500	491	447	42	1963	0	-54	2017
West HS	44		572	613	598	482	34	2265	-15	-46	2311
Horizon HS	54		0	1	54	51	0	106	-23	-4	110
Totals			1718	1732	1719	1552	93	6721	-43	-166	6887

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

Itinerant & Contracted Pre-K, Rule 18 Interim included in Official 12/13 Enrollment: **57

Itinerant & Contracted Pre-K, Rule 18 Interim included in Current Enrollment: **86

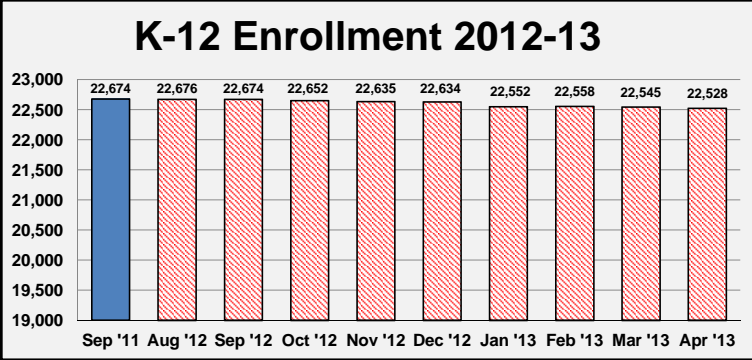
Preschool	SpEd	Not SpEd	Total	Official 12/13
Bryan	8	28	36	36
Cody	64	35	99	94
Cody Early Start	7	6	13	14
Disney	19	13	32	31
Hitchcock	33	13	46	42
Holling Heights	1	19	20	19
Montclair	31	8	39	33
Montclair Montessori	4	79	83	82
Neihardt	6	52	58	61
Norris ELL	1	17	18	18
Norris Montessori	0	30	30	30
Rockwell	0	18	18	17
Sandoz	17	5	22	18
Sandoz ELL	2	35	37	36
Wheeler	30	14	44	45
Homebased Infants	131	0	131	101
TOTAL			726	677

Career Academies	NHS	SHS	WHS	HHS	TOTAL
Culinary	9	5	4		18
Education	12	12	21		45
Entrepreneurship	2	8	12		22
Finance	4		4		8
Health Sciences	21	20	33		74
Dist/Log Mgmt	1	1	9	2	13
Ombudsman	(Primary and Secondary Assignment)				33

Contracted SpEd	40	0	3	37
Young Adult Program	48	0	-4	52
Ombudsman (Primary)	26	5	5	21
Total District K-12	22,528	-17	-133	22,661
Total District PreK-12**	23,340	-9	-55	23,395

4/20/2013	
Elementary	10,407
Middle School	5,286
High School	6,721
Contracted	40
Young Adult	48
Ombudsman (Primary)	26
TOTAL	22,528

9/20/2012	
Elementary	10,377
Middle Sch	5,291
High Sch	6,897
Contracted	36
Young Adult	52
Ombudsman (Primary)	21
TOTAL	22,674



Elementary		Classroom Enrollment														141	Class Size w/out SpEd
	K	1	2	3	4	5						Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
Abbott	21	23	21	23	22	24											
	22	22	22	23	21	23											
	21	20	23	24	21	24											
					21												
Total Students	64	65	66	70	85	71						421	0	-5	426	421	
Total Teachers	3	3	3	3	4	3						19				19	
Classroom Avg	21.33	21.67	22.0	23.5	21.3	23.7						22				22	
Ackerman	21	21	23	20	21	26											
	22	20	24	23	23	25											
	21	19	23	21	23	25											
		20		21	22	25											
Total Students	64	80	70	85	89	101						489	2	5	484	489	
Total Teachers	3	4	3	4	4	4						22				22	
Classroom Avg	21.3	20.0	23.3	21.3	22.3	25.3						22				22	
Aldrich	21	22	23	22	24	21											
	19	21	23	22	24	23											
	20	23	24	23	23	23											
	20			23													
Total Students	80	66	70	90	71	67						444	0	-3	447	444	
Total Teachers	4	3	3	4	3	3						20				20	
Classroom Avg	20.0	22.0	23.5	22.5	23.7	22.3						22				22	
Black Elk	25	20	27	23	21	25											
	25	19	27	24	22	24											
		20	26	23	21	24											
				21	21	24											
Total Students	50	59	80	91	85	97						462	2	2	460	462	
Total Teachers	2	3	3	4	4	4						20				20	
Classroom Avg	25.0	19.7	26.7	22.8	21.3	24.3						23				23	
Bryan	20	21	19	22	21	20											
	20	22	19	22	23	21											
	19	22	19	22	22	20											
Total Students	59	65	57	66	66	61						374	3	9	365	374	
Total Teachers	3	3	3	3	3	3						18				18	
Classroom Avg	19.7	21.7	19.0	22.0	22.0	20.3						21				21	
Cather	23	21	13	26	21	16	C-K	C-1	C-2	C-3	C-4	C-5	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	
			12		16		22	23	24	24	23	24					
							23	21	24	23	25	25					
Total Students	23	21	25	26	21	32	45	44	48	47	48	49	429	2	-4	433	429
Total Teachers	1	1	2	1	1	2	2	2	2	2	2	2	20				20
Classroom Avg	23.0	21.0	12.5	26.0	21.0	16.0	22.5	22.0	24.0	23.5	24.0	24.5	21				21
Cody	12	19	17	13	14	16						SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	
	12	18	15	17	16	15						5					
												8					
Total Students	24	37	32	30	30	31						13	197	0	1	196	184
Total Teachers	2	2	2	2	2	2						2	14				12
Classroom Avg	12.0	18.5	16.0	15.0	15.0	15.5						6.5	14				15
Cottonwood	22	16	23	19	20	21											
	21	18	24	21	18	20											
		18	23	20	18	20											
Total Students	43	52	70	60	56	61						342	-1	-5	347	342	
Total Teachers	2	3	3	3	3	3						17				17	
Classroom Avg	21.5	17.3	23.3	20.0	18.7	20.3						20				20	
Disney	21	17	21	18	23	23						SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	
	23	20	21	17	21	24						6					
		18										7					
Total Students	44	55	42	35	44	47						13	280	-2	-3	283	267
Total Teachers	2	3	2	2	2	2						2	15				13
Classroom Avg	22.00	18.33	21.00	17.50	22.00	23.50						6.5	19				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Ezra Millard	22	22	20	18	24	25	2				42	
	21	23	21	21	22	24	5					
	19	24	21	22	23	23						
Total Students	62	69	62	61	69	72	7	402	1	0	402	395
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	20.7	23.0	20.7	20.3	23.0	24.0	3.5	20				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Harvey Oaks	23	24	22	26	25	24						
	22	23	21	26	25	25						
Total Students	45	47	43	52	50	49		286	1	16	270	286
Total Teachers	2	2	2	2	2	2		12				12
Classroom Avg	22.5	23.5	21.5	26.0	25.0	24.5		24				24

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Hitchcock	17	24	19	18	16	17	5					
	16	23	20	20	16	16	3					
Total Students	33	47	39	38	32	33	8	230	0	7	223	222
Total Teachers	2	2	2	2	2	2	2	14				12
Classroom Avg	16.5	23.5	19.5	19.0	16.0	16.5	4.0	16				19

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Holling Heights	22	19	22	24	22	22	9					
	22	19	23	24	24	22	11					
	18	19	20	22	23	17						
Total Students	62	57	65	70	69	61	20	404	0	6	398	384
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	20.7	19.0	21.7	23.3	23.0	20.3	10.0	20				21

	K	1	2	3	4	5	M-K	M1-3	M4-5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
															SpEd
Montclair	19	18	27	21	23	21	16	24	15						
	19	19	27	22	25	20	16	23	19						
							15	24	19						
								23	21						
								22							
								22							
Total Students	38	37	54	43	48	41	47	138	74		520	4	12	508	520
Total Teachers	2	2	2	2	2	2	3	6	4		25				25
Classroom Avg	19.0	18.5	27.0	21.5	24.0	20.5	15.7	23.0	18.5		21				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Morton	16	25	20	20	24	22	5					
	16	23	19	20	27	21	7					
			19	19		17						
Total Students	32	48	58	59	51	60	12	320	4	5	315	308
Total Teachers	2	2	3	3	2	3	2.0	17				15
Classroom Avg	16.0	23.0	19.3	19.7	25.5	20.0	6.0	19				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Neihardt	22	19	19	25	22	23						
	22	20	20	24	21	25						
	22	19	20	25	20	24						
	22	19	20	25	21	24						
Total Students	88	77	79	99	84	96		523	3	0	523	523
Total Teachers	4	4	4	4	4	4		24				24
Classroom Avg	22.0	19.3	19.8	24.8	21.0	24.0		22				22

	K	1	2	3	4	5	M-K	M1-3	M4-5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
															SpEd
Norris	18	20	17	24	20	23	11	21	13						
	18	19	20	23	20	23	11	21	13						
								18							
Total Students	36	39	37	47	40	46	22	60	26		353	2	-6	359	353
Total Teachers	2	2	2	2	2	2	2	3	2		19				19
Classroom Avg	18.0	19.5	18.5	23.5	20.0	23.0	11.0	20.0	13.0		19				19

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out
												SpEd
Reagan	23	22	26	26	25	23						
	24	23	24	26	25	23						
	24	21	24	26	26	24						
	24	22	25	18	27	24						
	24	23	25	18	25	23						
	21	21										
Total Students	140	132	124	114	128	117		755	-1	6	749	755
Total Teachers	6	6	5	5	5	5		32				32
Classroom Avg	23.3	22.2	24.8	22.8	25.3	23.3		24				24

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13		
										Enrollment		
Reeder	18	23	22	25	25	23	7				143	
	21	22	21	24	24	23	7					
	22	23	20	23	25	22						
	20	22	21	24		24						
	19	22										
Total Students	100	90	106	96	74	92	14	572	0	0	572	558
Total Teachers	5	4	5	4	3	4	2	27				25
Classroom Avg	20.3	22.7	21.0	24.5	24.7	22.7	8.0	21				22

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13		
										Enrollment		
Rockwell	16	19	16	26	19	24	4					
	17	18	19	26	19	25	4					
	18	19	17		18							
Total Students	51	56	52	52	56	49	8	324	0	-6	330	316
Total Teachers	3	3	3	2	3	2	4	20				16
Classroom Avg	17.0	18.5	17.5	26.0	19.0	24.5	8.0	16				20

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13		
										Enrollment		
Rohwer	24	22	22	24	23	20	7					
	23	22	22	24	21	21	8					
		24	23	24	22	20						
					22							
Total Students	47	68	67	72	66	83	15	418	2	3	415	403
Total Teachers	2	3	3	3	3	4	2	20				18
Classroom Avg	23.5	22.7	22.3	24.0	22.0	20.8	8.0	21				22

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13		
										Enrollment		
Sandoz	17	24	23	18	26	18						
	16	22	23	19	27	17						
	17	22		16		18						
Total Students	50	68	46	53	53	53		323	1	6	317	323
Total Teachers	3	3	2	3	2	3		16				16
Classroom Avg	16.7	22.7	23.0	17.7	26.5	17.7		20				20

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13		
										Enrollment		
Upchurch	22	26	20	24	22	22						
	23	26	22	22	20	24						
	19	26	22	25	22	24						
	24	26	21	20	21							
	21		21	24								
Total Students	109	104	106	115	85	70		589	-2	-4	593	589
Total Teachers	5	4	5	5	4	3		26				26
Classroom Avg	21.8	26.0	21.2	23.0	21.3	23.3		23				23

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13		
										Enrollment		
Wheeler	17	22	19	26	26	28	7					
	20	24	20	25	23	27	8					
	19	24	22	22	27	24	7					
	20	23	17	26	27	24						
Total Students	76	93	78	99	103	103	22	574	-3	-4	578	552
Total Teachers	4	4	4	4	4	4	3	27				24
Classroom Avg	19.0	23.3	19.5	24.3	25.8	25.8	7.3	21				23

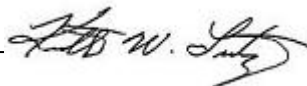
K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13		
										Enrollment		
Willowdale	20	20	19	21	22	24						
	18	20	22	21	22	22						
	20	19	22	20	22	22						
Total Students	58	59	63	62	66	68		376	0	-6	382	376
Total Teachers	3	3	3	3	3	3		18				18
Classroom Avg	19.3	19.7	21.0	20.7	22.0	22.7		21				21

Elementary Totals											SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13		
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4					M-5	Enrollment	
Students	1592	1700	1707	1797	1720	1759	65	68	65	51	49	132	10407	18	32	10375	10275
Teachers	80	77	77	78	75	77	9			6		23	502				479
Classroom Avg	19.9	22.1	22.2	23.0	22.9	22.8						5.7	20.73				21.45

6	7	8	9	10	11	12	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13		
											Enrollment		
Andersen MS	322	270	267				0	859	-3	-5	864		
Beadle MS	398	357	329				21	1084	2	-2	1086		
Central MS	247	248	256				23	751	1	-4	755		
Kiewit MS	312	311	312				0	935	4	4	931		
North MS	259	259	238				17	756	-1	-5	761		
Russell MS	288	289	287				0	864	-4	-11	875		
MS Alternative	11	12	14					37	4	20	17		
Totals	1837	1746	1703				61	5286	3	-3	5289		
North HS				621	618	576	572	17	2387	-5	-62	2449	
South HS				525	500	491	447	42	1963	0	-54	2017	
West HS				572	613	598	482	34	2265	-15	-46	2311	
Horizon HS				0	1	54	51		106	-23	-4	110	
Totals				1718	1732	1719	1552	93	6721	-43	-166	6887	
									40	0	3	37	
									48	0	-4	52	
									26	5	5	21	
									22528	-17	-133	22661	

AGENDA SUMMARY SHEET**AGENDA ITEM:** Legislative Update**MEETING DATE:** May 6, 2013**DEPARTMENT:** Office of the Superintendent**TITLE AND BRIEF DESCRIPTION:** Legislative Update for the 103rd Legislature 1st session.**ACTION DESIRED:** APPROVAL ____ DISCUSSION ____ INFORMATION ONLY XX

Summary attached

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

MILLARD PUBLIC SCHOOLS

LEGISLATIVE SUMMARY

103rd Legislature - First Session - 2013



BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB9	Krist	<p>Change provisions relating to transportation for students in learning communities</p> <p>Changes the categories of students who get free transportation to school in the learning community to students who transfer via open enrollment and who (1) contribute to the socioeconomic diversity of enrollment at the new school building that is at least one mile away from where he or she lives or (2) attends a focus school or program at least one mile away from where he or she lives.</p>	<p>Education 2/26/13 at 1:30 p.m. Room 1525</p>					Support
LB10	Krist	<p>Change and eliminate provisions relating to occupant protection systems</p> <p>As of January 1, 2013, no driver shall operate a motor vehicle on a highway or street in Nebraska unless the driver and each occupant in the motor vehicle are wearing occupant protective systems (shoulder and lap seatbelts). A person violating this provision will be fined \$25.00 for each violation. Child restraints must be available for more than one child in the same vehicle at a time; each will not be treated as a separate offense. This would be enforced as a primary offense, not as a secondary offense.</p>	<p>Transportation and Telecommunications 2/11/13 at 1:30 p.m. Room 1113</p>					Monitor
LB14	Krist	<p>Adopt the Elementary and Secondary Educational Opportunity Act and provide for income tax credits</p> <p>Provides an income tax credit of 60% for donations to organizations who provide tuition scholarships for private school students.</p>	<p>Revenue 2/21/13 at 1:30 p.m. Room 1524 Cancelled 3/5/13 at 9:15 a.m. Room 1525</p>					Oppose
LB44	Ashford JUDICIARY PRIORITY BILL (2013)	<p>Change penalty provisions with respect to Class IA felonies committed by persons under the age of eighteen</p> <p>Notwithstanding any other provision of law, the penalty for any person convicted of a Class IA felony for an offense committed when such person was under the age of eighteen years shall be a maximum sentence of life imprisonment and a minimum sentence of XXXX years imprisonment.</p>	<p>Judiciary 2/8/13 at 1:30 p.m. Room 1113</p>	3/1/13	4/11/13			Monitor

LB47	Ashford	<p>Change provisions relating to career academies</p> <p>Allows a consortium of not fewer than three school districts, along with other entities, to operate a career academy. Creates a fund to provide scholarships to graduates of up to \$1000/graduate to defray the cost of an assessment required to obtain an industry-recognized credential related to the student’s course of study.</p> <p>Chamber Summary: LB47 would amend provisions relating to career academies by providing that a school district, or a consortium, with the approval of the State Department of Education, may establish and operate a career academy. The consortium would consist of not fewer than three school districts and a community college, or a publicly funded four-year college or university. At least one other public agency, private business, private-industry group or other privately funded entity would need to participate in the consortium. As amended, the purpose of a career academy would be to provide students with a career-based educational curriculum in at least grades 11 and 12, and may provide such career-based curriculum to students in grades 9 and 10.</p>	Education 1/29/13 at 1:30 p.m. Room 1525					Oppose
LB50	Ashford	<p>Prohibit unreasonable placement of a firearm where a minor may unlawfully possess it</p> <p>Provides that any person nineteen years of age or older in possession of a firearm shall be subject to liability for civil damages if such person unreasonably leaves the firearm in a place in which a person under the age of nineteen years or a mentally incompetent person may take possession of it.</p>	Judiciary 01/23/13 at 1:30 p.m. Room 1113					Monitor
LB116	Harms	<p>Provide requirements for dual-enrollment courses</p> <p>Requires dual-enrollment high school courses to be of the same rigor as the corresponding college course and that the teacher have certain educational requirements.</p> <p>AICUN Summary: LB 116 relates to dual enrollment courses. A dual enrollment course is a course taught to students for credit at both a high school and a college. This bill would prescribe comparable course rigor and faculty qualifications in order for the course credits to be transferable to public postsecondary educational institutions in Nebraska. The key portion of the bill relates to faculty qualifications. The instructor would have to possess, at a minimum, for academic transfer courses a master’s degree and at least 18 hours of graduate-level study in the course content area.</p>	Education 1/29/13 at 1:30 p.m. Room 1525					Monitor

LB121	Lautenbaugh	Provide for waiver of a Nebraska certificate to administer Allows a School District to hire a superintendent who doesn't have a Nebraska certificate to administer if the State Board of Education waives the requirement.	Education 1/28/13 at 1:30 p.m. Room 1525					Killed 3/4/13	Oppose
LB125	Lautenbaugh	Change provisions relating to boards of education of Class V school districts Reduces OPS Board from 12 members to 9; would require elections to coincide with city elections beginning in 2013. Term limits board members after two consecutive terms.	Government, Military and Veterans Affairs 1/24/13 at 2:00 p.m. Room 1507	1/28/13	1/31/13	2/6/13		Signed by Governor 2/11/13	Monitor
LB131	Nordquist	Adopt the Tobacco-Free Schools Act Provides that no student, staff, or visitor shall use tobacco products at any time on K-12 public school property or at any off-campus school sponsored event. Requires school boards to adopt policies.	Education 3/12/13 at 1:30 p.m. Room 1525						Monitor
LB143	Bloomfield	Authorize schools to adopt a child sexual abuse policy as prescribed Requires Department of Education to develop a model child sexual abuse policy. Encourages schools to adopt a policy.	Education 3/12/13 at 1:30 p.m. Room 1525						Monitor
LB178	Kintner	Change provisions relating to transportation reimbursement and state aid relative to learning communities Eliminates after July 1, 2013 the requirement for a learning community to provide free transportation to open enrollment students and students attending a focus school or program or a magnet school or program. The bill also eliminates the TEEOSA new learning community transportation adjustment.	Education 2/26/13 at 1:30 p.m. Room 1525					Killed 3/14/13	Support
LB179	Kintner	Eliminate learning communities Eliminates the Douglas-Sarpy Learning Community effective July 1, 2014 and continues the freeze on school district boundaries inside the learning community.	Education 2/26/13 at 1:30 p.m. Room 1525					Killed 3/14/13	Support
LB189	Harms	Change provisions and penalties relating to occupant protection systems Change of provisions and penalties relating to occupant protection systems (lap and shoulder seatbelts): (a) failure to wear an occupant protection system – 1 point assessed against the driving record of the operator; (b) violation of any adult or child driving/riding in a car without the use of an occupant protection system shall be fined \$100 for each violation; (c) authorize enforcement of a violation as a primary offense; and (d) no court costs will be exempt.	Transportation and Telecommunications 2/11/13 at 1:30 p.m. Room 1113						Monitor

LB190	Harms	Appropriate funds for the Early Childhood Education Endowment Cash Fund Chamber Summary: LB190 would appropriate funds for the Early Childhood Education Endowment Cash Fund.	Appropriations 3/4/13 at 1:30 p.m. Room 1003						Support
LB201	Haar	Authorize emergency expenditures by school districts and educational service units In event of a disaster impacting a school district or ESU, the district or ESU may make emergency expenditures, enter into contracts, and incur obligations for emergency management purposes regardless of existing statutory limitations and requirements pertaining to appropriations, budgeting, levies, or the manner of entering into contracts.	Education 2/19/13 at 1:30 p.m. Room 1525						Support
LB253	Adams	Correct references in school statutes	Education 2/25/13 at 1:30 p.m. Room 1525	3/26/13					Monitor
LB258	Sullivan	Prohibit use of certain wireless devices by school bus drivers as prescribed When the bus is in motion a school bus driver shall not use any type of interactive wireless communication device as defined in section 60-470.02.	Transportation and Telecommunications 2/26/13 at 1:30 p.m. Room 1113						Monitor
LB262	Cook	Provide duties relating to sharing of student information Whenever applicable law permits the sharing student data, records, and information, each school district, educational service unit, and learning community shall comply unless otherwise prohibited by law. The State Board of Education shall adopt rules providing for and requiring the uniform sharing of student data, records, and information among school districts, educational service units, learning communities, and the department.	Education 2/5/13 at 1:30 p.m. Room 1525	2/12/13	2/27/13	3/21/13	Passed 3/28/13 Signed by the Governor 4/3/13		Monitor
LB274	Nordquist	Adopt the Education Compensation Transparency Act Requires publication of superintendent and ESU administrator salaries and fringe benefits on the school's or ESU's website.	Education 2/5/13 at 1:30 p.m. Room 1525						Oppose
LB275	Nordquist	Adopt the Nebraska Coordinated School Health Act Creates a competitive grant program for school health centers. Transfers \$250,000 annually for two years from the Education Innovation Fund to the program.	Education 3/12/13 at 1:30 p.m. Room 1525						Monitor

LB276	Nordquist KOLOWSKI PRIORITY BILL (2013)	Change reimbursement provisions under the Early Intervention Act and require a medicaid state plan amendment Strikes language that reduces the General Fund special education aid by the amount of reimbursement for special education services from federal Medicaid funds. Appropriates that same amount of federal Medicaid for special education funds, up to \$3 million, to carry out provisions of the Early Intervention Act. Provides that amounts over \$3M should be disbursed to school districts and ESUs proportionally in relation to the amount of federal Medicaid funds reimbursed to school districts and education service units.	Health and Human Services 3/14/13 at 1:30 p.m. Room 1510					Support
LB284	Conrad	Change provisions of the Political Subdivisions Tort Claims Act relating to limits on actions and amounts recoverable Extends the statute of limitations under the Political Subdivisions Tort Claims Act to two years instead of one. The total amount recoverable against any employee for claims filed pursuant to section 13-920 (negligence or wrongful act) arising out of an occurrence on or after the effective date of this Act shall be limited to: (a) three million dollars for any person for any number of claims arising out of a single occurrence; and (b) twelve million dollars for all claims arising out of a single occurrence. Current limitations are \$1 and \$5 million.	Judiciary 2/13/13 at 1:30 p.m. Room 1113					Oppose
LB301	Carlson	Change provisions relating to transfer of property between school districts	Education 2/19/13 at 1:30 p.m. Room 1525					Monitor
LB323	Haar	Create the School Finance Review Committee Establishes a committee to monitor the operation of the Tax Equity and Educational Opportunities Support Act and suggest needed revisions.	Education 2/19/13 at 1:30 p.m. Room 1525					Monitor
LB332	Harms	Change application provisions relating to the Access College Early Scholarship Program	Education 3/4/13 at 1:30 p.m. Room 1525	3/28/13				Monitor
LB343	Coash	Change terminology related to mental retardation Provides an exception to the moratorium even when there is less than 90% occupancy if it is a facility in a second class city under certain conditions.	Health and Human Services 2/20/13 at 1:30 p.m. Room 1510	3/12/13				Monitor
LB346	Kolowski	Authorize school districts to levy a tax and exceed budget authority for school security measures School districts may, upon a two-thirds majority vote of the school board of the school district, levy a maximum levy of one cent for school security measures.	Revenue 3/7/13 at 1:30 p.m. Room 1524					Support

LB356	Karpisek	Prohibit participation in extracurricular and co-curricular activities as prescribed	Education 3/18/13 at 1:30 p.m. Room 1525					Monitor
LB357	Haar	Change a budget limitation exemption under the Tax Equity and Educational Opportunities Support Act A school district may exceed budget authority for expenditures for sums agreed to be paid by a school district to certificated employees in exchange for a voluntary termination occurring on or after the last day of the 2013-14 school year and prior to the first day of the 2015-16 school year, to the extent that a district can demonstrate a savings in salary and benefit costs to the school district over a five-year period.	Education 2/12/13 at 1:30 p.m. Room 1525				Killed 3/20/13	Monitor
LB365	Avery	Require instruction in certain emergency procedures as a prerequisite to high school graduation Requires CPR and first aid training before graduation beginning the 2013-14 school year.	Education 3/18/13 at 1:30 p.m. Room 1525					Oppose
LB367	Cook	Adopt the Twenty-First Century Developmental Education Act	Education 2/4/13 at 1:30 p.m. Room 1525					Monitor
LB401	Lautenbaugh	Adopt the School Purchasing Act Allows employment of a purchasing agent. Specifies varying requirements for purchases of certain goods of certain amounts.	Education 2/19/13 at 1:30 p.m. Room 1525					Oppose

LB407	Sullivan EDUCATION COMMITTEE PRIORITY BILL (2013)	<p>Change calculation provisions under the Tax Equity and Educational Opportunities Support Act</p> <p>Makes several changes to TEEOSA, including setting the base limitation at 1.5% and eliminating the instructional time allowance and teacher education allowance.</p> <p>Intended to produce amounts of state aid roughly consistent with those amounts proposed in the Governor's mainline budget bill (LB 195). Under current provisions of Basic allowable growth rate changed from .5% to 1.5% for 2013-14 and then to 2.5% for 2014-15 and thereafter. Changes the local effort rate from \$1.0395 to \$1.03 for 2013-14 and 2014-15, and \$1.00 for 2015-16 and thereafter. Eliminates the instructional time allowance, teacher education allowance, averaging adjustment, and local choice adjustment for 2013-14 and thereafter. Limits the summer school allowance to the amount reported on AFR beginning with 2014-15 state aid. Eliminates the exclusion from GFOE of expenditures for tuition paid and transportation fees paid to other districts (based upon the technical cleanup bill from 2012). (NCSA Summary)</p>	Education 2/11/13 at 1:30 p.m. Room 1525						Oppose
LB408	Sullivan	<p>Change dates and provisions relating to certification and distribution of state aid</p> <p>Sets certification date as June 1, 2013.</p>	Education 2/4/13 at 1:30 p.m. Room 1525	2/5/13	2/7/13	2/14/13	Signed by the Governor 2/28/13		Oppose
LB409	Sullivan	<p>Change distribution provisions for core services and educational technology funds</p> <p>Provides that if the needs for any ESU or learning community minus the product of the adjusted valuation for the ESU unit or learning community multiplied by the local effort rate is less than zero, then any statewide student allocation shall be reduced. "Technical cleanup bill from NDOE"</p>	Education 2/19/13 at 1:30 p.m. Room 1525						Monitor
LB410	Sullivan EDUCATION COMMITTEE PRIORITY BILL (2013)	<p>Change and eliminate provisions relating to education</p> <p>Modifies, edits, and harmonizes sections of law relevant to rules and regulations, kindergarten admission, the enrollment option program, access to school files, reporting on attendance, transportation, TEEOSA, early childhood education, the Special Education Act, educational service units, distance education reimbursement, learning community reporting, disclosure of certain records, and private postsecondary career schools. (NCSA Summary)</p>	Education 2/25/13 at 1:30 p.m. Room 1525	4/8/13					Monitor
LB416	Kolowski	<p>Change teacher education allowance provisions relative to the state aid formula</p> <p>Provides that for school fiscal year 2014-15 and thereafter, in lieu of the teacher education allowance, it is the intent of the Legislature to develop and establish a system for rewarding teachers who take the initiative to improve their skills and knowledge with the goal of improving student achievement.</p>	Education 2/11/13 at 1:30 p.m. Room 1525						Support

LB432	Price	Appropriate funds for the Interstate Compact on Educational Opportunity for Military Children	Appropriations 3/4/13 at 1:30 p.m. Room 1003					Monitor
LB438	Adams ADAMS PRIORITY BILL (2013)	Provide for priority schools, operating councils, and community schools Requires school accountability system be established by the State Board. Allows for designation of priority schools where intervention teams would be assigned.	Education 2/25/13 at 1:30 p.m. Room 1525					Monitor
LB447	Avery	Provide for sales tax on soft drinks, change the distribution of sales tax proceeds, and provide funding for projects to help children Removes sales tax exemption from soft drinks, defined as nonalcoholic beverages that contain natural or artificial sweeteners, but not to include beverages that contain primarily milk or milk products, soy, rice, or similar milk substitutes, or one hundred percent vegetable or fruit juice. Earmarks revenue to fund a statewide database, to Public Health Departments, and to school districts to help fund a wellness coordinator and program.	Revenue 3/15/13 at 1:30 p.m. Room 1524					Monitor
LB460	Krist	Require a booster meningococcal conjugate vaccine for students as prescribed Except as provided in sections 79-221 and 79-222, on and after July 1, 2014, every student entering the seventh grade and at age sixteen shall have a booster immunization containing meningococcal conjugate vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2013.	Education 3/12/13 at 1:30 p.m. Room 1525					Monitor
LB469	Scheer	Change an exemption to school budget lid relating to payments for a voluntary termination Removes time windows for voluntary termination to be outside the lid. Provides though that a district must demonstrate a savings in salary and benefit costs to the school district over a 5 year period.	Education 2/12/13 at 1:30 p.m. Room 1525					Monitor
LB470	Scheer	Adopt the Superintendent Pay Transparency Act Requires posting the pending superintendent contract 5 days before approving it; after approval a copy must be filed with the State Department of Education.	Education 2/5/13 at 1:30 p.m. Room 1525	3/4/13				Oppose
LB481	Lathrop	Create the Career Education Task Force AICUN Summary:	Education 2/4/13 at 1:30 p.m. Room 1525					Support

		LB 481 is somewhat of a companion bill to LB 480. It would create a Career Education Task Force. The task force, which would include representatives of the legislature, business, labor, teachers, community colleges, and government, would focus on a variety of topics relating to career education, from middle and high school curriculum, teacher availability, and equipment needs, to alignment of curriculum at secondary and postsecondary levels, to the role of businesses and labor organizations.						
LB495	Sullivan SPEAKER PRIORITY BILL (2013)	Change provisions relating to the Education Innovation Fund and early childhood grant reporting Changes the distribution of the proceeds from the Education Innovation Fund (state lottery funds) for 2013 onward. (NCSA Summary)	Education 3/19/13 at 1:30 p.m. Room 1525	3/27/13	4/5/13	4/10/13		Monitor
LB496	Sullivan	Change provisions relating to school reorganization incentive payments Provides that \$1 million would go from the Education Innovation Fund to the School District Reorganization Fund in the next two fiscal years. Would give it the next priority after \$ 1 million is transferred to the Excellence in Teaching Cash Fund.	Education 3/19/13 at 1:30 p.m. Room 1525					Monitor
LB497	Sullivan SULLIVAN PRIORITY BILL (2013)	Change distribution and provide for a study of the Education Innovation Fund Ends transfers from lottery ticket revenues to the Nebraska Opportunity Grant Fund on June 30, 2016. Revenue would instead go to the Education Innovation Fund. Directs the Education Committee to study and report by December 31, 2013 the potential uses of the funds dedicated to education from lottery proceeds. AICUN Summary: LB 497 would change the allocation of money from the state lottery act beginning July 1, 2016. As of June 30, 2016, all monies currently earmarked to be spent from the Education Innovation Fund, which is 44.5 percent of lottery funds, would no longer be earmarked. This would include money for student aid, which is 24.75 percent of the total lottery funds, or about 56 percent of monies from the Education Innovation Fund. The Education Committee would conduct a study of potential uses of the funds dedicated to education from the proceeds of the lottery. Factors the study would consider include the educational priorities of the state, the types of educational activities that are suited to being funded by lottery funds as opposed to state general funds, whether state lottery funds should be used for significant projects requiring temporary funding or to sustain ongoing activities, and whether periodic reviews of the use of lottery funds for education should be scheduled.	Education 3/19/13 at 1:30 p.m. Room 1525	3/28/13	4/9/13			Monitor
LB500	Brasch	Change school bus operation provisions Provides that no school bus shall stop to load or unload pupils outside of the corporate limits of any city or village or on any part of the state highway system within the corporate limits of a city or village, unless there is at least four hundred feet of clear vision in each direction of travel.	Transportation and Telecommunications 2/26/13 at 1:30 p.m. Room 1113	3/19/13				Monitor

LB506	Bolz	Change elementary class size allowance in the state aid formula Changes the state aid formula to extend the elementary class size allowance through the 2015-16. This allowance is currently due to sunset after the 2012-13. (NCSA Summary)	Education 2/12/13 at 1:30 p.m. Room 1525						Support
LB507	Campbell BOLZ PRIORITY BILL (2013)	Adopt the Step Up to Quality Child Care Act Created the Step Up to Quality Child Care Act. The Act is to: 1) provide accountability for public dollars invested in child care and early childhood education programs, 2) provide a path to higher quality of child care and early childhood education program providers, 3) provide parents a tool to evaluate quality child care and education programs, 4) improve child development and school readiness outcomes for children. The Legislature finds that parents need better information when choosing child care and education programs and providers who will improve the quality and programs they offer. Child care and education programs will assign ratings based on quality rating and improvement criteria. The department will work to create a system of incentives and support the quality rating and improvement system. The State Department of Education shall create the Nebraska Early Childhood Professional Record System, which will track and verify degrees and credentials of the professionals and will provide information to the quality rating and improvement system. The department will conduct a market rate survey of child care providers in the state. Rates will be adjusted in the odd-numbered years, not less than the 60th percentile and not to exceed the 75th percentile, except that nationally accredited child care providers will be reimbursed at the higher rates applicable child care and education programs that participate in the improvement system will also be reimbursed at higher rates.	Health and Human Services 2/7/13 at 1:30 p.m. Room 1510 Cancelled Rescheduled: 2/20/13 at 1:30 p.m. Room 1510	4/2/13					Monitor
LB509	Murante	Change election of learning community coordinating council Beginning in 2015, provides for a learning community coordinating council membership consisting of one member from each school district.	Government, Military and Veterans Affairs 3/7/13 at 1:30 p.m. Room 1507						Oppose
LB510	Scheer	Change Open Meeting Act telephone conference call provisions and authorization for videoconferencing and teleconferencing Opens section 84-11 and adds Educational Service Unit Coordinating Council to entities who may videoconference and teleconference. Doubles length of permissible telephone conference for all entities to two hours.	Government, Military and Veterans Affairs 2/6/13 at 1:30 p.m. Room 1507	2/11/13	2/22/13	3/4/13	Passed 3/14/13 Signed by Governor 3/20/13	Monitor	

LB511	Scheer	<p>Change allocation provisions relating to the Education Innovation Fund</p> <p>Transfer Education Innovation Fund money to the Eudcational Technology Center from 2016-17 to 2019-20. The center will develop an educational content or learning object repository system, learning management system deployment or enhancement, professional development and educational content development, and directory services to allow common access to such systems.</p>	<p>Education 3/19/13 at 1:30 p.m. Room 1525</p>					Monitor
LB512	Scheer	<p>Change provisions relating to academic content standards and statewide assessment and reporting</p> <p>Allows state board of education to administer assessment instruments that measure student knowledge relative to common academic content standards adopted by a consortium of states in particular subject areas.</p>	<p>Education 2/25/13 at 1:30 p.m. Room 1525</p>					Support
LB539	Chambers	<p>Prohibit requiring teaching experience for superintendents</p> <p>Provides that no school board or board of education shall require that any candidate for superintendent of schools have teaching experience. Any rule or regulation adopted by the State Board of Education purporting to authorize school boards or boards of education to include such a requirement in any contract of employment is null and void.</p>	<p>Education 2/5/13 at 1:30 p.m. Room 1525</p>				Killed 3/4/13	Oppose
LB540	Chambers	<p>Prohibit rules and regulations requiring teachers to lead pledge of allegiance</p>	<p>Education 3/18/13 at 1:30 p.m. Room 1525</p>					Oppose
LB547	Kolowski	<p>Provide an income tax credit for payments to school districts for extracurricular activities and character education programs</p>	<p>Revenue 2/22/13 at 1:30 p.m. Room 1524</p>					Monitor

LB553	Nordquist NEBRASKA RETIREMENT SYSTEMS PRIORITY BILL (2013)	Change provisions relating to school employee retirement » Current teachers will continue to contribute 9.78 percent of their salary to retirement. That rate was supposed to sunset in August and drop to 7.28 percent, which was the rate prior to 2011. » Keeping the higher employee contribution rates will impact local school districts, because their contribution is 101 percent of what employees pay. » For teachers employed in the future, the cost-of-living increases for pensions would be capped at 1 percent, rather than the current 2.5 percent for teachers in the state and 1.5 percent for Omaha teachers. The calculation of their retirement wage would be based on an average of five years of pay rather than three years, which would serve to reduce their retirement wages (which are 75 percent of that average wage). » The state would also increase its contribution to the plans from 1 percent of compensation to 2 percent, which translates into about \$20 million a year.	Nebraska Retirement Systems 2/6/13 at 12:00 p.m. Room 1525	4/8/13				Monitor
LB554	Nordquist	Change provisions relating to school employee retirement	Nebraska Retirement Systems 2/6/13 at 12:00 p.m. Room 1525					Monitor
LB555	Nordquist	Adopt the Preparing Students for Educational Success Act Provides for grants to organizations that provide for after-school programming for students ages 5-18 in families eligible for the federal Temporary Assistance for Needy Families program.	Health and Human Services 2/7/13 at 1:30 p.m. Room 1510					Monitor
LB556	McGill MCGILL PRIORITY BILL (2013)	Provide for telehealth services for children, change the medical assistance program, and provide duties for the Department of Health and Human Services The bill provided for centralized telehealth medical and behavioral health services for children in public schools, which will assist parents to access health care for school children. These services will allow parent to access healthcare for their children without jeopardizing their income, salary, or employment. The bill authorized each regional behavioral health authority to establish an implementation and development team to aid the telehealth services for behavioral health and develop recommendations for the future. The Department of Education shall adopt rules providing telehealth services through the public schools. The Medical Assistance Program could cover transmission costs for related services. Early and periodic screening, diagnosis and treatment for children shall include both physical and behavioral screenings.	Health and Human Services 2/14/13 at 1:30 p.m. Room 1510					Monitor

LB566	Karpisek	Create the Educational Technology Infrastructure Grant Program Funds the program with beginning in 2016-17 with the Education Innovation Fund.	Education 3/19/13 at 1:30 p.m. Room 1525					Monitor
LB575	Harr	Provide for professional development training for school board and learning community coordinating council members Requires 12 hours of professional development for newly elected school board members or learning community council members and 8 such hours for re-elected members. Specifies what two of those hours must constitute. State Board of Education will provide the training.	Education 3/18/13 at 1:30 p.m. Room 1525					Oppose
LB585	Smith SMITH PRIORITY BILL (2013)	Provide, change, and eliminate provisions relating to learning councils	Education 2/26/13 at 1:30 p.m. Room 1525	3/27/13	4/10/13			Support
LB593	Lautenbaugh	Adopt the Charter Schools Act Authorizes charter schools in Omaha. A charter school a public school located in a city of the metropolitan class which operates under a charter granted by the State Board of Education and operates independently of any school board or board of education. Each school board or board of education shall grant a leave of absence to any teacher employed by the school district requesting such leave in order to teach in a charter school. School Districts whose students attend the charter must pay the charter the actual per pupil cost for the preceding fiscal years times the number of attending students.	Education 2/25/13 at 1:30 p.m. Room 1525				Killed 3/14/13	Oppose
LB599	Sullivan	Change exemptions relating to school budget limitations Sunsets after 2013-14, instead of 2016-17, the lid exclusion provided to pay for employer contributions under the School Employees Retirement Plan in excess of 7.35%. (NCSA Summary)	Education 2/12/13 at 1:30 p.m. Room 1525				Killed 3/20/13	Support
LB604	Haar	Change computation of the cost growth factor relating to state aid to schools	Education 2/12/13 at 1:30 p.m. Room 1525				Killed 3/20/13	Support
LB619	Haar	Require instruction in sexual health education	Education 3/12/13 at 1:30 p.m. Room 1525					Oppose

LB638	Nelson	Provide a cash balance retirement system for school employees	Nebraska Retirement Systems 1/31/13 at 12:00 pm Room 1525				Killed 4/8/13	Monitor
LB640	Hadley	Change provisions relating to the Tax Equity and Educational Opportunities Support Act Provides for a temporary aid adjustment to reduce TEESOA for 2013-15. Repeals averaging adjustment. Creates the Basic Funding Adjustment.	Education 2/11/13 at 1:30 p.m. Room 1525					Support
LB645	Haar	Change teacher education allowance and fall personnel report provisions Provides that beginning in school year 2013-14 the teacher education allowance is based on a prescribed formula based on type of degree obtained plus additional credit hours. Sets the amount statewide for the allowance at \$25 million.	Education 2/11/13 at 1:30 p.m. Room 1525					Oppose

Legislative Update May 6, 2013

Legislative Issues

- There are 18 days left in this session.
- LB 407 was amended and voted out of committee with an averaging adjustment, instruction time allowance and teacher education allowance. Recent models indicated that the increase in state aid would be about 10%. We are still working with LB 407. There are schools in our coalition that have issues with certain amendments.
- LB 585 was placed on Final Reading. The bill will reduce the total extra levy authority to 2 cents down from 3 cents. It changes transportation and supports early childhood programs for students in poverty across the Learning Community.

Bills of Interest

LB 346 – Senator Kolowski - Authorize school districts to levy a tax and exceed budget authority for school security measures. This bill allows districts to levy 1 cent outside both lids for security measures. This bill remains in committee. It is not prioritized at this time.

LB 407 – Senator Sullivan - Change calculation provisions under the Tax Equity and Educational Opportunities Support Act. This bill as amended includes an averaging adjustment in 2014-15 and allowances for instructional time and teacher education among other changes in the TEEOSA calculation.

LB 553 – This bill changes school employees' retirement provisions for new employees in the system starting next year. It changes the way retirement is calculated as a way to put the system on solid financial ground. Contribution rates will remain as they are this year at 9.78%.

LB575 – Senator Harr - Provide for professional development training for school board and learning community coordinating council members. This bill requires school board members to receive training on, their duties, public records, education standards, fiduciary duties, financial planning, labor law, ethics assessments and demographics. This bill remains in committee. This bill was not prioritized.

LB 585 – Senator Smith - Provide, change, and eliminate provisions relating to learning community. This bill as amended will reduce the levy authority from 3 cents to 2. It reduces transportation and includes early childhood programs for children in poverty in all districts.

LB 640 – Senator Hadley - Change provisions relating to the Tax Equity and Educational Opportunities Support Act. This bill was killed in committee. This bill contains the "temporary aid adjustment" factor that keeps the formula intact and allows a temporary aid adjustment for use in years that the formula cannot be fully funded.

A complete list of bills we are tracking is attached.

National News

School Safety Legislation Since Newtown Education Week, April 28

BETHESDA, Md. — State lawmakers around the country have come up with hundreds of strategies to deal with school safety in the wake of December's devastating school shootings in Newtown, Conn. An EdWeek analysis of nearly 400 bills related to school safety filed in the days, weeks and months after the deadliest K-12 school shooting in U.S. history found that legislators have proposed solutions that include arming teachers, adding

guards or police officers, and shoring up the security of school buildings. The study placed each bill into at least one of seven categories. In each of the four largest geographic regions used by the U.S. Census, 'School Emergency Planning' legislation was the most popular category.