

NOTICE OF MEETING

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Tuesday, September 3, 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

8-30-13

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

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

J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

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

August 30, 2013

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

 GENERAL NOTARY - State of Nebraska
CONNIE L. NOVACEK
My Comm. Exp. November 16, 2015

Subscribed in my presence and sworn to before

Publisher's Fee \$ 14.90 me this 30th day of

Additional Copies \$ August 20 13

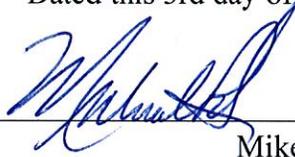
Total \$ 14.90 *Connie L. Novacek*

Notary Public in and for Douglas County,
State of Nebraska

**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on September 3, 2013, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137.

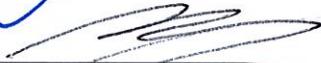
Dated this 3rd day of September, 2013



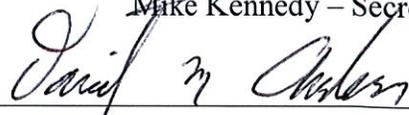
Mike Pate – President



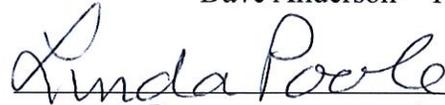
Patrick Ricketts – Vice President



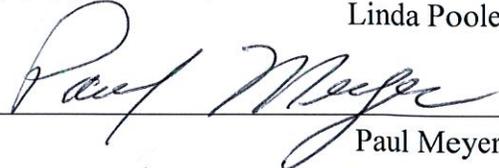
Mike Kennedy – Secretary



Dave Anderson – Treasurer



Linda Poole

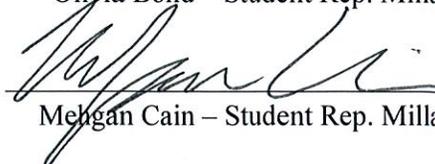


Paul Meyer



Corrin Bemis – Student Rep. Millard West

Olivia Bond – Student Rep. Millard South



Meghan Cain – Student Rep. Millard North

BOARD OF EDUCATION SIGN IN

September 3, 2013

NAME:

REPRESENTING:

Mehgan Cain

MNHS

ANDREW LANG

MORRISSET ENGINEERING

Mark Maassen

Dakota Security

Jill Claxson

Leadership Academy

Paul Schutte

MEA



BOARD OF EDUCATION
MEETING



September 3, 2013

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
September 3, 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 – August 19, 2013
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items

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

G. Unfinished Business:

H. New Business

1. Approval of Superintendent's Goals 2013-2014
2. Award of Contract for Video Intercom Project
3. Adopt the FYE14 Budget
4. Adopt the FYE14 Tax Request
5. Approval of LEP Plan (*Limited English Proficiency*)
6. Approval of Poverty Plan
7. Approval of Personnel Actions: New Hire(s), Resignation(s)

I. Reports

1. Office of Staff Development Annual Report
2. ACT Report 2012-2013
3. NeSA Report
4. Enrollment Report
5. Student Services Year End Report

J. Future Agenda Items/Board Calendar

1. Committee of the Whole Meeting on Monday, September 9, 2013 at 6:00 p.m. at the Don Stroh Administration Center
2. Board of Education Meeting on Monday, September 16, 2013 at 6:00 p.m. at the Don Stroh Administration Center
3. Board of Education Meeting on Monday, October 7, 2013 at 6:00 p.m. at the Don Stroh Administration Center
4. Committee of the Whole Meeting on Monday, October 14, 2013 at 6:00 p.m. at the Don Stroh Administration Center
5. Board of Education Meeting on Monday, October 21, 2013 at 6:00 p.m. at the Don Stroh Administration Center
6. Comprehensive Enrollment Study Public Forum, on October 28, 2013 from 6:00 – 8:00 p.m. at Millard North High School, 1010 S. 144 St.

Board Meeting Agenda
September 3, 2013
Page 2

7. Comprehensive Enrollment Study Public Forum on October 29, 2013 from 6:00 – 8:00 p.m. at Millard South High School, 14905 “Q” St.
 8. Comprehensive Enrollment Study Public Forum on October 30, 2013 from 6:00 – 8:00 p.m. at Millard West High School, 5710 S. 176 Ave.
 9. Board of Education Meeting on Monday, November 4, 2013 at 6:00 p.m. at the Don Stroh Administration Center
 10. Committee of the Whole Meeting on Monday, November 11, 2013 at 6:00 p.m. at the Don Stroh Administration Center
 11. Board of Education Meeting on Monday, November 18, 2013 at 6:00 p.m. at the Don Stroh Administration Center
- 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.

5606 SOUTH 147TH STREET
September 3, 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 – August 19, 2013 (See enclosure.)

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

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

F.1. Superintendent's Comments

F.2. Board Comments/Announcements

F.3. Report from Student Representatives

H.1. Motion by _____ seconded by _____, to approve the Superintendent Goals 2013-2014 (See enclosure.)

H.2. Motion by _____ seconded by _____ to recommend that the contract for the video intercom project be awarded to Dakota Security in the amount of \$780,469 (with such amount including the Base Bid and Alternate #1) and that the associate superintendent for general administration be authorized to execute any and all documents related to such project. (See enclosure.)

H.3. Motion by _____ seconded by _____, to recommend that the FYE14 Budget be adopted as submitted in the Revised Budget Summary and that such document be incorporated herein in its entirety by this reference. (See enclosure.)

H.4. Motion by _____ seconded by _____, to recommend that approval be given to the Resolution Regarding FYE14 Property Tax Requests as submitted and that such resolution be incorporated in its entirety into this motion. (See enclosure.)

H.5. Motion by _____ seconded by _____, to approve the Limited English Proficiency Plan for the 2014-2015 School Year. (See enclosure.)

H.6. Motion by _____ seconded by _____, to approve the Poverty Plan for the 2014-2015 School Year (See enclosure.)

H.7. Motion by _____ seconded by _____, to approve Personnel Actions: New Hire(s), Resignation(s), (See enclosure.)

I. Reports

1. Office of Staff Development Annual Report
2. ACT Report 2012-2013

3. NeSA Report
4. Enrollment Report
5. Student Services Year End Report

J. Future Agenda Items/Board Calendar

1. Committee of the Whole Meeting on Monday, September 9, 2013 at 6:00 p.m. at the Don Stroh Administration Center
2. Board of Education Meeting on Monday, September 16, 2013 at 6:00 p.m. at the Don Stroh Administration Center
3. Board of Education Meeting on Monday, October 7, 2013 at 6:00 p.m. at the Don Stroh Administration Center
4. Committee of the Whole Meeting on Monday, October 14, 2013 at 6:00 p.m. at the Don Stroh Administration Center
5. Board of Education Meeting on Monday, October 21, 2013 at 6:00 p.m. at the Don Stroh Administration Center
6. Comprehensive Enrollment Study Public Forum, on October 28, 2013 from 6:00 – 8:00 p.m. at Millard North High School, 1010 S. 144 St.
7. Comprehensive Enrollment Study Public Forum on October 29, 2013 from 6:00 – 8:00 p.m. at Millard South High School, 14905 “Q” St
8. Comprehensive Enrollment Study Public Forum on October 30, 2013 from 6:00 – 8:00 p.m. at Millard West High School, 5710 S. 176 Ave.
9. Board of Education Meeting on Monday, November 4, 2013 at 6:00 p.m. at the Don Stroh Administration Center
10. Committee of the Whole Meeting on Monday, November 11, 2013 at 6:00 p.m. at the Don Stroh Administration Center
11. Board of Education Meeting on Monday, November 18, 2013 at 6:00 p.m. at the Don Stroh Administration Center

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 FYE14 BUDGET
PUBLIC BUDGET HEARING
AUGUST 19, 2013

At 5:25 p.m. Pat Ricketts opened the public hearing.

Roll call was taken. Board members present were Linda Poole, Pat Ricketts, Dave Anderson and Paul Meyer. Absent from the hearing was Mike Kennedy and Mike Pate.

Mr. Ricketts stated there would be three hearings. The first hearing was the Proposed FYE14 Budget, second hearing on the Proposed FYE14 Property Tax Request and the third hearing to Amend FYE13 Bond Fund Budget.

Mr. Ricketts gave Mr. Fossen some time to present information related to the hearing topics.

Mr. Ricketts read all three items on the agenda. Since there were no requests to be heard on these issues, the hearings were completed.

Dave Anderson made a motion to adjourn the hearings, seconded by Linda Poole. Voting in favor of said motion were, Mr. Ricketts, Mr. Anderson, Mr. Meyer and Mrs. Poole. Voting against was: None. Motion carried. Mr. Ricketts adjourned the public hearing at 5:45 p.m.

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, August 19, 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, August 16, 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.

Vice President, Pat Ricketts, announced that the open meetings laws are posted and available for public inspection. Mr. Ricketts asked everyone to join in the Pledge of Allegiance.

Roll call was taken: Linda Poole, Pat Ricketts, Dave Anderson, and Paul Meyer were present.

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

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

Motion was made by Linda Poole, seconded by Dave Anderson, to approve the Board of Education Minutes from August 5, 2013, approve the Special Board meeting minutes from August 6, 2013, approve the bills, and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Ricketts, Mr. Anderson, Mrs. Poole and Mr. Meyer. Voting against were: None. Motion carried.

Pat Ricketts summarized the Committee of the Whole Meeting which was held on Monday, August 12, 2013.

Superintendent's Comments:

1. The next Board meeting will be on September 3rd which is on the Tuesday after Labor Day.
2. Millard is off to a good start after the first week of school. There are some procedure changes. For security purposes, buzzer systems are being placed in the schools. The equipment has been order and installation will begin in the Elementary schools.
3. Enrollment is up by about 150 students this year.
4. It has been a tradition to order year-books for Board members in the past. Unless a Board member requests a book from one of the high schools, yearbooks will no longer be provided.
5. Buell Stadium has an added feature. Hand rails have been added to the steps.
6. The Postal service is complaining that they do not like the new safety feature of locking the doors in the buildings. They do not want to wait for someone to unlock the doors. This matter is being discussed to come up with a solution.

Board Comments:

Paul Meyer stated that he has received phone calls and an email concerning handing in drivers licenses at the front desk at schools when visiting. Concerns are safety issues, privacy and identity theft.

Dave Anderson will be attending the NSBA Board meeting in Lincoln this Friday and Saturday.

Linda Poole will also be attending the NSBA meeting this weekend in Lincoln.

Unfinished Business:

Motion by Linda Poole and seconded by Dave Anderson to approve Policy 6110 – Curriculum, Instruction, and Assessment – Written Curriculum – Content Standards. Voting in favor of said motion was: Mrs. Poole, Mr. Ricketts, Mr. Anderson and Mr. Meyer. Voting against was: None. Motion carried.

Motion by Paul Meyer and seconded by Dave Anderson to approve Policy 10,000 – Site-Based Planning and Management – Shared Decision-Making. Voting in favor of said motion was: Mr. Anderson, Mr. Meyer, Mrs. Poole, and Mr. Ricketts. Voting against was: None. Motion carried.

New Business:

Motion by Dave Anderson and seconded by Linda Poole to approve Rule 6110.1 – Curriculum, Instruction, and Assessment – Written Curriculum – Content Standards. Voting in favor of said motion was: Mr. Ricketts, Mr. Anderson, Mr. Meyer and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve Rule 10,000.1 – Site-Based Planning and Management – Shared Decision-Making. Voting in favor of said motion was: Mr. Meyer, Mrs. Poole, Mr. Ricketts and Mr. Anderson. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole to approve the Appointment of the Official Representative to Educational Service Unit #3. Voting in favor of said motion was: Mrs. Poole, Mr. Ricketts, Mr. Anderson and Mr. Meyer. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve the Appointment of the Official Representative to No Child Left Behind (NCLB). Voting in favor of said motion was: Mr. Anderson, Mr. Meyer, Mrs. Poole and Mr. Ricketts. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve the Revised 2013-2014 High School Calendars. Voting in favor of said motion was: Mr. Ricketts, Mr. Anderson, Mr. Meyer and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole to recommend that the revisions to the Millard Public Schools Assessment System contained herein be approved and that the Associate Superintendent for Educational Services be authorized and directed to execute related contracts and agreements for the ACT suite of assessments. Voting in favor of said motion was: Mr. Meyer, Mrs. Poole, Mr. Ricketts and Mr. Anderson. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to recommend that the installation contract for the high school security door lock project be awarded to Fauss construction in the amount of \$17,700; and, that the associate superintendent for general administration be authorized to execute any and all documents related to such project. Voting in favor of said motion was: Mrs. Poole, Mr. Ricketts, Mr. Anderson and Mr. Meyer. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole to recommend that the construction contract for the Rohwer Elementary School Additions be awarded to Construct, Inc. in the lump sum amount of \$1,687,900 and that the associate superintendent for general administration be authorized to execute any and all documents related to such project. Voting in favor of said motion was Mr. Anderson, Mr. Meyer, Mrs. Poole and Mr. Ricketts. Voting against was none. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to recommend that the Resolution Regarding Architectural Services for the 2013 Bond Projects be adopted as submitted, and, that the Associate Superintendent for General Administration be authorized to execute any and all documents related to such services. Voting in favor of said motion was Mr. Ricketts, Mr. Anderson, Mr. Meyer, and Mrs. Poole. Voting against was none. Motion carried.

Motion by Dave Anderson and seconded by Paul Meyer to recommend that the District's FYE13 Bond fund Budget be amended to provide for an increase of \$56,000,000 in both "disbursements" and "resources" as noted in the Notice of Budget Hearing and Budget Summary Amendment which is, by this reference, incorporated in its entirety into this motion. Voting in favor of said motion was: Mr. Meyer, Mrs. Poole, Mr. Ricketts and Mr. Anderson. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Paul Meyer to approve Personnel Actions: **New Hire(s):** Denise M. Christensen, Laura A. Kuehl, Yvonne E. Martin, Katelyn S. Meyer, Jill R. Pollard, Jessica L. Raber, Sandra L. Sokerka; **Resignation(s):** Karen L. Naylor; **Amendment to Continuing Contract(s):** Alyssa K. Schwarzenberger. Voting in favor of said motion was: Mrs. Poole, Mr. Ricketts, Mr. Anderson and Mr. Meyer. Voting against was: None. Motion carried.

Reports: Technology Report, Enrollment Report (3-day) and a Boundary Study Committee Report.

Future Agenda Items/Board Calendar

- Board of Education Meeting on **Tuesday**, September 3, 2013 at 6:00 p.m. at the Don Stroh Administration Center
- Committee of the Whole Meeting on Monday, September 9, 2013 at 6:00 p.m. at the Don Stroh Administration Center
- Board of Education Meeting on Monday, September 16, 2013 at 6:00 p.m. at the Don Stroh Administration Center
- Board of Education Meeting on Monday, October 7, 2013 at 6:00 p.m. at the Don Stroh Administration Center

- Committee of the Whole Meeting on Monday, October 14, 2013 at 6:00 p.m. at the Don Stroh Administration Center
- Board of Education Meeting on Monday, October 21, 2013 at 6:00 p.m. at the Don Stroh Administration Center
- Comprehensive Enrollment Study Public Forum on October 28, 2013 from 6:00 – 8:00 p.m. at Millard North High School, 1010 S. 144 St.
- Comprehensive Enrollment Study Public Forum on October 29, 2013 from 6:00 – 8:00 p.m. at Millard South High School, 14905 “Q” St.
- Comprehensive Enrollment Study Public Forum on October 30, 2013 from 6:00 – 8:00 p.m. at Millard West High School, 5710 S. 176 Ave.
- Board of Education Meeting on Monday, November 4, 2013 at 6:00 p.m. at the Don Stroh Administration Center
- Committee of the Whole Meeting on Monday, November 11, 2013 at 6:00 p.m. at the Don Stroh Administration Center
- Board of Education Meeting on Monday, November 18, 2013 at 6:00 p.m. at the Don Stroh Administration Center

Mike Pate adjourned the meeting.

Secretary, Mike Kennedy



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, August 6, 2013, at the Don Stroh Administration Center, 5606 South 147th Street.

At 12:10 p.m. Mike Pate called the meeting to order.

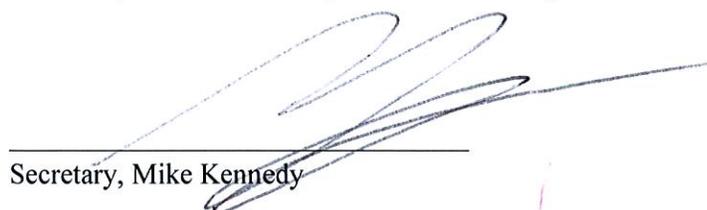
Roll call was taken. Board members present were Patrick Ricketts, Mike Pate, Mike Kennedy and Paul Meyer. Absent were Linda Poole and Dave Anderson.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Monday, July 29, 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

Motion by Pat Ricketts, seconded by Mike Kennedy, to approve the Canvas of the Returns of the District's May 14, 2013 Special Election as stated by the election office. Voting in favor of said motion was: Mr. Ricketts, Mr. Pate, Mr. Meyer, and Mr. Kennedy. Voting against was: None. Motion carried.

Motion by Pat Ricketts, seconded by Mike Kennedy to approve the adoption of a resolution authorizing the Sale and Issuance of up to \$40,000,000 Principal Amount of General Obligation Bonds, Series 2013A. Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Pate, and Mr. Ricketts. Voting against was: None. Motion carried.

At 12:30 p.m. Mike Pate adjourned the meeting.



Secretary, Mike Kennedy

Millard Public Schools

September 3, 2013

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	405832	08/15/2013	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$657.50
	405833	08/15/2013	139321	BIZCO INC	\$81.00
	405837	08/15/2013	108436	COX COMMUNICATIONS INC	\$25,005.49
	405838	08/15/2013	106893	WICHITA WATER CONDITIONING INC	\$60.33
	405839	08/15/2013	139839	DELUXE SMALL BUSINESS SALES INC	\$104.20
	405843	08/15/2013	043760	GALLUP ORGANIZATION	\$134,500.00
	405844	08/15/2013	132423	HEWLETT PACKARD CO	\$2,800.00
	405845	08/15/2013	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$614.52
	405846	08/15/2013	064950	MIDWEST METAL WORKS INC	\$90.00
	405847	08/15/2013	132854	NATIONAL SAFETY COUNCIL	\$80.00
	405848	08/15/2013	139837	NEBRASKALAND CONF OF BLDG OFFICIALS	\$125.00
	405849	08/15/2013	107732	BRIAN L NELSON	\$106.25
	405851	08/15/2013	081630	SAMS CLUB DIRECT	\$113.25
	405852	08/15/2013	098765	SECURITY BENEFIT LIFE INS CO	\$5,550.00
	405854	08/15/2013	135863	RUDOLPH A VLCEK III	\$106.25
	405869	08/22/2013	134315	ACE WELDING & REPAIRING, INC.	\$5,240.00
	405870	08/22/2013	099646	BARNES AND NOBLE BOOKSTORE	\$242.62
	405871	08/22/2013	132976	BIO-RAD LABORATORIES	\$109.20
	405872	08/22/2013	099220	DICK BLICK CO	\$175.27
	405873	08/22/2013	133970	CCS PRESENTATION SYSTEMS	\$6,345.02
	405874	08/22/2013	133589	CDW GOVERNMENT, INC.	\$239.00
	405875	08/22/2013	106902	COMMUNICATION SERVICES INC.	\$563.23
	405876	08/22/2013	108436	COX COMMUNICATIONS INC	\$19.51
	405879	08/22/2013	040919	FISHER SCIENTIFIC	\$70.06
	405880	08/22/2013	041100	FOLLETT LIBRARY RESOURCES	\$456.33
	405881	08/22/2013	073721	PARK UNIVERSITY ENTERPRISES INC	\$199.00
	405883	08/22/2013	139211	AGILE SPORTS TECHNOLOGIES INC	\$400.00
	405885	08/22/2013	059560	MATHESON TRI-GAS INC	\$188.12
	405886	08/22/2013	139826	SHERI MCNAMARA	\$235.71
	405888	08/22/2013	067000	NASCO	\$125.28
	405889	08/22/2013	068340	NEBRASKA ASSOCIATION FOR THE GIFTED	\$250.00
	405890	08/22/2013	068415	NEBRASKA COUNCIL OF SCHOOL	\$585.00
	405891	08/22/2013	082652	PEARSON EDUCATION	\$1,880.27
	405892	08/22/2013	072200	PERFECTION LEARNING CORP.	\$110.88
	405893	08/22/2013	136724	PETCO ANIMAL SUPPLIES STORES INC	\$31.49
	405896	08/22/2013	073495	PROFESSIONAL AUDIOLOGY/HEARING CTR	\$1,034.00
	405898	08/22/2013	079450	ROTARY CLUB OF MILLARD-OMAHA	\$250.00
	405899	08/22/2013	082350	SCHOOL SPECIALTY INC	\$484.46

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	405901	08/22/2013	093650	VWR INTERNATIONAL LLC	\$176.62
	405902	08/22/2013	094174	WEST MUSIC CO INC	\$403.61
	405903	08/22/2013	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$14,270.65
	405904	08/28/2013	132004	AFFORDABLE COMPUTER PRODUCTS INC	\$950.30
	405906	08/28/2013	011651	AMERICAN EXPRESS	\$2,738.05
	405907	08/28/2013	130674	BEADLE MIDDLE SCHOOL	\$1,510.00
	405908	08/28/2013	099220	DICK BLICK CO	\$14.85
	405910	08/28/2013	026057	CONTROL MASTERS INC	\$1,452.14
	405911	08/28/2013	139361	DPT MECHANICAL LLC	\$9,374.00
	405912	08/28/2013	037525	EDUCATIONAL SERVICE UNIT #3	\$15,724.49
	405913	08/28/2013	041100	FOLLETT LIBRARY RESOURCES	\$971.09
	405914	08/28/2013	139173	GUITAR CENTER STORES INC	\$1,126.90
	405915	08/28/2013	068343	NEBRASKA ASSN OF SCHOOL BOARDS	\$85.00
	405916	08/28/2013	068414	NEBRASKA COUNCIL OF SCHOOL ATTORNEY	\$25.00
	405917	08/28/2013	102699	PEARSON EDUCATION	\$361.35
	405918	08/28/2013	082652	PEARSON EDUCATION	\$1,776.26
	405919	08/28/2013	078420	RAWSON & SONS ROOFING, INC.	\$35,010.00
	405921	08/28/2013	081695	VWR INTERNATIONAL LLC	\$726.35
	405922	08/28/2013	138109	SECURE CONTENT SOLUTIONS INC	\$35,500.00
	405923	08/28/2013	106493	TRITZ PLUMBING, INC.	\$174.00
	405924	08/28/2013	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$613.88
	405925	09/03/2013	019111	BISHOP BUSINESS EQUIPMENT	\$1,634.40
	405929	09/03/2013	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$394,454.14
	405930	09/03/2013	109843	NEXTEL PARTNERS INC	\$4,850.58
	405932	09/03/2013	138695	ABLE ENGRAVERS INC	\$484.80
	405933	09/03/2013	131632	AC AWARDS INC	\$180.00
	405934	09/03/2013	131806	ACADEMIC SUPERSTORE	\$337.95
	405936	09/03/2013	010003	ACT INC	\$307.50
	405937	09/03/2013	130455	ADAMS & SULLIVAN PC	\$1,500.00
	405938	09/03/2013	133402	KAREN ADAMS	\$9.21
	405939	09/03/2013	136723	ADVANCED KEYBOARD TECHNOLOGIES INC	\$12.00
	405940	09/03/2013	102832	ADVANCED OFFICE INTERIORS CORP	\$2,012.96
	405941	09/03/2013	139759	ADVANTAGE MACHINERY SALES INC	\$990.00
	405942	09/03/2013	133328	AIA COMPANY OUTFITTERS INC	\$4,420.26
	405943	09/03/2013	108351	AIRGAS INC	\$157.47
	405944	09/03/2013	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$1,141.00
	405945	09/03/2013	136365	ALEGENT CREIGHTON HEALTH SPORTS MED	\$5,750.00
	405946	09/03/2013	136499	ALEKS CORPORATION	\$140.00

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	405947	09/03/2013	011051	ALL MAKES OFFICE EQUIPMENT	\$980.00
	405948	09/03/2013	107651	AMAZON.COM INC	\$831.10
	405949	09/03/2013	012050	AMERICAN LIBRARY ASSOCIATION	\$250.00
	405950	09/03/2013	130704	AMERICAN PLASTICS SUPPLY & FAB CO	\$435.80
	405951	09/03/2013	102430	AMI GROUP INC	\$325.00
	405952	09/03/2013	069689	AMSAN LLC	\$51,103.72
	405953	09/03/2013	010112	JOSEY THOMAS AARON	\$2,268.00
	405954	09/03/2013	136056	DAVE ANDERSON	\$56.99
	405955	09/03/2013	139224	SCANDIUM INC	\$619.95
	405956	09/03/2013	138550	APPERSON	\$180.83
	405957	09/03/2013	012989	APPLE COMPUTER INC	\$33,313.70
	405958	09/03/2013	106436	AQUA-CHEM INC	\$963.55
	405959	09/03/2013	133770	DIANE ARAUJO	\$15.37
	405960	09/03/2013	013105	ARBOR SCIENTIFIC	\$657.92
	405961	09/03/2013	013209	ART STUDIO CLAY COMPANY	\$107.26
	405962	09/03/2013	130277	ART VIDEO WORLD	\$170.39
	405963	09/03/2013	067801	ASSOCIATION MIDDLE LEVEL EDUCATION	\$220.00
	405964	09/03/2013	137733	BAG TAGS INC	\$555.00
	405965	09/03/2013	135991	BAKER DISTRIBUTING CO LLC	\$175.37
	405966	09/03/2013	138048	BAKERS CANDIES INC	\$188.50
	405967	09/03/2013	135852	COLLEEN BALLARD	\$816.43
	405968	09/03/2013	139846	EILEEN BARKS	\$249.50
	405969	09/03/2013	099646	BARNES AND NOBLE BOOKSTORE	\$511.40
	405970	09/03/2013	133359	TERA BASS	\$480.00
	405971	09/03/2013	092834	BAUER BUILT INC	\$80.00
	405972	09/03/2013	138054	BAXTER FORD INC	\$486.22
	405974	09/03/2013	134873	JOHN BECKER	\$186.39
	405975	09/03/2013	134884	JULIE BERGSTROM	\$121.84
	405977	09/03/2013	139161	BERKLEY RISK ADMINISTRATORS CO LLC	\$4,778.00
	405978	09/03/2013	131843	BEST CARE EMPLOYEE ASSISTANCE PROG	\$47,027.50
	405979	09/03/2013	019111	BISHOP BUSINESS EQUIPMENT	\$7,281.83
	405980	09/03/2013	138410	EDLINE LLC	\$16,363.99
	405982	09/03/2013	099220	DICK BLICK CO	\$5,892.55
	405983	09/03/2013	130899	KIMBERLY BOLAN	\$148.03
	405984	09/03/2013	134176	LINDA BRABLEC	\$50.00
	405985	09/03/2013	019852	BRACKERS GOOD EARTH CLAYS INC	\$4,775.00
	405986	09/03/2013	134129	BRAINPOP LLC	\$205.00
	405987	09/03/2013	137843	BRETFORD MANUFACTURING INC	\$263.65

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	405988	09/03/2013	130290	LINDA BREWER	\$119.40
	405989	09/03/2013	137886	LORI BROWN	\$150.00
	405991	09/03/2013	133042	KIMBERLIE BUHR	\$7.50
	405992	09/03/2013	137537	BUTLER SHOWCHOIR SHOWCASE LLC	\$275.00
	405993	09/03/2013	134237	SCOTT BUTLER	\$210.00
	405994	09/03/2013	134350	CAMBIUM LEARNING	\$3,818.10
	405995	09/03/2013	136308	INTER STATE STUDIO & PUBLISHING CO	\$168.75
	405996	09/03/2013	023970	CAROLINA BIOLOGICAL SUPPLY CO	\$115.07
	405997	09/03/2013	132428	JENNIFER CARSON	\$129.00
	405998	09/03/2013	134086	AMBER CASTILLO	\$93.84
	405999	09/03/2013	133589	CDW GOVERNMENT, INC.	\$7,330.00
	406000	09/03/2013	051572	CENGAGE LEARNING	\$916.50
	406001	09/03/2013	024260	CENTER TROPHY COMPANY	\$77.29
	406002	09/03/2013	138613	CENTRAL SALES INC	\$1,451.80
	406003	09/03/2013	099222	SCHOOL SPECIALTY INC	\$340.88
	406004	09/03/2013	025235	DALE CLAUSEN	\$193.14
	406005	09/03/2013	106902	COMMUNICATION SERVICES INC.	\$32.76
	406006	09/03/2013	136791	COMPUTYPE INC	\$820.80
	406007	09/03/2013	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$287.00
	406009	09/03/2013	138213	CONTINENTAL CLAY CO	\$4,770.01
	406010	09/03/2013	131210	COUNCIL BLUFFS COMMUNITY SCHOOLS	\$67.44
	406012	09/03/2013	109021	PATRICIA CRUM	\$131.78
	406013	09/03/2013	102803	CTB/MCGRAW HILL LLC	\$453.54
	406014	09/03/2013	106893	WICHITA WATER CONDITIONING INC	\$89.74
	406015	09/03/2013	027300	CUMMINS CENTRAL POWER LLC	\$912.51
	406016	09/03/2013	027345	CURRICULUM ASSOCIATES INC	\$2,377.87
	406017	09/03/2013	100577	CURTIS 1000 INC	\$98.46
	406021	09/03/2013	130731	D & D COMMUNICATIONS	\$12,762.13
	406022	09/03/2013	132671	JEAN DAIGLE	\$41.82
	406023	09/03/2013	134751	ANGELA DAIGLE	\$123.85
	406024	09/03/2013	131003	DAILY RECORD	\$313.30
	406025	09/03/2013	139391	KELLY DAVIS	\$7.68
	406026	09/03/2013	032497	CHERYL DECKER	\$16.95
	406027	09/03/2013	107469	DEFFENBAUGH INDUSTRIES	\$2,702.20
	406028	09/03/2013	106713	ANDREW DEFREECE	\$511.85
	406029	09/03/2013	099249	DELTA EDUCATION LLC	\$3,047.36
	406030	09/03/2013	032800	DEMCO INC	\$592.29
	406031	09/03/2013	032872	DENNIS SUPPLY COMPANY	\$718.64

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	406032	09/03/2013	137331	BASTIAN DERICHS	\$62.10
	406033	09/03/2013	136181	MARY DICKERSON	\$73.17
	406036	09/03/2013	033473	DIETZE MUSIC HOUSE INC	\$238,709.79
	406037	09/03/2013	135509	DIGIORGIO'S SPORTSWEAR INC	\$1,044.80
	406038	09/03/2013	132669	DIGITAL DOT SYSTEMS INC	\$255.95
	406039	09/03/2013	138677	DIGITAL RIVER EDUCATION SVCS INC	\$502.07
	406040	09/03/2013	139757	DISCOUNT OFFICE ITEMS INC	\$160.90
	406041	09/03/2013	099552	DISCOUNT SCHOOL SUPPLY	\$521.36
	406042	09/03/2013	135933	DKAH SERVICES CORP	\$1,230.00
	406044	09/03/2013	133597	NICHOL DOLEZAL	\$135.60
	406047	09/03/2013	099628	DRAMATIC PUBLISHING	\$1,258.78
	406048	09/03/2013	073231	DXP ENTERPRISES INC	\$44.49
	406049	09/03/2013	102791	ERIC ARMIN INC	\$581.59
	406050	09/03/2013	138426	KELLY EALY	\$32.21
	406051	09/03/2013	036652	EBSCO INFORMATION SERVICES	\$392.00
	406052	09/03/2013	036830	EDITORIAL PROJECTS IN EDUCATION INC	\$84.94
	406053	09/03/2013	037525	EDUCATIONAL SERVICE UNIT #3	\$1,997.96
	406054	09/03/2013	038100	ELECTRICAL ENGINEERING & EQPT CO	\$1,356.71
	406056	09/03/2013	038140	ELECTRONIC SOUND INC.	\$240.00
	406057	09/03/2013	102286	ELECTRONIX EXPRESS	\$217.72
	406058	09/03/2013	131907	ELSEVIER SCIENCE	\$4,628.13
	406059	09/03/2013	109066	TED ESSER	\$203.40
	406060	09/03/2013	035610	A DAIGGER & CO INC	\$228.77
	406061	09/03/2013	106735	JOHN FABRY	\$148.60
	406062	09/03/2013	132699	FATHER FLANAGANS BOYS HOME	\$85.40
	406063	09/03/2013	132699	FATHER FLANAGANS BOYS HOME	\$250.00
	406064	09/03/2013	131826	ALICIA FEIST	\$240.35
	406065	09/03/2013	040470	MARK FELDHAUSEN	\$213.83
	406066	09/03/2013	040537	FERGUSON ENTERPRISES INC	\$109.85
	406067	09/03/2013	106956	FERRELLGAS	\$28.04
	406068	09/03/2013	133919	FILTER SHOP INC	\$2,862.95
	406069	09/03/2013	133960	FIREGUARD INC	\$208.50
	406070	09/03/2013	040902	FIRST NATIONAL BANK TRUST DEPT	\$700.00
	406071	09/03/2013	058755	LAIDLAW TRANSIT INC	\$137.30
	406072	09/03/2013	040919	FISHER SCIENTIFIC	\$259.80
	406073	09/03/2013	041086	FLINN SCIENTIFIC INC	\$6,961.00
	406074	09/03/2013	041098	FOLLETT EDUCATIONAL SERVICES	\$2,214.00
	406075	09/03/2013	041100	FOLLETT LIBRARY RESOURCES	\$389.67

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	406076	09/03/2013	130497	FORESTRY SUPPLIERS, INC.,	\$67.35
	406077	09/03/2013	041146	KENNETH FOSSEN	\$812.08
	406078	09/03/2013	137663	FUN AND FUNCTION LLC	\$1,482.89
	406079	09/03/2013	137543	MEGAN GEERTS	\$84.32
	406080	09/03/2013	139595	GIA PUBLICATIONS INC	\$3,088.74
	406081	09/03/2013	044565	GINGHER INC	\$112.00
	406082	09/03/2013	106660	GLASSMASTERS INC	\$2,369.80
	406083	09/03/2013	135809	JUDITH GLESNE	\$24.94
	406084	09/03/2013	044891	GOPHER	\$934.05
	406085	09/03/2013	044950	GRAINGER INDUSTRIAL SUPPLY	\$2,524.86
	406086	09/03/2013	133885	GREENLIFE GARDENS INC	\$672.40
	406087	09/03/2013	136473	BECKY GRIGGS	\$213.90
	406088	09/03/2013	139173	GUITAR CENTER STORES INC	\$4,826.50
	406089	09/03/2013	139818	ANGELA HAASE	\$15.26
	406090	09/03/2013	059223	HAL LEONARD CORPORATION	\$814.84
	406091	09/03/2013	047800	SCHOOL SPECIALTY INC	\$148.48
	406092	09/03/2013	131067	HANDWRITING WITHOUT TEARS	\$528.44
	406093	09/03/2013	047853	HAPPY CAB COMPANY INC	\$978.05
	406094	09/03/2013	047856	HARCOURT OUTLINES INC	\$420.66
	406095	09/03/2013	139282	BRITTANY HAUPT	\$51.54
	406096	09/03/2013	132489	CHARLES HAYES	\$228.48
	406097	09/03/2013	139347	CHERYL HEADLEY	\$38.99
	406098	09/03/2013	108273	MARGARET HEBENSTREIT PT	\$46.34
	406099	09/03/2013	109808	CHERYL HEIMES	\$98.00
	406100	09/03/2013	048517	GREENWOOD PUBLISHING GROUP INC	\$2,200.75
	406101	09/03/2013	135806	NICOLE HENDERSON	\$21.52
	406102	09/03/2013	134455	ROBERT HETTINGER	\$113.96
	406103	09/03/2013	132423	HEWLETT PACKARD CO	\$58,379.77
	406104	09/03/2013	139305	JUSTIN HIGGINS	\$113.26
	406105	09/03/2013	139849	DEANA HILLIARD	\$43.48
	406106	09/03/2013	048960	HOCKENBERGS EQUIP & SUPPLY CO INC	\$1,101.12
	406107	09/03/2013	099759	HOLIDAY INN OF KEARNEY	\$474.75
	406108	09/03/2013	049320	HONEYMAN RENT ALL	\$223.15
	406109	09/03/2013	139302	SHAWN HOPPES	\$50.00
	406110	09/03/2013	139325	JAMES HORAN	\$7.50
	406111	09/03/2013	132592	WILLIAM SPRAGUE, JR.	\$116,116.38
	406112	09/03/2013	049600	HOUCHEM BINDERY LTD	\$1,944.10
	406113	09/03/2013	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$18,524.22

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	406114	09/03/2013	109836	AMY HOULTON	\$49.72
	406115	09/03/2013	137872	GAIL HUBBARD	\$64.17
	406116	09/03/2013	137426	HUGHES MULCH PRODUCTS LLC	\$6,840.00
	406117	09/03/2013	108153	CHRISTOPHER HUGHES	\$617.94
	406118	09/03/2013	049723	HUMAN RELATIONS MEDIA	\$164.95
	406119	09/03/2013	130283	KARA HUTTON	\$1,129.80
	406120	09/03/2013	049844	HYDRONIC ENERGY INC	\$221.25
	406121	09/03/2013	133397	HY-VEE INC	\$302.10
	406122	09/03/2013	132878	HY-VEE INC	\$27.93
	406123	09/03/2013	135004	HY-VEE INC	\$525.09
	406124	09/03/2013	049850	HY-VEE INC	\$410.00
	406125	09/03/2013	099749	BAUDVILLE INC	\$239.27
	406126	09/03/2013	051573	POPCO INC	\$36.45
	406127	09/03/2013	099749	BAUDVILLE INC	\$108.50
	406128	09/03/2013	138779	IMAGINE EASY SOLUTIONS LLC	\$1,030.00
	406129	09/03/2013	066555	IN TUNE PARTNERS LLC	\$985.50
	406130	09/03/2013	051843	INTEGRITY HARDWOODS	\$252.50
	406131	09/03/2013	102451	INTERNATIONAL BACCALAUREATE	\$18,688.00
	406132	09/03/2013	102451	INTERNATIONAL BACCALAUREATE	\$1,398.00
	406133	09/03/2013	102958	ALL BATTERY CENTERS INC	\$127.58
	406134	09/03/2013	101991	J A SEXAUER	\$110.96
	406135	09/03/2013	100928	J W PEPPER & SON INC.	\$2,583.10
	406136	09/03/2013	139840	EMILY R JACKSON	\$900.00
	406137	09/03/2013	131157	CHRISTINE JANOVEC-POEHLMAN	\$20.96
	406138	09/03/2013	136953	JSDO 1 LLC	\$450.46
	406139	09/03/2013	135735	GEORGE JELKIN	\$409.62
	406140	09/03/2013	138960	JESSICA JENKINS	\$22.43
	406141	09/03/2013	133037	JENSEN TIRE COMPANY	\$1,127.50
	406142	09/03/2013	054500	JOHNSON HARDWARE CO LLC	\$468.00
	406143	09/03/2013	059573	NANCY JOHNSTON	\$53.49
	406144	09/03/2013	054630	JOHNSTONE SUPPLY	\$50.40
	406145	09/03/2013	138509	JONES SCHOOL SUPPLY CO INC	\$325.50
	406146	09/03/2013	026300	JP COOKE COMPANY	\$181.37
	406147	09/03/2013	101224	KAPCO	\$483.00
	406149	09/03/2013	135931	JEFFREY KERNS	\$252.00
	406151	09/03/2013	139785	KID SOUNDS LLC	\$14,875.00
	406152	09/03/2013	056550	MARK LEVINE	\$754.10
	406153	09/03/2013	139301	REBECCA KLEEMAN WEYANT	\$463.40

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	406154	09/03/2013	109136	KLOCKIT	\$536.23
	406155	09/03/2013	132264	MICHELLE KLUG	\$182.00
	406156	09/03/2013	135184	MARK KOBOLD	\$14.41
	406157	09/03/2013	138846	ELIZABETH KOCIS	\$80.00
	406158	09/03/2013	138821	DANIEL KOMOR	\$7.50
	406159	09/03/2013	134329	JASON KRKA	\$21.90
	406160	09/03/2013	133923	KUBAT PHARMACY/HEALTHCARE	\$65.00
	406161	09/03/2013	109033	AMANDA KUNES	\$613.88
	406162	09/03/2013	137010	CHRISTINA LAGRONE	\$22.88
	406163	09/03/2013	099217	LAKESHORE LEARNING MATERIALS	\$2,163.52
	406164	09/03/2013	135257	LANGUAGE LINE SERVICES INC	\$86.10
	406166	09/03/2013	135688	DENISE LARSON	\$38.42
	406168	09/03/2013	135156	LAWSON PRODUCTS INC	\$642.96
	406169	09/03/2013	136240	VOYAGER EXPANDED LEARNING	\$8,048.25
	406170	09/03/2013	130326	LEARNING LINKS USA INC	\$371.06
	406171	09/03/2013	130792	LEARNING RESOURCES	\$184.83
	406172	09/03/2013	137618	WLC LLC	\$5,345.19
	406173	09/03/2013	108450	JACEN LEFHOLTZ	\$33.79
	406174	09/03/2013	139631	THOMAS LESIAK	\$30.00
	406175	09/03/2013	059380	LIBRARY VIDEO COMPANY	\$86.85
	406176	09/03/2013	059470	LIEN TERMITE & PEST CONTROL INC	\$1,270.00
	406177	09/03/2013	139419	LIGHTSPEED TECHNOLOGIES INC	\$10,464.00
	406178	09/03/2013	059564	JOURNAL STAR PRINTING CO.	\$249.60
	406179	09/03/2013	138789	HEATHER A LINDER	\$225.00
	406180	09/03/2013	059560	MATHESON TRI-GAS INC	\$171.68
	406181	09/03/2013	139741	ZNK PARTNERS LLC	\$20,821.94
	406182	09/03/2013	059866	STACY LONGACRE	\$248.88
	406183	09/03/2013	060023	NEBRASKA SPORTS INDUSTRIES INC.	\$325.42
	406184	09/03/2013	060111	LOVELESS MACHINE & GRINDING	\$117.00
	406185	09/03/2013	057770	LRP PUBLICATIONS INC	\$248.50
	406186	09/03/2013	060125	LUCKS MUSIC LIBRARY INC	\$332.11
	406188	09/03/2013	107602	LUMBERMEN'S BRICK & SUPPLY INC	\$35.00
	406189	09/03/2013	060153	KEITH W LUTZ	\$57.00
	406190	09/03/2013	131586	LYMM CONSTRUCTION CO.	\$55,180.00
	406191	09/03/2013	099321	MACKIN BOOK CO	\$3,318.11
	406192	09/03/2013	132556	MAKEMUSIC INC	\$9,324.95
	406193	09/03/2013	063800	DAVID M MANGELSEN'S	\$102.60
	406194	09/03/2013	137615	JOHN MANGIAMELLI	\$7.50

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	406195	09/03/2013	063918	MUSIC SUCCESS CONCEPTS	\$930.00
	406196	09/03/2013	063920	MARCO PRODUCTS INC	\$41.95
	406197	09/03/2013	133201	DAWN MARTEN	\$480.94
	406198	09/03/2013	130631	JEROME J. GRIES	\$1,980.00
	406199	09/03/2013	108052	MAX I WALKER	\$258.10
	406201	09/03/2013	130467	MCCALL PATTERN COMPANY	\$54.00
	406202	09/03/2013	136618	DANIEL MCCONNELL	\$43.51
	406203	09/03/2013	099279	MCDONALD PUBLISHING	\$143.10
	406204	09/03/2013	063349	MCGRAW-HILL COMPANIES	\$53,709.58
	406205	09/03/2013	F03009	MESSAGING ARCHITECTS	\$5,600.00
	406206	09/03/2013	064600	METAL DOORS & HARDWARE COMPANY INC	\$340.00
	406208	09/03/2013	133403	AMERICAN NATIONAL BANK	\$11,211.83
	406209	09/03/2013	132611	MICHAEL RHODES FILM CLIPS AMERICA	\$800.00
	406210	09/03/2013	102870	MIDLAND COMPUTER INC	\$2,365.49
	406211	09/03/2013	132113	MID-PLAINS INSULATION	\$2,775.87
	406212	09/03/2013	064950	MIDWEST METAL WORKS INC	\$216.25
	406213	09/03/2013	064980	MIDWEST SOUND & LIGHTING INC	\$6,794.00
	406214	09/03/2013	131899	MIDWEST STORAGE SOLUTIONS	\$1,153.34
	406215	09/03/2013	065200	MIDWEST SHOP SUPPLIES INC	\$893.52
	406216	09/03/2013	065233	MIDWEST TURF & IRRIGATION INC	\$80.76
	406218	09/03/2013	131328	MILLER ELECTRIC COMPANY	\$587.00
	406219	09/03/2013	136388	MITCHELL MOLLRING	\$273.18
	406220	09/03/2013	101158	MONTESSORI N SUCH INC	\$1,060.66
	406222	09/03/2013	134095	RYAN MOSELEY	\$53.49
	406223	09/03/2013	066189	MOTION INDUSTRIES INC	\$106.57
	406224	09/03/2013	063150	MSC INDUSTRIAL SUPPLY CO	\$403.52
	406225	09/03/2013	107539	MUELLER ROBAK LLC	\$223.65
	406226	09/03/2013	137052	DEVONYE MULLINS	\$23.39
	406228	09/03/2013	066563	MUSIC IS ELEMENTARY	\$2,435.00
	406229	09/03/2013	067000	NASCO	\$2,934.58
	406230	09/03/2013	101560	NATIONAL COUNCIL FOR SOCIAL STUDIES	\$82.00
	406232	09/03/2013	138316	NATL RESTAURANT ASSN SOLUTIONS LLC	\$968.77
	406233	09/03/2013	132854	NATIONAL SAFETY COUNCIL	\$65.00
	406234	09/03/2013	067996	JOHN C NOWELL	\$80.85
	406235	09/03/2013	068334	NEBRASKA AIR FILTER INC	\$1,570.28
	406236	09/03/2013	139807	NEBRASKA ASSOCIATION FOR CURRICULUM	\$15.00
	406241	09/03/2013	068415	NEBRASKA COUNCIL OF SCHOOL	\$43,169.00
	406243	09/03/2013	068445	NEBRASKA FURNITURE MART INC	\$8,823.00

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	406244	09/03/2013	100872	NEBRASKA LIBRARY COMMISSION	\$5,742.00
	406245	09/03/2013	099737	NEWS BOWL	\$1,227.00
	406246	09/03/2013	069741	DAVID NOODELL	\$34.03
	406247	09/03/2013	133094	NORTH AMERICAN MONTESSORI TEACHERS	\$330.00
	406248	09/03/2013	099567	NOVELL INC	\$2,600.00
	406249	09/03/2013	139541	GERALD OCKEN	\$158.50
	406256	09/03/2013	100013	OFFICE DEPOT 84133510	\$33,669.47
	406257	09/03/2013	070245	OHARCO DISTRIBUTORS	\$144.96
	406258	09/03/2013	132778	MELANIE OLSON	\$34.08
	406260	09/03/2013	134725	OMAHA CASING CO INC	\$917.00
	406261	09/03/2013	139434	THE TIE YARD OF OMAHA INC	\$1,110.13
	406262	09/03/2013	071040	OMAHA WINNELSON COMPANY	\$939.73
	406263	09/03/2013	071050	OMAHA WORLD HERALD CO	\$411.78
	406264	09/03/2013	133850	ONE SOURCE	\$3,353.00
	406265	09/03/2013	071138	ORIENTAL TRADING COMPANY	\$28.99
	406266	09/03/2013	138662	KELLY OSTRAND	\$46.40
	406267	09/03/2013	107193	OTIS ELEVATOR COMPANY	\$3,236.45
	406268	09/03/2013	132443	OZANAM/BIST	\$620.00
	406269	09/03/2013	134428	ELIZABETH PACHTA	\$65.77
	406270	09/03/2013	071623	PARAGON PRINTING, INC.	\$2,871.57
	406271	09/03/2013	132006	ANDREA PARSONS	\$55.09
	406272	09/03/2013	099244	PASCO SCIENTIFIC	\$1,501.00
	406273	09/03/2013	108098	ANGELO D PASSARELLI	\$90.90
	406274	09/03/2013	135569	CYNTHIA PAVONE	\$36.73
	406275	09/03/2013	071850	PAXTON PATTERSON LLC	\$161.75
	406276	09/03/2013	102047	PAYLESS OFFICE PRODUCTS INC	\$421.00
	406277	09/03/2013	102699	PEARSON EDUCATION	\$5,177.02
	406279	09/03/2013	082652	PEARSON EDUCATION	\$127,201.15
	406280	09/03/2013	135385	PENN STATE INDUSTRIES	\$564.45
	406281	09/03/2013	139607	WEST MUSIC CO INC	\$94.90
	406282	09/03/2013	072200	PERFECTION LEARNING CORP.	\$901.67
	406283	09/03/2013	139474	SMA ENTERPRISES INC	\$850.59
	406284	09/03/2013	139633	TERESA PERKINS	\$258.78
	406285	09/03/2013	138790	KORRYN PHILLIPS	\$119.76
	406286	09/03/2013	136250	PHONAK LLC	\$296.39
	406287	09/03/2013	130721	MARY PILLE	\$74.58
	406288	09/03/2013	073040	PITNEY BOWES PRESORT SERVICES INC	\$10,000.00
	406289	09/03/2013	072760	PITSCO INC	\$5,926.05

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	406290	09/03/2013	136003	MELISSA POLONCIC	\$1,156.50
	406292	09/03/2013	131835	PRAIRIE MECHANICAL CORP	\$1,868.05
	406293	09/03/2013	072349	SCHOOL SPECIALTY INC	\$441.00
	406294	09/03/2013	134598	PRIME COMMUNICATIONS INC	\$2,049.39
	406295	09/03/2013	073610	PROGRESS PUBLICATIONS	\$1,422.20
	406296	09/03/2013	132713	PROTEX CENTRAL INC	\$18,804.35
	406297	09/03/2013	137555	SOFTWARE SHAPERS INC	\$2,428.00
	406298	09/03/2013	133921	QUALITY AUTO REPAIR & TOWING INC	\$85.00
	406299	09/03/2013	137779	JARDINE QUALITY IRRIGATION INC	\$90.00
	406300	09/03/2013	133917	RADIO ENGINEERING INDUSTRIES INC	\$365.00
	406301	09/03/2013	138112	PHILADELPHIA GRATING CO INC	\$796.55
	406302	09/03/2013	078420	RAWSON & SONS ROOFING, INC.	\$14,285.00
	406303	09/03/2013	109810	BETHANY RAY	\$103.96
	406304	09/03/2013	102568	READ NATURALLY	\$147.40
	406305	09/03/2013	100642	REALLY GOOD STUFF INC	\$2,926.80
	406306	09/03/2013	078674	RECORDED BOOKS LLC	\$663.15
	406307	09/03/2013	134858	JENNIFER REID	\$111.93
	406308	09/03/2013	139747	RHYTHM BAND INSTRUMENTS LLC	\$2,603.08
	406309	09/03/2013	135197	WILLIAM MARSH RICE UNIVERSITY	\$1,500.00
	406310	09/03/2013	139529	RICOH USA INC	\$594.00
	406312	09/03/2013	079310	ROCKBROOK CAMERA CENTER	\$219.99
	406313	09/03/2013	134882	LINDA ROHMILLER	\$13.67
	406314	09/03/2013	136121	MELANIE E ROLL	\$3,665.00
	406315	09/03/2013	134081	EILEEN RONCI	\$140.12
	406316	09/03/2013	137698	JOYCILYN ROZELLE	\$124.75
	406317	09/03/2013	139577	RSP & ASSOCIATES LLC	\$4,379.42
	406318	09/03/2013	072286	JEAN RUCHTI	\$63.85
	406319	09/03/2013	081630	SAMS CLUB DIRECT	\$191.55
	406320	09/03/2013	081695	VWR INTERNATIONAL LLC	\$558.13
	406321	09/03/2013	139850	ALAN SARKA	\$16.37
	406322	09/03/2013	081725	KIMBERLEY SAUM-MILLS	\$27.12
	406323	09/03/2013	131353	HARLAND TECHNOLOGY SERVICES	\$410.60
	406324	09/03/2013	139841	STEPHANIE SCHADE	\$450.00
	406329	09/03/2013	081891	SCHMITT MUSIC CENTER	\$62,594.81
	406330	09/03/2013	081990	SCHOLASTIC ED TECH	\$217.46
	406331	09/03/2013	082100	SCHOLASTIC INC	\$7,085.20
	406332	09/03/2013	082100	SCHOLASTIC INC	\$478.52
	406333	09/03/2013	082140	SCHOLASTIC MAGAZINES	\$1,490.68

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	406334	09/03/2013	132488	SCHOLASTIC LIBRARY PUBLISHING	\$9,542.00
	406335	09/03/2013	082140	SCHOLASTIC MAGAZINES	\$4,610.02
	406336	09/03/2013	082200	SCHOOL HEALTH CORPORATION	\$1,285.00
	406337	09/03/2013	082350	SCHOOL SPECIALTY INC	\$7,071.42
	406338	09/03/2013	137471	PHYLLIS SCHROEDER	\$68.86
	406339	09/03/2013	139817	DYLAN SCOGGINS	\$15.26
	406340	09/03/2013	130851	SEARCH INSTITUTE	\$3,000.00
	406341	09/03/2013	082910	SECURITY EQUIPMENT INC	\$2,834.35
	406342	09/03/2013	108161	STAN SEGAL	\$66.78
	406343	09/03/2013	082941	KELLY SELTING	\$53.11
	406344	09/03/2013	131588	SENSENEY MUSIC, INC.	\$630.92
	406345	09/03/2013	137681	ANNE SERVAIS	\$104.08
	406346	09/03/2013	131078	SHAR PRODUCTS COMPANY	\$47,341.46
	406347	09/03/2013	083175	SHEPPARD'S BUSINESS INTERIORS	\$177.60
	406348	09/03/2013	083188	SHIFFLER EQUIPMENT SALES, INC.	\$8,757.50
	406349	09/03/2013	131887	SIEMENS INDUSTRY INC.	\$288.00
	406350	09/03/2013	083310	SIGMA ALDRICH INC	\$113.01
	406351	09/03/2013	083400	SIMPLEX GRINNELL LP	\$5,310.12
	406352	09/03/2013	083451	SIMPLICITY PATTERN COMPANY INC	\$19.99
	406353	09/03/2013	083452	SIMPSON SUPPLY	\$1,455.00
	406354	09/03/2013	083950	SOCIAL STUDIES SCHOOL SERVICE	\$87.08
	406355	09/03/2013	139111	SOMMERFELD ENTERPRISES INC	\$237.32
	406356	09/03/2013	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	\$593.20
	406357	09/03/2013	102046	SOUTHPAW ENTERPRISES INC	\$450.30
	406358	09/03/2013	131714	JOHN SOUTHWORTH	\$285.36
	406359	09/03/2013	082438	KENT SPEER	\$254.25
	406360	09/03/2013	065950	MODERN SOUND PICTURES, INC.	\$6,455.00
	406361	09/03/2013	100584	STAHL'S ID DIRECT	\$1,599.75
	406362	09/03/2013	137481	STAPLES CONTRACT & COMMERCIAL INC	\$244.74
	406363	09/03/2013	084491	TRACY STAUFFER	\$143.51
	406364	09/03/2013	138165	STEVE WEISS MUSIC INC	\$36,446.09
	406365	09/03/2013	139129	DAVID STOVIE	\$7.50
	406366	09/03/2013	084905	SUNDANCE/NEWBRIDGE ED PUB LLC	\$188.76
	406367	09/03/2013	134845	SUNTEX INTERNATIONAL INC	\$406.70
	406368	09/03/2013	102869	SUPER SAVER #20	\$74.98
	406369	09/03/2013	139836	SUPERIOR CONTROLS & SECURITY INC	\$270.00
	406370	09/03/2013	084959	JAMES V SUTFIN	\$249.88
	406371	09/03/2013	130911	SWANDA BUSINESS FORMS	\$1,103.65

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	406372	09/03/2013	099302	SYSCO LINCOLN INC	\$623.59
	406373	09/03/2013	088654	TARGET	\$109.93
	406375	09/03/2013	103050	DRAPHIX, LLC	\$84.96
	406376	09/03/2013	088709	AMERICAN EAGLE COMPANY INC	\$64.70
	406377	09/03/2013	109041	AMERICAN EAGLE COMPANY INC	\$681.55
	406378	09/03/2013	133969	TENNANT SALES & SERVICE COMPANY	\$2,795.99
	406380	09/03/2013	131729	THEATRICAL MEDIA SERVICES, INC.	\$1,475.84
	406381	09/03/2013	102822	THERAPRO INC	\$3,601.20
	406382	09/03/2013	136381	ANNETTE THOMAS	\$14.80
	406383	09/03/2013	136300	THREE B'S SAW & TOOL INC	\$111.50
	406384	09/03/2013	135006	STEVE THRONE	\$154.70
	406385	09/03/2013	099272	TI MEDIA SOLUTIONS INC	\$11,144.00
	406386	09/03/2013	131446	TOSHIBA AMERICA INFO SYS INC	\$9,165.32
	406387	09/03/2013	131446	TOSHIBA AMERICA INFO SYS INC	\$3,688.00
	406388	09/03/2013	132138	TOYOTA FINANCIAL SERVICES	\$499.88
	406389	09/03/2013	106364	TRANE US INC	\$5,040.87
	406390	09/03/2013	089760	TRIARCO ARTS & CRAFTS LLC	\$331.40
	406391	09/03/2013	106493	TRITZ PLUMBING, INC.	\$1,266.41
	406392	09/03/2013	036945	TRIUMPH LEARNING LLC	\$3,342.25
	406393	09/03/2013	135505	TY'S OUTDOOR POWER & SERVICE INC	\$150.51
	406394	09/03/2013	131819	JEAN UBBELOHDE	\$1,390.46
	406395	09/03/2013	138773	ULINE INC	\$82.42
	406396	09/03/2013	090678	UNISOURCE WORLDWIDE INC	\$57.50
	406397	09/03/2013	099268	UNITED ART AND EDUCATION	\$1,005.86
	406398	09/03/2013	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$2,000.00
	406399	09/03/2013	090900	UNIVERSITY PUB INC	\$2,061.00
	406400	09/03/2013	138736	HIGHSMITH LLC	\$184.13
	406401	09/03/2013	139797	US BANK NATIONAL ASSOCIATION	\$10,048.00
	406402	09/03/2013	090440	BSN SPORTS INC	\$98.96
	406403	09/03/2013	138661	USA-CLEAN INC	\$205.20
	406404	09/03/2013	137707	UTILITY TRENCHING INC	\$15,865.70
	406405	09/03/2013	091040	VAL LTD	\$29.53
	406406	09/03/2013	138046	AUTO LUBE INC	\$190.88
	406407	09/03/2013	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	\$2,227.23
	406408	09/03/2013	138328	VEX ROBOTICS INC	\$1,471.98
	406409	09/03/2013	092323	VIRCO INC	\$2,185.74
	406410	09/03/2013	093008	BARBARA WALLER	\$212.33
	406411	09/03/2013	093650	VWR INTERNATIONAL LLC	\$3,035.69

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	406412	09/03/2013	135660	CAMI WARNEKE	\$23.65
	406413	09/03/2013	132313	SARAH WEIDNER	\$11.77
	406414	09/03/2013	094130	WENGER CORPORATION	\$9,885.00
	406416	09/03/2013	094174	WEST MUSIC CO INC	\$16,917.41
	406417	09/03/2013	094245	WESTLAKE ACE HARDWARE INC	\$10.99
	406418	09/03/2013	134454	WESTMOOR MUSIC INC	\$4,485.00
	406419	09/03/2013	094680	WHALEY GRADEBOOK CO INC	\$132.00
	406421	09/03/2013	136141	CHERILYN WICKS	\$128.67
	406423	09/03/2013	132485	TODD WILCOX	\$41.81
	406424	09/03/2013	133153	JULIE WILLIAMS	\$1,210.36
	406425	09/03/2013	136322	TAMARA WILLIAMS	\$127.00
	406426	09/03/2013	139331	WINDSTREAM COMMUNICATIONS INC	\$944.44
	406428	09/03/2013	095349	WOODWIND & BRASSWIND	\$751.50
	406430	09/03/2013	100578	WT COX SUBSCRIPTIONS INC	\$15,287.01
	406432	09/03/2013	137020	CHAD ZIMMERMAN	\$585.00
406433	09/03/2013	139468	CHERYL ZWEEDYK	\$13.60	
01 - Total					\$2,404,186.00
02	24232	08/15/2013	106893	WICHITA WATER CONDITIONING INC	\$10.17
	24233	08/15/2013	135983	ENCORE ONE LLC	\$41.24
	24234	08/15/2013	081630	SAMS CLUB DIRECT	\$190.19
	24235	09/03/2013	109843	NEXTEL PARTNERS INC	\$133.83
	24236	09/03/2013	010071	CALICO INDUSTRIES, INC.	\$697.00
	24237	09/03/2013	133589	CDW GOVERNMENT, INC.	\$2,825.20
	24238	09/03/2013	106893	WICHITA WATER CONDITIONING INC	\$16.61
	24239	09/03/2013	044950	GRAINGER INDUSTRIAL SUPPLY	\$1,505.60
	24240	09/03/2013	132423	HEWLETT PACKARD CO	\$39.00
	24241	09/03/2013	100013	OFFICE DEPOT 84133510	\$2,641.48
	24242	09/03/2013	101476	SODEXO INC & AFFILIATES	\$73,127.73
02 - Total					\$81,228.05
06	405836	08/15/2013	139110	CONEL INC	\$6,500.00
	405840	08/15/2013	139642	DKM ENTERPRISES	\$14,162.00
	405841	08/15/2013	136245	DONOVAN PROPERTIES LLC	\$1,689.23
	405853	08/15/2013	134269	SIGNWORKS INC	\$4,294.00
	405877	08/22/2013	131003	DAILY RECORD	\$14.90
	405878	08/22/2013	107232	DLR GROUP INC	\$1,898.22
	405887	08/22/2013	134532	MORRISSEY ENGINEERING INC	\$15,000.00
	405895	08/22/2013	134598	PRIME COMMUNICATIONS INC	\$47,412.00
	405920	08/28/2013	132369	RAY MARTIN COMPANY	\$31,500.00

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
06	405931	09/03/2013	010040	A & D TECHNICAL SUPPLY CO INC	\$2,115.96
	405957	09/03/2013	012989	APPLE COMPUTER INC	\$33,749.40
	405976	09/03/2013	133480	BERINGER CIACCIO DENNELL MABREY	\$14,974.50
	406005	09/03/2013	106902	COMMUNICATION SERVICES INC.	\$627.99
	406024	09/03/2013	131003	DAILY RECORD	\$14.30
	406043	09/03/2013	107232	DLR GROUP INC	\$13,199.00
	406055	09/03/2013	108082	ELECTRONIC CONTRACTING COMPANY	\$10,692.00
	406187	09/03/2013	060136	LUEDER CONSTRUCTION COMPANY	\$89,974.80
	406221	09/03/2013	134532	MORRISSEY ENGINEERING INC	\$1,980.00
	406259	09/03/2013	136898	OLSSON ASSOCIATES INC	\$2,497.94
	406292	09/03/2013	131835	PRAIRIE MECHANICAL CORP	\$1,406.66
	406325	09/03/2013	081880	SCHEMMER ASSOCIATES INC	\$11,639.69
	406379	09/03/2013	132452	TERRACON INC	\$3,128.25
06 - Total					\$308,470.84
11	405835	08/15/2013	133589	CDW GOVERNMENT, INC.	\$908.00
	405842	08/15/2013	058755	LAIDLAW TRANSIT INC	\$292.41
	405850	08/15/2013	100013	OFFICE DEPOT 84133510	\$23.67
	405868	08/22/2013	136961	ABANTE LLC	\$585.00
	405870	08/22/2013	099646	BARNES AND NOBLE BOOKSTORE	\$179.85
	405882	08/22/2013	044891	GOPHER	\$179.94
	405884	08/22/2013	056215	KAPLAN EARLY LEARNING CO	\$55.08
	405905	08/28/2013	107651	AMAZON.COM INC	\$136.08
	405935	09/03/2013	010283	ACADEMIC THERAPY PUBLICATIONS	\$274.94
	405947	09/03/2013	011051	ALL MAKES OFFICE EQUIPMENT	\$721.92
	405973	09/03/2013	139848	ELIZABETH L BAYLESS	\$450.00
	405990	09/03/2013	139784	JENNIFER DIANNE BRUNS	\$450.00
	406008	09/03/2013	139851	BRIAN CONKLIN	\$500.00
	406046	09/03/2013	033901	DOUGLAS COUNTY TREASURER	\$1,413.00
	406071	09/03/2013	058755	LAIDLAW TRANSIT INC	\$23,401.76
	406092	09/03/2013	131067	HANDWRITING WITHOUT TEARS	\$428.29
	406124	09/03/2013	049850	HY-VEE INC	\$152.15
	406148	09/03/2013	056215	KAPLAN EARLY LEARNING CO	\$707.60
	406163	09/03/2013	099217	LAKESHORE LEARNING MATERIALS	\$5,222.59
	406165	09/03/2013	139255	CINDY LARSON	\$37.04
	406167	09/03/2013	131638	LAWLORS CUSTOM SPORTSWEAR INC	\$445.50
	406172	09/03/2013	137618	WLC LLC	\$8,453.62
	406200	09/03/2013	133809	MARY MCCABE	\$153.41
	406227	09/03/2013	138263	MARIA MUNOZ	\$854.42

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	406231	09/03/2013	107416	NATIONAL GEOGRAPHIC SOCIETY	\$100.00
	406256	09/03/2013	100013	OFFICE DEPOT 84133510	\$127.20
	406304	09/03/2013	102568	READ NATURALLY	\$1,844.70
	406311	09/03/2013	137784	CARYN RIFKIN	\$98.96
	406335	09/03/2013	082140	SCHOLASTIC MAGAZINES	\$82.50
	406373	09/03/2013	088654	TARGET	\$1,346.76
	406374	09/03/2013	134606	TEACHER CREATED RESOURCES	\$173.70
	406420	09/03/2013	139244	AMANDA WHARTON-HUNT	\$52.35
	406422	09/03/2013	094859	WIESER EDUCATIONAL INC	\$194.70
	406427	09/03/2013	139804	WOODCRAFT SUPPLY LLC	\$3,266.91
	406431	09/03/2013	135890	YOUTH FRONTIERS INC	\$1,500.00
11 - Total					\$54,814.05
14	406011	09/03/2013	136587	COVENTRY HEALTH & LIFE INS CO	\$140,868.20
14 - Total					\$140,868.20
17	405897	08/22/2013	132713	PROTEX CENTRAL INC	\$9,743.80
	405904	08/28/2013	132004	AFFORDABLE COMPUTER PRODUCTS INC	\$2,499.50
	405909	08/28/2013	106902	COMMUNICATION SERVICES INC.	\$2,513.00
	406045	09/03/2013	130648	DOSTALS CONSTRUCTION CO INC	\$1,640.00
	406214	09/03/2013	131899	MIDWEST STORAGE SOLUTIONS	\$1,418.67
	406256	09/03/2013	100013	OFFICE DEPOT 84133510	\$358.99
	406276	09/03/2013	102047	PAYLESS OFFICE PRODUCTS INC	\$4,405.00
	406291	09/03/2013	073210	PRAIRIE CONSTRUCTION COMPANY	\$26,775.00
	406347	09/03/2013	083175	SHEPPARD'S BUSINESS INTERIORS	\$21,556.99
	406391	09/03/2013	106493	TRITZ PLUMBING, INC.	\$580.00
	406399	09/03/2013	090900	UNIVERSITY PUB INC	\$1,442.70
	406409	09/03/2013	092323	VIRCO INC	\$73.53
17 - Total					\$73,007.18
50	405834	08/15/2013	019559	BOUND TO STAY BOUND BOOKS INC	\$22.25
	405835	08/15/2013	133589	CDW GOVERNMENT, INC.	\$98.00
	405894	08/22/2013	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	\$306.28
	405900	08/22/2013	083950	SOCIAL STUDIES SCHOOL SERVICE	\$53.73
	405982	09/03/2013	099220	DICK BLICK CO	\$55.52
	406021	09/03/2013	130731	D & D COMMUNICATIONS	\$373.80
	406030	09/03/2013	032800	DEMCO INC	\$79.22
	406045	09/03/2013	130648	DOSTALS CONSTRUCTION CO INC	\$19,500.00
	406217	09/03/2013	065400	MILLARD LUMBER INC	\$238.69
	406256	09/03/2013	100013	OFFICE DEPOT 84133510	\$82.08
	406265	09/03/2013	071138	ORIENTAL TRADING COMPANY	\$308.75

Millard Public Schools Check Register Prepared for the Board Meeting for Sep 3, 2013

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	406275	09/03/2013	071850	PAXTON PATTERSON LLC	\$367.50
	406280	09/03/2013	135385	PENN STATE INDUSTRIES	\$68.45
	406289	09/03/2013	072760	PITSCO INC	\$6,627.26
	406291	09/03/2013	073210	PRAIRIE CONSTRUCTION COMPANY	\$26,775.00
	406361	09/03/2013	100584	STAHL'S ID DIRECT	\$162.46
	406367	09/03/2013	134845	SUNTEX INTERNATIONAL INC	\$700.00
	406430	09/03/2013	100578	WT COX SUBSCRIPTIONS INC	\$723.71
50 - Total					\$56,542.70
Overall - Total					\$3,119,117.02

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **8/28/2013**BOE Meeting Date: **9/3/2013**Sale or Disposals Scheduled After: **9/3/2013**

Lot	Quantity	Description
1	50	laptops
2	10	desktop computers
3	1	play kitchen set
4	1	art wax kit
5	2	music keyboards
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Superintendent Goals for 2013-2014

MEETING DATE: September 3, 2013

DEPARTMENT: Board of Education

TITLE AND BRIEF DESCRIPTION: Each year the Board approves the goals set for the Superintendent

ACTION DESIRED: Approval

BACKGROUND:

OPTIONS/ALTERNATIVE CONSIDERATIONS:

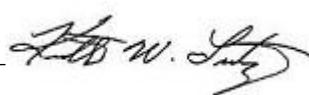
RECOMMENDATIONS: Approval

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIME LINE:

PERSONS RESPONSIBLE: Board of Education

SUPERINTENDENT'S APPROVAL:  _____

SUPERINTENDENT GOALS 2013-2014

- 1. The Superintendent will develop and implement a plan that will address the new boundary changes to balance enrollment.*
- 2. The Superintendent will provide budgetary and political options for our school district for board input given the financial implications of the study conducted by the Education and Revenue Committee(s) that may have an effect on our school district.*
- 3. The Superintendent will examine and present options for college and career ready assessments.*

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Video Intercom Project

MEETING DATE: September 3, 2013

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Contract for Video Intercom Project – The award of the contract for the installation of the “buzzer” systems in the schools.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND:

This contract award is related to the purchase and installation of what is frequently referred to as the “buzzer” systems – i.e., a video intercom system used to gain access to schools in the district.

You will note that the Invitation for Bids requested that the interested vendors submit a proposal for the installation of the video intercoms in the areas of the building being served by Kids Net. It was assumed that the Foundation would need to “buzzer” access in order to continue with the Kids Net program in the school. If so, the time to secure a good pricing for the additional cost was at the time of the original bids.

In light of the above, we are recommending that the District accept Alternate #1. Although the Foundation has not yet met, we assume that its board will approve the additional cost and reimburse the District accordingly.

For more information, see the attached Engineer’s Letter and Bid Tab.

OPTIONS AND ALTERNATIVES: n/a

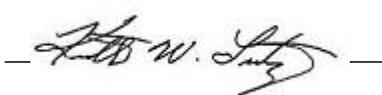
RECOMMENDATION: It is recommended that the contract for the video intercom project be awarded to Dakota Security in the amount of \$780,469 (with such amount including the Base Bid and Alternate #1) and that the associate superintendent for general administration be authorized to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT’S APPROVAL: 

August 27, 2013

Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

Attn: Dr. Ken Fossen

Project #13160: MPS District Security Upgrade Phase 1 - Video Intercom
RE: Bid Proposals dated August 27, 2013

Ken:

Bids were received for the District Wide Security Upgrade Phase -1 Video Intercom project in Conference Room A at the Don Stroh Administration Center on August 27, 2013 at 10:30 a.m. Per the attached bid tab, five bids were received. The low base bid was submitted by Dakota Security Systems in the amount of \$629,696 (six hundred twenty nine thousand six hundred and ninety six dollars). Dakota Security has completed many security projects throughout the country including recent work for Gretna Public Schools and University of Nebraska at Omaha. They also perform work for the Omaha Police Department and several other government agencies. We recommend proceeding with the low bid.

The bid amount of \$629,696 is quite a bit above the project estimate of \$429,400. Many factors contributed to the bids being over budget, and while the bids were not at the original estimate they were in line with expectations based upon the final design. Many factors contributed to the bid being over the original estimate. Several scheduling factors contributed to the increased cost. The desire to have the contractor install one video intercom station at the main entrance and one master station at each building before returning to each building a second time to install the remaining stations adds mobilization costs. We also dictated the order of schools based upon criteria set by the district and design team. The desired compressed timeline and associated liquidated damages add cost to the project as well and were not included in the original estimate. This work was originally budgeted as a summer project, and the need to perform the work during school including after hours adds additional cost. Finally, a different video intercom station was chosen for the front door at each building than was originally budgeted. This different station was more expensive, but included many important features such as a thinner profile keeping the station from being a "shelf", a completely stainless steel housing, and a larger more prominent activation button.

The next low bid was \$641,223. The relatively tight spread of the lowest three bids is indicative of good competitive pricing.

There was one add alternate for the project to provide an additional door video intercom station and a master station for the Kids Net program at each elementary school. Dakota had the lowest line item for Alternate #1 as well at \$150,773 (one hundred fifty thousand seven hundred seventy three dollars). We find this amount reasonable and recommend the district proceed.

Dakota indicated on their Bid Proposal they would finish the entire project by February 28, 2014 which agrees with the specifications. Dakota also listed they would finish the front door station and secretary master stations by the dates below. They were among the quickest of any of the proposals.

Elementary Schools:	October 20, 2013
Middle Schools:	October 31, 2013
High Schools:	November 12, 2013
Support Buildings:	November 28, 2013

4940 North 118th Street
Omaha, NE 68164
P: 402.491.4144

www.morrisseyengineering.com

We recommend a contract be awarded to Dakota Security Systems in the amount of \$629,696 (six hundred twenty nine thousand six hundred and ninety six dollars) plus \$150,773 (one hundred fifty thousand seven hundred seventy three dollars) for Alternate #1.

Please advise if you require any additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read 'A. Lang', is positioned above the printed name.

Andrew Lang, PE

Enclosure

c: Ed Rockwell - Millard Public Schools

PROJECT: MPS District Security Upgrade
Phase 1 - Video Intercom

BID DATE: 8/27/2013

BID TIME: 10:30 a.m.

MEI PROJECT NO.: 13160



BID TABULATION

BIDDERS	Base Bid	Alternate #1	Addendum 1/2/3	Bid Bond	Comments
Sentrixx	\$716,037	\$192,888	Y	Y	
Dakota Security	\$629,696	\$150,773	Y	Y	
Omaha Electric	\$796,875	\$200,328	Y	Y	
Commonwealth	\$641,223	\$169,606	Y	Y	
Stanley Security	\$851,770	\$210,750	Y	Y	

To furnish the security system as specified, delivered and installed complete as described in construction documents dated 8/2/13 for MPS District Security Upgrade Phase 1 - Video Intercom

AGENDA SUMMARY SHEET

AGENDA ITEM: Adoption of Proposed FYE14 Budget

MEETING DATE: September 3, 2013

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Adoption of Proposed FYE14 Budget – The adoption of the Superintendent’s Recommended FYE14 Budget

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND:

On August 19th, the board conducted the hearing required by Nebraska statutes before it may adopt its budget for the ensuing year. Copies of FYE14 Budget were given to the board members and made available to the public at that hearing.

Subsequent to the Public Hearing, the District received its certified property values. In the budgeting process, the District had estimated an increase of 0.70% in property values. The actual property values (certified) increased by only 0.56%, thus the receipts from property taxes (keeping the levy unchanged) decreased slightly.

In light of the above, the budget summary was amended accordingly. The amendments reflect the same tax levies (total \$1.23) discussed at the hearings. A copy of the original “Notice of Budget Hearing and Budget Summary” and a copy of the “Revised Budget Summary” are attached.

OPTIONS AND ALTERNATIVES: n/a

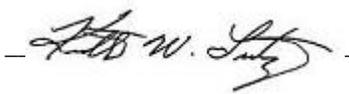
RECOMMENDATION: It is recommended that the FYE14 Budget be adopted as submitted in the Revised Budget Summary and that such document be incorporated herein in its entirety by this reference.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT’S APPROVAL: 

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

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

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

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 19th day of August, 2013 at 5:00 o'clock, P.M., at Don Stroh Administration Center (5606 S. 147th Street, Omaha, NE 68137) for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

Michael J. Kennedy Clerk/Secretary

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)
	2011-2012 (1)	2012-2013 (2)	2013-2014 (3)				
General	\$ 205,489,918.00	\$ 208,046,532.00	\$ 213,673,335.00	\$ 35,911,539.65	\$ 239,555,074.22	\$ 101,311.01	\$ 10,131,111.44
Depreciation	\$ 695,126.00	\$ 4,500,000.00	\$ 5,700,110.00		\$ 5,700,110.00		
Employee Benefit	\$ 27,865,020.00	\$ 27,000,000.00	\$ 31,402,240.00	\$ 1,000,000.00	\$ 32,402,240.00		
Contingency	\$ -	\$ -	\$ 1,000,000.00		\$ 1,000,000.00		
Activities	\$ 5,434,378.00	\$ 6,500,000.00	\$ 7,500,000.00	\$ 1,000,000.00	\$ 8,500,000.00		
School Lunch	\$ 11,282,027.00	\$ 13,000,000.00	\$ 14,000,000.00	\$ 1,000,000.00	\$ 15,000,000.00		
Bond	\$ 13,297,783.00	\$ 69,225,105.00	\$ 15,308,747.67	\$ 17,224,321.31	\$ 17,944,168.28	\$ 147,362.49	\$ 14,736,263.19
Special Building	\$ 7,236,072.00	\$ 10,000,000.00	\$ 50,325,151.86		\$ 49,413,357.00	\$ 9,210.04	\$ 921,004.90
Qualified Capital Purpose Undertaking	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -		
Student Fee	\$ 1,491,391.00	\$ 1,500,000.00	\$ 1,500,000.00	\$ -	\$ 1,500,000.00		
	\$ -	\$ -	\$ -	\$ -	\$ -		
TOTALS	\$ 272,791,715.00	\$ 339,771,637.00	\$ 340,409,584.53	\$ 56,135,860.96	\$ 371,014,949.50	\$ 257,883.54	\$ 25,788,379.53

Total Personal and Real Property Tax Requirement For Bonds

\$ 14,736,263.19

Total Personal and Real Property Tax Requirement for ALL Other

\$ 11,052,116.34

REVISED BUDGET SUMMARY

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)	
	2011-2012 (1)	2012-2013 (2)	2013-2014 (3)					
General	\$ 205,489,918.00	\$ 208,046,532.00	\$ 213,673,335.00	\$ 35,899,902.75	\$ 239,555,074.22	\$ 101,193.47	\$ 10,119,357.00	Total Personal and Real Property Tax Requirement For Bonds
Depreciation	\$ 695,126.00	\$ 4,500,000.00	\$ 5,700,110.00		\$ 5,700,110.00			
Employee Benefit	\$ 27,865,020.00	\$ 27,000,000.00	\$ 31,402,240.00	\$ 1,000,000.00	\$ 32,402,240.00			\$ 14,719,065.00
Contingency	\$ -	\$ -	\$ 1,000,000.00		\$ 1,000,000.00			
Activities	\$ 5,434,378.00	\$ 6,500,000.00	\$ 7,500,000.00	\$ 1,000,000.00	\$ 8,500,000.00			Total Personal and Real Property Tax Requirement for ALL Other
School Lunch	\$ 11,282,027.00	\$ 13,000,000.00	\$ 14,000,000.00	\$ 1,000,000.00	\$ 15,000,000.00			
Bond	\$ 13,297,783.00	\$ 69,225,105.00	\$ 15,308,747.67	\$ 17,207,295.11	\$ 17,944,168.28	\$ 147,190.50	\$ 14,719,065.00	\$ 11,039,299.00
Special Building	\$ 7,236,072.00	\$ 10,000,000.00	\$ 50,324,099.59		\$ 49,413,357.00	\$ 9,199.41	\$ 919,942.00	
Qualified Capital Purpose Undertaking	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -			
Student Fee	\$ 1,491,391.00	\$ 1,500,000.00	\$ 1,500,000.00	\$ -	\$ 1,500,000.00			
0	\$ -	\$ -	\$ -	\$ -	\$ -			
TOTALS	\$ 272,791,715.00	\$ 339,771,637.00	\$ 340,408,532.26	\$ 56,107,197.86	\$ 371,014,949.50	\$ 257,583.38	\$ 25,758,364.00	

AGENDA SUMMARY SHEET

AGENDA ITEM: Adoption of FYE14 Property Tax Requests

MEETING DATE: September 3, 2013

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Adoption of FYE14 Property Tax Requests – The board action required by Nebraska law if the district desires to adopt property tax requests which differ from the property tax requests of the prior year.

ACTION DESIRED: Approval Discussion Information Only

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

Based on the district's FYE14 Budget, the tax requests for the general fund, bond fund, and special building fund need to be modified as follows:

<u>Fund</u>	<u>FYE13 Tax Request</u>	<u>FYE14 Tax Request</u>	<u>FYE14 Tax Levv</u>
General Fund	\$ 10,062,581	\$10,119,357	0.1100
Bond Fund	\$ 12,806,921	\$14,719,065	0.1600
Building Fund	\$ 914,780	\$ 919,942	<u>0.0100</u>
			0.2800

A proposed Resolution incorporating property tax requests consistent with the FYE14 Budget adopted by the Board is attached.

A copy of the original "Notice of Special Hearing to Set Final Tax Request" (which was published prior to the August 19th Public Hearing) and a copy of the "Revised Final Tax Request" are attached. The revised numbers are the ones being proposed for adoption by the board.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: It is recommended that approval be given to the Resolution Regarding FYE14 Property Tax Requests as submitted and that such resolution be incorporated in its entirety into this motion.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

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

SUPERINTENDENT'S APPROVAL: 

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

Resolution Regarding FYE14 Property Tax Requests

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

1. That, in accordance with *Neb. Rev. Stat. §77-1601.02*, the board finds and determines that, in order to fund its adopted FYE14 budget, the property tax requests for the general fund, bond fund, and building fund should be and hereby are modified from the previous year as follows:

<u>Fund</u>	<u>FYE13 Tax Request</u>	<u>FYE14 Tax Request</u>	<u>FYE14 Tax Levy</u>
General Fund	\$ 10,062,581	\$10,119,357	0.1100
Bond Fund	\$ 12,806,921	\$14,719,065	0.1600
Building Fund	\$ 914,780	\$ 919,942	<u>0.0100</u>
			0.2800

2. That the Douglas County Board of Equalization establish FYE14 property tax levies for the Millard Public Schools consistent with the requests contained hereinabove.

Notice of Special Hearing To Set Final Tax Request

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

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1601.02, that the governing body will meet on the 19th day of August 2013 at 5:00 o'clock P.M., at Don Stroh Administration Center (5606 S. 147th Street, Omaha, NE 68137) for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.

2012/13 Budget Information

2013/14 Budget Information

Fund	2012-2013 Property Tax Request	2012 Tax Rate	Property Tax Rate (2012-2013 Request Divided By 2013 Valuation)	2013-2014 Proposed Property Tax Request	Proposed 2013 Tax Rate
General Fund	10,062,581.00	0.110000	0.109255	10,131,111.44	0.110000
Bond Fund(s) K - 12	12,806,921.00	0.140000	0.139052	14,736,263.19	0.160000
Bond Fund(s) K - 8			0.000000		0.000000
Bond Fund(s) 9 - 12			0.000000		0.000000
Bond Fund _____			0.000000		0.000000
Special Building Fund	914,780.00	0.010000	0.009932	921,004.90	0.010000
Qualified Capital Purpose Undertaking Fund K - 12			0.000000	-	0.000000
Qualified Capital Purpose Undertaking Fund K - 8			0.000000		0.000000
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000		0.000000

Revised Final Tax Request

2012/13 Budget Information
2013/14 Budget Information

Fund	2012-2013 Property Tax Request	2012 Tax Rate	Property Tax Rate (2012-2013 Request Divided By 2013 Valuation)	2013-2014 Proposed Property Tax Request	Proposed 2013 Tax Rate
General Fund	10,062,581.00	0.110000	0.109255	10,119,357.00	0.110000
Bond Fund(s) K - 12	12,806,921.00	0.140000	0.139052	14,719,065.00	0.160000
Bond Fund(s) K - 8			0.000000		0.000000
Bond Fund(s) 9 - 12			0.000000		0.000000
Bond Fund _____			0.000000		0.000000
Special Building Fund	914,780.00	0.010000	0.009932	919,942.00	0.010000
Qualified Capital Purpose Undertaking Fund K - 12			0.000000	-	0.000000
Qualified Capital Purpose Undertaking Fund K - 8			0.000000		0.000000
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000		0.000000

AGENDA SUMMARY SHEET

AGENDA ITEM: Limited English Proficiency (LEP) Plan for 2014-2015 School Year for State Aid

MEETING DATE: September 3, 2013

DEPARTMENT: Educational Services

TITLE AND

BRIEF DESCRIPTION: LEP Plan for 2014-2015 School Year for State Aid

ACTION DESIRED: Approve Plan

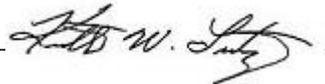
BACKGROUND: For the certification of 2014-2015 State aid, every school district is required to designate a maximum Limited English Proficiency Allowance. The designation may be zero dollars or it may be an estimated dollar amount greater than zero dollars. This designation must be filed with the Department of Education on or before October 15, 2013. If a school district elects to designate a maximum Limited English Proficiency Allowance greater than zero dollars, the school district must also file a Limited English Proficiency Plan, on or before October 15, 2013, utilizing the NDE Grants Management System. In addition, the LEP Plan must be reviewed and approved by Learning Community Subcouncil #4 and the Learning Community Coordinating Council (LCCC).

RECOMMENDATIONS: Approve LEP Plan as submitted.

STRATEGIC PLAN REFERENCE: None

TIMELINE: Immediate implementation

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

SUPERINTENDENT'S APPROVAL:  -
(Signature)

LC Limited English Proficiency Plan - 1150

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

Application: 2014-2015 LC LEP and Poverty Plans - 00

Cycle: Original Application

Estimated Expenditures

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

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

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

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

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

1150-800	Total Limited English Proficiency Expenditures	<input type="text" value="900,000"/>
		X .85
1150-900	Estimated Limited English Proficiency Allowance	<input type="text" value="765,000"/>

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

Limited English Proficiency Plan 2014-2015

Identification of Students with Limited English Proficiency

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

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

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

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

The tester will complete the following tasks:

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

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

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

Instructional Approaches

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

There are many program models for students who are acquiring English as an additional language. Because we serve a population that represents great diversity in language and culture, the ELL program in Millard is a content-based English Language Development (ELD) program in which students are grouped by language ability level. Group assignments are flexible and temporary, changing according to the learners’ needs. Students spend the majority of the school day mainstreamed in the general education program, receiving relevant, meaningful support services from highly trained ELL teachers in ELL classes.

The K-12 English Language Development Standards and Indicators have been written by Millard teachers and are aligned to the Nebraska K-12 Guidelines for English Language Proficiency (June, 2011), the State and District K-12 Language Arts Standards and the PreK-12 English Language Proficiency Standards published by Teachers of English to Speakers of Other Languages (TESOL, 2006). These standards draw on current theory, sound classroom practice, and educational standards from an array of national organizations and states. There is a focus on oral language and literacy development through academic content. Additionally, there is emphasis placed on the importance of the students’ native languages and cultures, the social and sociocultural dimensions of language acquisition, and the intercultural and cross-cultural connections among languages, peoples, and societies.

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

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

Lessons in the ELL classroom are centered on the four domains of language: reading, writing, speaking and listening. Teachers place an emphasis on building background and developing vocabulary to support students in the core content program, especially in the areas of literacy and math. Instructional strategies based on research and practical experiences are used to maximize student involvement in classroom activities.

Additionally, ELL teachers have been trained in the theoretical principles of second language acquisition and receive on-going staff development in best practices for teaching limited English proficient (LEP) students.

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

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

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

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

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

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

Assessment of students' progress toward mastering the English language

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

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

with a teacher's recommendation.

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

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

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

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

- English Language Development Assessment (ELDA)
- MPS Student Progress Rubric/Checklist of Essential Learning
- AIMSWeb literacy benchmark testing (K-8)
- ELL Program Benchmark Writing Sample
- Rigby ELL Assessment Kit (Listening & Speaking) (Elementary)

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

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

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

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

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

*At least one objective measure MUST be included (either a language proficiency assessment OR an assessment that measures content standards).

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

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

For K-2 students, teachers may consider the student's performance in the general education classroom, educational background of the student, and review of length of time in the ELL Program.

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

Evaluation to determine the effectiveness of the LEP Plan elements

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

In Millard Public Schools, this is accomplished through The *Instructional Approaches, Curriculum, and Assessment Review Procedures for the ELL Program*.

According to these review procedures, a committee of teacher representatives from K-12 ELL, a principal from an ELL program site, and the ELL Coordinator meet annually to carry out a program review. The committee is charged with reviewing ELL practices, procedures and documents to ensure compliance to district and state policy and rule and adoption of best practices. Participants synthesize research and data to identify program strengths and weaknesses. A thorough review of ELL identification procedures, instructional approaches, proficiency standards and indicators, and assessment procedures is also conducted.

Based on review and analysis of student and program data, goals for improving student learning are established. The goals are stated as clear, concise, measurable goals for student achievement. Some goals may indirectly impact student achievement, such as suggested improvements for processes and procedures and recommendations for curriculum review.

Modifications to the program are recommended based on the results of data analysis and review of the program implementation practices. The modifications are designed to assist students in overcoming language barriers that may prevent them from participating meaningfully in the core curriculum program.

The evaluation process is repeated annually, with data collection occurring in the fall, review of data with program recommendations in the winter, and implementation of changes in the spring. Findings and recommendations are reported in the English Language Learner Program Year End Report, which is included with the Educational Services Year End Report and submitted to the Superintendent and Board of Education. The report is free of any personally identifiable information, is available to the public, and is retained in an electronic format indefinitely.

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

The committee analyzes student program data and procedures, including:

- Identification of ELL students
- Implementation of the ELL Program, including instructional approaches
- Program staffing
- Assessment, including accommodations for ELL students on district and state assessments
- Program exit requirements
- Results of the English Language Development Assessment (ELDA), state content (NeSA) assessments, and other relevant assessments and data
- The process for monitoring students who have been re-designated English fluent for less than two years, including a comparison of academic performance to non-ELL students

Data analysis utilizes descriptive statistics, including frequencies and means. Trends in data are observed over time.

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

The evaluation process is repeated annually, with data collection occurring in the fall, review of data with program recommendations in the winter, and implementation of changes in the spring.

Other

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

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

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

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

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

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

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

Ongoing professional development is provided to general education teachers, literacy interventionists, speech pathologists, resource teachers, and ELL teachers to support instruction in language and vocabulary. An emphasis is placed on collaboration between specialists and classroom teachers to promote shared expertise for problem solving that results in focused and explicit goals for student improvement.

Regular meetings are held with principals in ELL Program sites to evaluate and revise current practices and promote a shared vision and approach for addressing English language development.

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

Yes No **X**

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

Yes No **X**

AGENDA SUMMARY SHEET

AGENDA ITEM: Poverty Plan for 2014-2015 School Year for State Aid

MEETING DATE: September 3, 2013

DEPARTMENT: Educational Services

TITLE AND

BRIEF DESCRIPTION: Poverty Plan for 2014-2015 School Year for State Aid

ACTION DESIRED: Approve Plan

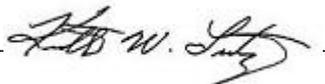
BACKGROUND: For the certification of 2014-2015 State aid, every school district is required to designate a maximum Poverty Allowance. The designation may be zero dollars or it may be an estimated dollar amount greater than zero dollars. This designation must be filed with the Department of Education on or before October 15, 2013. If a school district elects to designate a maximum Poverty Allowance greater than zero dollars, the school district must also file a Poverty Plan, on or before October 15, 2013, utilizing the NDE Grants Management System. In addition, the 2014-2015 Poverty Plan must be reviewed and approved by Learning Community Subcouncil #4 and the Learning Community Coordinating Council (LCCC).

RECOMMENDATIONS: Approve 2014-2015 Poverty Plan as submitted.

STRATEGIC PLAN REFERENCE: None

TIMELINE: Immediate implementation

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

SUPERINTENDENT'S APPROVAL:  -
(Signature)

LC Poverty Plan - 1160

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

Application: 2014-2015 LC LEP and Poverty Plans - 00

Cycle: Original Application

Estimated Expenditures

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

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

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

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

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

1160-800	Total Poverty Expenditures	<input type="text" value="1,170,000"/>
		X .85
1160-900	Estimated Poverty Allowance	<input type="text" value="994,500"/>

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

Poverty Plan 2014-2015

Poverty Plan – Attendance and Mobility

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

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

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

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

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

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

Due to the comprehensive juvenile intervention law (LB 800) this District refers all students who are "excessively" absent which is defined in the aforementioned law as being absent

from school, excused or unexcused, for more than twenty school days or the hourly equivalent to the county attorney for disposition.

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

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

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

Notwithstanding the above, transportation services (i.e., via buses, vans, and even taxi cabs) are provided to open enrollment students pursuant to the provisions of Neb. Rev. Stat. §79-611 as amended by LB 585 as follows: “The school board of any school district that is a member of a learning community shall provide free transportation for a student who resides in such learning community and attends school in such school district if (i) the student is transferring pursuant to the open enrollment provisions of section 79-2110, qualifies for free or reduced-price lunches, lives more than one mile from the school to which he or she transfers, and is not otherwise disqualified under subdivision (2) (c) of this section, (iii) the student is attending a focus school or program and lives more than one mile from the school building housing the focus school or program, or (iv) the student is attending a magnet school or program and lives more than one mile from the magnet school or the school housing the magnet program.”

“(2) (c) For any student who resides within a learning community and transfers to another school building pursuant to the open enrollment provisions of section 79-2110 and who had not been accepted for open enrollment into any school building within such district prior to the effective date of this act, the school board is exempt from the requirement of subdivision (2) (a) of this section if (i) the student is transferring to another school building within his or her home school district or (ii) the student is transferring to a school building in a school district that does not share a common border with his or her home school district.”

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

Millard Public School Policy/Rule
Pupil Services
K-12 Transfer of Students within the District 5110.1

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

- I. K-12 Within-District Transfers
 - A. A parent of a Kindergarten through twelfth grade student who is currently enrolled in the District may submit a request to have his/her student attend a different school or special program during the current or next school year. Such requests shall be made in accordance with the following procedures.
- II. Student Eligibility for Within-District Transfers
 - A. Any K-12 student whose parents reside in the District attendance area.
 - B. Any K-12 student who is currently attending the District under Option Enrollment.
 - C. Any K-12 student who has been accepted into a specific building under the Open Enrollment provision as long as the request is for the subsequent year in which enrollment was granted.
- III. Limitations and Restrictions on Student Eligibility
 - A. Students will not be allowed to transfer to another school during suspension or expulsion. A student's disciplinary record will be considered and students with extensive disciplinary records will not be considered for transfer unless it is determined to be in the best interests of the student or the school.
 - B. The within-district transfer policy will not apply to or alter a student's mandatory reassignment.
 - C. If the student is in a special education program, the approval recommendation of the Director of Special Education will be based upon the student's individualized education program and educational needs; class size; related service needs; transportation arrangements as may be required by law; the allocation of specially trained staff and personnel; facility issues; and the allocation of equipment or materials necessary to provide an appropriate education program.
 - D. If the student receives ELL services, the recommendation of the Superintendent or designee will be based upon the student's educational needs and the allocation of specially trained staff and personnel.
- IV. Conditions of Transfers

- A. Student Withdrawal from Special Program: Any student approved for a within-district transfer to attend a special program in the District who subsequently withdraws from participation in such program shall have his/her within-district transfer approval revoked. Such student shall be reassigned to the school he/she would have attended if the within-district transfer had not been approved.
 - B. Students of parents who move from one school's attendance area to that of another within the District during the school year may continue attending the original school for the remainder of the current school year and start attendance at the assigned school with the commencement of the next school year. If the parents want their student to remain at the original school and complete the grades there, they may apply for a within-district transfer even though the original school is closed to transfers for students who have not been attending that school.
 - C. Once a student is transferred to a particular school, the parents need not re-apply unless they want the student to transfer back to the student's home school or to another school at the same level (elementary school, middle school, or high school) in the District.
 - D. Within-district transfers are only for the educational level (elementary school, middle school, or high school). As the student moves from elementary into middle school or from middle school into high school, another within-district transfer must be filed. If not, the student will attend their assigned school.
 - E. The Superintendent or designee may reassign a student should it be determined that circumstances justify such reassignment.
 - F. Once a transfer is approved, every effort will be made to make the transfer permanent; however, the District reserves the right to reassign transferred students back to their home school.
 - G. Unless special safety, health, or program issues are involved, no student will be granted more than one transfer per school year.
- V. Transportation
- A. Transportation for students who transfer within the District must be provided by the student's parents or legal guardian unless as otherwise required by law.
- VI. Within-District Transfer Applications
- A. A Within-District Transfer Request Form should be completed and returned to the Office of Pupil Services.
 - B. Students who desire to attend a special program may be required to complete a Within-District Transfer Form in the event that a program waitlist may be necessary.

- C. Only one Within-District Transfer Request Form may be completed at any given time for an individual student.
- VII. Determination of Schools Open to Within-District Transfers
- A. The Superintendent or designee will recommend which schools, programs, grades or classes are to be considered open to within-district transfers.
 - B. The Superintendent or designee will base recommendations on available space, curriculum, class size, personnel and staffing requirements, facility issues, the allocation of equipment and materials, and anticipated growth for the school, program, grade, or class.
 - C. The Board will approve annually any schools, programs, grades or classes that are to be open to within-district transfers.
- VIII. K-12 Within-District Transfer Requests for the Subsequent School Year
- A. Application Timeline
 - 1. Applications Open: Parents may submit applications for within-district transfers to the Office of Pupil Services anytime after September 1 of the year preceding the school year in which the transfer would take effect if approved.
 - 2. Applications Deadline: Applications for within-district transfers must be delivered by U.S. mail postmarked on or before February 15 of the preceding school year or by personal delivery, received no later than 5:00 p.m. on February 15 of the preceding school year. Applications must be completed by the parent, legal guardian or emancipated minor student.
 - 3. The application period for within-district transfers will re-open after the open enrollment application process is completed. Within-district transfer applications will be accepted on a first come-first serve basis.
 - B. Approval Process
 - 1. Applications for within-district transfers will be approved for a specific building or program based upon the order outlined in Section VII (C) below.
 - 2. If requests for within-district transfers exceed capacity, a random drawing in the order outlined in Section VII (C) below will determine which applications are approved.

C. Order of Approval

1. School Attendance Area Students

- a. Special Programs by Grade

2. Other District Resident Students

- a. Millard Resident Siblings
- b. Special Programs by Grade
- c. Regular Program by Grade

3. Non-Resident Open Enrollment Students

- a. Special Programs by Grade
- b. Regular Program by Grade

4. Non-Resident Option Enrollment Students

- a. Special Programs by Grade
- b. Regular Program by Grade

5. All other Non-Resident Students

- a. Special Programs by Grade
- b. Regular Program by Grade

D. Notification to Parents: The District shall notify the parents of the approval or denial of their student's request for within-district transfer on or before March 1 of the preceding school year.

E. Acceptance by Parents: After receiving notification of approval of a within-district transfer, the parent shall accept such transfer in writing by completing the District's enrollment process for the student on or before noon on March 10 (or noon the following Monday if March 10 is on a weekend) of the preceding school year.

IX. K-12 Within-District Transfers for the Current School Year

A. Parents may submit applications for within-district transfers for the current school year to the Office of Pupil Services after the first day of school and prior to January 15 of the current year.

B. The Superintendent or designee will determine whether the transfer request will be granted or denied after considering the following factors:

- 1. The reasons for the within-district transfer request.

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

Millard Public Schools District Policy/Rule

Pupil Services

Enrollment of Students: Learning Community Open Enrollment 5100.8

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

I. General Statement

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

II. Application Process

- A. For a student to attend the District as a Learning Community open enrollment student, the student, parent or legal guardian shall submit an application to the District from the time the application is made available by the Learning Community and 5:00 pm on March 15 for open enrollment for the next school year. All such applications must either be postmarked by March 15 or personally delivered to the

District's Superintendent's Office, 5606 South 147 Street, Omaha, NE 68137, by 5:00 p.m. on March 15.

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

III. **Acceptance or Rejection of Applications**

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

of the school building or program to which he or she has applied and for which he or she is eligible.

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

IV. **Continuing Students**

- A. Any student who attended a particular school building in the prior school year and who is seeking education in the grades offered in such school building shall be allowed to continue attending such school building as a continuing student.
- B. On or before February 15 of each year, a parent of a student who is currently attending a school building or program, except a magnet school, focus school, or focus program, outside of the attendance area where the student resides and who will complete the grades offered at such school building prior to the following

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

V. Duties to Students

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

VI. Credits and Graduation

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

VII. Students Ineligible for Open Enrollment

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

VIII. New Residence

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

IX. School Building Change for Emergency or Hardship Reasons

- A. A parent of a student who wishes to change school buildings for emergency or hardship reasons may apply directly to the District's Superintendent at any time for the student to attend a school building outside of the attendance area where the student resides. Such application shall state the emergency or hardship and shall be kept confidential by the District. The District's Superintendent shall accept or reject such application within fifteen days after receiving the application.

Applications shall only be accepted if an emergency or hardship was presented which justified an exemption from the procedures of this Rule based on the judgment of the District's Superintendent, and such acceptance shall not exceed the number of applications that will be accepted for the school year for such building.

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

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

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

XI. Transportation or Allowance

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

Learning Community.

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

XII. **Maximum Capacity of School Buildings**

- A. On or before March 1, the District shall have completed and submitted an Enrollment Capacity Data Worksheet for each school building in the District to the Learning Community Coordinating Council, reporting the maximum capacity and total projected enrollment, including intradistrict transfers, if any, before open enrollment for each school building for the following year.
- B. In establishing a maximum capacity for each school building, the District shall follow the specific criteria, procedures, definitions and instructions set forth in the Diversity Plan of the Learning Community and the Learning Community's Enrollment Capacity Data Sheets, and, in addition, shall take into consideration any unique circumstances having an impact on enrollment capacity. Such unique circumstances having an impact on enrollment capacity shall include, but shall not be limited to, planned expansion and increases of enrollment, projected future enrollments, growth issues pertaining to instructional staff, class size and unassigned instructional space, housing construction projections, and planned accommodations for future enrollment growth.

XIII. **Promotional Efforts and Information**

- A. The District will collaborate with the Learning Community and with the other member school districts of the Learning Community, in promotional efforts to encourage open enrollment participation.
- B. On or before February 15, the District shall make available to the general public certain information, in compliance with the applicable requirements of the Learning Community's Diversity Plan, for each school building operated by the District, by sending such required information to the Learning Community for dissemination to the general public.

XIV. **Open Enrollment Report**

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

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

XV. Definitions

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

Millard School District Policy/Rule

Enrollment of Students: Non-Resident Students: Enrollment Option Programs 5100.3

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

- I. General Statement. Nebraska law enables any kindergarten through twelfth grade Nebraska student to attend a school in a Nebraska public school district in which the student does not reside subject to limitation standards authorized by law and adopted by the public school district. The option is only available once to each student prior to graduation unless the student relocates in a different resident school district; or the option school district merges with another district; or the option school district is a Class I district.
- II. Standards for Acceptance and Rejection.
 - A. Capacity. The Board shall annually adopt a resolution on or before April 1 setting forth its specific standards for acceptance and rejection of applications as an option

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

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

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

III. Application, Cancellation, and Student Records.

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

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

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

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

- H. "Siblings" shall mean all children residing in the same household on a permanent basis who have the same mother or father or who are stepbrother or stepsister to each other.

Transportation Option Summary

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

4. Describe any additional services, supports, or resources available for students who miss instruction due to absence or mobility.
 - A. Teacher provides work missed due to absence per policies 5200.1 (E) and 6235.1 (3)

Make-up Work for Excused and Unexcused Absences

 - a. Schoolwork missed due to an excused or unexcused absence, must be completed to the satisfaction of each teacher whose class was missed.
 - b. Students will have a minimum of one (1) school day for each day of absence, to make up missed schoolwork. Students who do not make up their work within the prescribed time limits will not receive credit for the work missed.
 - c. Make-up work may be provided prior to a planned absence if the lessons and assignments have already been planned for and prepared by the teacher in the context of having created the weekly lesson plans. Make-up work provided to a student in advance of their absence does not guarantee that no additional work may need to be completed upon their return to school. Students who do not request missed work in advance will be provided all assigned work when the student returns from an absence.
 - d. Providing early or late semester exams is at the discretion of the building principal or the principal's designee.

During prolonged absence due to illness, the parent may call the school office to make arrangements for picking up the missed work.

When the school administration has given approval for a student to participate in school sponsored programs, such as High Ability Learners (HAL) Seminars, music programs, dramatics, or athletics, the student should not be penalized for not being present to take tests and participate in the daily work. The student shall be given an opportunity to make up any work missed.

- B. The Millard Public Schools Response to Instruction + Intervention (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. 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.

- C. Summer School and Night School are available for students who need additional access.

Poverty Plan – Parental Involvement

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

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

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

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

The school district seeks parental involvement through district policy 10,000. The policy calls teams of teachers, parents, administrators and staff to lead each school improvement team and deal with many issues including those that impact students in poverty. In addition the focus will be on increasing attendance at parent/teacher conferences and regular school programs.

The district has implemented an online conversation forum (Engage Millard www.EngageMillard.com) in which parents and community members can share thoughts and ideas. This tool provides families with an additional mode of engagement that might better suit their schedule and communication preferences.

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

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

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

The strategic planning team will:

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

This team will address issues for students in poverty.

A district-level Title I Annual Parent Meeting is held for the purpose of receiving input from parents of students who attend programs or receive services through Title I. All parents are invited and principals additionally extend a personal invitation to parent representatives to encourage attendance and broaden the collective perspective of the group.

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

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

Poverty Plan – Instructional Services

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

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

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

The MPS ensures that teaching time is free of interruption. We have increased the total hours of uninterrupted teaching time to 1161 hours in each elementary school, 1215 hours in each middle school and 1170 hours in each high school. We have increased the number of days of instruction for all levels to 180 school days.

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

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

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

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

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

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

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

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

Poverty Plan – Specialized Services

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

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

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

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

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

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

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

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

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

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

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

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

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

17. Describe summer school programs for students in poverty.

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

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

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

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

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

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

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

Poverty Plan – Professional Development

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

New Teachers to the Millard Public School System

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

New Staff Induction Program Description:

Year 1: Mentoring Relationships

Year 2: Peer Coaching Partnerships

Year 3: Extended Professional Experiences

Definitions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assignment of Responsibility for New Staff Induction:

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

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

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

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

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

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

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

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

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

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

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

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

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

Induction Plan for Reassigned Staff:

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

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

2008-2015 Culturally Responsive Teaching Training in Millard Public Schools

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

All 1800 certificated staff participated in the multi-year training. The training had two phases. Due to the size of MPS staff included, the staff development was planned to be implemented by grade levels of elementary, middle and high school. Phase one included a four hour awareness workshop and one hour focus group. Phase two included a year of on-line learning that can be repeated each year with updated materials/activities. The charts below reflect the staff involved in each phase by year.

Phase 1

Summer 2008	2008-2009	2009-2010	2010-2011
Building & District Administrators	Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff	Middle School Staff New Elementary Staff New PK-12 Psychologists New PK-12 SpEd Itinerant Staff New Administrators	High School Staff New Middle School Staff New Elementary Staff New PK-12 Psychologists New PK-12 SpEd Itinerant Staff New Administrators

Phase 2

2009-2010	2010-2011	2011-2013 – <i>Reaching Each Student</i>
Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff Elementary Administrators	Middle School Staff Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff Elementary & Middle School Administrators	<p>In 2011-2013 veteran staff participated in culturally responsive staff development also called <i>Reaching Each Student</i>. This staff development was differentiated to each building needs and directed by their building leadership. An ANGEL Community Group called <i>Reaching Each Student</i> was populated with a wealth of resources for buildings to utilize.</p> <p>In 2011-2012- new staff participated in an introductory class called <i>Reaching Each Student</i>. The new staff met face to face and via ANGEL during the second semester of their first year. The primary goals of this class were to 1) consider cultural lenses of teachers and students (age, gender, race, poverty); 2) identify current Culturally Responsive Teaching practices in alignment with the Millard Instructional Model; and 3) consider possible changes to Culturally Responsive Teaching practices.</p>

		<p>In 2012-2013 new staff did not participate in this same class. We moved this required training to 2nd year staff responsibilities so these new hires will participate in 2013-2014.</p>
--	--	---

2013-2015

In 2013-2014 *Culturally Responsive Teaching* became a 2nd year staff member commitment. All 2nd year staff members were invited to a class during Fall Workshop taught by UNO Professor, Dr. Sarah Edwards. The primary goals of this class are to 1) consider cultural lenses of teachers and students (e.g. age, gender, race, poverty); 2) identify current *Culturally Responsive Teaching* practices in alignment with the Millard Instructional Model; and 3) consider possible changes to *Culturally Responsive Teaching* practices. Any 2nd year staff members who did not attend this session were asked to complete an *Introduction to Culturally Responsive Teaching via ANGEL*, our on-line learning management system. The plan for 2nd year staff in 2014-2015 will be identical to 2013-2014.

The plan for 2013-2015 for all 1800 salaried staff members will be to continue their differentiated experiences based on their Building Staff Development Plans. Principals are asked to create a plan that meets the needs of their staff and students. These staff development plans are entitled *Reaching Each Student*. Parameters for these staff development plans are listed below.

1. Differentiate your plan by building.
 2. Collaboratively create & communicate plan with stakeholders by pre-assessing building needs (e.g. review school data, survey staff, survey community)
 3. Establish S.M.A.R.T. goal/plan to improve culture of building and close the gap in student achievement. The S.M.A.R.T. goal will help buildings measure their success.
 4. Office of Staff Development will provide several resources in the ANGEL community group Reaching Each Student. Administrators or designee may enroll by PIN using section ID: RES_2011
 5. These resources can be copied and/or developed in your building ANGEL community groups and/or used in face-to face sessions
23. Describe other specialized services, supports, or resources for teachers and administrators to address the educational needs of students in poverty and students from diverse backgrounds.

Millard Public Schools uses a point allocation system that takes into account students of poverty at the elementary and middle school level. Using a 'weighting' factor based upon the number of poverty students enrolled provides additional staffing points to the building. Decisions on staffing are made to best support student needs.

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

To address student needs in the areas of language and vocabulary, we will increase the scope of professional development provided to a collective group of resource teachers, reading interventionists, Speech Language Pathologists, and English Language Learner teachers. In addition, work has begun to develop a systematic approach to language interventions, which is expected to be in place by 2014-15.

Poverty Plan – Evaluation

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

Purpose:

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

Methodology:

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

Data Analysis and Reporting:

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

Poverty Plan – Other

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

Millard Public Schools is experiencing a change in demographics and socioeconomic status, which is reflected in the attached chart.

	Millard Public Schools Ethnic and Socioeconomic Diversity						
	Percentage of Total Enrollment						
	01-02	03-04	05-06	07-08	09-10	11-12	12-13
White	94.00	92.45	90.54	88.13	87.56	82.72	81.82
Black or African American	1.70	2.25	2.55	3.12	3.19	2.99	2.94
Hispanic	1.82	2.26	3.14	4.23	4.32	6.52	6.95
Asian	2.21	2.78	3.46	4.17	4.51	4.55	4.83
Am. Indian/Alaskan Native	0.28	0.27	0.31	0.35	0.42	0.35	0.31
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	0.28	0.23
Two or More Races	N/A	N/A	N/A	N/A	N/A	2.59	2.92
Free/Reduced Price Lunch Participants	6.3	8.8	9.9	11.7	15.9	20.1	19.7

AGENDA SUMMARY SHEET

Meeting Date: September 3, 2013

Department Human Resources

Action Desired: Approval

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

Options/Alternatives Considered: N/A

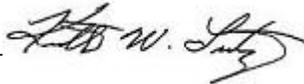
Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Jim Sutfin, Ed.D.

Superintendent's Signature: _____  _____

September 3, 2013

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired for the 2013/2014 school year:

1. Jessica A. D'Astous – MA+6 – College of St. Mary. Media Specialist (.6) at Willowdale Elementary School for the 2013-2014 school year.
2. Julie M. Reineke – BA+6 – University of Nebraska, Omaha. Chapter 1 Teacher (.5) at Holling Heights Elementary School for the 2013-2014 school year. Previous Experience: St. John the Baptist School, Plattsmouth, Nebraska (2002-2005); Millard Public Schools (2013)

September 3, 2013

RESIGNATIONS

Recommend: The following resignation be accepted:

1. Victoria L. Hoskovec – Director of Technology for Millard Public Schools. Resigning effective September 6, 2013 to accept a position at College of St. Mary.

AGENDA SUMMARY SHEET

Agenda Item: Staff Development

Meeting Date: September 3, 2013

Division: Human Resources

Title and Brief Description: 2012-2013 Office of Staff Development Annual Report

Action Desired: _____Approval _____Discussion X Information

Background: Millard Public Schools (MPS) staff development directly supports the MPS Strategic Plan, the Superintendent Goals, and all local, state and federal legal requirements. This Annual Update/Final Report shares only a snapshot of the offerings coordinated by the Office of Staff Development. It also does not reflect all of the building staff development or all of the various professional development coordinated by other District offices.

Options/Alternatives Considered: N/A

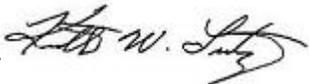
Recommendations: N/A

Strategic Plan Reference: Strategy (implemented 1990) – We will develop and implement plans to ensure the highest quality staff.

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Dr. Kim Saum-Mills, Director of Staff Development & Instructional Improvement
Dr. Jim Sutfin, Assistant Superintendent of Human Resources

Superintendent's Signature: _____  _____

**Office of Staff Development
2012-2013 Annual Report**



Contents

PURPOSE & DEFINITION OF MPS STAFF DEVELOPMENT	2
BACKGROUND INFORMATION	3
STRATEGIC PLAN PROFESSIONAL DEVELOPMENT FOCUS & DISTRICT STAFF DEVELOPMENT PLANS	4
RTI+I TIER I: BEST LEARNING PRACTICES	4
RTI+I: PROCESS AND PROCEDURES IMPLEMENTATION	5
PROFESSIONAL LEARNING COMMUNITIES	5
FALL WORKSHOP	6
DR. MARTIN LUTHER KING, JR. STAFF DEVELOPMENT DAY	7
LEADERSHIP STAFF DEVELOPMENT	7
ADMINISTRATORS & DISTRICT LEVEL LEADERS	7
SUPERVISORS	9
INSTRUCTIONAL COACHING	9
SUPPORT FOR NEW SALARIED STAFF	10
NEW STAFF INDUCTION	10
Mentoring Relationships	11
Peer Coaching Partnerships	11
Extended Professional Experiences	11
Veteran District Staff Involvement	11
First Year Staff Required Staff Development	11
Second Year Staff Required Staff Development	12
NEW ADMINISTRATOR INDUCTION	13
HOURLY STAFF DEVELOPMENT	13
TECHNOLOGY OFFERINGS	14
APPENDICES	
A1 - Example of a 2012-2013 Building Staff Development Plan	
A2 - 2013-2014 MPS Comprehensive Staff Development Plan	
A3 - New Staff Orientation Flyers for Extra Contract Days	
A4 - Hourly Staff Development Flyers	
B - Alphabetical Listing of 2012-2013 Sample Staff Development Classes	

***Millard Public Schools
Office of Staff Development Annual Report
2012-2013***

Millard Public Schools (MPS) staff development directly supports the MPS Strategic Plan, the Superintendent Goals, and all local, state and federal legal requirements. Attached at the end of this report (Appendix A1) is an example of a 2012-2013 Building Staff Development plan submitted to the Office of Staff Development in September 2012. Additionally, the 2013-2014 MPS Comprehensive Staff Development Plan can be found at the end of this report (Appendix A2) This plan is also on the MPS Staff Development website <http://staffdev.mps.schoolfusion.us> under Annual Goals.

This Annual Update/Final Report shares only a snapshot of the offerings coordinated by the Office of Staff Development. It also does not reflect all of the building staff development or all of the various professional development coordinated by other District offices.

PURPOSE & DEFINITION OF MPS STAFF DEVELOPMENT

The purpose of Millard Public Schools Staff Development is to improve student achievement through differentiated learning and instructional opportunities, staff engagement, staff performance, and to improve the operations of the District. Comprehensive staff development includes both training and professional development.

Definitions of MPS Staff Development: Training and professional development are encompassed within the definition of staff development. “Training” is a learning experience to acquire specific skills (job target) or to meet legal requirements. “Professional development” is a continual and comprehensive learning experience to help staff improve their effectiveness as professionals.

Training: Delivery models for training include but are not limited to face-to-face workshops or an on-line learning management system. Comprehensive staff development ensures staff members are offered training opportunities to improve job performance and workplace engagement.

Professional Development: Job-embedded professional development includes but is not limited to professional learning communities for teachers in the District. Professional development is also offered for all staff in a variety of delivery methods including but not limited to internally and externally offered face-to-face and on-line courses, workshops, institutes, networks, and instructional coaching.

Evaluation: The comprehensive staff development program in MPS is continuously evaluated in order to determine the greatest possible educational benefits are being achieved. The majority of the offerings in MPS include a Survey Monkey survey which allows participants to not only give feedback to the most recent experience but to also provide feedback for future staff development needs.

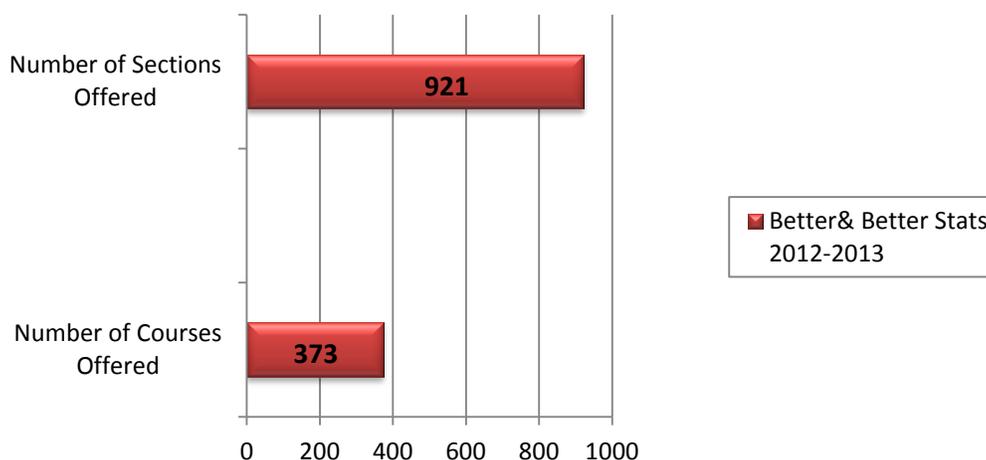
BACKGROUND INFORMATION

This Annual Update/Final Report highlights some of the offerings that the Office of Staff Development and other District departments provided for 2012-2013. The staff members involved in these offerings includes the following: approximately 1737 certificated (salaried) staff, 86 administrators, 59 professional/technical (salaried), 177 professional/technical (hourly), 424 paraprofessionals, 166 food service, 197 custodial/maintenance staff and 15 nurses. In an effort to make staff development more effective, buildings have become more actively involved in District initiatives. The Office of Staff Development believes that when building administrators and teacher leaders are actively involved, they become more invested in District initiatives.

With the use of our on-line comprehensive registration system, *Better and Better*, staff can

- 1) access the system from any internet connection;
- 2) register and withdraw from classes;
- 3) print and review a personal transcript of classes/workshops;
- 4) print a certificate of completion;
- 5) request to be on an automated waiting list; and
- 6) receive automated reminders of class times/locations.

Better & Better Stats 2012-2013



The Office of Staff Development communicates with MPS staff through a variety of methods including the MPS Staff Development website (<http://staffdev.mps.schoolfusion.us>), our monthly electronic newsletters, the MPS Staff Development Facebook Page and via Twitter @MPS_OSD.

Building Staff Development Facilitators also play a vital role in communication as building/District liaisons. There are two Building Staff Development Facilitator positions at each secondary building and one at each elementary building. Essential functions of these positions in

2012-2013 were to 1) advocate for improving instruction (RtI+I Tier I: Best Learning Practices, MIM, PLC, differentiation, technology implementation); 2) attend monthly after-school meetings; 3) field questions from building staff members as they relate to building and District staff development; 4) disseminate information regarding professional development to building staff members; 5) post and promote the Office of Staff Development Newsletter to improve communications between the District and buildings; 6) assist building administration with the planning and implementation of District and building staff development initiatives; 7) become familiar with materials relating to effective instruction that are housed at the building level and share this information with staff; and 8) facilitate staff development trainings for new staff. Additionally, over the past two years, the Office of Staff Development and the Curriculum Offices from Educational Services Division worked collaboratively to develop and facilitate these monthly meetings. This collaboration provided buildings with focused, ongoing staff development that explicitly supported the major staff development initiatives. This collaborative support of buildings will continue in 2013-2014.

STRATEGIC PLAN PROFESSIONAL DEVELOPMENT FOCUS & DISTRICT STAFF DEVELOPMENT DAYS

RTI+I TIER I: BEST LEARNING PRACTICES

RtI+I has continued to be a large effort in Millard Public Schools and comes directly from Strategy 4. The 2012-2013 Elementary Staff Development Goal was: Elementary staff will understand and apply Best Learning Practices for RtI+I Tier I Core Curriculum with a specific focus on mathematics and science instruction.

The 2012-2013 Secondary Staff Development Goal was: Secondary staff will understand and apply RtI+I Tier I: Best Learning Practices with a specific focus on reading comprehension strategies. Staff will understand and apply reading strategies to help MPS students learn to read and therefore improve student achievement in the content areas. With the consultation from international ASCD presenter and author, Sue Beers, a committee comprised of teachers and administrators helped to develop a comprehensive plan to target reading achievement at the secondary level. RtI+I Tier I: Best Learning Practices was the name of this initiative to show the connection of Tier I core instruction offered to 100% of Millard students. The District provided staff development supported Best Learning Practices with the train the trainer approach.

A sampling of the Secondary RtI+I courses that were offered in 2012-2013 are listed below.

RtI+I Tier I: Best Learning Practices (Activating Prior Knowledge and Previewing Text)

Participants will demonstrate application of literacy strategies designed to support students in activating prior knowledge and previewing text by selecting tools to implement in future lessons.

RtI+I Tier I: Best Learning Practices (Developing Quality Questions)

Participants will demonstrate application of literacy strategies designed to foster student critical thinking skills by developing quality questions.

RtI+I Tier I: Best Learning Practices (Pre-Reading Strategies)

Participants will demonstrate application of pre-reading/pre-learning strategies by interacting in today's presentation and applying their new learnings in their developed lessons for 2012-13.

RtI+I Tier I: Best Learning Practices (Vocabulary)

Participants will demonstrate application of effective vocabulary instruction by developing models to use in their classroom..

RTI+I: PROCESS AND PROCEDURES IMPLEMENTATION

Summer training was held in June 2013 to help support the buildings with the RtI+I 2013-2014 goal of fidelity. This session provided building teams with updated information related to revisions of the Millard RtI+I Model and related resources. Teams had time to discuss building implementation and fidelity of the process with district personnel available as resources.

PROFESSIONAL LEARNING COMMUNITIES

A paradigm shift in MPS occurred when Professional Learning Communities (PLC) were implemented in MPS. The paradigm shift was a move from focus on teaching to focus on learning. Millard Public Schools will continue to implement and support professional learning communities as they comprise several components of the Millard Public Schools District Strategic Plan. Millard PLC teams are groups of (1) results/data-oriented MPS professionals with (2) shared mission, vision, values, and goals (3) meeting regularly in collaborative teams focused on learning, to (4) inquire into “best practice and current reality,” which are (5) action-oriented and (6) committed to continuous improvement.

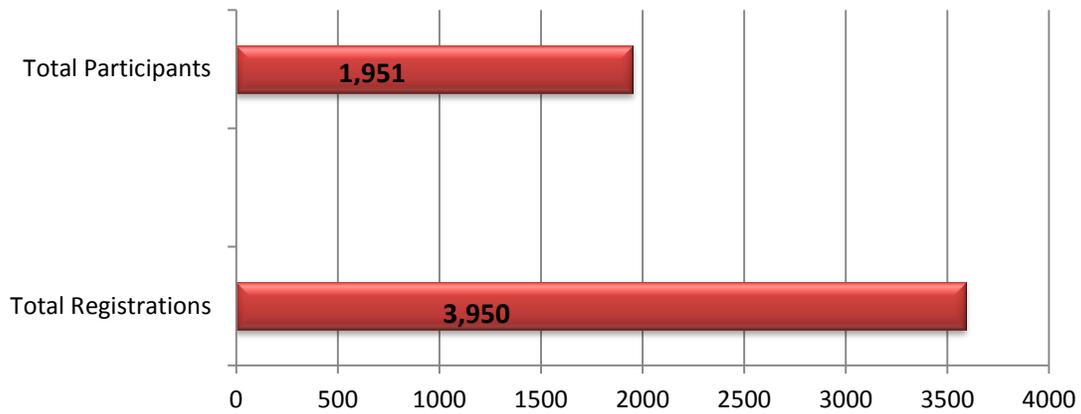
More detailed information about MPS Professional Learning Communities can be found on the MPS Office of Staff Development website under Professional Resources: <http://bit.ly/McvNbj>

District PLC singleton groups continue to be enhanced with leadership training and District support from Educational Services staff such as MEP Curriculum Facilitators and Special Education Coordinators. Staff members from Educational Services and Office of Staff Development planned and facilitated PLC District Singleton Leader Training in August 2012. Participants of this training demonstrated comprehension of their role as a PLC leader by summarizing the key functions of a Singleton PLC Leader.

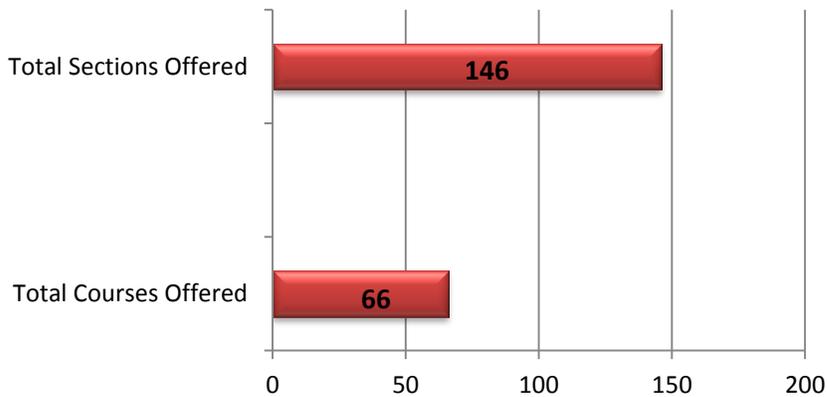
FALL WORKSHOP

As of 2009, Fall Workshop communication went “paperless” through the implementation of the Fall Workshop website. In 2012-2013, Fall Workshop information was again conveyed via website. The course abstracts from Fall Workshop 2012 can be found at the end of this report.

Fall Workshop 2012



Fall Workshop 2012



DR. MARTIN LUTHER KING, JR. STAFF DEVELOPMENT DAY

On January 21, 2013, the Martin Luther King, Jr. Staff Development Day was full of professional growth opportunities for salaried staff. The morning was devoted to District-led staff development while building administrators facilitated the afternoon staff development. For the morning sessions, staff were communicated via a comprehensive website of session offerings. Specific information about this staff development day can be found at: <http://mlkday.mpsomaha.org/>

Members from the Office of Staff Development and Educational Services Division planned and facilitated content specific staff development.



LEADERSHIP STAFF DEVELOPMENT

Leadership programming has expanded in Millard Public Schools in the last few years. During the 2012-2013 school year, the MPS Leadership Definition and Framework were created. (See Appendix A2) The MPS Leadership Definition and Framework were created to be used: 1) to align our leadership professional development; 2) to help leaders self-assess and develop specific leadership skills; 3) to improve staff performance; 4) to increase student achievement.

ADMINISTRATORS & DISTRICT LEVEL LEADERS

Monthly staff development sessions prior to General Administration meetings are offered. Additionally there are several professional growth experiences that are optional and afforded to Administrators and District Level Leaders. (District Level Leaders are teachers in leadership roles outside of the classroom.)

In 2012-2013 a sampling of some of the leadership professional development that was offered is listed below.

Bob Pike Group Webinar Series

Participants will demonstrate comprehension of training techniques by participating in interactive webinars.

Building Administrator Evaluation in Millard Public Schools

Building Administrators will demonstrate application of the 2013-2014 Administrator Evaluation by constructing their 2013-2014 DRAFT Mutual Commitments using the Nebraska's Performance Framework for Principals.

Effective Listening and Speaking

Effective listening and speaking skills are vital in any leadership role. This session will provide opportunities for reflection on your personal strengths and tendencies in these areas. We'll discuss strategies to become a reflective listener and preparation tips for effective speaking.

Fierce Lunch & Learn Series

A series of lunch and learn sessions will allow participants to practice the skills they learned as participants of the Fierce Conversation workshops held in Millard Public Schools. Fierce Conversations teaches attendees how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution. Audience for these lunch and learns are restricted to those participants who have participated in MPS Fierce Workshops.

MPS Hiring Procedures Training

This 90 minute training will cover all Millard Public Schools hiring procedures as well as follow-up training for TalentEd Recruit & Hire. Participants will be able to complete requisitions, review candidate application materials, schedule interviews, and complete all paperwork associated with hiring. In addition, participants will explore the new Talent Dimensions report, which gives principals more information about a candidates Gallup Teacher Insight score.

Providing Effective Feedback During Teacher Observations

Feedback can promote growth and it can stop or shut down growth. During this session participants will learn 5 types of feedback and how to use specific types of feedback to promote growth in others. They will also collect feedback on a classroom video segment.

Providing Effective Support During Teacher Observations

Knowing what type of support to give a teacher is often a mystery for principals. During this session participants will learn a continuum of stances from evaluating to mediating and they will gain clarity about when to use each of the stances with teachers. Skill development in questioning will also be taught during this session.

RtI+I Implementation Training for Administrators

Building principals and their select assistants will spend time evaluating their building's implementation of RtI+I and build lateral capacity by sharing with others from across the District. Key concepts in this session will include Parent Communication and Documentation.

Seminar for Writing Difficult Teacher Evaluations

Supervisors will demonstrate synthesis of writing difficult evaluations by composing recommendations, deficiency comments and/or letters of summary. Human Resources will be available to assist and answer questions.

Social Media & The Administrator's Role

This course will: 1) Give admin an overview of the key points of the new policy; 2) Define their role in the administration of this policy; 3) Provide training on Facebook settings and management; 4) Provide a sneak peek into the on-line required Tech Ethics training; 5) Secure their input on what additional training support they may need. Participants will demonstrate comprehension of MPS Board Policy & Rule 7305 & 7305.1 and their role as a Facebook administrator by interacting with MPS procedures document and account settings.

Student Discipline: Procedures & Practice

The presenters will cover the following points: de-escalation, investigation (resources & interview), teaching, decision, parent contact, and re-entry. Although all building administrators and elementary building facilitators are encouraged to attend, this staff development is only required for any administrator who has been a Millard administrator for 3 years or less.

Staff Development Planning Day

Administrators and teacher leaders will have the opportunity to collaborate and develop their upcoming building staff development plan. District personnel from the offices of Staff Development and Curriculum will be available to support.

SUPERVISORS

In addition to professional development offered to administrators and District level leaders, we continued with our leadership series provided to supervisors who are not administrators. This audience includes supervisors of custodians, food service, grounds, maintenance and professional technical hourly and salary staff. This professional development included a focus on supervision and evaluation training as well as Gallup Engagement.

INSTRUCTIONAL COACHING

A variety of delivery models are used in staff development including face to face workshops and on-line learning management systems. Additionally, MPS has developed a District Instructional Coaching Model. It is our goal that through a systemic approach, this instructional coaching model will increase instructional capacity thus increasing student achievement. This model was created by researching best practice and by gathering input from building and District stakeholders. We have one District Instructional Coach who not only coaches teachers, but also,

trains coaches to build capacity in buildings and other District departments. (See Appendix A2 for more information about our Human Resources Instructional Coaching.) In addition to the HR model of coaching, the District Instructional Coach has also served as a resource to the Educational Services Division. The District Instructional Coach has served in a leadership role to help provide professional development to Educational Services staff members and to develop the model used by MEP Facilitators and Interventionists in 2013-2014. This collaborative relationship with Educational Services has expanded the impact that instructional coaching will have on Millard Public Schools.

SUPPORT FOR NEW SALARIED STAFF

Professional development and induction programming is provided for the first 3 years of a new salaried staff member's career and for the first 2 years of a new administrator's career. This systematic support is provided to assist with a successful acclimation to the Millard District. In an effort to provide more professional development to new teachers, two extra contract days were added in 2012-2013 to their calendar during their first year. Beginning the 2012-2013 school year, all new teachers work 2 additional contract days. These extra contract days are devoted to their professional growth. (See Appendix A3.) Additionally, new administrators are invited to work 3-5 days prior to the start of their contract to participate in professional development and induction activities.

NEW STAFF INDUCTION

MOEC Mentor Training

Millard Public Schools has participated in the Metropolitan Omaha Educational Consortium Mentor Training Project since 1991. The purpose of this program is to train metro area master teachers to become mentors so they, in turn, can provide mentoring to new teachers in their respective school Districts. Over 441 MPS veteran staff members are trained mentors. In 2012-2013, fifty MPS master teachers participated in the two-day professional growth experience through MOEC and a third day of training facilitated through the District's New Staff Induction Program to become trained mentors.

MPS New Staff Induction Program

All certificated staff members hired since fall 2002 participate in the 3-year MPS New Staff Induction Program. The MPS New Staff Induction Program is the result of collaborative efforts to be proactive in recruiting and retaining the highest quality certificated staff. The program is developed, designed, and delivered by the New Staff Induction Program staff in three Induction Phases to support all certificated new hires in their first three years of employment as they prepare for and enjoy a long, successful career in the Millard Public Schools.

- Year 1: Mentoring Relationships
- Year 2: Peer Coaching Partnerships
- Year 3: Extended Professional Experiences

Mentoring Relationships

New certificated staff benefit from individualized support through the professional guidance of a trained Building Mentor throughout their first year. In addition to the building mentor, District ‘singletons’ receive support from a Curriculum Contact who shares job-alike responsibilities. The *Practical Tips for Educators* monthly newsletter for new staff, mentors, curriculum contacts, and building administrators also supports the first year experience in MPS.

Peer Coaching Partnerships

Peer Coaching is a unique opportunity for certificated staff in their 2nd year of employment to work with another certificated staff member in their building as a Peer Coaching Team. The focus is on exploring the Millard Instructional Model and includes peer collaboration, observation, self-assessment, and reflection. The Peer Coaching experience includes four skill development meetings, Coaching Team conversations, and classroom observations throughout the year. Peer Coaching is offered in 2 formats: Regular Peer Coaching and Peer Coaching Option Independent Team Study. After attending Regular Peer Coaching Session 1, Coaching Teams may choose the Peer Coaching Option Independent Team Study in lieu of Regular Peer Coaching.

Extended Professional Experiences

Staff in their 3rd year of employment participate in a three-session facilitated professional growth experience. The focus of these sessions is on developing a long and successful MPS career through Professional Awareness, Professional Wellness, and Career Path Opportunities. Topics include Millard’s strategic plan; current issues in education and MPS; moving from appraisal phase to continuous growth phase in the staff evaluation process; physical, emotional, financial, and professional wellbeing; conversations with classroom, building, and district leaders; and development of long range career goals.

Veteran District Staff Involvement

Veteran District staff can receive training and serve as a Building Mentor or District Curriculum Contact to a new staff member, participate in Peer Coaching as a Coaching Partner to a 2nd year staff member, and/or seek opportunities to support 3rd year staff in their building with the Extended Professional Experiences activities.

First Year Staff Required Staff Development

Millard Instructional Model Workshop - MIM

This course is designed to introduce new staff to the Millard Instructional Model and Professional Learning Communities as they function in Millard Public Schools. This will include an overview of all 5 domains of the model with an emphasis on the Learning Environment. Participants will be recognized for their past experience with opportunities to share and gain ideas from others.

Overview of MPS Resources via ANGEL

Participants will demonstrate comprehension of Millard Public Schools resources by participating in on-line coursework highlighting the resources and tools available to MPS employees.

All About Boundaries via ANGEL

This training consists of required modules including 1) Sexual Harassment and Title IX; 2) Reporting Sexual Harassment and Discrimination; 3) Bullying and Harassment; 4) Establishing and Maintaining Appropriate Boundaries

MPS Tech Ethics via ANGEL

Participants will demonstrate comprehension of Millard Public Schools expectations of ethical behavior and technology use by reviewing and reflecting on Board Policy 7305 and real-life scenarios.

Interactive Whiteboard (IWB) Training

New staff completed a self-assessment to determine placement in IWB 101 or 102. This placement recognized past experience using the software while providing a consistent message about District expectations related to instructional use of IWBs.

Second Year Staff Required Staff Development

In 2012-2013, a decision was made to reduce some of the professional development orientation offered during a teacher's first year and move that training and support to their second year. Now new staff will have a Year 1 and Year 2 of New Staff Orientation. In 2013-2014, the following will be offered to second year staff for the Year 2 of New Staff Orientation.

Culturally Responsive Teaching for Second Year Staff (CRT)

The primary goals of the Culturally Responsive Teaching class are to 1) consider cultural lenses of teachers and students (e.g. age, gender, race, poverty); 2) identify current Culturally Responsive Teaching practices in alignment with the Millard Instructional Model; 3) consider possible Culturally Responsive Teaching practices and 4) set goals for classroom implementation. Course Objective: Participants will demonstrate comprehension of culturally responsive teaching by participating in interactive discussions and responding to researched based principles.

Introduction to 40 Developmental Assets via ANGEL

In this on-line module, you will explore the 40 Developmental Assets (DA) framework, understand the rationale for incorporating the 40 DA in daily activities, observe the framework in action in various MPS schools as well as how asset acquisition is monitored within the Millard Public Schools.

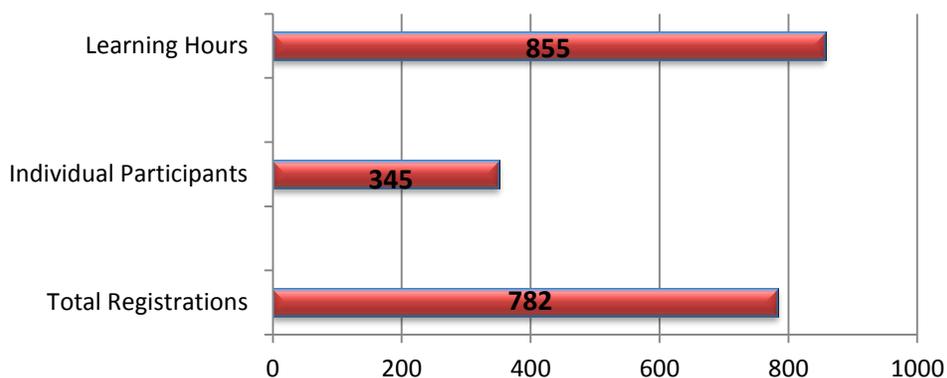
NEW ADMINISTRATOR INDUCTION

Our District provides comprehensive staff development to all administrators. To help with new administrators acclimate to their new role, they participate in a 2 Year New Administrator Induction Program. Our goal is to provide strategic direction and a successful network of support to help new administrators succeed. Specifically, our new administrators learn their new job expectations, build relationships, and learn how to access resources by actively participating in professional development activities aligned to their mutual commitments and job accountabilities. This extra support helps to prepare them for their new positions in Millard Public Schools. We have refined the New Administrator Induction program each year.

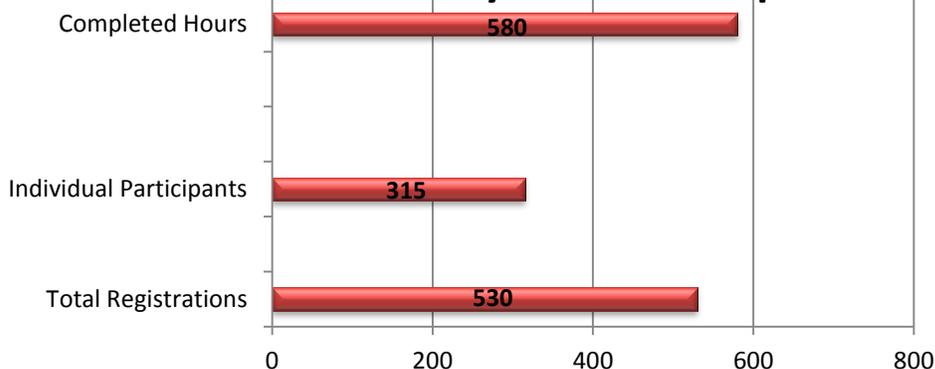
HOURLY STAFF

Millard Public Schools offers extensive training and professional growth experiences to hourly staff members. Hourly Staff training days were held in October 18, 2012 and March 14, 2013. (See Appendix A4 to review a sample flyer.)

October Hourly Staff Development Day



March Hourly Staff Development Day



In addition to the support mentioned above, the Office of Staff Development has begun partnering with the Sodexo management team to offer planning and facilitation support to their annual kick offs and/or winter retreats. On July 31 & August 1, 2012, over 400 employees from Food Service, Custodial, Maintenance & Grounds participated in full day sessions. The topics that the Office of Staff Development helped to support included the following:

Gallup Engagement

Workplace culture is important. In this course, participants will review what Gallup tells us about an engaged workplace and envision next steps in making a more engaged workplace.

Preventing Sexual Harassment Green Team

The "Let's Get Honest" DVD combined with a training presentation, focuses on breaking down sexual harassment and getting honest with ourselves and coworkers.

The FISH Philosophy

How do you FISH for energy? Reel in this seminar and you'll find out! This fun, interactive, and educational program is based on the "FISH" video, which chronicles the upbeat antics at the world famous Pike Place Fish Market in Seattle, Washington.

TECHNOLOGY OFFERINGS

The Office of Staff Development supports technology staff development and the implementation of technology into instruction. In collaboration with others in Educational Services and Technology, and other administration divisions in Millard, the Office of Staff Development works with staff to design and deliver numerous technology workshops. The Technology Staff Developer also delivered and/or coordinated a variety of Just-In-Time technology workshops and offered several standard technology classes through the MPS online registration system, ***Better & Better.***

Just-In-Time training sessions were coordinated by the Office of Staff Development (OSD) upon request by buildings or District personnel. OSD developed curriculum, facilitated sessions or secured other instructors to offer the requested training.

The Office of Staff Development also organizes and facilitates training for MPS staff members utilizing ANGEL in their courses. In 2012-2013, this training was customized for Millard staff and the training team was expanded to include classroom teachers. Follow up training sessions on specific topics were developed in order to provide more focused training opportunities.

A sampling of technology sessions offered in 2012-2013 for salaried and hourly staff members are listed in Appendix B.

Appendices

Andersen Middle School
Staff Development 2012-2013

Topic	Date/Time	Presenter	Audience	Evaluation Follow-Up	Abstract	Source
RTI +I Problem Solving Process	August 9 Data Team Meetings (monthly) PLC Student Support Meetings (weekly)	Andresen 6 th Brand 7 th Gowin-Hussey 8 th RTI+I Building Leadership Leaders	All teachers, counselors, support staff Data Team Members	Data Team Meeting, PLC & Student Support Meetings Data Team Rubric	Flow Chart Team Meeting/PLC/Data Team Friday Follow Up...Questions (cross team students) Proficient Data Teams	2009 Strategy 4.8
RTI+I Tier 1 Instructional Practices	Ongoing Fall Workshop MLK Day Monthly Faculty Meetings	Administration District Presenters Gowin-Hussey/Deene y	All teachers	1:1, Student Support, PLC, Data Team, Grade Level, Fall & Spring Conferences	Incorporate into Continuous Growth Goal Fall workshop presentation <u>Meeting topics</u> <ul style="list-style-type: none"> ✓ Connecting Instructional Practices with the Millard Way ✓ Annotating Text (setting a purpose for taking notes) ✓ Note-taking Application and Synthesis (what do I do with notes) ✓ Strategies & Tools to Check for Understanding DURING reading or learning ✓ Essential Questions & Instructional Implications (writing good questions) ✓ Looking Forward & Reflecting 	2009 Strategy 4.8

RTI+I Tier 1 Instructional Practices (Continued)	Oct. 19 th 8-12 4 hours	Janet Larson	All Core Teachers	Observations, PLC discussions, Department Meetings	Small Group Instruction (SGI)	
Reaching Each Student	Oct. 19 th 1:30pm 60 min	Angie	All teachers	Reflection	Provide information on interventions and strategies to increase lexile/quantile scores (activity—match book with lexile)	State Poverty Plan
	Jan. 21 st After lunch	Administration & BSDF	Certified Staff	Reflection	Reaching Each Student Articles (resources on ANGEL) Grouping (colored stars, 3 choices, jigsaw)	
40 Developmental Assets	Jan. 21 st Monthly 4 days a week		Certified Staff	Focused list of at-risk students assigned to caring adult Primetime Activities	Sparks Activity (meet in teams, generate a list of at-risk students, identify a caring adult, meet with student to identify spark) *Special areas—choose team Asset Focus—Primetime (Tues/Wed) Leadership groups (8 th grade paired with 6 th and 7 th , high school paired with 8 th grade)	2004 Strategies 7.5 & 7.8 2009 Strategy 5.2
Gallup Engagement	Friday Faculty Meeting (6 sessions)	Administration Shelley Boyd	All teachers		Break down Gallup Survey (celebrations/wishes) Celebrate what staff, students and parents see us doing well...how can we continue to improve our strengths	2009 Strategy 2.1
	Weekly	Administration	All staff		Friday Notes *highlight strengths *interacting with others & their strengths	

Culturally Responsive Teaching	August (2 nd faculty meeting)	School Improvement Team & Administration Shelley Boyd	All staff		Define AMS Core Values (tie in AMS mission and MPS mission) *brainstorm (support mission) *What do we do already? *What do we need to do to further support mission? Connect to Gallup Engagement	State Poverty Plan
Professional Learning Communities (PLC)	Hexter	Administration	All teachers	PLC Meetings	Hexter Focus—Conversations that should be happening in PLC's	2009 Strategy 4 & Teacher's Job Description
Millard Instructional Model (MIM)	Fall & Spring	MEP Facilitators Staff Development Team	Content area teachers	Walk Through Observations	Focused content specific instructional strategies	
Tech Ethics	Prior to winter break	Angel	All hourly staff	Follow up as needed	Complete tech ethics training	Board Policy & Rule 7305 & 7305.1

Andersen Middle School Building Smart Goals 2012-2013

Smart Goal #1 RTI+I Problem Solving Process

- *By April 2013, all AMS teachers will understand, apply and utilize the new RTI+I Problem Solving Process to guarantee all students demonstrate positive behavior and academic mastery.*

Smart Goal #2 RTI+I Tier 1 Instructional Best Practices

- *By May 2013, all AMS teachers will continue to apply instructional strategies with a focus on note-taking, questioning and summarizing by utilizing RTI+I Best Learning Practices in daily instruction. Three pieces of evidence will be shared with your administrator as part of the evaluation process.*

Teachers should include implementation of RTI+I Best Learning Practices as an action step for continuous growth/appraisal smart goals.

Smart Goal #3 Reaching Each Student

- *By May 2013, all AMS staff will utilize strategies to create a more culturally responsive and safe environment for all staff and students by analyzing building trends, identifying opportunities for growth and providing appropriate training for staff in needed areas.*

By May 2013, all AMS teachers will understand, apply and utilize the new RTI+I Problem Solving Process to guarantee all students demonstrate positive behavior and academic mastery.

Specific Actions	Person Monitoring	Evidence	By:
1. Clarify and present the Rtl+I Problem Solving Model to staff. <ol style="list-style-type: none"> a. Train Building Leaders on the model. b. Clarify the process at AMS. c. Create Tier 1 and Tier 2-1 Forms and Student Discussion Forms. d. Present the Rtl+I flow chart and answer pertinent questions in grade level meetings. e. Train staff on process for utilizing new forms in PLC and Student Support discussions. f. Participate in Student Support meetings and utilize the flow chart to facilitate discussions. g. Make a referral to the data team if there are 4 or more data points are below the trend line. 	Administrative Team	Proficient Data Teams in both Reading and Math Effective, data driven discussions in PLC and Student Support Meetings	April 2013
2. Transition MIT paperwork to Rtl+I Problem Solving Model. <ol style="list-style-type: none"> a. Student Support meeting to determine if students are progressing (review relevant data) a. Determine next steps: close MIT, complete Tier 1 paperwork, or complete Behavior Form b. If the student is currently involved in Tier 2-2 interventions, email teacher of intervention to document the previous MIT paperwork.in Infinite Campus 	Administrative Team	Application of the Rtl+I Problem Solving Process by transitioning all MIT paperwork to appropriate Tier 1 or Tier 2 forms	September 21, 2012
Specific Actions	Person Monitoring	Evidence	By:
3. Establish proficient Math and Reading Data Teams. <ol style="list-style-type: none"> a. Data teams will meet monthly to examine data and variables that influence data b. A representative team will be created, including an administrator and teacher leaders to facilitate the problem solving process. c. Norms will be established and adhered to, documentation will accompany each meeting and be communicated to student support teams and PLC's d. The environment of the meeting will be safe and respectful to ensure mutual encouragement and exploration e. Fidelity checks will be conducted by administrators and teacher leaders f. Decision making is clear, consistent and related to data. 	Administrative Team	Proficient Math and Reading Data Teams (as measured by the "Rubric for Effective Millard Data Teams")	May 2013

<ul style="list-style-type: none"> <i>g.</i> There is clear evidence of differentiation for students and teachers <i>h.</i> Data reviews are inclusive (system-wide tests, building assessments, and classroom assessments). <i>i.</i> Best practices are identified and replicated within classrooms to increase student performance and achievement. <i>j.</i> Discussions and decisions are not emotionally charged, rather focused on best meeting the needs of students. 			
<p>Specific Actions</p>	<p>Person Monitoring</p>	<p>Evidence</p>	<p>By:</p>
<p>Utilize Problem Solving Process in PLC Discussions and Student Support Meetings</p> <ol style="list-style-type: none"> 1. Provide building leaders with the RtI+I Flip Chart and necessary resources. 2. Administrators will attend PLC and Student Support Meetings to clarify the process at AMS. 3. Teachers will evaluate data (system-wide tests, building assessments, and classroom assessments), follow the Problem Solving Process, complete Tier 1 Forms and make referrals to the data team when appropriate. 4. Teachers will utilize RtI+I Best Learning Practices to ensure that all students are receiving effective Tier 1 instruction. 5. PLC discussions will include conversations on effective instructional practices, strategies and tools 	<p>Administrative Team</p>	<p>Use of RtI+I Instructional Best Practices (as evidenced in walk through observations and continuous growth goals and reflection)</p> <p>Data driven decisions in PLC and Student Support meetings (as evidenced by completion of Tier 1 forms and appropriate referrals to the data team)</p>	<p>May 2013</p>

By May 2013, all AMS teachers will continue to apply instructional strategies with a focus on note-taking, questioning and summarizing by utilizing RtI+I Best Learning Practices in daily instruction.

Specific Actions	Person Monitoring	Evidence	By:
<ol style="list-style-type: none"> 1. Provide relevant staff development, tools and strategies that support RtI+I Best Learning Practices. <ol style="list-style-type: none"> a. BSDF will meet with administration following each BSDF meeting and identify relevant material to share with Staff Development Team b. The Staff Development Team will meet 6 times throughout the year to plan activities for Friday Faculty Meetings and Staff Development Days. c. The focus of meetings will align with the BSDF Meeting topics. <ul style="list-style-type: none"> ✓ Connecting Instructional Practices with the Millard Way ✓ Annotating Text ✓ Now What? Note-taking Application and Synthesis ✓ Strategies and Tools to Check for Understanding DURING Reading ✓ Essential Questions & Instructional Implications ✓ Looking Forward 2013-2014 RtI+I Tier 1: Best Learning Practices and Reflection 	Administrative Team	RTI+I strategies and tools are incorporated into weekly lesson plans and performance goals	May 2013
<ol style="list-style-type: none"> 2. Teachers will apply RtI+I Best Learning Practices in weekly lesson planning. <ol style="list-style-type: none"> a. Teachers will incorporate RtI+I Best Learning practices into professional growth goals. b. Teachers will share three pieces of evidence with administrators as part of evaluation process. 	Administrative Team	Professional Growth Goals and Reflection	May 2013
<ol style="list-style-type: none"> 3. Provide teachers with opportunities to develop differentiation skills and strategies <ol style="list-style-type: none"> a. All teachers will participate in the Small Group Instruction workshop b. All teachers will be provided with lexile information related to their content area to increase awareness and inform instructional planning decisions 	Administrative Team	Participation in training and application of information presented	May 2013

By May 2013, all AMS staff will utilize strategies to create a more culturally responsive and safe environment for all staff and students by analyzing building data, identifying opportunities for growth and providing appropriate training.

Specific Actions	Person Monitoring	Evidence	By:
1. Building Focus on SPARKS a. Staff will identify personal sparks b. Team activity to identify "at-risk" students, pair each student with a caring adult and have 10 intentional conversations for 2 minutes c. Mix-it-up Primetime (pair students with teachers that share the same SPARK.	Administrative Team 40 Assets Team	Identification of sparks Mix-it-up Primetime (at least one time)	May 2013
2. Reaching Each Student a. Walk a Mile Presenter, Michael Donahue, will meet with Building Staff Development Team and other building leaders to positively impact school culture at AMS	Administrative Team	Implementation of strategies and ideas presented	May 2013
3. Exposure to current information on poverty, culturally responsive teaching, etc. a. Staff will participate in group discussions during staff development days b. Staff development Team and Administration will present relevant information in Friday Faculty meetings	Administrative Team	Participation and Reflection	May 2013
4. Gallup Engagement a. Identification and celebration of staff strengths b. Team analysis of strengths c. Review of staff, student, parent engagement (opportunities for growth and celebrations)	Administrative Team	Increase in staff engagement, discussion and plans related to opportunities for growth	May 2013

All Classified Staff

Topic	Source	Abstract
Intro to Angel (new hourly staff)	Video Tutorial on OSD website	Resources provided by the district
Tech Ethics	Face to Face	October/March Staff Development Days
40 Developmental Assets	Face to Face	October/March Staff Development Days
Preventing Sexual Harassment	Face to Face	October/March Staff Development Days

Andersen Middle School Team Meeting Schedule 2012-2013

Teams	Monday	Tuesday	Wednesday	Thursday	Friday
6A—Cheryl		Student Support 3 rd Period	6 th Data Team—Reading 3 rd Period	PLC	Faculty/Staff Development
6B—Jeffrey	Student Support 4 th Period		6 th Data Team—Math 3 rd Period	PLC	Faculty/Staff Development
6C—Cheryl	Student Support 3 rd Period			PLC	Faculty/Staff Development
7A—Cheryl	Student Support 8 th Period		7 th Data Team—Reading 8 th Period	PLC	Faculty/Staff Development
7B—Jeffrey	Student Support 7 th Period		7 th Data Team—Math 8 th Period	PLC	Faculty/Staff Development
8A—Jeffrey		Student Support 1 st Period	8 th Data Team—Reading 1 st Period	PLC	Faculty/Staff Development
8B—Jeff	Student Support 1 st Period		8 th Data Team—Math 1 st Period	PLC	Faculty/Staff Development
Special Areas—Jeff	Fall Conference, Singleton PLC			PLC	Faculty/Staff Development

Reading Data Teams meet on the 1st of the month and Math Data Teams meet on the 3rd Wednesday of the month.

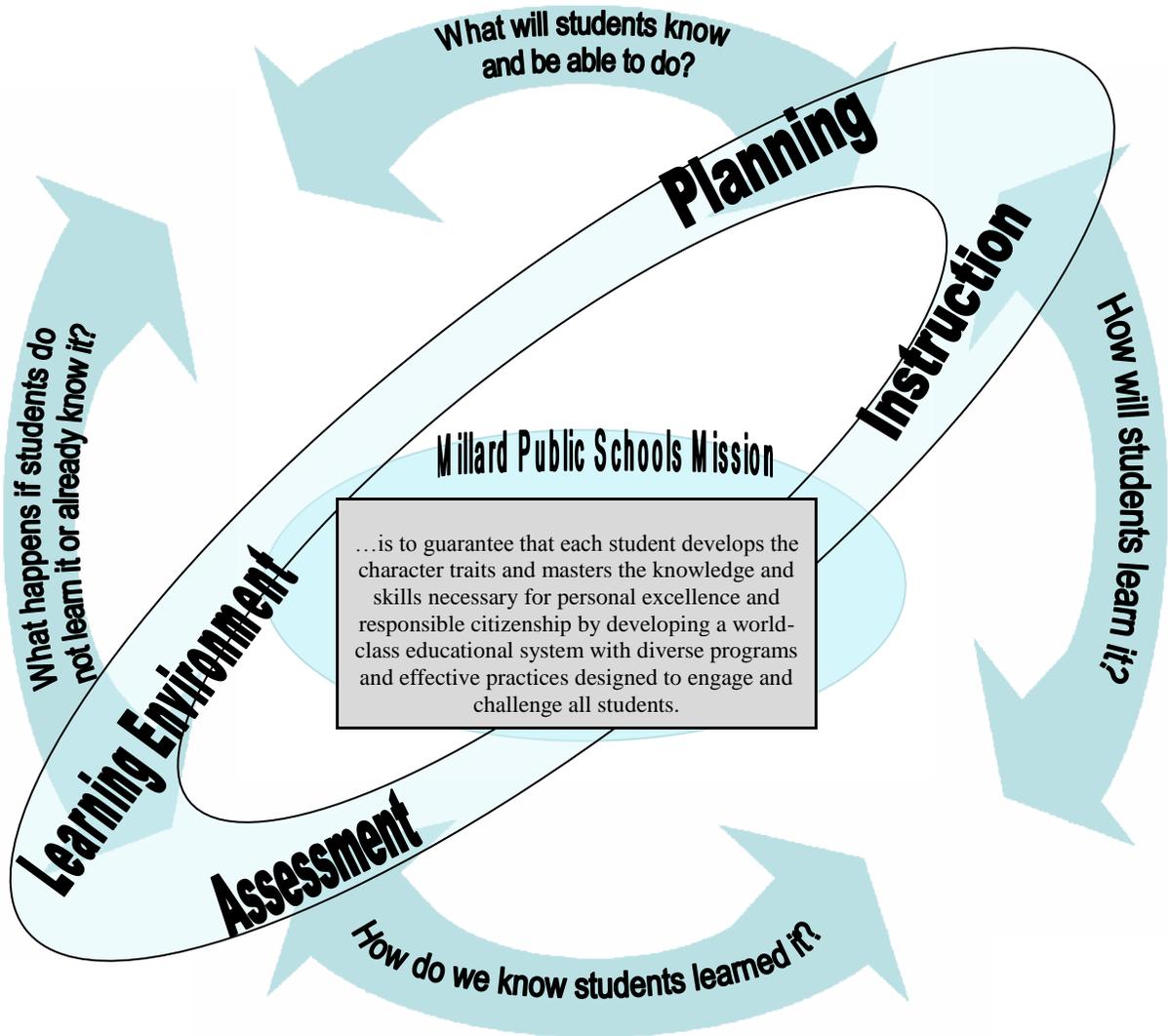
PLC's and Student Support meeting occur weekly.

Faculty and Staff Development meetings occur twice a month.

Andersen Middle School PLC Meeting Times 2012-2013

Supervisor	PLC	Meeting Times
Jeff Alfrey	6 th Grade Social Studies	Thursday, 3 rd Period
Jeff Alfrey	7 th Grade Social Studies	Thursday, 7 th Period
Jeff Alfrey	8 th Grade Social Studies	Thursday, 1 st Period
Jeff Alfrey	PE	Thursday, 6 th Period
Jeff Alfrey	Counseling	Thursday, 2 nd Period
Jeff Alfrey	Spanish	Thursday, 3:10
Jeffrey Kerns	6 th Grade Science	Thursday, 3 rd Period
Jeffrey Kerns	7 th Grade Science	Thursday, 7 th Period
Jeffrey Kerns	8 th Grade Science	Thursday, 1 st Period
Jeffrey Kerns	6 th Grade Reading	Thursday, 4 th Period
Jeffrey Kerns	7 th Grade Reading	Thursday, 7 th Period
Cheryl Heimes	6 th Grade English	Thursday, 3 rd Period
Cheryl Heimes	7 th Grade English	Thursday, 7 th Period
Cheryl Heimes	8 th Grade English	Thursday, 7 th Period
Cheryl Heimes	SPED English/Reading	Thursday, 3:10
Cheryl Heimes	6 th Grade Math	Thursday 3 rd Period
Cheryl Heimes	7 th Grade Math	Thursday 7 th Period
Cheryl Heimes	8 th Grade Math	Thursday 1 st Period

Millard Public Schools Comprehensive Staff Development Plan 2013-2014



Support For Strategic Plan & District Mission
--

For numerous years, Millard Public School Strategic Plans have called for increased professional development. The most recent Curriculum Management Audit (CMA 2007) continued its original recommendation of providing and evaluating systematic and consistent staff development based on student needs. Evaluating staff development impact has become more of a focus.

The Millard Public Schools Comprehensive Staff Development Plan is one instrument that communicates how we are accomplishing the MPS District Mission and supporting the MPS Strategic Plan. MPS Policy and Rule comprehensively outlines the purpose, responsibility and components of district staff development. The MPS Comprehensive Staff Development Plan directly supports the MPS Strategic Plan, the Superintendent Goals, and all local, state and federal legal requirements. (See attached Policy 4300 and Rules 4300.1 and 4300.2.)

In addition to staff development specifically designed for new staff, there are two extra days added to new salaried staff contracts for orientation and development. New staff members are also thoroughly supported through a comprehensive staff development plan called New Staff Induction. Millard Public Schools offers a three year program for all new staff whether they are new to the profession or veteran teachers who are new to Millard Public Schools. We also provide a comprehensive two year new administrator induction program for our new administrators in MPS.

Research indicates that one of the greatest factors that contribute to increased student achievement is teacher quality. The role of professional development support is critical in improving instructional practices. Job-embedded professional learning has proven to be the most effective staff development. Learning Forward (formally known as the National Staff Development Council) has established standards that serve as a guide to the Millard Public Schools Office of Staff Development.

The delivery of an aligned curriculum is a key determinant of a district's capacity to impact student achievement. Much time and energy has been devoted to the development of quality written curriculum in Millard Public Schools. The assessments are designed to measure the effectiveness of the written curriculum and the impact in which it has on student learning. A key element included in each curriculum guide is the recommended differentiated instructional strategies, which foster academic growth based on individual student needs. Staff development provided by Educational Services Division affords teachers the opportunity to enhance their understanding of the adopted curriculum and expand their knowledge of best instructional practices. (See attached Policy 6400.)

Plans for 2013-2014 and beyond will continue to support the Millard Public Schools District Strategic Plan, the Superintendent's Goals, and local, state and federal mandates. Millard Public Schools will continue its journey on being a district whose *focus is on student learning*. The past initiatives of Differentiation, Millard Instructional Model (MIM), Technology, Professional Learning Communities (PLCs), Gallup Engagement, and 40 Developmental Assets will not disappear. These interlinking initiatives are supported by research and sound practice.

Curriculum Focus for 2013-2014	*At A Glance Document included in Appendix.
---------------------------------------	--

Secondary Staff Development Focus 2013-2014

Goal: Secondary staff will understand and apply RtI+I Tier I: Best Learning Practices with a specific focus on reading comprehension strategies. Staff will understand and apply reading comprehension strategies to help MPS students read to learn and therefore improve student achievement in the content areas.

Secondary staff will spend a third year working with national ASCD presenter and author, Sue Beers. A committee comprised of teachers and administrators helped develop the comprehensive plan to target reading achievement at the secondary level. RtI+I Tier I: Best Learning Practices supports staff in the development of Tier I core instruction provided to 100% of Millard students.

This initiative will be differentiated this year to offer two separate Best Learning Practices Presentations to target content specific needs of secondary staff.

Elementary Staff Development Focus 2013-2014

Goal: Elementary staff will understand and apply Best Learning Practices for RtI+I Tier I Core Curriculum with a specific focus on mathematics and science instruction.

Elementary staff will continue to focus on math instruction. A national consultation company called Math Solutions, will present to step ahead elementary teachers (Math Factors Team) who will in turn, present to their peers. Focus for 2013-2014 will be research-based math instruction with an emphasis on building the problem solving culture of the math classroom.

Focus for 2013-2014 will be research-based science instruction with an emphasis on assessing inquiry and writing in science. With the further implementation of science curriculum, additional modules will be introduced by the Science ExperiMentors.

2010-2014 District Staff Development Focus is RtI+I (Response to Instruction + Intervention)

“Train the Trainer” was offered several summers with the focus of RtI+I. The “Train the Trainer” model invites building teams to learn about the MPS RtI+I model and expectations of implementation for the following year. Goals for implementation training were as follows:

2010-2011 / RtI+I Goals

Staff Development – Understand RtI+I Model
Focus on Instruction of Core Curriculum
Review Student Achievement Data (e.g. PLCs, Multiple Data Sources)
Instructional Adjustments in Tier I (e.g. Differentiation, MIM, Pyramid of Interventions)

2011-2012 / RtI+I Goals

Full Implementation of Building Data Team and Problem Solving Model
Full Implementation of Reading Literacy Interventions
Math Interventions Being Used
As a result of implementation process in 2011-12; we will have input for MIT and other training (2012) and for potential change orders for RtI+I model (March 2012)

2012-2013 RtI+I Goals

Refine implementation of Building Data Team and Problem Solving Model
Full Implementation of Reading Literacy Interventions
Full Implementation of Math Interventions

The June 2013 training is currently being planned to help buildings with the successful implementation of RtI+I in 2013-2014. The goal in 2013-2014 is fidelity.

Implementation & Delivery Models

In addition to District facilitated staff development, most of our District required staff development is implemented at the building level with building administrators providing instructional leadership, but not necessarily facilitating the staff development. “Train the Trainer” is an approach that often occurs in MPS due to the sheer size of staff in our District. Teacher leaders serve as facilitators of the staff development initiatives. Not all teacher leaders who facilitate staff development are limited to just those staff members in the role of Building Staff Development Facilitator. (See attached job description.)

During the 2010-2012 school years, a District staff development committee was convened to review best practice and determine improvements that could be made in Millard’s staff development. Based on this committee’s recommendation, a more streamlined focus of staff development was planned. Building administrators are asked to create a comprehensive staff development plan including staff input. District requirements from a majority of the District divisions/departments (including Elementary Education, Human Resources, Assessment, Research & Evaluation, Student Services, Secondary Education, Special Education, Staff Development, and Technology) are listed in a communiqué that is shared with building administrators. Time requirements and other parameters are listed within the communiqué. Time is devoted to sharing best research practice in professional development and guidelines for the following year. The 2013-2014 communiqué is attached to this plan. (See attached plan.)

In addition to delivery models that include face to face workshops and on-line learning management systems, MPS has been developing a District Instructional Coaching Model. It is our goal that though a systemic approach, this instructional coaching model will increase instructional capacity thus increasing student achievement. This model was created based

on researching best practice and by gathering input from building and District stakeholders. We have one District Instructional Coach who not only coaches teachers, but also, trains coaches to build capacity in buildings and other District departments. (See attached FAQ.)

Leadership Development

Administrator staff development includes monthly sessions prior to and after General Administration meetings, monthly Lunch & Learns, and summer offerings. The topics are determined by District administrators from input of building administrators. The staff development is designed to help support the building administrators in meeting and exceeding their job accountabilities. These topics include but are not limited to engagement, staff evaluation, RtI+I, technology training and security and discipline. In addition to building administrator training, support has continued for non-administrator supervisors. This training has focused on supervision, engagement and evaluation.

In addition to providing staff development on topics of skills and process, a special effort has begun to focus on leadership training. In 2012-2013 a Leadership Definition and Framework were developed to: 1) to align our leadership professional development; 2) to help leaders self-assess and develop specific leadership skills; 3) to improve staff performance; and 4) to increase student achievement. Millard Public Schools Leadership Definition is defined as, "Leadership is the art and science of inspiring others toward a common mission and a shared vision through collaborative relationships characterized by integrity, humility, resiliency, and commitment to empowering others to reach their highest potential."

The Leadership Definition and Framework were developed to align this training to what MPS prescribes as leadership and to also expand leadership training to other leaders throughout the District including classroom teachers and teachers who serve in district level leader positions. (See attached MPS Leadership Definition & Framework.)

Hourly Staff Development

The Office of Staff Development offers all hourly employees the opportunity to participate in training each semester during their work day. The topics are determined based on feedback from hourly staff, hourly staff supervisors, MPS Strategic Plan, the Superintendent Goals, and all local, state and federal legal requirements.

In addition to the bi-annual days, sessions are also offered after school and during the summer. (See attached sample flyer.)

Communication from the Office of Staff Development

The Office of Staff Development communicates with staff through various liaisons including administrators, supervisors and Building Staff Development Facilitators. Other forms of communication include the Office of Staff Development Twitter & Facebook accounts, the Office of Staff Development newsletter, and the Office of Staff Development website. Staff can also review offerings via our on-line registration system called **Better and Better**. With the use of **Better and Better** staff can 1) access the system from any internet connection; 2) search for applicable staff development via the built in search function or calendar; 3) register and withdraw from classes; 4) print and review a personal transcript of classes/workshops; 5) print a certificate of completion; 6) request to be on an automated waiting list; and 7) receive automated reminders of class times/locations.

Evaluation of Staff Development

Evaluating the impact of professional development upon student achievement has always proven to be difficult. The purpose of evaluation should be to a) determine areas in need of professional development and b) determine if the implemented professional development improved student achievement and staff performance.

The Office of Staff Development will continue to use a variety of evaluation techniques which include participant self-reporting surveys, focus groups/interviews, and an evaluation report by an outside consultant or the Office of Assessment, Research & Evaluation. The evaluation method used by the Office of Staff Development depends on the resources of time and money available.

Appendix A – Policies & Rules
--

Human Resources**Professional Growth/Staff Development****4300**

The Superintendent or designee shall create and maintain a comprehensive District staff development program for all employees.

Legal Reference: Neb. Rev. Stat. §79-830
Title 92, Nebraska Administrative Code, Chapter 10-007.07

Related Policies & Rules: [4300.1](#), [4300.2](#), [6400](#)

Policy Adopted: October 7, 1974
Revised: December 1, 1997; June 2, 2003; June 2, 2008; December 19, 2011

Millard Public Schools
Omaha, NE

Human Resources

Professional Growth / Staff Development

4300.1

Rules and Regulations for Purposes of Continued Employment

Professional Growth Period for Permanent Certificated Employees

Nebraska state law allows the District to amend or terminate the contract of a permanent certificated employee for failing to give evidence of professional growth as required by Neb. Rev. Stat. §79-830. Every six years permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth, or in the alternative, such other professional growth activities as are approved by the Board. Each permanent certificated employee's six-year period will commence on September 1 of the year coinciding with permanent certification status and on September 1 every six years thereafter.

Professional Growth Activities for Permanent Certificated Employees

Professional growth activities in connection with Neb. Rev. Stat. §79-830 shall consist of the professional work approved by the Board. The conditions and limitations pertaining to the performance and acceptance of such activities are subject to review and change by resolution of the Board of Education. Credit for engaging in a newly approved activity shall be allowed only for work done after the date of approval of the activity unless the Board provides otherwise. Where allowed by law, credit granted for any type of activity may be limited for each individual during the individual's professional growth period. This is done in order to encourage a variety of professional growth activities for each individual.

Approval of Professional Growth Credit

Except for professional growth courses and activities used to meet the requirements of Nebraska State Law, each staff development activity sponsored by the District or to be undertaken by an employee for purposes of salary advancement must be approved by the Superintendent or the Superintendent's designee.

Appeal

Staff members may appeal decisions under this Rule to the Assistant Superintendent for Human Resources.

Legal Reference: Neb. Rev. Stat. §79-830
Title 92, Nebraska Administrative Code, Chapter 10-007.07

Related Policies & Rules: [4300](#), [4300.2](#), [6400](#)

Rule Approved: October 7, 1974
Revised: February 20, 1984; July 2, 1990; September 7, 1993; November 18, 1996;
June 5, 2000; June 2, 2008; December 19, 2011

Millard Public Schools
Omaha, NE

Human Resources

Staff Development

4300.2

The purpose of staff development is to improve student achievement through differentiated learning and instructional opportunities, staff engagement, staff performance, and to improve the operations of the District. Comprehensive staff development includes both training and professional development.

Definitions:

Training is a learning experience to acquire specific skills (job target) or to meet legal requirements.

Professional development is a continual and comprehensive learning experience to help staff improve their effectiveness as professionals.

Delivery Models:

Training

Delivery models will include but not be limited to face-to-face workshops or an on-line learning management system. Comprehensive staff development will ensure staff members are offered training opportunities to improve job performance and workplace engagement.

Professional Development

Job-embedded professional development is included but not limited to professional learning communities for teachers in the District. Professional development will be also be offered for all staff in a variety of delivery methods including but not limited to internally and externally offered face-to-face and on-line courses, workshops, institutes, networks, coaching and conferences through individual, small group or large group settings.

Content:

Comprehensive staff development will support the District strategic plan and building site plans in a systemic manner.

Comprehensive staff development will support the Millard Instructional Model to support the growth of all educators to

- a. Effectively plan differentiated instruction;
- b. Promote a positive, productive learning environment to reach each student;
- c. Teach the written curriculum through a variety of appropriate instructional strategies;
- d. Conduct valid assessments, analyze results, and adjust instruction as needed; and
- e. Initiate meaningful professional growth and contribute to school and District improvement.

Comprehensive staff development will support the professional development and growth of all supervisors, administrators and teacher leaders through continual leadership development.

Comprehensive staff development will respond to the requirements in law and other local, state and federal mandates.

Planning:

Comprehensive staff development will use student and staff data and a collaborative method in planning, creating, and providing short term and long term professional development and training. Input and support will be gathered from representatives of all stakeholders.

Accountability:

It is the responsibility of the District to provide staff development opportunities in the form of training and professional development that assist employees in carrying out the responsibilities of their jobs. It is the responsibility of all employees to be continuously engaged in their professional growth and apply their learnings to improve their job performance. It is the responsibility of each supervisor to ensure and promote staff development so that all staff members engage in continuous improvement.

Evaluation:

The comprehensive staff development program will be continuously evaluated in order to determine the greatest possible educational benefits are being achieved.

Related Policies & Rules: [4300](#), [4300.1](#), [6400](#)

Legal Reference: Neb. Rev. Stat. §79-830
Title 92, Nebraska Administrative Code, Chapter 10-007.07

Rule Approved: December 19, 2011

Millard Public Schools
Omaha, NE

Educational Services

Staff Development

6400

The purpose of staff development is to improve student achievement through differentiated learning and instructional opportunities and to improve the effective operation of the District. Educational Services and Human Resources will work collaboratively with District level and building leaders to provide staff development that supports best instructional practices focused on the written, taught, and assessed curriculum, the District-identified Practices that Promote Successful Student Learning, and the continuous improvement of knowledge and skills as they apply to the Millard Education Program (MEP).

Legal Reference: Neb. Rev. Stat. §79-830
Title 92, Nebraska Administrative Code, Chapter 10-007.07

Related Policies & Rules: [4300](#), [4300.1](#), [4300.2](#)

Policy adopted: July 12, 1999
Reaffirmed: December 6, 2004
Revised: December 19, 2011

Millard Public Schools
Omaha, Nebraska

Appendix B – At A Glance

Elementary Staff Development Focus 2013-2014

Goal: Elementary staff will understand and apply Best Learning Practices for RtI+I Tier I Core Curriculum with a specific focus on mathematics and science instruction.

Elementary staff will continue to focus on math instruction. A national consultation company called Math Solutions, will present to step ahead elementary teachers (Math Factors Team) who will in turn, present to their peers. Focus for 2013-2014 will be research-based math instruction with an emphasis on building the problem solving culture of the math classroom.

Focus for 2013-2014 will be research-based science instruction with an emphasis on assessing inquiry and writing in science. With the further implementation of science curriculum, additional modules will be introduced by the Science ExperiMentors.

Subject	Topic and Date	Summary
Math	Fall Workshop 2013	Building the Problem Solving Culture of the Math Classroom
	MLK Day 2014	Building the Problem Solving Culture of the Math Classroom
*Additional training and planning days will be scheduled with the Math Factors Team to prepare to be presenters for Fall Workshop 2013 and MLK Day 2014.		
Science	Science Notebooks Part 2 First Quarter 2013	Formative authentic assessment (grades 2 nd – 5 th) ExperiMentors will present the Notebooking module to their own staff during the Fall 2013 (1 hour)
	Inquiry First Quarter 2013	ExperiMentors will introduce (grade 1 st to EiE and grades 2 nd -5 th to their second FOSS unit) (2 hours)
	Fall Workshop 2013	Overview of Science changes (Course guide, new units) (45 mins.) Delivered at the building
	MLK 2014	TBD
Other	Fluency Session 1 - Fall Workshop 2013 Session 2 - September 2013	One Literacy Interventionist and 1 Classroom Teacher will provide fluency staff development to their staff within two 45 min. sessions.
	Revised Writing Rubric Grades 3-5	Video tutorials and application activities housed in ANGEL will be released by October 29. Videos should be shared in buildings by November 15.
	Social Studies Field Study TBD	Select staff members only

Elementary Cluster Meetings at 4:15pm-5:00pm:

September 16, 17, 19 (primary); September 23, 24, 26 (intermediate)

November 11, 12, 14 (primary); November 18, 19, 21 (intermediate)

February 24, 25, 27 (primary); March 3, 4, 6 (intermediate)

2013-2014 Focus for K-12 Building Staff Development Facilitators

Focus of these K-12 meetings in 2013-2014 will be on the process of professional development with curriculum content alignment. Through collaboration with the curriculum departments, the goal of these meetings will be to offer supplemental staff development activities that Building Staff Development Facilitators can share with their staff. This intentional alignment is in support of the research-based staff development practice of spending 36-90 hours on one topic.

Secondary Staff Development Focus 2013-2014

Goal: Secondary staff will understand and apply RtI+I Tier I: Best Learning Practices with a specific focus on reading comprehension strategies. Staff will understand and apply reading comprehension strategies to help MPS students read to learn and therefore improve student achievement in the content areas.

Secondary staff will spend a third year working with national ASCD presenter and author, Sue Beers. A committee comprised of teachers and administrators helped develop the comprehensive plan to target reading achievement at the secondary level. RtI+I Tier I: Best Learning Practices supports staff in the development of Tier I core instruction provided to 100% of Millard students.

This initiative will be differentiated this year to offer two separate Best Learning Practices Presentations to target content specific needs of secondary staff.

Subject	Topic and Date	Summary
Reading Comprehension Strategies & Gradual Release Instruction	Best Learning Practices Presentation June 4, 2013	2013-2014 District Presenters This group will present on August 8 at Fall Workshop 2013
	Best Learning Practices Presentation November 19, 2013	2013-2014 District Presenters (Includes: Language Arts, Science, Social Studies, HS World Languages) This group will present MLK Day 2014
Core Content Specific Best Practices	Best Learning Practices Presentation	2013-2014 District Presenters (Includes: All other disciplines that do not attend on November 19)
	November 14, 2013	This group will present MLK Day 2014

*Additional content specific staff development related to Curriculum and Instruction will be communicated via the MEP Curriculum & Instruction Facilitators.

*Continued focus on best instructional practices, differentiation, and intervention programs related to RtI+I will be communicated via the MPS Interventionists, MEP Curriculum & Instruction Facilitators, and building administrators.

2013-2014 Focus for K-12 Building Staff Development Facilitators

Focus of these K-12 meetings in 2013-2014 will be on the process of professional development with curriculum content alignment. Through collaboration with the curriculum departments, the goal of these meetings will be to offer supplemental staff development activities that Building Staff Development Facilitators can share with their staff. This intentional alignment is in support of the research-based staff development practice of spending 36-90 hours on one topic.

Appendix C – Job Description

**Building Staff Development Facilitator
Job Description / 2013-2014**

Reports to: Director of Staff Development & Instructional Improvement & Building Administration

General Summary: Serves as a liaison between the Office of Staff Development and the Building Administration and staff.

Essential Functions:

- Assist building administration with the planning and implementation of District and building staff development initiatives;
- Assist building administration with monitoring required staff development registration/completion. (e.g. MLK Day, New Staff Requirements);
- Advocate for improving instruction (RtI+I, MIM, PLC, differentiation, technology implementation, etc);
- Attend monthly after-school meetings and meet with building administration following each monthly meeting to discuss issues and plan follow up;
- Field questions from building staff members as they relate to building and District staff development;
- Disseminate information RE: professional development to building staff members;
- Facilitate staff development demonstrations for new staff regarding knowledge/application of technology and other curricular resources, (e.g. Safari Montage, Turn-It-In.com);
- Promote communications between District and buildings by posting the monthly Office of Staff Development Newsletter and promoting OSD's Twitter, Facebook and website;
- Receive annual remuneration of extra duty contract as stipulated by negotiated agreement.

Qualifications:

- A. Tenured MPS Teacher (Minimum of 3 years of successful teaching experience)
- B. Interest and experience in the area of curriculum development and staff development
- C. Good oral and written communication skills and presentation skills
- D. Recommendation from Building Principal

March 2013

Building Staff Development Plan Overview

Staff Development Dates & Times

District Staff Development

MLK Day

- January 20, 2014 – 8AM-11:30AM

New Staff Orientation Days (194th & 195th Days)

- January 3 & March 17, 2014 – 8AM-3PM

Hourly Staff Development Days (Teacher Work Days)

- October 16, 2013 & February 17, 2014 – AM

Building Staff Development

MLK Day

- January 20, 2014 – PM

Around P/T Conference (Times are building specific.)

- October 17, 2013
- February 13, 2014

The 2013-2014 Staff Development Calendar is due September 15, 2013. Please include dates, times, topics OR a narrative indicating the focus of your building's staff development. SMART Goal to be included for professional development (not trainings).

Staff Development - District Priorities

Professional Development Focus for 2013-2014

RtI+I: Process & Procedures Implementation (S.M.A.R.T. goal required)

RtI+I Tier I: Best Learning Practices (S.M.A.R.T. goal required)

Reaching Each Student (S.M.A.R.T. goal required)

*Strategy 2: Career & College Readiness (No goal required, this focus is dependent on Action Plan activation and budget.)

Continue and Embed in S.M.A.R.T. Goals for 2013-2014

Culturally Responsive Teaching

Gallup Engagement

40 Developmental Assets

Professional Learning Communities (PLCs)

Millard Instructional Model

Training Focus for 2013-2014

All About Boundaries

Gaggle

Strategy 3.1 Behavior Model (Only applicable to select buildings.)

Building Priorities

Staff development aligns with the District mission and strategic plan and building site plans. The focus should reflect the needs of the building as determined by data teams, building site plans, and/or professional development evaluations. The building should plan what they hope to accomplish this year.

Individual Priorities

The building will provide support to individuals in meeting their individual professional growth needs. Building teams should consider:

- How do we support *learning* for each staff member?
- How will we encourage our teachers to set meaningful, personal goals that are reflected in their continuous growth plans?
- What curriculum & instruction support do teachers and support staff need?

Appendix D – Building Plan Parameters
2013-2014 Staff Development

Delivery Model	Topic	Source and/or Misc Info
Professional Development (Salaried Staff)		
Face to Face	Rtl+I Tier I: Best Learning Practices	2009 Strategy 4.8
	ELEMENTARY:	
Face to Face at Building	Fluency (Two-45 min sessions / Elementary)	Rtl+I Tier I Best Learning Practices
Building Determined/ ANGEL	Revised Writing Rubrics Grades 3-5 (Elementary)	Rtl+I Tier I Best Learning Practices
Face to Face at Building	Science Inquiry (2 hrs / Elementary)	Rtl+I Tier I Best Learning Practices
Face to Face at Building	Science Notebooking (1 hr / Elementary)	Rtl+I Tier I Best Learning Practices
Face to Face at Building	K-2 Rtl+I Articulation (1 hour / Elementary)	Rtl+I Tier I Best Learning Practices
	SECONDARY:	
Face to Face at Building	Power Reading Strategies with Sue Beers (Secondary)	Rtl+I Tier I Best Learning Practices
Face to Face at Building	Gradual Release of Responsibility (Secondary)	Rtl+I Tier I Best Learning Practices
	ELEMENTARY & SECONDARY:	
Face to Face / ANGEL	Reaching Each Student* See tab for details*	State Poverty Plan
Face to Face	Rtl+I: Process & Procedures Implementation	2009 Strategy 4.8
Building Determined	40 Developmental Assets	2004 Strategies 7.5 & 7.8 ; 2009 Strategy 5.2
Building Determined	Gallup Engagement	2009 Strategy 2.1
Building Determined	PLC Effective Implementation	2009 Strategy 4 & Teacher's Job Description
Building Determined	Staff Evaluation & MIM	State Board Rule 10
Delivery Model	Topic	Source and/or Misc Info
Training (Salaried Staff)		
ANGEL	All About Boundaries	Board Rules 4327.1 & 5300.3
Building Determined	Assessment Procedures	Board Policy 6301
Building Determined	Gaggle	Updated System
Face to Face	Restraint & Seclusion Core Team Annual Refresher	Board Rule 5495.2
Building Determined	Safety & Security	Board Rule 5900.1
Building Determined	Special Education Procedures	State Board Rule 51
Building Determined	Tableau	2009 Strategy 2.1
Building Determined	TalentEd On-line Evaluation training before end of September for all new staff.	State Board Rule 10
Delivery Model	Topic	Source and/or Misc Info
Staff Development (Hourly Staff)		
Video Tutorial available on OSD website	Intro to ANGEL for all new hourly staff	Buildings train their staff on usage / District provides resources
Face to Face	IC Training for Elementary Secretary	Quarterly Training from DARE Office - Registration available this fall in <i>Better and Better</i>
ANGEL or Face to Face on October/February Hourly Staff Development	All About Boundaries	Board Rules 4327.1 & 5300.3
Building Determined	TalentEd On-line Evaluation training before end of September for all new hourly staff.	Board Rule 4160.2
Face to Face	40 Developmental Assets for New Hourly Staff	Offered on District October / February Hourly Employee Staff Development

Reaching Each Student (Culturally Responsive Teaching)

<p>All Salaried Staff: Reaching Each Student (Building Provides)</p>	<ol style="list-style-type: none"> 1. Differentiate your plan by building. 2. Collaboratively create & communicate plan with stakeholders by pre-assessing bldg needs (e.g. review school data, survey staff, survey community) 3. Establish S.M.A.R.T. goal/plan to improve culture of building and close the gap in student achievement. The S.M.A.R.T. goal will help buildings measure their success. 4. OSD will provide several resources in the ANGEL community group <i>Reaching Each Student</i>. Administrators or designee may enroll by PIN using section ID: RES_2011 5. These resources can be copied and/or developed in your building ANGEL community groups and/or used in face-to face sessions <p><i>Note:</i> There has been a name change from CRT to Reaching Each Student to include a broader scope of topics including CRT, Gallup, 40 Developmental Assets, MIM & PLC.</p>
<p>2nd Year Staff (District provides an Introduction to CRT)</p>	<p>All second year staff will register and complete a class during 2013 Fall Workshop.</p> <p>The primary goals of this class are to 1) consider cultural lenses of teachers and students (e.g. age, gender, race, poverty); 2) identify current Culturally Responsive Teaching practices in alignment with the Millard Instructional Model; and 3) consider possible changes to Culturally Responsive Teaching practices</p>

Year 2 Salaried Staff Requirements: (staff hired in 2012-13) 40 Developmental Assets via ANGEL Culturally Responsive Teaching - Class held on Aug 7 during Fall Workshop 2013	
Year 1 Salaried Staff Training & Communication (staff hired in 2013-14)	
District Responsibilities	Building Responsibilities
Laptop Deployment & Orientation	Follow Up As Needed
Intro to Staff Email, Employee Access Center, ANGEL & Infinite Campus	Follow Up with Staff Email and Infinite Campus Naviance, Safari Montage, Student Email, School Fusion, ExamView, SMART Clickers, other instructional software
IWB Training – for staff with IWBs	Follow Up As Needed
Support As Needed	TalentEd - Training and Log-ins
Intro to MIM & PLC - New Staff Orientation in August, February & March	Aug/Sept - Staff Evaluation Phases & MIM Building expectations of PLC aligned to parameters
Writing in Secondary Classroom & Disciplinary Literacy	Follow Up As Needed
RtI+I Tier I Best Practices in Curriculum Implementation Across Content Areas	K-12 Curriculum Specific Technology Tools: (e.g. FASTT Math, SMI, FractionNation, QReads, Turn-It-In.com...)
Support As Needed	RtI+I Model & Interventions
Using <i>Better and Better</i> as Registration Tool	Follow Up As Needed
MPS Resources via ANGEL (ANGEL, MPS web site, Intranet)	Follow Up As Needed (e.g. ensure registration-completion)

****MAXIMIZING TEACHER POTENTIAL---IMPACTING STUDENT LEARNING****

Instructional Coaching in Millard Public Schools

Why Instructional Coaching?

- Teacher capacities to make instructional decisions vary from teacher to teacher.
- Teachers fall along a continuum of teacher development.
- All teachers have capacity to grow instructionally.
- Instructional coaching will provide a mechanism of moving teachers to be more reflective practitioners.

What is Instructional Coaching in Millard Public Schools?

- Through a systemic approach to instructional coaching, a teacher will increase instructional capacity thus increasing student achievement.

How will Instructional Coaching impact teachers?

- Teachers in Millard Public Schools will be reflective practitioners who are able to adjust and refine instruction based on feedback from students, others and self.
- Teacher's instructional decisions will be embedded in best practice pedagogy.

How will Instructional Coaching "roll out" in Millard Public Schools?

- The proposed implementation schedule is to bring Instructional Coaching to three schools during the 2012-2013 school year.
- One elementary, one middle school and one high school
- By the end of the 2013-2014 school year, there will be 9 schools involved in Instructional Coaching.

How will buildings create instructional coaching capacity?

- Kim Rice will be the instructional coach the first semester of building implementation.
- Buildings will create capacity (through site plan) for a building coach. Building coach will work side-by-side with Kim Rice for one semester.
- The third semester the building instructional coach will be coaching independently in the building with support from Kim Rice.

Questions?

Contact Kim Rice, New Staff Induction/Instructional Coaching Project
krice@mpsomaha.org or 402.715.6328

MPS Leadership Definition & Framework

Background Information

A parameter in the Millard Public Schools Strategic Plan is to “...attract, develop, and retain the highest quality of staff dedicated to achieving our mission and objectives.” In an effort to define leadership in Millard Public Schools, a definition and framework were developed during the 2012-2013 school year.

The MPS Leadership Definition and Framework were created:

- 1) to align our leadership professional development;
- 2) to help leaders self-assess and develop specific leadership skills;
- 3) to improve staff performance;
- 4) to increase student achievement.

A series of input sessions (Beach Ball Conversations) were facilitated in the early fall of 2012 with various building and District teachers and administrators. The input sought from these Millard staff members included brainstorming 1) attributes of leadership; 2) definitions of leadership; 3) and steps for the planning team to consider when building the framework.

A leadership committee utilized information gathered from the input sessions (Beach Ball Conversations), from an action study of comparable districts in Millard’s Benchmarking Consortium, and from research* gathered by various members of the leadership committee. *A reference page is included in the back of this document. It should also be noted that four of the five titles of our Leadership Domains came directly from Dr. Doug Reeves’ book The Learning Leader (2006).

After the initial draft was developed, more feedback was sought from several groups including: Superintendent’s Cabinet; K-12 Principals; District Level Leaders; Principal Institute; and Year I Leadership Academy.

Many thanks to the leadership committee, who based on input from multiple stakeholders, developed the MPS Leadership Definition and Framework: Nancy Brosamle, Dr. Matt Dominy, Alicia Feist, Julie Kemp, Dr. Beth Fink, Dr. Heather Phipps, Melissa Polonicic, Dr. Kim Saum-Mills, Dr. Jim Sutfin, and Dr. Greg Tiemann.

Millard Public Schools Leadership Definition:

Leadership is the art and science of inspiring others toward a common mission and a shared vision through collaborative relationships characterized by integrity, humility, resiliency, and commitment to empowering others to reach their highest potential.

For the purposes of the Millard Public Schools Framework, the following definitions can be applied.

Developing – applies some characteristics for this leadership indicator

Capable – demonstrates consistently the characteristics for this leadership indicator

Beyond – models refined characteristics for this leadership indicator to foster success in self, others and the organization

Domain 1: Relational Leadership

Relational leaders have strong knowledge of self and others and invest time developing the relationships they need to reach common goals.

“Relationships are central to the achievement of many other responsibilities. It is with face-to-face connections that one can build the credibility with other people.” -*School Leadership that Works* by Robert Marzano

Indicators	Developing applies some characteristics for this leadership indicator	Capable demonstrates consistently the characteristics for this leadership indicator	Beyond models refined characteristics for this leadership indicator to foster success in self, others and the organization
Knowledge of Self (e.g. strength based, feedback oriented, clarity and balance)	<input type="checkbox"/> Knows strengths <input type="checkbox"/> Seeks a life of balance <input type="checkbox"/> Acknowledges opportunities for growth <input type="checkbox"/> Considers own emotional wake	<input type="checkbox"/> Capitalizes on strengths <input type="checkbox"/> Models living a life of balance <input type="checkbox"/> Seeks feedback as needed <input type="checkbox"/> Owns emotional wake <input type="checkbox"/> Understands positional authority <input type="checkbox"/> Knows non-negotiables	<input type="checkbox"/> Capitalizes on strengths of self and others <input type="checkbox"/> Advocates living a life of balance <input type="checkbox"/> Seeks on-going feedback from others <input type="checkbox"/> Responds to emotional wake <input type="checkbox"/> Balances positional authority and its impact on relationships <input type="checkbox"/> Communicates non-negotiables
Reflective Learner (e.g. identify trends over time, awareness of self and others)	<input type="checkbox"/> Reflects <input type="checkbox"/> Thinks about lessons learned <input type="checkbox"/> Notices trends that emerge	<input type="checkbox"/> Analyzes personal reflections <input type="checkbox"/> Acknowledges small wins and setbacks <input type="checkbox"/> Analyzes trends	<input type="checkbox"/> Activates on analyzed reflections and promotes reflective practices in others <input type="checkbox"/> Celebrates successes and learns from setbacks <input type="checkbox"/> Analyzes and responds to trends

Domain 1: Relational Leadership (Continued)

Indicators	Developing applies some characteristics for this leadership indicator	Capable demonstrates consistently the characteristics for this leadership indicator	Beyond models refined characteristics for this leadership indicator to foster success in self, others and the organization
Moral & Ethical Standards (e.g. integrity, strong moral compass, personal humility, align values and practices)	<input type="checkbox"/> Considers others' needs <input type="checkbox"/> Exercises discernment <input type="checkbox"/> Demonstrates genuine concern <input type="checkbox"/> Identifies District values and professional ethics	<input type="checkbox"/> Responds to others' needs <input type="checkbox"/> Makes decisions based on professional ethics and standards <input type="checkbox"/> Accepts responsibility <input type="checkbox"/> Leads by example <input type="checkbox"/> Aligns District values and professional practices	<input type="checkbox"/> Engages others in responding to needs <input type="checkbox"/> Applies ethical and transparent decision making <input type="checkbox"/> Impacts others via a strong moral compass <input type="checkbox"/> Serves as a positive role model in personal and professional life <input type="checkbox"/> Advocates for equal opportunities for all <input type="checkbox"/> Realigns practices when District values and professional practices conflict
Relationships (e.g. relationship oriented, emotional intelligence, culturally competent)	<input type="checkbox"/> Exhibits trust <input type="checkbox"/> Relates to others <input type="checkbox"/> Nurtures others <input type="checkbox"/> Understands relational context <input type="checkbox"/> Recognizes cultural differences	<input type="checkbox"/> Builds credibility <input type="checkbox"/> Connects with others to build relationships <input type="checkbox"/> Exhibits empathy and compassion <input type="checkbox"/> Engages situational awareness <input type="checkbox"/> Understands cultural differences	<input type="checkbox"/> Promotes integrity <input type="checkbox"/> Builds relationships with intention <input type="checkbox"/> Affirms others and extends grace <input type="checkbox"/> Fosters positive culture <input type="checkbox"/> Embraces diversity

Domain 2: Collaborative Leadership

Collaborative leaders develop others and work together to achieve the vision, mission and goals of the organization through clear communication and capacity building.

“Effective collaborative leaders are clear on the goal they aim to achieve and succeed by learning to see that goal through the eyes of those they lead....Collaborative leaders put their targeted goals at the center of their vision and then spend their energy building and managing the relationships they need in order to recruit, develop, and lead the right collection of people towards the goals.” - *Collaborative Leadership* by Hank Rubin

Indicators	Developing	Capable	Beyond
	applies some characteristics for this leadership indicator	demonstrates consistently the characteristics for this leadership indicator	models refined characteristics for this leadership indicator to foster success in self, others and the organization
Development of Self & Others (e.g. empowers others in their learning, service-oriented)	<input type="checkbox"/> Extends approachability <input type="checkbox"/> Recognizes the opinions of others <input type="checkbox"/> Sets goals	<input type="checkbox"/> Serves as a mentor <input type="checkbox"/> Values the opinions of others <input type="checkbox"/> Provides feedback and maintains relationships <input type="checkbox"/> Activates personal and professional goals	<input type="checkbox"/> Lives a service-oriented life <input type="checkbox"/> Develops a collaborative culture to systematically engage the opinions of others <input type="checkbox"/> Empowers others to lead <input type="checkbox"/> Provides feedback and enriches relationships <input type="checkbox"/> Activates, reflects upon and refines personal and professional goals <input type="checkbox"/> Inspires with humility
Communication with Stakeholders (e.g. effective listener, open communicator, transparent)	<input type="checkbox"/> Listens <input type="checkbox"/> Communicates effectively using oral and written mediums	<input type="checkbox"/> Listens effectively <input type="checkbox"/> Articulates a clear message through a variety of media in a timely manner <input type="checkbox"/> Discerns appropriate communication medium based on context	<input type="checkbox"/> Listens with full presence and accepts input <input type="checkbox"/> Provides an open communication line <input type="checkbox"/> Communicates in a transparent and trustworthy manner

Domain 2: Collaborative Leadership (Continued)

Indicators	Developing applies some characteristics for this leadership indicator	Capable demonstrates consistently the characteristics for this leadership indicator	Beyond models refined characteristics for this leadership indicator to foster success in self, others and the organization
<p>Facilitation and Teams (e.g. gathers input, capacity building, consensus toward action)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks input from others <input type="checkbox"/> Presents effectively <input type="checkbox"/> Asks questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Invites varying perspectives <input type="checkbox"/> Utilizes effective facilitation strategies based on objective and audience <input type="checkbox"/> Asks challenging questions to interrogate reality 	<ul style="list-style-type: none"> <input type="checkbox"/> Surrounds self with diverse opinions in a systematic manner <input type="checkbox"/> Builds community and capacity in others to effectively facilitate groups <input type="checkbox"/> Builds consensus toward action

Domain 3: Systems Leadership

Systems leaders are able to see the complex structure within an organization and understand the interconnectedness of each part.

“The systems perspective tells us that we must look beyond individual mistakes or bad luck to understand important problems. We must look beyond personalities and events. We must look into the underlying structures which shape individual actions and create the conditions where types of events become likely”. - *The Fifth Discipline* by Peter Senge

Indicators	Developing applies some characteristics for this leadership indicator	Capable demonstrates consistently the characteristics for this leadership indicator	Beyond models refined characteristics for this leadership indicator to foster success in self, others and the organization
<p>Managerial (e.g. solution-oriented, organized & resourceful, strategic)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Organizes and effectively manages tasks <input type="checkbox"/> Solves problems <input type="checkbox"/> Accesses resources <input type="checkbox"/> Shows initiative and commitment to follow through 	<ul style="list-style-type: none"> <input type="checkbox"/> Manages multiple projects through completion <input type="checkbox"/> Prioritizes & delegates <input type="checkbox"/> Analyzes resources <input type="checkbox"/> Displays flexible yet consistent managerial skills <input type="checkbox"/> Uses technology tools that lead to more efficient and effective work 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and successfully activates on long range and complex projects <input type="checkbox"/> Empowers others by capitalizing on their strengths <input type="checkbox"/> Maximizes resources <input type="checkbox"/> Implements systems and processes to successfully run without a leader <input type="checkbox"/> Advocates for self and others to use cutting edge technology tools that lead to more efficient and effective work

Domain 3: Systems Leadership (Continued)

Indicators	Developing applies some characteristics for this leadership indicator	Capable demonstrates consistently the characteristics for this leadership indicator	Beyond models refined characteristics for this leadership indicator to foster success in self, others and the organization
<p>Systems Knowledge (e.g. awareness of role, knowledge of District, systems thinker)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Knows District resources <input type="checkbox"/> Succeeds in current role <input type="checkbox"/> Knows of partnerships with various stakeholders <input type="checkbox"/> Understands current job but does not fully understand role within the school system 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates effective use of District resources <input type="checkbox"/> Succeeds in current role and seeks additional responsibilities <input type="checkbox"/> Creates and maintains strategic partnerships with various stakeholders <input type="checkbox"/> Demonstrates understanding of role in the organization and how current role supports the school system 	<ul style="list-style-type: none"> <input type="checkbox"/> Capitalizes on District resources, procedures and roles <input type="checkbox"/> Excels in current role and is actively involved in additional responsibilities in the District <input type="checkbox"/> Utilizes a global perspective to actively engage all stakeholders <input type="checkbox"/> Demonstrates the ability to see at a 10,000 foot level and how each cog of the school system is interconnected

Domain 4: Visionary Leadership

Visionary leaders contemplate the future. They are bold, insightful, and clear in communicating a vision.

“The visionary leader thinks big, thinks new, thinks ahead—and most important, is in touch with the deep structure of human consciousness and creative potential.” - Peter Koestenbaum, Management Philosopher

Indicators	Developing applies some characteristics for this leadership indicator	Capable demonstrates consistently the characteristics for this leadership indicator	Beyond models refined characteristics for this leadership indicator to foster success in self, others and the organization
Vision & Leadership Style (e.g. strategic, inspirational, creative)	<input type="checkbox"/> Sees the big picture and focuses on outcomes <input type="checkbox"/> Likes a challenge <input type="checkbox"/> Engages daily <input type="checkbox"/> Understands different leadership styles	<input type="checkbox"/> Uses multiple sources of information to collaboratively develop vision, mission, goals <input type="checkbox"/> Accepts a challenge <input type="checkbox"/> Creates engagement <input type="checkbox"/> Influences others <input type="checkbox"/> Implements different leadership styles inconsistently	<input type="checkbox"/> Activates systematic review of multiple sources of information to collaboratively review & refine vision, mission, and goals <input type="checkbox"/> Challenges others <input type="checkbox"/> Sustains engagement <input type="checkbox"/> Provides hope for future <input type="checkbox"/> Inspires others <input type="checkbox"/> Implements different leadership styles consistently and intentionally based on context <input type="checkbox"/> Communicates chosen leadership style with all stakeholders

Domain 4: Visionary Leadership (Continued)

Indicators	Developing applies some characteristics for this leadership indicator	Capable demonstrates consistently the characteristics for this leadership indicator	Beyond models refined characteristics for this leadership indicator to foster success in self, others and the organization
<p>Change Agent (e.g. manage & lead change, risk taker, resilient)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Guides others <input type="checkbox"/> Turns a negative into a positive <input type="checkbox"/> Manages the change process <input type="checkbox"/> Identifies the status quo 	<ul style="list-style-type: none"> <input type="checkbox"/> Motivates others <input type="checkbox"/> Perseveres and displays resiliency <input type="checkbox"/> Understands the complexity of the change process <input type="checkbox"/> Looks beyond the status quo 	<ul style="list-style-type: none"> <input type="checkbox"/> Empowers others <input type="checkbox"/> Capitalizes on setbacks to advance the goal <input type="checkbox"/> Leads the change process and takes responsible risks <input type="checkbox"/> Challenges the status quo by articulating the big picture and small details needed to lead and implement a change

Domain 5: Instructional Leadership

Instructional leaders have a clear vision for their school and create effective environments that support teaching and learning as top priorities.

“Although teachers have an undeniably large influence on student results, they are able to maximize that influence only when they are supported by school and system leaders who give them the time, the professional learning opportunities, and the respect that are essential for effective teaching.....With relentless regularity, focused leaders ask the question, ‘Is it working to improve student learning?’”

- *Transforming Professional Development into Student Results* by Douglas Reeves

Indicators	Developing applies some characteristics for this leadership indicator	Capable demonstrates consistently the characteristics for this leadership indicator	Beyond models refined characteristics for this leadership indicator to foster success in self, others and the organization
Educational Knowledge (e.g. competent, student-centered, data driven decisions)	<input type="checkbox"/> Displays excellent teaching skills <input type="checkbox"/> Displays competency in curriculum, instruction, and assessment <input type="checkbox"/> Analyzes student data	<input type="checkbox"/> Models instructional leadership <input type="checkbox"/> Increases student learning through curriculum, instruction, and assessment <input type="checkbox"/> Analyzes student data to evaluate programs and drive instruction	<input type="checkbox"/> Develops others as instructional leaders <input type="checkbox"/> Educates others about researched best practice in curriculum, instruction, and assessment to maximize student learning and lead school improvement <input type="checkbox"/> Applies several sources of relevant data to systematically evaluate programs and close achievement gaps
Culture of Learning (e.g. continual learner, high expectations)	<input type="checkbox"/> Researches best practice <input type="checkbox"/> Continues to learn <input type="checkbox"/> Has high expectations of self <input type="checkbox"/> Recognizes achievement	<input type="checkbox"/> Implements researched best practice of learning theory <input type="checkbox"/> Models life-long learning <input type="checkbox"/> Has high expectations of self and others <input type="checkbox"/> Celebrates achievements <input type="checkbox"/> Models intellectual curiosity	<input type="checkbox"/> Evaluates and integrates researched best practice of learning theory <input type="checkbox"/> Develops and maintains culture of life-long learning <input type="checkbox"/> Instills a culture of high expectations <input type="checkbox"/> Instills a culture of academic achievement and accomplishment <input checked="" type="checkbox"/> Inspires intellectual curiosity

References For Leadership Definition & Framework

- “Best Practices in Teacher Leadership Training and Principal Development” (Hanover Research January 2012).
- Colan, L.J. (2006). *7 Moments ... That Define Excellent Leaders*. Dallas, TX: CornerStone Leadership Institute.
- Collins, J. (2001). *Good To Great*. New York, NY: Harper Collins Publishers.
- Collins, J. and Hansen, M.T. (2011). *Great By Choice*. New York, NY: HarperCollins Publishers.
- Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. New York, NY: Fireside.
- Gordon, G. with Crabtree, S. (2006). *Building Engaged Schools: Getting The Most out of American’s Classrooms*. New York, NY: Gallup Press.
- Hoerr, R. R. (December 2007/January 2008). *What is Instructional Leadership? Educational Leadership*; Alexandria, VA: ASCD
- Jenkins, B. (January/February 2009). *What it takes to be an instructional leader. Principal Magazine*. NAESP
- Rubin, Hank (2009). *Collaborative Leadership*. Thousand Oaks, CA: Corwin Press
Quote is on p. xiv Preface and Overview
- Kouzes, J.M. and Posner, B.Z. (2010). *The Truth About Leadership*. San Francisco, CA: Jossey-Bass.
- Marzano, R.J., McNulty, Brian A., Waters, T. (2005) . *School Leadership that Works: From Research to Results*. McRel
- Nebraska Department of Education (2011). *Nebraska’s Performance Framework For Principals*.
<http://www.education.ne.gov/>
- NYC Leadership Academy (2012). *Instructional Leadership*
- Rath, T. and Conchie, B. (2008). *Strengths Based Leadership: Great Leaders, Teams, and Why People Follow*. New York, NY: Gallup Press.
- Reeves, D. *The Learning Leader: How to Focus School Improvement for Better Results*. Alexandria, VA: ASCD, 2006.

Reeves, Douglas B. (2010). *Transforming Professional Development into Student Results*. Alexandria, VA: ASCD

Rost, J. (1991). *Leadership for the 21st Century*. Westport, CT: Praeger Publishers.

Scott, S. (2009). *Fierce Leadership*. New York: Random House.

Senge, P. M. (1990). *The 5th Discipline: The Art and Practice of the Learning Organization*. Currency

The Council of Chief State School Officers (2008). *Performance Expectations and Indicators for Education Leaders*. Washington DC: The Council of Chief State School Officers.

Whitaker, T. (2003). *What Great Principals Do Differently*. Larchmont, NY: Eye on Education

Whitaker, T. (2012). *Shifting The Monkey*. Bloomington, IN: Triple Nickel Press.

Hourly Employee Staff Development Day

Staff Development for ALL Hourly Staff

MPS Tech Ethics for Hourly Staff

All hourly staff should take MPS Tech Ethics for Hourly Staff in 2012-2013. This course will include information on the MPS District expectations of ethical behavior and technology use. Hourly staff who have not already taken this course may attend a face-to-face session on March 14 (course #2374), or complete this requirement via ANGEL (course #2343.)

March 14, 2013 Schedule

Note:

Coffee & water will be available at 8:00AM.

Session 1	Session 2
8:30-9:30	9:45-10:45 OR 9:45-11:15
<i>Recommended Sessions for New Hourly Staff</i>	
40 Developmental Assets for Hourly Staff— Course # 397	Preventing Sexual Harassment— Course # 1825



Timecard Information

March 14, 2013 is a designated staff development day. You have the choice to have a non-paid non-work day, or attend building/District staff development offerings during the morning. Should you choose to attend staff development offerings, please record the hours of attendance through the time clock or a time card submitted to your supervisor (up to 4 hours). This rule excludes secretaries. According to the secretary calendar, you have the choice to attend staff development offerings or work in your building. Please communicate your plans with your supervisor.



Please register through

Better and Better
bb.mpsomaha.org

Each session has a maximum seat count; register early to ensure your spot in a session.

Please register by February 25.

Sessions with low registrations may be cancelled after February 25.

Find details about training incentives on the Human Resources Website.

Inside this issue:

Session Schedule	2
Registration Tips	3
Recommended Sessions for New Staff	3
Personal & Professional Wellness	4
Professional Growth Sessions	4-6
Technology Sessions	7-8
Contact Information	8

Sessions At-A-Glance			
* Denotes a new course. BOLD titles are required for new staff.			
Session 1	Course #	Session 2	Course #
Behavioral Strategies for Paraprofessionals	1833	Behavioral Strategies for Paraprofessionals	1833
*Digital Citizenship for Hourly Staff	12478	*Digital Citizenship for Hourly Staff	12478
*Healthy Shopping for a Healthier, More Energetic You!	12501	*Healthy Shopping for a Healthier, More Energetic You!	12501
*IC Health Module Training (2013)	12482	*IC Health Module Training (2013)	12482
*IWB 101 for Paraprofessionals	12483	*IWB 101 for Paraprofessionals	12483
*Microsoft Word 2010: Tables and Charts	12500	*Microsoft Word 2010: Tables and Charts	12500
*Paraprofessionals and Teachers in the Classroom Setting	12509	*Paraprofessionals and Teachers in the Classroom Setting	12509
*Paraprofessionals: Inclusive Support for Students and Teachers	12489	*Paraprofessionals: Inclusive Support for Students and Teachers	12489
*Perfect Targets	12470	*Perfect Targets	12470
*Personal Safety Training	2405	*Personal Safety Training	2405
*Saving & Budgeting	12476	*Saving & Budgeting	12476
*Team Survivor: Sink or Swim	12477	*Team Survivor: Sink or Swim	12477
*Tips for Dealing with Difficult Behaviors for Hourly Staff	12473	*Tips for Dealing with Difficult Behaviors for Hourly Staff	12473
*Using eBooks in Destiny	12504	*Using eBooks in Destiny	12504
Single Session Offerings			
40 Developmental Assets for Hourly Staff	397	Preventing Sexual Harassment	1825
MPS Tech Ethics for Hourly Staff	2374	*The Brain: How It Processes Information	12508
MS Publisher 2010 for Windows Users	2130	*Advanced Microsoft Publisher: Customizing Installed Templates	12502
Features of PowerPoint 2010/2011 (Intro)	2101	*Microsoft PowerPoint 2010: Advanced Settings	12503
*Elementary Secretary Round Table	12491	BIST Training for Paras (Level 1)	1645
SECURITY STAFF: 8:30-11:30			
* Restraint & Seclusion Overview for Special Groups — Course # 12499			

Register by
February 25, 2013

Registration Information

If you have never logged on to *Better and Better* before, information for new users can be found on the Staff Development website under *Better and Better* or the following link: <http://bit.ly/PaUmnv>.

Better and Better
Online Registration

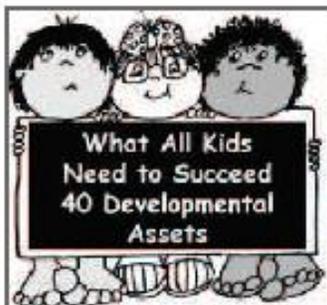
New Hourly Staff

Preventing Sexual Harassment:

All hourly staff are **required** to take Preventing Sexual Harassment if not taken in 2010-2013. This course will include information on the MPS District policy and reporting procedures. If you have not already taken this session, please sign up for course #1825.

40 Developmental Assets:

This class is recommended for all hourly staff who have not taken 40 Developmental Assets training in the past. If you have already taken a 40 Developmental Assets class at the building or within the District, you do not need to repeat this requirement.



40 Developmental Assets for Hourly Staff—Course # 397

Recommended for all hourly staff who have not already taken a 40 Developmental Asset class. The 40 Developmental Assets is based on a simple concept: young people need positive external supports and internal strengths to succeed in life. And, most important, they need adults to help them nurture these assets. Assets not only promote positive behaviors, but they also protect young people from harmful behavior. The more assets a young person reports having, the less likely he or she is to make harmful or unhealthy choices. Learn how you can be an asset builder in your work, home and community.

Target Audience: All Hourly Staff

MPS Tech Ethics for Hourly Staff—Course # 2374

This course is *recommended* for all hourly staff. Participants will demonstrate comprehension of Millard Public Schools expectations of ethical behavior and technology use by reviewing and reflecting on Board Policy 7305 and real-life scenarios.

Target Audience: ALL Hourly Staff



Preventing Sexual Harassment - Course # 1825

We live in a society that bombards us with sex. It's in the movies, on TV, on magazine covers, on the internet, and in every type of advertising you can imagine. The "Let's Get Honest" DVD combined with a training presentation, focuses on breaking down sexual harassment and getting honest with ourselves and coworkers. The program includes: defining sexual harassment, recognizing harassment in all its varied forms, understanding the difference between "intent" and "impact", defining how the law interprets "reasonable personal standard", rules to prevent harassment, and how to constructively confront situations when you or others are being harassed. This course will also include information on the MPS District policy and reporting procedures.

Target Audience: Required for ALL NEW Hourly Staff

Personal & Professional Wellness Sessions



Healthy Shopping for a Healthier, More Energetic You!—Course # 12501

Do you have a desire to shop healthier for yourself this year? Learn how to use the information on food labels as well as the NuVal(tm) Nutritional Scoring System available at Hy-Vee to make healthier food choices while you shop. Looking for high-energy foods that keep you going all day? Our presenter, a registered dietitian, will teach you how to get the most "natural" energy from the foods in your diet.

Target Audience: All Hourly Staff

Saving & Budgeting—Course # 12476

This course, presented by a representative from First National Bank, will talk about the basics of saving and budgeting. Topics will include: elements of saving... how much and where, debt snowball, different ways to save, and compounding interest.

Target Audience: All Hourly Staff

Team Survivor: Sink or Swim—Course # 12477

"Wearing the same shirts doesn't make you a team."—Buchholz and Rothl

Teams have the potential to deliver far greater results than any one individual working alone. But some teams sink when it comes to navigating the seas of common teamwork myths. In this interactive program we will explore some common myths of teamwork and learn to steer the course for smoother sailing when working on a team.

Target Audience: All Hourly Staff



Professional Growth Sessions

Behavior Strategies for Paraprofessionals—Course # 1833

Paraprofessionals are an essential component of the success of a classroom. Often paraprofessionals are faced with addressing the behavioral needs of students. Participants in this course will demonstrate an understanding of the basics of why students behave the way they do, how the response of staff members impacts student behavior, the key components of behavioral support and effective behavioral techniques.

Target Audience: Paraprofessionals

BIST Training for Paras (Level 1)—Course # 1645

Participants will learn the basic components of BIST strategies such as the philosophy and implementation of the Goals for Life, Safe Seat, BIST language, Grace and Accountability. During the class participants will be viewing parts of DVDs featuring Marty Huit, former Millard BIST consultant. We will be discussing example situations and how to best handle them using the BIST language. Effective use of the safe seat and grace and accountability will be covered as well. The session will be as interactive as possible with opportunities for role playing and discussion of specific behavior examples.

Target Audience: Paraprofessionals working at buildings utilizing BIST



Professional Growth Sessions (cont.)

Register by
February 25, 2013



Digital Citizenship for Hourly Staff—Course # 12478

By attending this session, participants will understand the significant impact of digital literacy. Attendees will be prepared to reinforce the Millard Public Schools K-12 Digital Literacy and Citizenship Curriculum as they investigate their own digital footprint.

Target Audience: All Hourly Staff

Elementary Secretary Round Table—Course # 12491

This session is an opportunity for Elementary School Secretaries to meet and share solutions to common challenges. A facilitator will lead the group through conversations as determined by the voices in the room.

Target Audience: Elementary Secretaries

Paraprofessionals and Teachers in the Classroom Setting—Course # 12509

Paraprofessionals are an essential component of the school setting who assist teachers with the various functions of the classroom. Participants will demonstrate an understanding of the roles of the paraprofessional and teacher, the importance of collaboration in the classroom setting, effective communication strategies, and the role of professionalism in the classroom setting.

Target Audience: Paraprofessionals



Paraprofessionals: Inclusive Support for Students and Teachers—Course # 12489

Paraprofessionals play a vital role in supporting students with special needs in the general education classroom. Often, limited training is provided on how to effectively support both the students and teacher in an inclusive classroom. In this training, participants will receive an overview of important information that has been adapted from inclusive classroom expert, Dr. Rebecca Hines from the University of Central Florida. Topics covered include different models for paraprofessional support, 4 strategies staff can implement tomorrow to improve overall instruction as well as ways paraprofessionals can 'market' themselves to capitalize on their unique talents and strengths.

Target Audience: Paraprofessionals



Perfect Targets—Course # 12470

This session will provide participants with specific information about autism spectrum disorders (ASD) and bullying. What are the statistics and what can we do to change them? Learn about types of victims, why students with ASD are bullied, and how to respond to bring about positive change within your building.

Target Audience: All Hourly Staff

Professional Growth Sessions (cont.)

Register by
February 25, 2013

Personal Safety Training—Course #2405

Student and staff safety is a priority in the Millard Public Schools. Staff can find themselves in difficult situations while working with students who have unpredictable and sometimes aggressive behaviors. In this course, participants will learn the basics of keeping themselves safe in a non-harmful way when a student becomes physically aggressive. We will discuss the proper body position to take and the reasons for using that position. We will also learn how to protect ourselves from both strikes and grabs and the principles for using each. Additionally, we will discuss when it might be appropriate to transport a student a short distance in the school and how to safely do so. Finally, participants will troubleshoot different scenarios that could lead to unsafe behavior and discuss how to best respond in those situations.

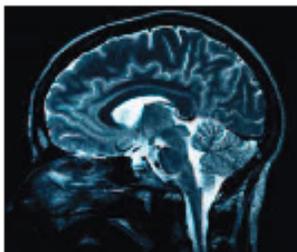
Target Audience: All Hourly Staff



Restraint & Seclusion Overview for Special Groups—Course # 12499

Staff can find themselves suddenly involved in a behavioral emergency when student behavior becomes aggressive. This training provides a summary of best practices for staff when they find themselves in a difficult student situation. Topics covered in this training include an overview of the crisis development model and corresponding staff approaches, the verbal escalation continuum, how to set limits with non-compliant students as well as the use of restraint and seclusion. Staff will receive demonstrations of applicable personal safety strategies to keep both staff and students safe in a behavior emergency as well as recommended nonviolent crisis intervention techniques to be used as a last resort when students are a danger to themselves or others.

Target Audience: Required for Security Staff



The Brain: How It Processes Information—Course # 12508

During this session participants will learn about the basic brain structure, how the brain processes information and how you can best retain information you gather and receive. We will explore your learning, perceptual, and organizational styles by completing a number of engaging activities that will allow you to better understand how your amazing brain works.

Target Audience: All Hourly Staff

Tips for Dealing with Difficult Behaviors—Course # 12473

Hourly staff will be able to effectively interact and correct students who are displaying problem behaviors by applying a simple questioning strategy that helps both the adult and the student reflect upon and correct the behavior. Beadle Middle School Assistant Principal, Dr. Scott Butler, will engage participants in an interactive discussion.

Target Audience: All Hourly Staff



Technology Sessions

Register by
February 25, 2013

Using eBooks in Destiny—Course # 12504

Staff will learn what exciting new resources are available to students and staff via Destiny. Whether you use a computer or a mobile device, eBooks are available in your schools today.

Target Audience: Media Paras and others interested in Destiny



If you have any questions, contact the Office of Staff Development at 715-8418.



Advanced Microsoft Publisher: Customizing Installed Templates—Course # 12502

This session will walk through design options found in Microsoft Publisher. The majority of the session will focus on options found on the "Insert" and "Page Design" tabs. Participants will start with installed templates and experiment with modifying the templates to tailor them for specific projects. **NOTE:** This class will be held in a PC computer lab.

Target Audience: All Hourly Staff

Features of PowerPoint 2010 - Course # 2101

Participants will be given a guided tour of the newest version of Microsoft Office PowerPoint for PC (Windows users). New features of this software include 3-D transitions, simpler management of presentation and video/audio embedding from the Internet. **NOTE:** This class will be held in a PC computer lab.

Target Audience: All Hourly Staff

IC Health Module Training—Course # 12482

This training will include a review of the re-designed Health Modules within the Infinite Campus Student Information System. Health staff will also review the data entry procedures contained in the Infinite Campus Data Entry Manual.

Target Audience: Required for All School Nurses and Health Paras who input health data into IC.



Technology Sessions (cont.)

Register by
February 25, 2013

IWB 101 for Paraprofessionals—Course # 12483

101 Training for Paras will be an introduction to using SMART Notebook software. Participants will work with objects and text recognition within the SMART Notebook software. How to create interactive activities using basic design functions will be introduced.

Target Audience: Paraprofessionals



If you have any questions, contact the Office of Staff Development at 715-8418.

Microsoft PowerPoint 2010: Advanced Settings—Course # 12503

This session will help experienced PowerPoint users explore features in PowerPoint 2010 found on the Transitions, Animations, and Slide Show tabs of the ribbon. Part of the session will include thoughtful consideration of appropriate uses of the features to develop effective presentations.

Target Audience: All Hourly Staff



Microsoft Word 2010: Tables & Charts—Course # 12500

This course will help participants incorporate tables into Microsoft Word documents. Participants will explore built in Quick Tables, inserting blank tables or Excel spreadsheets and then customizing the Table Design and Table Layout using the tools in the ribbon.

Target Audience: All Hourly Staff

MSPublisher 2010 for Windows Users (Intro)—Course # 2130

This workshop will show you how to create distinctive publications (newsletters, booklets, brochures, programs, catalogues, fliers, signs, etc.) with little effort using Microsoft Publisher 2010. Publisher is easy to use and will make your publications look professional.

Target Audience: All Hourly Staff



Like us at www.facebook.com/OSDMPS
Follow us on Twitter @MPS_OSD

Check out our website
<http://staffdev.mps.schoolfusion.us>

Call us at 402-715-8418



New Staff Orientation

Engaging
Enriching
Empowering

January 2, 2013



The Big Picture

8:00-8:30

Continental Breakfast and Welcome
West High School

8:30-9:15

Opening Speaker: Gus Gustafson
West High School

9:30-12:00

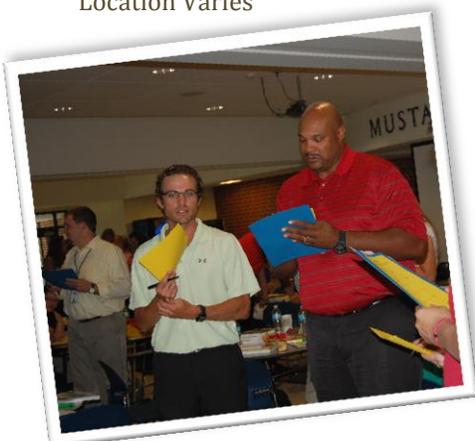
Morning Sessions
Location Varies

12:00-12:45

Lunch provided at West High School

12:45-3:00

Afternoon Sessions
Location Varies



Ring in the New Year with Colleagues and Friends

January 2, 2013 promises to be an exciting, enriching and empowering experience! Everyone will start the day at West High School for camaraderie and continental breakfast, followed by an inspirational and motivating presentation by professional speaker and Millard parent, Gus Gustafson.

The various sessions have been carefully designed to provide the most beneficial staff development for you as a new staff member. Sessions will be lead by master teachers, community and District leaders.

Please read this document carefully as it outlines all the information necessary to make January 2 a rewarding and memorable experience for you!



Gus Gustafson

Turning a Set-Back into a Come-Back

Gus Gustafson is a Millard parent who will inspire and amaze you with his incredible life story! The following excerpt is taken from his [website](#).

Who is "Gus"

Raised on a farm in Lyons, Nebraska, Ron "Gus" Gustafson was a standout basketball player in high school in spite of having lost his right arm and shoulder in a tragic childhood farm accident. After a knee injury ended his collegiate basketball career, he was devastated. But, once again, his faith and courage sustained him and he redirected his energies, building outstanding academic and business careers.

Gus' mantra is: **Never give up, and have the courage to face the next challenge.**

Certainly words we can all live by and embrace with the start of a new year.



Lunch will be provided in the West High School cafeteria. A selection of sandwiches is planned for the menu. There will be a vegetarian option. If you have any other special dietary needs, please email Shelly Mann, Office of Staff Development, at samann@mpsomaha.org by December 1, 2012.

The Details

New staff members are asked to register in ***Better & Better*** for the session that has been designed for your specific demographic. The registration window is November 12th – November 20th.



Preschool and ECSE Teachers ***GOLD and Language & Literacy***

Participants will be learning about report options within Teaching Strategies GOLD and will utilize that data to identify individual and class instructional needs. Additionally, participants will explore the text *Literacy Beginning* and utilize Fountas and Pinnell Literacy Continuum for PK as a tool in literacy planning. Teachers will have time to create hands-on activities to take back to their classrooms to support literacy learning.

Course # 12431
Section # 17115

K-12 Montessori Teachers

Guided Montessori Curriculum Application and Certification

Participants will have guided work time with a District curriculum contact and/or teacher leader to dive into curriculum, plan lessons, and develop materials.

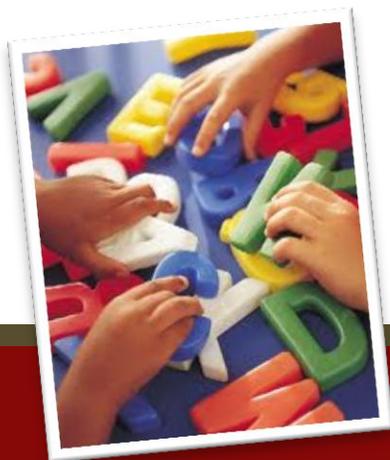
Course # 12433
Section # 17116 Elementary
Section # 17117 Secondary

PK-5 Speech and Language Pathologists

Therapy in the Classroom with Make & Take

Preschool and Elementary Speech Language Pathologists will be participating in an ASHA approved audio course focused on therapy services in the classroom. Classroom-based activities that maintain a therapeutic focus at every stage of therapy are discussed. Time will be given to the participants to apply this information to their current caseload. This course qualifies for .2 continuing education units.

Course # 12434
Section # 17118



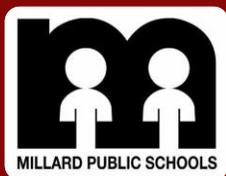


If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job.

-- Donald D. Quinn



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



K-5 General Education Teachers

K-5 Resource Teachers

Reaching All Elementary Learners Through Guided Math

Participants will walk away with the knowledge of how Guided Math looks, how to manage Guided Math small groups, and how instruction looks in each of the small groups. The participants will also receive information on the types of Math Work Stations that have been successfully implemented in various MPS classrooms. Authentic classroom experiences will be shared throughout the class.

Course # 1743

Section # 17112 (2-5 Teachers)

Section # 17113 (K-1 Teachers)

CORE

Guided Curriculum Application

Participants will attend opening activities at West High School and then travel to Cather Elementary to work with Dr. Paula Peal, Cather principal, on curriculum development and application.

Course # 12443

Section # 17155

6-12 General Education Teachers, 6-12 Resource Teachers

6-12 Speech Language Pathologists

YAP

K-12 Music

Small Group Instruction in the Classroom

This interactive class will present research-based strategies for working with students in small groups. Participants will discuss ways to develop differentiated activities and workstations (including IWB use) to increase student engagement. The focus will be using small group instruction strategies with students. Instructors will also demonstrate simple tools to keep the entire class engaged. Come prepared to share what works for you and take away new ideas.

Course # 12430

Section # 17109/17110

6-12 Counselors

Guided Curriculum Application and Agency Tours for Counselors

Counselors will work with Vicky Munoz, WHS counselor. The focus will be on District procedures, policies, use of data and working with small groups. The afternoon will be spent visiting various local outside agencies. Participants will complete a reflection document synthesizing their agency visits.

Course # 12428

Section # 17107

K-12 ACP***Special Education Procedures and Curriculum Review***

Participants will explore District resources that support ACP. Online resources and procedures manuals will be demonstrated and explained. Curriculum and how to tie curriculum to IEP goals will be discussed. Participants are asked to bring their charged laptops, ANGEL login information, Boardmaker disc, Orange Curriculum Binder and IEP data for an upcoming IEP to use during this session.

Course # 12439
Section # 17127

K-12 Teacher Librarian***Guided Curriculum Application for Teacher Librarians***

Participants will have guided work time with District department head and mentor. Selection criteria and tools will be demonstrated. Please bring your laptops and current collection evaluation reports/orders.

Course # 12435
Section # 17119

K-12 Psychologist***Casework Review and Preparation***

Participants will have guided work time to access, review and prepare casework.

Course # 12436
Section # 17120



If you have further questions or need assistance with the registration process, please contact Kathi Smith, Technology Staff Developer, at kmsmith@mpsomaha.org





March 19, 2013



New Staff Orientation

January 2nd New Staff Orientation was indeed an Engaging - Enriching and Empowering experience!

Quotes from January 2.....

“I enjoyed the small group setting and the chance to ask questions.”

“It was nice to spend time with other new staff and talk about the year....”

“[there were] opportunities for discussion with colleagues regarding implementation of programs and current challenges they face...”

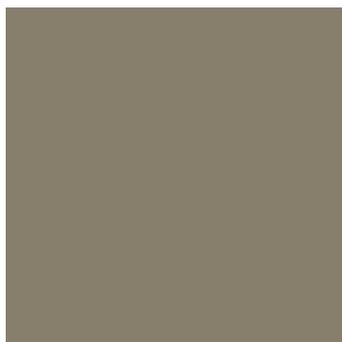
**March 19th promises to be equally positive, powerful and productive!
For details, please read the following information carefully and completely.**

Overview of March 19 New Staff Orientation

The information below provides an overview of the sessions for March 19th. Further details and registration information for each session is provided on subsequent pages. Please pay careful attention to the listed required courses. The day begins at West High School at 8:00 with continental breakfast and welcome.

February 1, 2013 is the registration deadline for all sessions in *Better & Better*.

8:00-8:30 Continental Breakfast & Welcome West High School Cafeteria			
8:30-9:15 <i>UnConference</i>			
9:30AM – 12:00PM Required Morning Sessions			
Audience		Session Title	
K-12 ACP		<i>ACP IWB 102</i>	
6-8 Science		<i>Vernier Training</i>	
K-5 SLP, General Education & Resource		<i>Guided Reading</i>	
Preschool & ECSE		<i>Social Skills</i>	
K-12 Montessori		<i>Montessori Certification Process & Curriculum</i>	
K-5 Core		<i>Core Curriculum</i>	
K-5 Teacher Librarians		<i>MPS Copyright Guidelines</i>	
YAP		<i>Creating a Successful Learning Environment</i>	
6-12 SLP		<i>Therapy Services in the Classroom</i>	
Psychologist		<i>Guided Mentor Time</i>	
Morning Select-a-Session If you are not identified in a group above for a required session, you may select from any of the following morning sessions.			
<i>Creating a Successful Learning Environment</i>	<i>School Fusion Training</i>	<i>What Do You Do with the Students Who Already Know It?</i>	<i>Quality Classroom Assessment Development</i>
12:00 -12:45 <i>Lunch Provided</i> Millard West High School			
12:45PM-3:00PM Required Afternoon Sessions			
Secondary Staff who were absent on Jan. 2		<i>Small Group Instruction</i>	
K-12 ACP		<i>Process & Produce Lesson Development</i>	
Preschool & ECSE		<i>Math Make-and-Take</i>	
Psychologist		<i>Guided Mentor Time</i>	
Afternoon Select-a-Session If you are not identified in a group above for a required session, you may select from any of the following afternoon sessions.			
<i>IWB 102</i> Open to all 4-12 staff with an IWB	<i>IWB Lesson Development</i> 4-12 with an IWB	<i>Process & Produce Lesson Development</i>	<i>Technology Open Forum</i>



UnConference

8:30-9:15

Share your insights and thoughts

What is an **UnConference**? According to Wikipedia, it is a participant-driven meeting that typically features open discussion rather than having a single speaker at the front of the room.

Our UnConference structure will include both predetermined conversation topics as well as open forum sessions based on your input and participation the morning of March 19th. Come with conversation ideas to share and/or facilitate. In addition to the topics listed below, we will have a few open classrooms in which to host these “day-of” conversations.

Topics:

Dr. Keith Lutz, Superintendent

State of the School District

Dr. Jim Sutfin, Assistant Superintendent of Human Resources
& Sharon Comisar-Langdon, New Staff Induction Program

Your Career with Millard

Chad Meisgeier, Director of Employee Relations

Wellness and MPS Benefits

Kip Colony, WHS Language Arts Teacher and Coach

Coaching & Teaching

Want to experience a true UnConference? Check out EdCamp Omaha that will be held at UNO Roskens Hall on March 23rd.

<http://edcampomaha.wikispaces.com>

Morning Sessions: 9:30AM – 12:00PM

Required Courses

The following courses have been specifically created for the noted demographics.

Registration in *Better & Better* is required.

6-8 Science Teachers

Required: Vernier Training



Participants will demonstrate synthesis of Vernier hardware and software by interacting with the Vernier equipment found at the middle school level.

This hands-on session will provide new 6-8 science teachers an opportunity to explore how and when to use Vernier software within their curriculum.

Course # 12472

Section # 27214

K-12 ACP

Required: IWB 102 Training



Participants will demonstrate synthesis of Notebook software by designing interactive Notebook activities.

ACP 102 Training will develop and build on the skills acquired in 101 Training. Aligning best teaching practices to instructional design basics will be the focus of this session. Time will be given to apply SMART Notebook software to create Notebook activities appropriate for the ACP classroom.

Course # 1657

Section # 27224

K-5 SLP, General Education & Special Education

Required: Guided Reading



Participants will demonstrate synthesis of the structure and management of Guided Reading by developing lesson plans that will enhance their utilization of whole group, small group, and independent instructional routines.

This session will provide K-5 teachers with the core pieces of Guided Reading, including whole group, small group, and independent instructional routines. The focus will be on the utilization of Reading Street resources with these instructional routines, management, and literacy workstation ideas.

Course # 12475

K-1 Section #27225

2-5 Section #27226

Morning Sessions: 9:30AM – 12:00PM

Required Courses

The following courses have been specifically created for the noted demographics.

Registration in *Better & Better* is required.

Montessori K-5

Required: *Montessori Certification Process & Curriculum Development*



Participants will demonstrate synthesis of the Montessori curriculum by participating in the Montessori certification process.

Teachers will gain knowledge of implementing music and movement in the Montessori early childhood classroom. They will be introduced to the scope and sequence and have time to practice. Teachers will work at the Montessori training center with a certified trainer at 12344 Pacific Street after the opening session.

Course # 12485

Section # 27247

Montessori 6-12

Required: *Montessori Certification Process & Curriculum Development*



Participants will demonstrate comprehension of Montessori philosophy and curriculum as well as district and state standards by developing units and lesson plans that incorporate the requirements of both domains.

Teachers will have guided time with a District Curriculum contact and/or teacher leader to dive into curriculum, plan lessons and develop materials.

Course # 12433

Section # 27248

Preschool & ECSE

Required: *Social Skills*



Participants will demonstrate understanding of strategies for facilitation of social skills with young children through participation in problem solving activities to support appropriate interactions. Participants will demonstrate synthesis of best practices in math instruction through the development of hands-on activities for preschool interest areas and small group instruction.

Preschool teachers will work with Jennifer Vest, MPS Autism Facilitator, to explore strategies to support young children in the development of social skills. Teachers will learn techniques that will help students gain valuable social skills for interacting with their peers and adults.

Course # 12486

Section # 27249

Morning Sessions: 9:30AM – 12:00PM

Required Courses

The following courses have been specifically created for the noted demographics.

Registration in *Better & Better* is required.



K-5 Core

Required: Core Curriculum

Participants will demonstrate comprehension of CORE curriculum by interacting with CORE materials via a CD and workbook.

Participants will work with Principal Dr. Paula Peal on Core instruction.

Course # 12493

Section # 27256



K-5 Teacher Librarian

Required: MPS Copyright

New teacher librarians will demonstrate synthesis of the District Copyright Guidelines by developing a staff refresher session for their schools.

Staff will be introduced to the Copyright Guidelines and have time to pose questions regarding application of district guidelines in their respective schools.

Course # 12488

Section # 27552



Psychologist

Required: Guided Mentor Time

Participants will demonstrate comprehension of Millard procedures and resources through review and discussion with their District mentor.

This **all day** session will provide District psychologists both independent and collaborative work time. Time will be spent with District mentor covering such topics as: District Crisis Team, end of year Department procedures, Tableau and other differentiated topics.

Course # 12494

<http://homestagingmentorin>



<http://www.hdmg.net/general-information/service.cfm/speech-therapv/id-54>

6-12 SLP

Required: Therapy Services in the Classroom

Participants will demonstrate comprehension by identifying classroom activities that maintain therapeutic focus and specific school-wide activities that increase support of these services.

6-12 Speech Language Pathologists will participate in an ASHA approved audio course focused on therapy services in the classroom. Classroom-based activities that maintain a therapeutic focus at every stage of therapy will be discussed. Time will be given to the participants to apply this information to their current caseload. This course qualifies for .2 continuing education units.

Morning Sessions: 9:30AM – 12:00PM

If a session has not been designated for you, please select a session from below based on your professional needs and personal interest.

Registration in *Better & Better* is required.



Creating a Successful Learning Environment

Suggested Audience: 6-12 General & Special Education Teachers

Required: YAP Teachers

Participants will demonstrate evaluation of their own classroom-learning environment by considering positive reinforcement for creating student success.

Students come to us with a wide range of behavior issues. Educators can establish proactive learning environment procedures and guidelines that create an atmosphere for student success. Instructors will share research-based strategies to help participants master the Learning Environment Domain of the Millard Instructional Model. This interactive workshop has been created for general education and special education staff that has 1-35 years of teaching experience.

Course # 615
Section # 27227

.....

School Fusion

Suggested Audience: 6-12 General & Special Education

Participants will demonstrate application of School Fusion tools by developing a personal School Fusion web page.

This course will explore two areas:

1. Understand management of the Classroom Fusion Tools: Announcements, Documents, Wikis, Calendar, Contacts, Links, Web Pages, and Podcasts
2. Understand how students can log in and interact with the FusionTools on their classroom websites.

Course # 1715
Section # 27242

What Do You Do with the Students Who Already Know It?

Suggested Audience: 6-12 General Education Teachers

Participants will demonstrate application of curriculum enrichment by constructing a lesson to meet the needs of the students who "already know it".

Teachers will be part of an energizing experience as they learn best practice strategies to engage the minds of the higher ability student. Participants will walk away with a toolbox of strategies PLUS one mini-lesson to meet the instructional needs of the higher ability student.

Course # 644
Section # 27243

.....

Quality Classroom Assessment Development

Suggested Audience: 6-12 General & Special Education Teachers

Participants will demonstrate application of quality formative assessment by selecting and developing effective classroom assessments to measure student achievement at all levels of ability.

The classroom teacher will gain an understanding of quality assessment criteria that will aid in selecting and/or writing assessments that provide reliable data to measure student learning. These assessment criteria include Webb's Depth of Knowledge (DOK) cognitive complexity, Performance Level Descriptors (PLDs) and Universal Design for more focused assessments with greater validity and reliability. The teacher will have the opportunity to spend time selecting items or writing an assessment that can be used in their classroom.

Required Courses

The following courses have been specifically created for the noted demographics.

Registration in *Better & Better* is required.

K-12 ACP

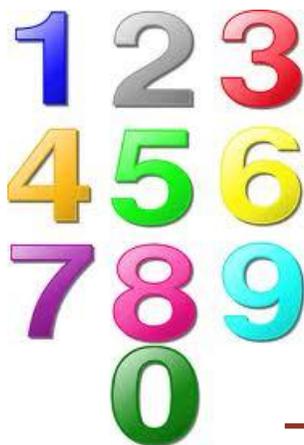
Required: ACP Process & Produce Lesson Development



Participants will demonstrate application of learned material/information by developing an end product to share with others.

This session will allow participants an opportunity to reflect on information learned from other staff development. Participants will have the choice to stay at West High School and work with ACP staff members on curriculum and special education procedures or they may return to their home building. If returning to a building, participants will submit a final product to their supervisor.

Course # 12497



Preschool & ECSE

Required: Math Make-and-Take

Participants will demonstrate synthesis of best practices in math instruction through the development of hands-on activities for preschool interest areas and small group instruction.

Preschool teachers will have the opportunity to create hands-on activities to take back to their classrooms to support math instruction

Course # 12492

Section # 27255

January 2, 2013 Absent New Staff

Required: Make-up-Session – Small Group Instruction

Participants will demonstrate synthesis of best practices by developing plans for small group instruction and increasing student engagement.

This interactive class will present research-based strategies for working with students in small groups. Participants will discuss ways to develop differentiated activities and workstations (including IWB use) to increase student engagement. The focus will be using small group instruction strategies with students. Instructors will also demonstrate simple tools to keep the entire class engaged. Come prepared to share what works for you and take away new ideas.

Course # 12430

Section # 27265

New Staff Orientation

Engaging

Enriching

Empowering

Afternoon Sessions: 12:45PM – 3:00PM

If a session has not been designated for you, please select a session from below based on your professional needs and personal interest.

Registration in *Better & Better* is required.



IWB 102

Suggested Audience: All 4-12 Teachers with an IWB

Participants will demonstrate synthesis of Notebook software by designing interactive Notebook activities.

102 Training will develop and build on the skills acquired in 101 Training. Aligning best teaching practices to instructional design basics will be the focus of this session. Time will be given to apply SMART Notebook software to create Notebook activities.

Course # 1657
Section # 27263

.....

IWB Lesson Development

Suggested Audience: All 4-12 Teachers with an IWB and who have completed IWB 102

Under the direction of IWB instructors, staff will participate in a brief review of IWB concepts. The majority of the session will be spent constructing IWB lessons aligned to the Millard curriculum that will be shared on an ANGEL community group.

Course # 1981
Section # 27264

Technology Open Forum

Suggested Audience: SLP, K-12 General and Special Education Teachers

The participant will demonstrate comprehension of various district technology resources by articulating user issues and resolving the issues.

Technology Open Forum has been designed to help users address technology issues. A team of technology experts will be available to answer questions on ANGEL, Office 2010/2011, SchoolMail, School Fusion, clickers, IWB; truly any area of technology! Participants are asked to complete the survey found at <http://goo.gl/pNch3> to help identify areas of interest and necessary expertise.

Course # 2001
Section # 27262

.....

Process & Produce: Lesson Development

Suggested Audience: SLP, K-12 General & Special Education Teachers

Participants will demonstrate application of learned material/information by developing an end product to share with others.

This session will allow participants an opportunity to reflect on information learned from other staff development. Participants will have the choice to return to their home building to work or to stay and work collegially at West High School. A final product must be submitted to one's supervisor if returning to home building.

Independent
At Home Building
Course # 12496
Section # 27259

Guided
At West High School
Course # 12497
Section # 27260

Hourly Employee Staff Development Day

October 18, 2012 at Millard North High School

Staff Development for ALL Hourly Staff

MPS Tech Ethics for Hourly Staff

All hourly staff should take **MPS Tech Ethics for Hourly Staff** in 2012-2013. This course will include information on the MPS District expectations of ethical behavior and technology use. Hourly staff may attend a face-to-face session on October 18 or March 14, or complete this requirement via ANGEL.

October 18, 2012 Schedule

Session 1	Session 2	Session 3
8:00—9:00	9:15—10:15	10:30—11:30 Or 10:30—12:00
<i>Recommended Sessions for New Hourly Staff</i>		
MPS Tech Ethics for Hourly Staff Course # 2374	40 Developmental Assets for Hourly Staff Course # 397	Preventing Sexual Harassment Course # 1825

Note:
Coffee & water will be available at 7:30AM.

Required for NEW Hourly Staff

Preventing Sexual Harassment:

All hourly staff are **required** to take **Preventing Sexual Harassment** if not taken in 2010-2012. This course will include information on the MPS District policy and reporting procedures. If you have not already taken this session, please sign up for course #1825.

40 Developmental Assets:

This class is recommended for all hourly staff who have not taken 40 Developmental Assets training in the past. If you have already taken a 40 Developmental Assets class at the building or within the District, you do not need to repeat this requirement.

Timecard Information

October 18, 2012 is a designated staff development day. You have the choice to have a non-paid non-work day, or attend building/District staff development offerings during the AM. Should you choose to attend staff development offerings, please record the hours of attendance through the time clock or a time card submitted to your supervisor (up to 4 hours). This rule excludes secretaries. According to the secretary calendar, you have the choice to attend staff development offerings or work in your building. Please communicate your plans with your supervisor.



Please register through

Better and Better
bb.mpsomaha.org

Each session has a maximum seat count; register early to ensure your spot in a session.

Please register by September 20.

Sessions with low registrations may be cancelled after September 20.

Find details about training incentives on the Human Resources Website.

Inside this issue:

Session Schedule	2
Registration Tips	3
Personal & Professional Wellness Sessions	3-4
Professional Growth Sessions	4-6
Technology Sessions	6-7
Contact Information	7

Alphabetical Listing of Courses By Session

* Denotes a new course. BOLD titles are required for new staff.

Session 1	Session 2	Session 3
Blood Borne Pathogen Safety (Course # 1923)	40 Developmental Assets for Hourly Staff (Course # 397)	Behavior Strategies for Paraprofessionals
Features of PowerPoint 2010 (Course # 2101)	Behavior Strategies for Paraprofessionals	Blood Borne Pathogen Safety (Course # 1923)
*Financial Planning Basics (Course # 2380)	Blood Borne Pathogen Safety (Course # 1923)	*Financial Planning Basics (Course # 2380)
The FISH Philosophy: Catch The Energy (Course # 1918)	*Financial Planning Basics (Course # 2380)	The FISH Philosophy: Catch The Energy (Course # 1918)
*Infinite Campus Procedures: Entering and Using Student Data	The FISH Philosophy: Catch The Energy (Course # 1918)	Fostering Positive Relationships (Course # 2207)
Interactive Whiteboard Training (IWB) for Paras (Course # 1813)	Fostering Positive Relationships (Course # 2207)	*Google Surveys (Course # 2381)
*MPS Tech Ethics for Hourly Staff (Course # 2374)	*Infinite Campus Procedures: Entering and Using Student Data (Course # 2397)	*Infinite Campus Procedures: Entering and Using Student Data (Course # 2397)
Need to Know Applications for Secondary Paraprofessionals (HS)	Interactive Whiteboard Training (IWB) for Paras (Course # 1813)	*Intro to Discreet Trial Training for Paras (Course # 2382)
*Preschoolers at Work: Supporting Play in the Preschool Classroom (Course # 2386)	*Managing Data with Excel (Course # 2383)	Interactive Whiteboard Training (IWB) for Paras (Course # 1813)
*Proactive Prevention (Course # 2387)	*MPS Tech Ethics for Hourly Staff (Course # 2374)	*MPS Tech Ethics for Hourly Staff (Course # 2374)
Smart Searching Strategies (Course # 1652)	Need to Know Applications for Secondary Paraprofessionals (MS) (Course # 2131)	MS Excel for Beginners (Course # 1533)
	*Proactive Prevention (Course # 2387)	Preventing Sexual Harassment (Course # 1825)
	*Reading Ps & Qs: Prompts and Questions to Support Literacy Intervention (Course # 2388)	
	*SchoolDude Basics and Hints (Course # 2390)	
	Smart Searching Strategies (Course # 1652)	
Blocked Sessions	*Table Top Exercises Related to Incident Response Plans (Course # 2389)	
	*Montessori Practical Life and Sensorial Exercises (held at Montclair) (Course # 2384)	

Register by
September 20, 2012

Registration Information

If you have never logged on to *Better and Better* before, information for new users can be found on the Staff Development website under *Better and Better* or the following link: <http://bit.ly/PaUmnv>.



MPS Tech Ethics for Hourly Staff—Course # 2374

Participants will demonstrate comprehension of Millard Public Schools expectations of ethical behavior and technology use by reviewing and reflecting on Board Policy 7305 and real-life scenarios.

Target Audience: *ALL Hourly Staff*



Preventing Sexual Harassment - Course # 1825

We live in a society that bombards us with sex. It's in the movies, on TV, on magazine covers, on the internet, and in every type of advertising you can imagine. The "Let's Get Honest" DVD combined with a training presentation, focuses on breaking down sexual harassment and getting honest with ourselves and coworkers. The program includes: defining sexual harassment, recognizing harassment in all its varied forms, understanding the difference between "intent" and "impact", defining how the law interprets "reasonable personal standard", rules to prevent harassment, and how to constructively confront situations when you or others are being harassed. This course will also include information on the MPS District policy and reporting procedures.

Target Audience: *Required for ALL NEW Hourly Staff*

Personal & Professional Wellness Sessions



Financial Planning Basics—Course # 2380

This course will include a broad range of "the basics". Topics include budgeting, emergency funds, insurance, using credit, investing, tax planning and saving for college. Prepare yourself with background knowledge to apply in your own life and your work with students.

Target Audience: *All Hourly Staff*

Fostering Positive Relationships - Course # 2207

Each of us has our own preferences and ways of operating—so how can we all work together effectively? During this session you will gain insights into why people behave as they do. This interactive, fun-filled workshop will help you bring relationships and job satisfaction to a whole new level as you express your own uniqueness and increase your understanding of others. Join us and have fun getting to know each other better!

Target Audience: *All Hourly Staff*

Personal & Professional Wellness Sessions (cont.)

Proactive Prevention—Course # 2387

Presented by Elaine Murphy, RN, BS of SimplyWell, this seminar will ignite your thinking around wellness as prevention. You will walk away with an understanding of the difference between acceptable lab and biometric health standards versus disease prevention lab and biometric standards, the barriers to personal and corporate wellness and what wellness looks, feels and sounds like.

Target Audience: All Hourly Staff



The FISH Philosophy: Catch The Energy—Course # 1918

How do you FISH for energy? Reel in this seminar and you'll find out! This fun, interactive, and educational program is based on the "FISH" video, which chronicles the upbeat antics at the world famous Pike Place Fish Market in Seattle, Washington. This wildly successful business champions four core concepts: Play, Make Their Day, Be There, and Choose Your Attitude. Explore how your team can incorporate this philosophy into your organization.

Target Audience: All Hourly Staff

40 Developmental Assets for Hourly Staff —Course # 397

Recommended for all hourly staff who have not already taken a 40 Developmental Asset class. The 40 Developmental Assets is based on a simple concept: young people need positive external supports and internal strengths to succeed in life. And, most important, they need adults to help them nurture these assets. Assets not only promote positive behaviors, but they also protect young people from harmful behavior. The more assets a young person reports having, the less likely he or she is to make harmful or unhealthy choices. Learn how you can be an asset builder in your work, home and community.

Target Audience: All Hourly Staff

Professional Growth Sessions

Behavior Strategies for Paraprofessionals—Course # 1833

Paraprofessionals are an essential component of the success of a classroom. Often paraprofessionals are faced with addressing the behavioral needs of students. Participants in this course will demonstrate an understanding of the basics of why students behave the way they do, how the response of staff members impacts student behavior, the key components of behavioral support and effective behavioral techniques.

Target Audience: Paraprofessionals

Blood Borne Pathogen Safety—Course # 1923

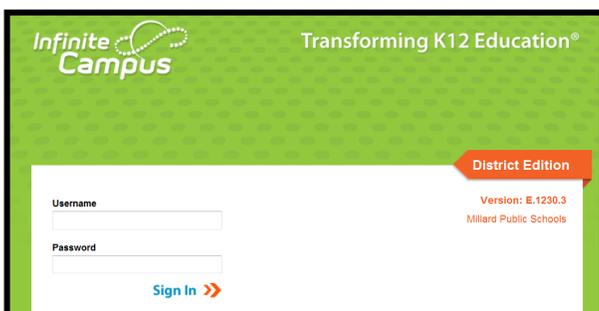
Participants will demonstrate comprehension of blood borne pathogen safety by discussing safety procedures. Learn how to safely deal with situations you may find yourself in related to the school setting.

Target Audience: All Hourly Staff



Professional Growth Sessions (cont.)

Register by
September 20, 2012



Infinite Campus Procedures: Entering and Using Student Data—Course # 2397

Participants will dive into the revised Infinite Campus Manual for secretaries. This session will review procedures for data entry on enrollments, attendance, state reporting fields, and provide scenarios through which participants can problem solve.

Intro to Discreet Trial Training for Paras—Course # 2382

Participants will learn the basic principles of discrete trail training and how to support students in the classroom. Participants will learn how to teach students who are learning new work systems / work boxes and how to structure tasks. Learn the do's and don't of supporting students with autism and other disabilities through the use of DTT.

Target Audience—*ACP & ECSE Paras*

Interactive Whiteboard Training (IWB) for Paras—Course # 1813

IWB training for paraprofessionals will take the participants through the basic set-up and operation of the IWB. Participants will understand the hardware and software components. Participants will demonstrate a basic application of interactive whiteboards by having hands on practice manipulating SMART Notebook software. Participants will also gain a greater awareness of how their position in the classroom can affect smooth lesson delivery for the teaching professional.

Target Audience: *Paraprofessionals*

Montessori Practical Life and Sensorial Exercises—Course # 2384

This course is designed to teach the Montessori philosophy behind the Practical Life and Sensorial Montessori materials and lessons. Participants will see a presentation of the many materials and have an opportunity to practice giving lessons. Each person will have the opportunity to develop and create their own Practical Life or Sensorial activity.

Target Audience: *Montessori Paraprofessionals*

Preschoolers at Work: Supporting Play in the Preschool Classroom—Course # 2386



A substantial portion of a preschooler's instructional day includes independent/small group play experiences within a variety of interest areas-block, dramatic play, library, discovery, art, math, sand/water and outdoors. This session will explore the role of the adult in facilitating play, and focus on how effective questioning can extend and expand learning within each area. Participants will have the opportunity to develop resources that can be used throughout year to maximize the power of play in preschool learning.

Target Audience: *Preschool Paraprofessionals*



Professional Growth Sessions

Register by
September 20, 2012

Reading Ps & Qs: Prompts and Questions to Support Literacy Intervention— Course # 2388

Literacy Intervention lessons are strengthened by the use of specific prompts and questions that focus readers on essential skills. Participants will have the opportunity to learn a variety of strategies to use within small group reading sessions to support the development of phonemic awareness, phonics, comprehension, vocabulary, and fluency. Paraprofessionals will develop a “toolbox” of resources to utilize during lessons with K-5 students.

Target Audience: *Literacy Intervention/K-5 Resource Paraprofessionals*

SchoolDude Basics and Hints—Course # 2390

This course will explain what the District facilities office needs schools to review on each facility request in SchoolDude. Participants will discuss how to cancel individual dates on a facility request in SchoolDude, how to generate a message to your custodian (or others) through the SchoolDude message system, and how and when to use Community Use as a reference for potential facility users.

Target Audience: *Secretaries or other staff working with SchoolDude*



Table Top Exercises Related to Incident Response Plans—Course # 2389

This course will be a review of the District incident response plans maintained in all school security manuals. The course will take an in-depth look at the role of the security staff during specific incident plans.

Target Audience: *Required for Security Staff*

Technology Sessions

Features of PowerPoint 2010 - Course # 2101

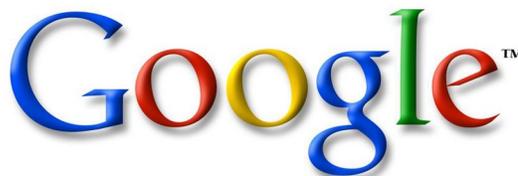
Participants will be given a guided tour of the newest version of Microsoft Office PowerPoint for PC (Windows users). New features of this software include 3-D transitions, simpler management of presentation and video/audio embedding from the Internet.

Target Audience: *All*

Google Surveys—Course # 2381

Google form surveys allow you to send a survey out to staff and collect the responses in a spreadsheet format. These are quick and easy to develop and your participants need not have a Google account to participate. **Disclaimer:** *Participants in this class must have or create a free Google account (gmail) to create Google surveys.*

Target Audience: *All*



Technology Sessions

Register by
September 20, 2012

Managing Data with Excel—Course # 2383

Are you spending a great deal of time combing through Excel spreadsheets for information? Do you want to learn about features that allow you to manage massive spreadsheets easily? This course will introduce the find, find and replace, filter, sort, and conditional formatting features.

Target Audience: *Experienced Excel Users*



MS Excel for Beginners—Course # 1553

This course is a basic introduction to Microsoft Excel 2010. Participants will learn how to navigate in Excel worksheets, enter and edit data as well as other Excel beginning level features. This is a Windows-based class.

Target Audience—*Staff with no experience in Excel*

Need to Know Applications for Secondary Paraprofessionals - Course # 2131

In this session, paraprofessionals will learn some basic tasks in our secondary student applications. These will be tasks that students might need assistance in completing. Participants will be able to use and troubleshoot common Millard computer applications as the result of an introduction to and hands-on experiences with the following applications: School Fusion, School Mail 365, and ANGEL. **NOTE:** *There will be separate sessions for high school and middle school paraprofessionals.*

Target Audience: *Secondary Paraprofessionals*

Smart Searching Strategies—Course # 1652

Finding what you are looking for on the internet can sometimes feel like you are trying to find a "needle in thousands of digital haystacks." An important aspect of digital literacy is the development of skills to efficiently sift through haystacks of digital information to find valid, reliable, and factual information. This workshop will share smart searching strategies that participants can use and share with students.

Target Audience: *All Hourly Staff*



If you have any questions, contact the Office of Staff Development at 715-8418.



Like us at www.facebook.com/OSDMPS
Follow us on Twitter @MPS_OSD

Check out our website
<http://staffdev.mps.schoolfusion.us>

Call us at 402-715-8418

APPENDIX B - Alphabetical Listing of 2012-2013 Sample Staff Development Classes

40 Developmental Assets for Hourly Staff

Section Event(s): Hourly Staff Day

Course Description: 40 Developmental Assets is based on a simple concept: young people need positive external supports and internal strengths to succeed in life. And, most important, they need adults to help them nurture these assets. Assets not only promote positive behaviors, but they also protect young people from harmful behavior. The more assets a young person reports having, the less likely he or she is to make harmful or unhealthy choices. Learn how you can be an asset building in your work, home and community

A Call to Creativity

Section Event(s): Fall Workshop

Course Description: This session will be based on the book A Call to Creativity by Luke Reynolds. By the end of the session, participants will be empowered (and inspired!) to reinvent a lesson which fosters creativity in writing and thinking in Language Arts. From vendor's website: In this age of standardization, many English teachers are unsure about how to incorporate creative writing and thinking into their classroom. In a fresh new voice, Luke Reynolds emphasizes that 'creativity in our lives as teachers and in the lives of our students is one of our most vital needs in the 21st century.' Based on his own journey as an English teacher, A Call to Creativity is a practical guide that shows teachers how they can encourage and support students' creativity in the English/language arts classroom. The book offers both the inspiration and practical steps teachers need to engage their students through a variety of hands-on projects and worksheets that can be used immediately to insert creativity into any standards-based curriculum.

Administration of School Fusion Sites

Section Event(s): Optional Staff Development

Course Description: Do you manage your building's web page? If so, this training is for you! This session will demonstrate how to organize and clean-up a School Fusion web page in preparation for a new school year.

Adobe Acrobat Pro-Creating Forms

Section Event(s): Optional Staff Development

Course Description: Users of Adobe Acrobat Pro will explore how to create fillable forms through the Wizard and from scratch. Users of Acrobat Pro can create forms that users of the free Adobe Reader program can then save the form or even submit the form information electronically.

Adobe Creative Suite 6 WebDesign

Section Event(s): MLK Day

Course Description: This session will focus on learning how to use various Creative Suite 6 tools to edit and maintain web sites. Participants will learn to utilize the new features of Creative Suite 6 and transfer those skills to maintain school site web pages. Using School Fusion templates and enhancing the content via Adobe Creative Suite 6 is vital to effective online communication. Once the basic enhancements are mastered, extended learning will be available via more instructional time with district staff.

Advanced Microsoft Publisher: Customizing Installed Templates

Section Event(s): Hourly Staff Day

Course Description: This session will walk through design options found in Microsoft Publisher. The majority of the session will focus on options found on the 'Insert' and 'Page Design' tabs. Participants will start with installed templates and experiment with modifying the templates to tailor them for specific projects.

Advancing Differentiation Book Study

Section Event(s): Optional Staff Development

Course Description: Secondary teachers will focus on evolving their teaching practice of differentiation. They will better articulate the content of what they teach and better organize the environment so that student acquisition of concepts is heightened. Teachers will also focus on the processes and products in order to define the level of thinking, to raise the level of rigor, and to better infuse 21st century skills. 'Knowing what goes into the construction of curriculum will help you define what is essential, learn how to increase rigor, motivate and engage your students, and thus develop lifelong learners.' ~Richard M. Cash, Ed. D.

AIMSweb K-2 Tester Training

Section Event(s): Fall Workshop

Course Description: This course is a prerequisite to helping with AIMSweb K-2 testing in the elementary buildings. Participants will learn and be able to administer all early literacy measures specific to the AIMSweb benchmark testing. Participants will follow all protocols established for the AIMSweb benchmark and will administer and score all AIMSweb early literacy measures with 98% accuracy. Explicit directions and procedures will be taught, including step-by-step directions for all early literacy AIMSweb testing and how to score the AIMSweb early literacy benchmarks. Participants will have an opportunity to practice these skills in a guided environment.

ANGEL Lesson Development

Section Event(s): Optional Staff Development

Course Description: Participants will demonstrate application of effective online instruction by producing ANGEL activities aligned to the Millard Curriculum. This session is designed as guided practice for trained ANGEL Producers to develop content in ANGEL. Participants are encouraged to register with PLC members to work on content that can be shared. Participants will develop a goal for the day related to the their selected project and share their final product by the end of the session.

ANGEL Producer Introductory Training

Section Event(s): Optional Staff Development

Course Description: This two day training includes and introduction to the following topics: ANGEL system overview, setting personal preferences, course management, communication tools and adding content.

ANGEL Producer Introductory Training - 1 Day

Section Event(s): Optional Staff Development

Course Description: This training is for new ANGEL producers. This training includes an introduction to the following topics: ANGEL system overview, setting personal preferences, course management, communication tools and adding content. In order to devote appropriate time to building content in the face-to-face portion of the training, participants need to complete some training via the Tutorial Courses in advance.

ANGEL: Assessments**Section Event(s):** Optional Staff Development

Course Description: This is a half-day training. Building assessments in ANGEL is a two-step process. First, participants will build the assessment shell in which you provide the settings of the assessment. For example, the title, when the assessment can be accessed, from where, and how the assessment will be delivered. Second, participants will populate the assessment with actual questions and feedback with possible alignment to MPS standards. The final component of any assessment is how to analyze the data of the assessment.

ANGEL: Communication Tools**Section Event(s):** Optional Staff Development

Course Description: This course will delve into some of the additional features of communication tools available in ANGEL. Participants will discuss uses of various types of discussion forums and chat rooms. Instructors will also demonstrate the use of team files for projects and the set up and use of the course syndication folder.

ANGEL: Reports**Section Event(s):** Optional Staff Development

Course Description: This course is designed to demonstrate a variety of reports that can be generated within ANGEL. Reports will include Activity Reports for individuals, Submission Reports for different content, Assessment Item Analysis, WhoDunIt (or who has not), and more. Instructors will demonstrate common reports and allow for exploration based on participant requests.

AP Language Arts Annual Planning**Section Event(s):** Fall Workshop

Course Description: Participants will share new learnings from AP Summer Institute, plan out semester overview, and collaborate for student success.

Applying Temperament Theory to Literature**Section Event(s):** Fall Workshop

Course Description: Participants in this session will take what they learn about their personal temperament and relate it to literature in how it affects character motivation and, thus, the plot of the selection. Leaders will direct the session as a workshop in order for participants to experience as students of literature themselves. The remainder of the session will apply the new learnings to upcoming lessons in high school language arts classes.

Archery Certification Training**Section Event(s):** Fall Workshop

Course Description: Participants will be trained and certified through the National Archery in the Schools Program presented by Nebraska Game and Parks. This is a one-time certification that, along with building principal approval, must be completed in order to teach archery. A sack lunch will be provided so participants have additional time to take the exam and return to their buildings for the afternoon.

Assessments in Elementary Physical Education

Section Event(s): MLK Day

Course Description: Dr. Mike Messerole, Associate Professor at UNO for Health, Physical Education, and Recreation, will present current trends and best practices in Elementary Physical Education assessments. Further district technology support will also be provided as teachers continue to record their K-5 PE District Assessments in Infinite Campus.

Audiologist Clinical Visitation

Section Event(s): MLK Day

Course Description: Audiologist will observe and meet with personnel.

A-Z Continuum for Literacy Interventionists

Section Event(s): MLK Day

Course Description: Literacy Interventionists will examine the components of Fountas & Pinnell A-Z Continuum for Literacy Learning and work collaboratively to define how understanding and use of the Continuum can positively impact intervention with struggling readers. Through the use of hands-on activities, video clips, and data and program analysis, participants will have in-depth exploration of word study, comprehension and guided reading components of the continuum. The focus will be on reading behaviors and the connection to our current intervention resources.

B.Y.O. Positive Attitude

Section Event(s): Optional Staff Development

Course Description: Your attitude, not your aptitude, will determine your altitude. -Zig Ziglar More than talent, hard work, or even luck, it's attitude that drives success. This program will help you turn your dreams into realities by *Peeling away the myths surrounding attitude *Demonstrating how attitude shapes your life *Revealing seven proven strategies for building and sustaining a positive attitude.

Basic Archery Instruction Refresher Training

Section Event(s): Fall Workshop

Course Description: This is a Basic Archery Instruction refresher course for teachers who have not taught archery consecutively each year since their certification, or would like to further brush up on their archery instructional skills. Participants have already been certified through the National Archery in the Schools Program presented by Nebraska Game and Parks.

Behavioral Strategies for Paraprofessionals

Section Event(s): Hourly Staff Day

Course Description: Paraprofessionals are an essential component of the success of a classroom. Often paraprofessionals are faced with addressing the behavioral needs of students. Participants in this course will demonstrate an understanding of the basics of why students behave the way they do, how the response of staff members impacts student behavior, the key components of behavioral support and effective behavioral techniques.

Best Learning Practices: Develop Questions About What is Read/Learned

Section Event(s): Optional Staff Development

Course Description: Secondary teachers will reinforce and build on the tools and strategies that support RtI+I Tier I: Best Learning Practices through reflective dialogue and exploration with peers. Teachers will be asked to provide classroom examples or experiences. Teachers will be provided additional tools and strategies to use DURING reading/learning experiences. In this session, teachers will apply tools and

strategies to use during reading. Teachers will create plans to implement new learnings as soon as the very next day of class

Best Learning Practices: Note, Retrieve, and Organize Information

Section Event(s): Optional Staff Development

Course Description: Secondary teachers will reinforce and build on the tools and strategies that support RtI+I Tier I: Best Learning Practices through reflective dialogue and exploration with peers. Teachers will be asked to provide classroom examples or experiences. Teachers will be provided additional tools and strategies to use DURING reading/learning experiences. In this session, teachers will apply tools and strategies to use during reading. Teachers will create plans to implement new learnings as soon as the very next day of class!

Best Learning Practices: Note-Taking with Manipulatives

Section Event(s): Optional Staff Development

Course Description: Secondary teachers will reinforce and build on the tools and strategies that support RtI+I Tier I: Best Learning Practices through reflective dialogue and exploration with peers. Teachers will be asked to provide classroom examples or experiences. Teachers will be provided additional tools and strategies to use DURING reading/learning experiences. Abstract In this session, teachers will apply tools and strategies to use during reading. Teachers will create plans to implement new learnings as soon as the very next day of class!

Better & Better: Office Training

Section Event(s): Other

Course Description: Orientation on how to manage a Better & Better office.

Better and Better Registration System Training

Section Event(s): Other

Course Description: Sodexo supervisor Better & Better training.

BIST Training for Paras (Level 1)

Section Event(s): Hourly Staff Day

Course Description: Participants will learn the basic components of BIST strategies such as the philosophy and implementation of the Goals for Life, Safe Seat, BIST language, Grace and Accountability. During the class participants will be viewing parts of DVD's featuring Marty Huit, former Millard BIST consultant. We will be discussing example situations and how to best handle them using the BIST language. Effective use of the safe seat and grace and accountability will be covered as well. The session will be as interactive as possible with opportunities for roll playing and discussion of specific behavior examples.

Blood Borne Pathogen Safety

Section Event(s): Hourly Staff Day

Course Description: Participants will demonstrate comprehension of blood borne pathogen safety by discussing safety procedures. Learn how to safely deal with situations you may find yourself in related to the school setting.

Book Study: Classroom Instruction That Works (2nd Ed)**Section Event(s):** Optional Staff Development**Course Description:** Participants will demonstrate synthesis of the concepts of Classroom Instruction that Works by interacting with secondary teachers across the district in a semester-long book study and practitioner inquiry experience. This professional development will focus on how to differentiate content, process, and product within a positive and productive classroom environment to meet individual student needs. This book study is divided into 5 lessons. 3 are Face to Face and 2 are completed via ANGEL.**Book Study: How To Teach So Students Remember****Section Event(s):** Optional Staff Development**Course Description:** Participants will demonstrate synthesis of the concepts of teaching for retention and conceptual understanding by interacting monthly with teachers from grades 2-8 across the district. This book study group will focus on what teachers can do to teach for memory and transfer. The class will focus on how to create a brain-compatible classroom in order to help students remember what they learn.**Building Administrator Evaluation & Leadership in Millard Public Schools****Section Event(s):** General Admin**Course Description:** Building Administrators will demonstrate application of the 2013-2014 Administrator Evaluation and MPS Leadership Definition & Framework by participating in reflection activities with job-alike peers.**Building Administrator Evaluation in Millard Public Schools****Section Event(s):** General Admin**Course Description:** Building Administrators will demonstrate application of the 2013-2014 Administrator Evaluation by constructing their 2013-2014 DRAFT Mutual Commitments using the Nebraska's Performance Framework for Principals.**Career Academy Department Meeting****Section Event(s):** Fall Workshop**Course Description:** Career Academy teachers need to merge students from multiple buildings as well as blend instructional and assessment practices required by multiple institutions. This meeting will 'kick-off' the new school year with current information and time to share past practices. All teachers affiliated with a Millard Career Academy should attend.**Casework Review and Preparation for Psychologists****Section Event(s):** New Staff Orientation**Course Description:** Participants will have guided work time to access, review and prepare casework.**CEU Completion for School Nurses****Section Event(s):** MLK Day**Course Description:** This course is will include a variety of job specific topics for School Nurses. Specific topic information is listed in the section notes (found in your registration e-mail) and in the CEU documentation Nurses will receive upon completion.

Checking For Understanding (Grades 3-12)**Section Event(s):** Optional Staff Development**Course Description:** According to Jay McTighe, it is important to use assessments to provide information to guide improvement throughout the learning process, instead of waiting to give feedback at the end of instruction. Participants will receive a copy of the book *Checking for Understanding* by Douglas Fisher and Nancy Frey approximately 2 weeks before the class. During this session, participants will have the opportunity to develop formative assessment tools that can be incorporated into daily instruction.**Childhood Obesity: What Can We Do?****Section Event(s):** Fall Workshop**Course Description:** With regards to the rise of childhood obesity, physical education teachers will explore current trends and practices in nutrition and wellness in an interactive session.**Common Sense Parenting****Section Event(s):** Optional Staff Development**Course Description:** Common Sense Parenting is a positive way for you to be in charge of your family. The program teaches you proven parenting methods that were developed at Boys Town. Each skill and technique you learn is adaptable to any home environment. It is an innovative approach that will build and reinforce healthy family relationships. The class will be tailored to meet the needs of the participants. The program teaches effective strategies for children aged 5-16.**Cooperating Teachers Orientation****Section Event(s):** Optional Staff Development**Course Description:** This orientation is open to all aspiring and current cooperating teachers. Activities will include (1) review of cooperating teacher resources via ANGEL; (2) a discussion of how to provide appropriate feedback to student teachers; (3) discussion of how to write a letter of recommendation.**Core Curriculum: New Staff Orientation****Section Event(s):** New Staff Orientation**Course Description:** Objective: Participants will demonstrate comprehension of CORE curriculum by interacting with CORE materials via a CD and workbook. Teachers will work with Principal Dr. Paula Peal on CORE instruction.**CPR for Health Care Professionals****Section Event(s):** MLK Day**Course Description:** Adult and Child CPR Skills.**CPR/AED Training****Section Event(s):** Other**Course Description:** You will be participating in a CPR/AED course designed to teach the skills necessary to resuscitate a child or an adult. There will be hands on learning, as well as video and instructor presentations. Participants will receive a completion card.**Creating A Successful Learning Environment****Section Event(s):** New Staff Orientation**Course Description:** Students come to us with a wide range of behavior issues. Educators can establish proactive learning environment procedures and guidelines that create an atmosphere for student success. Instructors will share research based strategies to help participants master the Learning

Environment Domain of the Millard Instructional Model. This interactive workshop has been created for general education and special education staff who have 1-35 years of teaching experience.

Creating Student Writing Foldable Portfolios

Section Event(s): Optional Staff Development

Course Description: Middle school English teachers are invited to attend this make-and-take workshop. Participants will make a foldable portfolio that will highlight all of the key elements of a focus mode of writing. Teachers can then take the portfolio with them as a model when recreating the portfolio in their own classes.

Defining Disabilities

Section Event(s): Optional Staff Development

Course Description: Participants will learn about the disability categories identified by NE state law. They will be able to use the information to understand the learning characteristics of students with special needs and how best to support them when in an instructional setting.

DIAL-4 Assessment Procedures

Section Event(s): Fall Workshop

Course Description: This session will cover the basic facts regarding the revision of the DIAL and help teachers and SLPs learn the essentials as they prepare to administer the test. Participants will learn important administration and scoring rules for the language, motor and concept items. Also, the session will highlight the items associated with the Speed DIAL-4. Instructors will provide examples of completing the score summary and interpreting the screening results.

Differentiated IC Training for Mid-Year Hires

Section Event(s): New Staff Orientation

Course Description: Individualized Infinite Campus training for second semester hires.

Digging Deeper into the Science Curriculum

Section Event(s): Optional Staff Development

Course Description: Through a combination of curriculum analysis, examining assessment data, interactions with colleagues, and self-reflection, teachers will dig deeper into the new Science curriculum to develop lessons centered on best instructional practices.

Digital Citizenship and Instructional Implications

Section Event(s): Fall Workshop

Course Description: Participants will be made aware of Federal laws (including CIPA and COPPA) and MPS Board Policy related to Internet Safety. Teachers will break into smaller course specific groups to analyze course guide implications and align instructional activities.

Digital Citizenship for Hourly Staff

Section Event(s): Hourly Staff Day

Course Description: This session is designed for participants to understand the significant impact of digital literacy. By attending this session, attendees will be prepared to reinforce the Millard Public Schools K-12 Ethical and Safe Use Guidelines as they investigate their own digital footprint.

District Crisis Team Collaboration Time**Section Event(s):** Fall Workshop

Course Description: This class will provide an overview of what to expect if a crisis occurs within the Millard Public School District. You will become familiar with your role, as a crisis team member, in the event your team is called to respond to a student or staff member death, as well as other catastrophic events. Participants will have an opportunity to work within their 2012-2013 teams to build rapport and talk about procedures and expectations for the upcoming school year.

District Crisis Team New Member Training: Roles and Procedures**Section Event(s):** Fall Workshop

Course Description: This class will provide an overview of what to expect if a crisis occurs in the Millard Public School District. You will become familiar with your role, as a crisis team member, in the event your team is called to respond to a student or staff member death, as well as other catastrophic events. The material taught in this class will be partially based on the research from Dr. John Dudley, national expert on crisis intervention. Participants will walk through a 'typical' crisis response from beginning to end. They will learn the reasons for the actions of the crisis team members, as well as the importance of self-care following a crisis event.

Drama Annual Planning**Section Event(s):** Fall Workshop

Course Description: Participants will schedule important dates for the school year and will spend time collaborating for student success.

Early Laptop Deployment for New Staff**Section Event(s):** New Staff Orientation

Course Description: This optional session will consist of laptop deployment and a basic overview of technology offered by Millard Public Schools.

Edutracker and Edulog for Van Drivers**Section Event(s):** Fall Workshop

Course Description: This session will include a presentation of the Edutracker program and review the operational efficiency reports used by management. Participants will review the tracking and planning data with the GPS for routes for the upcoming school year. This will also include an overview of the software program, Edulog, and setting up the route directions report for the upcoming school year.

Effective Listening and Speaking**Section Event(s):** Optional Staff Development

Course Description: 'Are you really listening, or are you just waiting for your turn to talk?' Robert Montgomery Effective listening and speaking skills are vital in any leadership role. This session will provide opportunities for reflection on your personal strengths and tendencies in these areas. We'll discuss strategies to become a reflective listener and preparation tips for effective speaking.

Electronic Field Trip Training**Section Event(s):** Other

Course Description: Training on the new web based program for field trip transportation.

Elementary Art Lesson Sharing**Section Event(s):** MLK Day**Course Description:** Elementary art specialists will share lesson ideas for implementing the K-5 art curriculum.**Elementary Math Talk Moves (Reasoning & Adding On) & FOSS Collaboration****Section Event(s):** MLK Day**Course Description:** FOSS Collaboration This course is designed for teachers who have begun to implement FOSS Science curriculum and who would benefit from collaboration with their peers. Math Talk Moves Participants will continue work from Fall Workshop and Cluster Meetings to learn about the Talk Moves, Reasoning and Adding On. Participants will find out session rotation details on site.**Elementary Secretary Round Table****Section Event(s):** Hourly Staff Day**Course Description:** This session is an opportunity for Elementary School Secretaries to meet and share solutions to common challenges. A facilitator will lead the group through conversations as determined by the voices in the room..**Elementary Teachers Changing Grade Levels****Section Event(s):** Fall Workshop**Course Description:** This optional staff development is designed for those teachers changing grade levels who have specific curriculum needs in preparing for the upcoming school year.**ELL K-12: Play by the Rules****Section Event(s):** Fall Workshop**Course Description:** ELL teachers will review and clarify the new NDE Rule 15 and discuss implications of Rule 15 on the K-12 ELL program. In addition, general information for starting the new school year will be covered.**ELL K-5: The Language of Math****Section Event(s):** MLK Day**Course Description:** After attending the morning grade-level sessions on communication in math, ELL teachers will gather to apply what has been learned. Teachers will develop intentional and explicit activities which will be used in the ELL and/or general education classroom to increase ELL students' use of academic language in the area of math.**Ellen Galinsky: Mind in the Making****Section Event(s):** MLK Day**Course Description:** Ellen Galinsky, national author and president and co-founder of Families and Work Institute, will be sharing her text, Mind in the Making. She has identified seven essential life skills that 'every child needs': focus and self-control, perspective-taking, communication, making connections, critical thinking, taking on challenges, and self-directed engaged learning. Ellen will place special emphasis on the importance of the executive functioning skills that children of all ages need for success. Ellen's presentation will feature video clips showing research studies and provide opportunities for the audience to discuss practical applications in the classroom and at home. Her book Mind in the Making and her presentation are sure to provide inspiration and practical advice on how to teach and raise children that are committed to learning, communicate well with others and have strategies for taking on life's challenges. Each participant will receive a copy of Mind in the Making. Ellen will be available for

book-signing immediately following the workshop. Following the presentation, MPS staff will work within small groups to review essential skills, and collaborate on how these skills can be applied within participants' settings. MPS staff will identify a target skill and develop strategies to facilitate implementation of that essential skill.

Everyday Professionalism

Section Event(s): Optional Staff Development

Course Description: Everyday professionalism can be as simple as remembering basic etiquette, like saying, please and thank you. The niceties that establish us as a person also enhance individual performance, team work, morale and ultimately, business results. This program introduces 10 common blunders leading to business inefficiencies, and reintroduces the following key components: character, positive attitude, competency and conduct.

Fall Workshop for K-5 Intervention

Section Event(s): Fall Workshop

Course Description: Participants will review beginning of the year procedures and intervention materials.

Fall Workshop for Literacy Intervention Paraprofessionals

Section Event(s): Fall Workshop

Course Description: This session will provide literacy paraprofessionals with an update on literacy intervention programs and procedures. Please contact your building principal and/or literacy interventionist/resource teacher with questions about attendance.

Fall Workshop for Preschool Teachers and Paraprofessionals (Title I/Parent Pay/Blended)

Section Event(s): Fall Workshop

Course Description: Participants will review beginning of the year procedures and resources/assessments for preschool.

Fall Workshop Kick-off for Coaches

Section Event(s): Fall Workshop

Course Description: Coaching staff will meet to review and update issues important to athletics and coaching, review of athletic training concepts and procedures, and review updates of the activities guidelines.

Features of PowerPoint 2010/2011 (Intro)

Section Event(s): Hourly Staff Day

Course Description: Participants will be given a guided tour of the newest version of Microsoft Office PowerPoint. New features of this software include 3-D transitions, simpler management of presentation and video/audio embedding from the Internet.

FIERCE Conversations Workshop

Section Event(s): Optional Staff Development

Course Description: Fierce Conversations teaches attendees how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution.

FIERCE Lunch & Learn Series (Confrontation, Beach Ball, Coaching, Decision Tree)

Section Event(s): Other

Course Description: A series of lunch and learn sessions will allow participants to practice the skills they learned as participants of the Fierce Conversation workshops held in Millard Public Schools. Fierce Conversations teaches attendees how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution. Audience for these lunch and learns are restricted to those participants who have participated in MPS Fierce Workshops.

First Aid for Health Paras

Section Event(s): Fall Workshop

Course Description: TO REGISTER - contact your supervisor for the appropriate form. You will be participating in a First Aid course designed to teach the skills necessary to render First Aid to a child or an adult. All training is based on the current American Heart Association guidelines. This is a video based course, supplemented with instructor presentations. Participants will receive a completion card from the Emergency Care and Safety Institute.

Fostering Positive Relationships

Section Event(s): Hourly Staff Day

Course Description: Each of us has our own preferences and ways of operating-so how can we all work together effectively? During this session you will gain insights into why people behave as they do. This interactive, fun-filled workshop will help you bring relationships and job satisfaction to a whole new level as you express your own uniqueness and increase your understanding of others. Join us and have fun getting to know each other better!

From Course Guides to the Classroom, Formative Assessment in Music

Section Event(s): MLK Day

Course Description: Teachers will examine a variety of formative assessments and the application to the music classroom. Participants will engage in activities that directly support formative assessment and the grading practices in elementary general music. Teachers will also examine grading rubrics. Participants will also engage in iPad exploration for the elementary music classroom.

Gaggle Step-Ahead Training

Section Event(s): Other

Course Description: This course is for a limited audience who have been selected to be part of the Train-the-Trainer staff development model to roll out Gaggle, the District's new student email system and collaborative tools. Participants will be responsible for training and developing their staff on the tools provided within Gaggle throughout the year.. In addition to the three hours of face-to-face training, participants will receive 5 hours of paid off-contract time to review and refine the training materials prepared for them.

General Administration Fall Workshop Meeting

Section Event(s): Fall Workshop

Course Description: For Fall Workshop planning. 90 seats workshop style. This is for inclusion in the website, but this section will not be released to the catalog.

Getting to Know Your iPad**Section Event(s):** Optional Staff Development**Course Description:** Getting to know the power and capabilities of your iPad (personal or District provided) can be a daunting task. This session will guide you through how to navigate, manage and interact with your iPad. You must bring an iPad to this session - they will not be provided.**GOLD and Language & Literacy Continuum Book Study****Section Event(s):** New Staff Orientation**Course Description:** Preschool teachers will be learning about report options within Teaching Strategies GOLD and will utilize that data to identify individual and class instructional needs. Additionally, participants will explore the text Literacy Beginning and utilize Fountas and Pinnell Literacy Continuum for PK as a tool in literacy planning. Teachers will have time to create hands-on activities to take back to their classrooms to support literacy learning.**Google Surveys****Section Event(s):** Hourly Staff Day Optional Staff Development**Course Description:** Google form surveys allow you to send a survey out to staff and collect the responses in a spreadsheet format. These are quick and easy to develop and your participants need not have a Google account to participate. Disclaimer: Participants must have or create a free Google account (gmail) to create Google surveys.**Got Fusion? Now What?****Section Event(s):** Optional Staff Development**Course Description:** This course is designed for teachers that have already taken the School Fusion Classroom Webpages (Introduction) Course. Got Fusion? Now What? will include discussions on how to effectively use School Fusion for both communication and as a teaching tool. Copyright and district policy in terms of posting to the Internet will also be covered. As a part of the website development process, we will review the advanced tools in School Fusion, including Homework and the drop box, quizzes, slideshows, blogs, web pages and podcasting. The participant will have time to develop a website for a class of his/her choice. We will also review the archiving process for the site at the end of the year and the reinstating of the site for the following year. Experienced web initiators will be on hand to assist you in the development of your site.**Guided Curriculum Application and Agency Tours for Counselors****Section Event(s):** New Staff Orientation**Course Description:** Counselors will work with Vicky Munoz, WHS Counselor, the focus will be on District procedures, policies, use of data and working with small groups. The afternoon will be spent visiting various local outside agencies. Participants will complete a reflection document synthesizing their agency visits.**Guided Curriculum Application for Teacher Librarians****Section Event(s):** New Staff Orientation**Course Description:** Participants will have guided work time with district department head and mentor. Selection criteria and tools will be demonstrated. Please bring your laptops and any current collection evaluation reports/orders.

Guided Mentor Time for Psychologists**Section Event(s):** New Staff Orientation**Course Description:** Participants will demonstrate comprehension of Millard procedures and resources through review and discussion with their District mentor. This session will provide District psychologists both independent and collaborative work time. Time will be spent with District mentor covering such topics as: District Crisis Team, end of the year Department procedures, Tableau and other differentiated topics.**Guided Montessori Curriculum Application****Section Event(s):** New Staff Orientation**Course Description:** Participants will have guided work time with a District Curriculum Contact and/or teacher leader to dive into curriculum, plan lessons, and develop materials.**Guided Reading in the Elementary Classroom****Section Event(s):** New Staff Orientation**Course Description:** This session will provide K-5 staff with the core pieces of Guided Reading, including whole group, small group, and independent instructional routines. The focus will be on the utilization of Reading Street resources with these instructional routines, management, and literacy workstation ideas.**Healthy Shopping for a Healthier, More Energetic You!****Section Event(s):** Hourly Staff Day**Course Description:** Do you have a desire to shop healthier for yourself this year? Learn how to use the information on food labels as well as the NuVal(tm) Nutritional Scoring System available at Hy-Vee to make healthier food choices while you shop. Looking for high-energy foods that keep you going all day? Our presenter, a registered dietitian, will teach you how to get the most 'natural' energy from the foods in your diet.**High School Social Studies Curriculum Update****Section Event(s):** Fall Workshop**Course Description:** Participants will meet as a large group to review the curriculum cycle process and volunteer for committees. Course specific break out sessions will include a comparison of current course guides with the updated draft of Nebraska State Standards. Groups will analyze the impact on instruction and submit their input for future curriculum planning.**How to Work Smarter, Not Harder****Section Event(s):** Fall Workshop**Course Description:** Participants will learn seven principles to develop the master teacher mindset. This session will be interactive and reflective and will center around the book titled Never Work Harder Than Your Students by Robyn Jackson.**IC Health Module Training (2013)****Section Event(s):** Hourly Staff Day**Course Description:** This training will include a review of the re-designed Health Modules within the Infinite Campus Student Information System. Health staff will also review the data entry procedures contained in the Infinite Campus Data Entry Manual.

iMovie - Optional Staff Development**Section Event(s):** Optional Staff Development**Course Description:** Media-rich learning is the ideal way for teachers to connect with today's students and iMovie is the perfect media-rich tool to use! In-depth learning occurs when students are asked to creatively demonstrate learning.**Implementing the New Secondary Science Curriculum****Section Event(s):** Fall Workshop**Course Description:** Science teachers will meet in grade level or course groups to become familiar with the new science course guides, assessments and resources, and collaborate in developing lesson plans for the beginning of the school year.**Implementing the Writers' Workshop Model in a High School Classroom****Section Event(s):** Fall Workshop**Course Description:** Teachers will participate as writers in a writers' workshop in order to familiarize themselves with the workshop model. Prior to the writers' workshop teachers will explore the nature of the workshop and examine classroom materials helpful to starting and maintaining a workshop. Following the workshop teachers will reflect on the experience and discuss the application of the model in their own classrooms.**Inclusive Communities****Section Event(s):** MLK Day**Course Description:** Counselors will learn about confronting prejudice, bigotry and discrimination through an interactive presentation by Mike Honeyman of Inclusive Communities.**Individual Student Planning for High School Counselors****Section Event(s):** Fall Workshop**Course Description:** Participants will collaborate about individual student planning (Interviews, 4 Year Plan, Career Planning, Goal Setting, etc.). Counselors will meet in building groups and plan how to implement shared.**Infinite Campus Procedures: Entering and Using Student Data****Section Event(s):** Hourly Staff Day**Course Description:** Participants will dive into the revised Infinite Campus Manual for secretaries. This session will review procedures for data entry on enrollments, attendance, state reporting fields, and provide scenarios through which participants can problem solve.**iNSpired Teaching and Learning: Going Deeper****Section Event(s):** Optional Staff Development**Course Description:** Math teachers using the NSpire calculator will explore ways in which technology can support collaborative learning and critical thinking through engaging activities and practitioner examples. This is an optional opportunity to continue to grow your skills and network with other professional in our district.**Instructional Practices and Grading in the Music Classroom****Section Event(s):** Fall Workshop**Course Description:** Teachers will examine course guides, teaching practices, common assessments and grading in the music classroom. Participants will engage in activities that can be applied in their

classrooms the first day of instruction. Participants will also interact with tools that aid the management of assessments and grading.

Instructional Practices and Method Book Alignment for Elementary Instrumental Music

Section Event(s): MLK Day

Course Description: Elementary ONLY band and orchestra teachers will bring 2-3 instructional strategies that introduce musical terms, symbols, notation, and music elements to share. The teachers will examine the new method books to be able to discuss how to utilize the new shared teaching strategies and tools with the new method books.

Interactive Whiteboard Training - IWB 101 Training

Section Event(s): Fall Workshop New Staff Orientation

Course Description: 101 Training will take participants through the set-up and operation of the IWB. This will include how to connect the laptop, orientation of the board and general trouble shooting of hardware. Participants will work with objects and text recognition within the SMART Notebook software. How to create interactive lessons using basic design functions will be introduced. Participants will demonstrate application of interactive whiteboards by manipulating Notebook software.

Interactive Whiteboard Training - IWB 102 Training

Section Event(s): Fall Workshop New Staff Orientation

Course Description: 102 Training will develop and build on the skills acquired in 101 Training. Aligning best teaching practices to instructional design basics will be the focus of this session. Time will be given to apply SMART Notebook software to create Notebook activities. Participants will demonstrate synthesis of Notebook software by designing interactive Notebook activities.

Interactive Whiteboard Training - IWB 201 Training

Section Event(s): Optional Staff Development

Course Description: 201 Training begins to introduce how teachers may create dynamic, effective lessons to help motivate students and improve student learning. The Gallery, Lesson Activity Toolkit and the use of animation will be demonstrated. The process of embedding video to a presentation will be demonstrated.

Interactive Whiteboard Training (IWB) for Paras

Section Event(s): Hourly Staff Day

Course Description: IWB training for paraprofessionals will take the participants through the basic set-up and operation of the IWB. Participants will understand the hardware and software components. Participants will demonstrate a basic application of interactive whiteboards by having hands on practice manipulating SMART Notebook software. Participants will also gain a greater awareness of how their position in the classroom can affect smooth lesson delivery for the teaching professional.

Intro to Discreet Trial Training for Paras

Section Event(s): Hourly Staff Day

Course Description: Participants will learn the basic principles of discrete trial training and how to support students in the classroom. Participants will learn how to teach students who are learning new work systems/ work boxes and how to structure tasks. Learn the do's and don't of supporting students with autism and other disabilities through the use of DTT.

Introduction to Autism Spectrum Disorders (ASD)**Section Event(s):** Optional Staff Development**Course Description:** Participants will learn about the characteristics of Autism and the differences between Autism and Asperger Syndrome. Learn more about how autism spectrum disorders present in the classroom. Some basic strategies for environmental supports and social supports will be presented. This is a beginner level training.**Introduction to Fierce (for Leadership Academy)****Section Event(s):** Other**Course Description:** Fierce Conversations teaches us how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution. Leadership Academy participants will review the MPS Leadership Definition and Framework with a special focus on Domain 1: Relational Leadership. Two of the four Fierce conversations will be introduced (Coaching & Confrontation).**Introductory Training: Getting Started with ExamView****Section Event(s):** Optional Staff Development**Course Description:** Topics to be covered: Assessment Literacy How to navigate through the ExamView software How to access and utilize Learning Series How to edit questions from the ExamView Question Banks.**IWB Lesson Development****Section Event(s):** Optional Staff Development New Staff Orientation**Course Description:** Under the direction of IWB instructors, staff will participate in a brief review of IWB concepts. The majority of the session will be spent constructing IWB lessons aligned to the Millard curriculum that will be shared on an ANGEL community group. All staff must post a minimum of one quality lesson prior to the end of the session.**IWB Refresh & Review****Section Event(s):** Optional Staff Development**Course Description:** This course will help to strengthen Interactive White Board skills acquired during prior IWB training session. A significant portion of the class will focus on utilizing the multimedia features of SMART Notebook; such as, voice recording, page recording and embedding videos.**K-5 Annual Curriculum Update****Section Event(s):** Fall Workshop**Course Description:** Participants will review beginning of the year curriculum and informational updates. Northside: Abbott, Ackerman, Aldrich, Bryan, Cather, Cody, Cottonwood, Ezra, Harvey Oaks, Morton, Montclair, Willowdale; Southside: Black Elk, Disney, Hitchcock, Holling Heights, Neihardt, Norris, Reeder, Reagan, Rockwell, Rohwer, Sandoz, Upchurch, Wheeler.**K-5 CORE Guided Curriculum Application****Section Event(s):** New Staff Orientation**Course Description:** Participants will attend the opening New Staff Orientation activities at West High School and then travel to Cather Elementary to work with Dr. Paula Peal, Cather principal, on curriculum development and application.

K-5 Montessori Certification Process & Curriculum Development

Section Event(s): New Staff Orientation

Course Description: Teachers will gain knowledge of implementing music and movement in the Montessori early childhood classroom. They will be introduced to the scope and sequence and have time to practice. Teachers will work at the Montessori training center with a certified trainer at 12344 Pacific Street.

K-8 Art Drawing Lesson Sharing

Section Event(s): Fall Workshop

Course Description: Teachers from each building will bring Drawing curriculum lessons to share with the group. Teachers will post the shared lessons on ANGEL. A vocabulary strategy will be attached to each lesson.

Lifetime Fitness

Section Event(s): Optional Staff Development

Course Description: Classroom and activity-based class that will cover the topics of monitoring heart rate, aquatic exercise, muscle strength and endurance, and nutrition. Learn how to be your own personal trainer.

Lunch and Learn - Staff Development (Google Forms/ Surveys, Tackling Twitter, Hoot Suite)

Section Event(s): Optional Staff Development

Course Description: Sessions will cover various technology topics in a Lunch and Learn environment. Information presented will be a quick overview of a given topic with additional resources for learning given during the training session. See individual section titles for topics.

Managing Data with Excel

Section Event(s): Hourly Staff Day New Staff Orientation

Course Description: Are you spending a great deal of time combing through Excel spreadsheets for information? Do you want to learn about features that allow you to manage massive spreadsheets easily? This course will introduce the find, find and replace, filter, sort, and conditional formatting features. Objective: Participants will demonstrate comprehension of excel data management features by utilizing find, filter, sort, and conditional formatting features.

Math K-1 Screener Tester Training

Section Event(s): Fall Workshop

Course Description: This course is a prerequisite to helping with mathematics benchmark testing for kindergarten and first grade in the elementary buildings. Participants will learn and be able to administer all early numeracy measures specific to the K-1 mathematics benchmark testing. Participants will follow all protocols established for the benchmark and will administer and score all early numeracy measures with 98% accuracy. Explicit processes and procedures will be taught, including step-by-step directions for all early numeracy testing and how to score the early numeracy benchmarks. Participants will have an opportunity to practice these skills in a guided environment.

Meals 101

Section Event(s): Fall Workshop

Course Description: Food Service Para's will learn about the new pattern for 2012/2013 school year through lecture and hands on activities.

Microsoft PowerPoint 2010: Advanced Settings**Section Event(s):** Hourly Staff Day**Course Description:** This session will help experienced PowerPoint users explore features in PowerPoint 2010 found on the Transitions, Animations, and Slide Show tabs of the ribbon. Part of the session will include thoughtful consideration of appropriate uses of the features to develop effective presentations.**Microsoft Word 2010: Tables and Charts****Section Event(s):** Hourly Staff Day**Course Description:** This course will help participants incorporate tables into Microsoft Word documents. Participants will explore built in Quick Tables, inserting blank tables or Excel spreadsheets and then customizing the Table Design and Table Layout using the tools in the ribbon.**Middle School HAL Updates****Section Event(s):** Fall Workshop**Course Description:** HAL Middle School Facilitators will review and revise the existing calendar, District website and HAL Seminars, and spend time collaborating for student success.**Middle School Social Studies Curriculum Update****Section Event(s):** Fall Workshop**Course Description:** Participants will meet as a large group to review the curriculum cycle process and volunteer for committees. Course specific break out sessions will include a comparison of current course guides with the updated draft of Nebraska State Standards. Groups will analyze the impact on instruction and submit their input for future curriculum planning.**Millard Instructional Model Workshop - MIM****Section Event(s):** New Staff Orientation**Course Description:** This course is designed to introduce new staff to the Millard Instructional Model and Professional Learning Communities as they function in Millard Public Schools. Time will be spent on discussion of best instructional practices and preparation for a successful classroom environment. Participants will be recognized for their past experience with opportunities to share and gain ideas from others.**Mistake Management****Section Event(s):** Optional Staff Development**Course Description:** If you have made mistakes, even serious ones, there is always another chance for you. What we call failure is not the falling down but the staying down. - Mary Pickford Regardless of our age, experience, job title, or IQ, we all make mistakes in our personal and professional lives. It's how we handle our mistakes and the mistakes of others that builds character and contributes to personal success. This program encourages us to embrace our mistakes, not run from them. You will learn how to view mistakes in a different way and, with a change of attitude, appreciate how mistakes can truly add value to your life.**MOEC Mentor Training****Section Event(s):** Induction**Course Description:** MOEC Mentor Training is designed for and delivered to participating MOEC school districts through UNO's Mentor Project for the purpose of training veteran staff to be Mentors to new staff. Workshop topics include: Understanding the New/Beginning Teacher, Developing Trust in a

Mentor Relationship, Mentoring Styles and Role of a Mentor, Mentor Case Studies, Journal Articles and Research.

Montessori Practical Life and Sensorial Exercises

Section Event(s): Hourly Staff Day

Course Description: This course is designed to teach the Montessori philosophy behind the Practical Life and Sensorial Montessori materials and lessons. Participants will see a presentation of the many materials and have an opportunity to practice giving lessons. Each person will have the opportunity to develop and create their own Practical Life or Sensorial activity.

MPS Copyright Guidelines

Section Event(s): New Staff Orientation

Course Description: Staff will be introduced to the Copyright Guidelines and have time to pose questions regarding application of district guidelines in their respective schools.

MPS Hiring Procedures Training

Section Event(s): General Admin

Course Description: This 90 minute training will cover all Millard Public Schools hiring procedures as well as follow-up training for TalentEd Recruit & Hire. Participants will be able to complete requisitions, review candidate application materials, schedule interviews, and complete all paperwork associated with hiring. In addition, participants will explore the new Talent Dimensions report, which gives principals more information about a candidates Gallup Teacher Insight score.

MPS Tech Ethics - via ANGEL

Section Event(s): ANGEL Online Training

Course Description: Participants will demonstrate comprehension of Millard Public Schools expectations of ethical behavior and technology use by reviewing and reflecting on Board Policy 7305 and real-life scenarios.

MPS Tech Ethics for Hourly Staff

Section Event(s): Hourly Staff Day

Course Description: Participants will demonstrate comprehension of Millard Public Schools expectations of ethical behavior and technology use by reviewing and reflecting on Board Policy 7305 and real-life scenarios.

MS Excel for Beginners

Section Event(s): Hourly Staff Day

Course Description: This course is a basic introduction to Microsoft Excel 2010. Participants will learn how to navigate in Excel worksheets, enter and edit data as well as other Excel beginning level features. This is a Windows-based class.

MS Publisher 2010 for Windows Users

Section Event(s): Hourly Staff Day

Course Description: This workshop will show you how to create distinctive publications (newsletters, booklets, brochures, programs, catalogues, fliers, signs, etc.) with little effort using Microsoft Publisher 2010. Publisher is easy to use and will make your publications look professional.

MS Publisher: Intro**Section Event(s):** Optional Staff Development

Course Description: Publisher is a powerful desktop publishing program which is also easy to use. Start by using templates and wizards to create documents quickly, then learn to create and customize your own documents from scratch. Learn to format text and import graphics. With Publisher you can design everything from stationery to multi-page documents, including newsletters, calendars, letterhead, certificates, programs, and many other types of publications. This is a Windows-based class.

Need to Know Applications for Secondary Paraprofessionals**Section Event(s):** Hourly Staff Day

Course Description: In this session, paraprofessionals will learn some basic tasks in our secondary student applications. These will be tasks that students might need assistance in completing. Participants will be able to use and troubleshoot common Millard Computer Applications as the result of an introduction to and hands on experiences with the following applications: School Fusion, School Mail 365, and ANGEL.

New Administrator Summer Induction**Section Event(s):** Other

Course Description: New Administrator Summer Induction is a three day experience for all administrators new to their position.

New Features of SMART (IWB) Notebook 11 for Mac and Windows**Section Event(s):** Optional Staff Development

Course Description: This course will serve as a quick over-view of the newest features and look of SMART Notebook 11. All participants need to have completed IWB 101 and 102 training or IWB for Paras prior to attending this session.

New Para Orientation**Section Event(s):** New Staff Orientation

Course Description: This orientation session will include an overview of the expectations of the paraprofessional role. This includes reviewing the Paraprofessional Handbook and Millard Public Schools' Mission and Belief Statements. Participants will also discuss the Pillars of Professionalism and what this looks like in their new role. Find out about building protocol, dress codes, filling out your time card, as well as 'doing duty.' Learn what Y & O, early out, sib, bio-p, and SIPP really mean in a school setting.

New Staff Differentiated Curriculum Orientation**Section Event(s):** New Staff Orientation

Course Description: Participants will work along side a master teacher as they delve into course guides and subject specific curricular materials.

New Staff Induction Program Year 3: Extended Professional Experiences**Section Event(s):** Induction

Course Description: Successful completion of this 3-session experience will result in disbursement of the New Staff Induction Program Stipend for staff in their 3rd year of employment. Session topics include: Professional Awareness: Strategic Plan, Learning Community and Current Legislation, Moving to Continuous Growth Phase Wellness: Physical, Emotional, Professional, Financial Career Paths: Veteran Educators, Building Leaders, District Leaders, Development of 1-3-5 Year Professional Goals.

New Staff Orientation Planning Meeting

Section Event(s): Other

Course Description: The planning meeting will be an opportunity for a face-to-face discussion about the upcoming New Staff Orientation Day. Participants will be able to review current schedules, documents and ask questions that might arise. Additionally, there will be time to review and reflect on the session that each is responsible to facilitate and/or coordinate.

Obesity Prevention & Healthy Lifestyles: Making Curricular Connections

Section Event(s): Fall Workshop

Course Description: Teachers will discuss the direct relationship between students' overall welfare and their educational performance. Teachers will make connections to current wellness initiatives and local resources. Time will be spent discussing obesity, School Lunch & USDA Guidelines, and curricular connections.

Office Round Table

Section Event(s): Optional Staff Development

Course Description: Everyone has tech tips and tricks to share - where you know it or not! This collaborative session will provide participants the opportunity to address and answer questions on any of the applications within the Micro Soft Office Suite. (Word, PowerPoint, Excel, Publisher)

Oral Communications Annual Planning

Section Event(s): Fall Workshop

Course Description: Participants will schedule important dates for the school year and will spend time collaborating for student success.

Paraprofessionals and Teachers in the Classroom Setting

Section Event(s): Hourly Staff Day

Course Description: Paraprofessionals are an essential component of the school setting who assist teachers with the various functions of the classroom. Participants will demonstrate an understanding of the roles of the paraprofessional and teacher, the importance of collaboration in the classroom setting, effective communication strategies, and the role of professionalism in the classroom setting.

Peer Coaching Option

Section Event(s): New Staff Induction

Course Description: Coaching Teams in which both partners have more than 2 years of professional educator experience may complete the Peer Coaching Option (course 263) Independent Team Study in lieu of attending Regular Peer Coaching sessions 2, 3, and 4. Peer Coaching Option independent study participants and their coaching partners attend one Spring session to finalize the independent study activity and reflect on the years' experience.

Perfect Targets

Section Event(s): Hourly Staff Day

Course Description: This session will provide participants with specific information about autism spectrum disorders (ASD) and bullying. What are the statistics and what can we do to change them? Learn about types of victims, why students with ASD are bullied, and how to respond to bring about positive change within your building.

Personal Safety Training**Section Event(s):** Hourly Staff Day

Course Description: Student and staff safety is a priority in the Millard Public Schools. Staff can find themselves in difficult situations while working with students who have unpredictable and sometimes aggressive behaviors. In this course, participants will learn the basics of keeping themselves safe in a non-harmful way when a student becomes physically aggressive. We will discuss the proper body position to take and the reasons for using that position. We will also learn how to protect ourselves from both strikes and grabs and the principles for using each. Additionally, we will discuss when it might be appropriate to transport a student a short distance in the school and how to safely do so. Finally, participants will troubleshoot different scenarios that could lead to unsafe behavior and discuss how to best respond in those situations.

Personalizing ExamView for Your Classroom**Section Event(s):** Optional Staff Development

Course Description: Topics to be covered: How to start a test from scratch How to utilize and implement Test Manager How to navigate and generate reports Guided work time (An online Assessment Literacy component is required prior to attending the session).

Photojournalism Annual Planning**Section Event(s):** Fall Workshop

Course Description: Participants will schedule important dates for the school year and will spend time collaborating for student success.

PLC Singleton Leader Training**Section Event(s):** Optional Staff Development

Course Description: Participants will learn about district PLC guidelines, parameters and resources. Time will be spent discussing facilitation strategies for leaders working to complete their PLC functions including norm setting, SMARTgoal setting, meeting agendas & logs, common assessments and data analysis.

Pottery Curriculum Extension**Section Event(s):** Fall Workshop

Course Description: High school art teachers will participate in a demonstration on the raku firing technique. ANGEL will be reviewed and each teacher will post at least one lesson on Secondary Lesson Sharing.

PowerPoint:Media and Extras**Section Event(s):** Optional Staff Development

Course Description: This session will delve into how to utilize PowerPoint media, sound and linking to make your lessons engaging and transferable. This is not an introductory course, all participants are expected to be familiar with PowerPoint.

Practical Applications of Technology for the Speech-Language Pathologist**Section Event(s):** MLK Day

Course Description: This course will present a variety of tools and applications that can be utilized when developing intervention materials. This will include materials created with both a laptop and an iPad. Participants will be given opportunities to share, explore and create materials throughout the presentation.

PreAP Strategies for Middle School Language Arts (Part 2)

Section Event(s): Fall Workshop

Course Description: Teachers will develop opportunities for students to practice close reading, higher level questioning, and analytical writing for a variety of purposes.

Preschool - Title I and ECSE Teachers and Paraprofessional Training

Section Event(s): Other

Course Description: These are the monthly scheduled staff development sessions for preschool teachers and paraprofessionals and will provide training hours as required by Rule 11 for early childhood staff. Please view course sections for specific session topics.

Preschool & ECSE Math Make-and-Take

Section Event(s): New Staff Orientation

Course Description: Preschool teachers will have the opportunity to create hands-on activities to take back to their classrooms to support math instructions.

Preschool & ECSE Social Skills

Section Event(s): New Staff Orientation

Course Description: Social Skills in Young Children, Math Make and Take Preschool teachers will work with Jennifer Vest to explore strategies to support young children in the development of social skills. Teachers will learn techniques that will help students gain valuable social skills for interacting with their peers and adults

Preschoolers at Work: Supporting Play in the Preschool Classroom

Section Event(s): Hourly Staff Day

Course Description: A substantial portion of a preschoolers instructional day includes independent/small group play experiences within a variety of interest areas: block, dramatic play, library, discovery, art, math, sand/water and outdoors. This session will explore the role of the adult in facilitating play, and focus on how effective questioning can extend and expand learning within each area. Participants will have the opportunity to develop resources that can be used throughout year to maximize the power of play in preschool learning.

Preventing Sexual Harassment

Section Event(s): Hourly Staff Day

Course Description: We live in a society that bombards us with sex. It's in the movies, on TV, on magazine covers, on the internet, and in every type of advertising you can image. The 'Let's Get Honest' DVD combined with a training presentation, focuses on breaking down sexual harassment and getting honest with ourselves and coworkers. The program includes: defining sexual harassment, recognizing harassment in all its varied forms, understanding the difference between 'intent' and 'impact', defining how the law interprets 'reasonable personal standard', rules to prevent harassment, and how to constructively confront situations when you or others are being harassed. This course will also include information on the MPS District policy and reporting procedures.

Proactive Prevention

Section Event(s): Hourly Staff Day

Course Description: Presented by Elaine Murphy, RN, BS of SimplyWell, this seminar will ignite your thinking around wellness as prevention. You will walk away with an understanding of the difference between acceptable lab and biometric health standards versus disease prevention lab and biometric standards, the barriers to personal and corporate wellness and what wellness looks, feels and sounds like.

Process and Produce Lesson Development - Guided

Section Event(s): New Staff Orientation

Course Description: This session will allow participants an opportunity to reflect on information learned from other staff development. Participants will remain at West High School and work along side MEP and Program Facilitators on lesson development.

Process and Produce Lesson Development - Independent

Section Event(s): New Staff Orientation

Course Description: This session will allow participants an opportunity to reflect on information learned from other staff development. Participants will return to their home building to work. Upon completion, a final product will be submitted to their principal.

Providing Effective Feedback During Teacher Observations

Section Event(s): General Admin

Course Description: Feedback can promote growth and it can stop or shut down growth. During this session participants will learn 5 types of feedback and how to use specific types of feedback to promote growth in others. They will also collect feedback on a classroom video segment. Outcomes: Participants will discover 5 types of feedback and their uses and apply their knowledge of effective feedback to a classroom video segment. Target Audience includes administrators and district level leaders.

Providing Effective Support During Teacher Observations

Section Event(s): General Admin

Course Description: Knowing what type of support to give a teacher is often a mystery for principals. During this session participants will learn a continuum of stances from evaluating to mediating and they will gain clarity about when to use each of the stances with teachers. Skill development in questioning will also be taught during this session. Outcomes: Participants will identify 4 support stances to use with teachers and have clarity for when to use each stance and practice and develop questions that promote thinking in others. Target Audience includes administrators and district level leaders.

Quality Classroom Assessment Development

Section Event(s): New Staff Orientation

Course Description: The classroom teacher will gain an understanding of quality assessment criteria that will aid in selecting and/or writing assessments that provide reliable data to measure student learning. These assessment criteria include Webb's Depth of Knowledge (DOK) cognitive complexity, Performance Level Descriptors (PLDs) and Universal Design for more focused assessments with greater validity and reliability. The teacher will have the opportunity to spend time selecting items or writing an assessment that can be used in their classroom. PLCs working on common formative assessments are welcomed.

Reaching All Elementary Learners Through Guided Math

Section Event(s): New Staff Orientation

Course Description: Participants will walk away with the knowledge of how Guided Math looks, how to manage Guided Math small groups, and how instruction looks in each of the small groups. The participants will also receive information on the types of Math Work Stations that have been successfully implemented in various MPS classrooms. Authentic classrooms experiences will be shared throughout the class.

Reaching All Learners through Brain and Body Engagement

Section Event(s): Optional Staff Development

Course Description: We will be learning about brain and body engagement by utilizing all areas of the brain. Instructional strategies that connect to the whole brain keep children engaged throughout the lesson and help them retain more information. This highly interactive form of instruction delivers information to students in short chunks. For teachers, brain and body engagement methods generate highly active and engaging classrooms, enhance classroom management and produce increased student learning outcomes.

Regular Peer Coaching: Session 2

Section Event(s): New Staff Induction

Course Description: Peer Coaching is a unique opportunity for certificated staff in their 2nd year of employment with MPS. Enjoy peer collaboration with a focus on Millard's Indicators of Effective Teaching. In teams, attend one session per quarter, observe each other in the classroom environment, and reflect on your experiences. Regular Coaching Team partners registered for Peer Coaching - Session 1 (course 267), must choose one meeting from each Peer Coaching Session 2-4: Session 2 (course 268), Session 3 (course 269) and Session 4 (course 270) to attend together. After attending a Session 1 meeting peer coaching teams may choose the Peer Coaching Option Independent Team Study in lieu of attending Regular Peer Coaching meetings and instead attending a Peer Coaching Option Final Group Processing Meeting at the end of the experience.

Regular Peer Coaching: Session 3

Section Event(s): New Staff Induction

Course Description: Peer Coaching is a unique opportunity for certificated staff in their 2nd year of employment with MPS. Enjoy peer collaboration with a focus on Millard's Indicators of Effective Teaching. In teams, attend one session per quarter, observe each other in the classroom environment, and reflect on your experiences. Regular Peer Coaching Team partners registered for Peer Coaching - Session 1 (course 267), must choose one meeting from each Peer Coaching Session 2-4: Session 2 (course 268), Session 3 (course 269) and Session 4 (course 270) to attend together. After attending a Session 1 meeting peer coaching teams may choose the Peer Coaching Option Independent Team Study in lieu of attending Regular Peer Coaching meetings and instead attending a Peer Coaching Option Final Group Processing Meeting at the end of the experience.

Regular Peer Coaching: Session 4

Section Event(s): New Staff Induction

Course Description: Peer Coaching is a unique opportunity for certificated staff in their 2nd year of employment with MPS. Enjoy peer collaboration with a focus on Millard's Indicators of Effective Teaching. In teams, attend one session per quarter, observe each other in the classroom environment, and reflect on your experiences. Regular Peer Coaching Team partners registered for Peer Coaching - Session 1 (course 267), must choose one meeting from each Peer Coaching Session 2-4: Session 2

(course 268), Session 3 (course 269) and Session 4 (course 270) to attend together. After attending a Session 1 meeting peer coaching teams may choose the Peer Coaching Option Independent Team Study in lieu of attending Regular Peer Coaching meetings and instead attending a Peer Coaching Option Final Group Processing Meeting at the end of the experience.

Restraint & Seclusion Building Core Team Refresher Training

Section Event(s): Other

Course Description: School teams who attend this half day refresher training will learn how to de-escalate a student behavior problem with preventative strategies and verbal techniques. Topics covered in this half day training include the crisis development model and corresponding staff approaches, the verbal escalation continuum, and how to set limits with non-compliant students. Participants will also be taught personal safety strategies to keep both staff and students safe in a behavior emergency as well as recommended nonviolent crisis intervention techniques to be used as a last resort when students are a danger to themselves or others. School teams will leave the training with a comprehensive plan for addressing behavior emergencies in the school setting.

Restraint & Seclusion for Special Education Staff

Section Event(s): Fall Workshop

Course Description: This course is designed for Special Education staff who work with students who exhibit difficult behaviors. The course contains information on verbal de-escalation and techniques for keeping all students and staff safe.

Restraint & Seclusion Instructor Prep Day

Section Event(s): Other

Course Description: Certified CPI Instructors will reconvene to prepare for the Restraint & Seclusion Core Team refresher sessions and New Core Team Member training.

Restraint & Seclusion Overview for Special Groups

Section Event(s): Hourly Staff Day

Course Description: Staff can find themselves suddenly involved in a behavioral emergency when student behavior becomes aggressive. This training provides a summary of best practices for staff when they find themselves in a difficult student situation. Topics covered in this training include an overview of the crisis development model and corresponding staff approaches, the verbal escalation continuum, how to set limits with non-compliant students as well as the use of restraint and seclusion. Staff will receive demonstrations of applicable personal safety strategies to keep both staff and students safe in a behavior emergency as well as recommended nonviolent crisis intervention techniques to be used as a last resort when students are a danger to themselves or others.

RtI+I - Implementation Progress Check

Section Event(s): General Admin

Course Description: Select administrators and instructional leaders will participate in RtI+I staff development as a progress check on the Implementation of the 2012-2013 goals for RtI+I. 2012-2013 RtI+I Goals include: Refine implementation of Building Data Team and Problem Solving Model, Full Implementation of Reading Literacy Interventions, Full Implementation of Math Interventions.

RtI+I Best Learning Practices for Speech Language Pathologists (2013)**Section Event(s):** MLK Day

Course Description: In this course participants will be learning about Power Strategy 8 (note taking, organization, and retrieval of information) and Power Strategy 4 (monitoring one's own understanding). Both of these strategies occur in the 'during reading' stage and emphasizes the student's ability to gathering information through summarizing, note taking and monitoring their own understanding. Within this course a variety of tools will be reviewed that supports the student's in these areas.

RtI+I Implementation Training for Administrators**Section Event(s):** General Admin

Course Description: Building principals and their select assistants will spend time evaluating their building's implementation of RtI+I and build lateral capacity by sharing with others from across the District. Key concepts in this session will include Parent Communication and Documentation.

RtI+I Tier I: Best Learning Practices (Developing Quality Questions)**Section Event(s):** MLK Day

Course Description: Secondary staff will understand and apply RtI+I Tier I: Best Learning Practices with a specific focus on reading comprehension strategies. Staff will understand and apply reading comprehension strategies to help MPS students read to learn and therefore improve student achievement in the content areas.

RtI+I Tier I: Best Learning Practices Literacy Team Training (2012-2013)**Section Event(s):** Other

Course Description: Participants in this training will serve as district trainers with the RtI+I Tier I: Best Learning Practices Literacy Team. Participants will benefit from participating in two 'step-ahead' training sessions with national educational consultant, Sue Beers. Each session will prepare participants to train colleagues in their subject area on district designated staff development days.

RtI+I: Process and Procedures Implementation**Section Event(s):** Staff Development Day

Course Description: This session will provide building teams with updated information related to revisions of the Millard RtI+I Model and related resources. Teams will have time to discuss building implementation and fidelity of the process with district personnel available as resources.

Saving & Budgeting**Section Event(s):** Hourly Staff Day

Course Description: This course, presented by a representative from First National Bank, will talk about the basics of saving and budgeting. Topics will include: elements of saving... how much and where, debt snowball, different ways to save, and compounding interest.

School Fusion Classroom Web Pages (Introduction)**Section Event(s):** Optional Staff Development

Course Description: This course will explore two areas: 1. Understand management of the Classroom Fusion Tools: Announcements, Documents, Wikis, Calendar, Contacts, Links, Web Pages, Podcasts 2. Understand how students can log in and interact with the FusionTools on their classroom websites.

School Fusion Tips and Tricks**Section Event(s):** Optional Staff Development**Course Description:** This course will serve to answer questions and troubleshoot problems associated with School Fusion pages. Participants should come prepared with specific questions. Helpful 'tips and tricks' of the software will also be covered.**School Fusion Training****Section Event(s):** New Staff Orientation**Course Description:** Participants will be introduced to the functions and features of School Fusion web pages. How to use the features of School Fusion to promote student engagement will be demonstrated as each participant populates their School Fusion page.**SchoolDude Basics and Hints****Section Event(s):** Hourly Staff Day**Course Description:** This course will explain what the district facilities office needs schools to review on each facility request in SchoolDude. Participants will discuss how to cancel individual dates on a facility request in SchoolDude, how to generate a message to your custodian (or others) through the SchoolDude message system, and how and when to use Community Use as a reference for potential facility users.**Screencasting****Section Event(s):** Optional Staff Development**Course Description:** A screencast is a digital recording of computer screen output, also known as a video screen capture, often containing audio narration. Screencasting is an essential tool of the flipped classroom, this session will demonstrate how to capture and publish classroom lessons.**Secondary Industrial Technology: Safety First!****Section Event(s):** Fall Workshop**Course Description:** Teachers will acclimate themselves with the current Industrial Technology safety manual and develop plans for sharing expectations with students.**Secondary Mathematics: It's all GREEK to me!****Section Event(s):** Fall Workshop**Course Description:** Secondary mathematics teachers will collaborate to integrate technology into existing lessons (9-12 emphasis) and integrate existing ancillary materials into daily instruction to support differentiated academic language instruction (6-8 emphasis) for students.**Security Overview and Gang Awareness Presentation****Section Event(s):** Fall Workshop**Course Description:** This course will begin with the Director of Pupil Services providing a general overview of the District's revised security practices. This will be followed by a law enforcement presentation regarding the current information available on gangs in the Omaha area.**Self-Harming Behaviors****Section Event(s):** Fall Workshop**Course Description:** Teri Echtenkamp of Alegent Health (Acute Care Child/Adolescence Behavioral Services) will present on this topic. After the presentation, counselors will collaborate and make plans on how to apply the information in their buildings.

Seminar for Writing Difficult Teacher Evaluations

Section Event(s): General Admin

Course Description: Supervisors will demonstrate synthesis of writing difficult evaluations by composing recommendations, deficiency comments and/or letters of summary. Human Resources will be available to assist and answer questions.

ServSafe Food Managers Exam

Section Event(s): Other

Course Description: Passing the Certification Exam to ensure that Millard Public Schools Family and Consumer Science teachers model and instruct industry-standard food safety and sanitation practices. Teachers who earn their certification are acknowledged food managers in keeping food safe in their classrooms.

Small Group Instruction in the ACP Classroom

Section Event(s): MLK Day

Course Description: Participants will learn about effective small group instruction in the ACP classroom. Key questions will be answered regarding the formation of groups, appropriate group activities as well as establishing behavioral expectations for students as they work in small groups. Management of the learning environment through facilitation of small groups will be discussed in addition to how teachers are able to assess students in this type of instruction.

Small Group Instruction in the Classroom

Section Event(s): New Staff Orientation

Course Description: This interactive class will present research based strategies for working with students in small groups. Participants will discuss ways to develop differentiated activities and workstations (including IWB use) to increase student engagement. The focus will be using small group instruction strategies with students. Instructors will also demonstrate simple tools to keep the entire class engaged. Come prepared to share what works for you and take away new ideas.

SMART Clickers

Section Event(s): Optional Staff Development

Course Description: How do I use Smart Clickers? During this engaging 45 minutes, plan to be swept by surprise as Matt Lund, Trina Switzer and Toni Dierkhising take you on an incredible journey. A journey where you get up close and personal with The Clickers. Travel with us as we explore how to get the clickers started and engage in practical applications. But let's not end this journey there! We will have time to relish in your accomplishments by uploading your students from IC to the clicker database.

Smart Searching Strategies

Section Event(s): Hourly Staff Day

Course Description: Finding what you are looking for on the internet can sometimes feel like you are trying to find a 'needle in thousands of digital haystacks.' An important aspect of digital literacy is the development of skills to efficiently sift through haystacks of digital information to find valid, reliable, and factual information. This workshop will share smart searching strategies that participants can use and share with students.

Smart Searching Strategies

Section Event(s): Optional Staff Development

Course Description: Finding what you are looking for on the internet can sometimes feel like you are trying to find a 'needle in thousands of digital haystacks.' An important aspect of digital literacy is the development of skills to efficiently sift through haystacks of digital information to find valid, reliable, and factual information. This workshop will share smart searching strategies that participants can use and share with students.

Social Media & The Administrator's Role

Section Event(s): Other

Course Description: This course will: 1) Give admin an overview of the key points of the new policy; 2) Define their role in the administration of this policy; 3) Provide training on Facebook settings and management; 4) Provide a sneak peek into the on-line required Tech Ethics training; 5) Secure their input on what additional training support they may need.

Social Media in the Classroom

Section Event(s): Optional Staff Development

Course Description: The participant will demonstrate comprehension of MPS Board Policy & Rule 7305 & 7305.1 and how to incorporate social media in their classroom by interacting with MPS procedures documents. This session may be taken in lieu of the social media ANGEL courses.

Special Education Department Fall Workshop Meeting

Section Event(s): Fall Workshop

Course Description: Department meeting for all special education staff, followed by meetings of special education staff by grade level/special area.

Special Education Procedures and Curriculum Review

Section Event(s): New Staff Orientation

Course Description: K-12 ACP teachers will explore District resources that support ACP. Online resources and procedures manuals will be demonstrated and explained. Curriculum and how to tie curriculum to IEP goals will be discussed. Participants are asked to bring their charged laptops, ANGEL login information, Orange Curriculum Binder and IEP data for an upcoming IEP to use during this session.

Special Projects for Elementary World Language

Section Event(s): MLK Day

Course Description: Participants will work with the appropriate supervisor to plan and complete a project applicable to the Elementary World Language classroom.

Staff Development Planning Day

Section Event(s): Optional Staff Development

Course Description: Administrators and teacher leaders will have the opportunity to collaborate and develop their upcoming building staff development plan. District personnel from the offices of Staff Development and Curriculum will be available to support. The Office of Staff Development will pay for up to two representatives from each building to attend. The Building Staff Development Facilitators should receive first priority to attend. Buildings may choose to bring more than two teacher leaders and use building funds to pay the stipend for any extra participants.

Student Discipline: Procedures & Practice**Section Event(s):** General Admin

Course Description: The presenters will cover the following points: de-escalation, investigation (resources & interview), teaching, decision, parent contact, and re-entry. Although all building administrators and elementary building facilitators are encouraged to attend, this staff development is only required for any administrator who has been a Millard administrator for 3 years or less. Participants will demonstrate comprehension of the MPS philosophy of student discipline by relating personal experiences with MPS policy and appropriate practice during small and large group discussions.

Successful Behavior Management for Changing Student Needs**Section Event(s):** Fall Workshop

Course Description: Kay Kronholm from Arbor Family Counseling Associates will present on this topic. Participants will discuss the information and strategies from the presentation and decide on a plan to implement at their building(s).

Summer Book Camp: Classroom Instruction That Works 2nd Ed.**Section Event(s):** Optional Staff Development

Course Description: The book camp will dive into the research based strategies presented in Classroom Instruction That Works. Participants will receive the book 2 weeks in advance in order to prepare. In the Book Camp format, participants will meet for two face-to-face sessions and participate in activities to translate the research into classroom applications.

Supervisor - Leadership Training**Section Event(s):** Other

Course Description: Non-administrative supervisors will participate in leadership training that will focus on 1) Evaluation & Supervision; 2) Gallup Engagement; 3) Fierce Conversations and 4) Leadership. Administrators from the Human Resource Division will provide relevant and meaningful job specific professional development.

Table Top Exercises Related to Incident Response Plans**Section Event(s):** Hourly Staff Day

Course Description: This course will be a review of the District incident response plans maintained in all school security manuals. The course will take an in-depth look at the role of the security staff during specific incident plans.

TalentEd Recruit and Hire**Section Event(s):** Other

Course Description: Participants will demonstrate application of the TalentEd Recruit & Hire process by developing an actual job post. Are you ready to hire and can't remember how to use TalentEd Recruit & Hire. Bring your fully charged laptop and come to this lunch & learn to review the steps with the HR team. Lunch will be provided. Review will include steps to post the job, to review applicants and to hire the candidate within the system.

Teaching Grammar to High School Students**Section Event(s):** Fall Workshop

Course Description: This interactive session will show the importance of solid grammar instruction and will show how to make it fit practically in the teaching of writing you may already do. Best practices and practical application within our curriculum will be explored and used to create a new lesson or to revise

and existing grammar lesson. Participants will upload ideas to the ANGEL Secondary Lesson Sharing Community Group to create an idea library.

Teaching Students in Poverty

Section Event(s): Optional Staff Development

Course Description: This course is designed to develop teachers knowledge about the role poverty plays in student learning. Participants will learn the impact of poverty on self-confidence, motivation, and achievement, and will explore effective strategies to use when working with students and/or families in poverty.

Teaching with the New High School Writing Rubric

Section Event(s): Fall Workshop

Course Description: Participants will discuss elements of the new rubric (either District or State) and experience a few mini-lessons modeled by colleagues. Groups will also discuss how they have or will enhance their teaching and lessons for student success.

Teaching with the New Middle School Writing Rubric (Part 1)

Section Event(s): Fall Workshop

Course Description: Throughout the duration of all four sessions of this course, participants will discuss elements of the new rubric (either District or State) and experience a few mini-lessons modeled by colleagues. Groups will also discuss how they have or will enhance their teaching and lessons for student success.

Team Survivor: Sink or Swim

Section Event(s): Hourly Staff Day

Course Description: Wearing the same shirts doesn't make you a team. Buchholz and Rothl Teams have the potential to deliver far greater results than any one individual working alone. But some teams sink when it comes to navigating the seas of common teamwork myths. In this interactive program we will explore some common myths of teamwork and learn to steer the course for smoother sailing when working on a team.

Technology Initiator Kick-off Meeting

Section Event(s): Fall Workshop

Course Description: Beginning of year kick-off meeting. The participant will take away new initiatives and continuing projects for the upcoming school year.

Technology Open Forum

Section Event(s): New Staff Orientation Optional Staff Development Day

Course Description: You are asked to register for this session; however it is a drop-in forum for technology support. Trainers will be available to give individual or small group assistance. Technology Open Forum has been designed as a drop-in support system to help users address a technology issue. Participants are invited to come and simply have their question resolved and then leave, or they may stay and work the entire time knowing that expert help is on-hand willing to help. Questions might be about ANGEL, Office 2010/2011, SchoolMail, School Fusion, clickers, IWB; truly any area of technology.

The Brain: How it Processes Information**Section Event(s):** Hourly Staff Day

Course Description: During this session participants will learn about the basic brain structure, how the brain processes information and how you can best retain information you gather and receive. We will explore your learning, perceptual, and organizational styles by completing a number of engaging activities that will allow you to better understand how your amazing brain works.

The FISH Philosophy: Catch The Energy**Section Event(s):** Hourly Staff Day

Course Description: How do you FISH for energy? Reel in this seminar and you'll find out! This fun, interactive, and educational program is based on the 'FISH' video, which chronicles the upbeat antics at the world famous Pike Place Fish Market in Seattle, Washington. This wildly successful business champions four core concepts: Play, Make Their Day, Be There, and Choose Your Attitude. Explore how your team can incorporate this philosophy into your organization.

Therapy in the Classroom with Make & Take (SLP)**Section Event(s):** New Staff Orientation

Course Description: Preschool and Elementary Speech Language Pathologists will be participating in an ASHA approved audio course focused on therapy services in the classroom. Classroom-based activities that maintain a therapeutic focus at every stage of therapy are discussed. Time will be given to the participants to apply this information to their current caseload. This course qualifies for .2 continuing education units.

Time to Apply (2013)**Section Event(s):** Optional Staff Development

Course Description: In support of our Strategic Plan, which states "Provide or allow for differentiated independent professional development when offerings are not relevant to an individual or group, an optional paid professional development opportunity is being offered to salaried staff. What will the staff members have to do? How will it work? 1. Staff member registers in Better and Better to secure his/her spot on the wait list. 2. Staff member submits a proposal to supervisor, using required template. 3. Upon supervisors approval of proposal, supervisor communicated with the Office of Staff Development (OSD). 4. OSD will move the approved staff members from a wait list to roster. Seats will be limited by budget capacity and filled on a first come, first served basis. 5. In June 2013, staff member creates an end-product and submits it to supervisor prior to June 17, 2013. 6. Supervisor approves quality of end product. 7. Supervisor submits time sheet to OSD by June 17, 2013. 8. Participants will be paid a stipend of \$25/hour on July 2013 paycheck. 9. OSD will mark staff member as complete in Better and Better.

Tips for Dealing with Difficult Behaviors**Section Event(s):** Optional Staff Development Hourly Staff Day

Course Description: Staff will be able to effectively interact and correct student's who are displaying problem behaviors by applying a simple questioning strategy that helps both the adult and the student reflect upon and correct the behavior. This course is based on strategies from the book 'Proactive Discipline for Reactive Students.'

Total Participation Techniques

Section Event(s): Optional Staff Development

Course Description: Participants will learn a variety of ways to engage students in active learning and allow them to demonstrate the depth of their knowledge and understanding. This make and take session will provide participants with a toolkit of strategies utilizing higher order thinking and formative assessments to engage students. Strategies include On-the Spot TPTs, Hold-Ups, TPTs Involving Movement, and TPTs to Guide Note-Taking and Concept Analysis. This session is based on strategies from the book 'Total Participation Techniques: Making Every Student an Active Learner' by Persida Himmle and William Hemmele.

Tours and Discussions of Pertinent YAP Issues

Section Event(s): MLK Day

Course Description: YAP staff will learn about working and living sites to which young adults with disabilities may be transitioning after Millard Public Schools.

Training on a Shoestring Budget (Bob Pike Group Webinar)

Section Event(s): Other

Course Description: Unless you're Bruce Wayne or Tony Stark, you probably don't have the world's largest budget for training research and execution. In this session, you will explore ways to engage an audience through openers, closers, and revisiting techniques. Come experience 11 different techniques using only a deck of cards, a pack of toothpicks, a Koosh® ball, and one piece of poster paper. In this webinar you will: - Examine ways to engage an audience using common items - Relate activities to content.

Training with New Science Resources

Section Event(s): Fall Workshop

Course Description: Teachers will receive new science resources, be trained in how to navigate through and use the technology components, and have time to explore the resources along with the new course guides.

Understanding and Managing Students with Special Needs: 5 Keys to Working Successfully with Kids

Section Event(s): Optional Staff Development

Course Description: Have you ever felt frustrated because you kept trying over and over to get something right? Students with disabilities face many challenges each and every day. As educators, we can learn to better understand what students with disabilities are going through and why it might lead to difficult behaviors at school. Grounded in Boystown research, the 5 key strategies for successfully working with kids will give you the upper hand when working with a tough student population. You'll get real examples from the elementary and preschool OR secondary level and participate in simulations to help you better understand and manage students with disabilities

Upside-Down Brilliance (Book Study)

Section Event(s): Fall Workshop MLK Day

Course Description: From www.gifteddevelopment.com: More than 20 years ago a group of children caught the attention of Dr. Linda Silverman. What she saw was gifted children who failed to achieve. In writing Upside-Down Brilliance, Linda Silverman has brought together her observations, research, ponderings, and recommendations about this unique group of learners. Her message is that understanding these children is essential since, based on validation studies conducted at the GDC, approximately a third of all school-age children may have this learning style. With these thoughts in

mind, Silverman works to give the readers of her book insights into how these children think, learn, and react to the world around them. She discusses the difficulties they have in traditional classrooms.

Using Auditory Trainers with Hearing Impaired Students

Section Event(s): Fall Workshop

Course Description: Session will acquaint teachers and others with assistive listening technology they will use with specific students with hearing impairment in their classroom. Focus of the session will be on basic function of the systems, operations, and troubleshooting. Designated teachers and others will be advised of expected attendance at the beginning of the fall workshop. Involved teachers will need to attend ONE of the two identical sessions.

Using eBooks in Destiny

Section Event(s): Hourly Staff Day

Course Description: Staff will learn what exciting new resources are available to students and staff via Destiny. Whether you use a computer or a mobile device, eBooks are available in your schools today.

Vernier Probeware Training

Section Event(s): New Staff Orientation

Course Description: This hands-on session will provide new 6-8 science teachers an opportunity to explore how and when to use Vernier software within their curriculum. Participants will demonstrate synthesis of Vernier hardware and software by interacting with the Vernier equipment found at the middle school level.

Visual Literacy in the Middle School Classroom

Section Event(s): Fall Workshop

Course Description: Images can build important bridges toward the understanding of concepts from more traditional text and lessons. The ability to effectively read and analyze images and visual text is a skill which must be taught just as explicitly as we teach the analysis of written text. Given our media-saturated culture, students already possess some comfort in the analysis of images, and their familiarity with the concept can serve as a valuable spring-board for the analysis of more traditional text. A student that hesitates to question or interpret a written passage may openly take on the task with a visual text.

Voluntary Separation Program (VSP)

Section Event(s): Meeting

Course Description: To inform employees regarding the Voluntary Separation, explain how benefits work after retirement, and to explain how it relates to the Nebraska Public School Employees Retirement System.

What Do You Do with the Students Who Already Know It?

Section Event(s): New Staff Orientation

Course Description: Participants will be part of an energizing experience as they learn best practice strategies to engage the minds of the higher ability student. Participants will walk away with a toolbox of strategies PLUS one mini-lesson to meet the instructional needs of the higher ability student.

Windows Live Movie Maker**Section Event(s):** Optional Staff Development**Course Description:** With Windows Live Movie Maker, you can make movies from your photos and videos. The videos are easy to edit by using Movie Maker special effects and themes. In just a few clicks, share your movies on your favorite social networking sites such as YouTube and Facebook.**Word Fillable Forms 2010/2011****Section Event(s):** Optional Staff Development**Course Description:** Fillable forms are a life-saver and they can be created within Word! Time will be spent in this session creating forms utilizing the form elements of Microsoft Word. Topics include: Software setup, textboxes, checkboxes, dropdown lists, Protecting a document.**World Language: Making Connections****Section Event(s):** Fall Workshop**Course Description:** This session gives world language teachers the opportunity to better understand language instruction at all levels, collaborate in vertical teams and develop plans to connect throughout the school year.**Writing Workshop in the Elementary Classroom****Section Event(s):** Staff Development Day**Course Description:** During the 2012-2013 school year, 30 teachers will delve into the Writers Workshop model with the expertise of Doane College Professor, Julie Kozisek. Participating teachers will be expected to apply and experiment with Writers Workshop in their own classrooms, as well as, participate in reflection and sharing activities. Modeling of Writers Workshop in classrooms will also take place at various times. Julie will differentiate learning for all teachers involved. Participating teachers may be asked to present at future Staff Development sessions and/or be model classrooms for teachers learning about Writers Workshop.**Writing Workshop: The Essential Guide Book Study****Section Event(s):** Optional Staff Development**Course Description:** The Writing Workshop: The Essential Guide book study is designed for teachers who are in the beginning stages or need a refresher understanding the framework of Writing Workshop. Elementary teachers will inquire into their practice during the Fall of 2012 with a focus on learning the essentials of Writer's Workshop and trying out components within their own classrooms. Participants will come away with a variety of resources to support their writing instruction. Topics of discussion include, but are not limited to: What is Writing Workshop? Launching and specifics of Writing Workshop Literature in Writing Workshop Assessment in Writing Workshop Utilizing district curriculum with Writing Workshop This professional development will involve five, 75 minute meetings. Participants will receive a stipend for 6.25 hours upon completion of the book study inquiry project.

ACT RESULTS 2012-2013



Proud to be
millard
PUBLIC SCHOOLS
www.mpsomaha.org

Educational Services
Department of Assessment, Research, and Evaluation
Fall 2013

INTRODUCTION

The American College Test (ACT) is a widely used college admissions test that is typically taken by high school juniors and seniors. It measures skills students have learned in high school and will need for academic success in college. The ACT is a 2 hour and 55 minute assessment that consists of 215 questions distributed among four tests:

English
75 items/45 minutes

Mathematics
60 items/60 minutes

Reading
40 items/35 minutes

Science Reasoning
40 items/35 minutes

Students receive a score for each of the four tests as well as a composite score. The composite score is the average of the four test scores, rounded to the nearest whole number. Test and composite scores range from 1 to 36.

There is an optional ACT Writing test that measures skill in planning and writing a short essay. The Writing test is not included in the composite score.

ACT reports College Readiness Benchmark Scores. A College Benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher, or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course. The benchmark scores, which are based on the actual college performance of students who have taken the ACT, are listed below:

College Course/ Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

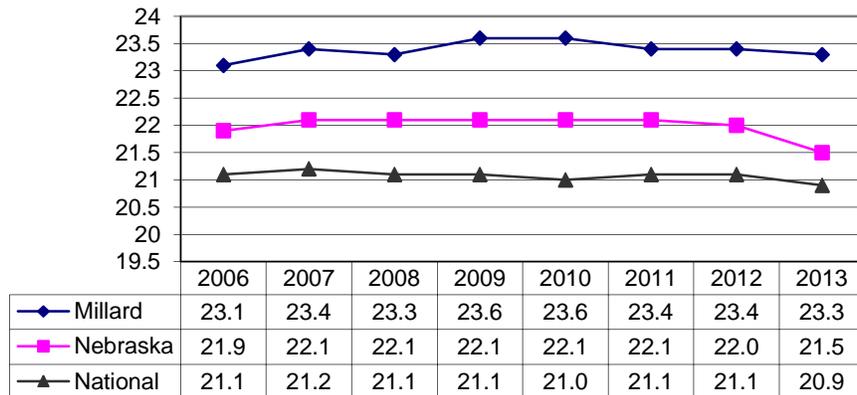
Average ACT Scores by Level of Academic Preparation

	Number		Percent		English		Mathematics		Reading		Sci Reason		Composite	
	Core	Less	Core	Less	Core	Less	Core	Less	Core	Less	Core	Less	Core	Less
District														
2005-06	631	424	55	37	23.9	21.1	24.2	21.5	24.4	21.6	23.8	21.6	24.2	21.6
2006-07	564	434	47	36	24.2	21.3	24.7	21.6	24.6	21.9	24.4	21.7	24.6	21.8
2007-08	797	409	63	32	23.9	20.7	24.4	21.2	24.5	21.9	24.0	21.4	24.3	21.4
2008-09	941	350	73	27	24.3	20.7	24.3	20.9	24.6	21.9	23.9	21.2	24.4	21.3
2009-10	938	339	73	26	24.3	20.6	24.2	20.5	24.6	22.0	24.2	20.9	24.5	21.1
2010-11	927	360	72	28	24.0	20.5	24.3	20.4	24.5	21.8	24.2	21.2	24.4	21.1
2011-12	932	351	72	27	24.0	20.4	24.4	20.7	24.4	21.4	24.1	21.3	24.4	21.1
2012-13	1009	292	77	22	23.8	20.6	23.7	20.4	24.2	21.6	24.0	21.1	24.0	21.1
State														
2005-06	10,133	4,517	64	28	22.5	19.7	22.4	20.0	23.0	20.6	22.5	20.5	22.7	20.3
2006-07	9,539	4,458	59	28	22.7	19.8	22.6	20.1	23.2	20.8	22.6	20.5	22.9	20.4
2007-08	11,934	3,944	72	24	22.6	19.5	22.6	19.7	23.2	20.6	22.5	20.1	22.8	20.1
2008-09	12,701	3,346	78	21	22.7	19.1	22.5	19.4	23.2	20.1	22.6	19.9	22.9	19.8
2009-10	12,870	3,053	80	19	22.7	18.9	22.3	19.1	23.1	20.1	22.7	19.8	22.8	19.6
2010-11	13,168	3,120	80	19	22.5	18.9	22.3	19.1	22.9	20.0	22.5	19.8	22.7	19.6
2011-12	13,515	2,896	82	17	22.4	18.9	22.3	19.2	22.8	19.9	22.4	19.7	22.6	19.5
2012-13	13,851	3,372	78	19	22.1	17.9	21.9	18.6	22.6	19.2	22.3	19.1	22.3	18.8
National														
2005-06	647,298	413,888	54	34	21.6	19.0	21.8	19.4	22.3	20.1	21.7	19.7	22.0	19.7
2006-07	659,603	444,906	51	34	21.7	19.2	21.9	19.6	22.4	20.2	21.8	19.8	22.0	19.8
2007-08	873,743	431,748	61	30	21.6	18.8	21.9	19.3	22.3	19.9	21.6	19.4	22.0	19.5
2008-09	1,039,502	391,458	70	26	21.7	18.3	21.9	18.9	22.3	19.4	21.7	19.2	22.0	19.1
2009-10	1,118,639	397,685	71	25	21.6	18.1	21.9	18.9	22.2	19.2	21.7	19.0	22.0	18.9
2010-11	1,202,164	366,518	74	23	21.5	18.3	21.8	19.0	22.0	19.3	21.6	19.0	21.9	19.0
2011-12	1,259,744	355,849	76	21	21.3	18.3	21.8	19.1	22.0	19.4	21.6	19.1	21.8	19.1
2012-13	1,322,739	396,592	74	22	21.2	17.8	21.7	18.9	22.0	19.0	21.5	18.8	21.7	18.7

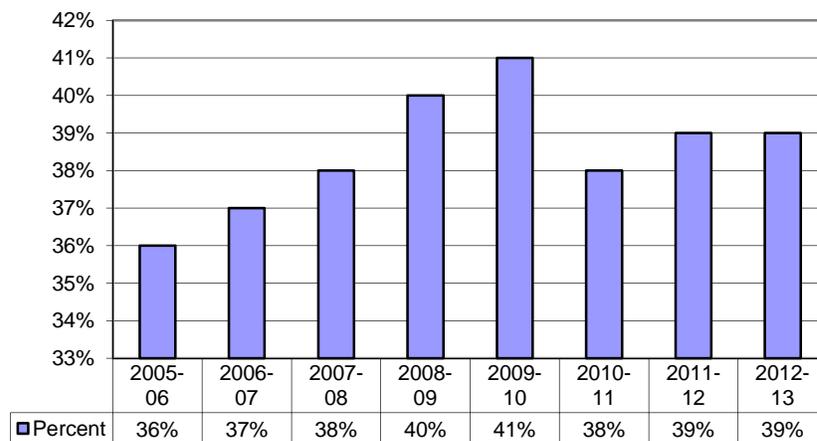
Average ACT Scores for All Graduates

	Number	English	Mathematics	Reading	Sci Reason	Composite
District						
2005-06	1,156	22.8	23.1	23.3	22.9	23.1
2006-07	1,197	23.0	23.3	23.4	23.2	23.4
2007-08	1,265	22.8	23.3	23.6	23.1	23.3
2008-09	1,293	23.3	23.4	23.9	23.2	23.6
2009-10	1,280	23.3	23.2	23.9	23.3	23.6
2010-11	1,294	23.0	23.2	23.7	23.3	23.4
2011-12	1,292	23.0	23.4	23.6	23.3	23.4
2012-13	1,309	23.1	22.9	23.6	23.3	23.3
State						
2005-06	15,892	21.5	21.6	22.2	21.8	21.9
2006-07	16,137	21.8	21.8	22.4	21.9	22.1
2007-08	16,573	21.8	21.8	22.5	21.9	22.1
2008-09	16,286	21.9	21.8	22.5	22.0	22.1
2009-10	16,172	21.8	21.6	22.4	22.0	22.1
2010-11	16,461	21.8	21.7	22.3	22.0	22.1
2011-12	16,581	21.8	21.7	22.3	21.9	22.0
2012-13	17,745	21.1	21.1	21.8	21.5	21.5
National						
2005-06	1,206,455	20.6	20.8	21.4	20.9	21.1
2006-07	1,300,599	20.7	21.0	21.5	21.0	21.2
2007-08	1,421,941	20.6	21.0	21.4	20.8	21.1
2008-09	1,480,469	20.6	21.0	21.4	20.9	21.1
2009-10	1,568,835	20.5	21.0	21.3	20.9	21.0
2010-11	1,623,112	20.6	21.1	21.3	20.9	21.1
2011-12	1,666,017	20.5	21.1	21.3	20.9	21.1
2012-13	1,799,243	20.2	20.9	21.1	20.7	20.9

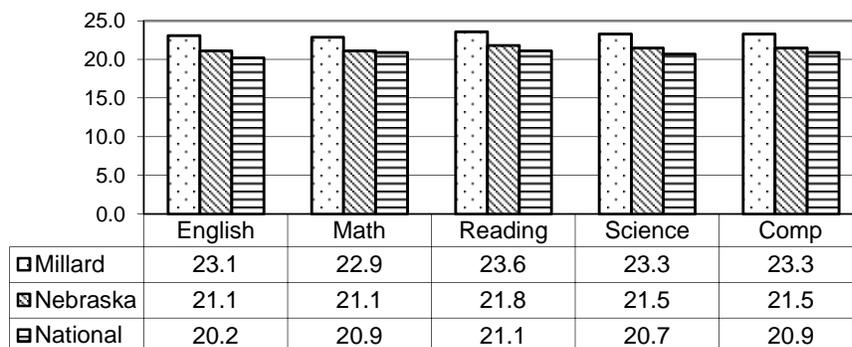
ACT Composite Scores Over 8 Years Millard, Nebraska, and National



Percent of Millard Students Scoring in Top Quartile Nationally

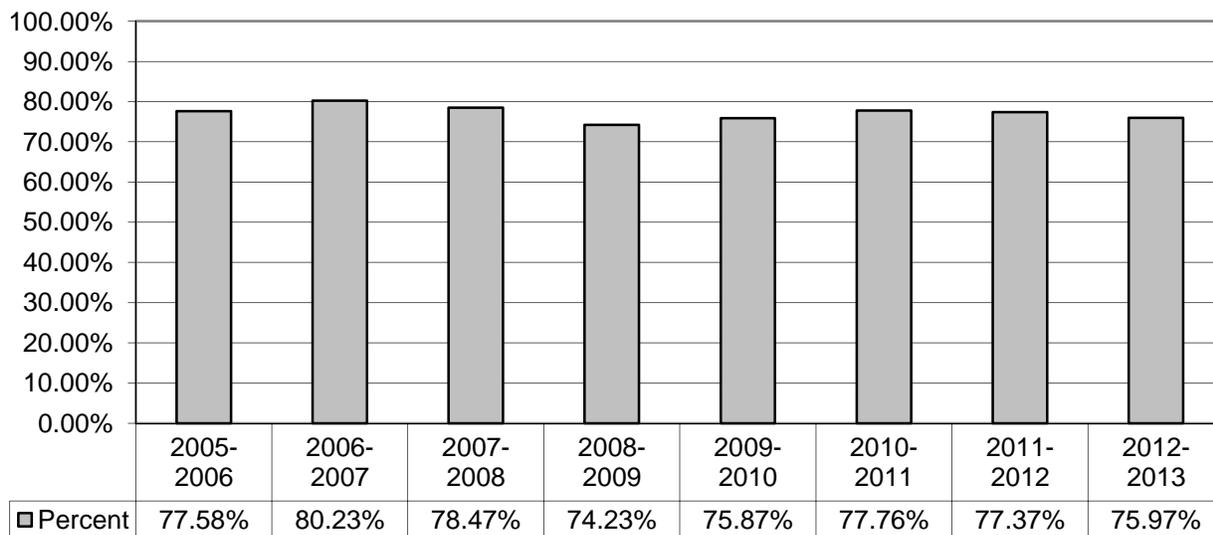


Comparison of ACT Average Scores with Other Groups 2012-13



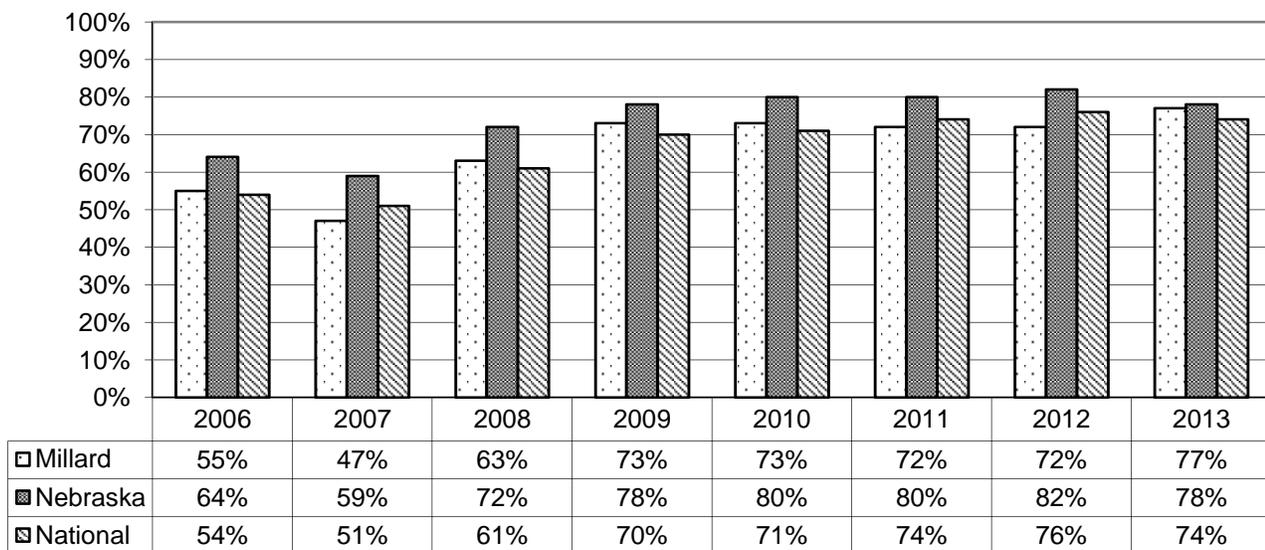
Scores range from 1-36

Percent of Millard Seniors Taking the ACT Over Eight Years

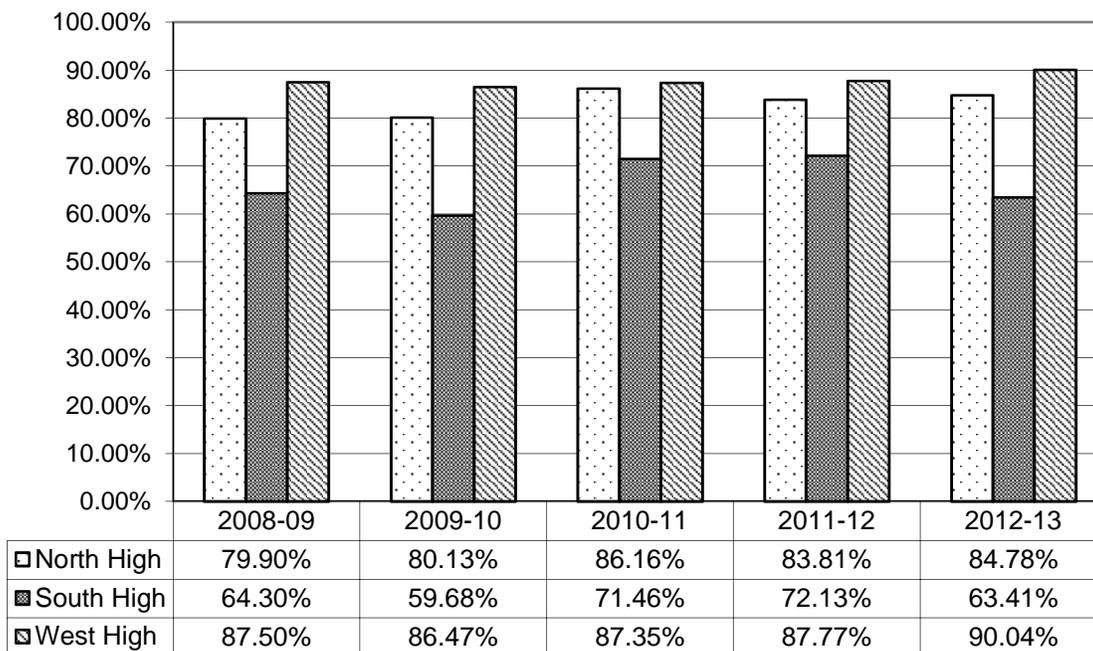


1309 Seniors from the class of 2013 took the ACT

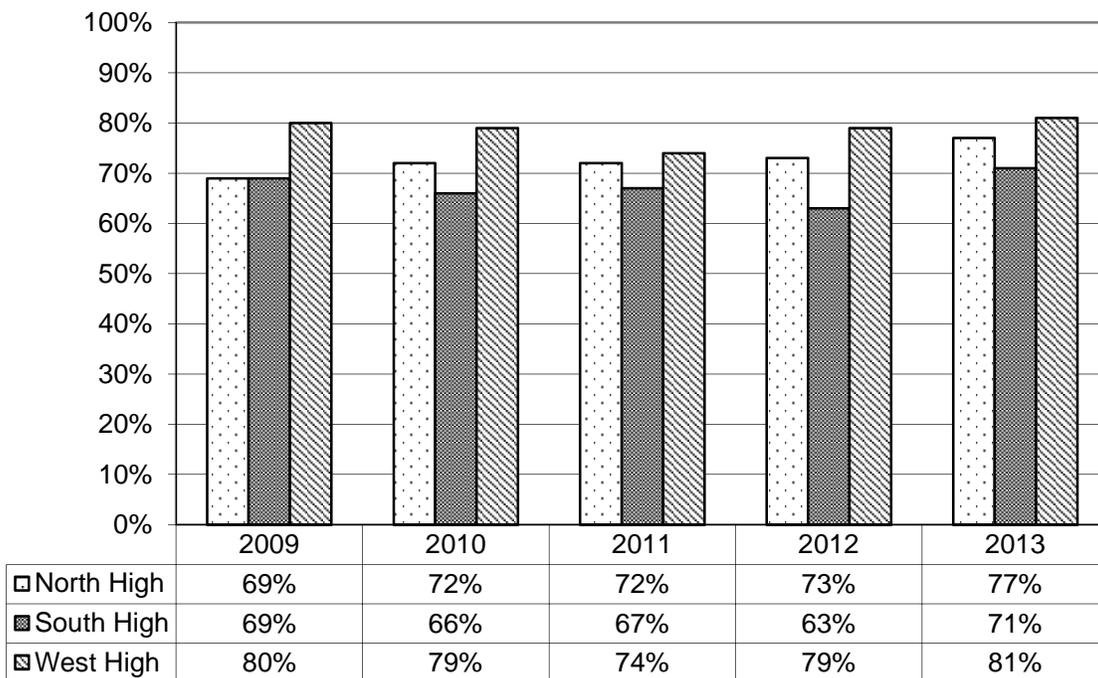
Percent of ACT-Tested Students Who Reported Taking Core Curriculum



Percent of Seniors Taking the ACT by School

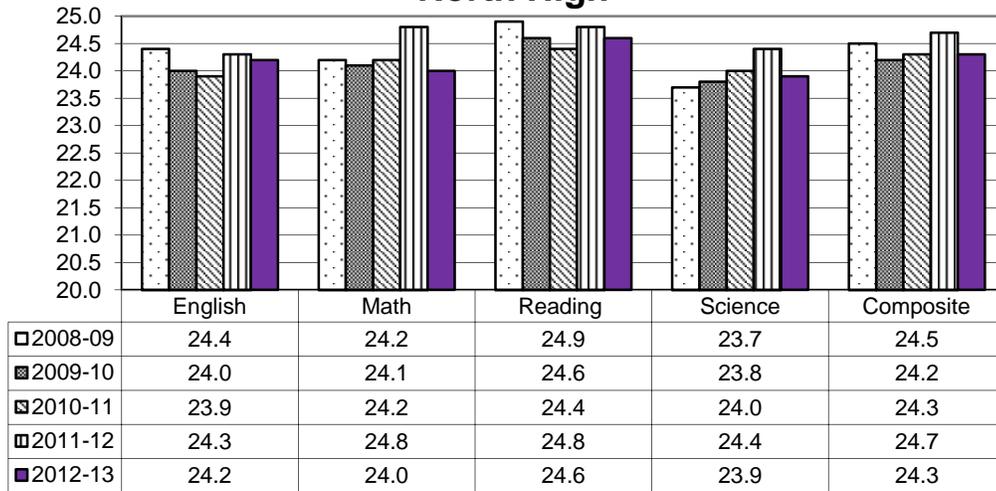


Percent of ACT-Tested Students Who Reported Taking Core Curriculum

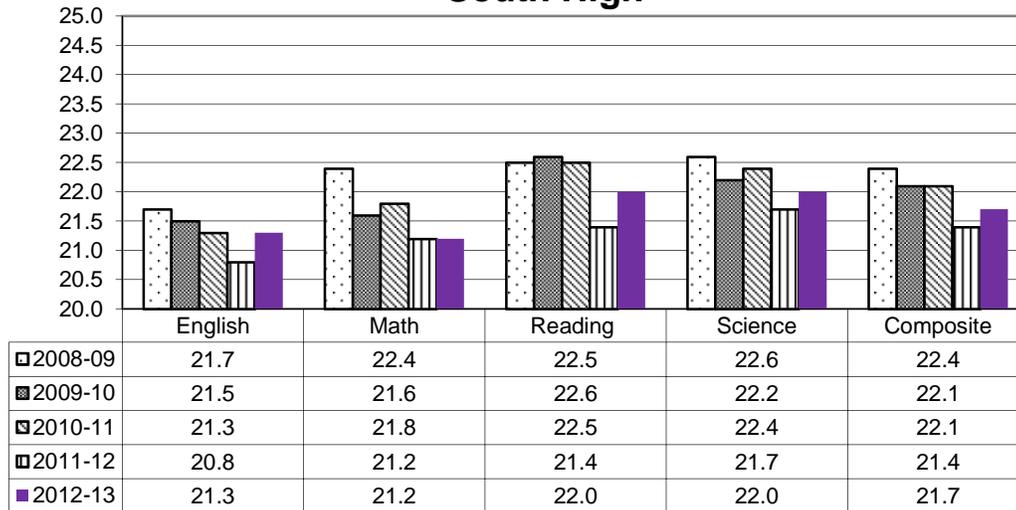


Average ACT Scores over Five Years

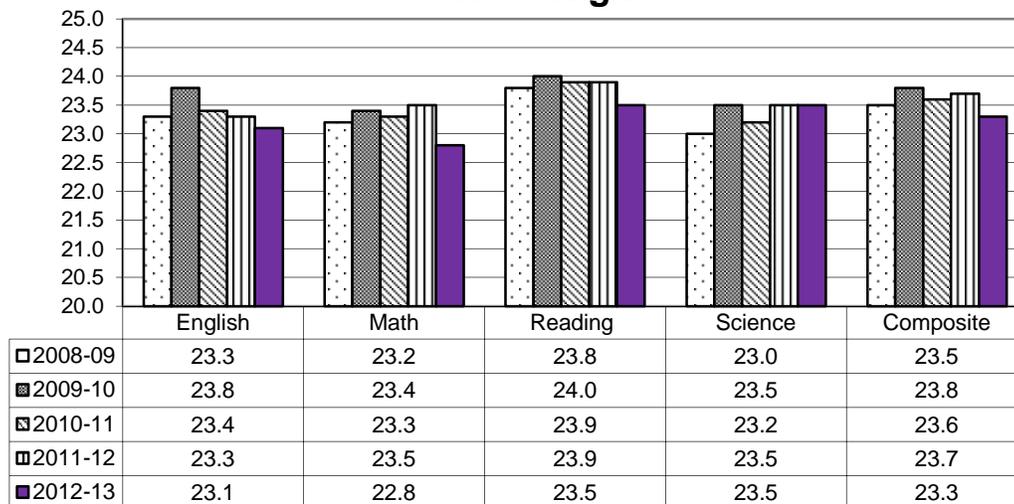
North High



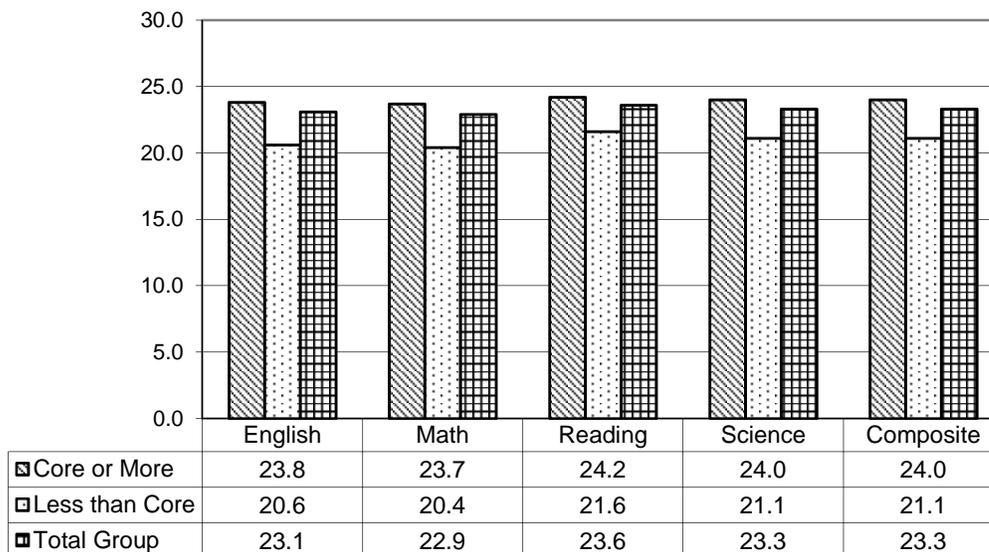
South High



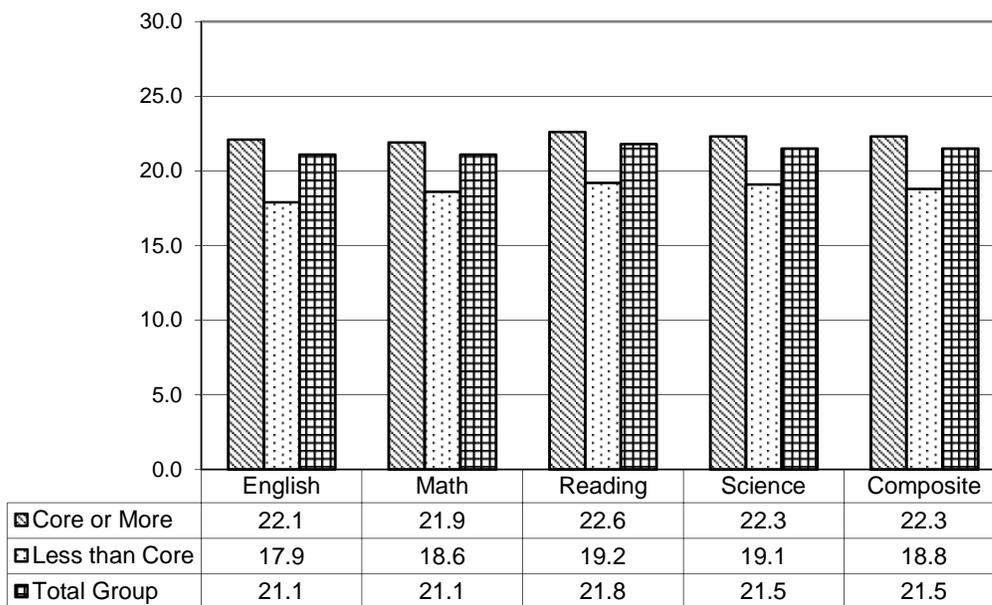
West High



Millard Public Schools Results 2012-13

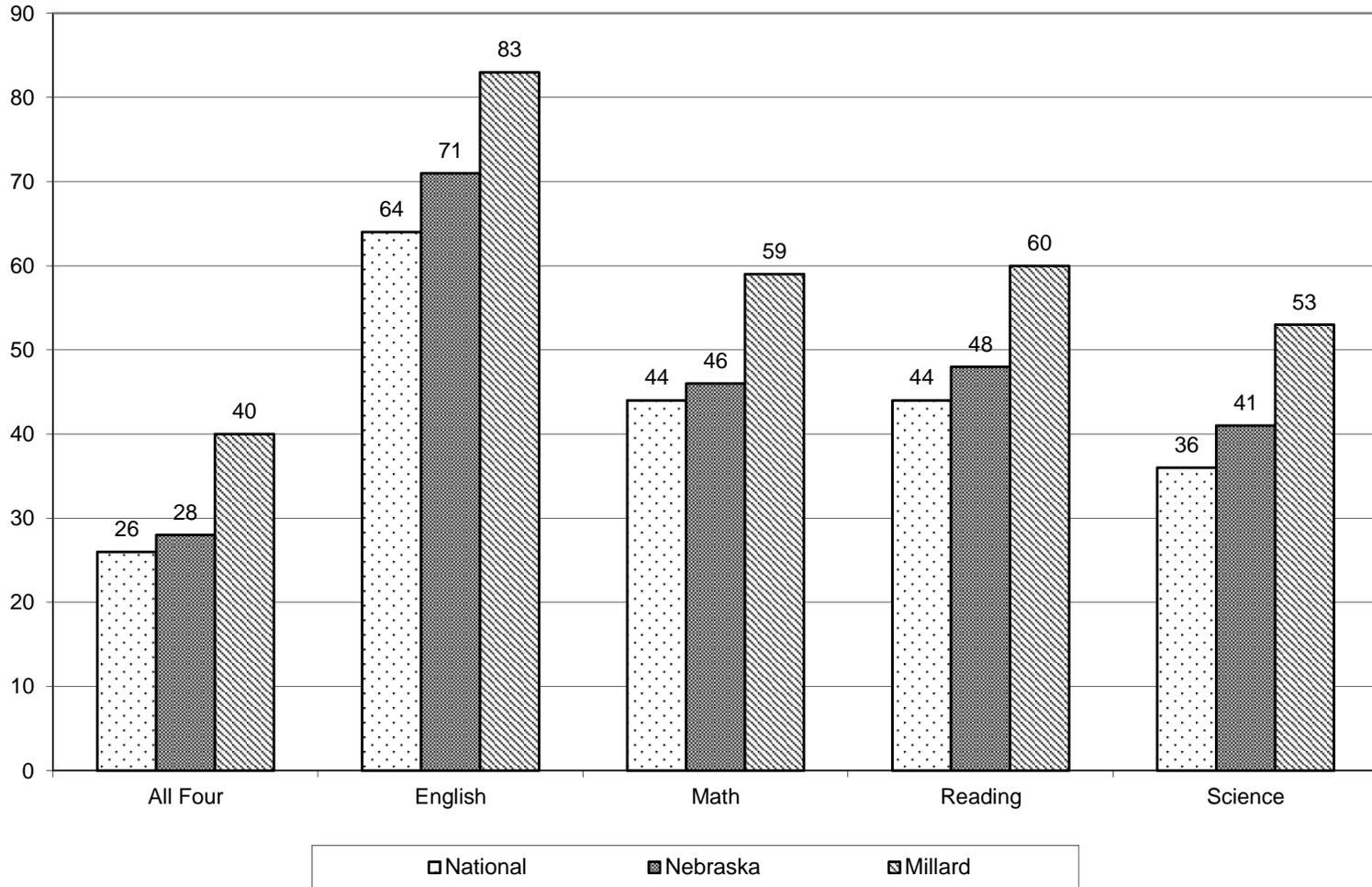


Nebraska Statewide Results 2012-13



ACT College Readiness Benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher, or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

**Percent of Students Meeting ACT College Readiness Benchmark Scores
2012-13**



**Average ACT Scores by Race/Ethnicity
National / State / District**

	2007			2008			2009			2010			2011			2012			2013		
	USA	NE	MPS	USA	NE	MPS	USA	NE	MPS	USA	NE	MPS	USA	NE	MPS	USA	NE	MPS	USA	NE	MPS
All Students	21.2	22.1	23.4	21.1	22.1	23.3	21.1	22.1	23.6	21.0	22.1	23.6	21.1	22.1	23.4	21.1	22.0	23.4	20.9	21.5	23.3
African American/ Black	17.0	17.9	20.9	16.9	17.5	21.8	16.9	17.7	20.2	16.9	17.8	20.1	17.0	17.5	19.2	17.0	17.1	19.9	16.9	17.1	20.5
American Indian/ Alaska Native	18.9	19.1	25.0	19.0	19.1	-	18.9	19.3	25.0	19.0	19.1	23.0	18.6	18.8	21.5	18.4	17.9	20.0	18.0	17.4	22.4
Caucasian American/ White	22.1	22.4	23.3	22.1	22.5	23.3	22.2	22.6	23.7	22.3	22.6	23.6	22.4	22.7	23.5	22.4	22.7	23.6	22.2	22.4	23.4
Hispanic/ Latino	18.7	19.2	22.5	18.7	19.5	22.1	18.7	19.1	20.3	18.6	19.1	23.7	18.7	19.0	21.3	18.9	19.0	20.9	18.8	18.2	21.1
Asian	22.6	22.7	26.3	22.9	22.9	24.6	23.2	22.4	24.4	23.4	23.0	26.4	23.6	22.3	26.9	23.6	22.1	25.5	23.5	21.7	26.8
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	19.5	17.3	-	19.8	18.1	17.5	19.5	19.5	26.0
Two or More Races	21.0	21.6	22.8	20.9	21.3	21.2	21.0	21.5	23.7	21.0	21.2	22.4	21.1	20.8	21.5	21.4	21.6	23.8	21.1	20.4	22.4
Prefer Not to Respond/ No Response	21.7	22.1	23.5	21.8	21.9	24.1	20.9	21.4	24.6	20.5	20.8	23.0	20.7	22.0	24.1	21.3	22.6	23.6	20.7	20.0	23.3

**Average ACT Scores by Race/Ethnicity
by High School**

	2007			2008			2009			2010			2011			2012			2013		
	NHS	SHS	WHS	NHS	SHS	WHS	NHS	SHS	WHS	NHS	SHS	WHS	NHS	SHS	WHS	NHS	SHS	WHS	NHS	SHS	WHS
All Students	24.0	22.4	23.4	23.7	22.5	23.5	24.5	22.4	23.5	24.2	22.1	23.8	24.3	22.1	23.6	24.7	21.4	23.7	24.3	21.7	23.3
African American/ Black	18.8	20.6	22.7	27.0	20.2	22.7	19.0	19.8	21.0	21.0	15.5	21.0	21.6	18.3	17.3	21.0	18.3	20.3	21.6	18.1	20.4
American Indian/ Alaska Native	22.0	28.0	-	-	-	-	24.5	24.0	27.0	28.0	23.3	20.0	20.0	20.0	23.0	22.0	16.5	25.0	22.0	21.5	23.5
Caucasian American/ White	23.8	22.5	23.4	23.7	22.5	23.5	24.4	22.8	23.6	24.2	22.1	23.8	24.2	22.4	23.7	24.6	21.9	23.8	24.3	22.2	23.3
Hispanic/ Latino	25.5	21.5	21.4	22.7	21.1	23.0	23.1	19.0	20.3	23.9	22.4	24.8	22.6	20.0	21.7	22.6	19.7	20.7	22.8	19.6	21.5
Asian	27.9	21.8	29.6	24.6	22.0	25.7	27.6	17.9	25.3	27.6	21.5	27.7	27.9	22.8	26.2	28.1	19.3	23.4	28.4	23.4	25.8
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17.5	-	-	26.0	-	-
Two or More Races	22.5	23.8	22.0	21.0	21.7	20.9	24.6	24.3	21.7	18.3	22.8	25.8	23.0	20.1	22.8	26.5	21.0	24.8	23.2	20.8	23.7
Prefer Not to Respond/ No Response	24.5	21.5	23.1	23.7	26.0	24.0	25.9	23.8	23.2	24.9	21.8	21.3	24.9	24.7	22.4	25.2	19.9	25.3	24.9	20.0	23.0

AGENDA SUMMARY SHEET

AGENDA ITEM: Nebraska State Accountability (NeSA) Results

Meeting Date: September 3, 2013

Department: Educational Services
Assessment, Research, and Evaluation

Title and Brief Description: Aggregate results of the 2013 State Reading Assessment, State Math Assessment, State Science Assessment, and State Writing Assessment. Disaggregated data is embargoed until the release of the State of the Schools Report.

Action Desired: Approval ___ Discussion ___ Information Only X

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

Options/Alternatives Considered: N/A

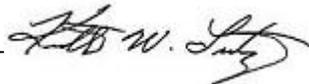
Recommendations: Use data immediately to help determine effectiveness of the district reading, math, science, and writing programs.

Strategic Plan Reference: Supports the mission of the district.

Implications of Adoption/Rejection: N/A

Timeline: N/A

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

Superintendent's Signature: _____  _____



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2013**

GRADE 3

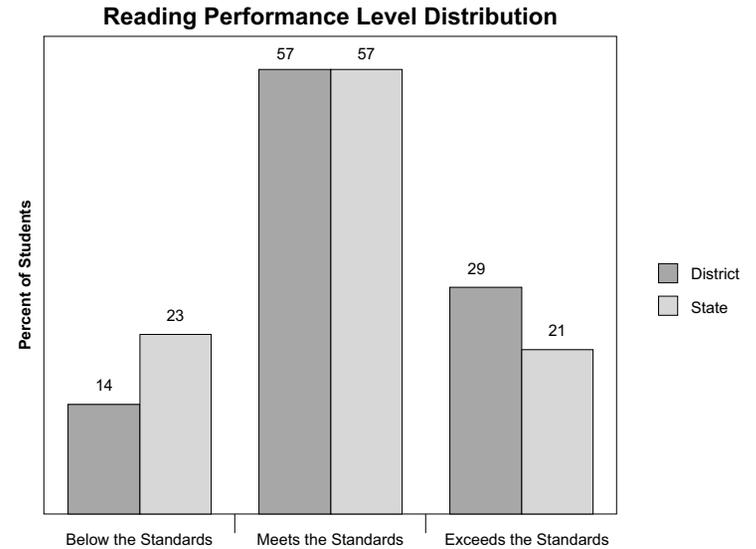
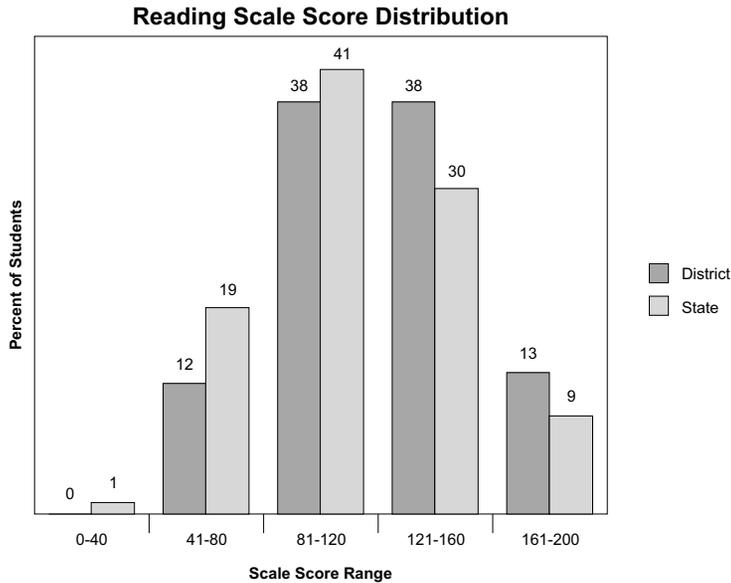
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

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

District Reading Statistics	
Number of Students	1799
Scale Scores	
Mean	121
Median	121
Mode	154
Standard Deviation	033
Range	171
High Score	200
Low Score	029
25th Percentile	098
75th Percentile	140

Reading Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.3.1.6.g Apply Knowledge of Text Features	3		2.5	2.4
LA.3.1.6.a Identify Author's Purpose	3		2.5	2.3
LA.3.1.6.h Describe Narrative and Informational Genre	3		2.5	2.3

Reading Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.3.1.5.c Apply Context Clues	4		2.5	2.2
LA.3.1.6.e Retell and Summarize Main Idea	4		2.7	2.4
LA.3.1.5.a Apply Knowledge of Word Structure Elements	6		4.1	3.7





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2013**

GRADE 4

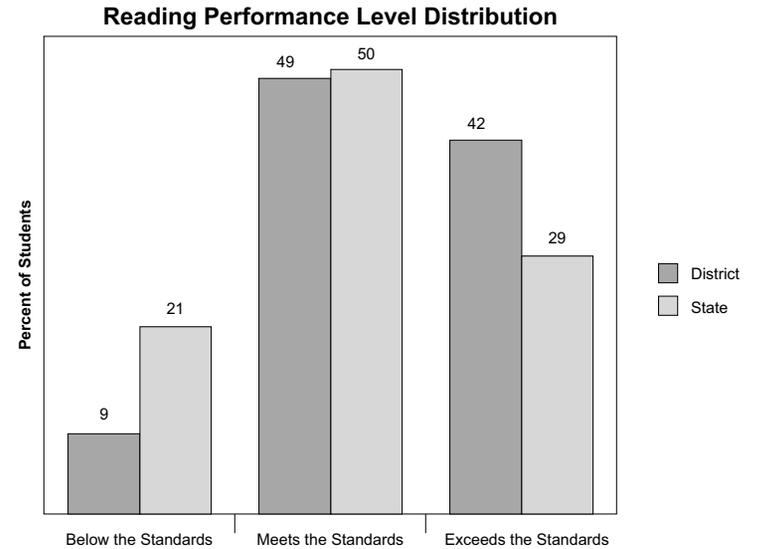
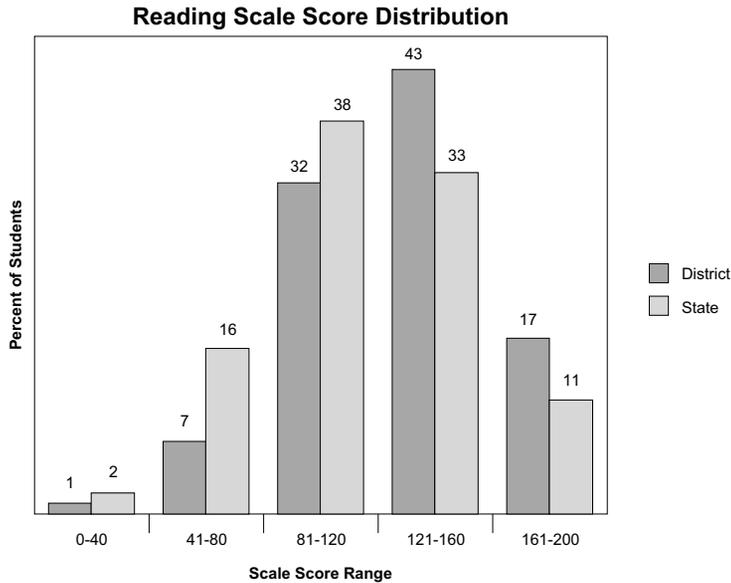
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

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

District Reading Statistics	
Number of Students	1726
Scale Scores	
Mean	130
Median	128
Mode	133
Standard Deviation	036
Range	181
High Score	200
Low Score	019
25 th Percentile	105
75 th Percentile	152

Reading Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.4.1.6.c Recall and Summarize Narrative Text	3		2.6	2.4
LA.4.1.5.d Identify Semantic Relationships	6		4.8	4.3
LA.4.1.5.c Apply Context Clues	4		3.2	3.0

Reading Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.4.1.6.h Describe Narrative and Informational Genre	2		1.2	1.1
LA.4.1.6.d Identify Literary Devices	2		1.3	1.2
LA.4.1.6.f Recognize Organizational Patterns	6		4.3	3.9





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2013**

GRADE 5

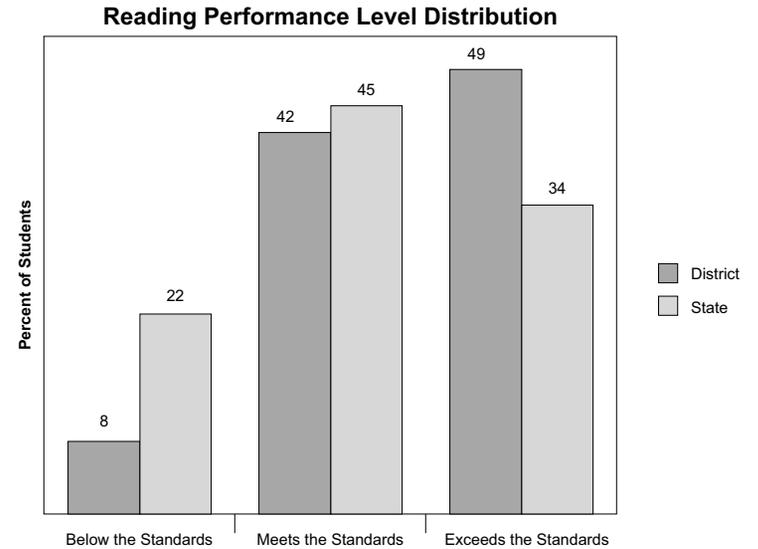
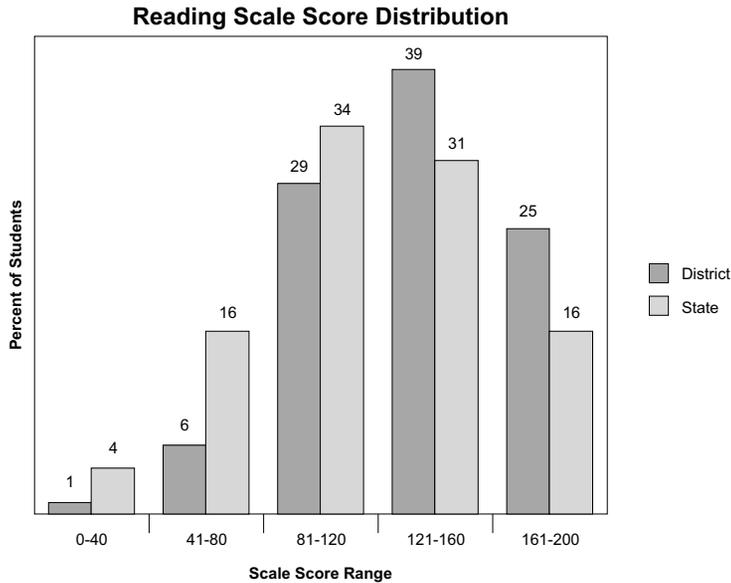
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

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

District Reading Statistics	
Number of Students	1765
Scale Scores	
Mean	136
Median	134
Mode	200
Standard Deviation	038
Range	179
High Score	200
Low Score	021
25 th Percentile	107
75 th Percentile	159

Reading Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.5.1.6.c Summarize Narrative Text	4		3.5	3.2
LA.5.1.6.h Describe Narrative and Informational Genre	3		2.5	2.3
LA.5.1.6.a Identify and Explain Author's Purpose	3		2.5	2.1

Reading Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.5.1.5.a Apply Knowledge of Word Structure Elements	5		3.2	2.9
LA.5.1.5.d Identify Semantic Relationships	4		2.8	2.5
LA.5.1.6.d Identify and Explain Use of Literary Devices	2		1.4	1.3





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2013**

GRADE 6

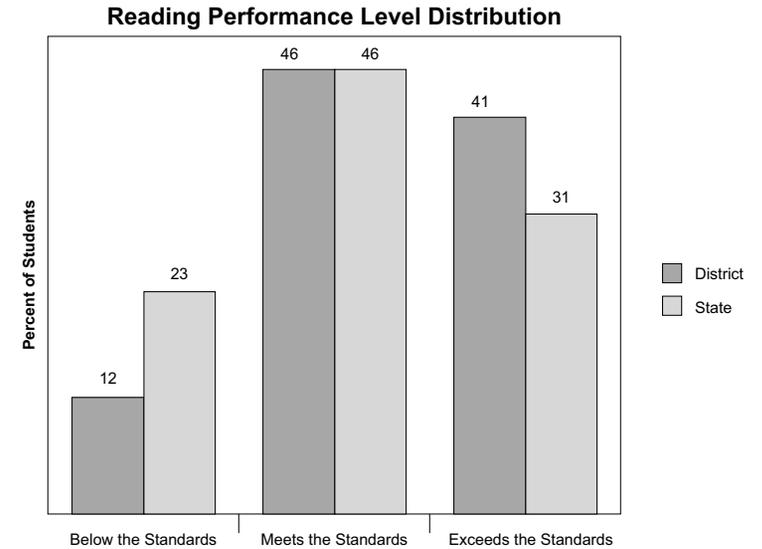
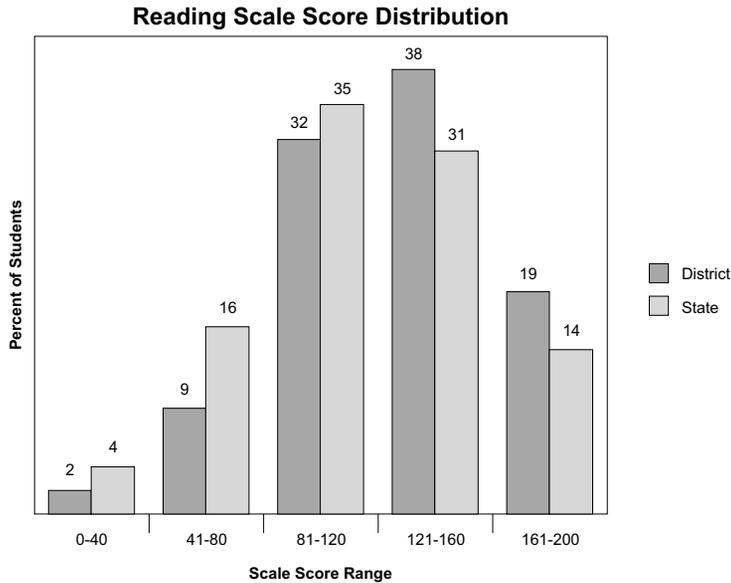
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

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

District Reading Statistics	
Number of Students	1809
Scale Scores	
Mean	128
Median	128
Mode	139
Standard Deviation	039
Range	199
High Score	200
Low Score	001
25th Percentile	101
75th Percentile	151

Reading Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.6.1.5.c Select and Apply Knowledge of Context Clues	4		3.5	3.3
LA.6.1.6.a Identify and Explain Author's Purpose	4		3.3	3.0
LA.6.1.6.f Apply Knowledge of Organizational Patterns	3		2.4	2.3

Reading Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.6.1.5.a Apply Knowledge of Word Structure Elements	4		2.3	2.1
LA.6.1.5.d Identify Semantic Relationships	4		2.3	2.1
LA.6.1.6.k Generate/Answer Questions	6		4.5	4.1





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2013**

GRADE 7

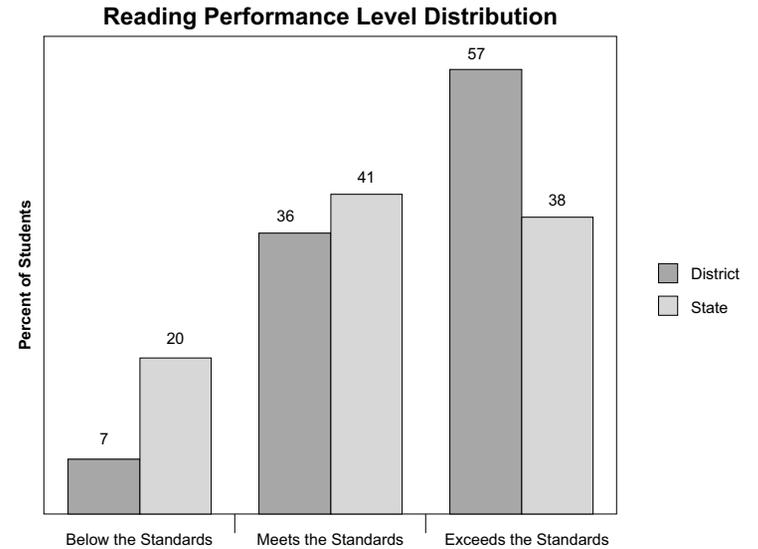
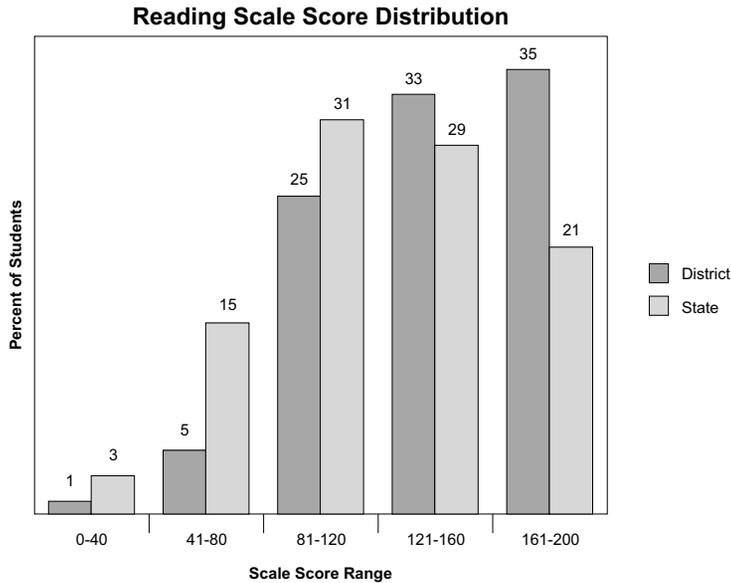
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

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

District Reading Statistics	
Number of Students	1732
Scale Scores	
Mean	142
Median	143
Mode	200
Standard Deviation	039
Range	175
High Score	200
Low Score	025
25 th Percentile	115
75 th Percentile	172

Reading Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.7.1.6.b Identify and Analyze Elements of Narrative Text	4		3.5	3.3
LA.7.1.5.c Select and Apply Appropriate Context Clues	5		4.2	3.9
LA.7.1.6.e Apply Knowledge of Organizational Patterns	5		4.0	3.5

Reading Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.7.1.5.d Analyze Semantic Relationships	4		2.5	2.2
LA.7.1.5.a Determine Meaning of Words through Structural Analysis	3		2.1	1.9
LA.7.1.6.a Apply Knowledge of Author's Purpose	4		2.9	2.5





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2013**

GRADE 8

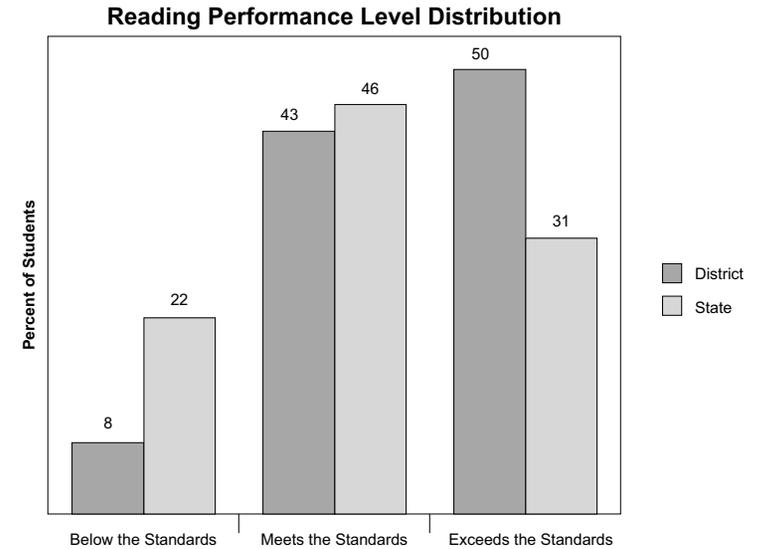
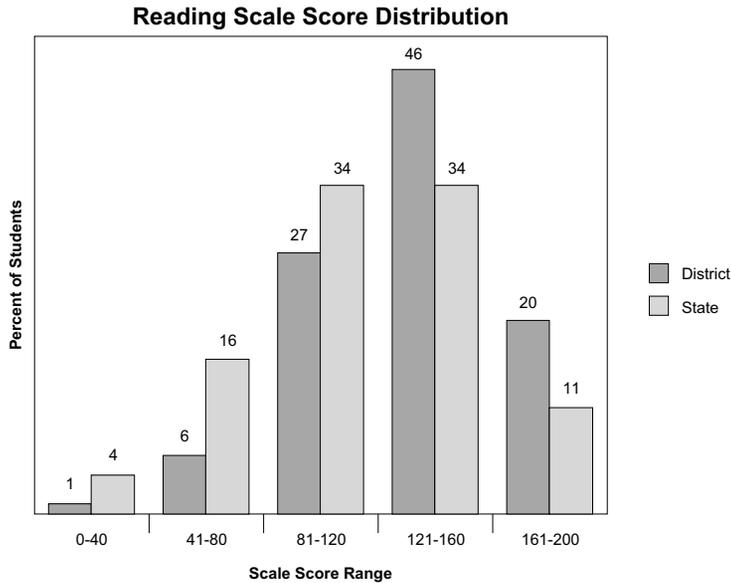
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

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

District Reading Statistics	
Number of Students	1694
Scale Scores	
Mean	135
Median	133
Mode	160
Standard Deviation	036
Range	200
High Score	200
Low Score	000
25th Percentile	111
75th Percentile	160

Reading Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.8.1.6.g Make Inferences based on Narrative and Informational Genre	3		2.6	2.3
LA.8.1.5.c Select and Apply Appropriate Context Clues	5		4.3	4.0
LA.8.1.6.a Apply Knowledge of Author's Purpose	3		2.5	2.2

Reading Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.8.1.6.b Identify and Analyze Elements of Narrative Text	7		4.8	4.3
LA.8.1.6.j Generate/Answer Questions	7		5.3	4.9
LA.8.1.6.e Apply Knowledge of Organizational Patterns	5		3.8	3.3





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT READING INDICATOR SUMMARY
SPRING 2013**

GRADE 11

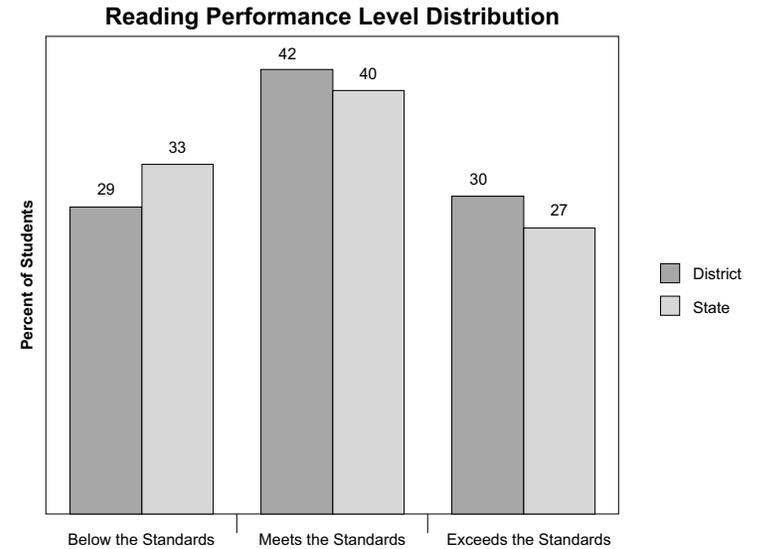
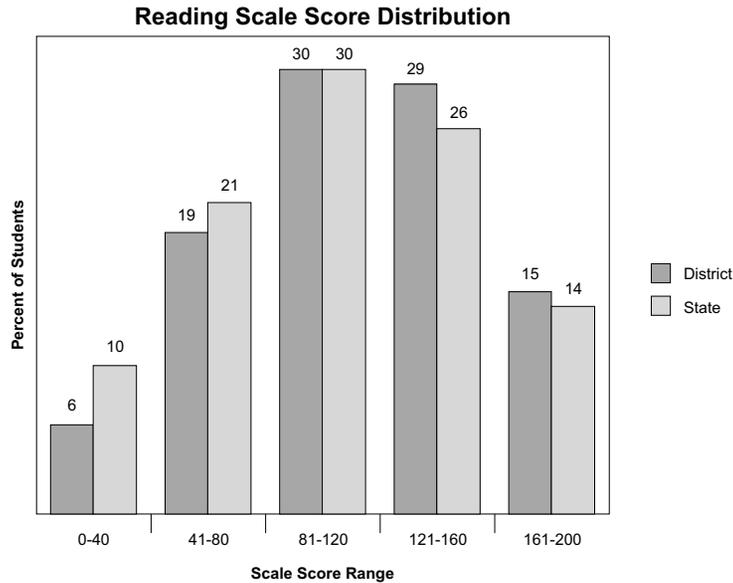
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

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

District Reading Statistics	
Number of Students	1710
Scale Scores	
Mean	111
Median	111
Mode	126
Standard Deviation	044
Range	200
High Score	200
Low Score	000
25th Percentile	080
75th Percentile	144

Reading Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.12.1.6.e Apply Knowledge of Organizational Patterns	5		4.0	3.8
LA.12.1.6.g Make Inferences based on Narrative and Informational Genre	4		3.1	2.9
LA.12.1.6.f Apply Knowledge of Text Features	4		3.0	2.9

Reading Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
LA.12.1.5.a Determine Meaning of Words through Structural Analysis	3		1.7	1.6
LA.12.1.6.c Analyze Author's Use of Literary Devices	3		2.0	1.9
LA.12.1.6.d Summarize and Analyze Text Using Main Idea	7		4.7	4.6





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2013**

GRADE 3

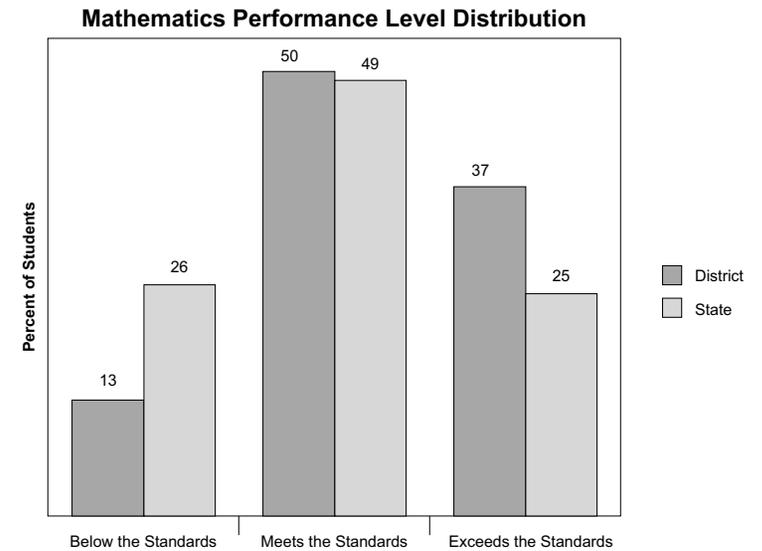
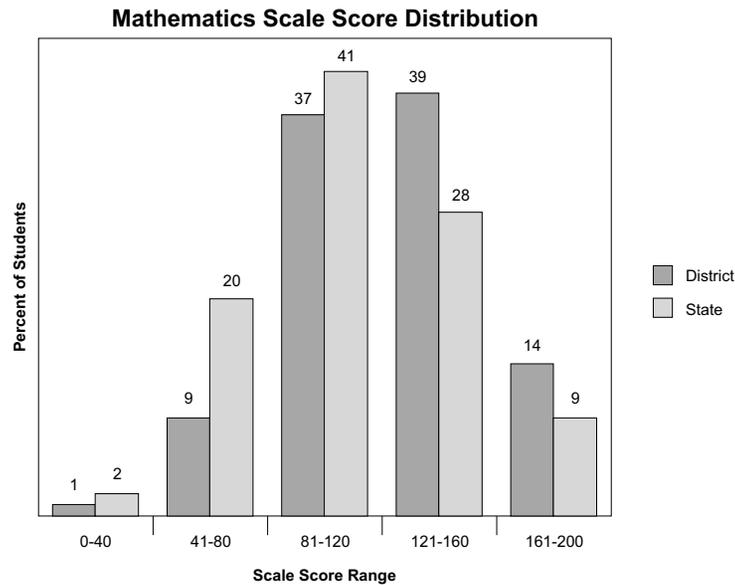
DISTRICT: MILLARD PUBLIC SCHOOLS (28-0017-000)

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

District Mathematics Statistics	
Number of Students	1803
Scale Scores	
Mean	123
Median	122
Mode	136
Standard Deviation	034
Range	190
High Score	200
Low Score	010
25 th Percentile	100
75 th Percentile	147

Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.3.2.1.b Congruent two-dimensional figures	2		1.7	1.5
MA.3.1.1.e Equivalent representations	5		4.0	3.7
MA.3.2.5.e Appropriate customary unit	3		2.4	2.3

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.3.1.2.d Meaning of multiplication	3		1.9	1.7
MA.3.4.1.c Interpret data using bar graphs	3		2.0	1.6
MA.3.1.1.h Parts of whole and set	4		2.8	2.4





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2013**

GRADE 4

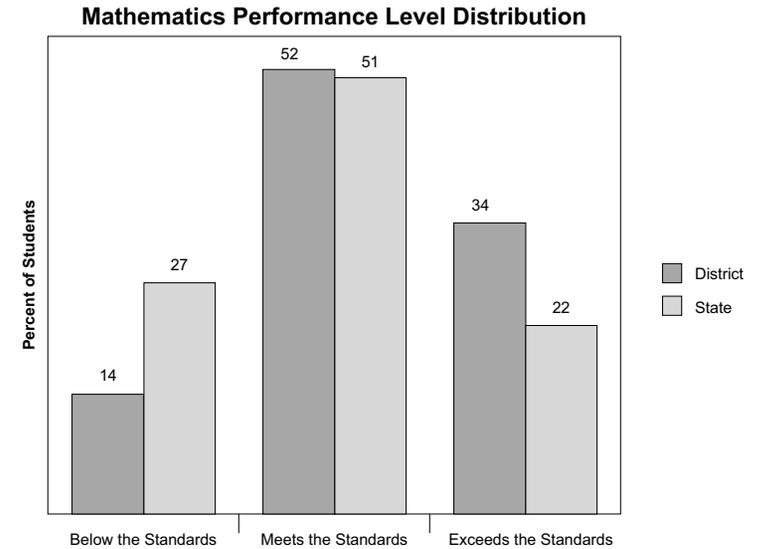
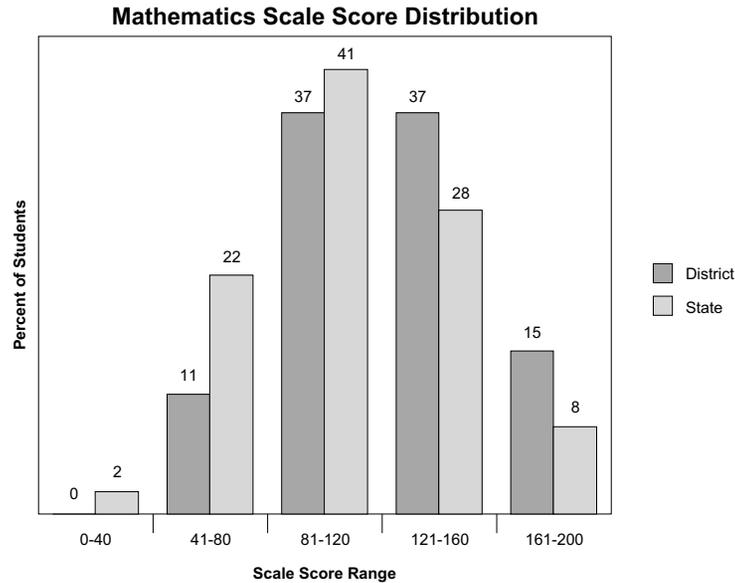
DISTRICT: MILLARD PUBLIC SCHOOLS (28-0017-000)

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

District Mathematics Statistics	
Number of Students	1728
Scale Scores	
Mean	123
Median	122
Mode	133
Standard Deviation	035
Range	181
High Score	200
Low Score	019
25 th Percentile	099
75 th Percentile	143

Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.4.4.1.b Different representations of the same data	3		2.7	2.4
MA.4.2.2.a Ordered pair of a plotted point	1		0.9	0.8
MA.4.2.5.b Time to the minute	1		0.9	0.8

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.4.1.3.e Mentally compute multiplication and division	2		1.2	1.1
MA.4.4.1.c Interpret data	1		0.6	0.5
MA.4.1.3.c Multiply whole numbers	2		1.3	1.1





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2013**

GRADE 5

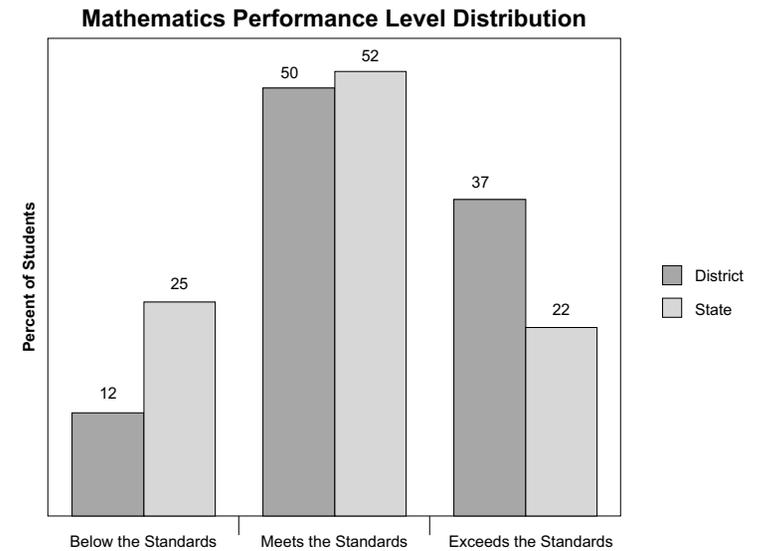
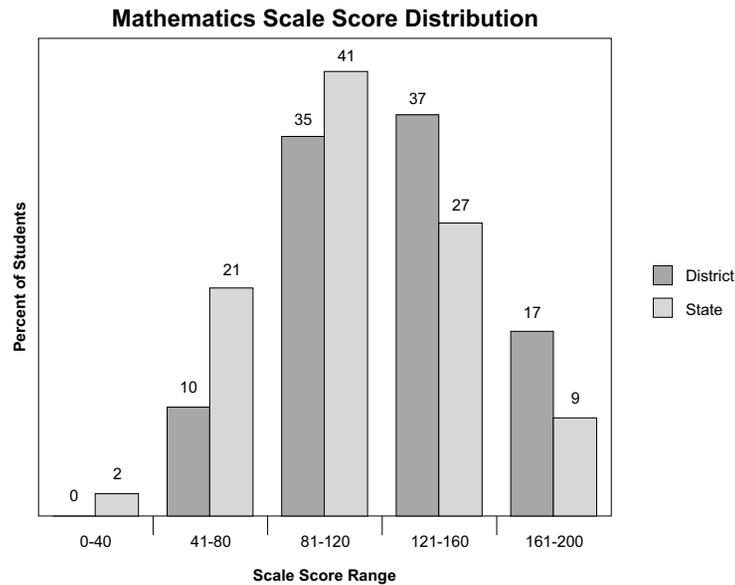
DISTRICT: MILLARD PUBLIC SCHOOLS (28-0017-000)

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

District Mathematics Statistics	
Number of Students	1763
Scale Scores	
Mean	124
Median	122
Mode	142
Standard Deviation	035
Range	171
High Score	200
Low Score	029
25 th Percentile	099
75 th Percentile	148

Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.5.4.1.a Represent data using line graphs	2		1.8	1.8
MA.5.3.3.c Order of operations	2		1.8	1.6
MA.5.2.2.a Location of an ordered pair	2		1.8	1.5

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.5.3.2.a Model situations using words, graphs, and tables	3		1.8	1.6
MA.5.3.3.e One-step equations	1		0.6	0.6
MA.5.1.2.c Distributive property	3		1.9	1.5





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2013**

GRADE 6

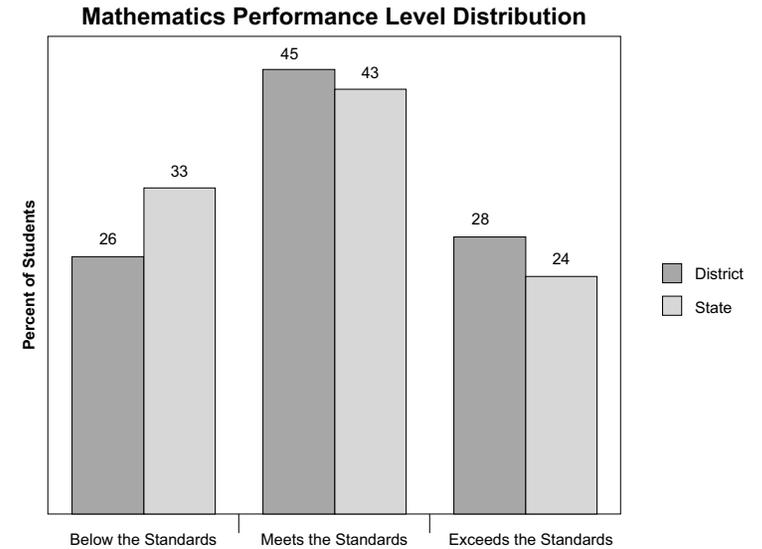
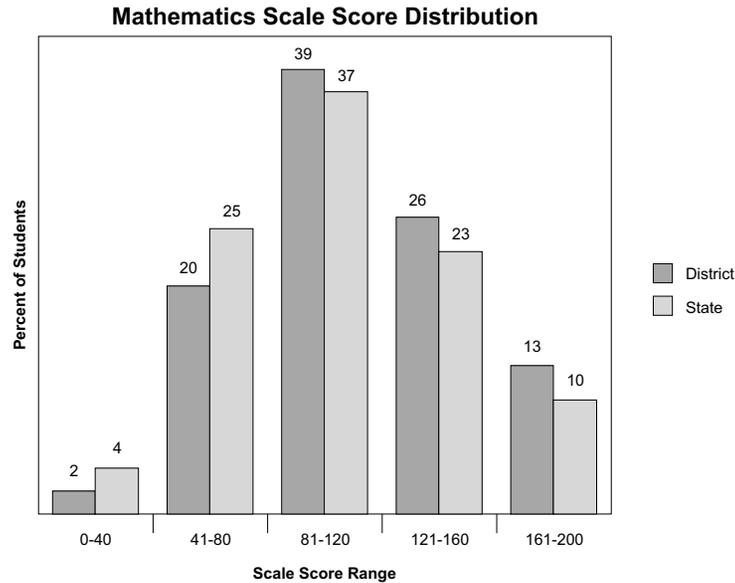
DISTRICT: MILLARD PUBLIC SCHOOLS (28-0017-000)

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

District Mathematics Statistics	
Number of Students	1812
Scale Scores	
Mean	113
Median	110
Mode	166
Standard Deviation	039
Range	200
High Score	200
Low Score	000
25 th Percentile	084
75 th Percentile	143

Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.6.3.3.c Evaluate algebraic expressions	2		1.8	1.6
MA.6.1.1.b Compare and order integers	2		1.7	1.6
MA.6.2.5.e Area of parallelograms and triangles	3		2.5	2.6

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.6.2.5.d Perimeter of polygons	3		1.7	1.6
MA.6.2.5.f Volume of rectangular prisms	3		1.9	2.0
MA.6.1.1.e Prime factorization	2		1.3	1.2





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2013**

GRADE 7

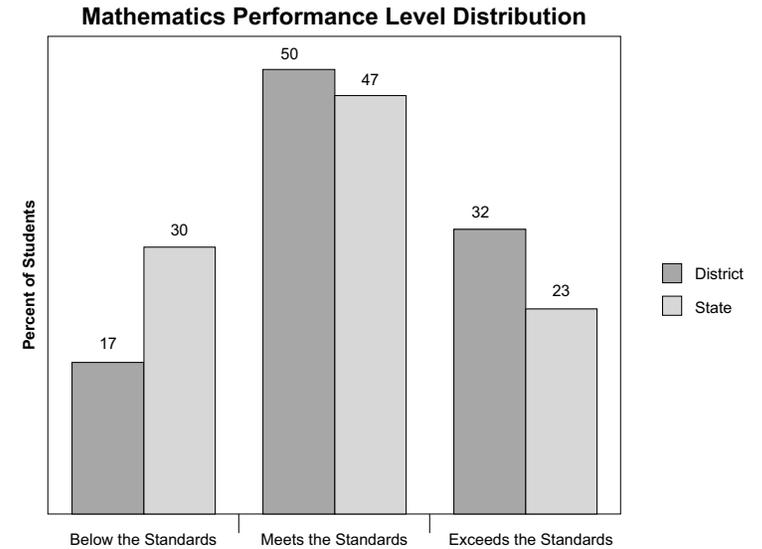
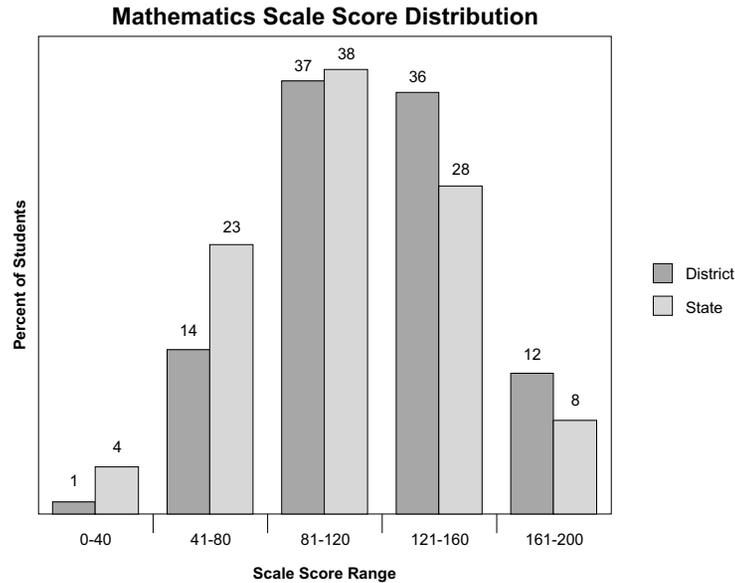
DISTRICT: MILLARD PUBLIC SCHOOLS (28-0017-000)

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

District Mathematics Statistics	
Number of Students	1736
Scale Scores	
Mean	119
Median	117
Mode	132
Standard Deviation	037
Range	185
High Score	200
Low Score	015
25 th Percentile	093
75 th Percentile	141

Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.7.3.3.d Two-step equations	4		3.5	3.2
MA.7.1.3.a Compute with integers	2		1.7	1.5
MA.7.2.2.a Ordered pair in the coordinate plane	2		1.7	1.5

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.7.4.3.a Probability of independent compound events	1		0.5	0.4
MA.7.3.3.e One-step inequalities	2		1.1	1.0
MA.7.2.5.b Area and circumference	4		2.5	2.3





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2013**

GRADE 8

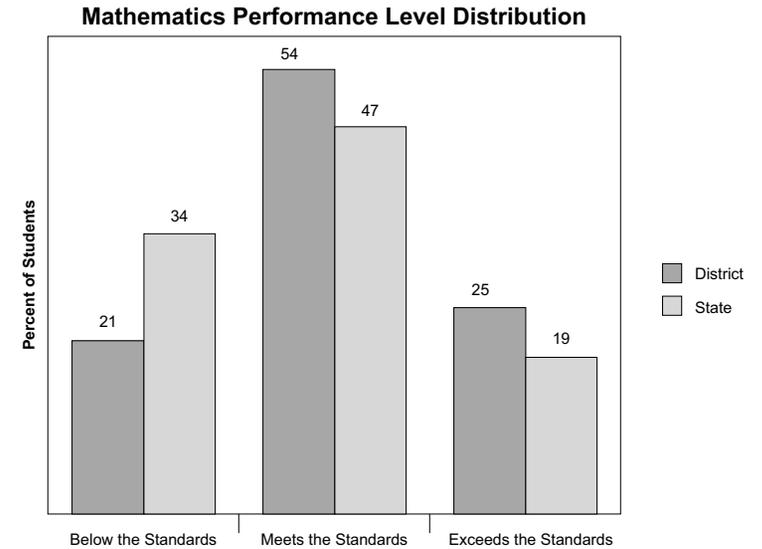
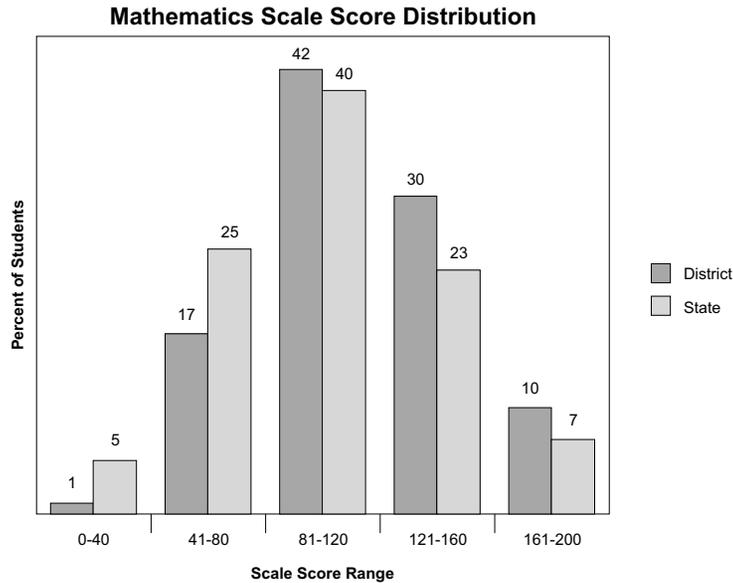
DISTRICT: MILLARD PUBLIC SCHOOLS (28-0017-000)

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

District Mathematics Statistics	
Number of Students	1696
Scale Scores	
Mean	113
Median	111
Mode	138
Standard Deviation	036
Range	200
High Score	200
Low Score	000
25 th Percentile	088
75 th Percentile	133

Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.8.1.4.a Estimation methods	2		1.8	1.6
MA.8.3.1.b Algebraic expressions, equations, inequalities	3		2.6	2.4
MA.8.3.3.c Multi-step equations	4		3.4	3.0

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.8.1.3.b Expressions involving absolute value	2		1.1	1.1
MA.8.4.3.b Independent compound events	3		1.8	1.5
MA.8.3.3.d Two-step inequalities	3		1.9	1.6





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT MATHEMATICS INDICATOR SUMMARY
SPRING 2013**

GRADE 11

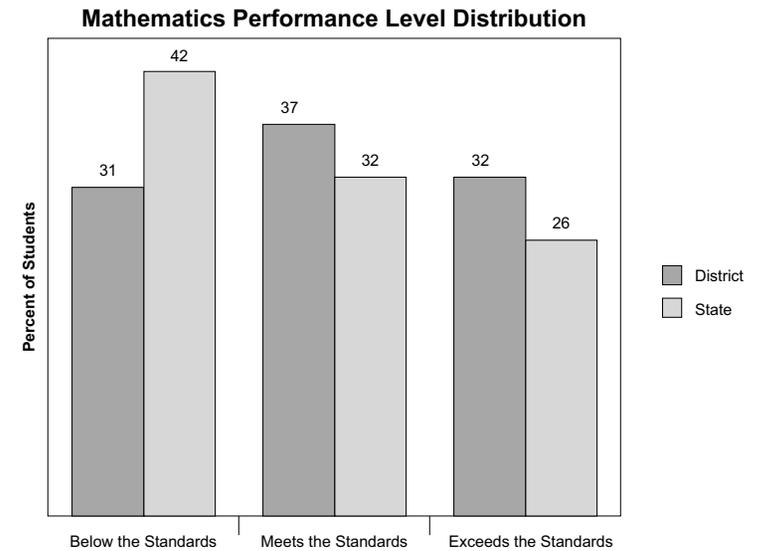
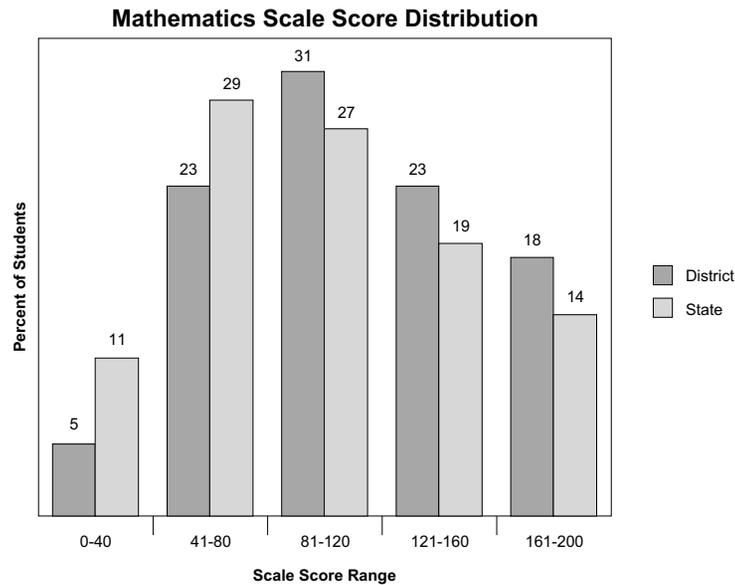
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

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

District Mathematics Statistics	
Number of Students	1711
Scale Scores	
Mean	112
Median	109
Mode	200
Standard Deviation	047
Range	200
High Score	200
Low Score	000
25 th Percentile	078
75 th Percentile	145

Mathematics Indicators with Highest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.12.2.5.d Equivalent rates	3		2.4	2.2
MA.12.3.2.b Quantitative relationships	3		2.4	2.2
MA.12.1.4.a Estimation methods	2		1.6	1.5

Mathematics Indicators with Lowest Performance				
Indicator	Possible Raw Score	Average Raw Score		
		School	District	State
MA.12.4.3.b Dependent and independent events	3		1.6	1.5
MA.12.2.1.e Right triangle relationships	3		1.8	1.7
MA.12.4.1.d Spread and outliers of a data set	2		1.2	1.0





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT SCIENCE GRADE LEVEL STANDARD SUMMARY
SPRING 2013**

GRADE 5

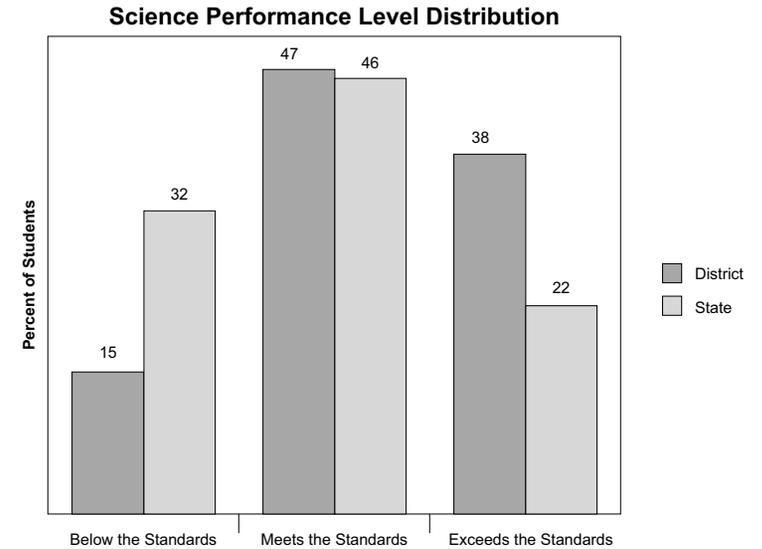
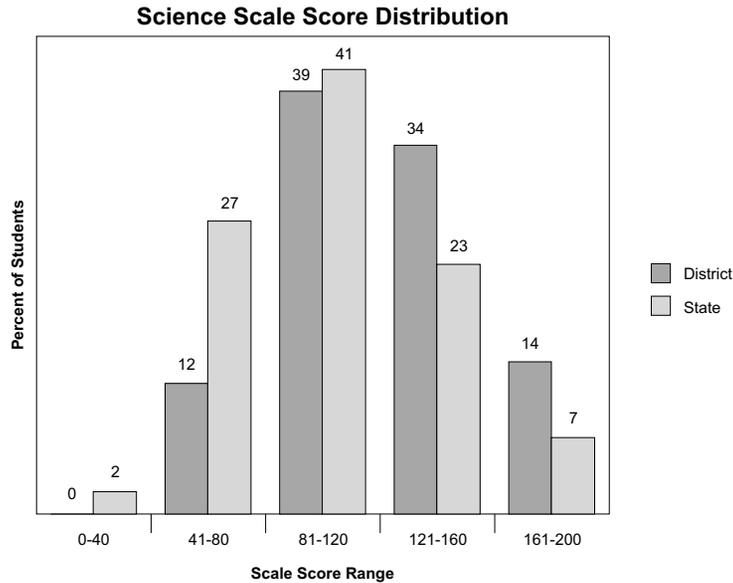
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

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

District Science Statistics	
Number of Students	1765
Scale Scores	
Mean	122
Median	120
Mode	148
Standard Deviation	035
Range	173
High Score	200
Low Score	027
25 th Percentile	098
75 th Percentile	148

Science Grade Level Standards with Highest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
SC.5.2.2 Forces on Motion	4		3.4	3.1
SC.5.2.3 Energy Transfer	4		3.4	3.0
SC.5.3.1 Characteristics of Living Things	2		1.7	1.6

Science Grade Level Standards with Lowest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
SC.5.4.1 Characteristics, Patterns, and Changes in the Sky	2		1.1	1.0
SC.5.2.1 Properties of Matter	6		4.2	3.7
SC.5.3.4 Changes in Organisms	2		1.4	1.3





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT SCIENCE GRADE LEVEL STANDARD SUMMARY
SPRING 2013**

GRADE 8

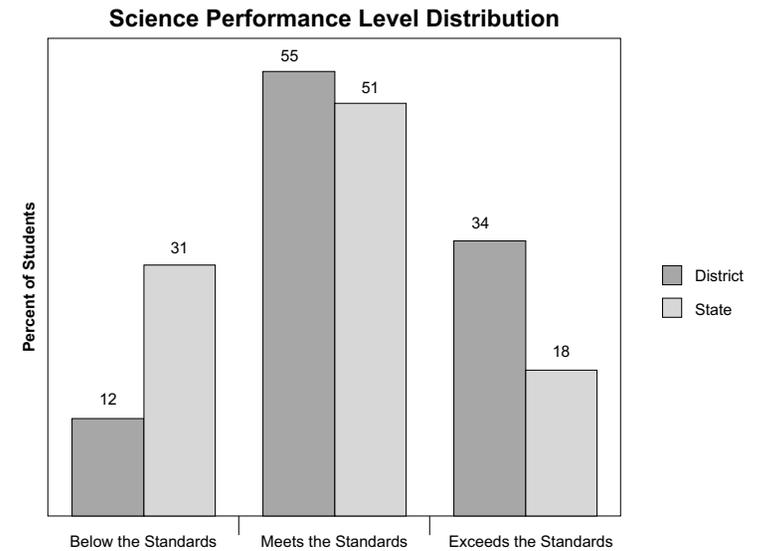
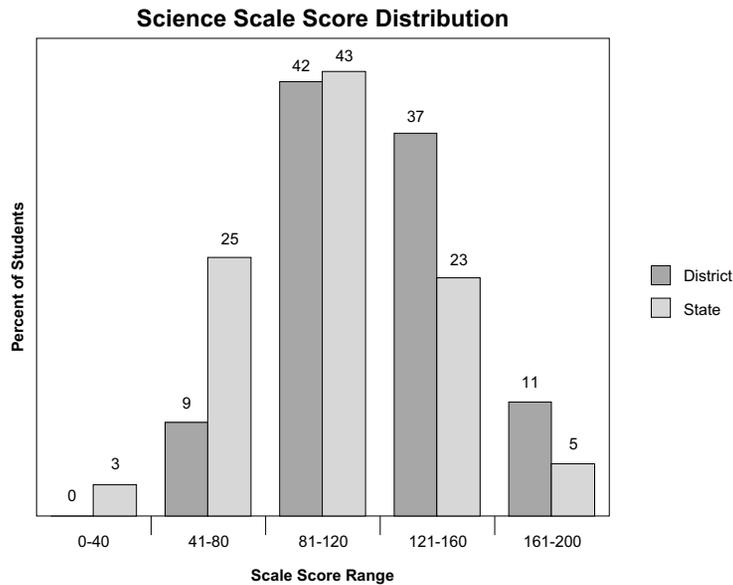
DISTRICT: MILLARD PUBLIC SCHOOLS (28-0017-000)

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

District Science Statistics	
Number of Students	1696
Scale Scores	
Mean	121
Median	119
Mode	135
Standard Deviation	032
Range	200
High Score	200
Low Score	000
25 th Percentile	098
75 th Percentile	140

Science Grade Level Standards with Highest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
SC.8.3.1 Structure and Function of Living Organisms	7		6.1	5.2
SC.8.3.3 Populations and Ecosystems	6		5.1	4.3
SC.8.4.4 Changes in Earth	2		1.7	1.5

Science Grade Level Standards with Lowest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
SC.8.4.3 Energy in Earth's Systems	2		1.3	1.2
SC.8.2.1 Nature of Matter	7		4.6	3.9
SC.8.2.2 Forces and Motion	3		2.0	1.7





**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STATE ACCOUNTABILITY (NeSA)
DISTRICT SCIENCE GRADE LEVEL STANDARD SUMMARY
SPRING 2013**

GRADE 11

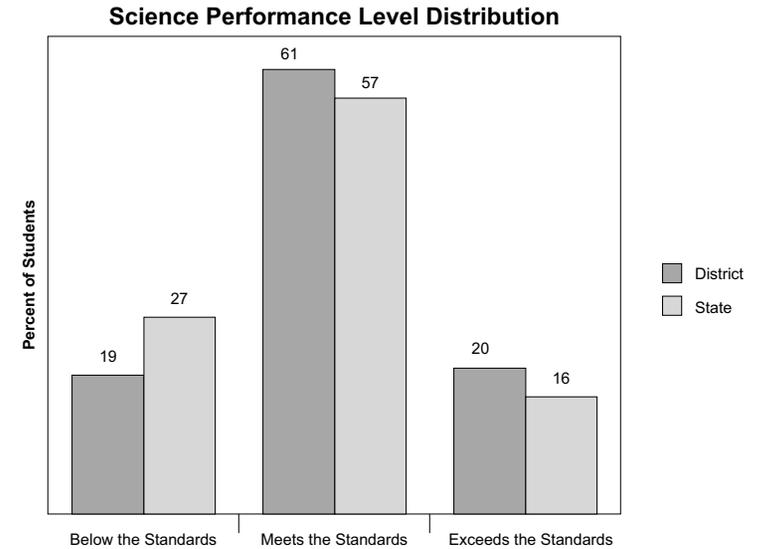
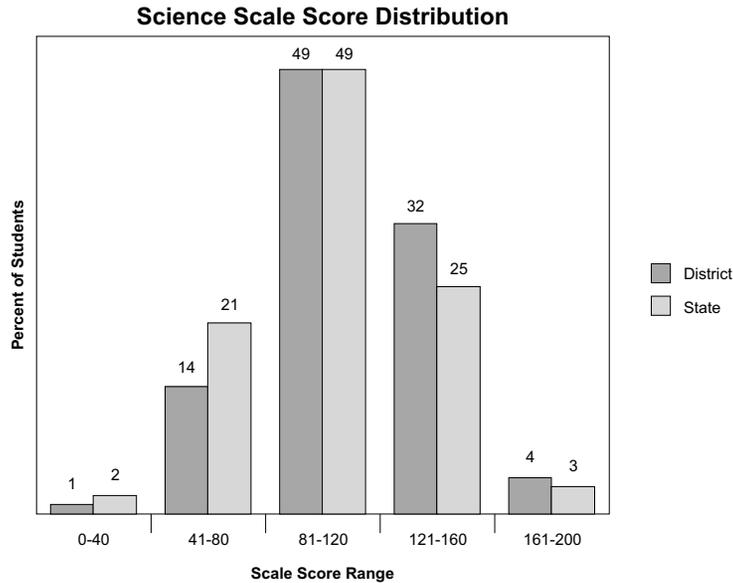
DISTRICT: **MILLARD PUBLIC SCHOOLS (28-0017-000)**

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

District Science Statistics	
Number of Students	1710
Scale Scores	
Mean	109
Median	109
Mode	121
Standard Deviation	029
Range	200
High Score	200
Low Score	000
25 th Percentile	089
75 th Percentile	127

Science Grade Level Standards with Highest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
SC.12.4.3 Sources of Energy	3		2.4	2.3
SC.12.3.1 Growth, Development, and Maintenance of Cells	6		4.7	4.4
SC.12.3.3 Organisms and Their Environment	3		2.3	2.2

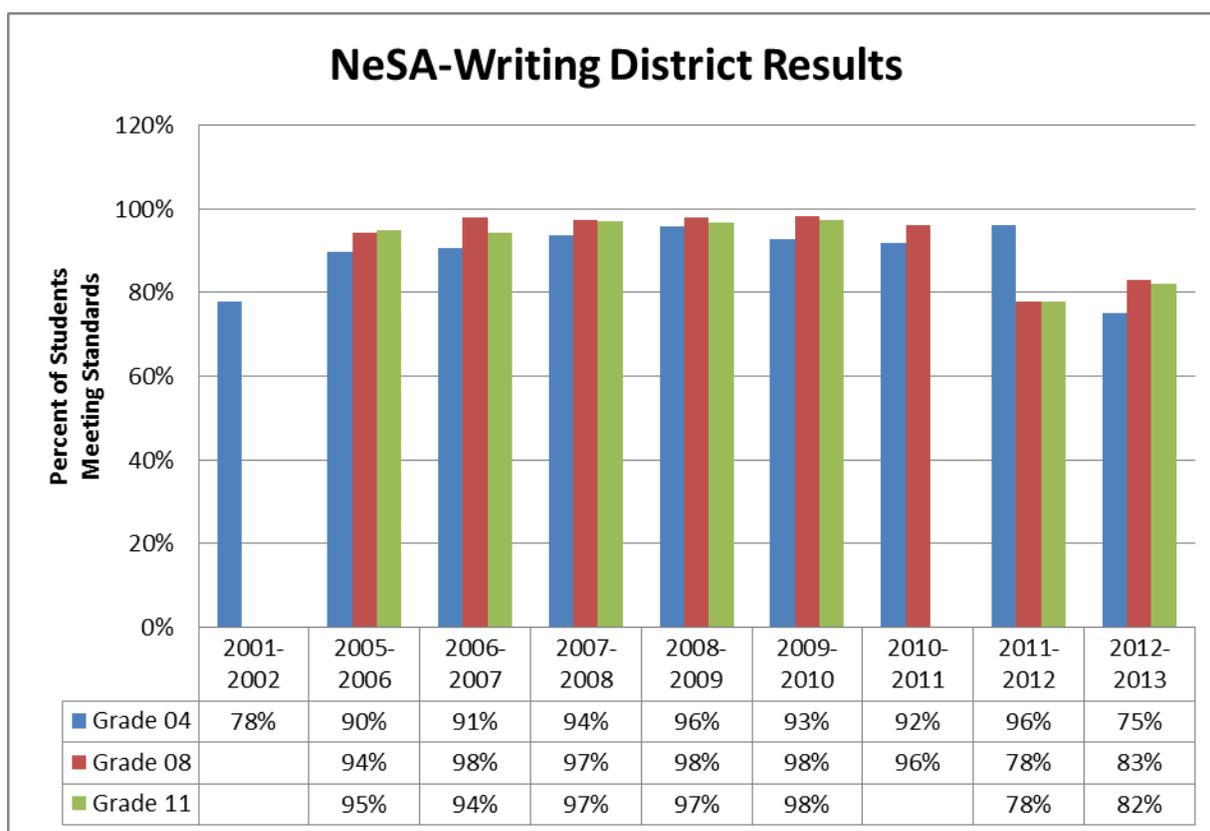
Science Grade Level Standards with Lowest Performance				
Grade Level Standard	Possible Raw Score	Average Raw Score		
		School	District	State
SC.12.4.1 The Known Universe	2		1.1	1.0
SC.12.2.1 Structure, Composition, and Conservation of Matter	6		3.8	3.3
SC.12.4.4 History and Evolution of Earth	5		3.2	3.2



State Writing

State Writing Standards were not assessed in grades 8 and 11 in 2001-2002. In 2010-2011, 11th graders participated in NeSA-Writing Pilot testing. No district or individual results are available for 11th graders in 2010-2011. This is shown as a blank in the table below.

A new analytic rubric replaced the holistic rubric in 8th and 11th grade in 2011-2012. The drop in performance was as expected with a new scoring method. Likewise, a new analytic rubric replaced the holistic rubric in 4th grade in 2012-2013. Similarly, the performance drop is as expected. Like we see in 8th and 11th grade, we anticipate a gradual rise in student performance.



	READING 3rd grade				MATH 3rd grade					
	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds		
Elkhorn	131	531	7%	93%	Spring/Platte	122	69	9%	91%	By percent of students Meets/Exceeds highest to lowest
Bennington	128	158	8%	92%	Elkhorn	128	531	10%	90%	
Spring/Platte	121	69	9%	91%	DC West	121	62	13%	87%	
Gretna	120	311	10%	90%	Bennington	124	158	14%	86%	
Westside	121	448	13%	87%	Millard	123	1831	14%	86%	
Millard	121	1827	14%	86%	Papillion-LaVista	119	822	14%	86%	
Papillion-LaVista	120	822	14%	86%	Gretna	117	312	16%	84%	
DC West	121	62	15%	85%	Lincoln	123	3048	17%	83%	
Lincoln	119	3038	17%	83%	Westside	123	448	17%	83%	
Bellevue	110	756	21%	79%	Bellevue	107	756	27%	73%	
Ralston	105	220	29%	71%	Ralston	100	222	37%	63%	
OPS	98	4035	38%	62%	OPS	96	4050	41%	59%	
STATE	111	23,014	23%	77%	STATE	110	23,065	26%	74%	

READING 4th grade					MATH 4th grade				
District	District	District	District	District	District	District	District	District	District
Avg Scale	Number	Percent	Percent	Percent	Avg Scale	Number	Percent	Percent	Percent
Score	Tested	Below	Meets &	Exceeds	Score	Tested	Below	Meets &	Exceeds
Elkhorn	139	555	5%	95%	Bennington	126	110	8%	92%
Bennington	136	109	6%	94%	DC West	142	35	*	92%
Spring/Platte	135	69	*	94%	Elkhorn	123	556	11%	89%
DC West	142	35	*	91%	Millard	123	1747	14%	86%
Millard	129	1745	9%	91%	Spring/Platte	119	69	14%	86%
Papillion-LaVista	121	816	13%	87%	Papillion-LaVista	118	819	19%	81%
Westside	125	463	14%	86%	Westside	117	464	21%	79%
Gretna	119	280	16%	84%	Lincoln	114	2914	23%	77%
Lincoln	123	2908	17%	83%	Gretna	110	279	28%	72%
Ralston	111	209	21%	79%	Ralston	106	210	29%	71%
Bellevue	110	732	22%	78%	Bellevue	104	731	31%	69%
OPS	101	3858	34%	66%	OPS	93	3871	45%	55%
STATE	115	22,524	21%	79%	STATE	109	22,568	27%	73%

By percent of students Meets/Exceeds highest to lowest

WRITING 4th grade				
District	District	District	District	District
Avg Scale	Number	Percent	Percent	Percent
Score	Tested	Below	Meets &	Exceeds
Spring/Platte	49	69	9%	91%
Elkhorn	51	547	13%	87%
DC West	48	35	14%	86%
Papillion-LaVista	48	807	15%	85%
Bennington	47	108	20%	80%
Lincoln	46	2867	23%	77%
Millard	46	1727	25%	75%
Gretna	44	283	28%	72%
Westside	43	453	35%	65%
Bellevue	42	703	37%	63%
Ralston	42	204	37%	63%
OPS	41	3808	40%	60%
STATE	44	22,233	31%	69%

By percent of students Meets/Exceeds highest to lowest

* = masked per NDE

	READING 5th grade				MATH 5th grade					
	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds		
Bennington	142	137	6%	94%	DC West	121	52	*	94%	By percent of students Meets/Exceeds highest to lowest
Elkhorn	143	515	7%	93%	Bennington	124	137	8%	92%	
Spring/Platte	139	75	7%	93%	Millard	124	1780	12%	88%	
Millard	135	1782	9%	91%	Elkhorn	121	517	13%	87%	
Gretna	130	261	10%	90%	Spring/Platte	114	75	13%	87%	
Papillion-LaVista	127	865	13%	87%	Gretna	117	261	17%	83%	
Westside	133	464	14%	86%	Papillion-LaVista	113	865	18%	82%	
Lincoln	129	2700	17%	83%	Westside	119	465	20%	80%	
DC West	122	52	21%	79%	Lincoln	114	2715	21%	79%	
Bellevue	112	714	25%	75%	Bellevue	99	716	35%	65%	
Ralston	114	195	28%	72%	Ralston	99	195	36%	64%	
OPS	104	3786	34%	66%	OPS	92	3809	44%	56%	
STATE	118	23,308	22%	78%	STATE	109	23,363	25%	75%	

	SCIENCE 5th grade				
	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds	
Bennington	127	137	9%	91%	By percent of students Meets/Exceeds highest to lowest
Elkhorn	130	516	9%	91%	
Spring/Platte	113	75	12%	88%	
Millard	122	1782	15%	85%	
Gretna	114	261	19%	81%	
Westside	121	466	21%	79%	
Papillion-LaVista	106	865	27%	73%	
Lincoln	103	2715	34%	66%	
Bellevue	97	716	37%	63%	
DC West	105	52	37%	63%	
Ralston	93	195	45%	55%	
OPS	86	3809	54%	46%	
STATE	104	22,364	32%	68%	

* = masked per NDE

READING 6th grade					MATH 6th grade					By percent of students Meets/Exceeds highest to lowest
District	District	District	District		District	District	District	District		
Avg Scale	Number	Percent	Percent	Meets &	Avg Scale	Number	Percent	Percent	Meets &	
Score	Tested	Below	Exceeds		Score	Tested	Below	Exceeds		
Gretna	130	278	6%	94%	Bennington	117	128	17%	83%	
Elkhorn	140	511	7%	93%	Elkhorn	125	511	17%	83%	
Bennington	130	128	8%	92%	Papillion-LaVista	123	719	18%	82%	
Spring/Platte	129	63	8%	92%	Gretna	110	278	24%	76%	
Papillion-LaVista	131	718	11%	89%	Westside	119	445	24%	76%	
Westside	130	445	12%	88%	DC West	107	46	26%	74%	
Millard	127	1839	13%	87%	Millard	113	1841	26%	74%	
Ralston	117	239	18%	82%	Lincoln	115	2753	27%	73%	
Bellevue	118	678	19%	81%	Ralston	107	240	31%	69%	
Lincoln	120	2747	21%	79%	Spring/Platte	109	63	32%	68%	
DC West	120	45	27%	73%	Bellevue	104	678	35%	65%	
OPS	104	3631	33%	67%	OPS	89	3650	50%	50%	
STATE	115	22,000	23%	77%	STATE	106	22,047	33%	67%	

READING 7th grade					MATH 7th grade					By percent of students Meets/Exceeds highest to lowest
District	District	District	District		District	District	District	District		
Avg Scale	Number	Percent	Percent	Meets &	Avg Scale	Number	Percent	Percent	Meets &	
Score	Tested	Below	Exceeds		Score	Tested	Below	Exceeds		
Spring/Platte	145	82	*	97%	Elkhorn	130	478	7%	93%	
Elkhorn	146	478	4%	96%	Spring/Platte	126	82	10%	90%	
Bennington	141	109	7%	93%	Westside	127	474	12%	88%	
Millard	141	1749	7%	93%	Bennington	117	109	15%	85%	
Westside	140	475	10%	90%	DC West	124	51	16%	84%	
DC West	135	51	12%	88%	Millard	119	1753	18%	82%	
Gretna	135	262	12%	88%	Gretna	112	262	21%	79%	
Bellevue	128	786	13%	87%	Papillion-LaVista	115	842	21%	79%	
Papillion-LaVista	133	840	13%	87%	Lincoln	114	2683	25%	75%	
Lincoln	134	2680	14%	86%	Bellevue	106	786	26%	74%	
Ralston	126	231	15%	85%	Ralston	106	233	28%	72%	
OPS	101	3408	37%	63%	OPS	80	3431	58%	42%	
STATE	122	21,870	20%	80%	STATE	106	21,923	30%	70%	

* = masked per NDE

	READING 8th grade				MATH 8th grade				By percent of students Meets/Exceeds highest to lowest
	District	District	District	District	District	District	District	District	
	Avg Scale Score	Number Tested	Percent Below	Percent Meets & Exceeds	Avg Scale Score	Number Tested	Percent Below	Percent Meets & Exceeds	
Elkhorn	143	452	3%	97%	Spring/Platte	140	73	*	98%
Spring/Platte	143	73	*	96%	Elkhorn	132	452	10%	90%
Bennington	133	89	8%	92%	Bennington	118	89	19%	81%
Millard	135	1708	8%	92%	Westside	124	443	20%	80%
Gretna	127	244	9%	91%	Gretna	111	244	21%	79%
Papillion-LaVista	130	729	11%	89%	Millard	113	1710	21%	79%
Westside	127	444	12%	88%	Papillion-LaVista	110	730	25%	75%
Bellevue	125	774	16%	84%	Bellevue	107	774	28%	72%
Lincoln	119	2522	19%	81%	Lincoln	106	2524	31%	69%
DC West	117	46	20%	80%	Ralston	94	227	44%	56%
Ralston	112	226	25%	75%	DC West	98	47	45%	55%
OPS	94	3300	42%	58%	OPS	78	3314	62%	38%
STATE	115	21,401	22%	78%	STATE	102	21,438	34%	66%

	SCIENCE 8th grade				WRITING 8th grade				By percent of students Meets/Exceeds highest to lowest
	District	District	District	District	District	District	District	District	
	Avg Scale Score	Number Tested	Percent Below	Percent Meets & Exceeds	Avg Scale Score	Number Tested	Percent Below	Percent Meets & Exceeds	
Elkhorn	125	452	7%	93%	Elkhorn	52	445	8%	92%
Spring/Platte	123	73	11%	89%	Bennington	49	88	10%	90%
Millard	121	1710	12%	88%	Gretna	51	239	15%	85%
DC West	122	46	13%	87%	Papillion-LaVista	51	706	16%	84%
Bennington	117	89	15%	85%	Millard	50	1687	17%	83%
Papillion-LaVista	119	730	16%	84%	Westside	50	436	19%	81%
Westside	117	443	19%	81%	DC West	45	47	23%	77%
Bellevue	109	774	23%	77%	Lincoln	46	2482	27%	73%
Gretna	102	244	24%	76%	Bellevue	46	756	30%	70%
Lincoln	102	2523	32%	68%	Ralston	46	223	30%	70%
Ralston	100	227	33%	67%	Spring/Platte	44	71	37%	63%
OPS	82	3313	57%	43%	OPS	39	3240	53%	47%
STATE	103	21,435	31%	69%	STATE	45	21078	33%	67%

* = masked per NDE

READING 11th grade

MATH 11th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds		District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Elkhorn	132	355	10%	90%	Elkhorn	135	355	12%	88%
Bennington	124	101	17%	83%	Gretna	120	194	23%	77%
Papillion-LaVista	121	802	19%	81%	Bennington	114	101	30%	70%
Westside	118	458	20%	80%	Westside	118	458	30%	70%
Spring/Platte	113	75	21%	79%	Millard	112	1726	31%	69%
Gretna	116	194	24%	76%	Papillion-LaVista	114	803	32%	68%
Bellevue	112	794	27%	73%	Lincoln	101	2432	41%	59%
DC West	107	68	29%	71%	Spring/Platte	99	75	41%	59%
Millard	111	1723	29%	71%	Bellevue	93	791	48%	52%
Ralston	105	247	30%	70%	DC West	92	67	48%	52%
Lincoln	104	2420	36%	64%	Ralston	90	246	50%	50%
OPS	86	3159	51%	49%	OPS	72	3169	69%	31%
STATE	106	21,199	33%	67%	STATE	100	21,215	42%	58%

By alpha order in Learning Community

SCIENCE 11th grade

WRITING 11th grade

	District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds		District Avg Scale Score	District Number Tested	District Percent Below	District Percent Meets & Exceeds
Elkhorn	118	355	8%	92%	Elkhorn	53	352	9%	91%
Bennington	120	102	9%	91%	Gretna	53	190	9%	91%
Spring/Platte	107	75	12%	88%	Bennington	51	98	10%	90%
Gretna	117	194	13%	87%	Westside	51	451	15%	85%
Westside	113	458	18%	82%	Spring/Platte	48	76	16%	84%
Millard	109	1724	19%	81%	Papillion-LaVista	49	794	17%	83%
Papillion-LaVista	110	803	19%	81%	Millard	49	1709	18%	82%
Bellevue	104	792	25%	75%	Bellevue	46	782	27%	73%
Lincoln	101	2423	31%	69%	DC West	46	73	27%	73%
Ralston	97	246	32%	68%	Lincoln	44	2404	32%	68%
DC West	96	68	34%	*	Ralston	41	245	40%	60%
OPS	88	3163	49%	51%	OPS	39	3106	50%	50%
STATE	103	21,195	27%	73%	STATE	45	20965	31%	69%

By percent of students Meets/Exceeds highest to lowest

* = masked per NDE

AGENDA SUMMARY SHEET

AGENDA ITEM: Enrollment Report

MEETING DATE: September 3, 2013

DEPARTMENT: Educational Services: Assessment, Research, & Evaluation

TITLE: Enrollment Report

BRIEF DESCRIPTION: Report states the district and building enrollment reflective of data pulled on August 23, 2013.

ACTION DESIRED: ___ Approval X Information/Discussion

BACKGROUND: Enrollment data pulled on/near 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

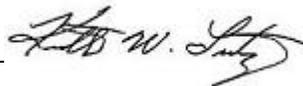
STRATEGIC PLAN REFERENCE: None

IMPLICATIONS OF ADOPTION OR REJECTION: None

TIMELINE: None

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

SUPERINTENDENT'S APPROVAL:



**August 23, 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)	80	65	67	64	73	90		439	-	-	426
Ackerman (4 unit)	69	59	81	70	89	94		462	-	-	484
Aldrich (3 unit)	69	89	72	72	95	71		468	-	-	447
Black Elk (4 unit)	75	48	60	83	91	87		444	-	-	460
Bryan (3 unit)	57	60	67	57	65	68		374	-	-	365
Cather (3 unit)	68	72	65	85	74	71		435	-	-	433
Cody (2 unit)	36	24	42	30	31	35	12	210	-	-	196
Cottonwood (3 unit)	39	43	47	66	59	57		311	-	-	347
Disney (3 unit)	44	45	50	42	33	41	11	266	-	-	283
Ezra Millard (3 unit)	80	65	69	61	57	64	8	404	-	-	402
Harvey Oaks (2 unit)	31	44	44	46	52	52		269	-	-	270
Hitchcock (2 unit)	49	33	43	39	34	30	11	239	-	-	223
Holling Heights (3 unit)	70	66	51	61	67	68	10	393	-	-	398
Montclair (4 unit)	95	85	84	98	86	79		527	-	-	508
Morton (3 unit)	57	40	45	58	56	51	9	316	-	-	315
Neihardt (4 unit)	87	91	80	84	95	86		523	-	-	523
Norris (3 unit)	60	57	66	64	64	57		368	-	-	359
Reagan (4 unit)	110	125	132	114	111	124		716	-	-	749
Reeder (3 unit)	104	107	89	100	104	74	15	593	-	-	572
Rockwell (3 unit)	41	50	50	53	49	55	8	306	-	-	330
Rohwer (3 unit)	80	55	66	72	74	71	15	433	-	-	415
Sandoz (3 unit)	55	45	65	50	49	53		317	-	-	317
Upchurch (3 unit)	122	112	108	107	119	85		653	-	-	593
Wheeler (4 unit)	72	79	89	79	102	103	19	543	-	-	578
Willowdale (3 unit)	62	60	66	63	65	70		386	-	-	382
Totals	1712	1619	1698	1718	1794	1736	118	10,395	-	-	10,375

Middle	6	7	8	SpEd Prgm*	Current Total	Current Change	YTD Change	Official 12/13 Enrollment
Andersen MS	285	328	267	0	880	-	-	864
Beadle MS	392	395	361	21	1148	-	-	1086
Central MS	245	256	248	18	749	-	-	755
Kiewit MS	286	318	307	0	911	-	-	931
North MS	299	257	260	16	816	-	-	761
Russell MS	286	291	297	0	874	-	-	875
MS Alternative	0	12	13	0	25	-	-	17
Totals	1793	1857	1753	55	5403	-	-	5289

High	Grads YTD	9	10	11	12	SpEd Prgm*	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	
North HS	-		611	619	619	567	15	2416	-	-	2449
South HS	-		505	532	497	506	37	2040	-	-	2017
West HS	-		633	578	607	578	30	2396	-	-	2311
Horizon HS	-		0	17	32	103	0	152	-	-	110
Totals			1749	1746	1755	1754	82	7004	-	-	6887

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

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

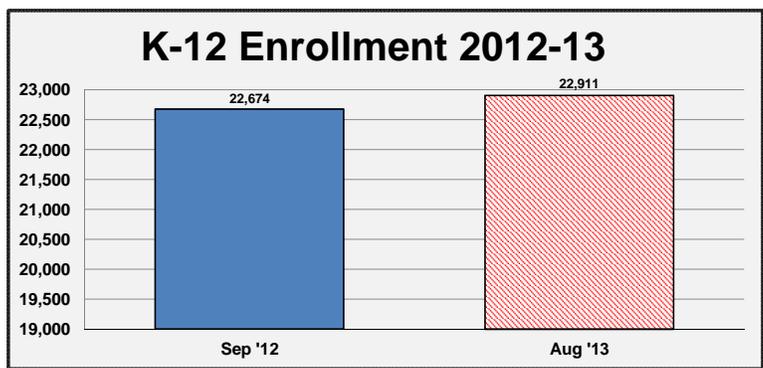
Itinerant & Contracted Pre-K, Rule 18 Interim included in Current Enrollment: **55

Preschool	SpEd	Not SpEd	Total	Official 12/13
Bryan	7	27	34	36
Cody	54	37	91	94
Cody Early Start	5	9	14	14
Disney	10	16	26	31
Hitchcock	23	10	33	42
Holling Heights	1	17	18	19
Montclair	22	7	29	33
Montclair Montessori	4	76	80	82
Neihardt	7	56	63	61
Norris ELL	1	17	18	18
Norris Montessori	1	27	28	30
Rockwell	0	18	18	17
Sandoz	10	9	19	18
Sandoz ELL	2	34	36	36
Wheeler	23	16	39	45
Homebased Infants	78	0	78	101
TOTAL			624	677

Contracted SpEd	41	-	-	37
Young Adult Program	53	-	-	52
Ombudsman (Primary)	15	-	-	21
Total District K-12	22,911	-	-	22,661
Total District PreK-12**	23,590	-	-	23,395

8/23/2013	
Elementary	10,395
Middle School	5,403
High School	7,004
Contracted	41
Young Adult	53
Ombudsman (Primary)	15
TOTAL	22,911

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



Career Academies	NHS	SHS	WHS	HHS	TOTAL
Culinary	7	10	8		25
Education	11	16	20		47
Entrepreneurship	7	11	8		26
Health Sciences	17	26	51		94
Dist/Log Mgmt	5	6	18		29
Ombudsman (Primary and Secondary Assignment)					20

Elementary		Classroom Enrollment										251	Class Size w/out SpEd
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 12/13 Enrollment			
Abbott	20	22	22	20	24	23							
	20	21	22	22	24	22							
	21	22	23	22	25	23							
	19					22							
Total Students	80	65	67	64	73	90	439	-	-	426		439	
Total Teachers	4	3	3	3	3	4	20					20	
Classroom Avg	20.00	21.67	22.3	22.0	24.3	22.5	22					22	
Ackerman	23	21	20	23	22	22							
	22	19	19	24	23	23							
	24	19	20	23	22	25							
			22		22	24							
Total Students	69	59	81	70	89	94	462	-	-	484		462	
Total Teachers	3	3	4	3	4	4	21					21	
Classroom Avg	23.0	19.7	20.3	23.3	22.3	23.5	22					22	
Aldrich	21	23	24	24	24	24							
	24	22	24	24	24	24							
	24	21	24	24	23	23							
		23			24								
Total Students	69	89	72	72	95	71	468	-	-	447		468	
Total Teachers	3	4	3	3	4	3	20					20	
Classroom Avg	23.0	22.0	24.0	24.0	23.8	23.7	23					23	
Black Elk	18	24	21	20	21	21							
	19	24	19	22	24	22							
	19		20	20	23	21							
	19			21	23	23							
Total Students	75	48	60	83	91	87	444	-	-	460		444	
Total Teachers	4	2	3	4	4	4	21					21	
Classroom Avg	18.8	24.0	20.0	20.8	22.8	21.8	21					21	
Bryan	20	20	23	19	22	22							
	18	20	23	20	21	23							
	19	20	21	18	22	23							
Total Students	57	60	67	57	65	68	374	-	-	365		374	
Total Teachers	3	3	3	3	3	3	18					18	
Classroom Avg	19.0	20.0	22.3	19.0	21.7	22.7	21					21	
Cather		24	23	16	24	23							
				19			23	24	21	25	25	24	
							23	24	21	25	25	24	
							22						
Total Students	0	24	23	35	24	23	68	48	42	50	50	48	
Total Teachers	0	1	1	2	1	1	3	2	2	2	2	2	
Classroom Avg		24.0	23.0	17.5	24.0	23.0	22.7	24.0	21.0	25.0	25.0	24.0	
Cody	20	24	22	14	15	18							
	16		20	16	16	17							
											5		
											7		
Total Students	36	24	42	30	31	35	12				196	198	
Total Teachers	2	1	2	2	2	2	2				13	11	
Classroom Avg	18.0	24.0	21.0	15.0	15.5	17.5	6.0				16	18	
Cottonwood	19	22	23	22	20	19							
	20	21	24	23	19	18							
				21	20	20							
Total Students	39	43	47	66	59	57	311	-	-	347		311	
Total Teachers	2	2	2	3	3	3	15					15	
Classroom Avg	19.5	21.5	23.5	22.0	19.7	19.0	21					21	
Disney	23	21	16	21	17	19							
	21	24	17	21	16	22							
			17								5		
											6		
Total Students	44	45	50	42	33	41	11				283	255	
Total Teachers	2	2	3	2	2	2	2				15	13	
Classroom Avg	22.00	22.50	16.67	21.00	16.50	20.50	5.5				18	20	

	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	20	22	23	20	18	22	2					
	19	21	23	19	20	21	6					
	20	22	23	22	19	21						
	21											
Total Students	80	65	69	61	57	64	8	404	-	-	402	396
Total Teachers	4	3	3	3	3	3	2	21				19
Classroom Avg	20.0	21.7	23.0	20.3	19.0	21.3	4.0	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
Harvey Oaks	16	22	22	23	26	26						
	15	22	22	23	26	26						
Total Students	31	44	44	46	52	52		269	-	-	270	269
Total Teachers	2	2	2	2	2	2		12				12
Classroom Avg	15.5	22.0	22.0	23.0	26.0	26.0		22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out SpEd
Hitchcock	25	17	21	19	16	14	6					
	24	16	22	20	18	16	5					
Total Students	49	33	43	39	34	30	11	239	-	-	223	228
Total Teachers	2	2	2	2	2	2	2	14				12
Classroom Avg	24.5	16.5	21.5	19.5	17.0	15.0	5.5	17				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	24	24	17	21	21	24	6					
	23	23	17	21	24	23	4					
	23	19	17	19	22	21						
Total Students	70	66	51	61	67	68	10	393	-	-	398	383
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	23.3	22.0	17.0	20.3	22.3	22.7	5.0	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	23	20	21	25	22	22	16	22	19						
	24	21	20	25	23	24	16	21	17						
							16	24	19						
								23	19						
								24							
								21							
Total Students	47	41	41	50	45	46	48	135	74		527	-	-	508	527
Total Teachers	2	2	2	2	2	2	3	6	4		25				25
Classroom Avg	23.5	20.5	20.5	25.0	22.5	23.0	16.0	22.5	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	19	21	21	19	18	26	4					
	20	19	24	20	18	25	5					
	18			19	20							
Total Students	57	40	45	58	56	51	9	316	-	-	315	307
Total Teachers	3	2	2	3	3	2	2	17				15
Classroom Avg	19.0	20.0	22.5	19.3	18.7	25.5	4.5	19				20

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	Class Size w/out SpEd
Neihardt	20	23	20	22	24	22						
	22	22	20	20	24	22						
	22	23	20	21	24	22						
	23	23	20	21	23	20						
Total Students	87	91	80	84	95	86		523	-	-	523	523
Total Teachers	4	4	4	4	4	4		24				24
Classroom Avg	21.8	22.8	20.0	21.0	23.8	21.5		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	18	21	20	22	20	12	24	19						
	18	17	23	19	21	21	12	24	18						
								21							
Total Students	36	35	44	39	43	41	24	69	37		368	-	-	359	368
Total Teachers	2	2	2	2	2	2	2	3	2		19				19
Classroom Avg	18.0	17.5	22.0	19.5	21.5	20.5	12.0	23.0	18.5		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	22	21	22	23	18	26						
	21	20	22	23	18	22						
	23	21	22	22	25	24						
	22	20	22	22	26	25						
	22	22	22	24	24	27						
	21	22										
Total Students	110	125	132	114	111	124		716	-	-	749	716
Total Teachers	5	6	6	5	5	5		32				32
Classroom Avg	22.0	20.8	22.0	22.8	22.2	24.8		22				22

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Reeder	21
	21	22	22	19	21	25	9			253		
	20	22	22	20	20	25						
	20	22	23	21	21							
	22	20		20	21							
Total Students	104	107	89	100	104	74	15	593	-	-	572	578
Total Teachers	5	5	4	5	5	3	2	29				27
Classroom Avg	20.8	21.4	22.3	20.0	20.8	24.7	7.5	20				21

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Rockwell	20
	21	18	17	27	24	18	3					
		15	16									
Total Students	41	50	50	53	49	55	8	306	-	-	330	298
Total Teachers	2	3	3	2	2	3	2	17				15
Classroom Avg	20.5	16.7	16.7	26.5	24.5	18.3	4.0	18				20

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Rohwer	20
	20	19	23	24	25	24	8					
	20	19	22	24	24	23						
	20											
Total Students	80	55	66	72	74	71	15	433	-	-	415	418
Total Teachers	4	3	3	3	3	3	2	21				19
Classroom Avg	20.0	18.3	22.0	24.0	24.7	23.7	7.5	21				22

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Sandoz	18
	19	16	22	25	16	17						
	18	15	22		17	17						
Total Students	55	45	65	50	49	53		317	-	-	317	317
Total Teachers	3	3	3	2	3	3		17				17
Classroom Avg	18.3	15.0	21.7	25.0	16.3	17.7		19				19

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Upchurch	25
	24	23	18	20	21	19						
	25	22	25	19	20	24						
	24	22	20	22	26	23						
	24	22	20	23	26							
Total Students	122	112	108	107	119	85		653	-	-	593	653
Total Teachers	5	5	5	5	5	4		29				29
Classroom Avg	24.4	22.4	21.6	21.4	23.8	21.3		23				23

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Wheeler	24
	24	19	22	20	20	26	7					
	24	18	23	20	21	27	6					
		21	24	20	18	24						
					22							
Total Students	72	79	89	79	102	103	19	543	-	-	578	524
Total Teachers	3	4	4	4	5	4	3	27				24
Classroom Avg	24.0	19.8	22.3	19.8	20.4	25.8	6.3	20				22

K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
											Willowdale	21
	20	20	22	21	22	23						
	21	20	22	21	22	23						
Total Students	62	60	66	63	65	70		386	-	-	382	386
Total Teachers	3	3	3	3	3	3		18				18
Classroom Avg	20.7	20.0	22.0	21.0	21.7	23.3		21				21

Elementary Totals											SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment		
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4						M-5	
Students	1712	1619	1698	1718	1794	1736	66	65	73	62	49	118	10395	-	-	10375	10277
Teachers	83	75	77	77	80	76	9			6		21	504				483
Classroom Avg	20.6	21.6	22.1	22.3	22.4	22.8						5.6	20.63				21.28

6	7	8	9	10	11	12	SpEd Cluster	Current Total	Current Change	YTD Change	Official 12/13 Enrollment	
												Andersen MS
Beadle MS	392	395	361				21	1148	-	-	1086	
Central MS	245	256	248				18	749	-	-	755	
Kiewit MS	286	318	307				0	911	-	-	931	
North MS	299	257	260				16	816	-	-	761	
Russell MS	286	291	297				0	874	-	-	875	
MS Alternative	0	12	13					25	-	-	17	
Totals	1793	1857	1753				55	5403	-	-	5289	
North HS				611	619	619	567	15	2416	-	-	2449
South HS				505	532	497	506	37	2040	-	-	2017
West HS				633	578	607	578	30	2396	-	-	2311
Horizon HS				0	17	32	103		152	-	-	110
Totals				1749	1746	1755	1754	82	7004	-	-	6887
									41	-	-	37
									53	-	-	52
									15	-	-	21
									22911	-	-	22661

AGENDA SUMMARY SHEET

Agenda Item: Student Services Year End Report 2012-2013

Meeting Date: Sept. 3, 2013

Department Student Services

Title and Brief Description: Student Services Year End Report for 2012-2013. The Student Services Year End Report is designed to provide an overview of the various services and functions provided within Student Services.

Action Desired: Information Only

Background: The report summarizes activities that take place within Student Services such as within district transfers, disciplinary actions, open & option enrollment, foreign exchange students, health services, counseling services and crisis team services.

Options/Alternatives Considered: N/A

Recommendations: N/A

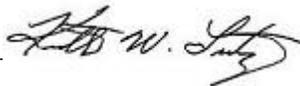
Strategic Plan Reference: N/A

Implications of Adoption/Rejection:

Timeline: N/A

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

Superintendent's Signature: _____





***STUDENT SERVICES
YEAR END REPORT
2012/13***



***Submitted by:
Mr. Bill Jelkin
Student Services Director***

Executive Summary

The Executive Summary contains an overview of the main topics and related statistics contained in the 2012/13 Student Services Year End Report. The comparative statistics for each area are noted below:

Student Attendance/Enrollment	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>
1. Overall Attendance Rates	96%	97%	96%
2. District Cohort Graduation Rate	97.77%	91.93%	93.24%
3. Percentage of MPS Students Attending Private Schools	10.13%	9.47%	7.38%
4. Percentage of MPS Students In Exempt (Home) School	1.50%	1.79%	1.79%
5. Open & Option Program Gains and Losses			
Entered the District	881	946	738
Left the District	167	138	194
6. Within District Transfers-Approved	1,208	1266	1005
7. Foreign Exchange Students Enrolled	11	12	10
8. Wards of State/Court	0.77%	0.76%	0.80%
Student Discipline			
9. Total District Discipline Events	6152	5,720	6025
10. Breath Testing Device Utilization	58	23	41
11. Disciplinary Hearings Conducted	14	9	12
Student Health Services			
12. Health Related Contacts	297,785	289,627	248,332
13. Health Screens Administered	53, 982	59,098	55,339
Counseling and Students At-Risk			
14. Total Counseling Contacts	N/A	N/A	63,546
15. Number of Crisis Team Responses	6	5	8
16. Crisis Interventions By All School Personnel	99	162	116
17. Suspected Child Abuse and Neglect Reports	101	123	142
18. SCIP Team Referrals	192	159	153
Security & Emergency Management			
19. Hotline Activity	33	46	44
Scholarship Report			
20. Number of Scholarships Accepted	1018	954	978
21. Value of Accepted Scholarships	15,214,125	14,114,779	16,321,447
22. Percentage of Grads Awarded Scholarships	33.81%	35.39%	38.71%

TABLE OF CONTENTS

Student Attendance and Enrollment.....	1
Attendance	1
Excessive Absence Referrals	1
District Cohort Graduation/Dropout Rate	2
High School Completer Reports.....	3
Private Schools.....	5
Exempt School Students	6
Open Enrollment	7
Option Enrollment	7
Within District Transfers.....	8
Wards of the State/Court	8
Foreign Exchange Students.....	9
 Student Discipline.....	 9
Events by Elementary	10
Events by Secondary.....	11
Drug and Violence Infraction Summary.....	12
Events Associated with Drug and Alcohol	13
Resolutions by Elementary	14
Resolutions by Secondary.....	14
Out of School Disciplinary Resolutions	17
Ombudsman Education Program	17
Breath Testing Device Utilization Report.....	17
Disciplinary Hearings	17
 Student Health Services	 18
Health Related Contacts	18
Health Care Visits	18
Special Health Care Related Issues	19
Student Health Screenings	20
 Counseling and Students At-Risk	 20
Counseling Contacts	20
Crisis Team Responses.....	20
Crisis Interventions	21
Child Abuse and Neglect.....	21
SCIP Team Activities.....	21
 Security and Emergency Management.....	 22
Hotline Calls.....	22
School Resource Officers	22
 Scholarship Report.....	 23
 Appendix A	 24

2012/13 STUDENT ATTENDANCE & ENROLLMENT

Attendance

Table 1-Percent of Students in Attendance

High Schools	2010/11	2011/12	2012/13
3 Schools	96%	96%	95%
Middle Schools			
6 Schools	95%	97%	96%
Elementary Schools			
25 Schools	97%	97%	97%
Alternative Schools			
Middle School Alternative Program (MSAP)	91%	91%	90%
Horizon	85%	83%	82%
Young Adult Program	91%	93%	94%
Ombudsman Program	92%	83%	83%
District Average	96%	97%	96%

Excessive Absence

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

20+ Days Absent District Totals						
District	# of Students	Total Days	Unexcused Days	Excused Days	Medical Days	# of Referred
2010/11	614	19476	4014	15462	6529	444
2011/12	582	18576	6572	12004	10623	443
2012/13	690	22026	6093	15933	14235	447
20+ Days Absent by Level						
Elementary	# of Students	Total Days	Unexcused Days	Excused Days	Medical Days	# of Referred
2010/11	91	2649	335	2314	1056	74
2011/12	97	2699	853	1846	1562	79
2012/13	102	2879	633	2246	1880	71
Middle	# of Students	Total Days	Unexcused Days	Excused Days	Medical Days	# of Referred
2010/11	109	3200	475	2725	1335	107
2011/12	82	2283	492	1791	1616	81
2012/13	121	3688	528	3160	2831	89
High	# of Students	Total Days	Unexcused Days	Excused Days	Medical Days	# of Referred
2010/11	414	13627	3204	10423	4138	263
2011/12	403	13594	5227	8367	7444	283
2012/13	467	15459	4932	10527	9524	287
<i>All Counts through the last day of school of the year listed. Days absent are rounded numbers calculated by the number of instructional minutes missed.</i>						

District Cohort Graduation/Drop-Out Rate

Table 3 represents enrollment and graduation data reported to the Nebraska Department of Education (NDE) and available in NDE's Graduation Cohort Analysis Tool as of August 23, 2013. A graduation cohort is defined by the year a student first enrolled in 9th grade; students in the 2013 graduation cohort entered 9th grade in the 2009-2010 school year. Students who moved out of the district after starting 9th grade in Millard in 2009-2010 were removed from the cohort; students coming in to the district after starting 9th grade in another district in 2009-2010 were added to the cohort. Cohort graduation rates are calculated by dividing the number of graduates by the number of students in the cohort. Enrollment and graduation data are reported to NDE by their responsible or "home" school, thus students at Horizon, the Young Adult Program, or at external placements are reflected in the counts of their home schools.

Table 3-District Cohort Graduation/Drop-Out Rate

Cohort Analysis	Starting Cohort	Transfers In	Transfers Out	Current Cohort
		1802	149	250
Graduation Cohort Subgroup Category	Graduation Cohort Subgroup Category Description	# of Students in the Graduation Cohort Subgroup	# of Graduates in the Graduation Cohort Subgroup	Graduation Cohort Graduation Rate by Subgroup
ALL	ALL Students	1701	1586	93.24%
Race Ethnicity Groups	Hispanic of any race	118	104	88.14%
	American Indian or Alaska native	6	5	83.33%
	Asian	64	60	93.75%
	Black	51	40	78.43%
	Native Hawaiian or Pacific Islander	4	4	100%
	White	1418	1336	94.22%
	Two or more races	40	37	92.50%
AYP Race Ethnicity Groups	Hispanic	102	94	92.16%
	American Indian or Alaska Native	9	8	88.89%
	Asian	71	67	94.37%
	Black	57	49	85.96%
	White	1368	1298	94.88%
Special Education Students	Special Education Students (SPED)	164	164	72.56%
English Language Learners	English Language Learners (LEP)	8	3	37.50%
Students eligible for free and reduced lunch	Free and Reduced Lunch	246	246	88.62%
Gender	Female	822	789	95.99%
	Male	879	797	90.67%

2012-13 High School Completer Reports

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

Table 4-Millard North High School Completer Report

Cohort Analysis	Starting Cohort	Transfers In	Transfers Out	Current Cohort
		652	83	96
Graduation Cohort Subgroup Category	Graduation Cohort Subgroup Category Description	# of Students in the Graduation Cohort Subgroup	# of Graduates in the Graduation Cohort Subgroup	Graduation Cohort Graduation Rate by Subgroup
ALL	ALL Students	637	594	93.25%
Race Ethnicity Groups	Hispanic of any race	34	33	97.06%
	American Indian or Alaska native	1	1	100%
	Asian	34	32	94.12%
	Black	22	19	86.36%
	Native Hawaiian or Pacific Islander	1	1	100%
	White	528	492	93.18%
	Two or more races	17	16	94.12%
AYP Race Ethnicity Groups	Hispanic	30	29	96.67%
	American Indian or Alaska Native	2	2	100%
	Asian	39	37	94.87%
	Black	22	20	90.91%
	White	510	478	93.73%
Special Education Students	Special Education Students (SPED)	45	45	75.56%
English Language Learners	English Language Learners (LEP)	0	0	0
Students eligible for free and reduced lunch	Free and Reduced Lunch	64	64	89.06%
Gender	Female	319	305	95.61%
	Male	318	289	90.88%

Table 5-Millard South High School Completer Report

Cohort Analysis	Starting Cohort	Transfers In	Transfers Out	Current Cohort
		541	86	113
Graduation Cohort Subgroup Category	Graduation Cohort Subgroup Category Description	# of Students in the Graduation Cohort Subgroup	# of Graduates in the Graduation Cohort Subgroup	Graduation Cohort Graduation Rate by Subgroup
ALL	ALL Students	513	462	90.06%
Race Ethnicity Groups	Hispanic of any race	61	51	83.61%
	American Indian or Alaska native	5	4	80%
	Asian	7	7	100%
	Black	19	13	68.42%
	Native Hawaiian or Other Pacific Islander	2	2	100%
	White	403	371	92.06%
	Two or more races	16	14	87.5%
AYP Race Ethnicity Groups	Hispanic	54	48	88.89%
	American Indian or Alaska Native	6	5	83.33%
	Asian	8	8	100%
	Black	24	20	83.33%
	White	389	362	93.06%
Special Education Students	Special Education Students (SPED)	72	72	72.22%
English Language Learners	English Language Learners (LEP)	8	3	37.5%
Students eligible for free and reduced lunch	Free and Reduced Lunch	134	134	85.82%
Gender	Female	243	228	93.83%
	Male	270	234	86.67%

Table 6-Millard West High School Completer Report

Cohort Analysis	Starting Cohort	Transfers In	Transfers Out	Current Cohort
		609	30	82
Graduation Cohort Subgroup Category	Graduation Cohort Subgroup Category Description	# of Students in the Graduation Cohort Subgroup	# of Graduates in the Graduation Cohort Subgroup	Graduation Cohort Graduation Rate by Subgroup
ALL	ALL Students	551	530	96.19%
Race Ethnicity Groups	Hispanic of any race	23	20	86.96%
	American Indian or Alaska native	0	0	0
	Asian	23	21	91.3%
	Black	10	8	80%
	Native Hawaiian or Other Pacific Islander	1	1	100%
	White	487	473	97.13%
	Two or more races	7	7	100%
AYP Race Ethnicity Groups	Hispanic	18	17	94.44%
	American Indian or Alaska Native	1	1	100%
	Asian	24	22	91.67%
	Black	11	9	81.82%
	White	469	458	97.65%
Special Education Students	Special Education Students (SPED)	47	47	70.21%
English Language Learners	English Language Learners (LEP)	0	0	0
Students eligible for free and reduced lunch	Free and Reduced Lunch	48	48	95.83%
Gender	Female	260	256	98.46%
	Male	291	274	94.16%

Millard Resident Students Attending Private Schools

Table 5 Percentages were calculated from the total Millard School District K-12 student population for each year. The total Millard School District K-12 population only includes the Millard Public School Students.

Table 7-Millard Students Attending Private Schools

	10/11	%	11/12	%	12/13	%
K-5	920	4.14%	824	3.54%	648	2.75%
6-12	1332	5.99%	1379	5.93%	1092	4.63%
Totals	2252	10.13%	2203	9.47%	1740	7.38%
Total Millard Student Population	22,215		23,253		23,548	

Millard Exempt School Students

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

Table 6 Percentages were calculated from the total Millard School District K-12 student population for each year. The total Millard School District K-12 population only includes the Millard Public School Students.

Table 8-Millard Exempt School Students

	10/11	%	11/12	%	12/13	%
K-5	186	0.82%	209	0.90%	227	0.96%
6-12	182	0.80%	208	0.89%	195	0.82%
Totals	368	1.63%	417	1.79%	422	1.79%
Total Millard Student Population	22,615		23,253			23,548

Open Enrollment Students

The open enrollment program was implemented just prior to the 2010/2011 school year. Open enrollment allows students within the two counties to enroll into other districts located within the Learning Community if space is available within the district and/or its schools. Siblings are given first priority followed by those who increase economic diversity. If more applications are received than space is available for schools/grade levels, a “randomization” is used to determine who is accepted. Finally, it is important to note that option enrollment remains in effect for students living outside the Learning Community.

For the 2012/13 school year, the following Millard schools and special programs were closed to Open and Option Enrollment students: Ackerman Elementary, Black Elk Elementary, Neihardt Elementary, Reagan Elementary, Reeder Elementary, Rohwer Elementary, Upchurch Elementary, Wheeler Elementary, Beadle Middle School, Russell Middle School, Millard West High School, and Horizon High School.

Table 9-Open-Out Transfers to another Learning Community School District

District	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
Bellevue										2				2	1%
DC West										2	2	4		8	4%
Elkhorn							1	1		2				4	2%
Gretna	1	1						2	1	1		3		9	5%
OPS	19	5	9	6	2	2	6	2	4	4	6	4	2	71	37%
Pap/LaVista	3	2	3	1	1	1	1	1		9	3	2	2	29	15%
Ralston	3		2	1	1	1	2		2	4	1	3	3	23	12%
So. Sarpy	3		2	1		1				2	1		3	13	6%
Westside	12	3	1	3	2	1		1	1	4	2	3	2	35	18%
Totals	41	11	17	12	6	6	10	7	8	30	15	19	12	194	100%
%	21%	6%	9%	6%	3%	3%	6%	4%	4%	15%	8%	9%	6%	100%	

Table 10-Open Enrollment Transfers into Millard Public Schools

Resident District	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
Bellevue	2						1			1		1	1	6	1%
Bennington	5	2	3			1			1			1		13	2%
DC West	3		2	3		3		1	1	1	1	1		16	2%
Elkhorn	18	6	4	2	7	5	5	2	5	4	2	5	3	68	9%
Gretna	5	2	1		1	1	1	3		2	1	3	2	22	3%
Millard	19	9	6	9	8	10	12	3	5	13	5	4	3	106	14%
Omaha Public	148	26	31	16	24	21	33	32	18	45	15	19	9	437	59%
Papillion/LaVista	9	2	2	1	1	2	4	3		3		3		30	4%
Ralston	9	4		2	1		1			2	1		2	22	3%
South Sarpy			1	1		1		1	1					5	1%
Westside	2	1	2	2	1							3	2	13	2%
Totals	220	52	52	36	43	44	57	45	31	71	25	40	22	738	100%
%	30%	7%	7%	5%	6%	6%	8%	6%	4%	10%	3%	5%	3%	100%	

Table 11-Option Transfers into Millard Public Schools

District	2010/11	2011/12	2012/13
Arlington	2		
Ashland/Greenwood			2
Bennington			
Blair	3	3	2
DC West			
Elkhorn			
Fremont		1	
Fort Calhoun	1		
Gretna			
Lincoln		1	
Louisville			2
Mead			
Omaha Public			1
Papillion/LaVista			
Plattsmouth		4	2
Ralston			
South Sarpy			
Weeping Water			1
Westside			
Yutan		8	1
Totals	6	17	11

Table 12-Open Enrolled Students Currently Attending

Level	Total Open Enrolled Students
Elementary	1240
Middle	487
High	667
Total	2394

Table 13-Option Transfers Out of Millard Public Schools

District	2010/11	2011/12	2012/13
Bellevue			
Bennington			
Blair		1	
DC West			
Elkhorn	3		
Elmwood/Murdock		1	
Fremont			4
Ft. Calhoun			1
Gretna	3		
Louisville			
OPS			
Papillion/LaVista	2		1
Plattsmouth			
Ralston	1		3
South Sarpy			
Westside	5	2	14
Yutan			7
Totals	14	4	30

Within District Transfers**Table 14-Within District Transfer Requests and Approvals**

2010/11	Total Requests	Approved	Denied	Cancellations	% of Total Requests Approved
High School	363	333	7	23	91.7%
Middle School	349	334	8	7	95.7%
Elementary School	496	434	16	46	87.5%
All Schools	1208	1101	31	76	91.1%
% of Requests		91.1%	2.6%	6.3%	
High School	394	346	6	42	87.8%
Middle School	423	390	3	30	92.2%
Elementary School	605	530	17	58	87.6%
All Schools	1422	1266	26	130	89.0%
% of Requests		89.0%	1.8%	9.1%	
High School	295	275	4	16	93.2%
Middle School	324	289	11	24	89.2%
Elementary School	519	441	13	65	84.9%
All Schools	1138	1005	28	105	88.3%
% of Requests		88.3%	2.5%	9.2%	

Wards of State/Court Enrollment

The total Millard School District K-12 population includes only students attending Millard Public Schools.

Table 15-Ward of State

	10/11	%	11/12	%	12/13	%
K-5	49	0.22%	43	0.18%	58	0.25%
6-12	126	0.57%	128	0.55%	129	0.55%
Totals	175	0.79%	171	0.74%	187	0.79%
Total Millard Student Population	22,215		23,253		23,548	

Foreign Exchange Student Enrollment

Table 16-Foreign Exchange Students by School, Gender, and Country of Origin

School Attended	Female	Male	Country of Origin
Millard North High	2	2	Japan-2, Germany 1, Norway-1
Millard South	2	1	Finland-1, Japan-1, Norway-1
Millard West	1	2	Finland-1, Germany-1, Spain-1

Table 17-Total Foreign Exchange Students Hosted

Year	Number of Students
2010/11	11
2011/12	12
2012/13	10

2012/13 STUDENT DISCIPLINE

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

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

Student Code of Conduct

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

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

Discipline Events

Elementary School Events

Due to the developmental age of elementary students many events and infractions tend to be handled by the classroom teacher and thus are not documented in Infinite Campus. Significant event and infractions that are escalated to the principal are documented in Infinite Campus.

Table 18-Elementary Events

Code	Events	Abb	Ack	Ald	Blk	Bry	Cat	Cod	Cot	Dis	Ezr	HO	Hit	HH	Mon	Mor	Nei	Nor	Rea	Ree	Roc	Roh	San	Upc	Whe	Wil	Total
1	Physical Assault		1		6		2	5	2	1	3		6	13	5	1	7	17		4	1		2		1	1	78
2	Fighting				10	4	4					2				7	4	3	11	2	2						49
3	Pushing/Shoving				7	2	1	3	1		22	4	5	6	9	5	5	16	2	3	3		14	1		5	114
4	Threats - Level 1	3	1	2	9	1	2	1	1		4	1			1	2	4	7	1	3	4	1	1		2	3	54
5	Threats - Level 2			1	1								6	2				5	4	2	1		1			3	26
6	Threats - Level 3																						1				1
7	Bomb Threat																								1		1
8	Physical Injury					1					1			1	2		5			1			1	1	5	1	19
11	Poss. Prohib. Objects									1					1	1		1									4
14	Sexual Harassment					1	1			1		2					2						4				11
15	Harassment	1	2		2																						5
16	Bullying			4	13				5		8				3			8		9	1		2	6	1	4	64
29	Public Indecency				2			2										1					2				7
33	Larceny (Theft)	2			2	1	1			2	6		1	1	3		1	3				1		1	1		26
40	Insubordination	13	6		2	1	6	9	3	1	13	4	20	1	12	7	1	11	9	20	7		3	17		30	196
41	Disruptive Behavior	16	32	10	13	3	14	15	9	4	39	23	5	31	49	17	20	26	8	18	31	8	18	24	2	56	491
64	Sexual Contact		1														1										2
76	Repeated Offenses	1			1																						2
77	Harm to Self																	2		1							3
82	Bullying - Title VI		1					2																		1	4
93	Bullying - Title IX																								2		2
	12-13 Total	36	44	17	68	14	31	37	21	10	96	36	43	55	85	40	50	100	35	63	51	9	50	50	14	104	1159
	11-12 Totals	31	18	25	30	35	14	52	38	57	262	39	25	52	125	27	40	170	10	27	11	21	24	23	20	85	1261
	10-11 Totals	25	20	34	19	34	33	28	7	46	27	30	17	14	100	27	52	54	8	20	5	25	39	30	36	89	819

Table 19-Total Elementary Events

Code	Events	2010/11	2011/12	2012/13
1	Physical Assault	33	186	78
2	Fighting	52	35	49
3	Pushing/Shoving	87	193	114
4	Threats - Level 1	43	52	54
5	Threats - Level 2	22	43	26
6	Threats - Level 3	2	2	1
7	Bomb Threat	N/A	N/A	1
8	Physical Injury	46	51	19
11	Poss. Prohib. Objects	7	5	4
14	Sexual Harassment	10	6	11
15	Harassment	16	10	5
16	Bullying	52	40	64
29	Public Indecency	8	6	7
33	Larceny (Theft)	24	20	26
40	Insubordination	80	148	196
41	Disruptive Behavior	322	444	491
64	Sexual Contact	2	5	2
76	Repeated Offenses	2	N/A	2
77	Harm to Self	N/A	6	3
82	Bullying - Title VI	N/A	N/A	4
93	Bullying - Title IX	1	1	2
	Total	819	1261	1159

Table 20-Secondary School Events

Code	Events	AMS	BMS	CMS	KMS	NMS	RMS	MSAP	MNHS	MSHS	MWHS	HHS	Sum.	YAP	Total
1	Physical Assault			2	3		1	1	3	11	11	5			37
2	Fighting	23	4	30	4	10	9	1	12	19	3	2			117
3	Pushing and Shoving	74	39	82	99	57	22	4	19	21	3	2			422
4	Threats - Level One	12	2	6	6	6			4	8	2	2			48
5	Threats - Level Two	5	1	6	1	7	1		3	4	2	4		2	36
6	Threats - Level Three	1			1					1		2			5
8	Physical Injury		1	2		2			3	18			1		27
9	Guns			1			2		2	1	2				8
10	Other Weapons	1							3		1				5
11	Poss Prohib Objects	1	2			2	1		5	9		1			21
13	Sexual Assault	1											1		2
14	Sexual Harassment	3	9	7	13	9	1	3	10	2	1	1			59
15	Harassment	29	17	8	75	8	12	1	5	3	11	2			171
16	Bullying	8	15	18	8	37	7	1	5	2	2				103
17	Drugs - Poss of		2	1	1				9	24	7	3			47
18	Drugs - Use/Under Infl								5	15		12			32
19	Distribution of Drugs					2			1	1	1				5
20	Distribution of Alcohol										2				2
21	Alcohol - Poss of			1					21	5	2				29
22	Alcohol-Use/Under Infl								6	2	7	1			16
25	Tobacco - Poss of	2							15	22	1	4			44
26	Tobacco - Use of								11	8		18		1	38
29	Public Indecency								2	1					3
33	Larceny (Theft)	9	2	9	7	6	1	1	20	44	18		1		118
34	Arson/False Fire Alarm									1					1
40	Insubordination	51	51	123	54	127	116	10	203	170	85	30	5		1025
41	Disruptive Behavior	280	184	393	232	245	275	10	204	271	127	56	9	5	2291
58	Poss of Medications				1				2			1			4
61	Dist Presc Meds										2	1			3
62	Dist Non-Presc Meds			3			3			1					7
64	Sexual Contact		1	1					2						4
76	Repeated Offenses	2		16	2	18	2		4	28	3	1	1		77
77	Harm to Self									2					2
81	Bullying - Title II		1		4	1									6
82	Bullying - Title VI		2	7					2						11
83	Bullying - Title IX		1	1											2
91	Harassment - Title II		1		4										5
92	Harassment - Title VI		2	4	14	2		1							23
93	Harassment - Title IX		5		2	1		1			1				10
	2012/13 Totals	502	342	721	531	540	453	34	581	694	294	148	18	8	4866
	2011/12 Totals	359	296	578	335	564	385	31	593	760	366	167	15	4	4459
	2010/11 Totals	448	330	592	385	693	337	48	664	921	591	316	0	7	5333

Table 21-Total Secondary Events

Codes	Events	2010/11	2011/12	2012/13
1	Physical Assault	29	23	37
2	Fighting	137	127	117
3	Pushing and Shoving	327	320	422
4	Threats - Level One	56	50	48
5	Threats - Level Two	51	33	36
6	Threats - Level Three	7	14	5
8	Physical Injury	7	12	27
9	Guns	6	3	8
10	Other Weapons	6	1	5
11	Poss Prohib Objects	16	14	21
13	Sexual Assault	1	1	2
14	Sexual Harassment	42	36	59
15	Harassment	144	103	171
16	Bullying	150	102	103
17	Drugs - Poss of	46	54	47
18	Drugs - Use/Under Infl	25	38	32
19	Distribution of Drugs	10	7	5
20	Distribution of Alcohol	2	N/A	2
21	Alcohol - Poss of	17	9	29
22	Alcohol - Use/Under Infl	18	11	16
25	Tobacco - Poss of	94	68	44
26	Tobacco - Use of	57	64	38
29	Public Indecency	13	6	3
33	Larceny (Theft)	123	138	118
34	Arson/False Fire Alarm	3	4	1
40	Insubordination	1491	1051	1025
41	Disruptive Behavior	2343	2083	2291
58	Poss of Medications	24	13	4
61	Dist Presc Meds	13	5	3
62	Dist Non-Presc Meds	3	N/A	7
64	Sexual Contact	6	5	4
76	Repeated Offenses	37	26	77
77	Harm to Self	N/A	N/A	2
81	Bullying - Title II	2	3	6
82	Bullying - Title VI	2	6	11
83	Bullying - Title IX	4	5	2
91	Harassment - Title II	9	1	5
92	Harassment - Title VI	N/A	8	23
93	Harassment - Title IX	11	15	10
	Total	5333	4459	4866

2012/13 Drug and Violence Infraction Summary

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

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

Table 22-Events Associated with Violence against Others

Event	2010/11	2011/12	2012/13
Physical Assault	62	209	115
Fighting	189	162	166
Threat Level 1	99	102	102
Threat Level 2	73	76	62
Threat Level 3	9	16	6
Bomb Threat	0	0	1
Physical Injury	54	63	46
Guns (all type)	6	5	8
Other Weapons	9	2	5
Totals	501	635	511

Events Associated with Drugs and Alcohol

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

Table 23-Events Associated with Drug and Alcohol

	2010/11	2011/12	2012/13
Drugs	81	99	84
Alcohol	37	20	47
Medications	42	18	14
Totals	160	137	145

Table 24-Elementary Resolutions

Event	Resolution	Abb	Ack	Ald	Blk	Bry	Cat	Cod	Cot	Dis	Ezr	HO	Hit	HH	Mon	Mor	Nei	Nor	Rea	Ree	Roc	Roh	San	Upc	Whe	Wil	Total
Physical Assault	ST Sus						2	3	1	1	1		6			1	6	3					1		1		26
	Emerg Excl												1														1
Fighting	ST Sus					1											1		3								5
Pushing and Shoving	ST Sus											2							1		1						4
Threats - Level 1	ST Sus				1						1					1	1	2		1	1						8
Threats - Level 2	ST Sus			1									1					4			1		1			1	9
Threats - Level 3	ST Sus																					1					1
Physical Injury	ST Sus																1			1				1	3	1	7
Poss. Prohibited Object	ST Sus									1					1	1		1									4
Sexual Harassment	ST Sus											2					2										4
Bullying	ST Sus			1	1				1						1									1			5
Public Indecency	ST Sus							1										1									2
Larceny/Theft	ST Sus	1								2																	3
Insubordination	ST Sus		2				1		1			1	1		2				2	2				1		4	17
	Emerg Excl																			2							2
Disruptive Behavior	ST Sus	1	5	2				1		1	1			4	3	1	4	1	2			2	5	4		4	41
	LT Sus																	1									1
Total LT Suspensions		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Total ST Suspensions		2	7	4	2	1	3	5	3	5	3	3	9	5	7	4	15	14	8	2	5	0	8	7	4	10	136
Total Emergency Exclusions		0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	3
Total Resolutions		2	7	4	2	1	3	5	3	5	3	3	9	6	7	4	15	15	10	2	5	0	8	7	4	10	140

Table 25-Secondary Resolutions

Event	Resolution	AMS	BMS	CMS	KMS	NMS	RMS	MSA	MNH	MSH	MWH	Hor	Sum.	YAP	Total
Physical Assault	Expul				2							1	5		8
	LT Sus			1	1			1	3	11	10				27
	ST Sus			1			1								2
Fighting	Expul											1			1
	LT Sus					1			2	3					6
	ST Sus	9	4	18	2	8	8	1	10	16	3	1			80
Pushing and Shoving	LT Sus								1						1
	ST Sus	3	7	11	8	12	3	1	6	4	1	2			58
Threats - Level 1	Emerg. Excl											1			1
	ST Sus	1		2		1			2	2	1	2			11
Threats - Level 2	Expul											1			1
	LT Sus			1		4									5
	ST Sus	3	1	4		3			3	3		4		2	23
Threats - Level 3	Expul				1							1			2

Event	Resolution	AMS	BMS	CMS	KMS	NMS	RMS	MSA	MNH	MSH	MWH	Hor	Sum.	YAP	Total
	LT Sus											1			1
Physical Injury	LT Sus			1					3	2					6
	ST Sus					2				12			1		15
Guns	Expul			1			2		2	1	2				8
Other Weapons	Expul										1				1
	ST Sus								1						1
Poss. Prohibited Object	LT Sus									2					2
	ST Sus		2			1	1		3	4					11
Sexual Assault	Expul	1													1
	ST Sus												1		1
Sexual Harassment	LT Sus	1	2			2		1	1						7
	ST Sus		1	2	2	4	1	2	8	2	1	1			24
Harassment	ST Sus	1	3	2	2	2	1			2	2	2			17
Bullying	ST Sus	1	2	1		7	1	1			1				14
Drugs - Possession	Expul								3	5		1			9
	LT Sus			1	1				4	19	6	1			32
Drugs - Use/Under Influence	Expul									3		6			9
	LT Sus								4	12		5			21
Drugs - Distribution	Expul					2			1		1				4
Alcohol - Distribution	Expul										2				2
Alcohol - Possession	Expul									1					1
	LT Sus			1					5	4	1				11
Alcohol - Use/Under Influence	LT Sus								3	2	5	1			11
Tobacco - Possession	LT Sus								1						1
	ST Sus									4					4
Tobacco - Use of	ST Sus									1		8			9
Public Indecency	ST Sus								1						1
Larceny/Theft	Expul												1		1
	LT Sus							1	5	1	2				9
	ST Sus	1		2	2				7	37	8				57
Arson/False Fire Alarm	Expul									1					1
Insubordination	Emerg. Excl			1											1
	Expul											1			1
	LT Sus	1			1	1			1	2	4				10
	ST Sus	5		7	2	12	7	3	24	24	14	9			107
Disruptive Behavior	Expul							1		1					2
	LT Sus													1	1
	ST Sus	6	3	8	2	12	6	4	14	46	16	12	2	4	135
Poss. Of Medications	ST Sus				1				2						3
Dist. Of Prescribed Meds	Expul										2	1			3
Dist. Of Non-Presc. Meds	ST Sus			1			1								2

Event	Resolution	AMS	BMS	CMS	KMS	NMS	RMS	MSA	MNH	MSH	MWH	Hor	Sum.	YAP	Total
Sexual Contact	ST Sus								2						2
	LT Sus		1	1											2
Repeated Offenses	Expul										1				1
	LT Sus			2							1				3
	ST Sus			8	1	3			3	13	1				29
Harm to Self	Emerg. Excl									1					1
Bullying - Title VI	ST Sus			1					2						3
Harassment - Title VI	ST Sus				7	1		1							9
Harassment - Title IX	ST Sus		1			1		1							3
Total Expulsions		1	0	1	3	2	2	1	6	12	11	16	1	0	56
Total Emergency Exclusions		0	0	1	0	0	0	0	0	1	1	0	0	0	3
Total LT Suspensions		2	3	8	3	8	0	3	33	58	29	8	0	1	156
Total ST Suspensions		30	24	68	29	69	30	14	88	170	48	41	4	6	621
Total Resolutions		33	27	78	35	79	32	18	127	241	89	65	5	7	836

Table 26-Total Elementary Out of School Resolutions

Resolutions	2010/11	2011/12	2012/13
Expulsion	0	0	0
Mandatory Reassignment	0	0	0
Long-Term Suspension	3	2	1
Short-Term Suspension	77	121	136
Emergency Exclusion	0	1	3
Totals	80	124	140

Table 27-Total Middle School Out of School Resolutions

Resolutions	2010/11	2011/12	2012/13
Expulsion	10	8	10
Mandatory Reassignment	0	1	0
Long-Term Suspension	39	55	27
Short-Term Suspension	331	301	264
Emergency Exclusion	1	4	1
Totals	381	370	302

Table 28-Total High School Out of School Resolutions

Resolutions	2010/11	2011/12	2012/13
Expulsion	65	51	46
Mandatory Reassignment	1	0	0
Long-Term Suspension	138	118	129
Short-Term Suspension	510	429	357
Emergency Exclusion	3	3	2
Totals	717	601	534

Table 29-Total District Out of School Disciplinary Resolutions

Resolutions	2010/11	2011/12	2012/13
Expulsion	75	59	56
Mandatory Reassignment	1	1	0
Long-Term Suspension	180	175	157
Short-Term Suspension	918	851	757
Emergency Exclusion	4	8	6
Totals	1178	1094	976

Ombudsman Education Program

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

Table 30-Ombudsman Discipline Enrollment

Resolutions	2010/11	2011/12	2012/13
Long Term Suspension Students who attended Ombudsman	120	106	119
Expelled Students who attended Ombudsman	70	54	60
Special Circumstance Students who attended Ombudsman	7	7	6

Alcohol Breath Testing Device Utilization Report

The use of breath testing devices is sanctioned by Policy 5490 and related Rule 5490.1. The breath testing device is used to measure alcohol levels in students at the high school and middle school levels. Rule 5490.1 provides that the Board of Education be given annual reports of the utilization of the breath testing devices. These numbers do not include the use of the Alco-Wands.

Table 31-Breathalyzer Utilization by School

Summary	AMS	BMS	CMS	KMS	NMS	RMS	MN	MS	MW	HHS	Total
Administered	0	0	2	0	0	0	12	12	14	1	41
Positives	0	0	0	0	0	0	6	2	6	1	15
District Totals by School Year											
	2010/11			2011/12			2012/13				
Administered	58			23			41				
Positives	24			14			15				

Disciplinary Hearings

Table 32-Discipline Hearings

Hearing	2010/11	2011/12	2012/13
Requested	18	12	14
Conducted	14	9	12
Upheld	13	8	10

2012/13 STUDENT HEALTH SERVICES

Table 33-Total Health Related Contacts

Staff	2010/11	2011/12	2012/13
School Nurse	127,845	116,348	95,064
Health Para	169,940	173,279	153,268
Totals	297,785	289,627	248,332

Table 34-Health Care Visits by Students

Complaint Type	Elementary	Middle School	High School
Abrasion	2,884	404	120
Advice/Educate	16	15	61
Allergy Symptoms	269	170	162
Anxiety/Emotional	223	100	461
Asthma	485	159	137
Back Pain	85	191	168
Bandage	7,197	1,869	1,570
Behavior Issue	89	0	7
Bleeding	3,252	874	73
Blister	487	117	44
Blood Pressure Check	28	20	53
Blurred Vision	0	1	3
Body Aches	90	49	127
Burn	79	211	117
Chapped Lips	3,787	572	82
Chest Discomfort	122	90	26
Chills	68	44	58
Clothing Issues	2,044	152	91
Cold Symptoms	13	7	15
Congestion	328	385	319
Contact Problem	104	721	633
Contusion	623	24	8
Cough	1,540	456	266
Diabetic Concern	4,983	2,909	3,365
Diarrhea	241	73	106
Dizzy/Lightheaded	338	490	662
Dr. Note	822	391	129
Dry Skin	1,211	176	130
Ear(s)	1,240	265	107
Eye(s)	3,078	794	310
Fatigue	380	159	356
Feeling Faint/Fainted	37	41	73
Follow Up	534	316	41
Glasses	348	129	24
Hall/Elevator/Early Out Pass	4	19	236
Headache	5,121	4,196	2,577
Health Education	6	3	36
Hearing Aid Issues	13	2	3
Hungry	196	564	100
Hygiene Issues	91	27	25
Ice Pack	7,735	2,735	1,628
Indigestion	46	17	17
Inhaler Use	927	541	9
Injury	1,947	180	133
Insect Bite/Sting	689	106	42

Complaint Type	Elementary	Middle School	High School
Laceration	212	21	10
Lice Check	1,622	29	3
Meds	13,787	4,090	4,016
Menses	108	1,271	1,328
Miscellaneous	4990	2204	1823
Nausea	1,535	902	899
Nosebleed	3,780	1,114	325
Orthodontic Issues	854	2,134	45
Orthopedic Issues	49	730	88
Pain	7,504	3,209	729
Parent Contact	3,395	1,288	934
PE Excuse	148	675	395
Personal	41	357	38
Phone Assistance	918	23	15
Piercing Issues	116	31	80
Pregnancy Issues	1	2	22
Rash	453	97	165
Restroom Use	6,266	338	524
Scratch	729	114	15
Screenings	175	48	276
Seizure	33	10	21
Self-Injury	8	12	6
Shaky	14	10	53
Shortness of Breath	381	50	26
Skin Issues	1,482	334	197
Sore Throat	2,079	1,369	906
Splinter	117	59	40
Stomach Ache	10,693	4093	2308
Substance Evaluation	0	0	47
Sunburn	13	11	4
Temp Check	2,298	369	321
Tick/Tick Removal	5	1	0
Toileting Accident	2,219	22	2
Tooth	4,502	777	99
Tube Feeding Issues	61	0	0
Type Not Recorded	5,913	1,396	764
Vertigo	23	7	0
Vomit	1,171	407	470
Wheezing	70	60	5
Work Related	1	0	0
Totals	131,568	48,429	31,708

Table 35-Number of Students with Special Health Related Issues

Condition	Elementary	Middle School	High School	Total	% Population
Allergies	1771	611	612	6123	26.1%
Asthma	954	565	625	2144	9.1%
Blood Disorders	20	9	9	38	0.16%
Cancer	21	10	3	34	0.15%
Cardiac	85	15	40	140	0.60%
Dermatology	238	39	37	314	1.34%
Endocrine	76	37	48	161	.69%
Gastro Intestinal	208	91	88	387	1.65%
Headache/Migraine	87	91	140	318	1.36%
Hearing	61	28	18	107	.46%
Muscular	26	4	0	30	.13%
Orthopedic	146	46	37	229	.98%

Condition	Elementary	Middle School	High School	Total	% Population
Vision	88	19	25	132	.56%
Other	704	138	81	923	3.95%
Pregnancy	0	0	9	9	.04%
Psychological	558	335	478	1371	5.86%

Student Health Screenings

Table 36-Number of Health Screenings Performed by Nurses

Screens	Number Administered	Resulting Referrals
Audiometer Tests (K, 1, 2, 5, 8)	6924	108
Diabetic Screenings	27,583	0
Vision Screening	11,285	803
Oral Screening	9,547	218
District Totals by School Year		
2010/11 Totals	53,982	1,159
2011/12 Totals	52,774	992
2012/13 Totals	55,339	1,129

2012/13 COUNSELING and STUDENTS AT-RISK

District Counseling Contacts

At the beginning of the 2012-13 school year our school counselors began documenting their individual contacts with students. After the visit, the counselors are asked to document the visit in our student information system using a variety of categories or “contact types”. Over time, we expect this data will help guide our counseling curriculum and response services.

Table 37-Total Counseling Contacts

Total Counseling Contacts	
2012/13	63,546

Table 38- Counseling Contact Types

Top 5 Contact Types/Reasons	Totals
Personal and Social	12,960
Group Participation	8,597
Academic Planning	8,272
Attendance	6,731
Other	6,316

Crisis Team

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

Table 39-Number of Crisis Team Responses

Response Type	2010/11	2011/12	2012/13
Student Death	3	3	5
Staff Death	1	1	1
Other	3	1	2

Crisis Intervention for Students At-Risk

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

Table 40-Suicide Interventions

Level	2010/11	2011/12	2012/13
Elementary	35	48	31
Middle School	45	49	43
High School	65	65	42
Totals	145	162	116

Table 41-Child Abuse and Neglect Reports

Level	2010/11	2011/12	2012/13
Elementary	52	76	92
Middle School	37	30	30
High School	12	17	20
Totals	101	123	142

SCIP Team Activities

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

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

Table 42-SCIP Team Referrals and Interventions

Grade	Referrals			Interventions			Local Agency Referrals		
	M	F	Total	M	F	Total	M	F	Total
9	19	11	30	17	11	28	5	5	10
10	15	16	31	14	13	27	1	4	5
11	36	7	43	29	5	34	14	3	17
12	38	11	49	26	9	35	14	6	20
Totals	108	45	153	86	38	124	34	18	52

Table 43-Student Referral, Intervention, Agency Referral Historical Data

Action Taken	2010/11	2011/12	2012/13
Referrals	192	159	153
Interventions	179	144	124
Local Agency Referrals	80	71	52

2012/13 SECURITY & EMERGENCY MANAGEMENT

Hotline Calls

A 24-hour, seven-day-a-week hotline is maintained for use by Millard students and parents. Students and parents may call to report on any subject. Each call is investigated as warranted. Starting in the 2013-14 school year Millard Public Schools will collaborate with the BoysTown National Hotline for suicide intervention and call services.

Table 44-Number of Safe School Hotline Calls

Topic	2010/11	2011/12	2012/13
Drugs	4	17	9
Alcohol	1	0	2
Gangs	0	1	0
Guns	0	0	1
Bully/Harassment	12	3	6
Threats	0	0	0
Fights	1	0	2
Suicide	9	16	6
Abuse	0	2	0
Safety	6	7	18
Totals	33	46	44

School Resource Officers

The Millard Public Schools deploys seven school resource officers and one drug detection dog. Five of the officers are employed through the Omaha Police Department and two officers are employed by Douglas County Sheriff's Office. The schools that house resource officers are listed in the chart below. The resource officers are required to provide monthly duty reports which are also summarized in the chart below.

Table 45-School Resource Officer Report

Action Taken	AMS	CMS	NMS	MNHS	MSHS	MWHS	HHS
Incident Reports	5	198	568	241	79	3	13
Arrest Felony			1				3
Arrest Misdemeanor		4	2	15	38	6	2
Traffic Citations						27	2
Property Recovered				2	29	7	1
Assist Patrol/Detectives	9	15	3	40	47	13	5
Classroom Instruction: # of Hours	7	22	15	44	12	31	6
Classroom Instruction: # of Students	136	443	425	937	170	703	35
Classroom Instruction: # of Classes Taught	7	22	13	44	8	26	4
Student Conferences (Called In)	132	467	116	139	378	78	46
Student Conferences (Voluntary)	544	180	73	130	233	25	41
Parent Conferences (Voluntary)	39	36	14	59	136	39	16
Parent Conferences (Called In)	24	34	40	37	107	25	11
Other Agency Assist	3	10	65	10	20	6	8
Trespass Incidents				2	3		
Meetings, In-Services, etc.	6	177	46	65	180	13	11
Security/Staff/Faculty Assistance	921	973	648	146	434	88	
Notification (Failure to Appear)				1			
Captured Events (CCTV)		3			26	3	
F.O./F.I. Cards		3		13	33		
G.R.E.A.T. Instruction Number of Classes Taught							
I-SAFE (Middle Schools Only)							

Action Taken	AMS	CMS	NMS	MNHS	MSHS	MWHS	HHS
Threat Assessments		1				1	1
Limited English Proficiency (LEP) Contacts					2		
Juvenile Court Referrals						7	
Outright Release With No Further Action (DSC only)							
K-9 Deployments (DSC only)						4	2
Status Offense (non-criminal behavior) (DSC only)							56
Total District "Dolly" Drug Dog Searches = 70							

2012/13 SCHOLARSHIP REPORT

On an annual basis, the High School Counseling Department Heads collect and evaluate student scholarship data. The chart below is a summary of their findings.

Table 46-Summary of Scholarship Report

Graduates	Class of 2011	Class of 2012	Class of 2013
North	580	599	594
South	502	471	462
West	518	515	530
Totals	1600	1585	1586
Graduates Awarded Scholarships			
North	194	231	235
South	153	134	153
West	194	196	226
Totals	541	561	614
Number of Students Accepting Scholarships			
North	165	190	183
South	129	122	145
West	175	185	173
Totals	469	497	501
Number of Scholarships Accepted			
North	369	398	369
South	265	293	276
West	384	263	333
Totals	1018	954	978
Approx. Value of Millard Scholarships Accepted			
North	\$7,232,174	\$6,841,477	\$6,418,101
South	\$3,397,590	\$3,647,927	\$4,116,727
West	\$4,584,361	\$3,625,375	\$5,786,619
Totals	\$15,214,125	\$14,114,779	\$16,321,447
Athletic Scholarship Awarded			
North	47	31	26
South	30	28	46
West	31	26	39
Totals	108	85	111

APPENDIX A

Discipline Event Codes

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

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

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

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

Arson of False Alarm

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

Bomb Threat

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

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

Bullying

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

Cheating or Plagiarism

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

Computers

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

Damage to Property

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

Dishonesty

Dishonesty that interferes with the educational process.

Disparaging Language/Symbolism

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

Disruptive Behavior

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

Distribution of Alcohol

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

Distribution of Drugs

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

Distribution of Non-Prescribed Medications

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

Distribution of Prescribed Medications

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

Drugs-Possession Of

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

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

Drug-Use of or Under the Influence

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

Exposure to Bodily Fluids

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

Extortion

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

False Alarm or Report

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

False Complaints

False Accusations or complaints against another student or staff member.

Fighting

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

Gambling

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

Guns

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

Harassment

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

Hazing

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

Insubordination

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

Larceny (Theft)

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

Noncompliance with Code Yellow or Code Red

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

Nuisance Item

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

Other Weapons

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

Physical Assault

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

Physical Injury

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

Possession of Certain Prohibited Objects

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

Possession of Fireworks

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

Possession of Look-a-Like Weapon

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

Possession of Medications

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

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

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

Profanity and Obscenity

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

Public Indecency

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

Pushing and Shoving

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

Physical contact that involves non-injurious behavior

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

Receiving Non-Prescribed Medications

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

Repeated Offenses or Series of Prohibited Conduct

Two (2) or more violations of prohibited conduct, or violation of two (2) or more of the acts prohibited herein within the academic school year which constitutes a substantial interference with school purposes.

Neb. Rev. Stat. §79-267(11).

Secret Organizations/Gangs

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

Sexual Assault or Attempted Sexual Assault

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

Sexual Contact

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

Sexual Harassment

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

Student Identification

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

Theft/Larceny

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

Threatening with an Object

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

Threats-Level One

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

Threats-Level Two

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

Threats-Level Three

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

Tobacco-Possession of or use of

Possession or use of tobacco or tobacco products.

Transportation of Medications

The possession, use, and transportation of prescribed and non-prescribed medications shall be in accordance with the following rules.

Truancy

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

Unlawful Activity

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

Use of Fireworks

Use of lighting of firecrackers or fireworks of any description.