

NOTICE OF MEETING.

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, August 4, 2014** 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

8-1-14

**THE DAILY RECORD
OF OMAHA**

**LYNDA K. HENNINGSEN, Publisher
PROOF OF PUBLICATION**

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

} ss.


J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on
August 1, 2014

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
ELLEN FREEMAN
My Comm. Exp. Dec. 11, 2017

Publisher's Fee \$ 14.90
Additional Copies \$ _____
Total \$ 14.90


Subscribed in my presence and sworn to before
me this 1st day of
August 2014


Notary Public in and for Douglas County,
State of Nebraska

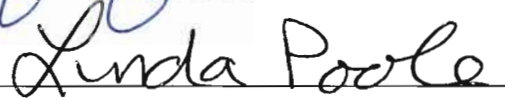
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

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 August 4, 2014, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

Dated this 4th day of August, 2014



Patrick Ricketts – President



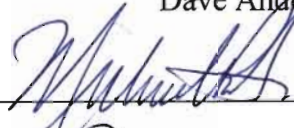
Linda Poole – Vice President



Mike Kennedy – Secretary



Dave Anderson – Treasurer



Mike Pate



Paul Meyer

BOARD OF EDUCATION SIGN IN

August 4, 2014

NAME:

REPRESENTING:

Paul Schulte

MEA



BOARD OF EDUCATION
MEETING



August 4, 2014

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
August 4, 2014

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, July 7, 2014
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

G. Unfinished Business

H. New Business

1. Approval of Rule 2100.10 – Administrator Job Description – Director of Special Education
2. Approval of Rule 2100.14 – Administrator Job Description – Director of Student Services
3. Approval of Rule 2100.17 – Administrator Job Description - Executive Director of Technology
4. First Reading of Policy 5710 – Student Services – Access to Student Records
5. First Reading of Policy 5720 – Student Services – Records Retention and Disposition
6. Approval of Rule 6320.1 – Curriculum, Instruction, and Assessment – Students: Requirements for Senior High School Graduation
7. Approval of Superintendent's Attendance Plan
8. Approval of 2014-15 Negotiated Agreement for Custodian, Grounds, and Maintenance Employees
9. Approval of Personnel Actions: Resignations, Recommendation to Hire, Contract Amendment, Leave of Absence
10. Executive Session: Personnel

I. Reports

1. Annual Staff Development Report
2. Option Enrollment and Learning Community Open Enrollment History Report
3. Technology Report
4. PK-12 Social Studies Phase II and Phase III Update
5. Construction Report (Sampson)
6. Construction Report (Rockwell)

J. Future Agenda Items/Board Calendar

1. Custodial Appreciation Lunch from 11:30 to 1:00 p.m. at the Don Stroh Administration Center
2. Cody Elementary's 50th Birthday Celebration on Thursday, August 7, 2014 from 5-6:30 p.m. at 3320 S. 127 St.
3. First Day Back to School for Students is Monday, August 11, 2014

Board Meeting Agenda
 August 4, 2014
 Page 2

4. Committee of the Whole Meeting on Monday, August 11, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 5. Board of Education Meeting on Monday, August 18, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 6. Board of Education Meeting on Tuesday, September 2, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 7. Committee of the Whole Meeting on Monday, September 8, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 8. Board of Education Meeting on Monday, September 15, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 9. Board of Education Meeting on Monday, October 6, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 10. Strategic Planning on Thursday, October 16 and Friday, October 17, 2014 at the Ron Witt Support Services Center
 11. Board of Education Meeting on Monday, October 20, 2014 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.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
August 4, 2014

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 from July 7, 2014 (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

H.1. Motion by _____, seconded by _____, to approve Rule 2100.10 – Administrator Job Description – Director of Special Education. (See enclosure.)

H.2. Motion by _____, seconded by _____, to approve Rule 2100.14 – Administrator Job Description – Director of Student Services. (See enclosure.)

H.3. Motion by _____, seconded by _____, to approve Rule 2100.17 – Administrator Job Description – Executive Director of Technology. (See enclosure.)

H.4. First Reading of Policy 5710 – Student Services – Access to Student Records

H.5. First Reading of Policy 5720 – Student Services – Records Retention and Disposition

H.6. Motion by _____, seconded by _____, to approve Rule 6320.1 – Curriculum, Instruction, and Assessment – Students: Requirements for Senior High School Graduation (See enclosure.)

H.7. Motion by _____, seconded by _____, to approve the Superintendent's Attendance Plan (See enclosure.)

H.8. Motion by _____, seconded by _____, to approve the 2014-15 Negotiated Agreement for Custodian, Grounds, and Maintenance Employees (See enclosure.)

H.9. Motion by _____, seconded by _____, to approve Personnel Actions: Resignations, Recommended to Hire, Contract Amendment and Leave of Absence (See enclosure)

H.10. Executive Session: Personnel

Board Meeting Agenda
August 4, 2014
Page 2

I. Reports

1. Annual Staff Development Report
2. Option Enrollment and Learning Community Open Enrollment History Report
3. Technology Report
4. PK-12 Social Studies Phase II and Phase III Update
5. Construction Report (Sampson)
6. Construction Report (Rockwell)

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- K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.

L. Adjournment

All items indicated by an asterisk (*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 17

A meeting 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, July 7, 2014, 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 Thursday, July 3, 2014; 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.

Roll call was taken: Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy and Mr. Meyer were present.

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.

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 Mike Kennedy, seconded by Linda Poole, to approve the Board of Education Minutes from June 2, 2014, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson and Mr. Ricketts. Voting against were: None. Motion carried.

Superintendent's Comments:

1. This is Dr. Sutfin's first meeting as Superintendent and he feels honored to be serving the District in this capacity. He looks forward to continuing the excellence that has been established well before his time in Millard.
2. This is the only Board meeting in July.
3. Summer school graduation will be July 11 and Dr. Sutfin will be there to hand out diplomas. Graduation will be held at Millard West High School.
4. Summer school is in full swing at the high schools, middle schools and elementary. There are more than 2000 students participating in summer school. The ELC summer school started today at Sandoz and Holling Heights. This is the Learning Community summer school program.
5. The Learning Community Superintendent's visited with the Legislative Education Committee a couple of months ago. It was determined that they would evaluate the Learning Community and provide information back to the Education Committee. Dr. Sutfin said he will need direction from the Board members. There is a meeting later this week with the Superintendent's to determine what those evaluations will look like.
6. We have moved to Google email. A thank you to Kent Kingston and the technology division the high quality roll-out of this technology.
7. The Social Studies adoption is in full swing. This was one of the largest items in our budget this year. We have teachers working this summer to start building the lesson plans. Many teachers have volunteered to come and pick up their materials early so they will be ready to start teaching it as soon as school starts.
8. New Administrator induction will have its' second day tomorrow. Each of the new administrators are working on their transition plans in to their new roles.
9. Dr. Sutfin wanted to recognize Bob Snowden and Ed Rockwell for the work their departments have been doing to carry out the bond issue projects. He is pleased with the work that has been going on and thanks all the dedicated staff members. The custodians have been working hard to get the buildings ready for the start of school.
10. There will be a public hearing on the budget on August 18th. The meeting will be at 5:00 p.m.

Board Comments:

Paul Meyer:

- Paul received an email about 10 days ago concerning AP History. David Coleman who was the architect of Common Core Standards, is now the president of the College Board where he has publicly stated that College

Board products will now be aligned with the Common Core standards. The College Board produces the advanced placement tests. Mr. Meyer said that the Standards of Common Core exclude many notables in history and thinks that we need to take a strong look at this.

Mike Kennedy:

- Mike noted that this is Angelo Passarelli's last meeting and wanted to thank him for his many years of service. Mr. Kennedy wished Angelo the best in his new role at the Foundation.
- At the individual meetings with Mr. Sutfin, the Board members were asked to come up with ideas that Millard can do to help the schools. Mr. Kennedy stated that we need to tackle the rising use of drugs. He said, as a Board and as a community, this issue needs to be addressed.

Linda Poole:

- Linda also wished Angelo well and thanked him for all he has done for the Millard community and knows he will continue to work on our behalf at the Foundation.
- Mrs. Poole thanked Dr. Sutfin for meeting one on one with each of the Board members.
- She attended the Board retreat at DSAC today and felt it went very well. Linda enjoyed spending time with the other Board members and also meeting the new members of the Executive Board.
- Last weekend, Mrs. Poole was in Orlando for the executive meeting for NFUSSD. They discussed the conference that will be held this October in North Kansas City. She requests that you let Dr. Sutfin know if you are interested in attending.
- Mrs. Poole also stated that she will not be able to attend the summer school graduation on Friday of this week.
- Linda is Millard's representative for NASB. A meeting is scheduled for July 19th in Kearney, NE and she will not be able to attend. She asked the other Board members if any of them could fill in for her as Millard's representative.

Dave Anderson:

- Dave congratulated Dr. Sutfin on his first meeting.
- He also congratulated Angelo and thanked him for all he has done. Millard will miss Angelo, but Dave said we are happy he will be involved with the Foundation.
- Mr. Anderson congratulated the Executive staff and thanked Kim Saum-Mills for putting together a great retreat.
- Mr. Anderson welcomed Curtis Case, Heather Phipps and Mitch Mollring as new Directors attending the Board meetings.
- Nebraska will be hosting the Western region NASB conference here in Omaha this year on September 11th. Mr. Anderson and Dr. Lutz put NASB in touch with Gallup and Gallup has agreed to host half of a day of that conference.

Mike Pate:

- Mike stated that the Learning Community was planning on having a retreat in June in place of their meeting and would not be counted as an open meeting. However, there was some opposition to this idea and the retreat was opened to the public. Common levy was talked about and how it applies to the Learning Community.
- There will be a Learning Community meeting again on July 17th. One of the items on the agenda is the funding for the North Omaha Early Childhood Center.
- Mr. Pate wished Angelo good luck and looks forward to working with him on the Foundation Board. He thanked Angelo for everything he has done for the school district.
- Mr. Pate also told Dr. Sutfin that he looks forward to working him.
- Mike stated that he will not be in attendance at the August 11th and August 18th meetings.

Pat Ricketts:

- Pat told Dr. Sutfin that he enjoyed the one on one meeting and thanked him for putting together the Board retreat. Pat stated that this was a dynamic group of individuals and it was good to learn more about them and their strengths.

- Mr. Ricketts welcomed the new faces to the Board meetings and also said good bye to Angelo along with thanks for all he has done for the district.

New Business:

Motion by Linda Poole and seconded by Mike Kennedy to approve Rule 6315.1 – Curriculum, Instruction, and Assessment – Millard Education Program – Use of Assessment Data. Mr. Meyer had questions concerning what “nearly attained scores” were. Mark Feldhausen explained what this statement means. Further questions were asked by more of the Board members and answered by Dr. Feldhausen. Voting in favor the above motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve the Secondary Partnerships Memorandum of Understanding Metropolitan Community College and Millard Public Schools, 2014-2015. Career Academy was discussed at length. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

Motion by Mike Pate and seconded by Linda Poole to approve the Organizational Charts. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Mike Kennedy to approve 2014-2015 High School Calendars. Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to appoint Jim Sutfin, Superintendent, as authorized, No Child Left Behind Representative. Voting in favor of said motion was: Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy and Mr. Meyer. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole to appoint Jim Sutfin, Superintendent, as authorized, Educational Service Unit #3 Representative. Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motion carried.

Motion by Mike Pate and seconded by Linda Poole to approve Administrator for Hire – Brent Snow, Assistant Principal at Central Middle School. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Meyer, and Mr. Pate. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve Personnel Actions: New Hires: Sandro R. DeAngelis, Jamie D. Brown, Taylor L. Canfield, Michelle M. Cox, Taryn A. Eddy, Patricia M. Edwards, Mikhala L. Fehringer, Vikki L. Green, Samuel J. Fischer, Stephanie D. Heater, Joseph B. Hurley, Rebecca L. Johnson, Kelsey A. Kummer, Colleen A. Lacroix, Marianne T. Laski, Kathy A. Lentz, Cheri J. Maly, Alexa J. Mazur, Sandra M. McAlexander, Kailey S. McCoy, Jessica A. Osborn, Sarah A. Owen, Katrina E. Partusch, Kelsey L. Peterson, Megan N. Siebe, Laura J. Snyder, Kristan J. Strosnider, Kacy L. Sullivan, Travis J. Worm; Resignations: Sarah B. Asher, Tyler Cerveney, Marie H. Abbott, Amy c. Barla, Brooke J. Boyd, Deanna Castro; Amended Contracts: Rachelle A. Pechacek, Lori A. Haller, Pia M. DeVries, Amanda M. Phillips; Leave of Absence: Sherri Hollenbeck. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against was: None. Motion carried.

Mr. Ricketts requested that the Executive Session for Negotiations be delayed to the end of the meeting.

Reports:

Educational Services Year End Report – 2013-2014. Dr. Feldhausen and Nancy Johnston were available to address the Boards questions. After much discussion, Board members thanked Dr. Feldhausen and his Department for a very informative report.

Activity and Athletic Academic Achievement Report - Pat Ricketts stated that he wanted to add on the context to this report. He said there is a Board member that would like to see the GPA move to 2.0. In talking with Administration, the earliest the report could be done was July. Mr. Ricketts turned the report over to Nolan Beyer who explained the content of the report. Mr. Meyer stated that his intent was to have a vote on the GPA request, by the Board. Mr. Meyer said he was disappointed in the report. After many questions and much discussion, Mr. Ricketts suggested that they move to the next report.

Bond Construction Report – Dave Cavlovic was present to address the Board's questions.

Future Agenda Items/Board Calendar:

1. First Day Back to School for Students is Monday, August 11, 2014
2. Committee of the Whole Meeting on Monday, August 11, 2014 at 6:00 p.m. at the Don Stroh Administration Center
3. Board of Education Meeting on August 18, 2014 at 6:00 p.m. at the Don Stroh Administration Center
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At 7:43 p.m. Pat Ricketts said the Board will go into Executive Session. Motion was made by Linda Poole and seconded by Mike Kennedy to go into Executive Session. Voting in favor of said motion was: Mike Pate, Dave Anderson, Pat Ricketts, Linda Poole, Mike Kennedy and Paul Meyer.

Pat Ricketts announced the Board would go into Executive Session at 7:43 p.m.

A motion was made by Mike Kennedy and seconded by Dave Anderson to come out of Executive Session at 8:25 p.m. Voting in favor was Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motions carried.



Secretary, Mike Kennedy

Millard Public Schools
August 4, 2014

Millard Public Schools
Check Register
Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	414920	07/03/2014	011651	AMERICAN EXPRESS	\$335.06
	414921	07/03/2014	137395	CPI QUALIFIED PLAN CONSULTANTS INC	\$1,565.00
	414922	07/03/2014	140364	IMMERSIVE ENGINEERING INC	\$150.00
	414923	07/03/2014	065438	MILLARD NORTH HIGH SCHOOL	\$56,860.00
	414924	07/03/2014	065440	MILLARD SOUTH HIGH SCHOOL	\$64,400.00
	414925	07/03/2014	065443	MILLARD WEST HIGH SCHOOL	\$57,100.00
	414926	07/03/2014	100013	OFFICE DEPOT 84133510	\$24.22
	414927	07/03/2014	098765	SECURITY BENEFIT LIFE INS CO	\$6,432.50
	414928	07/03/2014	098765	SECURITY BENEFIT LIFE INS CO	\$436.50
	414929	07/03/2014	140365	CJUF II DESTINATION HOTELS LLC	\$601.12
	414930	07/03/2014	140365	CJUF II DESTINATION HOTELS LLC	\$801.50
	414956	07/10/2014	140377	ANDY CROZIER	\$1,533.66
	414957	07/10/2014	140375	ANN FELDMANN	\$500.00
	414959	07/10/2014	138754	RENAISSANCE HOTEL MANAGEMENT CO LLC	\$1,518.00
	414961	07/11/2014	134526	MECA	\$3,370.00
	414964	07/21/2014	135131	NANCY ANDERSON	\$11.14
	414965	07/21/2014	136956	RAYMOND J SAVARD	\$3,000.00
	414971	07/21/2014	134884	JULIE BERGSTROM	\$916.32
	414972	07/21/2014	018705	HAIAR & HAIAR INC	\$0.00
	414974	07/21/2014	019111	BISHOP BUSINESS EQUIPMENT	\$27,190.09
	414977	07/21/2014	107595	STEPHANIE BURDIC	\$1,355.43
	414980	07/21/2014	140370	BRAXTON CARR	\$701.00
	414982	07/21/2014	135082	OCCUPATIONAL HEALTHCTRS OF NE PC	\$352.50
	414984	07/21/2014	108436	COX COMMUNICATIONS INC	\$146.52
	414985	07/21/2014	139034	CRAIG RESOURCES INC	\$13,577.75
	414988	07/21/2014	106893	WICHITA WATER CONDITIONING INC	\$38.08
	414990	07/21/2014	106713	ANDREW DEFREECE	\$294.84
	414991	07/21/2014	137024	DEVELOPMENTAL SERVICES OF NE INC	\$1,902.85
	414992	07/21/2014	136179	DIGITAL EXPRESS INC	\$137.76
	414995	07/21/2014	139285	MEGHAN DOVALI	\$260.90
	414998	07/21/2014	131817	KRISTINE FLEMING	\$17.39
	415001	07/21/2014	133376	LINDA GJERE	\$46.35
	415004	07/21/2014	139949	GRAPHIC TECHNOLOGIES INC	\$5,508.70
	415007	07/21/2014	135930	KATHLEEN GUINAN	\$16.60
	415010	07/21/2014	047853	HAPPY CAB COMPANY INC	\$12,936.40
	415011	07/21/2014	135040	HARVEY OAKS ELEMENTARY	\$53.55
	415012	07/21/2014	132480	CHARLES HAYES	\$222.40

Millard Public Schools
Check Register
Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415016	07/21/2014	133397	HY-VEE INC	\$3,840.69
	415017	07/21/2014	133397	HY-VEE INC	\$200.51
	415018	07/21/2014	132878	HY-VEE INC	\$111.26
	415019	07/21/2014	132581	IDENTISYS INC	\$478.00
	415020	07/21/2014	132617	THERESA JENSEN	\$26.96
	415024	07/21/2014	131006	CONNIE KOZAK	\$150.50
	415026	07/21/2014	140015	MALINDA KROLL	\$136.72
	415027	07/21/2014	133997	JOHN KUHR	\$7.50
	415031	07/21/2014	108450	JACEN LEFHOLTZ	\$313.00
	415032	07/21/2014	060023	NEBRASKA SPORTS INDUSTRIES INC.	\$5,239.29
	415035	07/21/2014	138341	MAXIM HEALTHCARE SERVICES INC	\$5,074.50
	415037	07/21/2014	139283	MICHAEL MCCAULEY	\$68.34
	415038	07/21/2014	140346	MEGAN MCENANEY	\$22.05
	415041	07/21/2014	065438	MILLARD NORTH HIGH SCHOOL	\$25,671.72
	415042	07/21/2014	065410	MILLARD PUB SCHLS ADMIN ACTIVITY FD	\$255.50
	415043	07/21/2014	065440	MILLARD SOUTH HIGH SCHOOL	\$15,319.83
	415044	07/21/2014	065443	MILLARD WEST HIGH SCHOOL	\$15,911.83
	415045	07/21/2014	133962	LINDA MOHLMAN	\$15.81
	415046	07/21/2014	135042	MONTCLAIR ELEMENTARY	\$236.50
	415052	07/21/2014	136850	NAVIANCE INC	\$34,819.17
	415053	07/21/2014	132836	NE ST INTERSCHL ATHLETIC ADMIN ASSN	\$205.00
	415054	07/21/2014	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$4,075.00
	415060	07/21/2014	131646	TYLER PEARSON	\$350.94
	415061	07/21/2014	130721	MARY PILLE	\$80.64
	415062	07/21/2014	102241	PYRAMID SCHOOL PRODUCTS	\$49,267.30
	415064	07/21/2014	133770	DIANE REINERS	\$163.86
	415067	07/21/2014	139359	DISTRIBUTED WEBSITE CORPORATION	\$499.00
	415069	07/21/2014	133572	EASTERN AMBULANCE SERVICE INC	\$2,584.00
	415070	07/21/2014	081725	KIMBERLEY SAUM-MILLS	\$104.00
	415072	07/21/2014	137913	BRENDA SCHMIDT	\$163.29
	415074	07/21/2014	140378	SECTORNOW LLC	\$3,443.25
	415075	07/21/2014	098765	SECURITY BENEFIT LIFE INS CO	\$9,200.00
	415076	07/21/2014	098765	SECURITY BENEFIT LIFE INS CO	\$9,200.00
	415078	07/21/2014	131887	SIEMENS INDUSTRY INC.	\$3,050.00
	415089	07/21/2014	084959	JAMES V SUTFIN	\$13.00
	415090	07/21/2014	099302	SYSCO LINCOLN INC	\$30.72
	415092	07/21/2014	136827	THOMSON REUTERS-WEST	\$353.04
	415095	07/21/2014	090242	UNITED PARCEL SERVICE	\$357.05

Millard Public Schools
Check Register
Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415096	07/21/2014	139365	BARBARA VANDERBEEK	\$129.75
	415098	07/21/2014	139772	AMANDA VINT	\$196.17
	415100	07/21/2014	093008	BARBARA WALLER	\$272.58
	415103	07/21/2014	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$14,007.28
	415104	07/21/2014	140381	JENNIFER WILSON	\$318.60
	415105	07/21/2014	135587	JOHN WILSON	\$42.18
	415106	07/21/2014	096200	YOUNG & WHITE	\$16,856.48
	415107	07/17/2014	140391	ALLY FINANCIAL INC	\$394.00
	415108	07/17/2014	069689	AMSAN LLC	\$87,158.95
	415109	07/17/2014	099646	BARNES AND NOBLE BOOKSTORE	\$303.55
	415110	07/17/2014	108436	COX COMMUNICATIONS INC	\$36,776.05
	415111	07/17/2014	140388	BETH ANN DEDIC	\$400.00
	415112	07/17/2014	140387	EMILY A DONOVAN	\$400.00
	415113	07/17/2014	052370	ECHO ELECTRIC SUPPLY CO	\$2,323.21
	415114	07/17/2014	140390	SARAH EDWARDS	\$600.00
	415115	07/17/2014	043760	GALLUP ORGANIZATION	\$459.54
	415116	07/17/2014	107732	BRIAN L NELSON	\$56.25
	415117	07/17/2014	140383	SENTRY INSURANCE, A MUTUAL COMPANY	\$250,438.00
	415119	07/17/2014	068801	STATE OF NEBRASKA	\$20,684.69
	415120	07/17/2014	140389	ANDREA TIMM	\$513.88
	415121	07/17/2014	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$761.20
	415136	07/23/2014	134127	US POSTMASTER	\$0.00
	415137	07/23/2014	134127	US POSTMASTER	\$20,000.00
	415139	07/24/2014	100013	OFFICE DEPOT 84133510	\$532.83
	415140	07/24/2014	098765	SECURITY BENEFIT LIFE INS CO	\$240,162.70
	415142	08/04/2014	133402	KAREN ADAMS	\$19.94
	415143	08/04/2014	108351	AIRGAS INC	\$225.72
	415144	08/04/2014	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$235.00
	415145	08/04/2014	010884	FRANCE ALBANESI	\$280.50
	415146	08/04/2014	107060	ALL FLAGS ETC	\$244.77
	415147	08/04/2014	011051	ALL MAKES OFFICE EQUIPMENT	\$1,027.59
	415149	08/04/2014	107651	AMAZON.COM INC	\$4,714.45
	415150	08/04/2014	138750	AMERICAN 3B SCIENTIFIC LP	\$134.90
	415151	08/04/2014	097090	AMERICAN BOILER COMPANY	\$240.80
	415154	08/04/2014	140298	AMPLIFY EDUCATION INC	\$1,182.60
	415155	08/04/2014	069689	AMSAN LLC	\$143.17
	415157	08/04/2014	012080	APPLE COMPUTER INC	\$50,872.00

Millard Public Schools
Check Register
Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415159	08/04/2014	102729	ARID RESOURCES INC	\$2,500.00
	415160	08/04/2014	013496	ASCD	\$74.85
	415161	08/04/2014	010053	ATD AMERICAN CO	\$185.46
	415162	08/04/2014	100014	ATLAS PEN & PENCIL CORPORATION	\$146.22
	415163	08/04/2014	102727	B & H PHOTO	\$49.06
	415164	08/04/2014	135991	BAKER DISTRIBUTING CO LLC	\$19,313.28
	415166	08/04/2014	099646	BARNES AND NOBLE BOOKSTORE	\$1,711.57
	415167	08/04/2014	136333	HEATHER BARRY	\$54.88
	415169	08/04/2014	139783	LYNNE H BECKER	\$2,167.50
	415170	08/04/2014	107540	BRIAN BEGLEY	\$314.16
	415171	08/04/2014	134884	JULIE BERGSTROM	\$154.65
	415172	08/04/2014	134945	NOLAN BEYER	\$465.00
	415173	08/04/2014	019111	BISHOP BUSINESS EQUIPMENT	\$88.80
	415174	08/04/2014	132769	BLAINE WINDOW HARDWARE INC	\$54.45
	415175	08/04/2014	099220	DICK BLICK CO	\$4,366.26
	415176	08/04/2014	139665	BOLD OFFICE SOLUTIONS LLC	\$289.68
	415178	08/04/2014	135539	SHEILA BOLMEIER	\$668.10
	415179	08/04/2014	019559	BOUND TO STAY BOUND BOOKS INC	\$3,272.32
	415182	08/04/2014	100573	BROWN & SAENGER	\$31,768.50
	415184	08/04/2014	134350	CAMBIUM LEARNING INC	\$6,006.00
	415185	08/04/2014	102880	COUGHLAN COMPANIES INC	\$21,143.75
	415186	08/04/2014	023925	CARLEX INC	\$98.70
	415188	08/04/2014	133970	CCS PRESENTATION SYSTEMS	\$4,448.48
	415189	08/04/2014	133589	CDW GOVERNMENT, INC.	\$5,278.65
	415190	08/04/2014	051572	CENGAGE LEARNING	\$18,967.95
	415191	08/04/2014	138613	CENTRAL SALES INC	\$119.16
	415192	08/04/2014	134043	MALCOLM CHAI	\$398.72
	415193	08/04/2014	132271	ERIK CHAUSSEE	\$19.60
	415194	08/04/2014	106836	KEVIN J CHICK	\$378.44
	415195	08/04/2014	106851	CHILDREN'S HOME HEALTHCARE	\$22,261.50
	415196	08/04/2014	097900	GUIDANCE GROUP INC	\$153.95
	415197	08/04/2014	025197	CITY OF OMAHA	\$117,746.54
	415198	08/04/2014	025235	DALE CLAUSEN	\$55.44
	415199	08/04/2014	107482	COLLEGE BOARD/NYO	\$1,075.00
	415200	08/04/2014	106902	COMMUNICATION SERVICES INC.	\$280.95
	415202	08/04/2014	025690	COMPUTER INFORMATION CONCEPTS	\$1,978.51
	415203	08/04/2014	136701	COMPUTYPE INC	\$626.87

Millard Public Schools
Check Register
Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415206	08/04/2014	026057	CONTROL MASTERS INC	\$21,135.53
	415208	08/04/2014	137395	CPI QUALIFIED PLAN CONSULTANTS INC	\$777.50
	415210	08/04/2014	026970	CRESCENT ELECTRIC SUPPLY CO	\$11.35
	415212	08/04/2014	106893	WICHITA WATER CONDITIONING INC	\$31.85
	415213	08/04/2014	027300	CUMMINS CENTRAL POWER LLC	\$1,334.54
	415214	08/04/2014	027345	CURRICULUM ASSOCIATES INC	\$900.00
	415215	08/04/2014	100577	CURTIS 1000 INC	\$449.86
	415216	08/04/2014	130731	D & D COMMUNICATIONS	\$1,234.55
	415217	08/04/2014	032050	D B NEBRASKA SERVICE CO.	\$750.00
	415219	08/04/2014	131483	JANET DAHLGAARD	\$13.38
	415220	08/04/2014	134751	ANGELA DAIGLE	\$77.11
	415221	08/04/2014	131003	DAILY RECORD	\$14.30
	415222	08/04/2014	138477	MIDWEST HARDWOODS	\$294.84
	415224	08/04/2014	099249	DELTA EDUCATION LLC	\$2,769.00
	415225	08/04/2014	032800	DEMCO INC	\$2,487.30
	415226	08/04/2014	032872	DENNIS SUPPLY COMPANY	\$2,343.75
	415227	08/04/2014	137331	BASTIAN DERICHs	\$25.03
	415232	08/04/2014	033473	DIETZE MUSIC HOUSE INC	\$70,615.83
	415233	08/04/2014	132669	DIGITAL DOT SYSTEMS INC	\$230.00
	415234	08/04/2014	136179	DIGITAL EXPRESS INC	\$910.06
	415235	08/04/2014	101561	DISCOVER WRITING COMPANY	\$390.00
	415236	08/04/2014	135933	DKAH SERVICES CORP	\$35.00
	415240	08/04/2014	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$411,940.14
	415241	08/04/2014	099556	DRAMATISTS PLAY SERVICE INC	\$228.98
	415242	08/04/2014	094249	DURHAM MUSEUM	\$1,500.00
	415244	08/04/2014	131740	EAGLE SOFTWARE INC,	\$28,628.21
	415245	08/04/2014	052370	ECHO ELECTRIC SUPPLY CO	\$2,215.50
	415246	08/04/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$140.00
	415247	08/04/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$13,548.26
	415248	08/04/2014	107980	EHLY'S INTERIORS	\$5,800.00
	415249	08/04/2014	038100	ELECTRICAL ENGINEERING & EQPT CO	\$714.03
	415250	08/04/2014	038140	ELECTRONIC SOUND INC.	\$357.00
	415252	08/04/2014	132066	ENGINEERED CONTROLS INC	\$163.50
	415253	08/04/2014	135656	NEBRASKA ESU COOP PURCHASING	\$67,450.00
	415254	08/04/2014	139198	ETC MONTESSORI LLC	\$4,417.38
	415256	08/04/2014	131927	RLB ENTERPRISE LLC	\$124.00
	415257	08/04/2014	132600	FATHER FLANAGAN'S BOYS HOME	\$50.00

Millard Public Schools
Check Register
Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415259	08/04/2014	040450	FEDERAL EXPRESS	\$93.66
	415260	08/04/2014	056724	FEDEX OFFICE AND PRINT SERVICES INC	\$72.00
	415261	08/04/2014	040470	MARK FELDHAUSEN	\$476.25
	415262	08/04/2014	040537	FERGUSON ENTERPRISES INC	\$1,411.94
	415263	08/04/2014	140394	TREV FIEDLER	\$600.32
	415264	08/04/2014	133919	FILTER SHOP INC	\$2,087.08
	415265	08/04/2014	132001	BETH FINK	\$155.01
	415266	08/04/2014	136031	ESTELLA FINN	\$37.92
	415267	08/04/2014	133960	FIREGUARD INC	\$305.00
	415268	08/04/2014	040902	FIRST NATIONAL BANK TRUST DEPT	\$4,200.00
	415269	08/04/2014	041098	FOLLETT SCHOOL SOLUTIONS INC	\$2,108.00
	415270	08/04/2014	041100	FOLLETT SCHOOL SOLUTIONS INC	\$9,509.60
	415271	08/04/2014	132165	FOREST SCIENTIFIC CORPORATION	\$2,638.00
	415272	08/04/2014	041146	KENNETH FOSSEN	\$250.87
	415273	08/04/2014	130829	JENNIFER GABRIELSON	\$107.52
	415274	08/04/2014	137543	MEGAN GEERTS	\$37.13
	415275	08/04/2014	106660	GLASSMASTERS INC	\$7,411.50
	415276	08/04/2014	044890	GOODWAY TECHNOLOGIES CORPORATION	\$543.65
	415277	08/04/2014	044891	GOPHER	\$605.67
	415278	08/04/2014	044950	GRAINGER INDUSTRIAL SUPPLY	\$871.21
	415279	08/04/2014	139949	GRAPHIC TECHNOLOGIES INC	\$2,758.34
	415280	08/04/2014	140395	KEVIN GRIGGS	\$64.57
	415282	08/04/2014	139653	HADDOCK CORPORATION	\$23,395.00
	415283	08/04/2014	045354	CYNTHIA HAMILTON	\$33.10
	415284	08/04/2014	132489	CHARLES HAYES	\$289.15
	415285	08/04/2014	109808	CHERYL HEIMES	\$181.68
	415287	08/04/2014	102842	HELGET GAS PRODUCTS INC	\$9.54
	415288	08/04/2014	139314	KELLI HELLER	\$117.76
	415289	08/04/2014	108478	DAVID HEMPHILL	\$21.28
	415290	08/04/2014	099235	HERFF JONES INC	\$286.15
	415291	08/04/2014	132423	HEWLETT PACKARD CO	\$4,738.40
	415292	08/04/2014	048960	HOCKENBERGS EQUIP & SUPPLY CO INC	\$221.38
	415293	08/04/2014	140098	SUSAN HOLMES	\$8.00
	415294	08/04/2014	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$500.40
	415295	08/04/2014	132531	TERRY HOULTON	\$13.25
	415296	08/04/2014	137426	HUGHES MULCH PRODUCTS LLC	\$8,920.00
	415297	08/04/2014	040844	HYDRONIC ENERGY INC	\$26.80

Millard Public Schools
Check Register
Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415299	08/04/2014	049850	HY-VEE INC	\$47.65
	415300	08/04/2014	099749	BAUDVILLE INC	\$4,064.88
	415301	08/04/2014	140112	JASON ALLEN DEWATER	\$80.00
	415302	08/04/2014	140093	INTEGRATED ENERGY SOLUTIONS LLC	\$526.11
	415303	08/04/2014	102451	INTERNATIONAL BACCALAUREATE	\$18,277.00
	415304	08/04/2014	100928	J W PEPPER & SON INC.	\$825.99
	415306	08/04/2014	136953	JSDO 1 LLC	\$102.05
	415307	08/04/2014	135735	GEORGE JELKIN	\$248.60
	415308	08/04/2014	133037	JENSEN TIRE COMPANY	\$55.00
	415309	08/04/2014	130994	JOHNSON CONTROLS INC	\$858.75
	415310	08/04/2014	059573	NANCY JOHNSTON	\$25.54
	415311	08/04/2014	054630	JOHNSTONE SUPPLY	\$222.48
	415312	08/04/2014	140074	JOURNEYED.COM INC	\$1,093.90
	415313	08/04/2014	139736	KRISTI A ILIFF	\$216.00
	415314	08/04/2014	056182	KAGAN PUBLISHING & PRO DEVELOPMENT	\$6,899.00
	415315	08/04/2014	101224	KAPCO	\$319.73
	415316	08/04/2014	056278	JEANNE KELLEY	\$100.26
	415317	08/04/2014	140091	KENT KINGSTON	\$131.38
	415318	08/04/2014	134607	KONICA MINOLTA PRINTING SOLUTIONS	\$6,272.14
	415319	08/04/2014	134864	BRIDGET KOWAL	\$283.65
	415320	08/04/2014	140366	JASON KRAFT	\$94.14
	415321	08/04/2014	136285	MICHELLE KRAFT	\$19.04
	415322	08/04/2014	099217	LAKESHORE LEARNING MATERIALS	\$1,398.95
	415323	08/04/2014	102491	LARUE DISTRIBUTING INC	\$744.30
	415324	08/04/2014	135156	LAWSON PRODUCTS INC	\$1,454.32
	415325	08/04/2014	139749	LEARNING EGG LLC	\$1,308.00
	415326	08/04/2014	137618	WLC LLC	\$4,455.00
	415327	08/04/2014	059470	LIEN TERMITE & PEST CONTROL INC	\$1,449.00
	415328	08/04/2014	059560	MATHESON TRI-GAS INC	\$202.25
	415329	08/04/2014	135709	DUSTIN LLEWELLYN	\$119.00
	415330	08/04/2014	060111	LOVELESS MACHINE & GRINDING	\$145.50
	415331	08/04/2014	131397	LOWE'S HOME CENTERS INC	\$28.49
	415333	08/04/2014	099321	MACKIN BOOK CO	\$8,159.57
	415334	08/04/2014	140184	STEPHEN MAINELLI	\$152.10
	415335	08/04/2014	138772	SHELLY MANN	\$59.36
	415337	08/04/2014	133201	DAWN MARTEN	\$68.72
	415338	08/04/2014	108052	MAY I WALKER	\$801.18

Millard Public Schools

18

Check Register Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415340	08/04/2014	140110	GEORGIA HOLDINGS INC	\$1,622.70
	415342	08/04/2014	136470	CHAD MEISGEIER	\$345.00
	415343	08/04/2014	106393	WALTER MERTZ	\$84.07
	415344	08/04/2014	064600	METAL DOORS & HARDWARE COMPANY INC	\$1,542.00
	415346	08/04/2014	133403	AMERICAN NATIONAL BANK	\$11,658.50
	415348	08/04/2014	132802	M-F ATHLETIC CO INC	\$373.50
	415349	08/04/2014	102870	MIDLAND COMPUTER INC	\$423.96
	415350	08/04/2014	137999	MIDLANDS PRINTING & BUS FORMS INC	\$205.00
	415351	08/04/2014	135067	MIDWEST INSULATION SERVICES INC	\$102.05
	415352	08/04/2014	064950	MIDWEST METAL WORKS INC	\$170.00
	415353	08/04/2014	131899	MIDWEST STORAGE SOLUTIONS	\$1,652.56
	415354	08/04/2014	065400	MILLARD LUMBER INC	\$304.60
	415355	08/04/2014	065310	MILLARD SCHOOLS ED FOUNDATION INC	\$2,432.00
	415356	08/04/2014	065443	MILLARD WEST HIGH SCHOOL	\$1,969.95
	415357	08/04/2014	131328	MILLER ELECTRIC COMPANY	\$3,966.00
	415358	08/04/2014	139112	SOCIALMENTUM LLC	\$500.00
	415360	08/04/2014	136388	MITCHELL MOLLRING	\$68.00
	415361	08/04/2014	101158	MONTESSORI N SUCH INC	\$60.60
	415362	08/04/2014	066075	MONTESSORI RESEARCH/DEVELOPMENT	\$198.00
	415363	08/04/2014	107539	MUELLER ROBAK LLC	\$12,500.00
	415366	08/04/2014	137052	DEVONYE MULLINS	\$23.97
	415367	08/04/2014	138675	MUSEUM OF SCIENCE	\$401.25
	415368	08/04/2014	067000	NASCO	\$777.32
	415369	08/04/2014	066671	NCTM	\$690.00
	415370	08/04/2014	130548	NCS PEARSON INC	\$84,464.32
	415371	08/04/2014	135490	NE ASSOC OF SCHOOL PERSONNEL ADMIN	\$400.00
	415372	08/04/2014	068334	NEBRASKA AIR FILTER INC	\$2,252.55
	415373	08/04/2014	101377	NEBRASKA ASCD	\$1,260.00
	415374	08/04/2014	068340	NEBRASKA ASSOCIATION FOR THE GIFTED	\$375.00
	415375	08/04/2014	068684	NEBRASKA SCIENTIFIC	\$1,149.70
	415376	08/04/2014	140362	KNOVATION INC	\$55,000.00
	415377	08/04/2014	109843	NEXTEL PARTNERS INC	\$4,758.11
	415378	08/04/2014	139801	BRADLEY NORD	\$170.40
	415380	08/04/2014	100013	OFFICE DEPOT 84133510	\$5,053.96
	415381	08/04/2014	070245	OHARCO DISTRIBUTORS	\$1,581.00
	415383	08/04/2014	070850	OMAHA SLINGS INC	\$112.36
	415384	08/04/2014	071052	OMAHA WORLD HERALD (EDUC)	\$91.00

Millard Public Schools
Check Register
Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415386	08/04/2014	133850	ONE SOURCE	\$1,420.00
	415387	08/04/2014	138662	KELLY OSTRAND	\$73.42
	415388	08/04/2014	107193	OTIS ELEVATOR COMPANY	\$961.25
	415389	08/04/2014	071515	PAINTIN PLACE CERAMICS INC	\$1,904.08
	415390	08/04/2014	134833	ANNE PANE	\$180.64
	415391	08/04/2014	132006	ANDREA PARSONS	\$44.80
	415392	08/04/2014	108098	ANGELO D PASSARELLI	\$17.36
	415393	08/04/2014	135569	CYNTHIA PAVONE	\$32.03
	415394	08/04/2014	071891	PAYFLEX SYSTEMS USA INC	\$4,473.00
	415395	08/04/2014	102047	PAYLESS OFFICE PRODUCTS INC	\$589.00
	415396	08/04/2014	131610	PATRICIA D BUFFUM	\$220.00
	415397	08/04/2014	102699	PEARSON EDUCATION	\$5,611.76
	415399	08/04/2014	082652	PEARSON EDUCATION	\$48,857.36
	415400	08/04/2014	107783	HEIDI PENKE	\$35.84
	415401	08/04/2014	072200	PERFECTION LEARNING CORP.	\$2,822.70
	415402	08/04/2014	133390	HEATHER PHIPPS	\$70.67
	415403	08/04/2014	137722	ANDREW PINKALL	\$40.00
	415404	08/04/2014	073040	PITNEY BOWES PRESORT SERVICES INC	\$20,000.00
	415405	08/04/2014	072785	PLANK ROAD PUBLISHING INC	\$127.20
	415406	08/04/2014	140183	RYAN POOK	\$36.12
	415409	08/04/2014	134598	PRIME COMMUNICATIONS INC	\$412.67
	415411	08/04/2014	132713	PROTEX CENTRAL INC	\$13,369.20
	415412	08/04/2014	102241	PYRAMID SCHOOL PRODUCTS	\$14,420.78
	415413	08/04/2014	137779	JARDINE QUALITY IRRIGATION INC	\$2,409.98
	415414	08/04/2014	078250	RALSTON PUBLIC SCHOOLS	\$87,123.75
	415415	08/04/2014	078390	RM ACQUISITION LLC	\$439.00
	415416	08/04/2014	078420	RAWSON & SONS ROOFING, INC.	\$18,610.00
	415417	08/04/2014	109810	BETHANY RAY	\$59.36
	415419	08/04/2014	134858	JENNIFER REID	\$14.22
	415420	08/04/2014	139742	RELIANCE COMMUNICATIONS LLC	\$30,594.20
	415422	08/04/2014	136847	RIVERSIDE TECHNOLOGIES INC	\$7,693.45
	415423	08/04/2014	131376	ROBERT BROOKE & ASSOCIATES, INC.	\$205.24
	415424	08/04/2014	079310	ROCKBROOK CAMERA CENTER	\$678.00
	415425	08/04/2014	134882	LINDA ROHMILLER	\$17.25
	415426	08/04/2014	136121	MELANIE E ROLL	\$12,595.00
	415427	08/04/2014	079440	ROSENBAUM ELECTRIC INC	\$1,549.18
	415428	08/04/2014	136110	TIMOTHY BOVERS	\$112.82

Millard Public Schools

20

Check Register Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415430	08/04/2014	136135	GINA RUDLOFF	\$180.64
	415431	08/04/2014	138673	OIP HOLDINGS LLC	\$11,171.40
	415433	08/04/2014	081725	KIMBERLEY SAUM-MILLS	\$98.00
	415437	08/04/2014	082100	SCHOLASTIC INC	\$49,397.37
	415438	08/04/2014	082350	SCHOOL SPECIALTY INC	\$983.34
	415440	08/04/2014	139827	MATTHEW SCOTT	\$318.08
	415441	08/04/2014	108161	STAN SEGAL	\$213.15
	415442	08/04/2014	082941	KELLY SELTING	\$65.52
	415444	08/04/2014	083188	SHIFFLER EQUIPMENT SALES, INC.	\$155.69
	415445	08/04/2014	132590	SILVERSTONE GROUP INC	\$4,735.00
	415446	08/04/2014	083400	SIMPLEX GRINNELL LP	\$685.00
	415447	08/04/2014	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	\$666.60
	415448	08/04/2014	131714	JOHN SOUTHWORTH	\$36.96
	415450	08/04/2014	084415	STANDARD STATIONERY SUPPLY CO	\$18,295.95
	415452	08/04/2014	138165	STEVE WEISS MUSIC INC	\$1,044.70
	415454	08/04/2014	084959	JAMES V SUTFIN	\$801.78
	415456	08/04/2014	133969	TENNANT SALES & SERVICE COMPANY	\$11.06
	415458	08/04/2014	136381	ANNETTE THOMAS	\$9.35
	415459	08/04/2014	135006	STEVE THRONE	\$321.19
	415460	08/04/2014	099272	TI MEDIA SOLUTIONS INC	\$133.80
	415461	08/04/2014	136578	PEGGI TOMLINSON	\$75.88
	415462	08/04/2014	131446	TOSHIBA AMERICA INFO SYS INC	\$6,072.60
	415463	08/04/2014	131446	TOSHIBA AMERICA INFO SYS INC	\$3,401.50
	415464	08/04/2014	106364	TRANE US INC	\$413.20
	415465	08/04/2014	138478	TRANSWORLD SYSTEMS INC	\$5,352.13
	415466	08/04/2014	101301	TREND ENTERPRISES INC	\$112.10
	415467	08/04/2014	106493	TRITZ PLUMBING, INC.	\$18,389.00
	415468	08/04/2014	036945	TRIUMPH LEARNING LLC	\$10,329.18
	415469	08/04/2014	071025	OMAHA TRUCK CENTER INC	\$209.98
	415470	08/04/2014	134849	UNITED RENTALS (NORTH AMERICA) INC	\$1,134.31
	415471	08/04/2014	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$8,997.36
	415472	08/04/2014	068875	UNIVERSITY OF NEBRASKA MED CENTER	\$11,430.00
	415474	08/04/2014	139797	US BANK NATIONAL ASSOCIATION	\$10,502.00
	415475	08/04/2014	138661	USA-CLEAN INC	\$380.75
	415476	08/04/2014	137707	UTILITY TRENCHING INC	\$10,032.50
	415477	08/04/2014	138046	AUTO LUBE INC	\$236.60
	415478	08/04/2014	140214	CEMEX INDUSTRIES CORP	\$5,626.05

Millard Public Schools
Check Register
Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415482	08/04/2014	093008	BARBARA WALLER	\$485.27
	415483	08/04/2014	130696	WASECA LEARNING ENVIRONMENT	\$1,312.50
	415484	08/04/2014	139738	WASTE MANAGEMENT OF NEBRASKA	\$18,052.10
	415485	08/04/2014	093765	WATER ENGINEERING, INC.	\$1,150.80
	415486	08/04/2014	094130	WENGER CORPORATION	\$3,327.00
	415487	08/04/2014	094174	WEST MUSIC CO INC	\$7,138.43
	415489	08/04/2014	094245	WESTLAKE ACE HARDWARE INC	\$54.10
	415490	08/04/2014	094650	WESTSIDE COMMUNITY SCHOOLS	\$9,551.50
	415491	08/04/2014	132485	TODD WILCOX	\$44.80
	415492	08/04/2014	102785	WILLIAM V MACGILL & CO	\$7,638.18
	415493	08/04/2014	136322	TAMARA WILLIAMS	\$8.40
	415494	08/04/2014	138356	JEFFREY YOST	\$75.43
	415495	08/04/2014	136855	PAUL ZOHLN	\$38.30
Total for GENERAL FUND					\$2,989,562.03
02	24692	07/21/2014	135057	KATHERINE BOYLE	\$19.15
	24693	07/21/2014	106893	WICHITA WATER CONDITIONING INC	\$16.62
	24694	07/21/2014	135983	ENCORE ONE LLC	\$20.64
	24695	07/21/2014	010250	GREATER OMAHA REFRIGERATION	\$443.67
	24696	07/21/2014	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	\$1,443.45
	24697	07/21/2014	140373	MILLARD REFRIGERATED SERVICES LLC	\$600.00
	24698	07/21/2014	102445	EDRIE PEARCE	\$72.80
	24699	07/21/2014	101021	BRENDA SPETHMAN	\$15.68
	24700	07/21/2014	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$50.45
	24701	07/17/2014	131544	FIRST NATIONAL BANK FOR CASH	\$4,510.00
	24702	07/17/2014	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	\$5,246.35
	24703	08/04/2014	140283	ALEXI BATTAGLIA	\$101.36
	24704	08/04/2014	140374	JENNIFER SWAN	\$4,312.50
	24705	08/04/2014	106893	WICHITA WATER CONDITIONING INC	\$12.00
	24706	08/04/2014	109843	NEXTEL PARTNERS INC	\$133.90
Total for FOOD SERVICE					\$16,998.57
06	414993	07/21/2014	136245	DONOVAN PROPERTIES LLC	\$1,733.94
	414994	07/21/2014	130648	DOSTALS CONSTRUCTION CO INC	\$35,510.00
	415029	07/21/2014	058775	LAMP RYN EARSON ASSOCIATES INC	\$790.00
	415047	07/21/2014	134532	MORRISSEY ENGINEERING INC	\$3,712.50
	415058	07/21/2014	136898	OLSSON ASSOCIATES INC	\$1,151.76
	415091	07/21/2014	132452	TERRACON INC	\$309.25
	415169	08/04/2014	132480	BERINGER GIACCIO DENNELL MARREY	\$2,240.25

Millard Public Schools

22

Check Register Prepared for the Board Meeting of August 2, 2010

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
06	415201	08/04/2014	025689	COMPUTER CABLE CONNECTION INC	\$858.75
	415291	08/04/2014	132423	HEWLETT PACKARD CO	\$4,963.00
	415341	08/04/2014	136104	MECHANICAL SYSTEMS INC	\$1,506.00
	415349	08/04/2014	102870	MIDLAND COMPUTER INC	\$4,622.72
	415411	08/04/2014	132713	PROTEX CENTRAL INC	\$9,450.00
	415443	08/04/2014	083175	SHEPPARD'S BUSINESS INTERIORS	\$336.00
	415449	08/04/2014	130500	SPECPRO	\$70,516.00
Total for SPECIAL BUILDING					\$139,544.57
07	414958	07/10/2014	134598	PRIME COMMUNICATIONS INC	\$26,315.28
	414963	07/21/2014	140305	AMERICAN TRAILER & STORAGE INC	\$6,787.20
	414967	07/21/2014	017900	BARCO MUNICIPAL PRODUCTS, INC.	\$442.24
	414969	07/21/2014	133480	BERINGER CIACCIO DENNELL MABREY	\$65,070.00
	414979	07/21/2014	139926	CARLSON WEST POVONDRA ARCHITECTS	\$2,017.58
	415003	07/21/2014	044950	GRAINGER INDUSTRIAL SUPPLY	\$737.84
	415029	07/21/2014	058775	LAMP RYN EARSON ASSOCIATES INC	\$11,471.00
	415033	07/21/2014	140309	M E COLLINS CONTRACTING CO INC	\$74,245.05
	415047	07/21/2014	134532	MORRISSEY ENGINEERING INC	\$2,640.00
	415058	07/21/2014	136898	OLSSON ASSOCIATES INC	\$2,250.00
	415063	07/21/2014	078420	RAWSON & SONS ROOFING, INC.	\$117,898.22
	415083	07/21/2014	136932	SPECIALIZED AIR/HYDRONIC BALANCING	\$1,500.00
	415084	07/21/2014	130500	SPECPRO	\$213,386.40
	415091	07/21/2014	132452	TERRACON INC	\$740.00
	415093	07/21/2014	140275	TONEY'S ROOFING LLC	\$84,186.22
	415152	08/04/2014	140305	AMERICAN TRAILER & STORAGE INC	\$11,338.58
	415153	08/04/2014	102430	AMI GROUP INC	\$3,125.00
	415163	08/04/2014	102727	B & H PHOTO	\$1,420.92
	415165	08/04/2014	140319	BALDWIN INC	\$81,797.37
	415168	08/04/2014	133480	BERINGER CIACCIO DENNELL MABREY	\$650.00
	415183	08/04/2014	135245	BAHR VERMEER HAECKER ARCHITECTS	\$10,290.00
	415189	08/04/2014	133589	CDW GOVERNMENT, INC.	\$2,745.00
	415204	08/04/2014	135287	CONSTRUCT INC	\$187,694.37
	415218	08/04/2014	140227	D R HOLTZE CONTRACTING INC	\$204,862.50
	415243	08/04/2014	133806	E & A CONSULTING GROUP INC	\$6,332.70
	415255	08/04/2014	134593	F & B CONSTRUCTORS INC	\$972,915.30
	415332	08/04/2014	060136	LUEDER CONSTRUCTION COMPANY	\$311,251.54
	415382	08/04/2014	135068	OK ELECTRIC CO INC	\$28,489.50
	415408	08/04/2014	072210	BRADIE CONSTRUCTION COMPANY	\$625,212.15

Millard Public Schools
Check Register
Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
07	415416	08/04/2014	078420	RAWSON & SONS ROOFING, INC.	\$33,847.58
	415424	08/04/2014	079310	ROCKBROOK CAMERA CENTER	\$2,107.00
	415432	08/04/2014	140085	SAMPSON CONSTRUCTION CO INC	\$29,991.00
	415434	08/04/2014	081880	SCHEMMER ASSOCIATES INC	\$7,280.00
	415453	08/04/2014	139986	SUBMITTAL EXCHANGE LLC	\$25,000.00
	415457	08/04/2014	132452	TERRACON INC	\$3,936.50
	415473	08/04/2014	090900	UNIVERSITY PUB INC	\$13,997.85
	415479	08/04/2014	092323	VIRCO INC	\$10,506.26
	415488	08/04/2014	140312	WESTERN WATERPROOFING CO OF AMERICA	\$42,779.25
Total for CONSTRUCTION					\$3,316,267.40
11	414960	07/10/2014	130736	LINCOLN MEDICAL EDUCATION FNDTN	\$3,450.00
	415000	07/21/2014	133574	NANCY GILMORE	\$215.17
	415016	07/21/2014	133397	HY-VEE INC	\$68.00
	415054	07/21/2014	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$1,370.00
	415065	07/21/2014	140264	MICHELLE ROONEY	\$144.64
	415071	07/21/2014	139841	STEPHANIE SCHADE	\$200.00
	415097	07/21/2014	140372	LISA VARDAMAN	\$300.00
	415101	07/21/2014	131112	LINDA WALTERS	\$40.22
	415138	07/24/2014	065326	MIDWEST WOODWORKERS, INC.	\$9,539.78
	415149	08/04/2014	107651	AMAZON.COM INC	\$1,422.89
	415156	08/04/2014	131265	JILL ANDERSON	\$104.16
	415157	08/04/2014	012989	APPLE COMPUTER INC	\$6,180.00
	415166	08/04/2014	099646	BARNES AND NOBLE BOOKSTORE	\$111.80
	415180	08/04/2014	020175	BROOKES PUBLISHING CO	\$78.99
	415181	08/04/2014	136986	NANCY BROSAMLE	\$107.52
	415187	08/04/2014	024067	CARSON DELLOSA PUBLISHING LLC	\$52.87
	415190	08/04/2014	051572	CENGAGE LEARNING	\$3,542.00
	415209	08/04/2014	135028	CREATIVE MATHEMATICS PTP	\$1,202.25
	415211	08/04/2014	140174	ABANTE LLC	\$198.00
	415214	08/04/2014	027345	CURRICULUM ASSOCIATES INC	\$1,466.63
	415223	08/04/2014	135099	HEATHER DAUBERT	\$99.12
	415228	08/04/2014	033466	DIDAX INC	\$94.92
	415246	08/04/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$40.00
	415251	08/04/2014	131007	ELMAN & CO INC	\$238.00
	415273	08/04/2014	130829	JENNIFER GABRIELSON	\$268.80
	415286	08/04/2014	048517	GREENWOOD PUBLISHING GROUP INC	\$1,633.50
	415291	08/04/2014	133422	HEWLETT PACKARD CO	\$164.88

Millard Public Schools
Check Register
Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	415306	08/04/2014	136953	JSDO 1 LLC	\$35.22
	415314	08/04/2014	056182	KAGAN PUBLISHING & PRO DEVELOPMENT	\$976.50
	415322	08/04/2014	099217	LAKESHORE LEARNING MATERIALS	\$1,646.20
	415347	08/04/2014	140397	RACHEL MEYERS	\$197.12
	415349	08/04/2014	102870	MIDLAND COMPUTER INC	\$390.78
	415359	08/04/2014	140398	JOSEPH MLNARIK	\$250.88
	415365	08/04/2014	131553	MANDY MULLER	\$53.76
	415377	08/04/2014	109843	NEXTEL PARTNERS INC	\$21.08
	415380	08/04/2014	100013	OFFICE DEPOT 84133510	\$708.93
	415410	08/04/2014	138487	PRODUCTIVITY INC	\$14.74
	415418	08/04/2014	100642	REALLY GOOD STUFF INC	\$1,104.24
	415421	08/04/2014	135484	KRISTI RICHLING	\$53.76
	415424	08/04/2014	079310	ROCKBROOK CAMERA CENTER	\$1,109.00
	415437	08/04/2014	082100	SCHOLASTIC INC	\$4,645.46
	415455	08/04/2014	134606	TEACHER CREATED RESOURCES	\$48.95
	415481	08/04/2014	137194	JOY WALLAR	\$94.08
Total for GRANT FUND					\$43,740.84
14	415207	08/04/2014	136587	COVENTRY HEALTH & LIFE INS CO	\$142,022.30
Total for EMPLOYEE BENEFIT FUND					\$142,022.30
17	414989	07/21/2014	138477	MIDWEST HARDWOODS	\$755.05
	415003	07/21/2014	044950	GRAINGER INDUSTRIAL SUPPLY	(\$134.30)
	415057	07/21/2014	070245	OHARCO DISTRIBUTORS	\$392.00
	415066	07/21/2014	079440	ROSENBAUM ELECTRIC INC	\$16,296.50
	415141	08/04/2014	136961	ABANTE LLC	\$945.50
	415147	08/04/2014	011051	ALL MAKES OFFICE EQUIPMENT	\$765.48
	415188	08/04/2014	133970	CCS PRESENTATION SYSTEMS	\$3,846.89
	415232	08/04/2014	033473	DIETZE MUSIC HOUSE INC	\$246.00
	415250	08/04/2014	038140	ELECTRONIC SOUND INC.	\$748.90
	415381	08/04/2014	070245	OHARCO DISTRIBUTORS	\$120.50
	415395	08/04/2014	102047	PAYLESS OFFICE PRODUCTS INC	\$562.00
	415443	08/04/2014	083175	SHEPPARD'S BUSINESS INTERIORS	\$8,829.28
	415479	08/04/2014	092323	VIRCO INC	\$3,371.71
Total for DEPRECIATION					\$36,745.51
50	414962	07/21/2014	140212	HAYLEY ADDISON	\$145.00
	414966	07/21/2014	140019	ERIN BACKHAUS	\$280.00
	414968	07/21/2014	140369	MADELINE BARLA	\$457.50
	414970	07/21/2014	138888	CASSIDY BENJAMIN	\$200.00

Millard Public Schools

25

Check Register Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	414975	07/21/2014	139177	KEVIN BOLDT	\$420.00
	414976	07/21/2014	140217	TRISTAN BRANDEN	\$310.00
	414978	07/21/2014	140268	JACOB THOMAS BURROUGHS	\$225.00
	414981	07/21/2014	140213	ALEXIS B CHRISTIANSEN	\$120.00
	414983	07/21/2014	139699	MARISSA BROOKE CONNOR	\$215.00
	414986	07/21/2014	140270	CORRINA NICHOLE CRAMER	\$170.00
	414987	07/21/2014	139451	NICHOLAS CRAMER	\$170.00
	414996	07/21/2014	135695	AMANDA D DOWNING	\$390.00
	414997	07/21/2014	139918	MAX EDWARDS	\$320.00
	414999	07/21/2014	139919	DALTON FUCIK	\$195.00
	415002	07/21/2014	138889	TARA GOSS	\$350.00
	415005	07/21/2014	140367	HUNTER GRIEVE	\$40.00
	415006	07/21/2014	140368	KATHERINE GROTE	\$595.00
	415008	07/21/2014	140173	JENNIFER HAMMOND	\$216.00
	415013	07/21/2014	139962	HELEN HITZ	\$300.00
	415014	07/21/2014	139809	LOGAN HODGE	\$140.00
	415021	07/21/2014	139453	LAURA JONES	\$150.00
	415022	07/21/2014	139921	MARQUISE JONES	\$295.00
	415023	07/21/2014	138731	KATHERINE ANN KASTRUP	\$305.00
	415025	07/21/2014	140215	SARAH KRAMER	\$220.00
	415028	07/21/2014	140220	JONATHAN BOYD LAIBLE	\$225.00
	415030	07/21/2014	139353	GRACE LAY	\$200.00
	415034	07/21/2014	138768	SHEA MARCINSKI	\$735.00
	415036	07/21/2014	139657	RACHEL MC CLANNAN	\$225.00
	415039	07/21/2014	139810	GABBY MCGINN	\$120.00
	415040	07/21/2014	139767	ISABELLA MICELI	\$160.00
	415048	07/21/2014	139658	CAMRYN LEIGH MORTRUDE	\$225.00
	415049	07/21/2014	139135	CLAIRE MUELLER	\$420.00
	415050	07/21/2014	139136	GRACE MUELLER	\$275.00
	415051	07/21/2014	140222	JADE MYATT	\$225.00
	415055	07/21/2014	139275	COLIN O CONNELL	\$350.00
	415056	07/21/2014	138769	HANNAH MARIE OELTJEN	\$120.00
	415059	07/21/2014	140379	NOELLE ORTMAN	\$210.00
	415066	07/21/2014	079440	ROSENBAUM ELECTRIC INC	\$13,036.75
	415073	07/21/2014	140380	ETHAN SCHULA	\$110.00
	415077	07/21/2014	139779	DANIEL SHRIVER	\$317.50
	415079	07/21/2014	139660	SYDNEY SLOSSON	\$265.00

Millard Public Schools
Check Register
Prepared for the Board Meeting of August 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	415081	07/21/2014	139266	GILLIAN MARIE SMITHSON	\$225.00
	415082	07/21/2014	140022	HUNTER SCOTT SMITHSON	\$225.00
	415085	07/21/2014	139771	LINDSEY STALHEIM	\$120.00
	415086	07/21/2014	136465	JAKE STAUFFER	\$350.00
	415087	07/21/2014	138198	BROOKE STILMOCK	\$360.00
	415088	07/21/2014	139354	LANE STILMOCK	\$360.00
	415094	07/21/2014	139661	DIEGO TREJO	\$22.50
	415099	07/21/2014	140355	PAYTON WAGNER	\$55.00
	415102	07/21/2014	140216	MATT WANETKA	\$140.00
	415118	07/17/2014	084093	SOUTHWEST STRINGS	\$257.89
	415141	08/04/2014	136961	ABANTE LLC	\$270.00
	415166	08/04/2014	099646	BARNES AND NOBLE BOOKSTORE	\$119.70
	415175	08/04/2014	099220	DICK BLICK CO	\$70.20
	415177	08/04/2014	139177	KEVIN BOLDT	\$336.00
	415232	08/04/2014	033473	DIETZE MUSIC HOUSE INC	\$11,595.25
	415281	08/04/2014	140368	KATHERINE GROTE	\$280.00
	415322	08/04/2014	099217	LAKESHORE LEARNING MATERIALS	\$276.37
	415336	08/04/2014	138768	SHEA MARCINSKI	\$315.00
	415364	08/04/2014	139135	CLAIRE MUELLER	\$70.00
	415368	08/04/2014	067000	NASCO	\$559.80
	415407	08/04/2014	072900	POPPLERS MUSIC INC	\$550.00
	415424	08/04/2014	079310	ROCKBROOK CAMERA CENTER	\$3,411.99
	415435	08/04/2014	139770	KENDALL SCHMIDT	\$315.00
	415436	08/04/2014	081891	SCHMITT MUSIC CENTER	\$776.00
	415439	08/04/2014	099808	SCHOOL-TECH INC	\$150.74
	415451	08/04/2014	136465	JAKE STAUFFER	\$315.00
Total for ACTIVITY FUND					\$45,612.19
99	414956	07/10/2014	140377	ANDY CROZIER	(\$40.00)
Total for AP DISBURSEMENT FUND					(\$40.00)
Overall - Total					\$6,730,453.41

BOE Packet Due Date: **7/30/2014**BOE Meeting Date: **8/4/2014**Sale or Disposals Scheduled After: **8/4/2014**

Lot	Quantity	Description
1	20	Laptop computers
2	5	Desktop Computers
3	10	Drobos
4	5	Network Servers
5	1	Saxaphone
6	1	Bass Drum
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AGENDA SUMMARY SHEET

AGENDA ITEM: Rule 2100.10

MEETING DATE: August 4, 2014

DEPARTMENT: Educational Services

TITLE: Administrator Job Description – Director of Special Education

BRIEF DESCRIPTION:

ACTION DESIRED: X Approval Information

BACKGROUND: The job description for the Director of Special Education is being revised to include building administrator supervision.

RECOMMENDATIONS: Approve the revision.

**STRATEGIC PLAN
REFERENCE:** N/A

**IMPLICATIONS OF
ADOPTION OR REJECTION:** N/A

TIMELINE:

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Assoc. Superintendent for Educational Services

**SUPERINTENDENT'S
APPROVAL:**

_____  _____



Administration

Policy 2000

Administrator Job Description

Title: Director of Special Education

2100.10

Reports to: Associate Superintendent for Educational Services

General Summary: Designs, develops and delivers those programs and services determined appropriate for those students with verified special needs; evaluates programs, services and personnel, as assigned.

Essential Functions:

- I. Directs and assists others in the development, implementation, and supervision of programs for children with disabilities, including related services and Section 504 programs. (20%)
- II. Designs and administers procedures for intervention and referral, evaluation, program development, placement, and re-evaluation of students with disabilities, utilizing appropriate processes and instruments and assuring compliance with state and federal requirements. (20%)
- III. Directs the development, implementation and supervision of the school psychology program, assuring that processes and services comply with state and federal requirements. (10%)
- IV. Directs the collection and submission of all federal, state and local reports on special education programs and students with disabilities utilizing available technology. (10%)
- V. Directs program budget planning, which serves students with disabilities and implements the special education budget in accordance with district procedures. (5%)
- VI. Acts as special education liaison with public and private agencies, organizations and professional personnel in securing and providing services for children with disabilities. (4%)
- VII. Assists in the recruitment, selection and assignment of all special education personnel. (4%)
- VIII. Directs the development and provision of staff development for special education personnel. (5%)
- IX. Supervises and evaluates all special education administrative personnel including the assignment of areas and responsibility. (~~5%~~ 3%)
- X. Evaluates building administrators as assigned by the Superintendent. (2%)
- XI. Recommends policies and procedures appropriate to special education laws and operations within the District. (10%)
- XII. Attends all School Board and Cabinet meetings. (5%)
- XIII. Assumes other responsibilities as assigned. (2%)

Qualifications:

- I. Education Level: A doctoral degree from an approved institution with a major in educational administration or the accepted equivalent is preferred. A six-year specialist degree in educational administration or the accepted equivalent is required.
- II. Certification or Licensure: Appropriate Nebraska Administrative Certificate.
- III. Experience desired: Four years of successful experience in the administration of a special education program is preferred; three years is required.
- IV. Other requirements: Experience and leadership abilities in the area of special education - sensitivity to the needs and objectives of the district and the ability to supervise and evaluate the work of others.

Special Requirements:

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

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

Employee Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Rule Approved: July 21, 1980

Revised: May 20, 1996; April 19, 2004; October 20, 2008; September 21, 2009;

[August 4, 2014](#)

Millard Public Schools

Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Administrator Job Description

Meeting Date: August 4, 2014

Department: Human Resources

Title and Brief: **Policy 2100.14 – Director of Student Services**

Description:

The Director of Student Services designs, develops implements and evaluates those programs and services in the areas of health and response services counseling programs; directs those student services related to student placement, attendance, student records, suspension and expulsion, and the development or modification of appropriate policies.

Changes made to reflect changes in job titles and one additional duty.

Action Desired: Approval

Background: N/A

Options/Alternatives Considered: N/A

Recommendations: Approve changes made to Policy 2100.19, Administrator Job Description.

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline:

Responsible Persons: Kevin Chick, Executive Director of Human Resources

Superintendent's Signature: _____



Administrator Job Description

Title: Director of ~~Pupil~~ Student Services

2100.14

Reports to: ~~Assistant Superintendent~~ Executive Director for Human Resources

General Summary: Designs, develops, implements and evaluates those programs and services in the areas of health and response services counseling programs; directs those student services related to student placement, attendance, student records, suspension and expulsion, and the development or modification of appropriate policies.

Essential Functions:

- I. Designs, directs, and evaluates those health services provided students. (10%)
- II. Develops and coordinates and supervises response services counseling programs needed by the district. (10%)
- III. Develops, directs, and implements the District security programs. (10%)
- IV. Administers and supervises procedures for enrollment, transfer and placement of students within the school system, as per law, regulation and/or board policy. (18%)
- V. Administers and supervises the student attendance policy and program. (3%)
- VI. Directs the development and implementation of all procedures regarding the collection, maintenance and dissemination of student records. (6%)
- VII. Develops, directs, and implements procedures for student discipline within the district. (~~4~~917%)
- VIII. Administers and supervises the District crisis team. (2%)
- IX. Prepares budget requests for all of the ~~pupil~~ student service areas and monitors budgetary expenditures. (2%)
- X. Maintains liaison with community organizations and agencies related to pupil services. (2%)
- XI. Recommends selection and assignment of ~~pupil~~ student services staff. (2%)
- XII. Works with others in the identification and provision of those staff development activities deemed appropriate. (2%)
- XIII. Evaluates ~~pupil~~ student services staff in accord with district guidelines. (2%)
- XIV. Assists with the development of board policies related to ~~pupil~~ student services. (3%)
- XV. Develops, directs, and implements district drug prevention programs. (2%)
- XVI. Attends all School Board and Cabinet meetings. (5%)
- XVII. Performs any other duties as assigned by the ~~Assistant Superintendent~~ Executive Director for Human Resources. (2%).

XVIII. Evaluates administrators as assigned by the Superintendent. 2%

Qualifications:

1. Education Level: A doctoral degree from an approved institution with a major in educational administration or the accepted equivalent is preferred. A six-year specialist degree in educational administration or the accepted equivalent is required.
2. Certification or Licensure: Appropriate Nebraska Administrative Certificate.
3. Experience desired: Four years of successful experience in administration with experience in ~~pupil~~ student personnel services or guidance counseling; three years experience is required.
4. Other requirements: Ability to supervise student services, sensitivity to needs of students and objectives of the school district - able to work with parents, administrators and teachers.

Special Requirements:

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

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

Employee Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Rule Approved: July 21, 1981

Revised: May 20, 1996; April 19, 2004; March 7, 2005; September 21, 2009;
September 6, 2011; August 4, 2014

Millard Public Schools
Omaha NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Administrator Job Description

MEETING DATE: August 4, 2014

DEPARTMENT: Technology Division

TITLE: Policy 2100.17

BRIEF DESCRIPTION: Executive Director of Technology Job Description

ACTION DESIRED: Approval

BACKGROUND: Policy needed to be updated to reflect changes made in who supervises the Executive Director of Technology. Also, updated the supervision responsibilities associated with this role (e.g., new administrative supervisions) as well as any outdated technical terms.

RECOMMENDATIONS: Approval

STRATEGIC PLAN REFERENCE: N/A

TIME LINE:

PERSONS RESPONSIBLE: Ken Fossen & Kent Kingston

SUPERINTENDENT'S APPROVAL:

_____  _____

Administrator Job Description

2100.17

Title: Executive Director of Technology

Reports to: ~~Superintendent~~ Associate Superintendent, General Administration

General Summary: Provide leadership, direction and planning for technology services to include academic computing, administrative computing, video systems, and telecommunication systems as well as satellite, telephone (digital and analog), and data circuits, necessary to support all facets of district operation, including instruction and administration. Direct and evaluate employees in the Technology Department. Communicate effectively; interpret policy, procedures, and data; and coordinate district functions. Work closely with all department heads and directors to assure joint planning and decision-making. Prepare and administer departmental and capital budgets.

Essential Functions:

- I. Oversee the District's WAN and LAN infrastructures and data networks, voice and video networks, Internet Access to include Internet filtering, system-wide ~~CD-ROM~~ servers and e-mail system. (15%)
- II. Directs and evaluates the Director of Digital Learning, District System Analyst, building principals as assigned, and Technology Division staff members. Provide direction, supervision, and administration for the information services management team and staff and assist with the recruitment and assignment of personnel to ensure that personnel programs achieve their purposes. ~~Direct and evaluate employees as assigned.~~ (15%)
- III. Chair the District Technology Steering Committee. (10%)
- IV. Provide required administrative and technical support for curriculum, staff development and instructional technology components. (10%)
- V. Research, evaluate, and make recommendations for hardware and software for the District instructional technology program. (10%)
- VI. Develop and maintain information systems plans and implement technology strategies to ensure that the information systems support current and future district technology needs. (10%)
- VII. Communicate and support expectations that are consistent with district objectives, and employ an effective communication process that includes listening to all constituents. (5%)
- VIII. Develop (as necessary), maintain, and utilize appropriate information systems and records necessary for attainment of the school's/district's and overall school improvement efforts. (4%)
- IX. Direct and/or coordinate the development of specifications for the procurement of hardware, software, telecommunications and support services required to support district operations and planned projects. (5%)
- X. Oversee all purchasing, ordering, receiving, and installing of hardware and software for the District instructional technology program, while ensuring that programs are cost effective and funds are managed prudently. (5%)
- XI. Prepare and administer departmental and capital budgets as required, compile budgets and cost estimates based upon documented program needs and determine the fiscal needs of programs and ensure that fiscal resources appropriately address these needs and conform to the mission of the school district. (5%)
- XII. Serve as a principal interface with designated outside service providers and represent the District at appropriate local, state, and national functions. (3%)
- XIII. Attends Board of Education and Cabinet meetings as required. (2%)

XIV. Other duties as assigned by the Superintendent. (1%)

Qualifications:

1. Education Level: Doctorate degree preferred, Master's degree ~~preferred, BA/BS degree~~ (or equivalent) in Educational Administration, Computer Science, Management Information Systems, Business ~~or School Administration~~ or related field required.
2. Certification or Licensure: None required; however, candidates with either technical certificates (~~Novell, Microsoft~~) or with educational administrative certificates preferred.
3. Experience desired: Five to seven years management or administrative experience in technology. Advanced experience in Computer Science or School Management Information Systems preferred. Advanced experience in public school educational environment preferred. Substantial recent experience in managing complex information technology resources involving highly skilled professional personnel.
4. Other requirements: Knowledge of the latest hardware, software, and communications technologies utilized in a public school or education environment preferred. Ability to coordinate major technology projects. Strong organization, communication, and interpersonal skills. Willingness to execute written employment contract with Millard Public Schools.

Special Requirements:

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

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

Employee Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Policy Approved: September 25, 2000

Revised: August 5, 2002; September 4, 2007; August 4, 2014Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Policy 5710

Meeting Date: Aug 4, 2014

Department: Student Services

Title and Brief Description: Access to Student Records

Action Desired: Approval

Background: The review of these Policies and Rules was initiated because of FERPA amendments in 2011 and 2013. The proposed revisions are based on those amendments, and they are also based on other provisions of the FERPA statutes and regulations.

Options/Alternatives Considered:

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: Compliance with the Family Educational Rights and Privacy Act.

Timeline: Immediate

Responsible Persons: Bill Jelkin, Director of Student Services
Mr. Kevin Chick, Executive Director of Human Resources

Superintendent's Signature: _____



~~Pupil~~ Student Services**Access to Student Records****5710**

Access to student records shall be in compliance with federal and state law. The privacy of the student shall be maintained within the context of providing access to and the release of student records to those people or institutions who have a lawful reason or purpose for obtaining the information.

Policy Approved:
Revised: September 17, 1984; April 21, 1997; November 6, 2000
Reaffirmed: August 16, 2010; [August 4, 2014](#)

Millard Public Schools
Omaha, NE

~~Pupil~~ Student Services

Student Records

5710.1

I. General Statement.

- A. Academic and Disciplinary Matters. All student records shall be maintained in a manner which separates academic and disciplinary matters. Disciplinary materials shall be removed and destroyed after a student's continuous absence from the District for a period of three (3) years unless otherwise provided for by applicable law. Nothing in this Rule shall prohibit the District from including appropriate information in the disciplinary record of any student concerning disciplinary action against such student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community; ~~or~~ or from disclosing such information to teachers and school officials of the District or to teachers and school officials in other schools who have legitimate educational interests in the behavior of the student.
- B. Access Control. The District will use reasonable physical and/or technological access control methods to ensure that school officials obtain access to only those student records in which they have legitimate educational interests.
- C. Authentication of Identity. The District will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom the District releases student records or files or discloses personally identifiable information from student records or files.
- ~~B-D.~~ Right of Access. All District students and their parents, guardians, teachers, counselors, and school administrators shall have access to the files or records maintained by the District concerning such student, including the right to inspect, review, and obtain copies of such files or records. No other persons, unless otherwise authorized by this Rule, applicable law, or written consent, shall have access to such files or records, and the contents of such files or records shall not be divulged in any manner to any unauthorized person. Either parent shall have full rights under this Rule, unless the District has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes such rights.
- E. Forwarding of Records on Student Transfer. A copy of the student's files or records, including academic material and any disciplinary material relating to any suspension or expulsion, shall be provided at no charge, upon request, to any public or private school to which the student transfers.
- F. Student Attaining Age Eighteen or Postsecondary Enrollment. Once a student has attained eighteen (18) years of age or is attending an institution of postsecondary education, the permission and/or consent required of and the rights accorded to the student's parents or guardian shall be accorded to the student. If the student is disabled, the type and severity of the disability shall be taken into consideration before these rights are granted to the student.

II. Access to Student Records.

- A. Procedure. To obtain access to a student's records, the following procedure shall apply to persons with a right of access to District files, other than District personnel:
 - 1. A written request for access shall be submitted to the building principal or ~~principal's~~ designee.

2. The requested records shall be made available within forty-five (45) days of receipt of the request unless the request is denied.
3. Within five (5) school days of receipt of the request, the principal or ~~principal's~~ designee shall notify the person making the request of the time and place for compliance with the request.
4. Access shall be provided during the regular business hours of the school day.
5. The principal or designee shall respond to reasonable requests for explanations and interpretations of the records.
6. If circumstances effectively prevent the parent or eligible student from reviewing the student's records, then copies of the requested records shall be provided, or the principal or designee shall make other arrangements for the parent or eligible student to review the requested records.
- ~~5.7.~~ A record of access shall be maintained and kept with the student's records and made available only to the student's parents and the eligible student, to the school official, and the school official's assistants who are responsible for the custody of such records, or other persons authorized by applicable law. Such record shall identify the party requesting or obtaining access to the student's records, and the legitimate or lawful interest that each person, agency, or organization has in obtaining this information. Access by District personnel who have a legitimate educational interest in the record need not be recorded.

- B. Information on More than One Student. If any material or document in the student record includes information on more than one student, the parents of each student shall have the right to inspect and review only the part of the record that relates to their child or to be informed of the specific information contained in that part of the record.

- III. Written Consent for Release of Information. Consent for inspection by or for the releasing of records to persons or institutions not specifically authorized by law or this Rule must be in writing, signed and dated by the person giving consent, reasonably identify the records to be released, state the reason for the release, and provide the names of parties to whom the records are to be released. If requested, a copy of the records shall be released to the student's parents and the student. Personal information released pursuant to a written consent shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student. A signed and dated written consent may include a record and signature in electronic format that identifies a particular person as the source of the electronic consent, and indicates such person's approval of the information contained in the electronic consent.

IV. Release of Student Records Not Requiring a Consent.

- A. Student records or files maintained by the District may be released without written consent to the following:
1. Other school officials, including District teachers, who have been determined by the District to have legitimate or lawful educational interests, including the educational interests of the ~~child~~ student for whom consent would otherwise be required.
 2. Officials of other public or private schools, ~~or~~ school systems, or institutions of postsecondary education, to which the student seeks or intends to enroll, or where the student is already enrolled, upon condition that the records are for purposes related to the student's enrollment or transfer, and the student's parents ~~be~~ are notified of the transfer,

receive a copy of the records if desired, and have an opportunity for a hearing to challenge the content of the records. Nothing in this Rule shall prohibit the District from disclosing to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student, appropriate information in the student's education records concerning disciplinary action taken against such student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

3. Authorized representatives of:
 - a. The Comptroller General of the United States;
 - ~~a-b.~~ The Attorney General of the United States;
 - ~~b-c.~~ Secretary of Education; or
 - ~~e-d.~~ Authorized state or local educational authorities.
4. Officials in connection with a student's application for, or receipt of, financial aid.
5. State and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a. Before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
 - b. After November 19, 1974, if:
 - i. The allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve, prior to adjudication, the student whose records are released, and
 - ii. The officials and authorities to whom such information is disclosed certify in writing to the District that the information will not be disclosed to any other party, except as provided under state law, without the prior written consent of the parent of the student.
6. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if there is a written agreement with the organization in accordance with applicable law, and such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations that have legitimate interests in the information and such information will be destroyed when no longer needed for the purpose for which ~~it is~~ the study was conducted, unless an organization is barred from access to personally identifiable information by determination of the Office of the Secretary of Education.
7. Accrediting organizations in order to carry out their accrediting functions.
8. Parents of a dependent student, as defined in 26 U.S.C. § 152.
9. Appropriate persons in connection with an emergency, if the knowledge of such information is necessary to protect the health or safety of the student or other persons. In making such a determination the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other persons.

10. Teachers and school officials in other schools who the District has determined have legitimate educational interests in the behavior of the student, may be provided with information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of the student, other students, or other members of the school community.
 11. Entities or persons designated in a Federal grand jury subpoena, in which case the court, or other issuing agency, shall order, for good cause shown, the District (and any officer, director, employee, agent, or attorney for the District) on which the subpoena is served, to not disclose to any person the existence or contents of the subpoena or any information furnished to the grand jury in response to the subpoena.
 12. Entities or persons designated in any subpoena issued for a law enforcement purpose, in which case the court or other issuing authority may order, for good cause shown, the District (and any officer, director, employee, agent or attorney for the District) on which the subpoena is served, not to disclose to any person the existence or contents of the subpoena or any information furnished in response to the subpoena.
 13. Entities or persons designated in any judicial order, or pursuant to any lawfully issued subpoena, upon condition that the parents are notified of all such orders in advance of the compliance by the District, except such notice is not required when a parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the judicial order or subpoena is issued in such proceeding.
 14. The United States Attorney General or designee not lower than an Assistant Attorney General pursuant to an ex parte court order concerning investigations or prosecutions of offenses under 18 U.S.C. § 2332b(g)(5)(B) or an act of domestic or international terrorism under 18 U.S.C. § 2331.
 15. The Secretary of Agriculture or authorized representatives from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measures, in accordance with applicable law.
 16. An agency caseworker or other representative of a state or local child welfare agency who has the right to access a student's case plan, as defined and determined by the state, when such agency is legally responsible in accordance with state law for the care and protection of the student.
 - ~~13-17.~~ A court in any legal action by the District against a parent or student, or by a parent or student against the District, when relevant for the District to either proceed with the legal action as plaintiff or to defend itself.
- B. Military recruiters and institutions of higher education shall be provided on request, with access to secondary school students' names, addresses, and telephone numbers as required by 10 U.S.C. §503c and 20 U.S.C. §7908. A secondary school student's name, address, and telephone number shall not be released to such military recruiters or institutions of higher education, if the student or the parent of the student informs the District in accordance with the District's student handbook, not to release such information without their prior written consent.
- C. The District may release student records and information without written consent after the removal of all personally identifiable information, and when determined that a student's identity is not personally identifiable whether through single or multiple releases and taking into account other reasonably available information.
- D. Student records or files released without written consent shall not be disclosed to any other party without the prior consent of the parent or eligible student, unless otherwise allowed by applicable law, and may only be used for the purposes for which the release was made.

V. Directory Information

- A. The District may publish in only the manners hereinafter provided, or may make available to the public in response to a request therefore, the categories of personally identifiable information which the District has specifically designated as directory information pursuant to 20 U.S.C. §§ 1232g(a)(5)(A) and (B), without the prior written consent of parents. Such directory information is not generally considered harmful or an invasion of privacy if disclosed, but such directory information for a student shall not be published and shall not be made available to the public in response to a request therefore, if the student's parents inform the District in accordance with the District's student handbook, not to publish or not to make available to the public in response to a request therefore, such directory information without the parent's prior consent.
- B. The directory information which, pursuant to 20 U.S.C. §§ 1232g(a)(5)(A) and (B) the District designates for the purpose of making available to the public in response to a request therefore, only includes students' names, which shall only be provided in total, and which shall not be categorized via building level, school building, grade, or in any other manner.
- C. The directory information which, pursuant to 20 U.S.C. §§ 1232g(a)(5)(A) and (B) the District designates for the purpose of publishing in only the manners hereinafter provided, includes the student's name, address, e-mail address, telephone number, date and place of birth, major field of study, current grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, but not including specific daily records of attendance, degrees, honors and awards received, the most recent previous educational agency or institution attended by the student, photographs, and other similar information.
- D. The directory information designed in the immediately preceding paragraph may be published by the District in only the following manners:
 1. In accordance with the immediately preceding Section IV of this Rule.
 2. In District publications and materials, which are associated with District and/or student activities and events, including, but not limited to, yearbooks, annuals, newsletters, newspapers, activity and event programs, community communications, parent communications, student communications, and notices.
 3. In District press or media releases.
 4. In accordance with District Rule 7305.1 (~~III~~IV) (D) regarding web publishing and directory information.
 5. To District agents or contractors, or to District-affiliated organizations the purpose of which is to enrich or supplement the educational, instructional, curriculum, or administration programs of the District.
 6. To government agencies and other educational institutions.

- VI. Photocopies. The District may charge a fee for copies of student records except that the imposition of a fee shall not prevent parents of students from exercising their right to inspect and review the student records or files and no fee shall be charged to such for retrieving any student's files or records. The charge, if any, shall be fifty (50) cents per page provided, however, that any charges for transcripts for students seeking or intending to enroll in a postsecondary facility or making application for financial aid shall be determined by the building principal. A copy of the student's records shall be provided at no charge, upon request, to any public or private school to which the student transfers or where the student is already enrolled, in accordance with the requirements of Section IV(A)(2) of this Rule.

VII. Right to Challenge Content of Student Records. Parents or eligible students may request a hearing to challenge the content of the student's records in order to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein and to insert into such records a written explanation by the parents or eligible student regarding the contents of such records. The following procedure shall be followed.

- A. The proposed correction or deletion shall first be presented in writing, to the principal or designee. The principal or designee shall meet with all parties concerned within five (5) school days of the receipt of the request. Within three (3) school days of the meeting, the parties involved shall be notified in writing of the principal's decision, and of the right to a hearing if they disagree.
- B. If the parties involved are dissatisfied with the decision rendered by the principal, they can, within ten (10) school days of receipt of the written decision of the principal, present the challenge to the Superintendent or ~~Superintendent's~~ designee. The Superintendent or ~~Superintendent's~~ designee shall hold a hearing with all parties concerned within five (5) school days of the receipt of the request. The parents or eligible student shall be notified two (2) days prior to the hearing of the date, time, and place of the hearing. The hearing will be conducted by any individual who does not have a direct interest in the outcome of the hearing. All persons attending the hearing will keep confidential the information contained in the student records. The hearing shall afford a full and fair opportunity to present information relevant to the issues raised. The parent or eligible student may, at their own expense, be assisted or represented by one (1) or more individuals of their own choice, including an attorney.
- C. Within three (3) school days following the hearing, the Superintendent or ~~Superintendent's~~ designee shall render a decision and send notice thereof in writing to the parties involved which will comply with the following:
 1. The decision shall be made in writing within a reasonable time after the hearing, shall be based solely on the information presented at the hearing, and will include a summary of the information and the reasons for the decision.
 - ~~1.2.~~ If it is determined that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the record will be amended accordingly and the parents or eligible student shall be provided with a copy of the written amendment.
 - ~~2.3.~~ If it is determined that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the parents or eligible student shall be informed of their right to place a statement in the record commenting on the contested information and/or stating why there is disagreement with the Superintendent's decision. The statement will be maintained with the contested part of the record for as long as the record is maintained. The statement will be disclosed whenever the portion of the record to which it relates is disclosed.

VIII. Annual Notification. Parents or eligible students shall be annually notified of their rights under this Rule via the District's student handbook.

~~VIII.~~ IX. Contacting Law Enforcement. Nothing in this Rule prohibits the District from contacting its school resource officers or other law enforcement agencies, orally or in writing, for the purpose of requesting such to investigate a possible student violation of, or to enforce any local, state, or federal law.

~~IX.~~ X. Definitions.

- A. "Legitimate educational interests" shall mean either a direct involvement whether for reasons of testing, analyzing, teaching, disciplining, evaluating or similar involvement in the education of the student or that a school official has to review an educational record in order to fulfill his or her duties.

- B. “Parent” shall mean the natural parent, adoptive parent, guardian, or an individual acting as a parent in the absence of a parent or guardian.
- C. “Record” shall mean any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche, which directly relates to a student and which is maintained by the District or a party acting for the District. This definition does not include any records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record, or any other record excluded by applicable law.
- D. “School officials” shall include the student’s teachers, counselors, school psychologists, principal, Superintendent, and any persons to whom the above are responsible to or to whom the above may delegate their duties. “School officials” shall also include District officers, employees, contractors, consultants, ~~and~~ agents, volunteers, and other parties to whom the District has outsourced institutional services or functions, provided that the outside party performs an institutional service or function for which the District would otherwise use employees, is under the direct control of the District with respect to the use and maintenance of student records, and is subject to the redisclosure requirements of applicable law.

Legal References: 10 U.S.C. § 503(c)
 20 U.S.C. § 1232g
 20 U.S.C. § 7908
 34 C.F.R. § 99.1 *et seq.*
 Neb. Rev. Stat. § 79-2,104
 Neb. Rev. Stat. § 79-2,105
 Neb. Rev. Stat. § 79-539

Rule Approved: July 19, 1988

Revised: April 21, 1997; November 6, 2000; July 16, 2001; May 3, 2004;

August, 16, 2010; 2014

Millard Public Schools
 Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Policy 5720

Meeting Date: Aug 4, 2014

Department: Student Services

Title and Brief Description: Records Retention and Disposition

Action Desired: Approval

Background: The review of these Policies and Rules was initiated because of FERPA amendments in 2011 and 2013. The proposed revisions are based on those amendments, and they are also based on other provisions of the FERPA statutes and regulations.

Options/Alternatives Considered:

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: Compliance with the Family Educational Rights and Privacy Act.

Timeline: Immediate

Responsible Persons: Bill Jelkin, Director of Student Services
Mr. Kevin Chick, Executive Director of Human Resources

Superintendent's Signature: _____



~~Pupil~~ Student Services

Records Retention and Disposition

5720

The Superintendent or designee shall be responsible for the retention and disposition of student records. All permanent student records and directory information shall be maintained permanently. Subsidiary student records will be destroyed after the student's continuous absence from the school for a period of three years.

Legal Reference: Neb. Rev. Stat. § 79-2,104(1)
 Nebraska Records Management Division Schedule 10
 Nebraska Records Management Division Schedule 24

Policy Approved:
 Revised: July 20, 1992; November 20, 2000; June 17, 2002
 Reaffirmed: August 16, 2010; [August 4, 2014](#)

Millard Public Schools
 Omaha, NE

Records Retention and Disposition**5720.1**

I. Definitions. The following definitions shall apply herein:

A. “Permanent Student Records” shall consist of the following:

1. Student’s social security number or student identification number.
2. Record of dates of attendance.
3. Grade level completed.
4. Transcript of classes taken with grades and credits received.
5. Record of date and type of inoculations and health examinations that are given to the class or student body as a whole.
6. Signatures of people who are required to sign for access to student records and statement of purpose for such access.
7. Student’s or student’s parents’ written consent of release of student records.

B. “Subsidiary Student Records” shall consist of the following:

1. Results of Essential Learner Outcomes assessments, state testing, and standardized achievement, aptitude, ability, interest, and intelligence tests including, but not limited to, Armed Services Vocational Aptitude Battery and Screening Assessment Gifted Students.
2. Personal Learning Plans, Individual Learning Plans, and re-teaching plans.
3. Record of participation in officially recognized school activities and sports.
4. Psychological examination reports (maintain in special education file).
5. School educational specialists’ reports.
6. Response to Instruction and Intervention documentation.
7. Truancy reports (maintain in discipline file).
8. Results of non-disciplinary school hearings concerning students.
9. Parent’s written consent permitting special examination of their child.
10. Copy of the birth certificate.
11. Divorce decrees or court custody documents.
12. Residency forms.
13. Communication of status if student will not graduate.
14. Developmental Asset Profile (DAP), and Life Skills Assessment results.
15. Section 504 documents.
16. Title One Reports.
17. Retention or acceleration building reports and principal letter.

- C. “Special Education Records” shall include records relating to the provision of special education and related services and the evaluation for special education and related services.
- D. “Cumulative Folders” shall include those permanent student records that are maintained at the District school building of attendance. When copies of a student’s records are requested or when the student’s records are transferred, the cumulative folder will be updated to include those subsidiary records that pertain to the student.
- E. “Electronic Student Records” shall include all Permanent Student Record files, Special Education Record files, Subsidiary Student Record files and all other student record files maintained by the District.
- F. “Eligible student” means a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education. If a student is disabled, the type and severity of the disability shall be taken into consideration when determining if the student is an eligible student.

II. Records Retention, Maintenance, Transfer, and Destruction.

A. Accountability for Records.

- 1. The principal of each elementary and middle school and the registrar of each high school shall be responsible for the maintenance, retention, transfer, and destruction of student records in accordance with this Rule.

B. Maintenance and Destruction.

- 1. All permanent student records shall be maintained in the student’s cumulative folder. Permanent student records and directory information shall be stored either electronically or in some other approved manner or format or microfilmed and destroyed upon the student’s graduation or after a three (3) year continuous absence from school, in the manner set forth hereinafter. The microfilm, or other approved electronically stored format shall be maintained permanently.
- 2. Student disciplinary records shall be maintained in a separate file. Student disciplinary records shall be destroyed after the student’s three (3) year continuous absence from the District.
- 3. Subsidiary student records may be maintained in specified files other than the cumulative folder for the purposes of daily record keeping, but must be included in the cumulative folder when the student’s records are requested or when they are transferred. Subsidiary records shall be destroyed after the student’s three (3) year continuous absence from the District.
- 4. The District shall not destroy any student records if there is an outstanding request to inspect and review the records.

C. Transfer of Student Records Between Building Levels and District Schools.

- 1. All records of a student transferring from one school to another within the District shall be sent by the school where the student has been enrolled as soon as the receiving school notifies such school.
- 2. All records including disciplinary records for all students who complete the eighth grade shall be forwarded to the District high school. In the event a student completes eighth grade but does not enroll in a District high school, the receiving District high school shall maintain such records for three (3) consecutive years. After such a three (3) consecutive year period, the permanent student records shall be transferred to Student Services to be electronically filed or microfilmed and destroyed and the District high school shall destroy the subsidiary student records and discipline records.
- 3. All records including disciplinary records for all students who complete the fifth grade shall be forwarded to the District middle school. In the event a student completes fifth grade but does not enroll in a District middle school, the receiving District middle school

shall maintain such records for three (3) consecutive years. After such a three (3) consecutive year period, the permanent student records shall be transferred to Student Services to be electronically filed or microfilmed and destroyed and the District middle school shall destroy the subsidiary student records and discipline records.

4. No records shall be removed or purged before transfer to another school within the District.

D. Special Education Records.

1. Special education records shall be transferred to the Special Education Department whenever a student leaves the District.
2. The Special Education Department shall retain special education records for five (5) years after the completion of the activities for which special education funds were used.
3. Parents shall be informed when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student.
4. The information which is no longer necessary to provide educational services to the student must be destroyed at the request of the parent. However, a permanent record of the student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

E. Transfer of Student Records to Other Schools.

1. The records, including disciplinary records, of a student who moves out of the District shall be transferred to another school or postsecondary institution under the following conditions:
 - a. For students under eighteen (18) years of age,
 - i. When a written request from the school or postsecondary institution where the student seeks or intends to enroll, or where the student is already enrolled, is received, and the records are for purposes related to the student's enrollment or transfer, or
 - ii. Upon written consent or request of the parent or guardian, or
 - iii. Upon written request from a student who seeks or intends to enroll, or who is already enrolled, in a postsecondary institution.
 - b. For eligible students,
 - i. When a written request from the school or postsecondary institution where the student seeks or intends to enroll, or where the student is already enrolled, is received, and the records are for purposes related to the student's enrollment or transfer, or
 - ii. Upon written request or consent of the eligible student.
 - c. When a request is received from the school or postsecondary institution where the student seeks or intends to enroll, or where the student is already enrolled, the parents or eligible student shall be notified of the transfer, receive a copy of the records if desired, and have an opportunity for a hearing to challenge the content of the records.

Millard Public Schools
Omaha, NE

May 19, 2003; May 3, 2004; August 16, 2010; April 1, 2013; , 2014

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Rule 6320.1

MEETING DATE: August 4, 2014

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Approval of Rule 6320.1: Curriculum, Instruction, and Assessment – Students: Requirements for Senior High School Graduation

ACTION DESIRED: X Approval


BACKGROUND: Proposed changes are in keeping with revisions to Rule 6315.1, approved on July 7, 2014.

RECOMMENDATIONS: Approval of Rule 6320.1

STRATEGIC PLAN REFERENCE: N/A

TIMELINE: N/A

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen and Dr. Nancy Johnston

SUPERINTENDENT'S APPROVAL: _____  _____

Curriculum, Instruction, and Assessment

Students: Requirements for Senior High School Graduation

6320.1

Students differ widely in interests, abilities and expectations. For this reason, the following are stated as minimums to allow flexibility in the planning of individual student programs. However, on the assumption that some elements should be shared in common by educated persons, these basic uniform requirements are established for graduation from the Millard Public Schools. In addition to specified credit requirements students must successfully meet District Assessment requirements and successfully complete a Personal Learning Plan according to District requirements.

CLASS OF 2015

- I. Credits: A minimum of **230 credits** is required for graduation. Each student's program shall include, but not be limited to, the programs and courses listed below and may be amended, revised, or deleted by the Board of Education as approved and published in the Millard Public Schools High School Curriculum Handbook-and Registration Guide.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
English	40	English 9	10
		English 10	10
		English 11	10
		Oral Communications	5
		Choice of Speech, Forensics, Debate I, Professional Speaking (Education Academy) or the combination of IB Language A1, IB Language B and 12 th Grade Theory of Knowledge	
		Choice of an English Selected Course	5

The student will take five (5) credits from the following:

English Selected Courses

AP English Language & Composition	IB English HL II
AP English Literature	Literacy for Life I
Contemporary Literature	Literacy for Life II
Creative Writing	Literature and Film
Global Perspectives through Literature	Research Methods
	21 st Century Media Literacy

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Social Studies	30	American History (Since 1914) - 9 th	10
		World Geography - 10 th	10
		US Government & Economics - 12 th	5
		Choice of a Social Studies Elective Course	5

The student will take five (5) credits from the following:

Social Studies Elective Courses

Human Diversity (Ethnic Studies)	AP Comparative Government & Politics
International Relations (World Affairs)	AP European History
Introduction to Behavioral Science	AP Human Geography

Law Studies
 Psychology
 Sociology
 World History
 World Religions

AP Psychology
 AP United States Government & Politics
 AP United States History
 AP World History
 IB 20th Century World History Topics
 IB History of America
 IB Psychology SL

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Mathematics	30	Algebra or Algebra Foundations I or appropriate course from the math sequence A course numbered 220 or higher One additional math course <i>Computer Science courses may not be applied toward math credit.</i>	10 10 10

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Science	30	Curriculum Handbook describes science courses and recommended/optional course sequences.	

Class of 2015

Physical Science in Action - 9 th grade	10
Biology - 10 th grade	10
Choice of following (total of 10 credits) - 11 th grade	10
Chemistry OR Physics	
Physical Science: Chemistry AND/OR Physical Science: Physics	
Choice of Science Electives (dependent upon choice of 5 or 10 credit Chemistry and Physics courses)	
or	
Biology - 9 th grade	10
Chemistry - 10 th grade	10
Physics OR Physical Science: Physics AND Choice of Science Elective - 11 th grade	10

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Physical Education	15	Choice of grade appropriate course <i>Curriculum Handbook describes PE courses and recommends grade appropriate levels.</i>	15

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Health Education	5	Everyday Living taken in 10th or 11th grades	5

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Technology Education	5	Choice of Technology Selected Courses	5

The student will take five (5) credits from the following:

Technology Selected Courses

Computer Technology Applications
 Introduction to Engineering Design I
 Introduction to Computer Science
 Foundations of Technology (Prior to 2011)
 Introduction to Graphics Communications

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Fine & Performing Arts	5	Choice of Fine & Performing Arts Selected Courses	5

The student will take five (5) credits from the following:

Fine & Performing Arts Selected Courses

Any art course
 Any music course
 Drama I
 Theatre Appreciation

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Financial Literacy	5	Choice of Financial Literacy Selected Courses	5

The student will take five (5) credits from the following:

Financial Literacy Selected Courses

Personal Finance
 Wealth Building & Personal Finance (Entrepreneurship Academy)

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Human Resources	5	Choice of Human Resources Course	5

The student will take five (5) credits from the following:

Human Resources Selected Courses

Sociology	Human Diversity (Ethnic Studies)
Psychology	International Relations (World Affairs)
Adult Living	Introduction to Behavioral Sciences
Child Development	IB Psychology
	IB Theory of Knowledge I

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Electives	60	A total of 60 additional credits	60

- A. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements.
 - B. Electives courses are offered in the subject areas previously listed and in business education, world language, family & consumer sciences, industrial technology, art, drama, debate, journalism and music.
 - C. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.
 - D. A student must complete credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.
 - E. A student must complete a Personal Learning Plan, meeting district requirements.
- II. Assessments: In addition to 230 credits required for graduation, students must also successfully meet the Essential Learner Outcome assessment score requirements.
- III. Effect of Student Performance
- A. When a student has successfully met the Essential Learner Outcomes Assessment ~~cut score~~ of College and Career Readiness metric for each outcome:
 1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 2. ~~Having met the cutscores for the high school Essential Learner Outcomes assessments, the student shall have met essential criteria for graduating from the Millard Public Schools.~~
Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools
 3. Upon successful completion of the required number of credits and Personal Learning Plan, the student shall be eligible for a graduation diploma from the Millard public Schools.
 - B. If a student has not met the ~~cut score~~ of College and Career Readiness metric for a given Essential Learner Outcomes Assessment, the following shall occur:
 1. ~~An Individual Learning Plan (ILP) shall be designed by a team of qualified staff. Classroom teachers may refer students to the Millard Intervention Team (MIT) for assistance in evaluating and implementing problem solving and intervention strategies.~~
 1. The school/district will initiate a consistent and collaborative problem solving and intervention model called Response to Instruction and Intervention (RtI+I). Records of problem solving and intervention strategies are required.

2. Utilizing the ~~Essential Learner Outcomes~~ Rtl+I problem solving process, school representatives will offer the student supplemental learning activities, which address recognized deficiencies. Supplemental learning activities may include but are not limited to the following:
 - a. differentiated/complementary instruction during regular classes (i.e., peer tutoring, needs groups, individualized instruction;
 - b. before- or after-school tutorials;
 - c. study hall tutorials;
 - d. change of interdisciplinary teams or level of instruction;
 - e. repeat of specific course(s) of study;
 - f. attendance at specific class(es) designed to address deficiencies; and
 - g. attendance at summer school.
 - h. Use of specific District identified interventions designed to support student achievement.
 3. If the student is verified with a disability, the IEP Team may reconvene to review the ILP and to ensure that the IEP is written to assist the student in areas of weakness and that appropriate accommodations are in place.
 4. If the student has a 504 Accommodation Plan, the 504 Team may reconvene to review the ILP and to ensure that needed accommodations are in place in areas of weakness.
 5. If the student is identified as an English Language Learner (ELL), a school team responsible for planning the student's academic program may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.
- C. If, after a retake of an assessment, a student has not met the ~~cut score~~ College and Career Readiness metric for a given Essential Learner Outcomes ~~of College and Career Readiness~~ assessment, the following shall occur:
1. The ~~Individual Learning Plan~~ problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to ~~MIT~~ Building Problem Solving Team for identification of needs if not previously referred.
 2. The student shall be retested using the appropriate Essential Learner Outcomes ~~of College and Career Readiness~~ locally-developed assessment. Students shall be given the opportunity to be retested multiple times until the requisite ~~cut score~~ College and Career Readiness metric is achieved. Students shall be given notice of the opportunities for retesting.
 3. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite ~~cut-scores~~ College and Career Readiness

metrics are achieved for high school Essential Learner Outcomes of College and Career Readiness assessments.

4. If the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and to consider lowering of the ~~cut score~~ College and Career Readiness metric requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the ~~cut score~~ College and Career Readiness metric.
 - a. Applications for approval of lowered ~~cut score~~ College and Career Readiness metric requirements may be submitted by the student's IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and, where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.
 - b. If the lowered ~~cut score~~ College and Career Readiness metric is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools.
- D. An additional opportunity is available to demonstrate student proficiency. After two retest attempts to meet the established ~~cut score(s)~~ College and Career Readiness metric(s) for the Essential Learner Outcome of College and Career Readiness locally-developed assessment(s) without achieving the ~~cut score~~ College and Career Readiness metric, students, under building supervision, shall participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies. A student who successfully meets the standards and requirements of a Demonstration of Proficiency shall have met one of the essential criteria for graduating from the Millard Public Schools.

~~VI.~~ IV. Student's Right to Appeal

- A. Students who have not achieved the necessary high school ~~cut scores~~ College and Career Readiness metrics as approved by the Millard Board of Education may appeal the denial of a diploma.
- B. A student may appeal the denial of a diploma only on the grounds that the student's failure to achieve the required cut score is due to:
 1. The failure of the District to provide a reasonable accommodation, which was previously requested by the student and denied by the District.
 2. The failure of the District to provide an alternate assessment or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.

~~VI.~~ V. Procedures for Appeal

- A. Within seven (7) days after the receipt of the notice that the student failed to achieve the cut score or credits required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information, which is relevant to the appeal.

- B. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's or designee's decision and the reasons therefore
- C. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent for a hearing before the Millard Board of Education to be held on the issue whether the decision of the Superintendent or his designee was unreasonable.
- D. Such hearing shall be held before the Millard Board of Education within thirty (30) days of the date the request for hearing was received. If a hearing before the Millard Board of Education is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.
- E. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education.
- F. The parties may, by mutual written agreement, extend the time for hearing or final determination.
- G. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.
- H. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.
- I. The decision of the Millard Board of Education shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education shall reduce its findings and decision to writing and provide the written findings and decision to the student, parent(s), and/or guardian(s) within ten (10) days of the hearing.

~~VIII.~~ VI. Graduation

Upon successful completion of the required credits, assessments and Personal Learning Plan, a student shall be eligible for a graduation diploma from the Millard Public Schools.

~~VIII.~~ VII. Annual Review

This rule shall be reviewed annually.

CLASSES OF 2016 AND BEYOND

- I. Credits: A minimum of **230 credits** is required for graduation. Each student's program shall include, but not be limited to, the programs and courses listed below and may be amended, revised, or deleted by the Board of Education as approved and published in the Millard Public Schools High School Curriculum Handbook-and Registration Guide.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
English	40	English 9	10
		English 10	10
		English 11	10
		Oral Communications	5
		Choice of Speech, Forensics, Debate I, Professional Speaking (Education Academy) or the combination of IB Language A1, IB Language B and 12 th Grade Theory of Knowledge	
		Choice of an English Selected Course	5

The student will take five (5) credits from the following:

English Selected Courses

AP English Language & Composition	IB English HL II
AP English Literature	Literacy for Life I
Contemporary Literature	Literacy for Life II
Creative Writing	Literature and Film
Global Perspectives through Literature	Research Methods
	21 st Century Media Literacy

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Social Studies	30	Classes of 2016-17	
		American History (Since 1914) - 9 th	10
		World Geography - 10 th	10
		US Government & Economics - 11 th or 12 th	5
		Choice of a Social Studies Elective Course	5

The student will take five (5) credits from the following:

Social Studies Elective Courses

Human Diversity (Ethnic Studies)	AP Comparative Government & Politics
International Relations (World Affairs)	AP European History
Introduction to Behavioral Science	AP Human Geography
Law Studies	AP Psychology
Psychology	AP United States Government & Politics
Sociology	AP United States History
World History	AP World History
World Religions	IB 20 th Century World History Topics
	IB History of America
	IB Psychology SL

Class of 2018 and Beyond

World Geography – 9 th	5
World History – 10 th	10
United States History – 11 th or 12 th	10
United States Government & Economics	5

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Mathematics	30	Algebra or Algebra Foundations I or appropriate course from the math sequence A course numbered 220 or higher One additional math course <i>Computer Science courses may not be applied toward math credit.</i>	10 10 10

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Science	30	Curriculum Handbook describes science courses and recommended/optional course sequences. Biology - 9 th Chemistry OR Physical Science: Chemistry – 10 th or 11 th Physics OR Physical Science: Physics – 10 th or 11 th Choice of Science Electives (dependent upon choice of 5 or 10 credit Chemistry and Physics courses)	 10 10 OR 5 10 OR 5 0-10

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Physical Education	15	Choice of grade appropriate course <i>Curriculum Handbook describes PE courses and recommends grade appropriate levels.</i>	15

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Health Education	5	Everyday Living taken in 10th or 11th grade	5

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Technology Education	5	Choice of Technology Selected Courses	5

The student will take five (5) credits from the following:

Technology Selected Courses

Computer Technology Applications
Introduction to Engineering Design I
Introduction to Computer Science
Foundations of Technology (Prior to 2011)
Introduction to Graphics Communications

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Fine & Performing Arts	5	Choice of Fine & Performing Arts Selected Courses	5

The student will take five (5) credits from the following:

Fine & Performing Arts Selected Courses

Any art course
Any music course
Drama I
Theatre Appreciation

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Financial Literacy	5	Choice of Financial Literacy Selected Courses	5

The student will take five (5) credits from the following:

Financial Literacy Selected Courses

Personal Finance
Wealth Building & Personal Finance (Entrepreneurship Academy)

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Human Resources	5	Choice of Human Resources Course	5

The student will take five (5) credits from the following:

Human Resources Selected Courses

Sociology	Human Diversity
Psychology	International Relations
Adult Living	Introduction to Behavioral Sciences
Child Development	IB Psychology
	IB Theory of Knowledge I

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Electives	60	A total of 60 additional credits	60

- A. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements.
- B. Electives courses are offered in the subject areas previously listed and in business education, world language, family & consumer sciences, industrial technology, art, drama, debate, journalism and music.
- C. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.

- D. A student must complete credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.
 - E. A student must complete a Personal Learning Plan, meeting district requirements.
 - II. Assessments: In addition to 230 credits required for graduation, students must also successfully meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments.
 - III. Effect of Student Performance
 - A. When a student has successfully met the Essential Learner Outcomes of College and Career Readiness metric for each outcome:
 - 1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - 2. Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criteria for graduating from the Millard Public Schools.
 - 3. Upon successful completion of the required number of credits and Personal Learning Plan, the student shall be eligible for a graduation diploma from the Millard public Schools.
 - B. If a student has not met the College and Career Readiness metric for a given Essential Learner Outcome Assessment of College and Career Readiness, the following shall occur:
 - 1. The school/district will initiate a consistent and collaborative problem solving and intervention model called Response to Instruction and Intervention (RtI+I). Records of problem solving and intervention strategies are required.
 - 2. Utilizing RtI+I problem solving process, school representatives will offer the student supplemental learning activities that address recognized Essential Learner Outcomes of College and Career Readiness deficiencies. Supplemental learning activities may include but are not limited to the following:
 - a. differentiated/complementary instruction during regular classes (i.e., peer tutoring, needs groups, individualized instruction;
 - b. before- or after-school tutorials;
 - c. study hall tutorials;
 - d. change of interdisciplinary teams or level of instruction;
 - e. repeat of specific course(s) of study;
 - f. attendance at specific class(es) designed to address deficiencies;
 - g. attendance at summer school and/or
 - h. use of specific District identified interventions designed to support student achievement.

3. If the student is verified with a disability, the IEP Team may reconvene to review the problem solving and intervention strategies and to ensure that the IEP is written to assist the student in areas of weakness and that appropriate accommodations are in place.
4. If the student has a 504 Accommodation Plan, the 504 Team may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.
5. If the student is identified as an English Language Learner (ELL), a school team responsible for planning the student's academic program may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.

C. Procedures for high school students

1. If a student has not met the College and Career Readiness metric for a given Essential Learner Outcome of College and Career Readiness as measured by the ACT[®] Assessment, the following shall occur:
 - a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
 - b. The building will review the student's results of ACT[®] Plan or ACT[®] 10th Grade Aspire Assessment. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by ACT[®] Plan or ACT[®] 10th Grade Aspire Assessment for each outcome, then
 - (i) A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - (ii) Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools.
 - (iii) Upon successful completion of the required number of credits and Personal Learning Plan, the students shall be eligible for a graduation diploma from the Millard Public Schools.
 - c. Students may submit additional ACT[®] results for consideration in meeting the College and Career Ready metrics from testing occasions for which they have independently registered.
2. If after review of the student's results of ACT[®] Plan or ACT[®] 10th Grade Aspire Assessment a student has not met the college and Career Readiness metric for a given Essential Learner Outcomes of College and Career Readiness, the following shall occur:
 - a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.

- b. The building will review the student's results of Nebraska State Accountability (NeSA) Tests. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by Nebraska State Accountability (NeSA) Tests for each outcome, then
 - (i) A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - (ii) Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools.
 - (iii) Upon successful completion of the required number of credits and Personal Learning Plan, the students shall be eligible for a graduation diploma from the Millard Public Schools.
3. If after review of the student's results of Nebraska State Accountability (NeSA) Tests a student has not met the College and Career Readiness metric for the Essential Learner Outcomes of College and Career Readiness, the following shall occur:
 - a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
 - b. The building will review administer locally-developed Essential Learner Outcome assessments. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by locally-developed ELO assessments for each outcome, then
 - (i) A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - (ii) Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools.
 - (iii) Upon successful completion of the required number of credits and Personal Learning Plan, the students shall be eligible for a graduation diploma from the Millard Public Schools.
 - (iv) The student shall be retested using the appropriate Essential Learner Outcomes of College and Career Readiness assessment. Students shall be given the opportunity to be retested multiple times until the requisite College and Career Readiness metric is achieved. Students shall be given notice of the opportunities for retesting.
4. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite College and Career Readiness metrics are

achieved for high school Essential Learner Outcomes of College and Career Readiness assessments.

5. If the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and may consider lowering the College and Career Readiness metric requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the College and Career Readiness metric.
 - a. Applications for approval of lowered College and Career Readiness metric requirements may be submitted by the student's IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.
 - b. If the lowered College and Career Readiness metric is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools.

D. Demonstration of Proficiency

An additional opportunity is available to demonstrate student proficiency.

After review of ACT® Assessment, ACT® Plan [or ACT® 10th Grade Aspire](#) Assessment, Nebraska State Accountability (NeSA) Tests, and one or more attempts on Essential Learner Outcome of College and Career Readiness locally-developed assessments without achieving the College and Career Readiness metric, students, under building supervision, shall participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies. A student who successfully meets the standards and requirements of a Demonstration of Proficiency shall have met one of the essential criteria for graduating from the Millard Public Schools.

VI. Student's Right to Appeal

- A. Students who have not achieved the necessary high school College and Career Readiness metrics as approved by the Millard Board of Education may appeal the denial of a diploma.
- B. A student may appeal the denial of a diploma only on the grounds that the student's failure to achieve the required cut score is due to:
 1. The failure of the District to provide a reasonable accommodation, which was previously requested by the student and denied by the District.
 2. The failure of the District to provide an alternate assessment or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.

V. Procedures for Appeal

- A. Within seven (7) days after the receipt of the notice that the student failed to achieve the cut score or credits required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information, which is relevant to the appeal.

- B. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's or designee's decision and the reasons therefore
- C. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent for a hearing before the Millard Board of Education to be held on the issue whether the decision of the Superintendent or his designee was unreasonable.
- D. Such hearing shall be held before the Millard Board of Education within thirty (30) days of the date the request for hearing was received. If a hearing before the Millard Board of Education is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.
- E. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education.
- F. The parties may, by mutual written agreement, extend the time for hearing or final determination.
- G. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.
- H. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.
- I. The decision of the Millard Board of Education shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education shall reduce its findings and decision to writing and provide the written findings and decision to the student, parent(s), and/or guardian(s) within ten (10) days of the hearing.

VI. Graduation

Upon successful completion of the required credits, assessments and Personal Learning Plan, a student shall be eligible for a graduation diploma from the Millard Public Schools.

VII. Annual Review

This rule shall be reviewed annually.

Related Policies and Rules: [6301](#), [6301.1](#), [6315](#), [6315.1](#), [6320](#), [6320.2](#), [6320.3](#), [6320.4](#)

Rule Approved: April 16, 2011

Millard Public Schools

Revised: Dec. 5, 1983; Dec. 17, 1990, May 17, 1999; Oct. 18, 1999, July 31, 2000; March 4, 2002; July 21, 2003; June 21, 2004; June 6, 2005; June 5, 2006; June 4, 2007; July 7, 2008; November 2, 2009; November 1, 2010; November 7, 2011; November 5, 2012; October 21, 2013; [August 4, 2014](#)

Omaha, NE

Reaffirmed: July 6, 2009

AGENDA SUMMARY SHEET

AGENDA ITEM: **Approval of Superintendent's Attendance Plan**

MEETING DATE: **August 4, 2014**

DEPARTMENT: **Office of the Superintendent**

TITLE AND BRIEF DESCRIPTION: **Superintendent's Plan to Improve Student Attendance in Douglas and Sarpy Counties**

ACTION DESIRED: **Approval**

BACKGROUND: **As determined by legislative action, Superintendents were to develop an attendance plan. The agreement between the GOALS program and school districts, which originated in 2011, has expired. The statutory authority and duty of the superintendents require a plan, "to reduce excessive absenteeism including a process to share information regarding at-risk youth with the goal of improving educational outcomes, providing effective interventions that impact risk factors, and reducing unnecessary penetration deeper into the juvenile justice system."**

OPTIONS/ALTERNATIVE CONSIDERATIONS: **N/A**

RECOMMENDATIONS: **Approval**

STRATEGIC PLAN REFERENCE: **N/A**

IMPLICATIONS OF ADOPTION OR REJECTION: **N/A**

TIME LINE: **Immediate**

PERSONS RESPONSIBLE: **Superintendent, Dr. Jim Sutfin**

SUPERINTENDENT'S APPROVAL:

_____  _____

**SUPERINTENDENT'S PLAN
TO IMPROVE STUDENT ATTENDANCE
IN
DOUGLAS AND SARPY COUNTIES**

AUGUST 1, 2011

(Revised - August 2014)

TABLE OF CONTENTS

Introduction.....	Page 3
Nebraska Statute.....	Page 4
Background and Philosophy.....	Page 6
PART I - Prevention and Early Intervention (GOALS).....	Page 8
PART II - Absence Referral to County Attorney.....	Page 12
PART III - Tracking and Monitoring.....	Page 13
PART IV - Plan Review.....	Page 14
Attachments	
Attachment A - GOALS Interlocal Agreement	Page 15
Attachment B - Memorandum of Understanding	Page 19
Attachment C – Douglas County Referral Form	Page 25
Attachment D – Sarpy County Referral Form	Page 27

INTRODUCTION

The Learning Community of Douglas and Sarpy Counties is the creation of the Nebraska Legislature. Within its boundaries are eleven school districts in the Omaha Metropolitan Area. Statutorily, an Advisory Committee comprised of the eleven superintendents of the Learning Community member districts is given certain responsibilities and duties.

In 2011, those duties were expressly expanded to the creation of a plan by the superintendents designed to combat the adverse impact absenteeism has on students and schools. The statutory authority and duty of the superintendents require a plan, “to reduce excessive absenteeism including a process to share information regarding at-risk youth with the goal of improving educational outcomes, providing effective interventions that impact risk factors, and reducing unnecessary penetration deeper into the juvenile justice system.” At-risk youth are defined as, “those who are under the supervision of the office of probation administration, are committed to the care, custody, or supervision of the Department of Health and Human services, are otherwise involved in the juvenile justice system, or have been absent from school for more than ten percent (10%) of the school year except when excused by school authorities or when a documented illness makes attendance impossible or impracticable.”

It is within this framework that the Superintendents Advisory Committee presents this plan with its twin objectives of (a) meeting statutory duties and (b) creating a comprehensive school district/community approach to absenteeism that is cooperative, innovative, and is based on solid research and experience. The plan is organized in four parts:

- PART I Prevention and Early Intervention (GOALS)
- PART II Absence Referral to County Attorney
- PART III Tracking and Monitoring
- PART IV Plan Review

NEBRASKA STATUTE

Section 79-209

In all school districts in this state, any superintendent, principal, teacher, or member of the school board who knows of any violation of subsection (2) of section 79-201 shall within three days report such violation to the attendance officer of the school, who shall immediately investigate the case. When, of his or her personal knowledge or by report or complaint from any resident of the district, there is a violation of subsection (2) of section 79-201, the attendance officer shall immediately investigate such alleged violation.

All school boards shall have a written policy on attendance developed and annually reviewed in collaboration with the county attorney of the county in which the principal office of the school district is located. The policy shall include a provision indicating how the school district will handle cases in which excessive absences are due to illness. The policy shall also state the circumstances and number of absences or the hourly equivalent upon which the school shall render all services to address barriers to attendance. Such services shall include, but need not be limited to:

- (1) Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child;
- (2) One or more meetings between, at a minimum, a school attendance officer, a school social worker or a school administrator or his or her designee, the person who has legal or actual charge or control of the child and the child, when appropriate, to attempt to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:
 - (a.) Illness related to physical or behavioral health of the child;
 - (b.) Educational counseling;
 - (c.) Educational evaluation;

- (d.) Referral to community agencies for economic services;
- (e.) Family or individual counseling; and
- (f.) Assisting the family in working with other community services.

- (3) The school may report to the county attorney of the county in which the person resides when the school has documented the efforts it has made as required by subsection (2) of this section that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful and that the child has been absent more than twenty days per year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Failure by the school to document the efforts required by subsection (2) of this section is a defense to prosecution under section 79-201 and adjudication for educational neglect under subdivision (3)(a) of section 43-247 and habitual truancy under subdivision (3)(b) of section 43-247. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney.
- (4) Nothing in this section shall preclude a county attorney from being involved at any stage in the process to address excessive absenteeism.

Sec. 79-2121 The superintendents of any school districts that are members of a learning community shall develop and participate in a plan by August 1, 2011, to reduce excessive absenteeism including a process to share information regarding at-risk youth with the goal of improving educational outcomes, providing effective interventions that impact risk factors, and reducing unnecessary penetration deeper into the juvenile justice system.

BACKGROUND AND PHILOSOPHY

The superintendents, along with numerous involved members of the metropolitan area, have a common understanding that students who come to school reflect our wider community. It is impossible to isolate the “school” within the walls of the school building. Therefore, effective strategies to keep students in school must be linked to the wider community. At the same time, evidence shows that prevention, early identification, and intervention each are unique and vital components of ensuring a successful school experience. Prevention encompasses those school and community programs aimed at keeping students involved, active, and able to attend school regularly. Across the metro area, each school district, along with community providers, is actively engaged in numerous absence-prevention programs. Intervention arises when, despite those efforts, a student is becoming absent excessively, prior to the 20-day timeframe when Nebraska law allows that a student may be referred to the county attorney. The superintendents know that an organized and fully active partnership between school and community with specific objectives, planned sustainability, and the ability to take advantage of the full array of rights and responsibilities offered by the laws and regulations in Nebraska will result in successful intervention for students in the metro area.

The superintendent’s plan for prevention and early intervention, Greater Omaha Attendance and Learning Services (GOALS) Center, is founded on current school district absence prevention policies, practices, programs, and initiatives and the current informal, collaborative structure that has been in place since 2010. In 2010, a group consisting of law enforcement, the courts, and school district representatives came together to initiate a court-supervised diversion program. A part of their efforts evolved into what has been informally known as the Truancy Triage Treatment Team. This team realized that information sharing, regular monitoring, personal family visits, and a multi-disciplinary approach that brought together stakeholders with statutory accountability for children (including the Douglas and Sarpy County Separate Juvenile Courts, the Douglas and Sarpy County Attorney’s Offices, Nebraska Department of Health and Human Services (NDHHS), the Douglas and Sarpy County Juvenile Assessment

Centers, Region VI, state probation, and school districts) provided a swift and effective response to absenteeism.

GOALS builds on this collaboration through creation of a formal Interlocal Agreement between the eleven school districts and a Memorandum Of Understanding (MOU) with NDHHS, the Douglas and Sarpy County Attorney's Offices, State Probation, the Douglas and Sarpy County Separate Juvenile Court, Sarpy County Board of Commissioners, and local law enforcement. Representatives from these entities would then become the "GOALS Leadership Team." The essence of these agreements include that each of these entities will commit personnel and in-kind resources to assure a regular and formal structure by which individually-identifiable student information can be shared, within the constraints of state and federal privacy laws, to accomplish effective intervention for at-risk students before they become, "truant." The members of this team anticipate working with a broad group of community entities, as further described in the plan that will effectively provide the support network students and families need to achieve regular and consistent attendance and avoid chronic absenteeism. Ultimately, it is the intent of this plan to intervene at the building level, district level, and GOALS Team level at the earliest stages of problematic student absenteeism and/or at-risk behavior so as to improve student attendance, through voluntary participation, and prevent children from being referred to the County Attorney.

PART I

PREVENTION AND EARLY INTERVENTION (GOALS)

GOALS MISSION: To address absenteeism and at-risk behavior through encouragement of coordinated efforts to improve student attendance and learning.

GOALS PURPOSE: To improve student attendance and learning by offering assistance to youth and families. This purpose will be accomplished by early assessment and prompt delivery of coordinated interventions that promote school attendance and eliminate at-risk behaviors.

GOALS Pyramid of Intervention:

Step One: Building Level Intervention - Building personnel intervene immediately (following district policies/procedures and state law) when a child is showing signs of problematic absenteeism and/or at-risk behavior. Each school building must access and exhaust all building interventions and resources prior to referring a child to the district/community intervention level (Step Two). Building interventions may include but are not limited to daily phone calls to parents/guardians, notification letters to parents/guardians, parent/guardian-student-teacher-administrator conferences, educational counseling, educational evaluation, appropriate academic placement, academic tutoring, advisement programs, extended school day placement, mentoring, homework club placement, referral for school activity placement, appropriate programmatic placement, school resource officer involvement, etc. Interventions are designed to promote regular school attendance and prevent children from being referred to the County Attorney.

Step Two: District/Community Intervention - When a school building has accessed and exhausted all building level interventions and resources, district and community interventions are utilized. The school district must access and exhaust all district interventions and resources prior to referring a child to the GOALS Center. District interventions may include but are not limited to: Involvement of district social workers, district level school psychologists, central office administration, district level academic support programs, referral for review of housing needs, transportation needs, health care and behavioral health needs, family needs, referral to faith-based organizations, referral to appropriate community service providers, etc. Interventions are designed to promote regular school attendance and prevent children from being referred to the County Attorney.

Step Three: Referral to GOALS Team

Assessment Tools may include:

- ☐ *SRAS – Student Refusal Attendance Survey*
- ☐ *Further analysis of type of absenteeism and proximal/distal factors (see, e.g., Christopher Kearney research)*
- ☐ *Juvenile Inventory For Functioning (JIFF)*
- ☐ *40 Developmental Assets*

Step Four: The GOALS Center will identify targeted interventions through service coordination. The interventions will be designed to promote regular school attendance and prevent children from being referred to the County Attorney.

Step Five: If interventions are ineffective, referral to County Attorney, by the school district which the student is enrolled.

GOALS CENTER STRUCTURE: Nebraska law gives public agencies the capacity to exercise and enjoy jointly any power or privilege or authority exercised or capable of exercise by one or more of the public agencies. This is conferred through the Interlocal Cooperation Act and/or Memorandum of Understanding (MOU). The public agencies referenced above (the eleven school districts, NDHHS, the Douglas and Sarpy County Attorney's Offices, State Probation, the Douglas and Sarpy County Separate Juvenile Court, Sarpy County Board of Commissioners, and local law enforcement), will enter into an agreement with one another for joint and cooperative action pursuant to the Interlocal Cooperation Act for the public school districts and a Memorandum of Understanding for the public / non-profit agencies.

It is understood that appropriate action by ordinance, resolution, or otherwise pursuant to law of the governing bodies of the participating public agencies is necessary before the Agreement may enter into force. The Agreement, which is included, specifies its duration, the general organization, composition, purposes and nature of the cooperative action, the manner by which it will be afforded (financed through in-kind services, permitted to accept donations of resources, funds, and donations of equipment and supplies, and maintenance of a budget), provision of administration of the joint

undertaking, and how any real or personal property used in the joint undertaking will be acquired, held and disposed of.

The Superintendents and area foundations have created an actual center, accessible by school districts, parents and community agencies, which trained Family Advocates, coordinate services among the Interlocal partners and other community participants. This entity is called the Greater Omaha Attendance and Learning Services (GOALS) Center.

Pooling of existing resources makes a whole that is greater than the sum of its parts. GOALS supports the removal of barriers to effectively intervene on behalf of students and families and sharing data and information to improve the individual functions of each and every agency working together on behalf of the greater community.

GOALS Day to Day: At the outset, GOALS is envisioned as regular meetings of all organizations in the joint Interlocal agreement throughout the year, on a weekly or bi-monthly basis, with the ability to adjust the frequency of such meetings given the unique and changing circumstances and needs of the agencies and students. GOALS Leadership Team and other supporting partners will define how and when students will be referred to the GOALS Center. In addition, GOALS Leadership Team will be meeting with key constituents, including local government officials, to assist in maintenance of GOALS vision and purposes. Administrative duties will be shared by the executive director and the Interlocal member agencies. Service functions (screening and assessment, training, developing a service provision catalogue of community providers and contact access, and case management) will be conducted by the various members according to their specific skills as agreed upon by the members.

Families play an integral part to GOALS success. Participation with the GOALS Center Team is voluntary and there are no requirements by school districts for students or families to participate with the program. Each student referred to the GOALS Center will have a formal family services plan. This plan includes (a) identification of the

conduct of the child, caretaker, or any family member which is causing harm and the services needed to mitigate or eliminate the problems within the family unit; (b) a description of the services which are needed for the child, his caretakers, or other family members, the availability of such services within the community, and a plan for ensuring that any such services are available to be secured and delivered; (c) a description of all expected action to be taken by the child, his caretakers, or other family members; (d) the name of the person within the affected public service agency who is directly responsible for assuring that the formal family services plan agreement is implemented; and (e) an estimate of the time anticipated to accomplish the goals set out in the agreement. It is expressly understood that this family services plan is not a public document. It is expected that families will demonstrate their obligations to help their child achieve regular attendance and avoid absenteeism that leads to truancy.

GOALS Center services may also incorporate referrals for clinical counseling and therapeutic services such as parenting classes, anger management, academic counseling, tutoring, psychiatric/psychological/physical evaluations, individual and family therapy, in-home services, wrap-around services, and medical care including school-based health centers. GOALS Center will have authority to accept grants to fund the purchase of such services for families.

See Attachment A for the GOALS Center Interlocal agreement with the eleven (11) school districts.

See Attachment B for the GOALS Center Memorandum of Understanding with local government and non-profit agencies.

PART II

ABSENCE REFERRAL TO COUNTY ATTORNEY

Beginning with the 2011-12 school year, each school district shall use the Referral for Violation of the School Board's Attendance Policy form when reporting all students to the county attorney in which the school district has created and executed a collaborative plan with the student and family to remedy attendance concerns.

DOUGLAS COUNTY

At the present time, Douglas County utilizes an 1184 Truancy Triage Treatment Team. All referrals are reviewed by this team. This 1184 team follows the requirements of Neb. Stat. Sec. 28:728-733. This team operates as a multidisciplinary/multi-agency collaborative. The team meets as needed. The team reviews each referral and determines the response level necessary to assist the child and correct the problem. Response/intervention recommendations are made in the best interest of the child and forwarded to the county attorney's office.

SARPY COUNTY

At the present time, all referrals are reviewed by the county attorney assigned to the case. The county attorney determines the response level necessary to assist the child and correct the problem. Response/intervention recommendations are made in the best interest of the child.

See Attachment C for the referral form to Douglas County Attorney Office.

See Attachment D for the referral form to Sarpy County Attorney Office.

PART III

TRACKING AND MONITORING

If the Douglas or Sarpy County Attorney's Offices choose to not file on a referral, each respective school district can file an additional referral if absences accumulate to a level of concern as determined by district policies.

PART IV

PLAN REVIEW

During the school year, representatives from each entity will meet to discuss progress and issues of concern.

Each summer, representatives from each entity will meet to review the plan and propose recommendations to the superintendents. This meeting should include school personnel that deal with attendance issues on a daily basis. The superintendents will then convene and consider the recommendations from the meeting to make changes/improvements to the plan. Recommendations for legislative changes may also be developed at this time.

ATTACHMENT A**GOALS INTERLOCAL AGREEMENT
BETWEEN**

Bellevue Public Schools
 Bennington Public Schools
 Douglas County West Public Schools
 Elkhorn Public Schools
 Gretna Public Schools
 Millard Public Schools
 Omaha Public Schools
 Papillion - La Vista Public Schools
 Ralston Public Schools
 South Sarpy School District #46
 Westside Community Schools

This Agreement is made and entered into this _____ day of _____, 2014, by and between _____ (insert proper names of all entities), jointly referred to hereafter as the Parties.

WHEREAS, the Parties desire to engage in joint collaborative action to address early intervention with at-risk students, pursuant to Nebraska law, and

WHEREAS the Parties desire to effectuate the joint collaborative pursuant to the Superintendent's Plan created pursuant to law, and known as GOALS, and

WHEREAS, the parties desire to cooperate in the planning, development, maintenance and operation of GOALS, and

WHEREAS, the *Interlocal Cooperative Act Neb. Rev. Stat. 13-801 et. seq (Reissue 2007)* permits units of local government in the State of Nebraska to cooperate with one another for the purpose of jointly exercising governmental authorities and responsibilities.

NOW THEREFORE, in consideration of the mutual covenants herein contained, the Parties do hereby agree as follows with regard to the Project.

1. Each Party will:

A: Provide a representative to attend, share data, and jointly collaborate on intervention procedures pursuant to the GOALS plan.

B: Provide assistance when needed to help with the establishment of GOALS

administrative needs.

C: It is understood that funding, may be made available by one or more public or private agencies, which may be in-kind funds, or real or personal property. It is further understood that each Party agrees as an individual entity to accept donations that are made in furtherance of GOALS objectives, and to dedicate such donations toward GOALS objectives as agreed upon by the Parties to this agreement. In effectuating GOALS, a majority vote of the members shall constitute agreement by the Parties. The Parties may agree to such conduct, practices, procedures and other administrative guidance and action as deemed necessary for the productive implementation of GOALS.

2. NONDISCRIMINATION CLAUSE

In connection with the carrying out of the activities provided herein, the Parties shall not discriminate against an employee or applicant for employment because of race, color, religion, sex, disability, national origin, age, marital status or receipt of public assistance.

3. HOLD HARMLESS CLAUSE

Each party agrees to indemnify and hold harmless to the fullest extent allowed by law, the other party from and against any and all claims, damages, losses and expenses (including attorney's fees) arising out of or resulting from the acts or omissions of the indemnifying party or its agents or employees in performance of this Agreement. Each party agrees that it will be responsible for its own acts and omissions and the results of its own acts and omissions, and shall not be responsible for the acts and omissions of the other party. The parties agree to assume all risk and liability for any injury to persons or property resulting in any manner from each party's own acts or omissions related to the Agreement, including acts or omissions by each party's own agents or employees related to this Agreement. Liability includes any claims, damages, losses and expenses (including attorney's fees) arising out of or resulting from performance of this Agreement that results in any claim for damage whatsoever including any bodily injury, sickness, disease, property damage, or loss of use.

4. INDEPENDENT CONTRACTOR CLAUSE

It is the expressed intent of the parties that this Agreement shall not create an employer-employee relationship, and the contractor, subcontractor, or any employees or other persons acting on behalf of such contractor or subcontractor employed by any party in the performance of the Agreement, shall be deemed to be independent contractor(s) during the entire term of this Agreement or any renewals thereof. It is agreed between the parties that the designated staff of each party shall at all times continue to be employees of such party for the duration of the Agreement and shall not be deemed employees of the other parties hereto. Any contractor, subcontractor or agent shall be responsible for all salary and benefits payable pursuant to the contractor's contract to perform the work contemplated by this Agreement and such

contractor's employees shall not be entitled to any salary from any party hereto or to any benefits made to employees or any party hereto, including but not limited to, overtime, vacation, retirement benefits, worker's compensation, sick leave or injury leave. Any such contractor shall also be responsible for maintaining worker's compensation insurance, unemployment insurance and any applicable malpractice insurance coverage for its employees, and for payment of all federal, state, local and any other payroll taxes with respect to the employee's compensation.

5. INSURANCE CLAUSE

Each Party will maintain a level of self insurance and, require its contractors, subcontractors and agents to maintain insurance policies of the following types and with the following limits while engaged in the implementation of GOALS:

Workers' Compensation Insurance

Workers' Compensation Insurance fully insuring its employees as required by law. Said insurance shall be obtained from an insurance company, which is authorized to do business in the State of Nebraska.

Insurance coverage amounts required:

Coverage A	Statutory
Coverage B	
Bodily injury by accident	\$100,000 each accident
Bodily injury by disease	\$500,000 policy limit
Bodily injury by disease	\$100,000 each employee

General Liability Insurance

General Liability Insurance naming and protecting them and the sponsor against claims for damages resulting from (1) bodily injury including wrongful death, (2) personal injury liability and (3) property damage which may arise from operations under this Agreement whether such operations be by the contractor, subcontractor, or any one directly employed by them. The minimum acceptable limits of liability to be provided by such insurance shall be as follows:

Commercial general liability:	
General aggregate	\$2,000,000
Products/completed operations aggregate	\$2,000,000
Personal/advertising injury	\$1,000,000 and one person
Bodily injury/property damage	\$1,000,000 per occurrence
Fire damage	\$50,000 per any one fire
Medical payments	\$5,000 per any one person
Commercial automobile liability:	

Bodily injury/property damage	\$1,000,000 combined single limit
Umbrella/excess liability:	
Primary insurance	\$1,000,000 per occurrence
Builder's Risk	100% of work completed values

6. ASSIGNMENT

No Party or Parties may assign their respective duties and responsibilities under this Agreement without the express written permission of the other Parties.

7. TERM OF AGREEMENT

The term of this Agreement shall be from the date of execution until July 31, 2017.

8. INTERLOCAL AGREEMENT PROVISIONS

This Agreement shall not create any separate legal or administrative entity. It shall be administered jointly by the parties, through one representative to be designated by each Party. There shall be no jointly held property as a result of this Agreement, although real and personal property of the parties may be utilized by the Parties individually or as a whole to effectuate this Agreement, as agreed upon by the Parties. This agreement does not authorize the levying, collecting or accounting of any tax. This agreement may be terminated by any party upon 10 days advance written notice.

IN WITNESS WHEREOF, the Parties have caused these presents to be executed by their duly authorized officials as of the date indicated below:

EXECUTED by the _____ School District a/k/a _____ this _____ day of _____, 2014

By: _____
President, Board of Education

Secretary, Board of Education

ATTACHMENT B**Memorandum of Understanding**

This Memorandum of Understanding (MOU) is made on this September 20, 2011, by and between the following agencies:

Ellen Brokofsky, Administrator, State Probation (Probation), Nebraska State Capitol, Room 1207, Lincoln, NE 68509

Kerry Winterer, CEO, Nebraska Department of Health & Human Services (NDHHS), 301 Centennial Mall South, Lincoln, NE 68509

Don Kleine, Douglas County Attorney (DCA), 1701 Farnam St., Omaha, NE 68183

Douglas County Board of Commissioners (Douglas County), 1819 Farnam St., Omaha, NE 68183

Todd Schmaderer, Chief of Police, Omaha Police Department (OPD), 505 So. 15th St., Omaha, NE 68102

Tim Dunning, Douglas County Sheriff, 156th & West Maple Road, Omaha, NE 68144

The Separate Juvenile Court of Douglas County (Court), Room 600, Hall of Justice, Omaha, NE 68183

Lee Polikov, Sarpy County Attorney (SCA), 1210 Golden Gate Drive, Papillion, NE 68046

Sarpy County Board of Commissioners (Sarpy County), 1210 Golden Gate Drive, Papillion, NE 68046

Jeff Davis, Sarpy County Sheriff, 8335 Platteview Rd., Papillion, NE 68046

Papillion Police Department, 1000 East First Street, Papillion, NE 68046

Bellevue Police Department, 2207 Washington St., Bellevue, NE 68007

Ralston Police Department, 7400 Main St., Ralston, NE 68127

Bennington Police Department, 11402 No. 156th St., Bennington, NE 68007

La Vista Police Department, 7701 So. 96th St., La Vista, NE 68128

The purpose of this Memorandum Of Understanding (MOU) is to achieve the various aims and objectives relating to the Douglas/Sarpy County Superintendent's Plan to Improve Attendance, and to the Greater Omaha Attendance and Learning Services (GOALS) Center. This document is intended to state a set of shared principles for development and furtherance of development of program specific intergovernmental agreements among the parties.

The principles, agreements and understandings set forth in this Memorandum are not intended to be contractual, are not binding on any party and may not serve as the basis for any assertion of liability against any of the parties. The parties agree, however, to work together in the true spirit of partnership to ensure that there is a united visible and responsive leadership to the GOALS Center and to demonstrate financial, administrative and managerial commitment, to the extent possible, by means of "in kind" services and collaboration in seeking alternative funding.

This MOU sets forth a framework to enable local and state government departments and school districts within Douglas/Sarpy County to create a viable system to improve attendance and to meet the needs of children and families.

This MOU builds on the interdependent relationships of all those child and family service systems seeking to achieve individual and community based outcomes.

This MOU will create and sustain strategic relationships to maximize and potentially increase existing resources to be used at the local level.

This MOU establishes a focused point of accountability for the success of cross-system work, known as the GOALS Center.

By signing this Memorandum Of Understanding, the Nebraska Department of Health and Human Services, Douglas County Attorney, Sarpy County Attorney, State Probation, Omaha Police Department, Douglas / Sarpy County Sheriff Office(s), other law enforcement agencies and Separate Juvenile Court within Douglas and Sarpy Counties recognize the shared efforts, in support of the Superintendents of Schools in Douglas/Sarpy County, to create and maintain a highly functioning system to improve attendance and service provision for children and families, and the parties agree to the following Mission, Guiding Principles and Vision:

Mission

It is the Mission of the Parties to collaborate with the Superintendents of Douglas/Sarpy County and support their Plan to Improve Student Attendance.

Guiding Principles

We believe that education is important for the success of our children and community.

We believe that attendance at school is the single most important element to the student's ability to learn and be successful in school and life.

We believe that parents/adult caregivers have the greatest influence on children for attendance and academic success.

We believe and acknowledge that within our community, parents/adult caregivers are occasionally challenged in meeting the needs of their children.

We believe that unmet needs of children and families can contribute to non-attendance to school.

We believe and recognize that there is a strong correlation between early truancy, continued academic and behavioral problems, eventual school dropout and delinquent behavior development.

We believe it is the responsibility of the community to support the children, parents/adult caregivers, and schools on attendance issues.

We believe that the GOALS Center, through the identification and elimination of system issues, early identification of students and families in need and the prompt delivery of cooperative, multiagency resources, can assist children in achieving school success.

We believe that the GOALS Center is a community resource that supports children.

Agreements

WHEREAS the above listed agencies desire to enter into an agreement in which these parties will work together to participate in the GOALS Center;

AND WHEREAS the establishment of a multidisciplinary collaborative is the most effective means to accomplish this purpose;

AND WHEREAS the parties are desirous to enter into a Memorandum of Understanding between them, setting out the working arrangements that each of the partners agree are necessary to further the GOALS Initiative;

We agree as follows:

COMMUNICATION:

We agree to fully communicate both within agencies and among each other by:

- 1) Identifying and defining financial implications that arise from the GOALS Center service delivery model.

- 2) Communicating in a timely manner changes in funding and/or program design that are relevant to the GOALS Center service model.
- 3) Sharing information to the fullest extent possible, within the parameters of applicable regulations and respect for family privacy, in support of the adopted service model.
- 4) Developing common information-sharing protocols and utilizing internal records management protocols to respect each other's confidentiality mandates.
- 5) Conducting cross trainings among stakeholder staff to increase understanding of our various systems.

ACCOUNTABILITY:

We agree to foster accountability and sustain the process by:

- 1) Ensuring that the values and goals of the stakeholders are aligned with the MOU through annual plans.
- 2) Defining levels of involvement and evaluating and ensuring participation in the MOU and GOALS Center through inclusion of related responsibilities in appropriate position descriptions.
- 3) Ensuring that our agencies actively participate in the operationalization of the MOU, and service delivery agreements.
- 4) Participating in jointly designed or identified reporting and evaluation activities within current resources and submitting data within agreed-upon timelines.
- 5) Regularly reviewing administrative, funding, and service delivery alignments to ensure a comprehensive, seamless, and efficient service continuum.
- 6) Convening the GOALS Center Leadership Team no less than two times a year to review progress and further strengthen the agreement.
- 7) Clearly defining performance indicators, outcomes, and shared data within the GOALS Center, service delivery model.
- 8) Involving each other in system design and service delivery.

RESOURCES:

We agree to advocate collectively for funding, public policy, and agency practices aligned with the vision of the MOU by:

- 1) Identifying the existing continuum of resources prior to the deployment of resources.
- 2) Identifying gaps and overlaps in services.
- 3) Coordinating funding streams.
- 4) Supporting innovation.

- 5) Leveraging funds and agreeing to not summarily shift costs.
- 6) Enhancing service delivery.

PROBLEM SOLVING:

We agree to support a process of collaborative problem solving by:

- 1) Resolving systems issues at the lowest level possible.
- 2) Referring issues to the MOU Leadership Team for resolution only after all other avenues have been explored.
- 3) Defining a process for conflict resolution within the GOALS Center.
- 4) Understanding and recognizing the risks of each organization relative to the GOALS Center and its service delivery model.
- 5) Supporting and standing by service agreements within the GOALS Center.
- 6) Cooperatively resolving shared funding issues at the MOU level.

We recognize that the GOALS Center is dedicated to making a difference in the lives of youth at-risk for non-attendance, academic failure and school dropout. In furtherance of this MOU we additionally agree:

To participate in a multidisciplinary GOALS Center Leadership Team as established by the Superintendents of Douglas/Sarpy County by providing no less than 1 member, with administrative/decision making authority to represent each agency in this MOU.

To provide personnel to participate in regular multidisciplinary teams to assist in screening, assessment and monitoring of youth whose attendance has become problematic and/or has reached the threshold for referral for prosecution.

To provide "in kind" personnel, where needed, and as available, to conduct case management services to children and families. In addition, such personnel will provide service referrals and service provision for families and youth.

To provide communication between and among all agencies involved with GOALS Center youth.

To provide evidence based services only.

To collect data from a variety of sources to best assist the individualized needs of families.

To communicate with schools regularly to determine where school based services may need support and/or change.

To regularly monitor data to assure quality programming and that needs of youth are being met. Data collection and study will also address service deficits among the collaborative agencies in order to improve performance.

To provide Individualized service plans for children and families.

To co-locate MOU participant personnel, so as to best achieve the success of the GOALS Center, to maximize the service provision to families and support this MOU and the Superintendents Plan to Improve Attendance.

ATTACHMENT C**Douglas County Non-attendance
Referral Form****Date Referral
Sent:****Youth's Name****DOB:****Age:****Race:****District
:****School:****Grade:****Gender:****Parent/Guardi
an Name:****Address:****Phone:****Cell:****Work:****Parent/Guardi
an Name:****Address:****Phone:****Cell:****Work:****Language:****Special Needs/accommodations:****Referring
Party:****Phone:****Cell:****E-mail:****Related
Parties:****# Days Absent:****Total # days
enrolled:****# Periods tardy:****# Additional days of suspension:****History of attendance
issues with family:**

Example, not limited to: Has the youth been referred previously, if so how many times; do they have a history of attendance issues within the family unit or one specific child.

**Reasons for current non-
attendance:**

Example, not limited to: Why was it not impossible or impracticable to for the youth to attend school?

**Verbal or written communication by school
officials with the person or persons who have
legal or actual charge or control of the specified
child:**

Example, not limited to: contacts including date, person making contact, type of contact and result.

**Documentation of meetings held
between school officials and family:**

Example, not limited to: dates, times, plans, who was present, service provision (to include internal and external).

**Educational counseling
and/or assessment:**

Example, but not limited to: determining whether curriculum changes or required, such as, enrolling the child in an alternative education program that meets the specific LB464-85 educational and behavioral needs of the child, would help solve the problem of excessive absenteeism.

Educational evaluation:

Example, but no limited to: may include psychological testing/evaluation to assist in determining a specific condition, if any, contributing to the problem of excessive absenteeism, supplemented y specific efforts by the school to help remedy condition of diagnosed.

Additional information:

Example, include any information here believed to be pertinent to the child/families situation that may assist in planning and decision making.

I submit that the above information is true to the best of my ability.

**Electronic Signature and
date:**

Attachment D

Sarpy County Attorney's Office Referral for Violation of Mandatory Attendance Policy

Child Information

Date: Click here to enter text.	School: Click here to enter text.	
Grade: Click here to enter text.	School Year: Click here to enter text.	School District: Click here to enter text.
Name of School's Truancy Officer: Click here to enter text.		
Student Name: Click here to enter text.		
Date of Birth: Click here to enter text.	Gender: Click here to enter text.	
Address: Click here to enter text.		
City: Click here to enter text.	Zip Code: Click here to enter text.	

Custodian/Legal Guardian / Parent Information

Mother's Name: Click here to enter text.	
Mother's Address: Click here to enter text.	
City: Click here to enter text.	Zip Code: Click here to enter text.
Telephone Numbers: Click here to enter text.	
Father's Name: Click here to enter text.	
Father's Address: Click here to enter text.	
City: Click here to enter text.	Zip Code: Click here to enter text.
Telephone Numbers: Click here to enter text.	

Current Attendance

TOTAL Days Absent (do not count suspensions): Click here to enter text.
TOTAL Times Tardy to School: Click here to enter text.
Total Number of Days in School Year to Date: Click here to enter text.

**** Attach a print out of the Student's current year attendance.**

Interventions by School

Meetings / Contacts with Parents: Click here to enter text.
Phone Contacts with Parents: Click here to enter text.
Meetings / Contacts with Student: Click here to enter text.
Collaborative Plan developed to Address Barriers to Attendance: Date of Meetings with Parents to develop collaborative plan: *Attach a copy of the school's collaborative plan. The plan must include but is not limited to: 1) illnesses related to the physical or behavioral health of the child, 2) educational counseling, 3) educational evaluations,

4) referral to community agencies for economic services, 5) family or individual counseling, 6) the assistance provided the family in working with community agencies, and 7) any other information deemed relevant.
Click here to enter text.

Explanation of why the Collaborative Plan was not Successful: Click here to enter text.

Current Behaviors / Grades

Discipline Referral(s) / Suspension(s): Click here to enter text.

**** Attach the current grades of the student.**

Absenteeism History

School Year Attended: Click here to enter text.	Grade: Click here to enter text.
Total Days Absent: Click here to enter text.	Total Times Tardy to School: Click here to enter text.

School Year Attended: Click here to enter text.	Grade: Click here to enter text.
Total Days Absent: Click here to enter text.	Total Times Tardy to School: Click here to enter text.

School Year Attended: Click here to enter text.	Grade: Click here to enter text.
Total Days Absent: Click here to enter text.	Total Times Tardy to School: Click here to enter text.

****May attach complete attendance history in lieu of completion.**

School Personnel Who Can Testify

Name: Click here to enter text.

Contact Number: Click here to enter text.

Any other suggested witnesses and what they can testify about: Click here to enter text.

District Recommendations:

- ☐ The undersigned requests assistance through the Sarpy County Attorney's Office. Mail completed form to Sarpy County Attorney, 1210 Golden Gate Drive, Papillion, NE 68046, or email to SMarkley@sarpy.com; tferryman@sarpy.com (use both e-mail addresses please).

Submitted By: Click here to enter text.

Contact Information: Click here to enter text.

E-mail Address: Click here to enter text.

Fax Number: Click here to enter text.

AGENDA SUMMARY SHEET

Agenda Item: Custodial, Grounds, and Maintenance Employees Negotiated Agreement for 2014-15

Meeting Date: August 4, 2014

Department: Human Resources

Title & Brief Description: The District and the Service Employees International Union Local 226 ("SEIU") have reached tentative agreement for the 2014-15 school year. The SEIU voted for approval of the tentative agreement on July 28, 2014. The proposed agreement includes the following changes:

- **Estimated 3.53% total package:**
 - Salary increase = 1.80% total package increase;
 - Health insurance Rates = 0.78% total package increase;
 - NPERS increase = 0.19% total package increase;
 - Cost of moving 10 month employees to 12 month = 0.57% of total package increase;
 - Other (Dental, Life, FICA, etc.) = 0.18% total package increase.
- Health insurance changes same as teachers.
- Clarifying of management rights paragraph to retain right to contract out work.
- Change sick leave buy back at retirement to require 20 years of service instead of 10.
- All 10 month employees will be transitioned to 12 month employees.

Recommendation: It is recommended that the Negotiated Agreement for Custodial, Grounds, and Maintenance employees with the SEIU for the 2014-15 school year be approved.

Background: Total package increase is in line with budget parameters and other employee groups.

Options and Alternatives: Return to the bargaining table.

Responsible Persons: Chad Meisgeier, Ken Fossen, Duncan Young, Bob Snowden, Kevin Chick, Dr. Jim Sutfin

Superintendent's Approval: _____



COLLECTIVE BARGAINING AGREEMENT

THIS AGREEMENT, made and entered into by and between the Service Employees International Union (A.F.L.-C.I.O.) Local 226, hereinafter referred to as the "Union", and the School District Number 17, Douglas County Nebraska, also known as the Millard School District, hereinafter referred to as the "District".

ARTICLE I Recognition

The District recognizes the Union as the sole and exclusive bargaining agent for all permanent full-time and part-time employees employed as custodians, grounds maintenance personnel, maintenance personnel, and bus drivers, excluding supervisors, any warehouse clerks, and any substitute and/or summer seasonal employees.

ARTICLE II Management

Section 1. The management and direction of the District are invested exclusively in the District, including but not limited to:

- (1) direction of the work force;
- (2) the right to set standards for work and conduct applicable to employees;
- (3) the right to hire, suspend, discharge, assign jobs;
- (4) the right to transfer employees within the District;
- (5) the right to increase and decrease the work force;
- (6) the right to contract out all or portions of the work previously done by this employee group, subject only to the limitation that if the contracting out provided in this subparagraph results in the layoff of an employee(s) or the reduction in scheduled hours of a full time employee(s), the District shall negotiate the effects on the impacted employee(s). Nothing in this subparagraph shall require any negotiations for an employee(s) terminated for just cause;
- (7) the right to add new work to this employee group;
- (8) the right to determine school calendar, hours of school;
- (9) the right to determine hours of work;
- (10) the right to set all other procedures necessary or desirable to provide for the education of the students of the District; and
- (11) the District specifically reserves all other rights and prerogatives not specifically abridged or delegated by this Agreement.

Section 2. The District agrees that there shall be no discrimination against applicants or employees because of race, color, religion, national origin, gender, marital status, disability, age, membership in or non-membership in any labor organization, or any other reason prohibited under Federal, State, or Local law.

ARTICLE III Definitions

- "Partial-week" shall mean regularly scheduled work of less than 40 hours/week.
 "Partial-year" shall mean regularly scheduled work of less than 12 months/year.
 "Part-time" shall mean regularly scheduled work that is either partial-year or partial-week or both.
 "Full-week" shall mean regularly scheduled work of at least 40 hours/week.
 "Full-year" shall mean regularly scheduled work for 12 months/year.
 "Full-time" shall mean regularly scheduled work of at least 40/hours/week for 12 months/year.

ARTICLE IV

Holidays

Full-time employees are eligible for 10 (ten) paid holidays and part-time employees are eligible for 7 (seven) paid holidays according to the following schedule:

Full-time Employees

Labor Day
 Thanksgiving Day
 Friday Following Thanksgiving
 December 24
 December 25
 December 31
 January 1
 Spring Break (one day designated by Supt.)
 Memorial Day
 Fourth of July

Part-time Employees

Labor Day
 Thanksgiving Day
 Friday Following Thanksgiving
 December 24
 December 25

 January 1
 Memorial Day

Employees must work 20 (twenty) days prior to being eligible for holiday pay. The holiday schedule shall be amended for summer ten month employees to ensure that seven paid holidays are provided.

When any of the above holidays falls on the employee's regular work day and such employee does not work on that day, he or she shall receive compensation based upon straight time pay equal to the hours scheduled to be worked by the employee had the day not been a holiday; provided however, that in order to be entitled to such holiday pay an employee must have worked his or her normally scheduled hours on both his or her regularly scheduled work days immediately preceding the holiday and on his or her regularly scheduled work day immediately following the holiday, unless he or she has been excused by the District for reason of illness or some other good cause.

ARTICLE V

Vacation

Full-time employees shall earn vacation with pay in accordance with the following schedule:

1. During the first four years of employment: 3.33 hours bi-weekly to a maximum of 80 hours per year.
2. During the fifth through fourteenth years of employment: 5 hours bi-weekly to a maximum of 120 hours per year.
3. During the fifteenth and subsequent years of employment: 6.67 hours bi-weekly to a maximum or 160 hours per year.

Usage of paid vacation is subject to supervisory approval and must normally be used in full-day increments unless otherwise specifically approved by the employee's supervisor. In an emergency, vacation may be used in full-hour increments.

Employees must give a minimum of five (5) business days notice of any requested vacation unless less notice is approved by a supervisor in an emergency situation. Employees are encouraged to give as much notice as possible for requested vacation to assist in scheduling. Employees may give a maximum of three (3) months notice of any requested vacation. The District shall respond to vacation requests within ten (10) working days of receipt.

Paid vacation is accrued each monthly pay period beginning with an employee's first full monthly pay period following his or her anniversary date. After 90 consecutive calendar days of absence due to illness or injury, the employee will no longer accrue additional vacation time.

The maximum amount of paid vacation which may be accrued is equal to the number of days earned in the previous 12 monthly pay periods. If an employee reaches the maximum amount of paid vacation, that employee will no longer accrue vacation until the employee is again below the maximum.

On leaving the employment of the District, employees shall be paid for any unused earned vacation.

ARTICLE VI

Paid Leave

Paid leave shall only be used for qualifying sick leave, qualifying death leave, or qualifying business and emergency leave. Qualifying sick leave shall be used only for personal illness, illness of a member of the employee's immediate family, or for leave as provided under the Family Medical Leave Act. The rules for use of leave are established by the District.

Each employee shall earn paid leave per month (equal to the average daily hours scheduled per day in a five day work week) for each full month of completed service, and shall be allowed to accumulate such leave to a maximum of 736 hours. Paid leave will be credited at the end of each pay period up to a maximum of 24 pay periods per year (for each full month of service the employee works during the school year).

As of July 10th of each year, any employee with unused leave in excess of 640 hours shall be reimbursed for such excess leave and the leave accumulation shall be reduced to 640 hours which shall be carried forward into the following year. The rate of reimbursement for said excess leave shall be \$10.00 per hour. This payment for unused leave shall be included in the August payroll. The procedures for payment shall be established by the District.

Each employee retiring after 20 years of service in the District and who is at least 55 years of age shall receive reimbursement for each hour of unused accumulated paid leave at retirement. The rate of said reimbursement shall be \$10.00 per hour. The policies, procedures, implementation and all decisions related thereto shall be the sole responsibility of the District.

ARTICLE VII

Hours of Work

Section 1. The District will provide regular full-time employees with forty (40) hours of work per week.

Section 2. This District shall schedule hours of work at its sole discretion, including but not limited to required extra or overtime hours. All hours worked in excess of forty (40) hours in an employee's regular work week, except as hereinafter provided, shall be paid for at the rate of time and one half the regular rate, but premium pay shall not be pyramided. Hours worked per week shall include paid holidays, and approved paid vacation. In the event that the District makes a permanent change in an employee's work hours or days of work, the employee shall be provided notice of the changed hours or days at least thirty (30) calendar days prior to the change.

Section 3. Work shall be arranged such that, where possible, employee's scheduled workdays shall be on consecutive days.

Section 4. A lunch period without pay of one-half (0.5) hour to each employee will be given and the employee shall be free to leave the premises during such period. Eligible employees are those working five or more hours per day.

Section 5. Each employee will receive one (1) fifteen (15) minute break per four (4) hours worked as scheduled by the employee's direct supervisor. Breaks may not be taken within one (1) hour of the beginning or end of the shift. Paid break times, when applicable, may not be used to extend the employee's lunch period.

Section 6. All lunch periods will be unpaid, provided that any scheduled shift that begins between the hours of 2:30 p.m. through 4:00 a.m. shall receive a \$0.25 per hour shift differential payment in addition to their regular wage.

Section 7. Effective September 1, 2014, the District shall promote all current 10 month employees who are also scheduled to work 40 hours per week during their 10 month schedule (1.0 f.t.e.) into 12 month employees. For purposes of wages, any person affected by this promotion shall be moved to Year 1 of Group 1A regardless of job class. For purposes of insurance and benefits, persons affected by this promotion shall be considered full-time employees. Any employee hired during the term of this contract in the job classes affected by this Section 7 shall be hired at a wage at Year 1 of Group 1A.

ARTICLE VIII Insurance

Full-time Employees: For each eligible full-time employee the District shall pay the premium for health, dental, and life coverage in the same manner as provided to other employees. The District shall also pay the full premium for long-term disability coverage.

Part-time Employees: Each eligible part-time employee employed at least 20 hours per week shall be eligible to participate in the Health, Dental and Life Plans provided by the District subject to the same conditions and in the same manner as provided to other employees (other than different contribution levels specifically provided for part-time food service and paraprofessional employees).

Cash Option: Full-time employees who have been continuously employed full-time by the district during the 96-97 and subsequent school years (prior to July 31, 1997) may exercise a cash option in lieu of single or family health and dental insurance in accordance with the cash option plan adopted by the District subject to the same conditions and limitations as other employees. Full-time employees who have not been continuously employed full-time by the district during the 96-97 school year (prior to July 31, 1997) will not be eligible to participate in the cash option plan.

ARTICLE IX Seniority

The District recognizes the principle of seniority in connection with promotion, transfer, reorganization, reduction in force, reclassification of job description, layoff, or reemployment after layoff to the extent that where, in the judgment of the Administration, the qualification of the employees involved performing the work are substantially the same, the employee having the longer term of continuous service shall be given the preference as hereinafter provided in Article X, Section 3. Seniority shall be defined as the total length of continuous full-time service with the School District of Millard within the bargaining unit covered by this Agreement and shall date from the effective date of full-time employment within the bargaining unit covered by this Agreement. This District shall provide a seniority list to the Union on or before September 1 of each year.

ARTICLE X Probation, Discharge, Demotion, Job Posting, and Reduction-in-Force

Section 1. **Probation:** Each beginning employee shall have a probationary period of one hundred and eighty (180) calendar days.

Section 2. **Discharge and Demotion:** No full-time employee covered by this agreement, who has successfully completed the probationary period, shall be demoted or discharged except for just cause. If at the end of the probationary period the District continues his or her employment, the full-time employee shall have all rights and privileges of a full-time employee covered by this agreement.

Section 3. **Job Posting:** In the event a job opening occurs by reason of retirement, transfer, death, discharge, resignation or creation of a new position, all employees will be notified of the opening by posting on a bulletin board, electronic mail, or electronic posting. In the event that electronic means are the sole method of posting jobs, the District shall maintain at least one computer at the support services building (or successor location). Any employee may then apply for that opening by notifying the District's Personnel Office in writing. The assignment of a Department Head is exempt from Job Posting.

Job descriptions shall be provided to the Union upon request. When considering application for any position, an employee may request a copy of the relevant job description from the District or from the Union.

In the selection of an applicant by the School District to fill a job opening, consideration shall be on the basis of the most qualified applicant for the position which shall include, but not be limited to: training and experience in the type of work

required by the position. The administration will review the qualifications of each applicant and determine who is the most qualified. In the event the administration determines the qualifications of the applicants to be substantially the same, the applicant having the greater seniority shall be selected to fill the position.

No full-time employee will be considered for a job opening in the same job description within a wage group who has not served at least one hundred and eighty (180) calendar days in the present job unless the new opening is for a shift change (night to days or days to nights). Any full-time employee who changes job assignments shall be granted a period of two (2) weeks from the first day of his or her performance of the new job assignment to return to his or her former assignment if he or she so desires.

Section 4. Promotion: When a full-time employee moves to a different full-time job description, the employee will be given ninety (90) calendar days from the first day of his or her performance of the new job assignment to demonstrate the ability to successfully perform the job responsibilities. An employee who does not demonstrate the ability to successfully perform the job responsibilities will be reassigned to the first available position for which he or she is qualified.

Section 5. Reduction-in-force or Redeployment of Workforce: In the event of reorganization, reclassification of job description, or for any other reason where the District may eliminate a position, the District may choose to engage in: (a) a reduction in force / layoff; or (b) a redeployment of the work force.

(a) In the event the District chooses to engage in a reduction of force or a layoff, the least senior person(s) within that job classification shall be the person laid-off. Any full-time employee whose position or job has been eliminated, or who has been replaced by a person with more seniority because of reorganization, reclassification of job description, reduction in force, or layoff shall, if qualified, be permitted to move into the existing position and replace another employee in the same or lower wage group who has less seniority, provided:

(i) the less senior employee is within the same position; or

(ii) the less senior employee is in a position that the more senior employee previously held at the District and the more senior employee meets the minimum qualifications and licensure required for the position.

Any employee who has been laid off shall be placed on a recall list in order of length of service for a period of twelve (12) months following his or her last day of work. When vacancies occur, after internal job changes, individuals on the recall list shall be given first priority for reemployment to any position for which he or she held previously. Notification of the vacancy shall be made in writing to the last known address of the persons involved with a copy to the Union. In lieu of a right of recall, an affected employee may choose to accept two weeks of severance pay.

(b) In the event that the District is reducing the total number of employees through attrition and a redeployment of the workforce, the District may redeploy the workforce among building locations through a reassignment of position(s) without posting or bidding of positions. The Union's designated representative shall be notified at least 30 calendar days in advance of any redeployment of the workforce under this paragraph. No redeployment under this paragraph shall result in a promotion in pay grade for any employee. In the event of a redeployment of the workforce under this paragraph and person being moved from a building shall be selected in the following manner:

(i) Volunteers shall be requested, and if only one person within the affected group volunteers, that person shall be transferred to the new location;

(ii) If more than one person volunteers, the volunteer within the affected group of volunteers at that building with the most seniority shall be transferred to the new location;

(iii) If no person volunteers, the person within the affected group at that building with the least seniority shall be transferred to the new location. In the event of an involuntary transfer under this paragraph, the 180 day limitation of Article X, Section 3 shall not apply to the transferred person.

ARTICLE XI

Grievances

Any Grievance alleging Discrimination or Harassment shall be pursuant to Board Rule 4001.2 as it existed on July 1, 2014. Any amendments to Board Rule 4001.2 which occurs after July 1, 2011 will be submitted to the Union for approval prior to implementation for employees covered by this Agreement.

Any other grievance, complaint, disagreement or difference of opinion between the District, the Union or the employees covered by the Agreement concerning application of the terms of this Agreement will be processed using the following grievance procedure:

- (A) Any Employee or the Union may present a Grievance. Any Grievance which is not presented within fifteen (15) days following the event giving rise to such a Grievance shall be forfeited and waived by the aggrieved party.
- (B) The grievant shall first take up the Grievance by presenting it to their immediate supervisor. If the Grievance is not satisfactorily adjusted with five (5) days from the meeting with the supervisor, the Employee or the Union representative shall present the grievance in writing to the Associate Superintendent for General Administration or his or her designated representative.
- (C) The Associate Superintendent for General Administration or his or her designated representative shall within ten (10) days from the day it was received, make a determination and submit the determination to the aggrieved party in writing.
- (D) Each party reserves the right to litigate a question presented by the Grievance by bringing an original action in any court of competent jurisdiction in the event such party shall not be satisfied with the resolution of the Grievance. However, no such litigation may be maintained until all available steps under this grievance procedure have been pursued and exhausted. It is understood and agreed to between the parties that the role of the Associate Superintendent for General Administration or his or her designee in the grievance procedure is not an exercise of a judicial or quasi-judicial function, but solely as a means to allow the parties to resolve disputes informally.
- (E) Definitions: Days shall mean calendar days.

ARTICLE XII**Wages****Effective the first Payroll in September 2014 (for all employees hired prior to August 1, 2012)**

		Hourly Rates		Including Long Service Increments			
Wage Group	Position	Year 1-2	3-11	12-16	17-21	22-26	27+
PART-TIME:							
PT	Employee	\$14.20	\$14.71	\$15.04	\$15.36	\$15.68	\$15.98
FULL-TIME:							
Group 1A	All Part Time Converted to Full Time	\$15.37	\$15.92	\$16.24	\$16.56	\$16.88	\$17.18
Group 1	Custodian I	\$16.54	\$17.13	\$17.45	\$17.76	\$18.08	\$18.39
Group 2	High School 3 rd Shift Pool Custodian I Middle School Day Custodian I Delivery Driver High School Department Head General Laborer	\$17.00	\$17.59	\$17.91	\$18.24	\$18.56	\$18.84
Group 3	Custodian II (Elementary and DSAC) Project Custodian	\$17.21	\$17.78	\$18.10	\$18.44	\$18.75	\$19.06
Group 4	Warehouse Assistant	\$17.54	\$18.11	\$18.45	\$18.77	\$19.09	\$19.39
Group 5	Custodian III (Middle School Engineer) District Grounds Assistant Senior High Grounds Assistant Small Engine Repair Technician	\$18.27	\$18.83	\$19.15	\$19.47	\$19.79	\$20.11
Group 6	District Grounds Leader	\$18.75	\$19.38	\$19.70	\$20.01	\$20.33	\$20.66
Group 7	Senior High Engineer (Day or Night) Central Middle School Engineer Central Middle School Custodian/Engineer Custodian/Engineer Carpenter Assistant Apprentice Mech. Tech. I	\$19.34	\$19.91	\$20.23	\$20.55	\$20.87	\$21.16
Group 8	Painter I	\$20.89	\$21.48	\$21.81	\$22.12	\$22.44	\$22.72
Group 9	Carpenter Carpenter (Floors) Auto Mechanic Painter II Apprentice Mech. Tech. II	\$22.67	\$23.25	\$23.58	\$23.91	\$24.24	\$24.54
Group 10	Chief Engineer Mechanical Technician Plumber Controls Technician Journeyman Mech. Technician	\$26.02	\$26.59	\$26.92	\$27.25	\$27.57	\$27.87
Group 11	Electrician Master Mech. Technician	\$28.03	\$28.65	\$28.97	\$29.30	\$29.65	\$29.95

ARTICLE XII**Wages****Effective the first Payroll in September 2014 (for all employees hired on or after August 1, 2012)**

		Hourly Rates		Including Long Service Increments			
Wage Group	Position	Year 1-4	5-11	12-16	17-21	22-26	27+
PART-TIME:							
PT	Employee	\$14.20	\$14.71	\$15.04	\$15.36	\$15.68	\$15.98
FULL-TIME:							
Group 1A	All Part Time Converted to Full Time	\$15.37	\$15.92	\$16.24	\$16.56	\$16.88	\$17.18
Group 1	Custodian I	\$16.54	\$17.13	\$17.45	\$17.76	\$18.08	\$18.39
Group 2	High School 3 rd Shift Pool Custodian I Middle School Day Custodian I Delivery Driver High School Department Head General Laborer	\$17.00	\$17.59	\$17.91	\$18.24	\$18.56	\$18.84
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Group 4	Warehouse Assistant	\$17.54	\$18.11	\$18.45	\$18.77	\$19.09	\$19.39
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Group 11	Electrician Master Mech. Technician	\$28.03	\$28.65	\$28.97	\$29.30	\$29.65	\$29.95

Long Service Increment

The wage scale includes recognition for long service with the district. Full-time employees shall be compensated based upon their year of service in the district as calculated from the employee's seniority date. Year 1 means the employee's first full year with the district as a full-time employee covered by this contract. Part-time employees year of service shall be calculated from the from the employee's date of hire as a part-time custodian. Wage adjustments due to a change in years of service shall be effective on the first September payroll of each year.

For each employee hired prior to August 1, 2012, the District will pay to each qualified employee who has completed 2, 10, 15, 20, and 25 years of consecutive full-time service an additional hourly amount as provided for and included in the pay table. Long service increment pay increases will be effective in the first September payroll.

For each employee hired on or after August 1, 2012, the District will pay to each qualified employee who has completed 4, 10, 15, 20, and 25 years of consecutive full-time service an additional hourly amount as provided for and included in the pay table. Long service increment pay increases will be effective in the first September payroll.

For purposes of the Long Service Increment, each current employee (an employee hired before September 1, 2009) will have his/her years of service rounded up (e.g. and employee who has completed 9 years and 1 month on September 1 of the year will be considered to have completed 10 years and will be paid on the 11-15 year pay range). This rounding will be only for purposes of the long service increment and the rounding will not affect any other seniority considerations under this contract.

Each employee hired on or after September 1, 2009 must have completed a full year increment as of September 1 of each year in order to be eligible for a long service increment increase (e.g. an employee who has completed 9 years and eleven months of service on September 1 of the year will be in the 2-10 year pay range while an employee who has completed 10 years and 1 month will be paid in the 11-15 year pay range).

ARTICLE XIII Safety Committee

The Union shall elect or appoint an employee covered by this agreement to serve on the District's Safety Committee. The term of this representative shall be two (2) years and reappointment may occur. Each employee covered by this agreement shall have the opportunity to express interest in serving on the Committee.

ARTICLE XIV Leaves of Absence

Section 1. An employee in the military service will have reinstatement rights provided he or she qualifies for the provisions of the existing laws pertaining to the reinstatement of veterans.

Section 2. Any employee elected to public office may request a leave under Board Rule.

Section 3. Upon written request by the Union, the District may grant a special leave of absence to employees who accept a full-time job with the Local or International Union. Such special leave of absence shall be limited to a period of one (1) year, but will be renewed upon application to the District by employee before the expiration of his leave.

Section 4. Any employee granted a leave of absence under Sections 2 and 3 of this Article shall be re-employed at the expiration of the leave at the then current rate of pay if there is sufficient work available which he or she is capable of doing and to which he or she may be entitled on the basis of seniority. Seniority will accumulate during the period of such leaves.

Section 5. Upon written request by the Union, the District, will grant an unpaid leave of absence to employees for the conduct of Union business (such as attendance at conferences, conventions, and classes) subject to the following conditions:

- (a) The leave must not unreasonably interfere with the orderly performance of duties of the employees requesting such leave.
- (b) The employee shall request permission to be absent from his or her duties from the immediate supervisor at least five working days prior to the date of the requested leave, and such request shall not unreasonably be withheld provided, however, if the leave request is for Section 6 issues involving other employers and sufficient time does not allow for a written request, the request shall be oral. The oral request will be followed by a written confirmation of the request upon return to duty.
- (c) If permission is given, the employee shall accurately record the time and reason of the absence on his or her timecard. The District shall not compensate the employee for such approved absence. The time of the absence shall be deemed to be included as part of the work week under Article V; provided however, the employee shall at the discretion of his or her supervisor perform hours of work to compensate for the absent time in whole or in part.
- (d) No more than three employees on any date shall be on a leave of absence under this Section and the District is not required to grant leaves of absence to employees when such leaves of absence immediately follow a leave of absence granted to another employee.
- (e) No individual employee shall request or receive in any contract year more than eighty (80) hours leave of absence under this Section and the total number of hours granted for leaves of absence under this Section to all employees shall not exceed 240 hours during the contract year.
- (f) Leave under this section will not be considered a break in continuous service.

Section 6. The Union shall designate to the District in writing individual employees selected and/or appointed as Chief Steward, Assistant Chief Steward, Job Stewards, and officers of the Union. Such designated representatives shall be entitled to a leave of absence for the purposes of representing Millard District employees covered by this agreement in: (1) collective bargaining; (2) grievance hearings if requested by the grievant; (3) investigation of a grievance if requested by the grievant; and (4) if requested by the employee, attendance at a meeting between an employee and his or her supervisor where such employee reasonable believes the meeting might result in disciplinary action. Such leave will also be granted to such designated representatives for the purpose of representing non-Millard District employees in the four areas stated immediately above with other employers who have collective bargaining agreements with the Union. Such leave is subject to the following conditions:

- (a) The employee shall request permission to be absent from his or her duties from the immediate supervisor at least five working days prior to the date of the requested leave, and such request shall not unreasonably be withheld provided, however, if sufficient time does not allow for a written request, the request shall be oral. The oral request will be followed by a written confirmation of the request upon return to duty.
- (b) If permission is given, the employee shall accurately record the time and reason of the absence on his or her timecard. The District shall not compensate the employee for such approved absence. The time of the absence shall be deemed to be included as part of the work week under Article V; provided however, the employee shall at the discretion of his or her supervisor perform hours of work to compensate for the absent time in whole or in part.
- (c) No more than one representative shall be present at any meeting occurring in Article XIV, Section 6, purpose number (4).
- (d) Leave under this section will not be considered a break in continuous service.

ARTICLE XV
Acts in Violation of Laws or Orders

Nothing in the Agreement shall be construed to require either party to act in violation of any State or Federal law of any Presidential Order and in the event such conditions should arise, this Agreement should be considered modified to the extent necessary to comply with the law.

ARTICLE XVI
Department Heads

The Union recognizes the right of the District to select and assign members of the collective bargaining unit as a Department Head. An employee selected shall remain a member of the department for which the employee is to represent as the Department Head.

The selection of the employee shall be made by the District and no provision of this Agreement, whether job posting, seniority or otherwise, shall apply to, or limit the exercise of, this right by the District.

The Department Head shall continue to perform his or her assigned duties as a member of the Department, and as Department Head, may have additional duties and shall receive extra compensation for the performance of the additional duties as Department Head. The rate or amount of the compensation shall be determined and established by the District and is not to be construed or subject to any approval by the Union or duty by the District to negotiate or bargain with the Union with respect to the compensation.

ARTICLE XVII
Payroll Deductions

Payroll deductions will be allowed for Union dues subject to rules and regulations set forth by District policy.

ARTICLE XVIII
Miscellaneous

A separate bulletin board will be provided by the District where the Union may post notices pertaining to union affairs. No scandalous or obscene matter, no matters not otherwise pertaining to proper Union business and affairs, will be posted.

ARTICLE XIX
Term of Contract

This agreement shall be in full force and effect from September 1, 2014 to and including August 31, 2015.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed on this ____ day of _____, 2014.

SCHOOL DISTRICT NO. 17,

**SERVICE EMPLOYEES INTERNATIONAL
UNION (A.F.L. – C.I.O.) LOCAL 226**

BY _____

BY _____

AGENDA SUMMARY SHEET

Meeting Date: August 4, 2014

Department Human Resources

Action Desired: Approval

Background: Personnel items: (1) Resignation; (2) Recommendation to Hire; (3) Contract Amendment; (4) Leave of Absence

Options/Alternatives Considered: N/A

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Kevin Chick
Executive Director of Human Resources

Superintendent's Signature: _____



August 4, 2014

RESIGNATIONS

Recommend: The following resignation be accepted:

1. Kendra S. Olson – Math teacher at Millard South High School. Resigned, effective immediately, to take a position outside of education.
2. Jaime A. Bizal – Instructional Facilitator at Reagan Elementary School. Resigned, effective immediately, to take a position with Papillion/LaVista Public Schools.
3. Judy A. Bahensky-Vogel – Family Consumer Science teacher at Central Middle School. She is retiring, effective immediately.
4. Denise M. Christensen – Part-time Music teacher at Reagan Elementary School. Resigned, effective immediately, for personal reasons.
5. Alan Jensen – Special Education teacher at Central Middle School. Resigned effective immediately, for personal reasons.
6. Rachel M. Michael – Special Education Resource teacher at Reeder Elementary School. Resigned effective immediately, for personal reasons.

August 4, 2014

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired for the 2014/2015 school year:

1. Gary L. Bartling – BA – University of Northern Colorado. Grade 5 teacher at Neihardt Elementary School for the 2014-2015 school year. Previous Experience: Wiggins Elementary School, CO (2001-2014)
2. Sarah E. Burch – MA – Union University, TN. Resource teacher at Russell Middle School for the 2014-2015 school year. Previous Experience: Linden Middle School, TN (2012-2014)
3. Catherine M. Campbell – MA+5 – National Louis University. Math teacher (.5) at Millard South High School for the 2014-2015 school year. Previous Experience: Crestwood High School, IA (1996-1998); Winston Junior High, IL (1995-1996); Edgewood Middle School, IL (1988-1995); Northwestern University, IL (1991-1994)
4. David P. Clements – MA – St. Mary's University, MN. Math teacher at Millard South High School for the 2014-2015 school year. Previous Experience: St. Gerald's Catholic School, NE (2013-2014); Our Lady of Grace School, MN (2001-2012)
5. Dillon A. Goltl – BA+12 – University of Nebraska, Kearney. Industrial Tech teacher at Beadle Middle School for the 2014-2015 school year.
6. Deanna L. Kuhn – MA+10 – McDaniel College, Maryland. Part-time Literacy teacher (.5) at Reeder Elementary School for the 2014-2015 school year. Previous Experience: Montgomery County Public Schools (2009-2014); Charles County Public Schools, MD (2003-2009)
7. Katharine M. Lawlor – BA – University of Nebraska, Lincoln. Social Studies teacher at Millard North Middle School for the 2014-2015 school year.
8. Mary T. Leland – BA+6 – Concordia University. Math teacher at Andersen Middle School for the 2014-2015 school year. Previous Experience: Nathan Hale Middle School, NE (2012-2014)
9. Cherie N. Oraivej – BA+36 – California State University, Fullerton. French teacher at Millard Central Middle School for the 2014-2015 school year.
10. Kimberly R. Loofe – MA – Concordia University. Read teacher (.5) and Resource teacher (.5) at Ezra Elementary School for the 2014-2015 school year. Previous Experience: Westside Community and Elkhorn Public Schools (1999-2002/2004-2014); Howard County Public Schools, MD (2003-2004); ESU #1, NE (2002-2003); Red Oak Community Schools, IA (1998-1999)
11. Chelsey N. Moyer – BA+12 – Doane College. Music teacher at Rockwell Elementary for the 2014-2015 school year.
12. Shannon M. Ryan – MA – College of St. Mary, NE. Reading teacher at Beadle Middle School for the 2014-2015 school year.
13. Jennifer L. Schwartz – BA – California State University. Math teacher at Central Middle School for the 2014-2015 school year. Previous Experience: Leon County Schools, FL (2010-2014)
14. Tonya M. Schield – MA – University of Minnesota. Math teacher at Russell Middle School for the 2014-2015 school year. Previous Experience: Pikes Peak Christian School and Falcon Middle School, CO (2012-2014); Public Charter School, MN (2010-2011)
15. Linda S. Silva – BA – University of Nebraska, Omaha. Grade 1 teacher at Holling Heights (Short-Term Contract) for the 2014-2015 school year.

August 4, 2014**AMENDMENT TO CONTINUING CONTRACTS****Recommend: Amendment to the following contracts:**

1. Jill M. Unger – (.5) READ teacher at Ezra Elementary School. Amend contract from (.5) FTE to (1.0) at Reagan Elementary School for the 2014-2015 school year.

August 4, 2014

LEAVE OF ABSENCE

Recommend: the following Leave of Absence be accepted:

1. Amy M. Lucas – Grade 1 teacher at Holling Heights Elementary School. She is requesting a Leave of Absence for the first semester in the 2014-2015 school year for family reasons.

AGENDA SUMMARY SHEET

Agenda Item: Staff Development

Meeting Date: August 4, 2014

Division: Leadership & Learning

Title and Brief Description: 2013-2014 Office of Staff Development Annual Report

Action Desired: _____Approval _____Discussion X Information

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

Highlights include:

- RtI+I Tier I: Best Learning Practices (page 4)
- Leadership Staff Development (page 7)
- Technology Offerings (page 14)

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. Heather Phipps, Director of Staff Development & Instructional Improvement
Dr. Kim Saum-Mills, Executive Director of Leadership & Strategic Planning

Superintendent's Signature: _____



Office of Staff Development 2013-2014 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	6
FALL WORKSHOP	6
DR. MARTIN LUTHER KING, JR. STAFF DEVELOPMENT DAY	7
LEADERSHIP STAFF DEVELOPMENT	7
ADMINISTRATORS & DISTRICT LEVEL LEADERS	7
INSTRUCTIONAL COACHING	9
SUPPORT FOR NEW SALARIED STAFF	10
NEW STAFF INDUCTION	10
Mentoring Relationships	10
Peer Coaching Partnerships	10
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	12
HOURLY STAFF DEVELOPMENT	12
TECHNOLOGY OFFERINGS	14
APPENDICES	
A1 - Example of a 2013-2014 Building Staff Development Plan	
A2 - New Staff Orientation Flyers for Extra Contract Days	
A3 - Hourly Staff Development Flyers	
A4 - Alphabetical Listing of 2012-2013 Sample Staff Development Classes	

***Millard Public Schools
Office of Staff Development Annual Report
2013-2014***

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 2013-2014 Building Staff Development plan submitted to the Office of Staff Development in September 2013. 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 SurveyMonkey survey which allows participants to not only give feedback to the most recent experience but to also provide feedback for future staff development needs.

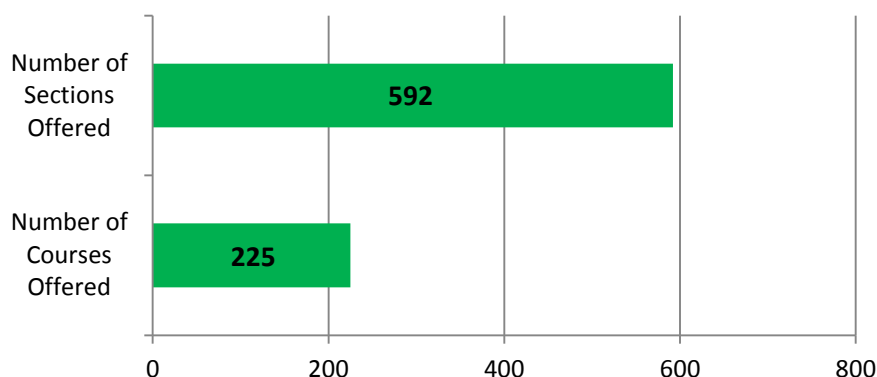
BACKGROUND INFORMATION

This Annual Update/Final Report highlights some of the offerings that the Office of Staff Development and other District departments provided for 2013-2014. The staff members involved in these offerings includes the following: approximately 1741 certificated (salaried) staff, 87 administrators, 61 professional/technical (salaried), 181 professional/technical (hourly), 420 paraprofessionals, 173 food service, 194 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 2013-2014



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 a minimum of two Building Staff Development Facilitator positions at each secondary building and one at each elementary building. Essential functions of these positions in 2013-2014 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, Twitter account, and Facebook page 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 three 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 2014-2015.

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 (2009).

2013-2014 Elementary Staff Development 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.

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

A second area of focus for Elementary staff in 2013-2014 was research-based science instruction with an emphasis on assessing inquiry and writing in science. With the further implementation of science curriculum, additional modules were introduced by the Science ExperiMentors.

2013-2014 Secondary Staff Development 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 spent 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 was differentiated in 2013-2014 to offer two separate Best Learning Practices Presentations to target content specific needs of secondary staff.

A sampling of the Secondary RtI+I courses that were offered in 2013-2014 are listed below.

RtI+I Tier I: Best Learning Practices Literacy Team Training (2013-2014)

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 "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 Tier I: Best Learning Practices (Text Features and Text Structures)

Secondary staff will understand and apply RtI+I Tier I: Best Learning Practices with a specific focus on comprehension strategies implemented through the Gradual Release of Responsibility Model. Staff will understand and apply comprehension strategies to help MPS students improve comprehension through the use of text features and text structures to improve student achievement in the content areas.

RtI+I Tier I: Best Learning Practices (Disciplinary Literacy & Building Student Engagement)

Secondary staff will understand and apply RtI+I Tier I: Best Learning Practices with a specific focus on comprehension strategies implemented through the Gradual Release of Responsibility Model. Staff will understand and apply literacy & engagement strategies to improve student achievement in the content areas.

Writing about Learning

Now that we have learned the 8 Power Reading strategies, how about using powerful writing strategies? In this series, practitioners will investigate how writing about learning can be an effective way for students to learn and retain more of the content in your classes. Review examples, tools, and much more to determine classroom applications. Sign up and bring your PLC!

Peer Observation Experience

This is a two session course in which participants must register with a partner. Both partners must also be willing to attend an initial class in December followed by another class in February. Participants will be exposed to various models of peer observation. Participants will then be asked to demonstrate application of one model of peer observation by completing an observation experience and follow up reflective conversation with their partner. If section is full, please sign up using the Wait List. Instructors may be able to move locations to accommodate larger group.

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. Follow-up to this training occurred throughout the year and culminated with reflection and evaluation activities during the May 2014 General Administration staff development.

PROFESSIONAL LEARNING COMMUNITIES

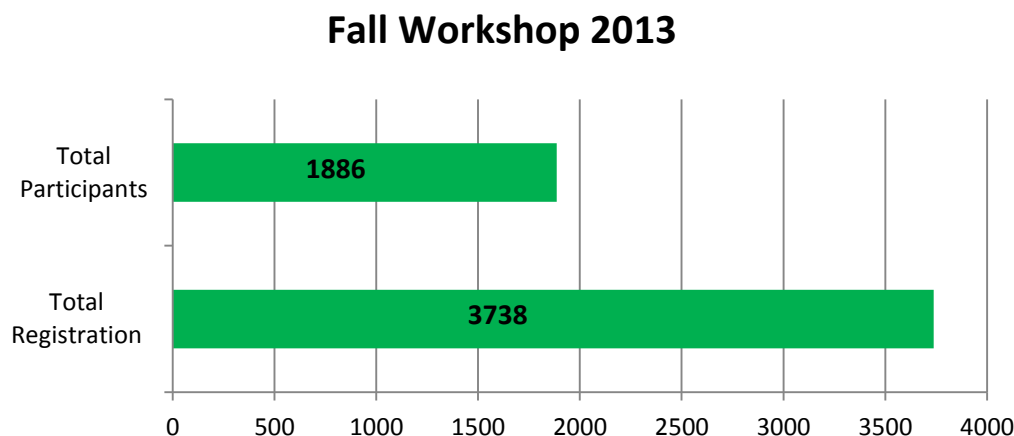
A paradigm shift in MPS occurred when Professional Learning Communities (PLC) were implemented in MPS. The paradigm shift was a move from focus on teaching to focus on learning. Millard Public Schools will continue to implement and support professional learning communities as they comprise several components 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.

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 2013. Participants of this training demonstrated comprehension of their role as a PLC leader by summarizing the key functions of a Singleton PLC Leader.

Professional Learning Community resources can be found on the Staff Development web site using this link <http://tinyurl.com/pngo3ev>

FALL WORKSHOP

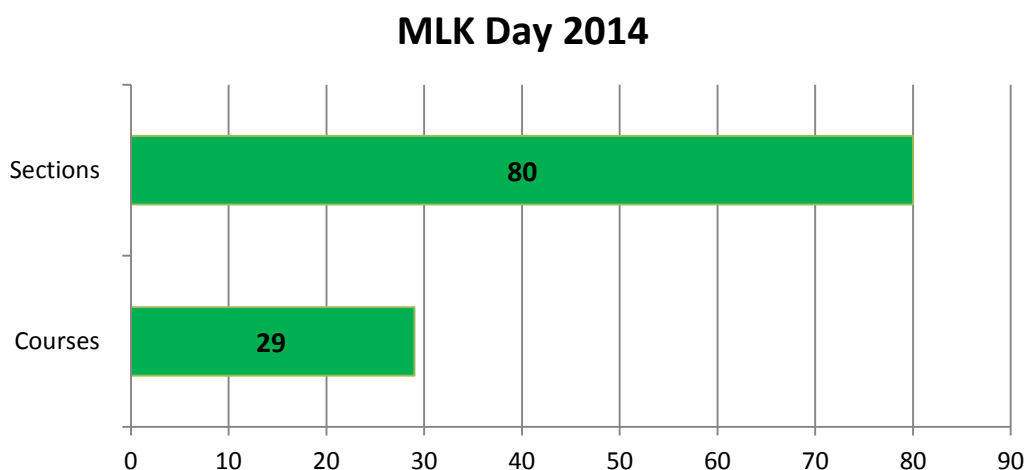
As of 2009, Fall Workshop communication went “paperless” through the implementation of the Fall Workshop website. The web site can be found at this link <http://fallworkshop.mpsomaha.org>. The course abstracts from Fall Workshop 2013 can be found at the end of this report.



DR. MARTIN LUTHER KING, JR. STAFF DEVELOPMENT DAY

On January 21, 2014, 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 was 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. During the 2013-2014 school year, the MPS Leadership Definition and Framework was utilized to align our leadership professional development. The definition and framework can be found at the following link <http://tinyurl.com/ohtcwgg>. 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, e.g. MEP Facilitators, CADRE Associates, etc.)

In 2013-2014 a sampling of some of the leadership professional development that was offered is listed below.

Effective Speaking Skills

Participants will demonstrate application of skilled speaking by practicing effective speaking strategies.

Fierce Conversations Review & Practice

Participants will demonstrate application of the Fierce principles by participating in practice sessions of the Fierce conversation models.

Gallup Training for Principals: An Analysis of Staff & Parent Engagement Results

Participants will demonstrate analysis of the Q12 and the Parent School Engagement Survey by examining to improve engagement and comparing results from each year and to the national average. Time will be devoted to discussing the implementation success of their action plans and determining next steps.

Introduction to Fierce (for Leadership Academy)

Leaders will demonstrate application of the Fierce principles by interacting with two of the Fierce Conversation Models through real play.

Introduction to the MPS Leadership Framework for Classroom Teacher Leaders

Participants will demonstrate analysis of personal leadership development by reflecting using the MPS Leadership Framework.

Leadership Domain 2 - Collaborative: Principles and Practices of Effective Communication in Meetings with Sue Presler

Participants will demonstrate application by determining the learned strategies they can incorporate in a future meeting.

Leadership Domains 1 & 2 - Relational & Collaborative: Norms of Collaboration: Posing Questions with Sue Presler

Participants will demonstrate application by determining the learned strategies they can incorporate in a future meeting.

Leading with Our Strengths (Leadership Domains 1 & 2)

Participants will demonstrate comprehension of strength based leadership by interpreting their top 5 strengths.

Overview of Gallup in MPS

Participants will demonstrate knowledge of how Millard utilizes the Gallup Engagement surveys to measure and improve engagement.

RtI+I Administrator Fidelity Progress Check

Participants will demonstrate evaluation of the implementation of the 2013-2014 RtI+I Goal of Fidelity by reviewing the 2013 RtI+I Summer Reflection Tool.

RtI+I Behavior - Overview for Administrators

Participants will demonstrate application of Strategy 3 by reviewing Strategy 3 components with the lens of Tier I, discussing current MPS practices and reflecting on individual building application.

Strategic Plan In Action (Domain 3: Systems Leadership)

MPS administrators will demonstrate application of Domain 3: Systems Leadership by reviewing MPS Board Policy and District Strategic Action Plans to understand the interconnectedness of our system.

INSTRUCTIONAL COACHING

The MPS Instructional Coaching Project was launched in the Fall of 2012 to provide instructional support to teachers. The purpose of instructional coaching is to maximize a teacher's instructional potential thus impacting student learning. The MPS Instructional Coaching Project provides a research-based process to assist teachers in becoming reflective practitioners who adjust and refine instruction based on feedback from students, others and self. These instructional decisions will be embedded in best practice pedagogy. The implementation model for instructional coaching involves three Phases:

Phase I: Creating a Building Culture for Instructional Coaching (A district level leader instructional coach is coaching in a building.)

Phase II: Creating Building Capacity for Instructional Coaching (A building instructional coach is working side-by-side with a district level leader instructional coach.)

Phase III: Creating a Building System for Instructional Coaching (Building instructional coach independently coaching a teacher in the building.)

The district has designed a pathway for teachers to become building instructional coaches. In order to be considered for this building leadership role, a teacher must have administrator approval, participated as a coachee for a semester, completed the district-designed building instructional coach training and participate in on-going instructional coach professional development.

Currently, 9 schools have participated in the Instructional Coaching Project. As we close out the 2013-14 school year, MPS has had 45 teachers complete the instructional coaching process and MPS currently has 13 building instructional coaches. In the Fall of 2014, the district will be bringing on an additional 8 schools (12 total teachers) to participate in the Instructional Coaching Project.

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. These extra contract days are devoted to their professional growth. (See Appendix A2.) 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 430 MPS veteran staff members are trained mentors. In 2013-2014, 57 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 in August, Coaching Teams choose to complete Regular Peer Coaching or Peer Coaching Option Independent Team Study.

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 Wellness, Professional Awareness, and Career Path Opportunities. Topics include professional wellbeing; a message from the Superintendent; current issues in education impacting the District; the MPS strategic planning process; moving from appraisal phase to continuous growth phase in the staff evaluation process; 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 activities related to Extended Professional Experiences.

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 (if applicable)

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 were 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. Participants who were unable to attend the face-to-face workshop in August, completed the course work via ANGEL.

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 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.

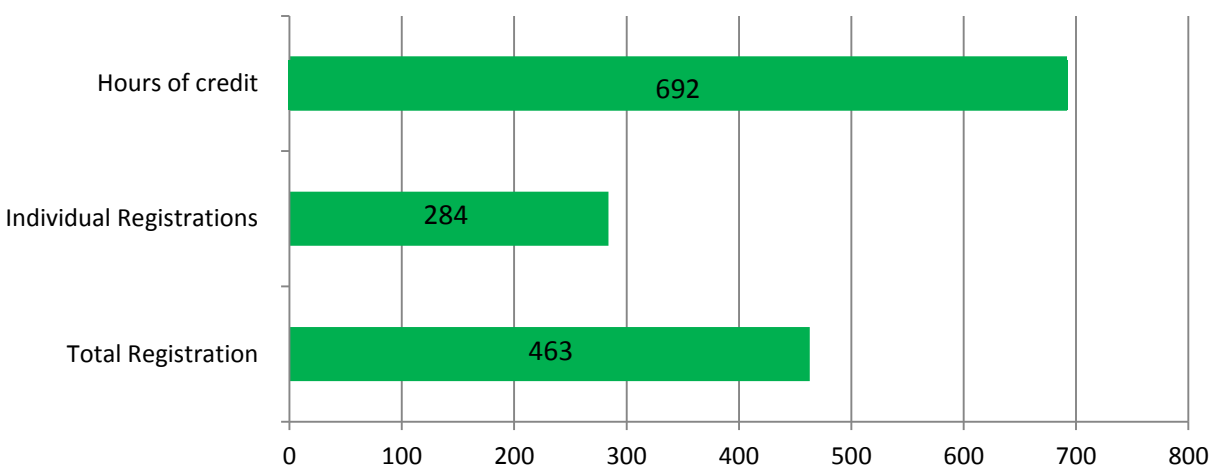
HOURLY STAFF

Millard Public Schools offers extensive training and professional growth experiences to hourly staff members. Hourly Staff training days were held in October 16, 2013 and February 17, 2014. (See Appendix A3 to review a sample flyer.)

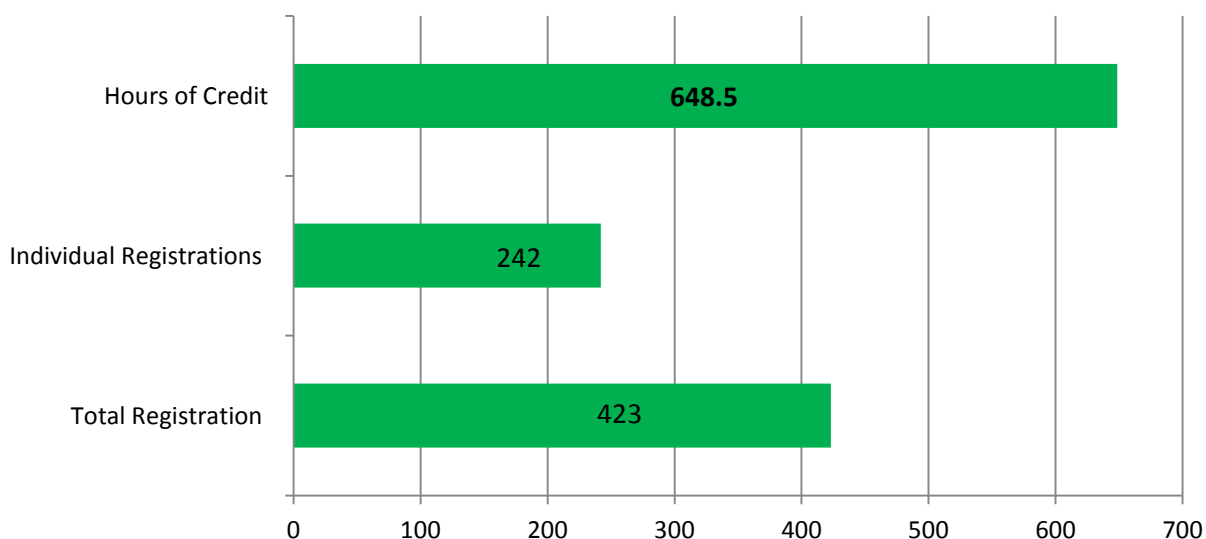
In the 2013-2014 school year, the Office of Staff Development conducted a research study of the Benchmark and metro area school districts to determine what other districts offer in terms of hourly staff development. The results were compiled and shared with various stakeholders. The overall findings were that Millard Public Schools conducts a greater number and variety of offerings than other districts. The results were informative though in terms of types of sessions we may consider in the future.

Millard Public Schools offers a comprehensive new staff orientation process for all salaried staff and determined the need for similar induction for hourly staff. Therefore, another comprehensive project undertaken by the Office of Staff Development in collaboration with colleagues from the Human Resources Division was to develop a virtual orientation process for new hourly staff members. The virtual tour will be found on the Millard Public Schools web site.

October 16, 2013



February 17, 2014



In addition to the support mentioned above, the Office of Staff Development continues its partnership with the Sodexo management team to offer planning and facilitation support. On August 5, 2013, over 400 employees from Food Service, Custodial, Maintenance & Grounds participated in a kick-off featuring award-winning teacher, humorist, and author, Juli Burney. Juli has been awarded Artist of the Year by Nebraska because of her ability to help improve people's lives through humor and effective use of communication tools.

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. This training was customized for Millard staff, and the training team was expanded to include classroom teachers.

Several courses were conducted in the summer of 2014 to support the implementation of Google for all staff members. A Millard Public Schools 3G Conference was held on July 22, 2014 to further support implementation. 110 people attended sessions. There were 351 complete registrations. Details for the conference can be found at the conference web site <https://sites.google.com/a/millardps.net/conference-template/>.

A sampling of technology sessions offered in 2013-2014 for salaried and hourly staff members are included among Appendix A4.

Appendices

Andersen Middle School
Staff Development 2013-2014

Topic	Date	Presenter	Audience	Evaluation Follow-Up	Abstract	Source
RTI +I: Process & Procedures Implementation <i>(Smart Goal Required)</i>	Fall Workshop Ongoing	RTI+I Building Leadership Leaders Administration	All teachers, counselors, support staff	Proficient Data Teams Fidelity to the RtI+I Model Monthly Data Team Meeting	<ul style="list-style-type: none"> ➤ Session for all RtI+I Building Leaders ➤ Session for all staff, include updated information on the Model and Parent Communication ➤ Session for all Interventionists, include training on facilitating and implementing the intervention with fidelity ➤ Data Teams – Follow the Middle School Data Review Team Timeline ➤ Problem Solving Process – Continuous flow of information between Data Teams, PLC's and Student Support ➤ Implement RtI+I Model with fidelity ➤ Establish proficient Math and Reading Data Teams ➤ Full implementation of Math and Reading Interventions ➤ Progress Monitoring Data is used to drive discussions in Data Teams ➤ Documentation is current and updated consistently ➤ Parent Communication Process is implemented effectively 	<i>2009 Strategy 4.8</i>

Topic	Date	Presenter	Audience	Evaluation Follow-Up	Abstract	Source
RTI+I Tier 1 Instructional Practices <i>(Smart Goal Required)</i>	Fall Workshop MLK Day Monthly Faculty Meeting October, January, & February	Administration District Presenters BSDF	All teachers	PLC Fall & Spring Conferences Walk through Evaluations Professional Growth Goals	<ul style="list-style-type: none"> ➤ Incorporate into Continuous Growth Goal ➤ Fall workshop presentation ➤ MLK Day presentation ➤ Gradual Release of Responsibility ➤ Department Heads (book talk), deliver information to departments ➤ 95 Strategies for Remodeling Instruction ➤ Writing About Learning ➤ Quality Questions Book Study <p style="text-align: center;"><u>Meeting topics</u></p> <ul style="list-style-type: none"> ❖ Adult Learning/Models of Professional Development ❖ Gradual Release of Responsibility & Online Resources ❖ Peer Observation of Gradual Release Implementation ❖ Models of Professional Development: Personal Learning Networks ❖ Examining Data and Impacts on Instruction ❖ Year End Reflection & Celebration 	<i>2009 Strategy 4.8</i>
Reaching Each Student <i>(Smart Goal Required)</i>	January 20 October, January & February	Administration & BSDF	All Staff	Reflection Focused list of at-risk students assigned to caring adult	Project Harmony (Speaker Nick Zadina) <p style="text-align: center;"><u>Technology Session</u></p> <ul style="list-style-type: none"> ✓ Twitter ✓ Facebook ✓ Social Media ✓ Navigating Chrome ✓ Going Deeper with Gaggles ✓ Smart Clickers ✓ School Apps and You ✓ Prezi <p>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</p>	<i>State Poverty Plan</i>

Topic	Date	Presenter	Audience	Evaluation Follow-Up	Abstract	Source
40 Developmental Assets	Ongoing	Administration 40 Assets Team	All Staff	SPARKS Prime Time Primetime Activities	Asset Focus—Primetime Leadership groups (8 th grade paired with 6 th and 7 th , high school paired with 8 th grade) Staff Activity (TBD) with DAP and analysis of personal assets	<i>2004 Strategies 7.5 & 7.8</i> <i>2009 Strategy 5.2</i>
Gallup Engagement	January & February	Administration	All staff		<u>Gallup Survey Analysis</u> (celebrations/wishes) <ul style="list-style-type: none"> ✓ Review of staff, parent student engagement ✓ Celebrate what staff, students and parents see us doing well...how can we continue to improve our strengths <u>Friday Notes</u> <ul style="list-style-type: none"> ✓ Highlight strengths <u>Gallup Strengths</u> <ul style="list-style-type: none"> ✓ Teachers complete the Gallup Strengths Finder ✓ Identify personal strengths ✓ Teams complete analysis of strengths using <i>Strengths Based Leadership</i> 	<i>2009 Strategy 2.1</i>
PLC Effective Implementation	Fall Workshop Ongoing	Administration	All teachers	PLC Meetings	Hexter Focus—Conversations that should be happening in PLC's Data Analysis on Common Assessments (minimum—once per hexter)	<i>2009 Strategy 4 & Teacher's Job Description</i>
Staff Evaluation & Millard Instructional Model (MIM)	Ongoing October January February		All teachers	Walk Through Observations Spring & Fall Conference	<ul style="list-style-type: none"> ➤ Gradual Release of Responsibility ➤ 8 Power Strategies 	<i>State Board Rule 10</i>

AMS Building Staff Development Days

October AM Session

Instructional Focus

Writing About Learning, Thinking Through Quality Questioning, 95 Strategies for Remodeling Instruction

Technology Focus

Going Deeper with Gaggie, SMART Document, Independent Study – Twitter & Facebook

Gradual Release of Responsibility

Department Heads (Book Study): present information to Departments

Music – Independent Study

January PM Session

Reaching Each Student

Project Harmony (Speaker – Nick Zadina) 1:00 – 2:00

Technology Focus

School Apps and You

Navigating Chrome

Social Media

Instructional Focus

PLC/Department Focus (RtI+I Best Learning Practices – Time to Apply)

February AM Session

Technology Focus

School Fusion (or something else)

SMART Clickers

Prezi

Instructional Focus

TBD –Co-Teaching Support/Additional Topics

Gallop Strengths Finder Activity

Individual Strengths and Team Strengths using “Strengths Based Leadership”

Andersen Middle School Building Smart Goals 2013-2014

Smart Goal #1 *RTI+I Problem Solving Process*

- By May 2014, all AMS teachers will understand, apply and utilize the 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 2014, all AMS teachers will demonstrate application of literacy strategies (8 power strategies) by acquiring new information, drawing connections and developing lessons and activities.
Teachers should include implementation of RtI+I Best Learning Practices as an action step for continuous growth/appraisal smart goals and show evidence during Spring Conference with Evaluator.

Smart Goal #3 *Reaching Each Student*

- By May 2014, all AMS staff will create a culturally responsive and safe environment for all students through Prime Time activities, data analysis, rich PLC conversations, and participation in staff development opportunities throughout the year.

RTI+I Problem Solving Process

By May 2014, all AMS teachers will understand, apply and utilize the RTI+I Problem Solving Process to guarantee all students demonstrate positive behavior and academic mastery.

Specific Actions	Person Monitoring	Evidence	By:
1. Implement the RtI+I Model with Fidelity <ul style="list-style-type: none"> a. Present updates to the RtI+I Model to all staff (provide new flip chart). b. Clarify the process at AMS. c. Train Building Leaders on new additions to the model. d. Review the updated RtI+I flow chart and answer pertinent questions in grade level meetings. e. Full Implementation of AMS Tier 1 and Tier 2-1 Forms. 	Administrative Team	Proficient Data Teams in both Reading and Math Effective, data driven discussions in PLC and Student Support Meetings	May 2014
2. Utilize the Individual Problem Solving Process to facilitate PLC and Student Support discussion. <ul style="list-style-type: none"> a. Teachers will consistently review common assessment data (minimum—once per hexter). b. Teachers will review pertinent assessment data and create excel spreadsheets to facilitate rich conversations. c. Teachers will intentionally make instructional decisions that support data analysis and discussions. d. Data Team members will communicate updates from the Data Team during Student Support Meetings. e. PLC discussions will include conversations on effective instructional practices, strategies and tools. f. Teachers will utilize RtI+I Best Learning Practices to ensure that all students are receiving effective Tier 1 instruction. 	Administrative Team	Use of RtI+I Instructional Best Practices (as evidenced in walk through observations and continuous growth goals and reflection) Data driven decisions in PLC and Student Support meetings (as evidenced by completion of Tier 1 forms and appropriate referrals to the data team)	May 2014

RtI+I Problem Solving Process (Continued)

<p>3. Establish proficient Math and Reading Data Teams.</p> <ul style="list-style-type: none"> a. Data teams will meet monthly to examine data and variables that influence data. b. Progress Monitoring data will be shared consistently with the Data Team c. A representative team will be created, including an administrator and teacher leaders to facilitate the problem solving process. d. Establish and adhere to norms, documentation will accompany each meeting and be communicated to student support teams and PLC's. e. The environment of the meeting will be safe and respectful to ensure mutual encouragement and exploration. f. Fidelity checks will be conducted by administrators and teacher leaders. g. Decision making is clear, consistent and related to data. h. There is clear evidence of differentiation for students and teachers. i. Data reviews are inclusive (system-wide tests, building assessments, and classroom assessments). j. Best practices are identified and replicated within classrooms to increase student performance and achievement. k. Discussions and decisions are not emotionally charged, rather focused on best meeting the needs of students. l. Full implementation of the MDT1 Handoff Checklist. 	Administrative Team	Proficient Math and Reading Data Teams (as measured by the "Rubric for Effective Millard Data Teams")	May 2014
<p>4. Full implementation of Reading and Math Interventions</p> <ul style="list-style-type: none"> a. Provide training and support to ensure that interventions are implemented with fidelity. b. Progress Monitor Data will be documented and shared consistently with Data Teams. 	Administrative Team	Progress Monitoring Data Intervention Fidelity	May 2014
<p>5. Parent Communication and Parent Input</p> <ul style="list-style-type: none"> a. Clarify process with Data Team Members. b. Train necessary support staff. c. Utilize Flow Chart to incorporate parent input in discussions and Data Team decisions. 	Administrative Team	Effective and efficient communication with Parents	May 2014

RtI+I Tier 1 Instructional Best Practices

By May 2014, all AMS teachers will demonstrate application of literacy strategies (8 power strategies) by acquiring new information, drawing connections and developing lessons and activities.

Teachers should include implementation of RtI+I Best Learning Practices as an action step for continuous growth/appraisal smart goals and show evidence during Spring Conference with Evaluator.

Specific Actions	Person Monitoring	Evidence	By:
1. Provide relevant staff development, tools and strategies that support RtI+I Best Learning Practices. <ul 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 monthly to plan activities for Friday Faculty Meetings and Staff Development Days. c. The focus of meetings will align with the BSDF Meeting topics and AMS Staff Development Smart Goals. 	Administrative Team	RTI+I strategies and tools are incorporated into weekly lesson plans and performance goals	May 2014
2. Teachers will apply RtI+I Best Learning Practices in weekly lesson planning. <ul 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 2014
3. Provide teachers with opportunities to develop differentiation skills and strategies <ul style="list-style-type: none"> a. All teachers will participate in a session on Gradual Release of Responsibility b. Choice Session in October (95 Strategies for Remodeling Instructions, Quality Questions, Writing About Learning) 	Administrative Team	Participation in training and application of information presented	May 2014

Reaching Each Student

By May 2014, all AMS staff will create a culturally responsive and safe environment for all students through Prime Time activities, data analysis, rich PLC conversations, and participation in staff development opportunities throughout the year.

Specific Actions	Person Monitoring	Evidence	By:
1. Building Focus on SPARKS <ul style="list-style-type: none"> 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 (Pilot in 7 th grade and work toward full implementation with 6 th & 8 th grade by the end of the year)	May 2014
2. Exposure to current information on poverty, culturally responsive teaching, etc. <ul style="list-style-type: none"> a. Project Harmony Presentation & Reflection b. Staff development Team and Administration will present relevant information in Friday Faculty meetings c. Staff will participate in group discussions during Friday Faculty Meetings 	Administrative Team	Participation and Reflection	May 2014
3. Gallup Engagement <ul style="list-style-type: none"> 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 2014
4. Proficient PLC Teams <ul style="list-style-type: none"> a. Data Review Focus (minimum – once per hexter) b. Focused PLC Conversations c. Review of PLC Parameters/Expectations d. Follow up with Department Heads regarding Common Assessments 	Administrative Team	Effective PLC Teams Proficient Data Teams	May 2014
5. Professional Development <ul style="list-style-type: none"> a. Participation in Instructional Staff Development Sessions offered at AMS b. Participation in Technology Staff Development Sessions at AMS. c. Participation in GRR Sessions at AMS. d. Application of new learning evident in instructional practices and planning 	Administrative Team	Staff Engagement (choice sessions) Effective Instruction (walk through/observation) Increase in student achievement	May 2014

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



We Believe: Our Greatest Resource is People.

New Staff Orientation

January 3, 2014

Working Together Learning Together

Millard West High School
 January 3, 2014
 8:00-3:00

January 3, 2014 will be a day of MPS professionals working and learning together! 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 teachers, community and District leaders.

Please read this document carefully as it outlines all the information necessary to make January 3 a rewarding and memorable experience for you!



MPS Mission

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



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, 2013.



The Big Picture January 3, 2014 West High School

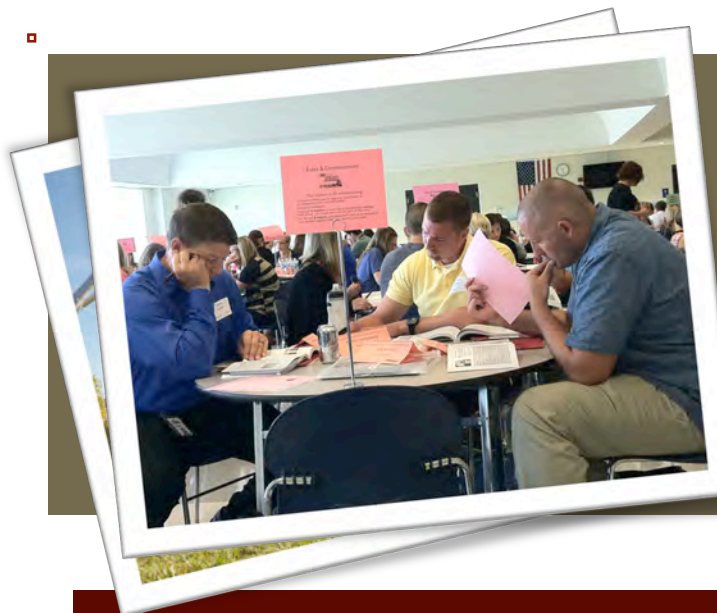
8:00-8:30
Continental Breakfast

8:30-12:00
Gus Gustafson
Phases of First Year
Morning Sessions

12:00-12:45
Lunch Provided

12:45-3:00
Afternoon Sessions

We Believe: Excellence is Worth the Investment



6-12 General Education Teachers 6-12 Resource Teachers

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. 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 #28059 English, Reading, Business, Health, FCS, Special Education-Language Arts

Section #28060 Art, Industrial Tech, Math, Science, Social Studies, World Language, Instrumental Music, Special Education-Math

The Details

1.

Everyone will report to West High School for the Gus Gustafson's Kick-off that begins at 8:30AM.

2.

New staff members are asked to register in *Better & Better* for the session(s) that has been designed to meet your specific instructional needs.

3.

Registration deadline is December 6, 2013.



We Believe: Achievement Builds Self-Esteem; Self-Esteem Promotes Achievement.

K-5 General Education & Core Teachers

Math Model Drawing and Best Practices for New Elementary Teachers

Help your students build strong number sense and solid math thinking by attending this interactive workshop on math model drawing. K-1 teachers will leave the session with an understanding of their important role for building a foundation of concrete experiences using visuals, oral language, and hands-on activities. 2-5 teachers will develop expertise in advancing student math sense that goes beyond concrete representations. In addition, all teachers who attend this session will receive a copy of *From Reading to Math*. Excerpts from this great resource will be discussed during the workshop.

*A differentiated IWB session will be provided for those who do not teach math.

Course #12734

Section #28140 K-1 Classroom Teachers

Section #28071 2-5 Classroom Teacher

Section #28201 4-5 Teachers who do not teach math



Elementary Math Interventionists

Elementary Math Intervention

Participants will gain a greater understanding of the Millard Instructional Model by how the model applies to the elementary math classroom. Participants will gain understanding of the Critical Learning Phases of Mathematics and how students must process through each phase in order to be successful in our math intervention programs.

Course #12744

Section #28141 Elementary Math Interventionists

Elementary Literacy Interventionists

Elementary Literacy Intervention

Participants will have the opportunity to collaborate with peers to:

- review current status, strengths and challenges within literacy intervention programs.
- review problem solving process and analyze program data.
- examine an intervention menu of resources with specific a focus on comprehension.
- develop a summary of analysis and a plan for sharing with Data Team.

Course #12733

Section #28064 Elementary Literacy Interventionists

We Believe: High Expectations Promote Higher Achievement.



K-12 Speech Language Pathologists

K-12 Service Delivery for Speech Language Pathologists

Speech Language Pathologists will participate in a panel discussion that focuses on service delivery methods in an elementary, middle and high school setting. The panel will share information in the following areas: service models, assessment procedures at each level, available resources and scheduling.

K-12 Vocal Music

From Course Guides to the Classroom, Formative Assessment in Music

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 and engage in iPad exploration for the elementary music classroom.

Course #12421

Section #28142 K-12 Vocal Music



Course #12736

Section #28127 K-12 SLP

Speech Language Therapy Services in the Classroom

Speech Language Pathologists will be participating in an ASHA approved audio course focused on therapy services in the classroom. Participants will discuss the following: rationale for providing services that are educationally relevant, activities that are appropriate for classroom delivery at each stage of therapy, and actions that can establish increased support for the SLP to increase classroom services.

Course #12737

Section #28128 K-12 SLP

We Believe: Diversity Enriches Life.

ELL Teachers

English Language Learner Teacher Training

Teachers will explore the following: writing content and language objectives; Reading A to Z; technology resources; ELDA; NeSA accommodations; ELL Handbook and transitioning students from 5th to 6th and 8th to 9th grade.

Course #12612

Section #28135 ELL Teachers

K-12 Physical Education Teachers

What Works in Physical Education?

Teachers will share and analyze grading procedures, activities, and instructional strategies. Goals will be set for second semester. Participants will demonstrate analysis of P.E. best practices by examining methods of instruction and identifying goals.

Course #12739

Section #28130 K-12 Physical Education Teachers

6-12 Counselors

Guided Curriculum Application and Agency Tours for Counselors

Counselors will work focus 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 #28148 6-12 Counselors



K-12 ACP Teachers ECSE Teachers

Special Education Procedures and Curriculum Review

Participants will explore District resources that support ACP, YAP, & ESCE. Online resources and procedures manuals will be reviewed. Curriculum and the relationship to IEP goals will be discussed. Participants are asked to bring their charged laptops, ANGEL login information, orange curriculum binder, Boardmaker CD and IEP data for an upcoming IEP to use during this session.

Course #12439

Section #28133 K-12 ACP Teachers; ECSE

We Believe: Responsible Risk-taking is Essential for Growth.

Strategic Objectives of Millard Public School

All students will meet or exceed district and state standards; the achievement gap between subgroups will decrease annually; and overall performance on district and state assessments will increase annually.

Each student will set and achieve challenging educational and career goals tailored to his/her abilities, interests and aspirations.

K-12 Teacher Librarians

District Library Guidelines

Teacher Librarians will review the District Guidelines for Libraries. The day will conclude with a tour of the MPS Processing Center.

Course #12755

Section #28184 K-12 Teacher Librarians

K-5 Resource Teachers

Math Model Drawing and Best Practices for New Elementary Resource Teachers

The participant will demonstrate understanding of the structure of Model Drawing by applying the steps to grade-level math problems. The participants will also research best practices by reading and discussing the book titled *From Reading to Math*.

Course #12746

Section #28150 K-5 Resource Teachers

Montessori Teachers

Guided Montessori Curriculum Application

Montessori teachers will collaborate with mentors and delve into various resources available for Montessori teachers.

Course #12433

Section #28190 Elementary Montessori
Section #28191 Secondary Montessori

OT/PT, Vision Teacher, Audiologist, Psychologist

Your supervisor will contact you about your schedule for the day.

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



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March 17, 2014



New Staff Orientation

Our Greatest Resource Is People



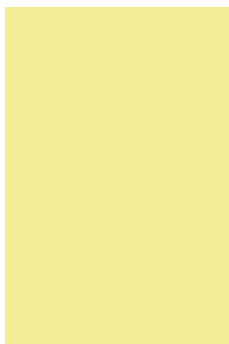
Overview of March 17 New Staff Orientation

The information below provides an overview of the sessions for March 17. Further details and registration information for each session are provided on subsequent pages. Please pay careful attention to the listed required courses. The day begins at West High School at 8:00.

**February 7, 2014 is the registration deadline for all sessions in
*Better e³ Better.***

Please note, unless indicated as an all day session, you must register for both a morning and afternoon session.

8:00-8:15 Continental Breakfast & Check-in West High School Cafeteria				
8:15-8:30 Welcome				
8:30-9:15 Facilitated Roundtable Conversations				
9:30-12:00 Required Morning Sessions				
Audience		Session Title		
K-12 ACP & YAP		IWB Lesson Creation for ACP		
K-12 SLP		Speech Language Therapy Services in the Classroom		
K-5 Classroom, K-5 Literacy & Math Interventionists, K-5 Resource		Getting to Know Your Students as Readers		
K-5 Teacher Librarian		Language Arts/Multiple Literacies		
All K-12 Music		Total Participation Techniques		
ECSE		Adapted Books & Visual Supports for Students with Disabilities (all day)		
PK-8 Montessori		Guided Montessori Curriculum Application (all day)		
K-5 Core		Guided Core Curriculum Application (all day)		
ELL Teacher		ELL Curriculum Application (all day)		
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.				
Creating a Successful Learning Environment	Engaged in Writing: Document Based Writing	What Do You Do with the Students Who Already Know It?	Formative Assessment, A Bridge Between Teaching & Learning	Total Participation Techniques
12:00-12:45 Lunch Provided Millard West High School				
Afternoon Select-a-Session 12:45-3:00				
IWB Required Training	IWB Refresh & Review Open to all 4-12 staff with an IWB	IWB Lesson Development 4-12 with an IWB	Process & Produce Lesson Development	Technology Open Forum



Roundtable Conversations

8:30-9:15

The day kicks off with a variety of roundtable conversations. There will be no registration required for these sessions. The sessions are designed to be short on presentation and long on conversation. Pick a topic that interests you and come with your thoughts and questions!

Topics

Dr. Keith Lutz, Superintendent

State of the 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

Andy Means, SHS Social Studies Teacher and Coach

Coaching & Teaching

Terry Houlton, Director of Special Education

The World of Special Education

Carrie Novotny-Buss, Neihardt Elementary Principal
Mitch Mollring, Russell Middle School Principal

The Principal's Perspective



Morning Sessions: 9:30AM – 12:00PM

Required Courses

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

Registration in *Better e3 Better* is required.

K-12 ACP & YAP

Required: IWB Lesson Creation for ACP



The participant 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 #1940

K-12 SLP

Required: Therapy Services in the Classroom



The participant will demonstrate comprehension of classroom activities that maintain therapeutic focus by summarizing key concepts and content.

Speech Language Pathologists will be participating in an ASHA approved audio course focused on therapy services in the classroom. Participants will discuss the following: rationale for providing services that are educationally relevant, activities that are appropriate for classroom delivery at each stage of therapy, and actions that can establish increased support for the SLP to increase classroom services.

Course #12737

K-5 Classroom Teachers, K-5 Literacy & Math Interventionists, K-5 Resource

Getting to Know Your Students as Readers



The participant will demonstrate understanding of how to observe students' reading behaviors and how to apply the A-Z Continuum of Literacy Learning by developing small group lessons.

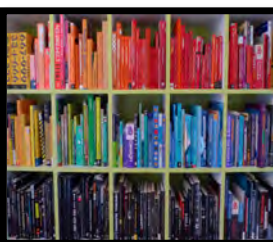
Teachers will get to know their readers through:

- *identification of strengths and weaknesses of their readers
- *understanding the A-Z Continuum of Literacy Learning
- *developing strategies to connect the Continuum with small group instruction

Course #12772

K-5 Teacher Librarian

Language Arts/Multiple Literacies



The participant will demonstrate comprehension of District Language Arts multiple literacies curriculum

This session will expand the participant's knowledge of multiple literacies and the relevancy to literature, technologies and libraries. Examples of integrated lessons and curriculum will be shared.

Course #12802

All Day Sessions: 9:30AM – 3:00PM

Required Courses

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

Registration in *Better & Better* is required.

ECSE

Adapted Books & Visual Supports for Students with Disabilities

The participant will demonstrate analysis of the needs of students and select the appropriate type of adapted book to best match students' needs.



Students with ASD and other disabilities need targeted assistance in reading instruction. This presentation is intended to instruct teachers and SLPs on how to create adapted books for their students who would benefit from this specialized instructional method. Participants will be given specific examples of different ways to adapt books and how to access books online. There will be opportunities for hands-on instruction for Boardmaker and other images. Participants will acquire new resources and produce adapted books and visual supports for their students.

Course #1719

PK-8 Montessori

Guided Montessori Curriculum Application

The participant will demonstrate comprehension of the Montessori curriculum by interacting with various Montessori classroom materials.



Montessori teachers will collaborate with mentors and delve into various resources available for Montessori teachers. 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

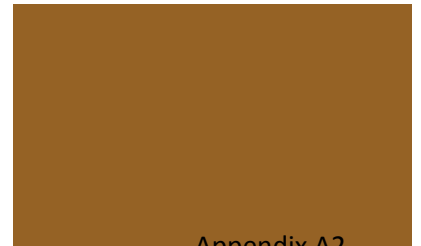
K-5 Core

Guided Core Curriculum Application

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

Core teachers will collaborate with mentors and delve into various resources available for Core teachers.

Course #12493



All Day Sessions: 9:30AM – 3:00PM

Required Courses

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

Registration in *Better e3 Better* is required.



ELL Teacher *ELL Curriculum Application*



The participant will demonstrate application of the procedural, curricular and assessment activities that comprise the ELL Program by carrying out program activities such as planning and delivering lessons, collaborating with classroom teachers and specialists, administering formative and summative assessments, and completing documentation required for compliance with NCLB Title III and NDE Rule 15

This engaging and enriching session will focus on interaction and collaboration as teachers explore the procedures, curriculum and assessment that comprise the ELL program.

Course #12612



<http://homestagingmentoring.com>

Psychologist, Audiologist, Vision Specialist, OT/PT

Your supervisor will contact you about schedule for the day.



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



Morning Select-A-Sessions

9:30AM – 12:00PM

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

Registration in *Better e³ Better* is required.



Creating a Successful Learning Environment

Suggested Audience: 6-12 General & Special Education Teachers

The participant 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

Formative Assessment, A Bridge Between Teaching and Learning

Suggested Audience: 6-12 General & Special Education Teachers

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

What our students learn as a result of our instruction is hard to predict as student learning is not necessarily what was taught. Assessment is a central feature of effective practice—assessment is the bridge between teaching and learning. Formative assessment helps teachers determine if their instruction and the activities in which students are engaged is working.

Course #12801

Engaged in Writing: Document-Based Writing

Suggested Audience: 6-12 General & Special Education Teachers

The participant will demonstrate application of Document-Based Questioning by creating a DBQ lesson to use in second semester.

Teachers will participate in a Document-Based Questioning Essay experience and then will create a lesson of their own to use during second semester. Participants will discover a variety of online resources for integrating primary sources.

Course #1894

Total Participation Techniques

Suggested Audience: 6-12 General & Special Education Teachers

The participant will demonstrate application of Total Participation Techniques by determining classroom applications.

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.

Course #2186

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

Suggested Audience: 6-12 General Education Teachers

The participant 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

Afternoon Sessions: 12:45PM – 3:00PM

If you are not attending an all day session, please select one of the following.

Registration in *Better & Better* is required.



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IWB Required Training

Required Audience: 4-12 Teachers with an IWB who have not taken either IWB 101 or IWB 102

Participants will be manually registered for these sessions. You will receive notification of your registration via GroupWise.

.....
IWB Refresh & Review

Suggested Audience: All 4-12 Teachers with an IWB

The participants will demonstrate synthesis of SMART Notebook software by creating a Notebook file that includes at least one multimedia feature.

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.

Course #2227

.....
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

.....
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, Gaggie, School Fusion, clickers; truly any area of MPS technology. After registering, participants are asked to complete the survey found at <http://goo.gl/jhbKA5> to help identify areas of interest and necessary expertise.

Course #2001

.....
Process & Produce: Lesson Development

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

The participant 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. District personnel will be available to answer questions concerning curriculum materials and/or resources. Participants need to bring necessary classroom materials and their laptop to facilitate their lesson development.

Course #12497



Hourly Employee Staff Development Day

Please register through

Better and Better
millard.truenorthlogic.com

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

**Please register by
October 1.**

Sessions with low enrollment may be cancelled after October 1.

Find details about training incentives on the Human Resources website under HR Documents, then Training Incentive.
[\(click here\)](#)

In this issue:

Session Schedule	2
Registration & Timecard Info	2
Personal & Professional Wellness	3
Professional Growth	3-5
Technology	5-6

Session 1	Session 2
8:30-9:30	10:15-11:15
OR 8:30-10:00	OR 10:15-11:45

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

2013-2014 Hourly Employee Staff Development Requirements

Required for ALL Hourly Employees:

Hourly staff have a choice in how they meet the Preventing Sexual Harassment training requirement. Hourly staff may take the face to face class "Preventing Sexual Harassment" (Course # 1825) on October 16 or "All About Boundaries via ANGEL" (Course # 1783) by winter break.

Recommended for NEW Hourly Employees:

In addition to Preventing Sexual Harassment, **new** hourly staff who have not already taken an Introduction to 40 Developmental Assets training at the building or District level are encouraged to take one. Hourly staff may take the face to face class "40 Developmental Assets for Hourly Staff" (Course # 397) or "Introduction to 40 Developmental Assets via ANGEL" (Course # 12622).



Hourly Employee Staff Development Day

Page 2

Sessions At-A-Glance

* Denotes a new course.

Session 1	Course #	Session 2	Course #
40 Developmental Assets for Hourly Staff	397	BIST Training for Paras (Level 1)	1645
Advanced Microsoft Publisher: Customizing Installed Templates	12502	*Disability Awareness	12666
BIST Training for Paras (Level 1)	1645	*Fancy Formatting in Word (2010)	12616
*Disability Awareness	12666	*Generations in the Workplace: Why Can't We All Get Along	12667
*Fancy Formatting in Word (2010)	12616	Microsoft PowerPoint 2010: Advanced Settings	12503
Features of PowerPoint 2010/2011 (Intro)	2101	MS Excel for Beginners	1553
*Generations in the Workplace: Why Can't We All Get Along	12667	*Need to Know Applications for Paraprofessionals (Elementary)	12671
*Informational Text: Reading for Meaning	12670	*Preschoolers at Work: Observing and Documenting with GOLD	12669
*Need to Know Applications for Paraprofessionals (Secondary)	12671	Preventing Sexual Harassment	1825
Preventing Sexual Harassment	1825	Wellness Program Overview and Stress	12674
The Brain: How it Processes Information	12508	*Working Effectively with Students in Poverty	12665
Wellness Program Overview and Stress	12674		
*Working Effectively with Students in Poverty	12665		

Registration Information

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



Timecard Information

October 16, 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.

MPS Strategic Plan Parameter

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



Personal & Professional Wellness

Generations in the Workplace: Why Can't We All Get Along— Course # 12667

There is a lot of name calling going on in the workplace. You can hear remarks whispered under the breaths of many employees. For the first time in history, there are four generations in the workplace and we don't always see eye to eye. Every generation develops its own set of rules, values and perspectives. This presentation will outline those characteristics to help understand each generation. We can improve workplace communication, morale and productivity if we embrace the generational differences and capitalize on the strengths of each age group.

Target Audience: All staff

Wellness Program Overview and Stress! What It Is And How To Deal With It —Course # 12674

This seminar presented by Elise McHatton, MA of SimplyWell will ignite your thinking around stress and how to manage it. You will walk away with an understanding of how to identify stress, how stress impacts the body, and some tips to counter-act the stress in your life.

Target Audience: All staff



Professional Growth

40 Developmental Assets for Hourly Staff—Course # 397

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 staff new to 40 Assets

Professional Growth (continued)

BIST Training for Paras (Level I)—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. We will be discussing example situations and how to best handle them using the BIST language. The session will be as interactive as possible with opportunities for roll playing and discussion of specific behavior examples.

Target Audience: Paraprofessionals new to buildings utilizing BIST

Disability Awareness—Course # 12666

Participants will build awareness and empathy towards students with disabilities. Facilitators will guide participants through a variety of simulations based off of specific disabilities, such as visual impairments, motor impairments, learning disabilities, autism and speech language impairments. Participants will experience simulations which assist in understanding the challenges encountered by students impacted by a disability when navigating the learning environment.

Target Audience: Recommended for All staff,
Required for Paraprofessionals working with students
in Special Education

Informational Text: Reading for Meaning— Course # 12670

From kindergarten through fifth grade, from read alouds to small group instruction, informational text lessons are strengthened by the use of specific prompts and questions that focus readers on essential features of nonfiction text (specialized vocabulary, graphs, charts, headings, etc.). Paraprofessionals will have the opportunity to learn a variety of strategies to use within small group reading sessions of LLI, Sidewalks, and leveled text to support students in navigating nonfiction text.

Target Audience: K-5 Paraprofessionals

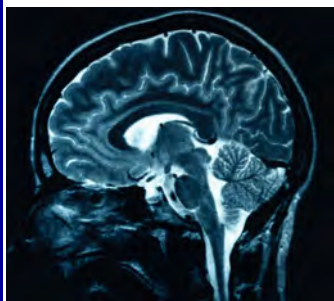


Preschoolers at Work: Observing and Documenting with GOLD—Course # 12669

Paraprofessionals will collaborate to develop strategies for efficiently documenting student performance throughout the school day utilizing the GOLD objectives and a variety of recording tools.

Target Audience: PreK Paraprofessionals

Professional Growth (continued)



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 staff

Working Effectively with Students in Poverty—Course # 12665

This course is designed for hourly staff working on the “front lines” with students in grades Pre-K -12. Participants will engage in conversation about the implication of poverty on student performance and learn effective strategies for communicating and relating with students and parents.

Target Audience: All staff

Technology



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. This class is for PC users.

Target Audience: All staff

Fancy Formatting in Word—Course # 12616

Do you struggle with formatting in Word? This class is for you. Learn some quick and easy tips on how to make formatting easy and manageable. Master the more advanced features of Microsoft Word 2010 and learn how to create an index, build a list of figures, design a table of contents, and use timesaving shortcuts. Margins, templates, orientation, columns and table of contents will be covered.

Target Audience: All staff

Technology (continued)

image: www.cerra.org

Features of PowerPoint 2010/2011 (Intro)—Course # 2101

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.

Target Audience: All staff

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 staff

**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: All staff

Need to Know Applications for Paras—Course # 12671

In this session, paraprofessionals will learn some basic tasks in our 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 tools: MPS Websites, student e-mail, and the student portal.

NOTE: There are separate sections for Elementary and Secondary Paras.

Target Audience: Paraprofessionals



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Follow us on Twitter
[@MPS_OSD](https://twitter.com/MPS_OSD)



Please register through

Better and Better
millard.truenorthlogic.com

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

Sessions with low enrollment may be cancelled after February 7.

**Please register by
February 7**

Find details about training incentives on the Human Resources website under HR Documents, then Training Incentive.
[\(click here\)](#)

In this issue:

Session Schedule	2
Personal & Professional Wellness	3-4
Professional Growth	4-7
Technology	7-8
Registration & Timecard Info	8

February 17, 2014

Hourly Employee Staff Development Day

Session 1	Session 2
8:30-9:30 OR 8:30-10:00	10:15-11:15 OR 10:15-11:45

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

2013-2014 Hourly Employee Staff Development Requirements

Required for ALL Hourly Employees:

Hourly staff have a choice in how they meet the Preventing Sexual Harassment training requirement. Hourly staff may take the face to face class "Preventing Sexual Harassment" (Course # 1825) on February 17 or "All About Boundaries via ANGEL" (Course # 1783) by spring break.

Recommended for NEW Hourly Employees:

In addition to Preventing Sexual Harassment, **new** hourly staff who have not already taken an Introduction to 40 Developmental Assets training at the building or District level are encouraged to take one. Hourly staff may take the face to face class "40 Developmental Assets for Hourly Staff" (Course # 397) or "Introduction to 40 Developmental Assets via ANGEL" (Course # 12622).



At-A-Glance

* Denotes a new course.

Session 1	Course #	Session 2	Course #
40 Developmental Assets for Hourly Staff	397	*Asthma & Anaphylaxis Management at School	12765
*Asthma & Anaphylaxis Management at School	12765	Autism Spectrum Disorder—Reinforcing Behavior	12686
Autism Spectrum Disorder—Reinforcing Behavior	12686	Disability Awareness	12666
Disability Awareness	12666	Generations in the Workplace: Why Can't We All Get Along	12667
Fancy Formatting in Word (2010)	12616	Identity Theft Prevention	1758
Generations in the Workplace: Why Can't We All Get Along	12667	*Individualized Projects in Microsoft Office (Word, Publisher, Excel, PowerPoint)	12760
Identity Theft Prevention	1758	Personal Safety Training	2405
Microsoft PowerPoint 2010: Advanced Settings	12503	Preventing Sexual Harassment	1825
MS Excel for Beginners	1553	*Reading Strategies for Elementary Paras	12647
Personal Safety Training	2405	The Brain: How it Processes Information	12508
Preschoolers at Work: Observing and Documenting with GOLD	12669	*The Paraprofessionals Toolkit of Behavioral Strategies	12762
The Brain: How it Processes Information	12508	*Wellness Program Overview and "What's On Your Plate"	12759
The FISH Philosophy: Catch the Energy!	1918	Working Effectively with Students in Poverty	12665
*The Nuts & Bolts of 6 Trait Writing	12631		
*The Paraprofessionals Toolkit of Behavioral Strategies	12762		
*Wellness Program Overview and "What's On Your Plate"	12759		
Working Effectively with Students in Poverty	12665		

**MPS Strategic
Plan Parameter**

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

Personal & Professional Wellness**Generations in the Workplace: Why Can't We All Get Along—
Course # 12667**

There is a lot of name calling going on in the workplace. You can hear remarks whispered under the breaths of many employees. For the first time in history, there are four generations in the workplace and we don't always see eye to eye. Every generation develops its own set of rules, values and perspectives. This presentation will outline those characteristics to help understand each generation. We can improve workplace communication, morale and productivity if we embrace the generational differences and capitalize on the strengths of each age group.



Target Audience: All 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 staff

**Wellness Program Overview and "What's On Your Plate"—
Course # 12759**

"What's on Your Plate" is a wellness presentation that focuses on the fundamentals and dietary guidelines of MyPlate. It highlights the key components of a healthy diet. By following the direction of MyPlate, you will learn how to balance your meals and physical activity daily. The presentation will touch on other MyPlate tools such as how to understand food labels and how to consume the right amount of calories for you. If you are looking to learn more information about your health then come check out the presentation "What's on Your Plate"!

Target Audience: All staff



Personal & Professional Wellness

Identify Theft Protection—Course # 1758

The number of identity fraud victims increased 22% to 9.9 million adults in the United States, while the total annual fraud amount increased by 7% to \$48 billion over the past year. Be prepared to protect yourself from one of the fastest growing crimes in the country. Protecting Your Identity, presented by First National Bank, will help you understand ways you can protect yourself.

Target Audience: All Hourly Staff



Professional Growth

40 Developmental Assets for Hourly Staff—Course # 397

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 staff new to 40 Developmental Assets



Asthma & Anaphylaxis Management at School— Course # 12765

This course will be an overview of emergency response protocols for asthma attacks or allergic reactions at school. Participants will learn what might be present in the classroom that may cause an asthma or allergy attack as well as how to recognize when an emergency is happening.

Target Audience: Health Room Paraprofessionals
and other interested staff



Professional Growth (continued)**Autism Spectrum Disorder: Reinforcing Behavior—Course # 12686**

Participants will learn about positive and negative reinforcement and discuss how it affects behavior. They will discuss the iceberg effect of behavior and learn about the ABCs of behavior. They will learn about how visual supports and communication can aid in reducing problem behavior.

Target Audience: Paraprofessionals working with students with ASD

**Disability Awareness—Course # 12666**

Participants will build awareness and empathy towards students with disabilities. Facilitators will guide participants through a variety of simulations based off of specific disabilities, such as visual impairments, motor impairments, learning disabilities, autism and speech language impairments. Participants will experience simulations which assist in understanding the challenges encountered by students impacted by a disability when navigating the learning environment.

Target Audience: Recommended for All staff

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: Support staff with students who may demonstrate unsafe behavior

**Preschoolers at Work: Observing and Documenting with GOLD—Course # 12669**

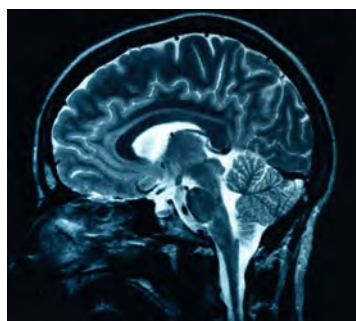
Paraprofessionals will collaborate to develop strategies for efficiently documenting student performance throughout the school day utilizing the GOLD objectives and a variety of recording tools.

Target Audience: PreK Paraprofessionals

Professional Growth (continued)**Reading Strategies for Elementary Paras—Course # 12647**

This course is designed to assist elementary paras with easy "go to" comprehension strategies that can be used with any fiction book. Strategies will include visualizing, inferring, and summarizing to teach or review literary elements.

Target Audience: Paraprofessionals

**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 staff

The Nuts & Bolts of 6 Trait Writing—Course #12631

This session is designed to increase your understanding of the 6 Traits of Writing and how to assist elementary students in successfully revising their writing pieces. Activities will include make and take opportunities.

Target Audience: Recommended for all hourly staff

**Working Effectively with Students in Poverty—
Course # 12665**

This course is designed for hourly staff working on the "front lines" with students in grades Pre-K -12. Participants will engage in conversation about the implication of poverty on student performance and learn effective strategies for communicating and relating with students and parents.

Target Audience: All staff

Professional Growth (continued)

The Paraprofessionals Toolkit of Behavioral Strategies— Course # 12762

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 participate in interactive activities to explore the following topics: student behavior basics, key components of behavioral support and positive proactive behavioral strategies.

Target Audience: All staff

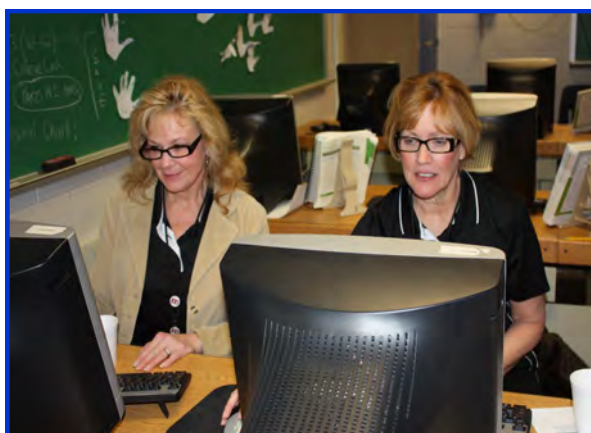


Technology

Individualized Projects in Microsoft Office (Word, Publisher, Excel) - Course # 12760

Participants need to bring a work related project for technical assistance. Instructors will be on hand to assist with individual questions. This might be a form you want to create or clean up, an excel spreadsheet you want to build formulas in, or a newsletter you'd like help formatting. Bring your files on a flash drive, or plan to access your District server.

Target Audience: All Hourly Staff



Fancy Formatting in Word—Course # 12616

Do you struggle with formatting in Word? This class is for you. Learn some quick and easy tips on how to make formatting easy and manageable. Master the more advanced features of Microsoft Word 2010 and learn how to create an index, build a list of figures, design a table of contents, and use timesaving shortcuts. Margins, templates, orientation, columns and table of contents will be covered.

Target Audience: All staff

Technology (continued)

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 staff



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: All staff

Registration Information

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



Timecard Information

February 17, 2014 is a designated staff development day. You have the choice to have a non-paid non-work day, or attend 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.

The morning of February 17th, there will be laptops available in the NHS cafeteria to clock in online.



Like us at

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Custodial, Food Service, Maintenance & Grounds Kick-Off Meeting

August 5, 2013

8:00 AM—10:00 AM

Location - West High School

8:00—8:30 AM

8:30—10:00 AM



Multipl award winning teacher, humorist and author, Juli Burney, makes an amazing connection ith her audiences. She is able to entertain with the ability of a headlining comedian while either motivaÃ g or training with ease as a nation lly recognized speaker. Juli has been honored by her state as Artis of the Year because of her ability to help improve people's lives through humor and eff cti e use of communicatio tools.



CoÃee and Donuts in Cafeteria

Auditorium

Required sign in sheet will be passed around.

* Welcome	Bob Snowden
* Speaker	Juli Burney
* Closing	Duane Blobaum

**PLEASE REVIEW YOUR FOLLOW UP
SAFETY TRAINING FOR THE WEEK:**

Food Service	August 5	12-3 PM	Ron WiÃ West Entrance
Night Custodial	August 6	12-1:30 PM	Ron WiÃ West Entrance
Day Custodial	August 6	2-3:30 PM	Ron WiÃ West Entrance
Maintenance & Grounds	August 7	7-8:30 AM	Ron WiÃ West Entrance

APPENDIX A4 - Alphabetical Listing of 2013-2014 Sample Staff Development Classes

3G Conference

Section Event(s): Optional Staff Development

Course Description: The 3G Conference is designed to offer support to Google Guides and Early Adopters as they dive into Google Apps for Education. Sessions will reinforce basic Google skills and introduce higher level Google functions. Participants not on contract will be paid for attending the sessions of their choice.

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.

ACP Curriculum & Instruction Update

Section Event(s): Fall Workshop

Course Description: Participants will review beginning of the year curriculum and instruction updates.

Action Plan 3-1: The Bullying Component

Section Event(s): MLK Day

Course Description: This course will focus on defining bullying by reviewing the Millard Public School policy and looking at bullying curriculum and program information by outlining preventative and pro-active approaches to best, evidence-based practices. Information will be provided to assist counselors in making important decisions with implementing bullying strategies, changing the culture of the school, and supporting teachers and administration.

Adapted Books & Visual Supports for Students with Disabilities

Section Event(s): New Staff Orientation

Course Description: Students with ASD and other disabilities need targeted assistance in reading instruction. This presentation is intended to instruct teachers and SLPs on how to create adapted books for their students who would benefit from this specialized instructional method. Participants will be given specific examples of different ways to adapt books and how to access books online. There will be opportunities for hands on instruction for Boardmaker and other images. Participants will acquire new resources and produce adapted books and visual supports for their students.

Adolescent Language and Literacy

Section Event(s): MLK Day

Course Description: A conference sponsored by the American Speech-Language-Hearing Association will be reviewed. This session will focus on managing service delivery in middle and high schools, developing literacy in adolescents and empowering special populations. Participants will review information regarding the overall landscape and rationale for secondary services. In addition, the hallmarks of adolescents' social, cognitive and linguistic development; a proven model of intrinsic motivation; and interventions that promote literacy and learning will be discussed.

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.

AIMSweb K-2 Tester Training

Section Event(s): Other/None; 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.

All About Boundaries - via ANGEL

Section Event(s): ANGEL Online Training

Course Description: 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. Once registered in Better and Better, continue to <http://mpsomaha.mylearning.org> to enter the section ID found in your registration confirmation e-mail.

ANGEL Producer Introductory Training - 1 Day

Section Event(s): Just In Time; Other/None

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. Enroll in the MPS ANGEL Basics for New Producers course in ANGEL. Use the section ID: MPS_ANGEL_Basics.

Approved School Apps and You

Section Event(s): After School; Just in Time

Course Description: Apps, apps and more apps! This sessions will introduce the participant to various Millard approved web apps and explain how the app can be used to engage students. The session will also walk through the process of how to get an app approved.

ASCA Model & Assessment Tools

Section Event(s): MLK Day

Course Description: Participants will continue to examine the ASCA Model and Making Data Workbooks. Time will be devoted to evaluating the effectiveness of the assessment tools they created in the fall by examining the data collected. A portion of this session will include breakout sessions on requested topics.

ASCA National Model Review

Section Event(s): Fall Workshop

Course Description: Participants will review the newest version of the ASCA National Model Framework for School Counseling and Making Data Work (ASCA) which illustrates various ways counselors can use data to help direct their counseling program. Various activities will be used to familiarize participants with the two publications.

Assistive Technology Program Review

Section Event(s): MLK Day

Course Description: The participants will compile and review their current data sources for the assistive technology program. Based on their findings they will create staff development that meets the needs of the students and staff who benefit from their services.

Asthma & Anaphylaxis Management at School

Section Event(s): Hourly Staff Day

Course Description: This course will be an overview of emergency response protocols for asthma attacks or allergic reactions at school. Participants will learn what might be present in the classroom that may cause an asthma or allergy attack as well as how to recognize when an emergency is happening.

Best Practices in Elementary Math & Intervention

Section Event(s): Fall Workshop

Course Description: Information on best practices for math, with an emphasis on problem solving along with revisiting information about math intervention will be presented.

Best Practices in the Math and Writing Classrooms

Section Event(s): MLK Day

Course Description: Teachers will continue working on Number Talks and identify where they can find examples in the SF materials. Teachers will also work with the 8 mathematical practices and the Millard Math Vision. A big portion of our writing instruction involves the use of the 6 Traits. K-2nd grade

teachers will focus on the 6 Traits and its place in instruction, while 3rd-5th grade teachers dig deeper into the new district rubrics.

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. We will be discussing example situations and how to best handle them using the BIST language. The session will be as interactive as possible with opportunities for roll playing and discussion of specific behavior examples.

Bonding with Your iPad

Section Event(s): Just In Time

Course Description: Ready to take your iPad skills to the next level? This session will demonstrate tips-and-tricks on using your iPad (personal or District provided). How to send, save and edit documents will be a major focus for the class. Participants should be familiar with basic skills such as swiping between screens, creating folders, etc. Please complete the survey found at the following address to help design the information presented in this session. You will need to copy and paste this url to access the survey. https://docs.google.com/forms/d/1VidW7IO_TmAxMQidlyw5CJOFhrPII02K2JTUyKSuUiY/viewform

Book Nook Series: Know Can Do!

Section Event(s): After School

Course Description: Know Can Do! Is a teaching parable in the tradition of Ken Blanchard's best selling business books. It tells the story of a well known author who is troubled by the gap between what people know: all the good advice they've digested intellectually from books and seminars, and what they actually do. Seeking a way to close this learning-doing gap, the author sets out on a journey to find a solution. He soon meets a legendary businessman named Carl Hesse, who has discovered the secrets of putting knowledge into action, Carl teaches the author the three reasons people don't make the leap from knowing to doing and The key to overcoming these roadblocks. Through Carl Hesse and his colleagues, the author learns life-changing secrets that provide answers to the age-old question: 'Why don't I do what I know I should do?' Know Can Do! Teaches people at all levels how to apply life-changing techniques to reach their fullest potential.

Book Nook: Behavior Support Strategies for Paraprofessionals

Section Event(s): After School

Course Description: Paraprofessionals are an essential component of the school setting and often assist with the management of student behavior. Participants will demonstrate an understanding of the purpose of student behavior, the components of student behavior, behavioral techniques for addressing student behavior, and the relationship between behavior and the student's disability.

Book Nook: The Energy Bus**Section Event(s):** After School

Course Description: The Energy Bus could be the key to facing challenges and overcoming negativity head on, helping you identify the kind of positive energy that consists of vision, trust, enthusiasm and purpose. In this two-day workshop you will identify rules to help fuel your life! Be ready to think, discuss and create a mini Energy Bus action plan with steps outlining how to implement positivity within your life.

Book Study: 95 Strategies for Remodeling Instruction**Section Event(s):** After School

Course Description: During this book study, you will explore 95 classroom strategies that can be used to remodel lessons. Work with fellow K-12 participants to choose effective strategies to improve two of your own lesson plans. Participants will receive a copy of the book at the first session. Participants will receive a \$100 stipend for completion of this 4 hour course.

Book Study: Classroom Instruction That Works (2nd Ed) (Elementary)**Section Event(s):** After School

Course Description: Participants will demonstrate synthesis of the concepts of Classroom Instruction that Works by interacting with 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 online. All participants who successfully complete all 5 course requirements will receive a stipend of \$150.

Book Study: Thinking Through Quality Questioning**Section Event(s):** After School

Course Description: Secondary practitioners will investigate quality questions through an interactive book study focused on question characteristics, instructional approaches, formative assessment, and classroom application. Over three sessions, teachers will unpack questioning strategies, analyze classroom examples, and identify ways to implement effective practices in their classes.

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.

Carry Your Own Weather

Section Event(s): MLK Day

Course Description: Counselors are change agents. To help students make change means sometimes helping them change their behaviors, and sometimes it means helping students change their perspective or even how they think about a given situation. Counselors will learn about how to use Cognitive-Behavioral Therapy (CBT) Techniques to help students make change.

Collaboration in Physical Education

Section Event(s): Fall Workshop

Course Description: Participants will be provided department updates and given time to collaborate regarding K-12 PE district assessments and best practices, while modeling the gradual release of responsibility model.

College and Career Readiness Skills: An Overview

Section Event(s): Other/None

Course Description: This course will provide an orientation to the MPS College and Career Readiness Standards and Indicators and content specific connections. Participants will discuss the historical perspective that lead to the development of the standards and make connections to instructional best practices aligned to Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration and Teamwork, and Citizenship and Personal Responsibility.

Common Sense Parenting

Section Event(s): After School

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.

Comprehensive Programming and Interventions for Students with Autism Spectrum Disorders (ASD)

Section Event(s): Other/None

Course Description: Participants will be taught a tiered intervention model to develop a comprehensive program for their student with ASD. Staff will be sent an assessment prior to attending the training to fill out with their school team. It is strongly recommended that staff attend as a team. Teams will get assistance analyzing the data for their student to pin point the underlying characteristics of ASD that impact their student in the classroom. Researched based interventions will be presented and shown they can be incorporated into their plan. Teams will work together to determine which interventions will address the characteristics for their student. They will construct a comprehensive plan using an activity planning grid. Teams can include General Education Teacher, Resource Teacher, SLP, OT, PT, or paraprofessional. Teams will revisit the assessment and the comprehensive plan and make adjustments at the follow-up session. Comprehensive planning has reduced behaviors such as aggression, repetitive mannerisms, yelling, and off task behaviors. Its implementation has increased student work completion,

following directions, on task behaviors and participation in the general education classroom. Developing a comprehensive plan for a student, needs to address the student's core deficits of ASD. Addressing sensory needs, providing reinforcers and using visual supports will increase social interactions and opportunities for learning. Comprehensive program planning can positively impact your student with ASD through team member collaboration and increased peer interaction.

Conversations Across Texts and Language Arts Vertical Alignment

Section Event(s): Fall Workshop

Course Description: Middle school and high school language arts teachers will meet in their cluster groups to learn how texts can be integrated for deeper learning. Participants will also spend time discussing vertical alignment topics.

Core Curriculum: New Staff Orientation

Section Event(s): Staff Development Day

Course Description: Teachers will work with Principal Dr. Paula Peal on CORE instruction.

Co-Teaching as Best Practices in Student Teaching

Section Event(s): Other/None

Course Description: The intended outcome is to foster the co-teaching team and develop common understandings of the MPS Co-Teaching Student Teaching Model

CPR/AED Training

Section Event(s): Fall Workshop; Other/None

Course Description: TO REGISTER: Contact your supervisor for the appropriate form. 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.

Create a Newsletter

Section Event(s): After School

Course Description: In this course you will learn the skills needed to prepare a professional newsletter. You will learn concepts to enable you to design effective communication pieces. Tips will be shared to help determine content, design and layout; adding pictures and hyperlinks.

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.

Culturally Responsive Teaching for Second Year Staff (CRT)

Section Event(s): ANGEL Online Training; Fall Workshop

Course Description: 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.

Current Practice and Industry Connections

Section Event(s): Fall Workshop

Course Description: Participants will have the opportunity to hear from a panel of industry leaders on the current knowledge and skill students need to know to be ready in the real world. After the panel, participants will have the opportunity to collaborate with their content area peers by looking at best practices.

Current Topics in Science Education

Section Event(s): Fall Workshop

Course Description: Current topics in Science Education is an opportunity for colleagues to discuss current topics in science. The course will also take a look at how to enhance instruction through incorporating current topics in Science.

Curriculum Updates and Department Meeting

Section Event(s): Fall Workshop

Course Description: Participants will review department guidelines and curriculum updates. Digital Literacy tools will be demonstrated and collection development summaries will be critiqued.

Deeper Reading Book Study

Section Event(s): Optional Staff Development

Course Description: Do your students often struggle with difficult novels and other challenging texts? Do they primarily comprehend at a surface level? Building on twenty years of teaching language arts, Kelly Gallagher shows how students can be taught to successfully read a broad range of challenging and difficult texts with deeper levels of comprehension.

Defining Roles in Special Education

Section Event(s): MLK Day; Other/None

Course Description: This course is designed to empower teachers by clarifying duties and responsibilities when directing the work of paraprofessionals. Discussions will involve roles and responsibilities, meeting individual student needs, and collaborative support strategies. The importance of communication within each of these areas will be incorporated.

Defining Roles: Collaborating with Paras and other Educators

Section Event(s): Optional Staff Development

Course Description: This course is designed for General Education teachers and Specialists who collaborate with paraprofessionals and other teachers. Course activities will clarify responsibilities when directing the work of paraprofessionals as well as provide resources to facilitate a collaborative relationship. Discussions will involve roles and responsibilities, meeting individual student needs, and collaborative support strategies. The importance of communication within each of these areas will be incorporated.

Deploying the Request to Enter System

Section Event(s): After School

Course Description: A demonstration of the 'Request to Enter System' will be held for Secretaries and Building Administrators and Food Service Managers. Each participant will be given a processing sheet to consider questions.

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.

Digging Deeper into the Middle School Science Curriculum

Section Event(s): Fall Workshop

Course Description: Through a combination of curriculum analysis, examining assessment data, interactions with colleagues, and self-reflection, teachers will dig deeper into the MS Science Curriculum to enhance instruction.

Disability Awareness

Section Event(s): Hourly Staff Day

Course Description: Participants will build awareness and empathy towards students with disabilities. Through a variety of simulations based off of specific disabilities, such as visual impairment, learning disability and speech language impairments. Participants will experience simulations which assist in understanding the challenges encountered by students impacted by a disability when navigating the learning environment.

District Crisis Team New Member Training: Roles and Procedures

Section Event(s): Other/None

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.

District Library Guidelines

Section Event(s): New Staff Orientation

Course Description: Teacher Librarians will review the District Guidelines for Libraries which will conclude with a tour of the MPS Processing Center.

Drug Trend Recognition

Section Event(s): Fall Workshop

Course Description: This session will inform MPS Security Staff on the latest drug and alcohol trends, affects, and interventions. An OPD Narcotics Officer will introduce and explain the latest drug and alcohol trends prevalent in our community. Time will also be spent working with building administrators to discuss site specific topics.

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.

Electronic Field Trip Training

Section Event(s): Just In Time

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 Lesson Development

Section Event(s): MLK Day

Course Description: This session will allow participants an opportunity to reflect on information learned from other staff development. Participants will work at assigned locations on a lesson that can be shared with peers. Depending on teaching assignments, participants may also join in on applicable sessions for a portion of the time.

Elementary Math Intervention

Section Event(s): New Staff Orientation

Course Description: Participants will gain a greater understanding of the Millard Instructional Model by exploring the 5 Learning Environments and how this applies to the elementary math classroom.

Participants will gain understanding of the Critical Learning Phases of Mathematics and how students must process through each phase in order to be successful in our math intervention programs. Participants will review and reflect on the current math intervention programs, math screeners and diagnostic tests as well as comparing the Nebraska State Standards for Mathematics and our MPS instructional and process standards and the NCTM Focal Points.

Elementary Physical Education

Section Event(s): MLK Day

Course Description: Teachers will work collaboratively in identifying best instructional practices in elementary physical education. Participants will discuss the Kindergarten District Assessment, share instructional activities, and investigate the use of SMART Notebook software.

ELL Achievement: Focusing on What Matters Most

Section Event(s): Fall Workshop

Course Description: K-12 ELL teachers will engage in analysis of ELL student data and collaborative conversations to pinpoint the most important activities on which to FOCUS our attention and energy in the upcoming school year so that we meet our goals in academic achievement for ELLs.

Emerging Social Media

Section Event(s): MLK Day

Course Description: Counselors will examine emerging social media and the impact they are having on Millard students.

Engaged in Writing: Document-Based Writing

Section Event(s): New Staff Orientation

Course Description: Teachers will participate in a Document-Based Questioning Essay experience and then will create a lesson of their own to use during second semester.

Engaging Adult Learners through Building Staff Development

Section Event(s): Other/None

Course Description: Participants will revisit concepts of Adult Learning Theory and applicable Models of Professional Development (PD) in preparation for upcoming Building staff development time. This session will allow participants to determine appropriate staff development formats to reach Building and District goals. Teams will have time to develop plans for upcoming staff development.

Enhancing Instruction through ANGEL

Section Event(s): Fall Workshop

Course Description: This course goes beyond basic ANGEL instruction and moves to enhancing instruction through expanded ANGEL use in the classroom. The art of developing an enhanced ANGEL course will be explored.

Enhancing Instruction Using ExamView

Section Event(s): Fall Workshop

Course Description: This course goes beyond the basics of using ExamView to include instruction on ways to fully use ExamView's potential in the Science classroom. Learn tips and tricks and spend time applying.

Enhancing Instruction Using Vernier Probeware

Section Event(s): Fall Workshop

Course Description: This class goes beyond the basics of how to use Vernier Probeware to focus on utilizing probeware as a tool to enhance instruction. Using probeware can help students understand connections, promote inquiry, and enhance discussions, activities, or labs to meet the unique needs of each Life Science or Physical Science curriculum area. Participants will interact with the probeware and instructors will model some of the unique features of the probeware software that support both quantitative and qualitative analysis.

Enhancing Instruction with NASA Resources

Section Event(s): Fall Workshop

Course Description: Michael Edmundson, teacher at MSHS is the recipient of the NASA Nebraska Space Grant for 2013. He will share resources and lessons learned about using the NASA exploration philosophy in the Science classroom.

Fall Workshop Building Time

Section Event(s): Fall Workshop

Course Description: Topics and schedule determined by building leadership teams.

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 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.

Fancy Formatting in Word (2010)

Section Event(s): After School; Hourly Staff Development

Course Description: Do you struggle with formatting in Word? This class is for you. Learn some quick and easy tips on how to make formatting easy and manageable. Master the more advanced features of Microsoft Word 2010 and learn how to create an index, build a list of figures, design a table of contents, and use timesaving shortcuts. Margins, templates, orientation, columns and table of contents will be covered.

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.

Financial Support of Behavior Education Training Programs

Section Event(s): Meeting

Course Description: This course will provide participants knowledge on how the district will financially support strategic plan 3.1 training, provide dates on PBIS and BIST training opportunities, and set goals for writing future grants.

First Aid for Health Paras

Section Event(s): Fall Workshop; Other/None

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.

Five Practices for Orchestrating Productive Mathematics Discussions

Section Event(s): Fall Workshop

Course Description: Are your students reluctant to offer solutions to problems? Do they struggle to construct mathematical arguments and critique the reasoning of others? Silent no more! In this session, practitioners will learn why and how to integrate these practices in lessons to support student achievement.

Flipping Your Math Class

Section Event(s): Fall Workshop

Course Description: Do you want to maximize instructional time and differentiate instruction through utilizing existing technology? In this interactive session, practitioners will develop an understanding of pedagogical approaches that include the use of technology and students engaging in traditional instruction outside of regular class to provide additional classroom time for collaborative learning, small-group work, and individual assistance.

Formative Assessment; A Bridge Between Teaching and Learning

Section Event(s): New Staff Orientation

Course Description: What our students learn as a result of our instruction is hard to predict as student learning is not necessarily what was taught. Assessment is a central feature of effective practice and assessment is the bridge between teaching and learning. Formative assessment helps teachers determine if their instruction and the activities in which students are engaged is working.

From Course Guides to the Classroom, Formative Assessment in Music

Section Event(s): New Staff Orientation

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 and engage in iPad exploration for the elementary music classroom.

Gaggle Administration

Section Event(s): MLK Day

Course Description: Successful implementation of Gaggle is more than simply creating accounts. With the help of a representative from Gaggle and MPS technology facilitators, you will learn how to provide a strong foundation for long-term success. Access to tools and features that can be controlled at the school and the user level will be featured.

Gallup Strengths Coaching

Section Event(s): Other/None

Course Description: Participants will be equipped to be Strengths Coaches at the conclusion of this 8 hour course. There will be four 2-hour face to face sessions, a 30 minute coaching call from a Gallup Associate and participation in the on-line Clifton Strengths School. MPS staff chosen to participate in this opportunity will be expected to help expand the internalization and application of strengths in MPS. We hope MPS staff can 1) name their strengths; 2) claim their strengths; and 3) aim their strengths to be more effective and engaged in the workplace.

Generations in the Workplace: Why Can't We All Get Along

Section Event(s): Hourly Staff Day

Course Description: There is a lot of name calling going on in the workplace. You can hear remarks whispered under the breaths many employees. For the first time in history, there are four generations in the workplace and we don't always see eye to eye. Every generation develops its own set of rules, values and perspectives. This presentation will outline those characteristics to help understand each generation. We can improve workplace communication, morale and productivity if we embrace the generational differences and capitalize on the strengths of each age group.

Getting to Know Your iPad

Section Event(s): After School; Just in Time

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.

Getting to Know Your Students as Readers for New Staff

Section Event(s): New Staff Orientation

Course Description: Teachers will get to know their readers through: *identification of strengths and weaknesses of their readers *understanding the A-Z Continuum of Literacy Learning *developing strategies to connect the Continuum with small group instruction

Going Deeper with Gaggle

Section Event(s): After School

Course Description: Ready to learn more about Gaggle? This course will demonstrate how to utilize all the functions of Gaggle to engage your students and extend learning beyond the classroom walls.

Going Google for MPS Administrators & District Level Leaders

Section Event(s): Just In Time

Course Description: Millard Public Schools is transitioning to Google! This session will give an overview of how to best utilize the power behind Google. Topics discussed will be Gmail, calendar, contacts and Google Drive. Details on how to set-up your accounts for proxy sharing with office staff and colleagues will be carefully reviewed. Please bring your fully charged laptop to the session.

Google for Food Service, Custodial and Maintenance Early Adopters

Section Event(s): Just In Time

Course Description: This Google session is designed for Food Service, Custodial and Maintenance Early Adopters. The session will follow the train-the-trainer model so that participants are prepared to train the balance of the employees within their organization.

Google for Support Staff

Section Event(s): Just In Time

Course Description: This session is designed for Millard personnel who support administrators and departments. The focus will be on how to transition to Gmail and calendar without a loss of functionality from the GroupWise system.

Google Guide Training

Section Event(s): Just In Time

Course Description: This training is designed to prepare selected Google Guides to train and support their building staff on Google mail, calendar and contacts. Training files and resources will be provided to the Google Guides to utilize at their building.

Google Training for District Level Leaders

Section Event(s): Just In Time

Course Description: Millard Public Schools is transitioning to Google! This session will give an overview of how to best utilize the power behind Google. Topics discussed will be Gmail, calendar, contacts and Google Drive. Please bring your fully charged laptop to the session.

Gradual Release of Responsibility in Secondary Mathematics

Section Event(s): Fall Workshop

Course Description: During this interactive session, secondary math teachers and co-teachers will analyze classroom examples, engage in reflective discussion with peers, and investigate resources to support implementing the gradual release of responsibility framework. Practitioners will identify aspects of the framework to focus on during instruction to promote growth and student achievement.

Guided Curriculum Application and Agency Tours for Counselors

Section Event(s): New Staff Orientation

Course Description: Counselors will focus 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 Montessori Curriculum Application

Section Event(s): New Staff Orientation

Course Description: Montessori teachers will collaborate with mentors and delve into various resources available for Montessori teachers. Participants will have guided work time with a District Curriculum Contact and/or teacher leader to dive into curriculum, plan lessons, and develop materials.

Identity Theft Prevention

Section Event(s): Hourly Staff Day

Course Description: The number of identity fraud victims increased 22% to 9.9 million adults in the United States, while the total annual fraud amount increased by 7% to \$48 billion over the past year. Be prepared to protect yourself from one of the fastest growing crimes in the country. Protecting Your Identity, presented by First National Bank, will help you understand ways you can protect yourself.

Imagine Learning Training

Section Event(s): Fall Workshop

Course Description: Participants will learn features of the Imagine Learning English software program for English language learners, including managing student accounts and types of reports that can be generated.

Individualized Projects in Microsoft Office (Word, Publisher, Excel, PowerPoint)

Section Event(s): Hourly Staff Day

Course Description: Participants need to bring a work related project for technical assistance. Instructors will be on hand to assist with individual questions. This might be a form you want to create

or clean up, an excel spreadsheet you want to build formulas in, or a newsletter you'd like help formatting. Bring your files on a flash drive, or plan to access your District server.

Industrial Technology - College and Career Ready Instruction & Assessment

Section Event(s): Fall Workshop

Course Description: Are your students ready? Nebraska has recently published a document indicating the skills necessary for our students to be college- and career- ready. During this session, we will investigate current curricula and assessments to inform daily instruction. Teachers will also discuss department updates and our 2013-14 plan.

Infinite Campus Training for New Building Secretaries

Section Event(s): Fall Workshop

Course Description: New secretaries will learn the essential skills in Infinite Campus to start the school year. The session will be differentiated as best is able in order to meet the job-specific duties of the participants. Each participant will be given an Infinite Campus Secretary Manual for reference during the training and use after.

Informational Text: Reading for Meaning

Section Event(s): Hourly Staff Day

Course Description: From kindergarten through fifth grade, from read alouds to small group instruction, informational text lessons are strengthened by the use of specific prompts and questions that focus readers on essential features of nonfiction text (specialized vocabulary, graphs, charts, headings, etc). Paraprofessionals will have the opportunity to learn a variety of strategies to use within small group reading sessions of LLI, Sidewalks, and leveled text to support students in navigating nonfiction text.

iNSpired Teaching and Learning: Going Deeper

Section Event(s): Fall Workshop

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. Participants will upload lessons via ANGEL->Secondary Lesson Sharing.

Instructional Practices and Grading in the Music Classroom

Section Event(s): Fall Workshop; MLK Day

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.

Interactive Whiteboard Training - IWB 101 Training

Section Event(s): Other/None; New Staff Orientation; Fall Workshop

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. Keywords: Interactive Whiteboard Training - IWB 101 Training

Interactive Whiteboard Training - IWB 102 Training

Section Event(s): Fall Workshop; New Staff Orientation; Just in Time

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. Keywords: Interactive Whiteboard Training - IWB 102 Training, SMARTboards

Interactive Whiteboard Training - IWB 201 Training

Section Event(s): Just In Time

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.

International Pediatric Conference: A Sound Foundation in Early Amplification

Section Event(s): MLK Day

Course Description: A Sound Foundation in Early Amplification 2013: This conference gathering will stimulate thoughtful interactions among attendees and speakers on a wide variety of topics related to childhood hearing loss. Topics include the latest in diagnostic procedures, current hearing technologies, integration of various hearing technologies in complex listening environments – all within the context of familycentered service provision. Additional conference highlights include a submitted poster session and a panel who will discuss cases submitted by conference attendees.

Introduction to Autism Spectrum Disorders (ASD)

Section Event(s): After School; Building

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.

iPads in Vocal Music

Section Event(s): Fall Workshop; MLK Day

Course Description: Vocal music teachers will set up their district iPad and learn about iPad policies and procedures. Following the iPad set up, the teachers will explore five apps that can be utilized with students. These apps align with course guides. The facilitators will model Gradual Release of Responsibility and explicitly discuss how GRR mirrors building independent musicianship. The teachers will experience whole group instruction, guided instruction, collaborative learning and independent practice.

IWB lesson creation for ACP

Section Event(s): New Staff Orientation

Course Description: Teachers will design, create and post IWB lessons to ANGEL for all ACP teachers to access.

IWB Lesson Development

Section Event(s): 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): New Staff Orientation

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.

January 3 NSO Opening Session

Section Event(s): New Staff Orientation

Course Description: The day will start with a continental breakfast from 8:00-8:30. At 8:30 Gus Gustafson will inspire and amaze you with his presentation on Turning a Set-Back into a Come-Back. Morning sessions will run until 12:00, at which time lunch will be served in the West High School Cafeteria.

K-12 Service Delivery for Speech Language Pathologists

Section Event(s): New Staff Orientation

Course Description: Speech Language Pathologists will participate in a panel discussion that focuses on service delivery methods in an elementary, middle and high school setting. The group will ask the panel a variety of clarifying questions in the following areas: service models, assessment procedures at each level, available resources and scheduling.

K-8 Art Painting Lesson Sharing

Section Event(s): Fall Workshop

Course Description: Teachers from each building will bring Painting curriculum lessons to share with the group. Teachers will post the shared lessons on ANGEL. A vocabulary strategy will be attached to each lesson.

Language and Vocabulary: Building Staff Development (Train-the-Trainer)

Section Event(s): Meeting

Course Description: Two 45-60 minute sessions that a Language and Vocabulary Team will present to all staff during the first semester of the 2014-2015 school year. Session I: Building Background - Developing an understanding of the impact of the vocabulary gap, sources of language and vocabulary delays, and instructional supports for learners Session II: Strategies to expand vocabulary and language learning

Language Arts/Multiple Literacies

Section Event(s): New Staff Orientation

Course Description: This session will expand the participants knowledge of multiple literacies and the relevancy to literature, technologies and libraries. Examples of integrated lessons and curriculum mapping will be shared.

Level I-Building Instructional Coach Professional Development Series

Section Event(s): Fall Workshop; Other/None

Course Description: Building Instructional Coaches will experience professional development related to: Seven Partnership Principles, MPS Instructional Coaching Process, MPS Instructional Coaching Paperwork, Feedback (Videotape and classroom), Creating an Instructional Coaching Calendar.

Lifetime Fitness

Section Event(s): After School

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.

Literacy Intervention: New Staff

Section Event(s): New Staff Orientation

Course Description: Participants will have the opportunity to collaborate with peers to: * review current status, strengths and challenges within literacy intervention programs * review problem solving process and analyze program data * examine intervention menu of resources with specific focus on comprehension * develop summary of analysis and a plan for sharing with data team

Low Vision Assessments

Section Event(s): MLK Day

Course Description: This class will provide an overview of the elements of a low vision assessment to include: ocular functions such as depth perception, color vision, contrast sensitivity, curvature of the front of the eye; the functional problems experienced by a child in the educational environment

Mail Merge

Section Event(s): After School

Course Description: This course will walk participants through the steps to successfully merge data from a .csv file into Word 2010 for personalized letters and mailing labels.

Math Factors Team Training

Section Event(s): Staff Development Day

Course Description: Participants will receive in depth training on Number Sense from the company, Math Solutions. This information will be presented to all K-5 teachers at future staff development.

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.

Math Model Drawing and Best Practices for New Elementary Resource Teachers

Section Event(s): New Staff Orientation

Course Description: The participant will demonstrate understanding of the structure of Model Drawing by applying the steps to grade level math problems. The participants will also research best practices by reading and discussing the book titled From Reading to Math.

Math Model Drawing and Best Practices for New Elementary Teachers

Section Event(s): New Staff Orientation

Course Description: Help your students build strong number sense and solid math thinking by attending this interactive workshop on math model drawing. K-1 teachers will leave the session with an understanding of their important role for building a foundation of concrete experiences using visuals, oral language, and hands-on activities. 2-5 teachers will develop expertise in advancing student math sense that goes beyond concrete representations. In addition, all teachers who attend this session will receive a copy of From Reading to Math. Excerpts from this great resource will be discussed during the workshop.

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.

Millard Instructional Model Workshop - MIM (13-14)

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. 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.

Montessori and Social Studies

Section Event(s): Optional Staff Development

Course Description: Participants will review the MPS Social Studies Standards and the alignment to Montessori curriculum. Student materials will be made for needed areas in civics and economics.

Montessori Domain Planning

Section Event(s): MLK Day

Course Description: Montessori teachers will examine the science and social studies curriculum and determine the major units of learning for their grade levels. Teachers will then divide into groups of two in order to begin creating integrated domain planners. Elementary Montessori teachers will join 1st and 4th grade teachers for a writing session for the last hour. A big portion of our writing instruction involves the use of the 6 Traits. K-2nd grade teachers will focus on the 6 Traits and its place in instruction, while 3rd-5th grade teachers dig deeper into the new district rubrics. Please bring year long plan, cultural vertical alignment, and laptop.

Montessori Fall Workshop 2013

Section Event(s): Fall Workshop

Course Description: Montessori teachers will examine and discuss Montessori Records Express (MRX) updates, Motivating and Engaging Students, formative assessments, and Social Studies vertical alignment and spiraling.

MPS Mathematics Vertical Team

Section Event(s): Fall Workshop

Course Description: The K-12 math topics vertical team met during the 2012-13 school year with the following objective: Team members will demonstrate analysis of assessment data, instructional best practices, and content standards to improve student achievement in Millard Public Schools. Participants in this session will engage in reflective dialogue with peers regarding instruction and course guides, review progress made by members of the vertical team, and preview goals for the upcoming school year.

MPS Technology Help for Hourly Staff

Section Event(s): Fall Workshop

Course Description: This course will walk participants through the use of GroupWise e-mail access from home, Better and Better online registration system, MPS Employee Access Center, MPS Intranet, and the MPS web site.

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.

Navigating Chrome

Section Event(s): After School; Just in Time

Course Description: Chrome has many interesting features not found in other browser, this session will help familiarize you to all the Chrome has to offer.

Need to Know Applications for Paraprofessionals

Section Event(s): Hourly Staff Day

Course Description: In this session, paraprofessionals will learn some basic tasks in our 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 tools: MPS Websites, student e-mail, and the student portal.

New Para Orientation

Section Event(s): Fall Workshop

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 Induction Program Year 3: Extended Professional Experiences

Section Event(s): New Staff Orientation

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): New Staff Orientation

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.

New Staff Orientation Technology Planning Meetings

Section Event(s): New Staff Orientation

Course Description: This series of sections will relate to the Orientation and Pre-Launch meetings that are in preparation for fall New Staff Orientation.

'New to the Role' Literacy Intervention Training

Section Event(s): Meeting; Fall Workshop; New Staff Orientation

Course Description: Training for certified staff members that are new to the role of literacy intervention

NSPA Fall Conference Share Out

Section Event(s): MLK Day

Course Description: School Psychologists who attended the NSPA Fall Conference will present to the rest of the department. School Psychologists will demonstrate understanding of the following topics presented at the NSPA Fall Conference: Early Childhood Assessment, CBT in the schools to treat anxiety, Dealing with Resistance, etc.

Painting Curriculum Extension

Section Event(s): Fall Workshop

Course Description: High school art teachers will participate in a demonstration on various painting techniques and ways to use them in art classes. ANGEL will be reviewed and teachers will post lessons on Secondary Lesson Sharing.

Pediatric Audiology Conference

Section Event(s): Fall Workshop

Course Description: This conference for Audiologists and Hearing Aid Dispensers will explore current issues related to hearing loss in children throughout the continuum of care. Topics covered will address the clinical application of Otoacoustic Emissions and Auditory Brainstem Response testing, as well as pediatric case management.

Peer Observation Experience

Section Event(s): After School

Course Description: This is a two session course in which participants must register with a partner. Both partners must also be willing to attend an initial class in December followed by another class in February. Participants will be exposed to various models of peer observation. Participants will then be asked to demonstrate application of one model of peer observation by completing an observation

experience and follow up reflective conversation with their partner. If section is full, please sign up using the Wait List. Instructors may be able to move locations to accommodate larger group.

Personalizing the HAL Experience

Section Event(s): Fall Workshop

Course Description: HAL facilitators will study practices of other districts and states, investigating ways to make Millard's HAL experience more personalized for the students.

PK Classroom Assessment Scoring System: CLASS Overview

Section Event(s): MLK Day

Course Description: This session will provide preschool teachers and speech/language pathologists with information about the PK CLASS assessment. Linda Walters, MPS early childhood specialist, and Coleen Schmit, a UNMC CLASS certified trainer, will provide a basic overview of the CLASS, including the domains and indicators that are utilized to observe and document the teacher-child interactions that support children's learning. Participants will continue to expand understanding of the Preschool Classroom Assessment Scoring System by actively participating in provided learning activities, individual and group reflections, and development of a plan to self-monitor interactions with students.

PLC Singleton Leader Training

Section Event(s): Other/None

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.

Point-of-sale Training for Lunch Room Paras

Section Event(s): Fall Workshop

Course Description: This training will familiarize Lunch Room staff with the point-of-sale cash register system to be utilized for breakfast and lunch accounts. The training will be lead by the vendor.

Preschool Professional Development

Section Event(s): After School; Fall Workshop

Course Description: This course will provide just in time professional development for Preschool Teachers and Paraprofessionals throughout the school year. See the section title and description for details.

Preschoolers at Work: Observing and Documenting with GOLD

Section Event(s): Hourly Staff Day

Course Description: Paraprofessionals will collaborate to develop strategies for efficiently documenting student performance throughout the school day utilizing the GOLD objectives and a variety of recording tools.

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.

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.

Q12 Gallup Training for Supervisors Not Including Building Administrators

Section Event(s): Other/None

Course Description: Participants will demonstrate analysis of their Q12 survey results by examining Strengths information and comparing results from each year and to the national average. Time will be devoted to discussing the implementation success of their action plans and determining next steps.

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.

Restraint & Seclusion Building Core Team Refresher Training

Section Event(s): Other/None

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 Building Core Team Training**Section Event(s):** Other/None

Course Description: School teams who attend this training will learn how to de-escalate a student behavior problem with preventative strategies and verbal techniques. Topics covered in this one 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 Instructor Prep Day**Section Event(s):** Other/None

Course Description: Certified CPI Instructors will reconvene to prepare for the Restraint & Seclusion Core Team Refresher sessions and New Core Team Member Training.

RtI+I Articulation Preparation (Elementary SLPs)**Section Event(s):** Fall Workshop

Course Description: In this course elementary SLPs will review the RtI+I articulation procedures, receive materials for implementation and be provided planning time to prepare for the implementation of RtI+I articulation procedures for the upcoming school year.

RtI+I Best Learning Practices: Disciplinary Literacy & Building Student Engagement**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 comprehension strategies implemented through the Gradual Release of Responsibility Model. Staff will understand and apply literacy & engagement strategies to improve student achievement in the content areas.

RtI+I Best Learning Practices: Text Features & Text Structures**Section Event(s):** Other/None

Course Description: Secondary staff will understand and apply RtI+I Tier I: Best Learning Practices with a specific focus on comprehension strategies implemented through the Gradual Release of Responsibility Model. Staff will understand and apply comprehension strategies to help MPS students improve comprehension through the use of text features and text structures to improve student achievement in the content areas.

RtI+I Best Learning Practices: Text Features, Text Structures, & Building Student Engagement**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 comprehension strategies implemented through the Gradual Release of Responsibility Model. Staff will understand and apply comprehension strategies to help MPS students improve

comprehension through the use of text features and text structures to improve student achievement in the content areas.

RtI+I Tier I: Best Learning Practices (Monitoring Understanding)

Section Event(s): Fall Workshop

Course Description: Secondary staff will understand and apply RtI+I Tier I: Best Learning Practices with a specific focus on comprehension strategies implemented through the Gradual Release of Responsibility Model. Staff will understand and apply comprehension strategies to help MPS students think metacognitively and therefore improve student achievement in the content areas.

School Social Work Motivational Interviewing and Data Collection

Section Event(s): Fall Workshop

Course Description: Motivational interviewing, a tool available to school social workers, attempts to increase the student's awareness of the potential problems caused, consequences experienced, and risks faced as a result of the behavior in question. Another important aspect in school social work is analyzing and utilizing data. Data collection allows for measurement of the impact of interventions on student achievement. Participants will learn how to evaluate the current data, determine if additional data is needed and how to most effectively utilize the data.

Science Curriculum Collaboration

Section Event(s): Fall Workshop

Course Description: The Science 2013 Fall Workshop will focus on enhancing instruction. In small group sessions participants will have time to apply the information gained while collaborating with colleagues to create enhanced science lessons

Screencasting with Screencast-O-Matic

Section Event(s): Just In Time

Course Description: A screencast is a digital recording of computer screen output, also known as a video screen capture, often containing audio narration. Screencasting allows us to frontload information and provide a consistent message when leaders are unable to deliver the message face to face. Participants will learn to create their own screencast and options for sharing the resulting video.

Secondary Mathematics: We Make the Road by Walking

Section Event(s): Fall Workshop

Course Description: Where are we headed? In this interactive and informative session, math teachers will reflect on adjustments and improvements made in curriculum, instruction, and assessments relative to the district strategic plan. Teachers will identify opportunities for growth and preview the department focus for the upcoming school year.

Self-Regulation: Effective Strategies for Children with ADHD, Autism, Learning Disabilities or Sensory Disorders**Section Event(s):** MLK Day**Course Description:** This course will cover the following topics: effective interventions to increase self-regulation in any setting; proven strategies to change targeted behaviors; brain training exercise activities**Seminar for Writing Difficult Evaluations****Section Event(s):** Other/None**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):** After School; Meeting**Course Description:** Passing the Certification Exam to ensure that Millard Public Schools Food Service Employees and Family and Consumer Science teachers model and instruct industry-standard food safety and sanitation practices. Those who earn their certification are acknowledged food managers in keeping food safe.**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. 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.**Small Group Instruction in the Secondary Classroom****Section Event(s):** Fall Workshop**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 secondary 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-Interactive White Board Training for Substitute Teachers- IWB****Section Event(s):** Just In Time**Course Description:** This introductory training will enable substitute teachers to utilize interactive whiteboards for classroom instruction. Topics to be covered: basic set-up procedures, how to interact with a SMART board lesson, review of SMART Express and Q&A.

Social Media & The Administrator's Role

Section Event(s): Just In Time

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.

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: Participants will explore District resources that support ACP, YAP, & ESCE. Online resources and procedures manuals will be reviewed. Curriculum and the relationship to IEP goals will be discussed. Participants are asked to bring their charged laptops, ANGEL login information, orange curriculum binder, Boardmaker CD, 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.

Speech Language Therapy Services in the Classroom

Section Event(s): New Staff Orientation

Course Description: Speech Language Pathologists will be participating in an ASHA approved audio course focused on therapy services in the classroom. Participants will discuss the following: rationale for providing services that are educationally relevant, activities that are appropriate for classroom delivery at each stage of therapy, and actions that can establish increased support for the SLP to increase classroom services.

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.

Structured Behavior Skills Program Teacher Collaboration

Section Event(s): MLK Day

Course Description: SBS teachers will and take a guided tour through each of their classrooms to peer review the inner workings of the SBS program. Participants will discuss daily implementation of the SBS program.

Summer Book Camp: Causes & Cures in the Classroom

Section Event(s): Optional Staff Development

Course Description: We all went into teaching with the hope of helping all of our students succeed. Are there times when you are not sure if you can make that happen? You are not alone. In a two part session, you will discover the research behind the root causes for many of the obstacles presented by your most challenging students. You will also explore a 5 step problem solving process that will guide you through diagnosing root causes and will support you in developing targeted, effective interventions to help students overcome difficulties and experience real success in the classroom. Participants will receive the book to read before the first class.

Teaching Students with Autism Spectrum Disorders (ASD) Self-Management

Section Event(s): Other/None

Course Description: Participants will be taught strategies to teach their students with ASD how to self-manage their emotions and/or sensory needs through tools like the five point scale, zones of regulation tools, social behavior maps and more. Help students learn how to control their emotions, choose calming or alerting strategies, and to work towards independence in the classroom. These strategies can help students learn how to positively cope with behavioral challenges in the classroom.

Technology Initiator Kick-off Meeting

Section Event(s): Fall Workshop

Course Description: This session serves as the beginning of the school year kick-off meeting. The participant will take away an understanding of the new initiatives and continuing projects for the upcoming school year.

Technology Open Forum (includes monthly Gaggle topic)

Section Event(s): After School

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, Gaggle, School Fusion, clickers, IWB; truly any area of technology.

Technology Tuesday Time

Section Event(s): Just In Time

Course Description: Technology Tuesday sessions are summer time offerings for the true digital learner. These are non-paid sessions designed to allow users to interact with new technology or to master the old.

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.

The Franklin Method

Section Event(s): MLK Day

Course Description: The Franklin Method teaches dynamic alignment and how to move your body with maximum efficiency. Your whole body is part of a symphony of coordinated movement. In a sense, your posture is reinvented at every instant. An overview of this method will be presented. Participants will apply the techniques into therapy or when working with staff to move safely when lifting.

The Paraprofessionals Toolkit of Behavioral Strategies

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 participate in interactive activities to explore the following topics: student behavior basics, key components of behavioral support and positive proactive behavioral strategies.

Through The Lens of Students: The New Social Studies Standards

Section Event(s): Fall Workshop

Course Description: As active participants, teachers will explore where we are in the curriculum revision process and lesson development. Focus will be placed on bundling the new standards, developing thematic units and essential questions, while learning through the gradual release of responsibility model.

Tier I Targeted Language Strategies

Section Event(s): Staff Development Day; MLK Day

Course Description: The RtI+I Problem Solving Model includes an Individual Problem Solving Protocol which is used to address students' strengths and weaknesses in the area of language and written expression. In this session, participants will become familiar with, and have the opportunity to provide input on, a district-developed Needs Assessment and accompanying Tier I Targeted Strategies to address language needs of individual students.

Tips for Dealing with Difficult Behaviors

Section Event(s): Optional Staff Development

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.'

Topics in Early Childhood Special Education

Section Event(s): MLK Day

Course Description: The class will cover the following topics: components of a facilitated MDT/IFSP meeting; elements of family/child centered goals as a result of a family interview; what data do we have in ECSE and how do we use it.

Total Participation Techniques

Section Event(s): New Staff Orientation

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.

Unmistakable Impact---Lunch & Learn Book Group

Section Event(s): Meeting

Course Description: Administration and administrative interns will explore Jim Knight's book titled, Unmistakable Impact.

UNO Collaborative Teaching Project Training

Section Event(s): Fall Workshop

Course Description: Collaborative Teaching Project participants including clinical (cooperating) teachers, teacher candidates (student teacher), principals, and university supervisors will participate in this 5 hour training to learn and apply collaborative teaching strategies in field experience classrooms.

Using FM Systems 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.

Wellness Program Overview & 'What's On Your Plate'

Section Event(s): Hourly Staff Day

Course Description: 'What's on Your Plate' is a wellness presentation that focuses on the fundamentals and dietary guidelines of MyPlate. It highlights the key components of a healthy diet. By following the direction of MyPlate, you will learn how to balance your meals and physical activity daily. The presentation will touch on other MyPlate tools such as how to understand food labels and how to consume the right amount of calories for you. If you are looking to learn more information about your health then come check out the presentation 'What's on Your Plate'!

Wellness Program Overview and Stress! What It Is and How To Deal With It

Section Event(s): Hourly Staff Day

Course Description: This seminar, presented by Elise McHatton, MA of SimplyWell, will ignite your thinking around stress and how to manage it. You will walk away with an understanding of how to identify stress, how stress impacts the body, and some tips to counter-act the stress in your life.

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

Section Event(s): Staff Development Day

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.

What Works In Physical Education?

Section Event(s): New Staff Orientation

Course Description: Teachers will share and analyze grading procedures, activities, and instructional strategies. Goals will be set for second semester.

Word Fillable Forms 2010/2011

Section Event(s): After School

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.

Working Effectively with Students in Poverty

Section Event(s): Hourly Staff Day

Course Description: This course is designed for hourly staff working on the front lines with students in grades Pre-K to 12. Participants will engage in conversation about the implication of poverty on student performance and learn effective strategies for communicating and relating with students and parents.

Working with Data for Social Workers

Section Event(s): MLK Day

Course Description: School social workers will create a document outlining how they use data to make decisions that impact student achievement through the use of best practices. The process will include identifying counseling contact entry codes, entering data consistently, and how to use data for identifying student needs. The process will build uniformity and increase intervention effectiveness.

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 year.

Writing about Learning

Section Event(s): After School

Course Description: Now that we have learned the 8 Power Reading strategies, how about using powerful writing strategies? In this series, practitioners will investigate how writing about learning can be an effective way for students to learn and retain more of the content in your classes. Review examples, tools, and much more to determine classroom applications. Sign up and bring your PLC!

AGENDA SUMMARY SHEET

AGENDA ITEM: Option Enrollment and Learning Community Open Enrollment History Report

MEETING DATE: August 4, 2014

DEPARTMENT: Educational Services: Assessment, Research, & Evaluation

TITLE: Option Enrollment and Learning Community Open Enrollment History Report

BRIEF DESCRIPTION: This is a preview of some of the data that will be included from Millard Public Schools in the Superintendents' comprehensive Learning Community evaluation. Additional information that will be included in the comprehensive Learning Community evaluation will be financial information and Early Learning Center information.

ACTION DESIRED: ☐ Approval ☒ Information/Discussion

BACKGROUND: The Superintendents within the Learning Community have initiated an evaluation of the Learning Community. All Learning Community districts will participate in providing data. Dr. Roger Breed has been commissioned by the Superintendents in the Learning Community to complete this comprehensive evaluation. Districts will be able to submit district response addendums to the comprehensive multi-district evaluation.

RECOMMENDATIONS: None

STRATEGIC PLAN REFERENCE: None

IMPLICATIONS OF ADOPTION OR REJECTION: None

TIMELINE: None

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Ken Fossen, and Dr. Tami Williams

SUPERINTENDENT'S APPROVAL:



Open Enrollment and Option Enrollment History in Millard Public Schools

Millard Public Schools has increased non-resident student enrollment steadily from 2007-2008 through 2013-2014. In 2007-2008, 8.02% of Millard Public Schools' student body was Option enrollment. In 2013-2014, 12.22% of Millard Public Schools' student body was Open/Option enrollment.

The rate of increased non-resident student enrollment picked up after Open enrollment started in 2010-2011 with the exception of the most recent year; the increase in non-resident student enrollment from 2012-2013 to 2013-2014 is only 0.3%.

Millard Public School non-resident student population was more diverse in 2013-2014 than in 2007-2008. The percentage of Open/Option students who receive free or reduced meals increased by 5.61% the first year of Open enrollment, 2010-2011, and has increased at much slower rate or maintained since then.

	2007-08	2008-09	2009-10	2010-11*	2011-12	2012-13	2013-14
Millard Total Population (K-12)	21437	21536	21992	22135	22403	22675	22854
% FR Lunch of Millard Total Population	11.05%	10.97%	14.13%	16.19%	18.23%	18.25%	18.82%
% FR from State of Schools Report (PK-12)	10.92%	10.85%	14.03%	16.12%	18.17%	18.12%	
Millard Resident	19717	19683	19972	19852	19908	19972	20061
% FR Lunch of Millard Resident	11.24%	11.15%	14.22%	15.88%	17.83%	17.64%	18.27%
FR Lunch Millard Resident count	2217	2195	2840	3153	3549	3523	3665
Open				719	1238	1692	1973
Option	1720	1853	2020	1564	1257	1011	820
Open/Option % of Millard Total Population	8.02%	8.60%	9.19%	10.31%	11.14%	11.92%	12.22%
Open/Option	1720	1853	2020	2283	2495	2703	2793
% FR Lunch of Open/Option	8.84%	9.01%	13.22%	18.83%	21.48%	22.75%	22.74%
FR Lunch Open/Option count	152	167	267	430	536	615	635

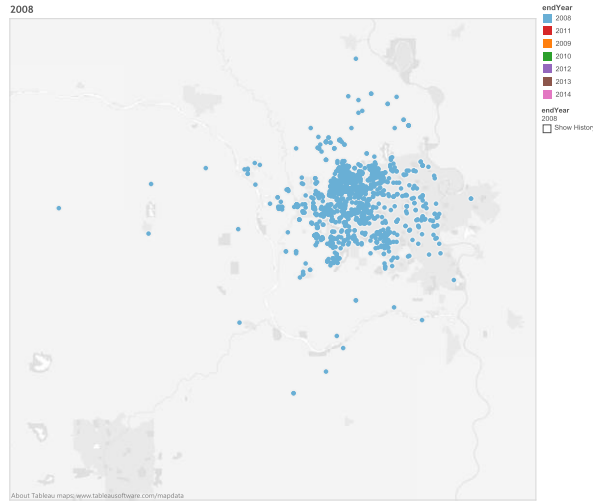
Notes about data in the above table:

1. *2010-2011 was the first year of the Open Enrollment process.
2. For consistency, each year's data set is the **October Snapshot** as taken from the NDE portal.
3. Students noted as Open or Option are true **Open and Option**. This means that these students are not Millard residents and the group does not include Wards of State, Special Education only enrollments, and possible bookkeeping errors. Any non-Millard resident student with an address outside of the Learning Community is named as Option starting in the 2010-2011 year.
4. Students noted as **Millard Resident** are students with the primary address in Millard.
5. All numbers represented in the table above are **K-12** with the exception of percent of free and reduced meals from the NDE State of the Schools Report which is PK-12.

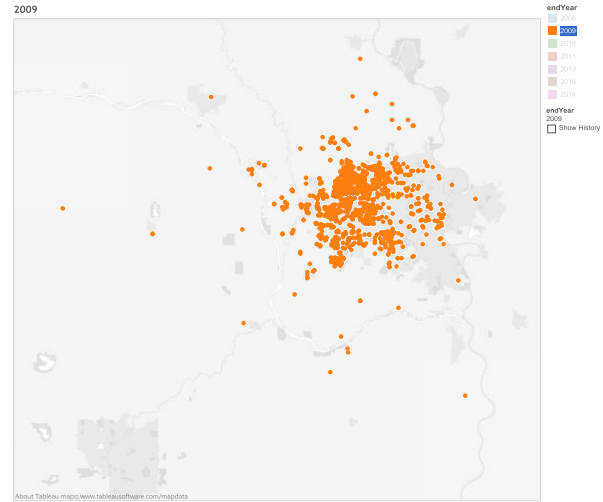
Millard Public Schools Non-Resident Student Locations

The graphs below show non-resident student primary address locations through the years. There is no observable change in geographic pull into the district before versus after open enrollment.

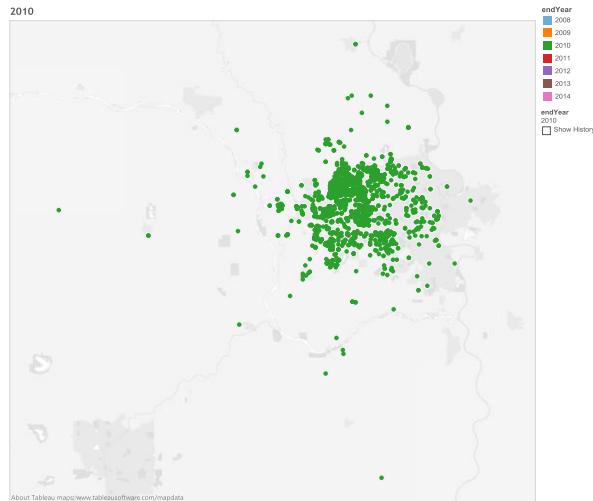
2007-2008



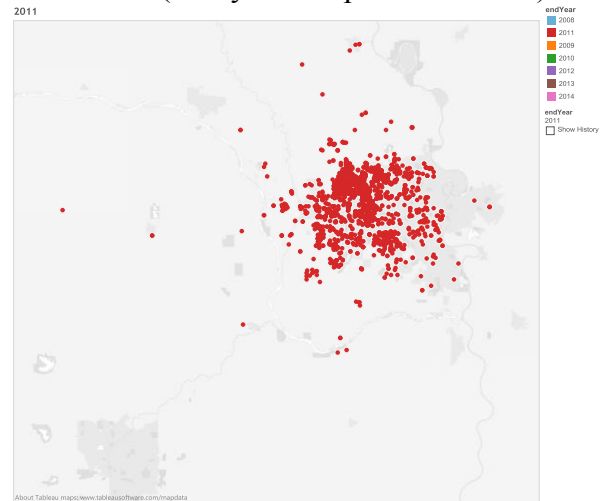
2008-2009



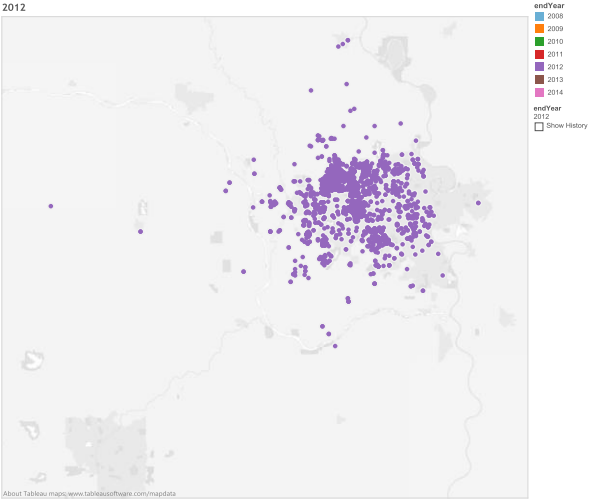
2009-2010



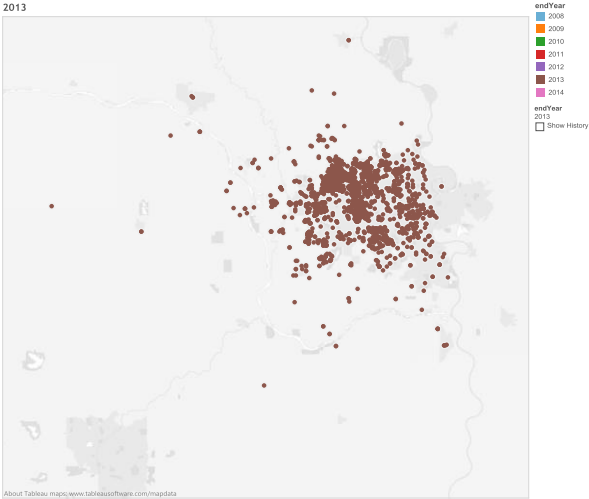
2010-2011 (first year of open enrollment)



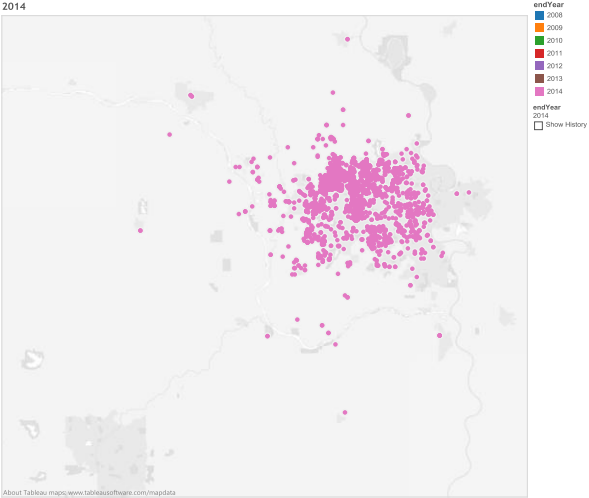
2011-2012



2012-2013



2013-2014



Student Achievement

The percent of students meeting mastery on state assessments is similar for Millard Public Schools Resident students as it is for Millard Public Schools Open/Option students.

Math		2007-2008 % Mastery	2008-2009 % Mastery	2009-2010 % Mastery	2010-2011 % Mastery	2011-2012 % Mastery	2012-2013 % Mastery	2013-2014 % Mastery
NeSA-M04	Millard Resident				89.00%	88.63%	86.02%	Embargoed
	Open/Option				86.27%	85.35%	90.10%	Embargoed
NeSA-M08	Millard Resident				80.74%	76.62%	79.51%	Embargoed
	Open/Option				78.62%	76.84%	75.44%	Embargoed
NeSA-M11	Millard Resident				68.88%	62.02%	69.71%	Embargoed
	Open/Option				63.46%	58.77%	69.76%	Embargoed

Reading		2007-2008 % Mastery	2008-2009 % Mastery	2009-2010 % Mastery	2010-2011 % Mastery	2011-2012 % Mastery	2012-2013 % Mastery	2013-2014 % Mastery
NeSA-R04	Millard Resident			88.73%	91.95%	89.93%	90.77%	Embargoed
	Open/Option			82.01%	91.50%	90.38%	92.71%	Embargoed
NeSA-R08	Millard Resident			88.92%	88.52%	90.12%	92.86%	Embargoed
	Open/Option			86.09%	90.34%	85.79%	90.59%	Embargoed
NeSA-R11	Millard Resident			80.90%	80.29%	74.68%	71.24%	Embargoed
	Open/Option			76.34%	73.08%	79.15%	74.15%	Embargoed

AGENDA SUMMARY SHEET

AGENDA ITEM: 2013-14 Technology Division Report

MEETING DATE: August 4, 2014

DEPARTMENT: Technology Division

TITLE AND BRIEF Technology Report – 2013-14 Projects

DESCRIPTION: Report on Replacement of Technology Hardware & Systems during the 2013-14 School Year

ACTION DESIRED: Information Only

BACKGROUND: The Technology Division undertook four large-scale initiatives (i.e., email replacement, wireless access point replacement, phone system replacement, & replacement of all staff laptop computers) during the 2013-14 school year. This executive summary highlights the cost associated with each of the enterprise level replacements, the timeline, and the reasons behind those decisions.

**STRATEGIC PLAN
REFERENCE:** 1.4 & 2.6

TIME LINE: N/A

PERSONS RESPONSIBLE: Ken Fossen & Kent Kingston

**SUPERINTENDENT'S
APPROVAL:**

—  —

Technology Report – 2013-14 Projects

August 4, 2014

Respectfully submitted by the
Millard Public Schools Technology Division

Ken Fossen, J.D., Associate Superintendent, General Administration
 Kent Kingston, Ed.D., Executive Director, Technology Division
 John Fabry, District Systems Analyst

Overview

This report summarizes major technology purchases and decisions made during the 2013-14 school year.

I. EMAIL SYSTEM REPLACEMENT – GOOGLE MAIL

Request for Proposals (RFP) was issued by Millard Public Schools in regards to upgrading our District's email system at the end of the 2012-13 school year. The District has been using GroupWise, a Novell product, for the past 12 years and our current version is out of date and does not integrate with our Active Directory (AD) structure.

Cost

First year start-up, training, email conversion, & archiving	\$ 114,173 ¹
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Schedule for Email Migration

Signed Agreement with SADA	January, 2014
Alpha Group/Trainers/Early Adopters Admin Migration	April–July, 2014
Migrate Remaining Staff	August, 2014

II. WIRELESS ACCESS POINTS

Scope of work:

At the beginning of the 2013-14 school year Millard Public Schools released a RFP to replace all existing wireless access points (AP's) to improve connectivity of our Local Area Network (LAN). The District's wireless infrastructure was installed by 3Com (now HP) in 2006 with portions being upgraded in 2010. Much of the current wireless infrastructure was unsupported by the manufacturer (HP) and is considered by HP end-of-life.

Cost

Aerohive Access Points - 1,226 ²	\$ 562,700 ³
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¹ Email archiving using Google Vault is \$10 per year per staff member. We are estimating an ongoing annual cost of nearly \$35,000 for this required service.

Schedule for Access Point Replacement

Purchase of Equipment

Training of Technical Staff

Building Replacement Schedule

December 17, 2013

January 2014

January-May 2014

The MPS Technology Division did the installation of all access points across the entire District at a substantial savings to the District. The installation of all buildings was completed by the end of the 2013-14 school year.

III. PHONE REPLACEMENT

Scope of work:

Millard Public Schools released a RFP for a Unified Communication System on November 1, 2013. This RFP was necessary to replace the old Nortel system that our District has been using for the past 9 years. System support for the Nortel phone system will not be available at the end of the 2014 calendar year.

The Technology Division's decision was to select the Cisco solution by Cambium as it scored at the top of all measures and was determined to be the most cost effective solution.

Cost to do a One-to-One replacement of the current phone system with Cisco phones: \$476,380

IV. COMPUTER REPLACEMENT – STAFF

Scope of work:

The replacement of over 1,300 HP and over 1,100 Apple staff laptop computers that had completed their fourth year of service and were no longer covered under warranty. The Technology Division, after consulting with administrators, teachers, and staff members chose the following computer devices for this replacement cycle:

HP Replacement – 1,335 units (April/May 2014)

HP EliteBook 840 Notebook PC – 128 GB Solid State HD/8GB RAM/i5 1.6GHz

Costs: 875 units - HP EliteBook 840 w/Dock & HP warranty - \$1,045 per machine

460 units - HP EliteBook 840 w/ HP warranty (no dock) - \$ 971 per machine

1,335 units - RTI Services (i.e., green delivery, asset tags, bios stamping, labeling, reporting) - \$30.00 per machine⁴

Total Cost Staff WIN Replacement - \$ 1,401,085
(2013-14 Funding Year)

² 1,220 Internal AP's & 6 External AP's.

³ Includes 5-years of licensing.

⁴ Delivery of Apple computers in the summer allows the Technology Division to do the green delivery, asset tagging, bios stamping, labeling, and generate all reports.

Apple Replacement – 1,155 units (Summer/August 2014)

MacBook Air 13” Notebook – 128 GB Solid State HD/8GB Ram/i5 1.3 GHz

Costs: 1,155 units – MacBook Air 13” w/3-year Apple Care warranty - \$ 1,152 per machine.

Total Cost Staff MAC Replacement - \$ 1,330,560
(2013-14 & 2014-15 Funding Years)⁵

V. OTHER TECHNOLOGY REPLACEMENTS/UPGRADES**A. Switch Upgrade (Started in 2012-13, Completed Summer of 2014)**

Scope of work:

Technology Division is currently finishing the replacement of all switches in every building across our District. Extreme Network switches were used for this replacement cycle.

B. PaperCut/Print Server Upgrades

Scope of work:

To help building administrators control consumable costs associated with printing the Technology Division has tested and deployed PaperCut. The Technology Division also replaced, repurposed, and upgraded existing print servers to better serve our students and staff. Cost of PaperCut was \$ 9,030 for the first year.⁶

C. Cell Signal Boosters (In Conjunction w/ Building Services)

Scope of work:

Technology Division is working with building services and currently installing cell boosters within our buildings. This project started last school year. This project should be completed by the end of the 2014-15 school year.

⁵ 625 units were ordered out of 2013-14 budget prior to school being dismissed & 530 units out of the 2014-15 budget this summer.

⁶ Upgrade assurance and support will be \$ 1,756 annually after year 1 for PaperCut.

AGENDA SUMMARY SHEET

AGENDA ITEM: PK-12 Social Studies Phase II and Phase III Update

MEETING DATE: August 4, 2014

DEPARTMENT: Educational Services

TITLE: PK-12 Social Studies Phase II and Phase III Update

BRIEF DESCRIPTION: The PK-12 Social Studies Framework: Part I including the PK-12 Social Studies Matrix containing Nebraska State and Millard Standards and Indicators was approved by the Board of Education on June 3, 2013. The PK-5 Social Studies and 8th Grade American History Field Study Results along with the PK-12 Social Studies Instructional Materials Proposal were approved on February 3, 2014 resulting in the PK-12 Social Studies Framework Part II: Textbook and Instructional Materials Selection also approved February 3, 2014. Since approval of the PK-12 Social Studies Framework Part II work continued in order to complete Phase II in preparation of beginning Phase III during the 2014-2015 school year.

ACTION DESIRED: X Information Only

BACKGROUND: Cost proposals were developed and submitted as part of the Program Budgeting Process under the Curriculum Adoption Program Area. Through the Adoption budget, a total of \$2,114,503 was allocated. Due to budget reductions, in order to fully fund social studies replacements, the Elementary and Early Childhood, Secondary Education, and Educational Services Budget monies were also utilized for a total of \$2,328,802. Through vendor contract negotiations, this was a reduction of close to \$40,000 of the original proposed budget. The requisition process began the end of April with receiving of instructional materials starting in May.

Under the leadership of the Curriculum and Instruction MEP Facilitators, representative PK-12 teachers developed course guides and accompanying assessments based on the approved PK-12 Social Studies Framework. Course Guides were finalized after a quality review process was completed.

Staff development began in June and July with seven vendors providing an introduction to materials followed by professional development related to best instructional practices within social studies classrooms. Two hundred ninety-two elementary teachers participated in summer training while one hundred fifty-three secondary teachers did in June or July. Teachers who were not able to attend in June or July will participate in the vendor training during Fall Workshop. In addition, building administrators will receive staff development and documentation to assist in monitoring the written, taught and assessed curriculum. This training as well as additional focus on instructional practices with teachers will continue during Fall Workshop and throughout the 2014-2015 school year as the new curriculum is implemented.

RECOMMENDATIONS: None

**STRATEGIC PLAN
REFERENCE:** N/A

TIMELINE: N/A

**RESPONSIBLE
PERSON(S):** Dr. Mark Feldhausen, Dr. Nancy Johnston, and Andy DeFreece

**SUPERINTENDENT'S
APPROVAL:**

_____  _____

AGENDA SUMMARY SHEET

AGENDA ITEM: Construction Projects Report - Sampson

MEETING DATE: August 4, 2014

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Bond Construction Report – A report from the District’s construction management firm with regard to the progress on projects funded by the 2013 bond issue.

ACTION DESIRED: Approval ____ Discussion ____ Information Only x

BACKGROUND: The District has engaged the services of Sampson Construction Company (SCC) to serve as the construction manager for a portion of the District’s construction projects funded by the 2013 bond issue.

Dave Cavlovic (SCC) will be present at the meeting to present the construction update (see attached) and to answer questions.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

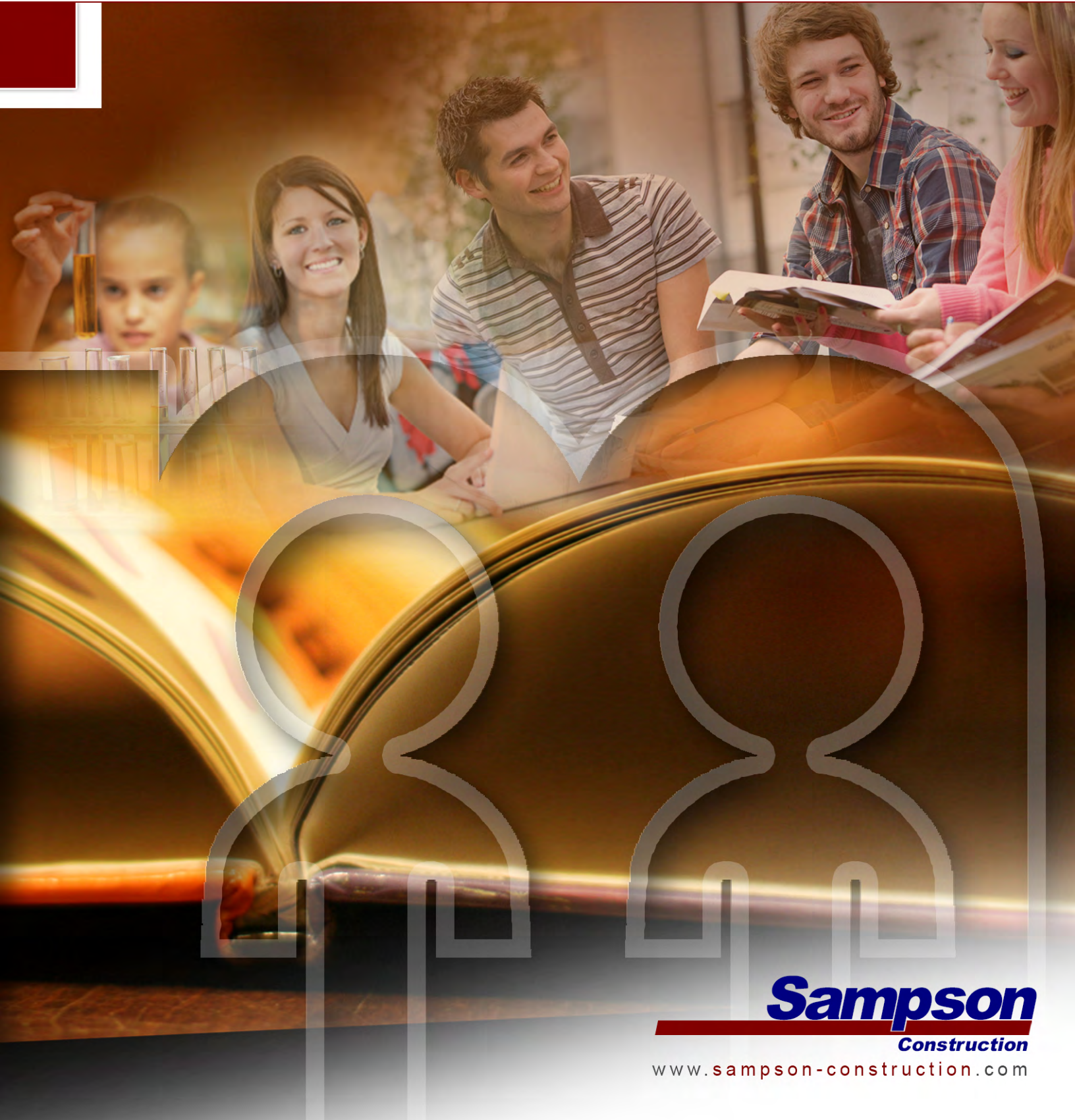
RESPONSIBLE PERSON: Dave Cavlovic (Sampson), Ed Rockwell (Gen. Mgr. for Support Services) and Ken Fossen (Assoc. Supt. Gen. Admin.)

SUPERINTENDENT’S APPROVAL: 

MILLARD PUBLIC SCHOOLS

Bond Construction Progress Report

August 2014



Sampson
Construction

www.sampson-construction.com

Bond Construction Progress Report

Contents

- I. Executive Summary
- II. Project Status Report
 - a. **Bryan Elementary - Active**
 - b. **Black Elk Elementary - Active**
 - c. **North High School – Active**
 - d. South High School – Pending
 - e. West High School – Pending
 - f. **Ron Witt Support Services Center - Active**
 - g. Abbott Elementary – Pending
 - h. **Ackerman Elementary - Active**
 - i. **Aldrich Elementary - Active**
 - j. **Cottonwood Elementary - Active**
 - k. Ezra Elementary – Pending
 - l. **Harvey Oaks Elementary - Active**
 - m. **Hitchcock Elementary - Active**
 - n. Disney Elementary – Pending
 - o. **Montclair Elementary - Active**
 - p. Neihardt Elementary – Pending
 - q. Rockwell Elementary – Pending
 - r. Upchurch Elementary – Pending
 - s. Willowdale Elementary – Pending
- III. Overall Project Schedule
- IV. Overall Project Budget

Executive Summary

This year's summer projects have either been completed or are finishing in the next few days. Bryan Elementary will continue to be under construction during this school year and finish prior to school start in the fall of 2015. Montclair Elementary is also a two phase project to be completed in 2015, but there is no construction planned for the 2014-2015 school year. The 2nd floor of Montclair will be under construction next summer.

Punch list work is occurring now and the completed projects are scheduled to be closed out in approximately a month. At that time, the designs for next summer's projects will resume. North High is scheduled to be completed with design development in the last part of August.

The projects to date continue to have a positive impact on the overall bond budget.

Project #1

Bryan Elementary Interior and Exterior Renovations

5010 S 144th Street, 68137

Architect/Engineer: BCDM / Morrissey

General Contractor: F&B Constructors

Project Budget: \$4,300,956

Estimated Construction Budget: \$3,258,300

Construction Start: Spring 2014

Construction Completion: Summer 2015

Scope Description:

This project consists of the removal and replacement of the existing exterior curtain walls. This includes the glazing, electrical, and mechanical fin tubes. The building will get re-roofed with the exception of the North addition. Interior renovation will include four new ADA restrooms, finishes and lighting. The building will receive a new secure entry vestibule along with new kindergarten corridor openings. Other updates include upgrading fire alarm system, occupancy sensors, intercom system and mechanical systems as budget allows.

Project Photos:



Current Activity:

The interior of the school is being cleaned and final adjustments are being made to the new construction so that classes are ready to begin. The exterior will continue to have foundation, masonry and EIFS work being done throughout the year. This will include the façade on the East of the building, and construction areas will be similar to when school was released in the spring of 2013, with more emphasis on the west.

Project #2/14

Black Elk Elementary Classroom and MP Room Additions

6708 S. 161st Ave, 68135

Architect/Engineer: Carlson West Povondra/Morrissey

General Contractor: Prairie Construction

Project Budget: \$2,138,730

Estimated Construction Budget: \$1,620,250

Construction Start: Spring of 2014

Construction Completion: Fall 2014

Scope Description:

This project consists of a single story 6 classroom addition of approximately 6,000SF on the Southwest corner of the building, a 3,500SF multi-purpose addition on the North side of the building, and lockable classroom doors. Site work will be required to accommodate the additions.

Project Photos:



Current Activity:

The open-to-close portion of this project reached substantial completion as required on 7-16-14. The additions are scheduled to be substantially complete 7-30-14, as required by the contract. Clean-up, punch list, and close-out items are underway.



7/28/2014



Project #3

North High School Connector Addition and Renovation

1010 S. 144th St., 68154

Architect/Engineer: BCDM / Morrissey

General Contractor:

Project Budget: \$11,574,756

Estimated Construction Budget: \$8,768,755

Construction Start: Spring 2015

Construction Completion: Summer 2016

Scope Description:

Scope includes the addition of the main and second level corridors between the North and South classroom wings. A new secure main entrance will be established along with a new administration/guidance program area. A lecture hall will be incorporated into the new layout. New paint and flooring in areas affected by construction. Fire sprinkler system will be provided as required by fire marshal.

Current Activity:

This project is approximately 75% complete with design development.



7/28/2014



Project #4
South High School Industrial Tech Addition and Renovation
14905 Q St., 68137

Architect/Engineer: BCDM / Morrissey

General Contractor:

Project Budget: \$2,679,712

Estimated Construction Budget: \$2,043,721

Construction Start: Spring 2016

Construction Completion: Fall 2017

Scope Description:

This project consists of a 5,000SF Industrial Technology addition and renovation of the existing Industrial Technology, Metal Shop, and Graphics space. The addition will be on the west and will begin in the spring of 2016. Finishes inside the existing building will be limited to the renovation of the previously mentioned spaces.

Current Activity:

Pending

Project #5

West High School Industrial Tech Addition and Renovation

5710 S 176th Ave, 68135

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$1,560,236

Estimated Construction Budget: \$1,181,997

Construction Start: Spring of 2016

Construction Completion: Fall 2017

Scope Description:

This project consists of a 4,800SF Industrial Technology addition and renovation of the existing Industrial Technology, Labs and Classroom space. The addition will be near the Southwest side of the building and will begin in the spring of 2016. This work will be on-going during the school year and will need to be completed prior to renovation work in the existing school being done. The renovation work will be scheduled at times when the school is not occupied, or at least the renovation area is not occupied. Finishes inside the existing building will be limited to the renovation of the previously mentioned spaces. The renovation space in this project is significantly smaller than that at South High School.

Current Activity:

Pending

Project #6

Ron Witt Support Services Center Phase II Exterior Renovation

13737 Industrial Road, 68137

Architect/Engineer: BCDM / Morrissey

General Contractor:

Project Budget: \$696,767

Estimated Construction Budget: \$527,854

Construction Start: Summer 2014

Construction Completion: Winter 2014

Scope Description:

Project includes the renovation of the existing exterior conditions for the portion of the main building that was not remodeled in 2010. Remodel includes new TPO roof (approximately 53,000 SF), skylights, exterior hollow metal and overhead doors. Budget also includes replacing of corroded room and sidewall panels and repainting of sidewalls. Rebuild approximately 2,250 sf of the exterior walls at old cafeteria. And install new gutters and downspouts as well.

Current Activity

All original bids were rejected and this project is scheduled to be re-bid in December of 2014



7/28/2014



Project #7

Abbott Elementary Open to Close

1313 N. 156th St, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$849,734

Estimated Construction Budget: \$643,738

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces.

Current Activity:

Pending

Project #8

Ackerman Elementary Open to Close

5110 S. 156th St, 68135

Architect/Engineer: Carlson West Povondra / Morrissey

General Contractor: F&B Constructors

Project Budget: \$235,636

Estimated Construction Budget: \$178,512

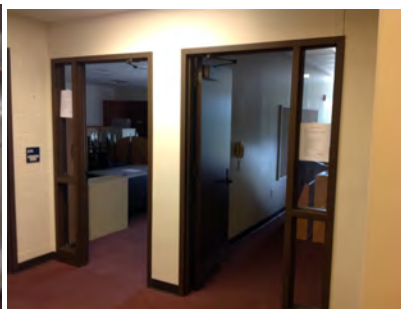
Construction Start: Summer 2014

Construction Completion: Summer 2014

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces.

Project Photos:



Current Activity:

This project reached substantial completion on 7-23-14 as required by the contract. . Project is in the close-out phase.

Project #9

Aldrich Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: CLH / Farris

General Contractor: Holtze

Project Budget: \$647,812

Estimated Construction Budget: \$490,767

Construction Start: Summer 2014

Construction Completion: Summer 2014

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Project Photos:



Current Activity:

This project reached substantial completion on 7-23-14 as required by the contract. . Project is in the close-out phase.

Project #10

Cottonwood Elementary Open to Close

615 Piedmont Dr. 68154

Architect/Engineer: Purdy and Slack

General Contractor: Prairie Construction

Project Budget: \$962,391

Estimated Construction Budget: \$729,084

Construction Start: Summer 2014

Construction Completion: Summer 2014

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Project Photos:



Current Activity:

Project is scheduled to be substantially complete as scheduled on 7-30-14.



7/28/2014



Project #11

Ezra Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$842,346

Estimated Construction Budget: \$638,141

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Current Activity:

Pending

Project #12

Harvey Oaks Elementary Open to Close

15228 Shirley St, 68144

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor: Hargrave

Project Budget: \$767,518

Estimated Construction Budget: \$581,453

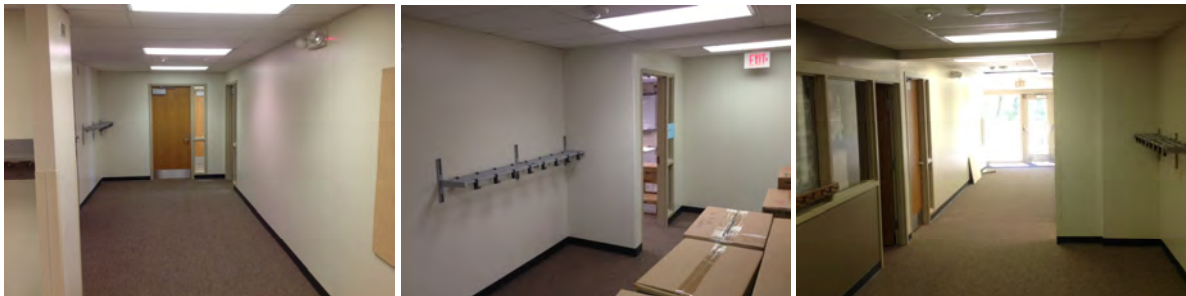
Construction Start: Summer 2014

Construction Completion: Summer 2014

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Project Photos:



Current Activity:

This project was substantially complete on 7-16-14, as required by contract. Project is in the close-out phase.



7/28/2014



Project #13

Hitchcock Elementary Open to Close

5809 S. 104th St. 68127

Architect/Engineer: Reinhardt / Alvine

General Contractor:

Project Budget: \$198,238

Estimated Construction Budget: \$150,180

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

Scope includes new doors to classrooms from the corridor. These doors will be provided with classroom security locksets. Replacement of finishes will be limited to those affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces

Current Activity:

Schematic Design has been approved and design development is underway.



7/28/2014



Project #15

Disney Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: 2,009,568

Estimated Construction Budget: \$1,522,400

Construction Start: Summer 2015

Construction Completion: Summer 2016

Scope Description:

This project is currently scheduled for two summers of work due to the amount of new walls that will need to be added in order to close the classroom spaces. Renovations of finishes are still limited to the areas directly impacted. Mechanical work will be limited to that affected by the newly enclosed spaces

Current Activity:

Pending

Project #16

Montclair Elementary Open to Close

2405 S. 138th St., 68144

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$1,859,352

Estimated Construction Budget: \$1,408,600

Construction Start: Summer 2014

Construction Completion: Summer 2015

Scope Description:

This project is currently scheduled for two summers of work due to the amount of new walls that will need to be added in order to close the classroom spaces. Renovations of finishes are still limited to the areas directly impacted. Mechanical work will be limited to that affected by the newly enclosed spaces. This project will most likely see less hard walls than shown in the RFP documents because of the Montessori Program.

Project Photos:



Current Activity:

Phase I of this project is scheduled to be substantially complete, as required on 7-30-14. This project will be finished next summer. Work is not scheduled during the school year.



7/28/2014



Project #17

Neihardt Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$3,491,400

Estimated Construction Budget: \$2,645,000

Construction Start: Summer 2016

Construction Completion: Summer 2017

Scope Description:

This project is currently scheduled for two summers of work due to the amount of new walls that will need to be added in order to close the classroom spaces. Renovations of finishes are still limited to the areas directly impacted. Mechanical work will be limited to that affected by the newly enclosed spaces.

Current Activity:

Pending



7/28/2014



Project #18

Rockwell Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: BCDM / Morrissey

General Contractor:

Project Budget: \$1,121,604

Estimated Construction Budget: \$849,700

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

This project will enclose the classrooms with corridor walls and lockable doors. Renovation of finishes will be limited to those directly affected by construction. Mechanical Work will be limited to that affected by the newly enclosed spaces.

Current Activity:

Pending



7/28/2014



Project #19

Upchurch Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: CLH / Morrissey

General Contractor:

Project Budget: \$67,980

Estimated Construction Budget: \$51,500

Construction Start: Summer 2016

Construction Completion: Summer 2016

Scope Description:

This project will enclose the classrooms with corridor walls and lockable doors. Renovation of finishes will be limited to those directly affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces.

Current Activity:

Pending



7/28/2014



Project #20

Willowdale Elementary Open to Close

506 N. 162nd Ave, 68118

Architect/Engineer: Purdy and Slack / Morrissey

General Contractor:

Project Budget: \$1,013,232

Estimated Construction Budget: \$767,600

Construction Start: Summer 2015

Construction Completion: Summer 2015

Scope Description:

This project will enclose the classrooms with corridor walls and lockable doors. Renovation of finishes will be limited to those directly affected by construction. Mechanical work will be limited to that affected by the newly enclosed spaces.

Current Activity:

Pending

Millard Public Schools
CMA Sampson Construction



















ID	Project #	Description	Task Name	A / E Firm	Duration	Start	Finish	2013												2014												2015												2016												2017											
								Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec																		
1			Millard Public Schools Bond Issue		1073 days	Tue 8/6/13	Thu 9/14/17																																																												
2			Pre-Construction Activities		473 days	Tue 8/6/13	Thu 5/28/15																																																												
11	1	Int / Ext	Bryan Elementary	BCDM	518 days	Fri 9/6/13	Tue 9/1/15																																																												
12			A/E Schematic Design		30 days	Fri 9/6/13	Thu 10/17/13																																																												
13			BOE Schematic Design Approval		1 day	Mon 11/18/13	Mon 11/18/13																																																												
14			A/E Design Development		25 days	Tue 11/19/13	Mon 12/23/13																																																												
15			Prepare Construction Docs		43 days	Tue 12/24/13	Thu 2/20/14																																																												
16			BOE Approval of Construction Documents		1 day	Mon 3/3/14	Mon 3/3/14																																																												
17			Bid Period		17 days	Tue 3/4/14	Wed 3/26/14																																																												
18			BOE Approval of Bid		1 day	Wed 4/2/14	Wed 4/2/14																																																												
19			Contracts		10 days	Thu 4/3/14	Wed 4/16/14																																																												
20			Procurement / Owner Prep		10 days	Thu 4/17/14	Wed 4/30/14																																																												
21			Construction - Exterior		319 days	Thu 5/1/14	Tue 7/21/15																																																												
22			Construction - Phase I - Interior		62 days	Thu 5/1/14	Fri 7/25/14																																																												
23			Construction Phase II - Interior		40 days	Mon 6/1/15	Fri 7/24/15																																																												
24			Occupy / Move / Training / Closeout		30 days	Wed 7/22/15	Tue 9/1/15																																																												
25	3	Connector	North High School	BCDM	678 days	Tue 12/17/13	Thu 7/21/16																																																												
26			A/E Schematic Design		105 days	Tue 12/17/13	Mon 5/12/14																																																												
27			BOE Schematic Design Approval		1 day	Mon 6/2/14	Mon 6/2/14																																																												
28			A/E Design Development		60 days	Tue 6/3/14	Mon 8/25/14																																																												
29			Prepare Construction Docs		93 days	Tue 8/26/14	Thu 1/1/15																																																												
30			BOE Approval of Construction Documents		1 day	Mon 1/5/15	Mon 1/5/15																																																												
31			Bid Period		26 days	Tue 1/6/15	Tue 2/10/15																																																												
32			BOE Approval of Bid		1 day	Mon 2/16/15	Mon 2/16/15																																																												
33			Contracts		8 days	Tue 2/17/15	Thu 2/26/15																																																												
34			Procurement / Owner Prep		10 days	Fri 2/27/15	Thu 3/12/15																																																												
35			Construction		325 days	Fri 3/13/15	Thu 6/9/16																																																												
36			Occupy / Move / Training / Closeout		30 days	Fri 6/10/16	Thu 7/21/16																																																												
37	4	Add / Renov	South High School	BCDM	585 days	Fri 5/29/15	Thu 8/24/17																																																												
38			A/E Schematic Design		35 days	Fri 5/29/15	Thu 7/16/15																																																												
39			BOE Schematic Design Approval		1 day	Mon 7/20/15	Mon 7/20/15																																																												
40			A/E Design Development		50 days	Tue 7/21/15	Mon 9/28/15																																																												
41			Prepare Construction Docs		78 days	Tue 9/29/15	Thu 1/14/16																																																												
42			BOE Approval of Construction Documents		1 day	Mon 1/18/16	Mon 1/18/16																																																												
43			Bid Period		25 days	Tue 1/19/16	Mon 2/22/16																																																												
44			BOE Approval of Bid		1 day	Mon 3/7/16	Mon 3/7/16																																																												
45			Contracts		8 days	Tue 3/8/16	Thu 3/17/16																																																												
46			Procurement / Owner Prep		10 days	Fri 3/18/16	Thu 3/31/16																																																												
47			Construction		335 days	Fri 4/1/16	Thu 7/13/17																																																												
48			Occupy / Move / Training / Closeout		30 days	Fri 7/14/17	Thu 8/24/17																																																												
49	5	Add / Renov	West High School	Purdy & Slack	839 days	Mon 6/9/14	Thu 8/24/17																																																												
50			Summer High School 2014		30 days	Mon 6/9/14	Fri 7/18/14																																																												
51			Summer High School 2015		30 days	Mon 6/8/15	Fri 7/17/15																																																												
52			Summer High School 2016		30 days	Mon 6/6/16	Fri 7/15/16																																																												
53			A/E Schematic Design		35 days	Fri 5/29/15	Thu 7/16/15																																																												
54			BOE Schematic Design Approval		1 day	Mon 7/20/15	Mon 7/20/15																																																												
55			A/E Design Development		50 days	Tue 7/21/15	Mon 9/28/15																																																												
56			Prepare Construction Docs		78 days	Tue 9/29/15	Thu 1/14/16																																																												

Project: MPS Overall Date: Tue 7/29/14	Task		Summary		External Milestone		Inactive Summary		Manual Summary Rollup		Finish-only	
	Split		Project Summary		Inactive Task		Manual Task		Manual Summary		Deadline	
	Milestone		External Tasks		Inactive Milestone		Duration-only		Start-only		Progress	

[illegible]

Millard Public Schools
CMA Sampson Construction

[illegible]

Project: MPS Overall Date: Tue 7/29/14	Task		Summary		External Milestone		Inactive Summary		Manual Summary Rollup		Finish-only	
	Split		Project Summary		Inactive Task		Manual Task		Manual Summary		Deadline	
	Milestone		External Tasks		Inactive Milestone		Duration-only		Start-only		Progress	

Millard Public Schools
CMA Sampson Construction

[illegible]

Project: MPS Overall

Date: Tue 7/29/14

Task

Summary

External Milestone

Inactive Summary

Manual Summary Rollup

Finish-only

Split

Project Summary

Inactive Task

Manual Task

Manual Summary

Deadline

Milestone

External Tasks

Inactive Milestone

Duration-only

Start-only

Progress

Millard Public Schools
CMA Sampson Construction

[illegible]

		Construction					Soft Costs (22%)			Contingency (10%)		
Project Name	Total Project Budget	Construction Budget	Contract Award	Change Orders \$	Change Orders %	Latest Estimate	Soft Cost Budget	Soft Cost Committed	Soft Cost Balance	Contingency Budget	Contingency Change	Contingency Balance
Additions & Renovations (Sampson Cma)												
Bryan Elem	4,300,956	3,258,300	3,026,000	31,181	1.03%	3,057,181	716,826	444,518	272,308	325,830	201,119	526,949
Black Elk Elem	2,138,730	1,620,250	1,689,000	36,923	2.19%	1,725,923	356,455	294,975	61,480	162,025	(105,673)	56,352
North High	11,574,757	8,768,755	0	0	0.00%	8,768,755	1,929,126	785,267	1,143,859	876,876	0	876,876
South High	2,697,712	2,043,721	0	0	0.00%	2,043,721	449,619	200,167	249,452	204,372	0	204,372
West High	1,560,236	1,181,997	0	0	0.00%	1,181,997	260,039	96,604	163,435	118,200	0	118,200
Ron Witt	696,767	527,854	0	0	0.00%	529,022	116,128	86,203	29,925	52,785	(1,168)	51,617
Open to Closed Renovations (Sampson Cma)												
Abbott	849,734	643,738	0	0	0.00%	643,738	141,622	59,734	81,888	64,374	0	64,374
Ackerman	235,636	178,512	130,000	0	0.00%	130,000	39,273	29,472	9,800	17,851	48,512	66,363
Aldrich	647,812	490,767	350,750	0	0.00%	350,750	107,969	69,239	38,729	49,077	140,017	189,094
Cottonwood	962,391	729,084	380,000	5,540	1.46%	385,540	160,398	81,037	79,362	72,908	343,544	416,452
Ezra	842,346	638,141	0	0	0.00%	638,131	140,391	60,536	79,855	63,814	10	63,824
Harvey Oaks	767,518	581,453	351,012	0	0.00%	351,012	127,920	66,476	61,443	58,145	230,441	288,586
Hitchcock	198,238	150,180	0	0	0.00%	130,152	33,040	26,327	6,713	15,018	20,028	35,046
Black Elk	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above	Incl. above
Disney	2,009,568	1,522,400	0	0	0.00%	1,522,400	334,928	124,505	210,423	152,240	0	152,240
Montclair	1,859,352	1,408,600	1,385,533	7,287	0.53%	1,392,820	309,892	152,268	157,624	140,860	15,780	156,640
Neihardt	3,491,400	2,645,000	0	0	0.00%	2,645,000	581,900	191,854	390,046	264,500	0	264,500
Rockwell	1,121,604	849,700	0	0	0.00%	849,700	186,934	74,865	112,069	84,970	0	84,970
Upchurch	67,980	51,500	0	0	0.00%	51,500	11,330	16,816	(5,486)	5,150	0	5,150
Willowdale	1,013,232	767,600	0	0	0.00%	767,600	168,872	69,619	99,253	76,760	0	76,760
Total Sampson CMA	\$37,035,969	\$28,057,552	\$7,312,295	\$80,931	1.11%	\$27,164,942	\$6,172,661	\$2,930,483	\$3,242,179	\$2,805,755	\$892,610	\$3,698,365
Additions												
Rohwer	1,980,000	1,500,000	1,687,900	44,986	2.67%	1,732,886	330,000	310,032	19,968	150,000	(232,886)	(82,886)
Upchurch	1,830,605	1,386,822	1,469,972	59,968	4.08%	1,529,940	305,101	280,902	24,198	138,682	(143,118)	(4,435)
Total MPS Additions	\$3,810,605	\$2,886,822	\$3,157,872	\$104,954	3.32%	\$3,262,826	\$635,101	\$590,935	\$44,166	\$288,682	(\$376,004)	(\$87,321)
Electronic Security (MPS)												
13 Phase I Video Intercoms* **	915,840	429,400	780,469	(4,825)	-0.62%	775,645	443,500	458,003	(14,503)	42,940	(346,245)	(303,305)
14 Phase IIA Intrusion Detection **	956,905	466,732	284,126	0	0.00%	284,126	443,500	447,416	(3,916)	46,673	182,606	229,279
14 Phase IIB Intrusion Detection **	1,246,133	729,666	315,567	0	0.00%	315,567	443,500	445,132	(1,632)	72,967	414,099	487,066
15 Phase III Integration **	3,155,123	2,465,112	0	0	0.00%	1,363,937	443,500	443,500	0	246,511	1,101,175	1,347,686
Interior Security (MPS)												
13 Phase I HS Classroom Locks	144,896	109,770	17,700	0	0.00%	17,700	24,149	61,563	(37,413)	10,977	92,070	103,047
13 Phase II MS Classroom Locks	138,653	105,040	19,400	4,511	23.25%	23,911	23,109	60,989	(37,880)	10,504	81,129	91,633
13 Phase III Elem Classroom Locks	196,020	148,500	27,023	825	3.05%	27,848	32,670	157,023	(124,353)	14,850	120,652	135,502
14 Phase IV Panic Device Locks	670,164	507,700	15,689	0	0.00%	15,689	111,694	114,009	(2,315)	50,770	492,011	542,781
Total MPS Security	\$7,423,734	\$4,961,920	\$1,459,974	\$512	0.04%	\$2,824,422	\$1,965,622	\$2,187,634	(\$222,011)	\$496,192	\$2,137,498	\$2,633,690
Summer Projects (MPS)												
13 Buell Stair Railing Improvements	0	0	15,700	0	0.00%	15,700	0	21,362	(21,362)	0	(15,700)	(15,700)
14 Ackerman Roof Coat	184,800	140,000	104,493	0	0.00%	104,493	30,800	24,120	6,681	14,000	35,507	49,507

Project Name	Total Project Budget	Construction Budget	Contract Award	Change Orders \$	Change Orders %	Latest Estimate	Soft Cost Budget	Soft Cost Committed	Soft Cost Balance	Contingency Budget	Contingency Change	Contingency Balance
14 Cody Re-roof Phase I	531,300	402,500	211,778	0	0.00%	211,778	88,550	67,801	20,749	40,250	190,722	230,972
14 Neihardt Skylight	161,436	122,300	237,096	0	0.00%	237,096	26,906	14,679	12,227	12,230	(114,796)	(102,566)
14 Norris Phase I Roof	349,800	265,000	153,146	0	0.00%	153,146	58,300	57,801	499	26,500	111,854	138,354
14 Willowdale Paving	323,400	245,000	298,401	0	0.00%	298,401	53,900	51,115	2,785	24,500	(53,401)	(28,901)
14 CMS P2 Drain Imp	211,530	160,250	191,672	0	0.00%	191,672	35,255	29,850	5,405	16,025	(31,422)	(15,397)
14 CMS Fire Detec Rpl	231,000	175,000	186,670	0	0.00%	186,670	38,500	15,627	22,873	17,500	(11,670)	5,830
14 CMS Floor Repl Media	184,800	140,000	140,280	6,553	4.67%	146,833	30,800	39,730	(8,930)	14,000	(6,833)	7,167
14 KMS Track Repl	382,800	290,000	271,525	0	0.00%	271,525	63,800	58,438	5,362	29,000	18,475	47,475
14 KMS Int Key Conv	44,880	34,000	0	0	0.00%	0	7,480	17,496	(10,016)	3,400	34,000	37,400
14 NMS Kitchen & Fire Repl	135,960	103,000	97,900	0	0.00%	97,900	22,660	12,906	9,754	10,300	5,100	15,400
14 NMS Ext Door & Win Repl	27,720	21,000	16,995	0	0.00%	16,995	4,620	10,759	(6,139)	2,100	4,005	6,105
14 RMS Phase I Paving	204,600	155,000	159,240	0	0.00%	159,240	34,100	30,998	3,102	15,500	(4,240)	11,260
14 NHS Track Repl	145,200	110,000	108,144	0	0.00%	108,144	24,200	15,937	8,263	11,000	1,856	12,856
14 NHS Roof Coat	554,400	420,000	220,797	0	0.00%	220,797	92,400	44,068	48,332	42,000	199,203	241,203
14 NHS Pool Reno	2,059,200	1,560,000	1,860,000	60,598	3.26%	1,920,598	343,200	197,135	146,065	156,000	(360,598)	(204,598)
14 SHS P IV & V Roof	1,042,800	790,000	812,000	0	0.00%	812,000	173,800	144,223	29,577	79,000	(22,000)	57,000
14 SHS Tennis Resurf	70,752	53,600	97,874	0	0.00%	97,874	11,792	11,677	115	5,360	(44,274)	(38,914)
14 WHS Tennis Repl	501,600	380,000	497,940	0	0.00%	497,940	83,600	61,193	22,407	38,000	(117,940)	(79,940)
14 SHS P2 Elec Switch Repl	264,000	200,000	138,411	0	0.00%	138,411	44,000	19,107	24,893	20,000	61,589	81,589
14 Buell Seating	72,600	55,000	97,700	3,415	3.50%	101,115	12,100	6,652	5,448	5,500	(46,115)	(40,615)
14 DSAC P1 Paving	89,760	68,000	70,163	1,929	2.75%	72,092	14,960	25,702	(10,742)	6,800	(4,092)	2,708
Total MPS Summer Projects	\$7,774,338	\$5,889,650	\$5,987,925	\$72,495	1.21%	\$6,060,420	\$1,295,723	\$978,376	\$317,347	\$588,965	(\$170,770)	\$418,195
Global Expenses	0	0	0	0	0	0	0	125738	(125738)	0	0	0
Future Years Summer Projects	23,920,354	18,121,480	0	0	0.00%	18,121,480	3,986,726	0	3,986,726	1,812,148	0	1,812,148
Total 2013 Bond Issue	\$79,965,000	\$59,917,424	\$17,918,066	\$258,891	1.44%	\$57,434,090	\$14,055,833	\$6,813,165	\$7,242,668	\$5,991,742	\$2,483,334	\$8,475,077

* Project Total Committed reflects Separate Funding from MPS Foundation

** Soft Cost Values do not reflect 22%

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>BCDM</i>
Engineer	<i>Morrissey</i>

[illegible]

5210 Construction Contract	\$ 3,258,300	\$ 3,057,181	F&B	\$ 1,284,369	42%	\$ 1,772,812
Subtotal	\$ 3,258,300	\$ 3,057,181		\$ 1,284,369		\$ 1,772,812
Project total	\$ 3,975,126	\$ 3,501,699		\$ 1,560,817	45%	\$ 1,940,882

**MILLARD PUBLIC SCHOOLS
PROJECT SUMMARY**

7/29/2014

Project name: Black Elk Elementary Classroom & MP Room Additions
Code 07-7860-1401-158-320-XXXXX

Construction Manager
Architect
Engineer

Sampson
Carlson West Povondra
Morrissey

Bid Information		Construction Information	
Date out to Bid:	1/21/2014	General Contractor:	Prairie
Date Public Notice Posted:	1/23/2014	Construction Start:	3/17/2014
Date / Time Bids Due:	2-12-14 @ 10am	Construction Substantial Completion:	
Bid Location:	DSAC-A	Final Completion:	
Bid to BOE Packet:	2/11/2014	Liquidated Damages Start:	7-17-14 & 7-31-14
BOE Approval Date:	3/3/2014	Liquidated Damages \$/day:	\$ 2,000

Pentamation Cost Code	Original Budget	Contract Amount	Vendor Name	Invoiced to Date	% Invoiced	Balance to Invoice
Indirect costs						
3125 Cma fee		\$ 52,016	Sampson	\$ 38,070	73%	\$ 13,946
3120 A & E fee	\$ -	\$ 102,913	CWP	\$ 98,798	96%	\$ 4,115
3119 A & E additional services	\$ -	\$ -		\$ -	0%	\$ -
3920 Outsourced printing & distribution	\$ -	\$ 1,759	A&D	\$ 1,759	100%	\$ -
3126 Site survey	\$ -	\$ 3,612	E&A	\$ 3,612	100%	\$ -
3127 Geotechnical services	\$ -	\$ 20,590	Terracon	\$ 12,233	59%	\$ 8,357
3709 Environmental insp & mgmt	\$ -	\$ 4,550	AMI	\$ -	0%	\$ 4,550
6350 Permits & fees	\$ -	\$ -		\$ -	0%	\$ -
3135 Materials testing & special insp	\$ -	\$ -		\$ -	0%	\$ -
3715 Asbestos abatement	\$ -	\$ -		\$ -	0%	\$ -
5301 MPS equipment	\$ -	\$ -		\$ -	0%	\$ -
9350 Security or fire watch services	\$ -	\$ -		\$ -	0%	\$ -
5335 Technology equipment	\$ -	\$ -		\$ -	0%	\$ -
4150 Moving supplies (MPS Dist)	\$ -	\$ 1,002		\$ 1,002	100%	\$ -
3270 Storage trailer rental	\$ -	\$ -		\$ -	0%	\$ -
3280 Insurance(builders risk)	\$ -	\$ -		\$ -	0%	\$ -
3190 Locate existing utilities - interior	\$ -	\$ 1,018	Waldinger	\$ 1,018	100%	\$ -
3000 Roof Consultant	\$ -	\$ 23,000	RSI	\$ 15,500	67%	\$ 7,500
5223 Commissioning	\$ -	\$ 7,200	Morrissey	\$ 5,400	75%	\$ 1,800
3195 Security	\$ -	\$ 3,133	Prime Comm	\$ -	0%	\$ 3,133
3190 Locate existing Utilities - Exterior	\$ -	\$ 4,575	ESI	\$ 4,575	100%	\$ -
3520 Public Notice	\$ -	\$ 17	Daily Record	\$ 17	100%	\$ -
3000 Cox Relocation	\$ -	\$ 13,555		\$ -	0%	\$ 13,555
3000 OPPD Relocation	\$ -	\$ 5,789		\$ -	0%	\$ 5,789
5225 Test and Balance	\$ -	\$ 2,850	Specialized	\$ -	0%	\$ 2,850
5300 FF&E	\$ -	\$ 28,211	Virco	\$ 28,211	100%	\$ -
5300 FF&E	\$ -	\$ 9,260	School Specialty	\$ 9,260	100%	\$ -
5300 FF&E	\$ -	\$ 8,731	All Makes	\$ 8,731	100%	\$ -
5300 FF&E	\$ -	\$ 990	ATD American	\$ 990	100%	\$ -
5300 FF&E	\$ -	\$ 205	MPS Warehouse	\$ 205	100%	\$ -
	\$ -	\$ -		\$ -	0%	\$ -
	\$ -	\$ -		\$ -	0%	\$ -
	\$ -	\$ -		\$ -	0%	\$ -
	\$ -	\$ -		\$ -	0%	\$ -
Subtotal	\$ 356,455	\$ 294,975		\$ 229,380		\$ 65,596
General Contractor						
5210 Construction Contract	\$ 1,620,250	\$ 1,725,923		\$ 1,123,910	65%	\$ 602,013
Subtotal	\$ 1,620,250	\$ 1,725,923		\$ 1,123,910		\$ 602,013
Project total	\$ 1,976,705	\$ 2,020,898		\$ 1,353,290	67%	\$ 667,609

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>BCDM</i>
Engineer	<i>Morrissey</i>

[illegible]

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>BCDM</i>
Engineer	<i>Morrissey</i>

Pentamation Cost Code	Original Budget	Contract Amount	Vendor Name	Invoiced to Date	% Invoiced	Balance to Invoice
Indirect costs						
3125 CMA fee		\$ 63,083	Sampson	\$ 4,471	7%	\$ 58,612
3120 A & E fee	\$ -	\$ 137,000	BCDM	\$ -	0%	\$ 137,000
3119 A & E additional services	\$ -	\$ -		\$ -	0%	\$ -
3920 Outsourced printing & distribution	\$ -	\$ -		\$ -	0%	\$ -
3126 Site survey	\$ -	\$ -		\$ -	0%	\$ -
3127 Geotechnical services	\$ -	\$ -		\$ -	0%	\$ -
3709 Environmental insp & mgmt	\$ -	\$ -		\$ -	0%	\$ -
6350 Permits & fees	\$ -	\$ -		\$ -	0%	\$ -
3135 Materials testing & special insp	\$ -	\$ -		\$ -	0%	\$ -
3715 Asbestos abatement	\$ -	\$ -		\$ -	0%	\$ -
5301 MPS equipment	\$ -	\$ -		\$ -	0%	\$ -
9350 Security or fire watch services	\$ -	\$ -		\$ -	0%	\$ -
5335 Technology equipment	\$ -	\$ -		\$ -	0%	\$ -
4150 Moving supplies (MPS Dist)	\$ -	\$ 84		\$ 84	100%	\$ -
3270 Storage trailer rental	\$ -	\$ -		\$ -	0%	\$ -
3280 Insurance(builders risk)	\$ -	\$ -		\$ -	0%	\$ -
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Subtotal	\$ 449,619	\$ 200,167		\$ 4,555		\$ 195,612
General Contractor						
5210 Construction Contract	\$ 2,043,721	\$ -		\$ -	0%	\$ -
Subtotal	\$ 2,043,721	\$ -		\$ -		\$ -
Project total	\$ 2,493,340	\$ 200,167		\$ 4,555	2%	\$ 195,612

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>Purdy & Slack</i>
Engineer	<i>Morrissey</i>

Bid Information	Construction Information
Date out to Bid:	General Contractor:
Date Public Notice Posted:	Construction Start:
Date / Time Bids Due:	Construction Substantial Completion:
Bid Location:	Final Completion:
Bid to BOE Packet:	Liquidated Damages Start:
BOE Approval Date:	Liquidated Damages \$/day:

Pentamotion Cost Code	Original Budget	Contract Amount	Vendor Name	Invoiced to Date	% Invoiced	Balance to Invoice
<u>Indirect costs</u>						
3125 CMA fee		\$ 40,554	Sampson	\$ 4,471	11%	\$ 36,083
3120 A & E fee	\$ -	\$ 56,050	Purdy & Slack	\$ -	0%	\$ 56,050
3119 A & E additional services	\$ -	\$ -		\$ -	0%	\$ -
3920 Outsourced printing & distribution	\$ -	\$ -		\$ -	0%	\$ -
3126 Site survey	\$ -	\$ -		\$ -	0%	\$ -
3127 Geotechnical services	\$ -	\$ -		\$ -	0%	\$ -
3709 Environmental insp & mgmt	\$ -	\$ -		\$ -	0%	\$ -
6350 Permits & fees	\$ -	\$ -		\$ -	0%	\$ -
3135 Materials testing & special insp	\$ -	\$ -		\$ -	0%	\$ -
3715 Asbestos abatement	\$ -	\$ -		\$ -	0%	\$ -
5301 MPS equipment	\$ -	\$ -		\$ -	0%	\$ -
9350 Security or fire watch services	\$ -	\$ -		\$ -	0%	\$ -
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7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>BCDM</i>
Engineer	<i>Morrissey</i>

[illegible]

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>Purdy & Slack</i>
Engineer	<i>Morrissey</i>

Bid Information	Construction Information
Date out to Bid:	General Contractor:
Date Public Notice Posted:	Construction Start:
Date / Time Bids Due:	Construction Substantial Completion:
Bid Location:	Final Completion:
Bid to BOE Packet:	Liquidated Damages Start:
BOE Approval Date:	Liquidated Damages \$/day:

[illegible]

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>Carlson West Povondra</i>
Engineer	<i>Morrissey</i>

Bid Information		Construction Information	
Date out to Bid:	2/3/2014	General Contractor:	F&B Constructors
Date of Public Notice:	2/6/2014	Construction Start:	6/4/2014
Date / Time Bids Due:	3-19-14 @ 2pm	Construction Substantial Completion:	7/23/2014
Bid Location:	DSACA	Final Completion:	
Bid to BOE Packet:	4/1/2014	Liquidated Damages Start:	7/24/2014
BOE Approval Date:	4/2/2014	Liquidated Damages \$/day:	\$ 1,000

[illegible]

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>CLH Architects</i>
Engineer	<i>Farris</i>

Bid Information		Construction Information	
Date out to Bid:	2/18/2014	General Contractor:	Holtze Construction
Date Public Notice Posted:		Construction Start:	6/4/2014
Date / Time Bids Due:		Construction Substantial Completion:	7/23/2014
Bid Location:		Final Completion:	
Bid to BOE Packet:		Liquidated Damages Start:	7/24/2014
BOE Approval Date:	4/2/2014	Liquidated Damages \$/day:	\$ 1,000

[illegible]

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>Purdy & Slack</i>
Engineer	<i>Morrissey</i>

Bid Information		Construction Information	
Date out to Bid:	1/21/2014	General Contractor:	Prairie
Date Public Notice Posted:	1/23/2014	Construction Start:	6/4/2014
Date / Time Bids Due:	2-12-14 @ 3pm	Construction Substantial Completion:	
Bid Location:	DSAC-C	Final Completion:	
Bid to BOE Packet:	2/11/2014	Liquidated Damages Start:	7/31/2014
BOE Approval Date:	2/17/2014	Liquidated Damages \$/day:	\$ 2,000

[illegible]

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>Purdy & Slack</i>
Engineer	<i>Morrissey</i>

Bid Information	Construction Information
Date out to Bid:	General Contractor:
Date Public Notice Posted:	Construction Start:
Date / Time Bids Due:	Construction Substantial Completion:
Bid Location:	Final Completion:
Bid to BOE Packet:	Liquidated Damages Start:
BOE Approval Date:	Liquidated Damages \$/day:

[illegible]

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>Purdy & Slack</i>
Engineer	<i>Morrissey</i>

Bid Information		Construction Information	
Date out to Bid:	2/4/2014	General Contractor:	Hargrave Construction
Date Public Notice Posted:	2/6/2014	Construction Start:	6/4/2014
Date / Time Bids Due:	3-12-14 @ 11am	Construction Substantial Completion:	7/16/2014
Bid Location:	DSAC-C	Final Completion:	
Bid to BOE Packet:	3/11/2014	Liquidated Damages Start:	7/17/2014
BOE Approval Date:	3/17/2014	Liquidated Damages \$/day:	\$ 1,000

[illegible]

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>Reinhardt</i>
Engineer	<i>Alvine</i>

[illegible]

**MILLARD PUBLIC SCHOOLS
PROJECT SUMMARY**

7/29/2014

Project name: Black Elk Elementary(open-close)

All Information for the Open to Close project is included in the Addition project

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>Purdy & Slack</i>
Engineer	<i>Morrissey</i>

Bid Information	Construction Information
Date out to Bid:	General Contractor:
Date Public Notice Posted:	Construction Start:
Date / Time Bids Due:	Construction Substantial Completion:
Bid Location:	Final Completion:
Bid to BOE Packet:	Liquidated Damages Start:
BOE Approval Date:	Liquidated Damages \$/day:

[illegible]

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>Purdy & Slack</i>
Engineer	<i>Morrissey</i>

[illegible]

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>Purdy & Slack</i>
Engineer	<i>Morrissey</i>

Bid Information	Construction Information
Date out to Bid:	General Contractor:
Date Public Notice Posted:	Construction Start:
Date / Time Bids Due:	Construction Substantial Completion:
Bid Location:	Final Completion:
Bid to BOE Packet:	Liquidated Damages Start:
BOE Approval Date:	Liquidated Damages \$/day:

[illegible]

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>BCDM</i>
Engineer	<i>Morrissey</i>

Bid Information	Construction Information
Date out to Bid:	General Contractor:
Date Public Notice Posted:	Construction Start:
Date / Time Bids Due:	Construction Substantial Completion:
Bid Location:	Final Completion:
Bid to BOE Packet:	Liquidated Damages Start:
BOE Approval Date:	Liquidated Damages \$/day:

[illegible]

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>CLH Architects</i>
Engineer	<i>Morrissey</i>

Bid Information	Construction Information
Date out to Bid:	General Contractor:
Date Public Notice Posted:	Construction Start:
Date / Time Bids Due:	Construction Substantial Completion:
Bid Location:	Final Completion:
Bid to BOE Packet:	Liquidated Damages Start:
BOE Approval Date:	Liquidated Damages \$/day:

[illegible]

7/29/2014

Construction Manager	<i>Sampson</i>
Architect	<i>Purdy & Slack</i>
Engineer	<i>Morrissey</i>

Bid Information	Construction Information
Date out to Bid:	General Contractor:
Date Public Notice Posted:	Construction Start:
Date / Time Bids Due:	Construction Substantial Completion:
Bid Location:	Final Completion:
Bid to BOE Packet:	Liquidated Damages Start:
BOE Approval Date:	Liquidated Damages \$/day:

[illegible]



Sampson
Construction

CHEYENNE, WY FORT COLLINS, CO KEARNEY, NE LINCOLN, NE OMAHA, NE RAPID CITY, SD | www.sampson-construction.com

AGENDA SUMMARY SHEET

AGENDA ITEM: Construction Report - Rockwell

MEETING DATE: August 4, 2014

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: District Construction Projects Report – A report of the on-going progress on various construction projects in the District.

ACTION DESIRED: Approval ____ Discussion ____ Information Only x

BACKGROUND: n/a

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Ed Rockwell (Gen. Mgr. for Support Services) and Ken Fossen (Assoc. Supt. Gen. Admin.)

SUPERINTENDENT'S APPROVAL: — 

Construction Report to the Board of Education

Board meeting date: August 4, 2014

For period ending: July 31, 2014

Location: Rohwer Elementary
 Project Title: **Classroom & Multi-purpose Additions**
 Architect / Engineer: Schemmer Associates
 Contractor: Construct, Inc.

Project Manager: Ed Rockwell
 Bid Award: \$ 1,687,900
 Change Orders: 1 \$ 44,986 (2.7%)
 Amended Contract: \$ 1,732,886

Description of work:

A 2-story, 6-classroom addition and a single-story multi-purpose addition will be built to ease demand for space due to enrollment. Funding for the project is sourced from the 2013 Bond. The project will be completed in July 2014, ready for the new school year in August.

Status of progress:

The contractor was able to overcome early delays and did reach substantial completion early on the multi-purpose room and on schedule for the classrooms, July 18. Project is complete, with no outstanding issues.

Change Order information:

Included in CO-1: Sidewalk at 178th St, damaged fire sprinkler main replaced and foundation modifications. A second change order is pending but has not been processed as of the date this report was submitted July 29.



Location: Upchurch Elementary
Project Title: Classroom Additions
Architect / Engineer: DLR Group
Contractor: Lueder Construction

Project Manager: Ed Rockwell
Bid Award: \$ 1,469,972
Change Orders: 3 \$ 59,968 (4.1%)
Amended Contract: \$ 1,529,940

Description of work:

Three additions, each with 2 classrooms are being built to ease demand for space due to enrollment, with funding sourced from the 2013 Bond. The project will be completed in December 2013, ready for the start of school after the winter holiday, in January 2014.

Status of progress:

All work on the building is fully completed. All spaces were ready for start of the new semester on January 6. The spring exterior scope of grading, landscaping, sodding and seeding was scheduled to be completed by end of May but is being completed this summer and early fall due to re-work caused by both weather and workmanship issues.

Change Order information:

Three change orders have been processed. Costs are primarily the result of the discovery of existing conditions from original construction, related to foundations, storm drainage and sanitary sewer issues.



Location: District - Wide
Project Title: Security Improvements Phase II-A
Architect / Engineer: Morrissey Engineering
Contractor: Dakota Security Systems

Project Manager: Ed Rockwell
Bid Award: \$ 284,126
Change Orders: \$ 00,000 (0.0%)
Amended Contract: \$ 284,126

Description of work:

Phase II of the Security Improvements will equip all exterior doors with an electronic contact to enable monitoring of door open / door close status. Later, in Phase III, the door status will be displayed over a visual graphic of the building floor plan on a computer in the main office. Door contacts will be coordinated with motion sensors for perimeter protection. This project is "Package A", including just elementary schools.

Status of progress:

Contractor has made good progress throughout the summer and is currently on schedule. The first 6 of 25 buildings have been brought on line under the new system. All locations are scheduled to be completed by early January of 2015.

Change Order information:

None have been processed, one is pending.



Location: District - Wide
Project Title: **Security Improvements Phase II-B**
Architect / Engineer: Morrissey Engineering
Contractor: Stanley Security Systems

Project Manager: Ed Rockwell
Bid Award: \$ 315,567
Change Orders: \$ 00,000 (0.0%)
Amended Contract: \$ 315,567

Description of work:

Phase II of the Security Improvements will equip all exterior doors with an electronic contact to enable monitoring of door open / door close status. Later, in Phase III, the door status will be displayed over a visual graphic of the building floor plan on a computer in the main office. Door contacts will be coordinated with motion sensors for perimeter protection. This project is "Package B", including all secondary schools and all support buildings.

Status of progress:

Contractor is off to a slow and somewhat late start. The project team is concerned with the lack of progress and an inefficient approach to the work. We are working with the contractor to determine what can be done to get them back on schedule. All locations are scheduled to be completed by mid-January of 2015.

Change Order information:

None have been processed, one is pending.



Location: **District-Wide**
Project Title: **Classroom Security Door Locks – Phase IV**
Architect / Engineer: **BCDM Architects**
Contractor: **Hargrave Construction**

Project Manager: **Ed Rockwell**
Bid Award: **\$ 15,689**
Change Orders: **\$ 000 (0.0%)**
Amended Contract: **\$ 15,689**

Description of work:

Key elements of existing panic devices are being replaced with classroom security panic devices on classroom doors and other groups of doors in all schools, to provide the ability to lock the doors from the inside. The door hardware is being procured directly by the District, to save costs and to speed delivery. Budget for the project is funded from the 2013 Bond. This is the last phase of 4 classroom lock projects to improve security.

Status of progress:

Project is expected to be completed within the July 31 contract schedule date. District carpenters are training principals and custodians on the new locks as they visit each building to develop their punch list for the installations.

Change Order information:

None



Location: **Ackerman Elementary**
Project Title: **Roof Re-coating**
Architect / Engineer: **BVH Architects**
Contractor: **Rawson & Sons Roofing**

Project Manager: **Ed Rockwell**
Bid Award: **\$ 104,493**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 104,493**

Description of work:

The surfaces of relatively recent roof replacements and two skylights were damaged by hail storms in 2012 and 2013. Insurance proceeds will help to fund a re-coating of the roof's surface and replacement of the skylights.

Status of progress:

Project was completed ahead of schedule, with no issues.

Change Order information:

None



Location: **Cody Elementary**
Project Title: **Roof Replacement Phase I**
Architect / Engineer: **BVH Architects**
Contractor: **Toney's Roofing**

Project Manager: **Steve Mainelli**
Bid Award: **\$ 211,778**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 211,778**

Description of work:

The original roof design for the building has presented many challenges and issues over the years. This is the first time that a significant roof replacement has been funded for this building. The many improvements will include; better weather resistance and leak protection, improved insulation and more effective drainage.

Status of progress:

Contractor was awarded roofing projects for both Cody and Norris and elected to work each in sequence, with Cody started and finished first. A slow start and significant early summer rains delayed early progress on Cody. There were multiple leaks from tie-offs not being weather-tight against thunderstorms. There are also significant workmanship issues that the contractor is required to address prior to acceptance. Project is expected to be completed on schedule, August 1, but was not yet complete as this report was finalized July 29.

Change Order information:

None



Location: **Norris Elementary**
Project Title: **Roof Replacement Phase I**
Architect / Engineer: **BVH Architects**
Contractor: **Toney's Roofing**

Project Manager: **Steve Mainelli**
Bid Award: **\$ 153,146**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 153,146**

Description of work:

The original roof design for the building has presented many challenges and issues over the years. This is the first time that a significant roof replacement has been funded for this building. The many improvements will include; better weather resistance and leak protection, improved insulation and more effective drainage.

Status of progress:

Contractor was awarded roofing projects for both Cody and Norris and elected to work each in sequence, with Norris started and worked last. A slow start and significant early summer rains delayed early progress on Cody, which caused a delayed start at Norris. There were multiple leaks from tie-offs not being weather-tight against thunderstorms. There are also significant workmanship issues that the contractor is required to address prior to acceptance. As this report was submitted, sheet metal work remained and was not expected to be completed by the August 1 contract date. Start of school will not be affected.

Change Order information:

None



Location: **North High School**
Project Title: **Roof Re-coating**
Architect / Engineer: **BVH Architects**
Contractor: **Rawson & Sons Roofing**

Project Manager: **Steve Mainelli**
Bid Award: **\$ 220,797**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 220,797**

Description of work:

Relatively recent roof replacements were damaged by hail storms in 2012 and 2013. Insurance proceeds will help to fund the high-quality re-coating of about two-thirds of the entire roof area.

Status of progress:

The contractor and its supplier made significant errors in the material costs that were included in original bids. After significant effort, both the supplier and the contractor worked together to enable the contractor to complete the project within the original awarded bid amount. Project is expected to be completed on schedule, with excellent workmanship.

Change Order information:

None



Location: **South High School**
Project Title: **Roof Replacement Phases IV & V**
Architect / Engineer: **BVH Architects**
Contractor: **Boone Brothers Roofing**

Project Manager: **Steve Mainelli**
Bid Award: **\$ 812,000**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 812,000**

Description of work:

These phases and scope will address a significant portion of the oldest roofing still remaining in service on this building. Many of these roof areas are the source of numerous leaks and other repair issues. We anticipate one more phase in 2015 will be required to complete replacement of roofing at this building.

Status of progress:

Contractor struggled to staff the multiple crews required to complete one of the largest and most difficult summer roof projects the District has undertaken to date. Early summer rains also delayed progress. The contractor was not allowed to start some of the roof areas within the original scope, to ensure that areas under construction could be fully completed and demobilization would occur prior to staff and students returning for the start of school. A plan is being developed to complete the remaining areas next summer.

Change Order information:

None has been processed, one is pending.



Location: **Neihardt Elementary**
Project Title: **Skylight Replacement**
Architect / Engineer: **BVH Architects**
Contractor: **SpecPro**

Project Manager: **Ed Rockwell**
Bid Award: **\$ 237,096**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 237,096**

Description of work:

These skylights were most recently damaged by hail storms in 2012 and 2013 and some had been replaced from storms in previous years. Insurance claim proceeds will help to fund replacements. The east elevations (worst condition) are included in base bid, with the west elevation portion bid as an alternate.

Status of progress:

Project was completed ahead of schedule, with no issues.

Change Order information:

None



Location: **Willowdale Elementary**
Project Title: **Paving Improvements**
Architect / Engineer: **Lamp-Rynearson**
Contractor: **Swain Construction**

Project Manager: **Ed Rockwell**
Bid Award: **\$ 298,401**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 298,401**

Description of work:

All existing asphalt paving at drives and parking areas will be replaced with new reinforced concrete paving and curbs. Lane widths will be widened and curb shapes modified to improve traffic flow and safety. Storm drainage systems will also be improved where needed.

Status of progress:

Contractor phased the removal of existing pavement, which helped them avoid delays that would have been caused by substantial rains in the early summer. Progress was good throughout the summer and the contractor is expected to finish within the August 1 scheduled completion.

Change Order information:

None



Location: Russell Middle School
Project Title: Paving Improvements Phase I
Architect / Engineer: E & A Consulting
Contractor: Oldcastle (dba Omni Engineering)

Project Manager: Ed Rockwell
Bid Award: \$ 159,240
Change Orders: \$ 0,000 (0.0%)
Amended Contract: \$ 159,240

Description of work:

The existing asphalt parking and drives at the east side (front) of the building will be replaced with new reinforced concrete paving and curbs. Storm drainage systems will also be improved where needed.

Status of progress:

Contractor made an aggressive start and good early progress. Water from a significant leak in the building's cooling tower system caused some extra work on grading and soil prep, but contractor was able to complete paving in unaffected areas. Substantial rains also slowed progress in June. Contractor expects to complete the project within the August 1 scheduled completion date.

Change Order information:

None



Location: Don Stroh Administration Center
Project Title: Paving Improvements Phase I
Architect / Engineer: Olsson Associates
Contractor: Mackie Construction

Project Manager: Steve Mainelli
Bid Award: \$ 70,163
Change Orders: 1 \$ 1,929 (2.7%)
Amended Contract: \$ 72,092

Description of work:

Existing asphalt drives and parking lot at the east (front) side of the building will be replaced with new reinforced concrete paving and curbs. A long-standing issue of settlement near the north approach to 147th St. will be studied and addressed.

Status of progress:

Contractor decided to delay demolition in early June due to extremely heavy rains. This strategy enabled them to avoid repeated wet soil conditions. Project was completed July 16, ahead of the July 18 completion schedule and with no issues.

Change Order information:

The single change order provided temporary directional signage and irrigation modifications.



Location: **Central Middle School**
Project Title: **Drainage & Erosion Improvements Phase II**
Architect / Engineer: **Olsson Associates**
Contractor: **Linhart Construction**

Project Manager: **Ed Rockwell**
Bid Award: **\$ 191,672**
Change Orders: **\$ 00,000 (0.0%)**
Amended Contract: **\$ 191,672**

Description of work:

Phase I of this project (about 10 years ago) corrected similar issues along N Street at the south side of the site. This phase will address the issues along the east and north property lines, replacing a surface half-pipe with a buried concrete pipe and protecting the SE corner of the track with a retaining wall.

Status of progress:

Contractor made an aggressive early start to the project and encountered extreme rains which caused extensive haul off of wet soils and many loads of dry materials and aggregates to be hauled in. In spite of the extra work this caused, the contractor made excellent progress and completed the original project scope on time, July 18, with excellent workmanship.

Change Order information:

None has been processed, one is pending.



Location: **Buell Stadium**
Project Title: **Seating, Sealants & Screening Improvements**
Architect / Engineer: **BCDM Architects**
Contractor: **CBS Constructors**

Project Manager: **Steve Mainelli**
Bid Award: **\$ 97,700**
Change Orders: 1 **\$ 3,415 (3.5%)**
Amended Contract: **\$ 101,115**

Description of work:

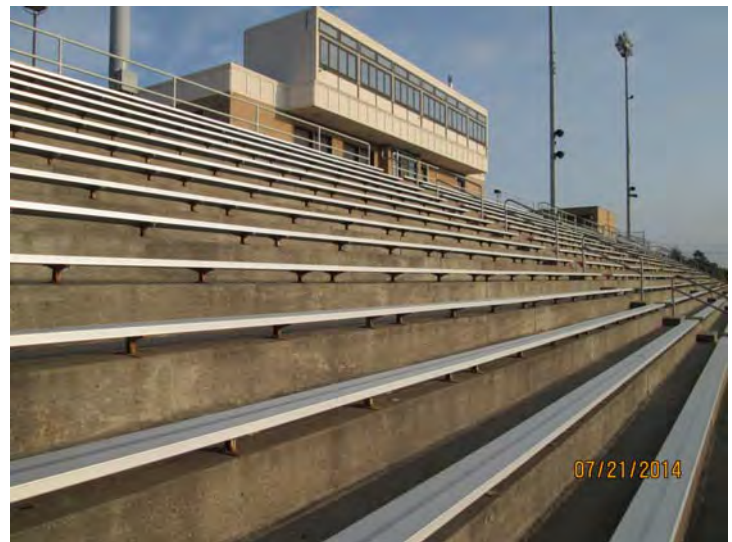
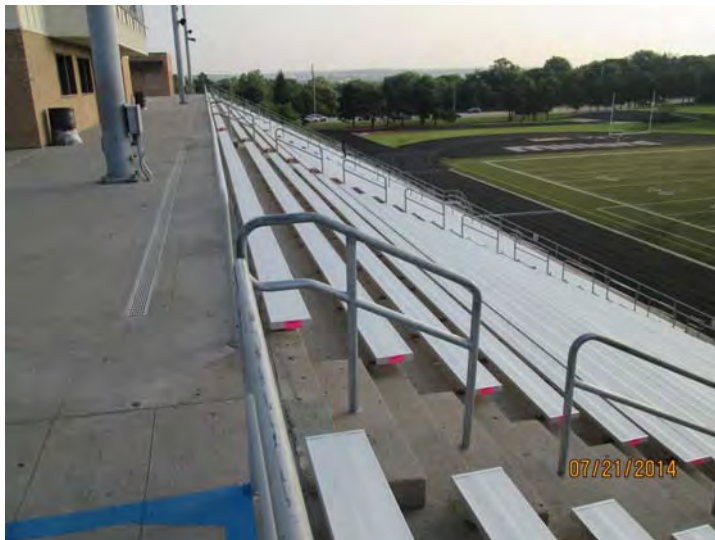
The scope of this project includes; replacing the original wooden seats/fiberglass covers with new aluminum planking, removal of the high screen frames just behind the top row of seats, and re-caulking the structural concrete joints throughout the west stadium and seating areas.

Status of progress:

Contractor made good early progress and completed the work within an early completion schedule of July 7, to enable a major event to be held at the facility.

Change Order information:

The single change order provided concrete repairs adjacent to expansion joints in the stadium structure.



Location: **Kiewit Middle School**
Project Title: **Running Track Replacement**
Architect / Engineer: **LRA**
Contractor: **M.E. Collins Contracting**

Project Manager: **Ed Rockwell**
Bid Award: **\$ 271,525**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 271,525**

Description of work:

The existing track will be completely removed, grading and drainage improved, and a new asphalt track will be installed.

Status of progress:

After removal of the existing track the contractor worked through record rainfall to prepare and compact wet soils. Eventually, adding fly ash allowed the soils to meet compaction standards and the remainder of the project went smoothly. Contractor expects to finish within or ahead of the scheduled completion date of August 1.

Change Order information:

None has been processed, one is pending.



Location: **North High School**
Project Title: **Track Re-surfacing & Re-striping**
Architect / Engineer: **Olsson Associates**
Contractor: **Midwest Tennis and Track**

Project Manager: **Steve Mainelli**
Bid Award: **\$ 108,144**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 108,144**

Description of work:

The resilient surfacing on this 2002 track will be completely removed, repairs made to the asphalt sub-base, and a new resilient surface will be installed and re-striped.

Status of progress:

Project went well and finished July 21, ahead of the August 1 completion date with no issues.

Change Order information:

None



Location: **South High School**
Project Title: **Tennis Court Re-surfacing & Re-striping**
Architect / Engineer: **E & A Consulting**
Contractor: **Western Waterproofing**

Project Manager: **Steve Mainelli**
Bid Award: **\$ 97,874**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 97,874**

Description of work:

The existing resilient surfacing (from 2001) will be completely removed, repairs made the concrete sub-base, and new surfacing and striping installed. Caulking and sealants will be renewed as-needed. Net posts will be replaced, with footings for posts replaced as-needed.

Status of progress:

The contractor spent more time and effort than they planned on the removal of the old surfacing and on preparation of the underlying concrete. As this report was submitted some work remained, but contractor expects to finish within the original schedule date of August 1.

Change Order information:

None



Location: **West High School**
Project Title: **Tennis Court Replacement**
Architect / Engineer: **Lamp-Rynearson**
Contractor: **Nemaha Sports Construction**

Project Manager: **Ed Rockwell**
Bid Award: **\$ 497,940**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 497,940**

Description of work:

The existing tennis courts and all related components will be completely removed. The sub-base and surrounding grades will be flattened for compliant slope at the court surface. New post-tensioned concrete courts will be installed, along with new resilient surfacing, striping, posts, nets and perimeter fencing.

Status of progress:

The demolition of the existing concrete courts, drainage piping, soil and rock work for the new courts went well, in spite of substantial rains in June. However, both the contractor and its sub-contractor for the post-tension concrete work lost some time in performing their portions of the work. Currently the project is tracking about 2 weeks later than its original completion date of August 10. We are working with the contract team and District administrators to get the project completed and to address the issues that will be caused by the contractor's late completion of the project.

Change Order information:

None



Location: North Middle School
Project Title: Exterior Door & Window Replacements
Architect / Engineer: Schemmer Associates
Contractor: Elkhorn West Construction

Project Manager: Steve Mainelli
Bid Award: \$ 16,995
Change Orders: \$ 0,000 (0.0%)
Amended Contract: \$ 16,995

Description of work:

Each year the District intends to fund and replace the worst exterior windows, doors and hardware, in an ongoing effort to maintain these components in good operable condition. The openings in this project are generally along the west elevation of the building, near the south end.

Status of progress:

The majority of the scope is completed but some trim and painting scope remains. We are working with the contractor to get the work finished within the August 1 schedule. Start of school will not be affected.

Change Order information:

None



Location: **Kiewit Middle School**
Project Title: **Lock Cylinder Replacements**
Architect / Engineer: **None**
Contractor: **MPS Carpenter Shop**

Project Manager: **Ed Rockwell**
Bid Award: **\$ 17,496**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 17,496**

Description of work:

This building is the only school in the District that has not been fully converted to our current interior grandmasterkey system. The recent classroom security projects have already converted many of the lock cylinders, with this project converting all cylinders remaining.

Status of progress:

District carpenters completed this project prior to summer dismissal with no issues.

Change Order information:

None



Location: **North High School**
Project Title: **Swimming Pool Renovations**
Architect / Engineer: **DLR Group**
Contractor: **Lueder Construction**

Project Manager: **Steve Mainelli**
Bid Award: **\$ 1,860,000**
Change Orders: 2 **\$ 60,598 (3.3%)**
Amended Contract: **\$ 1,920,598**

Description of work:

The 33 year-old pool tank and all related equipment is being replaced and improved. All pumps, filters, valves, water treatment systems, piping and related mechanical and electrical equipment is also to be replaced. Small additions are being added to house the water treatment and pool deck equipment.

Status of progress:

The existing pool tank, piping and associated equipment has been removed. The new pool tank and several concrete treatment tanks have been constructed. One of two building additions has been constructed, new underground piping has been installed and the new pool deck has been poured, interior finishes are in progress. Project is currently on schedule for final completion November 10, 2014.

Change Order information:

Issues within the change orders include; underground utility relocations, compliance with Health Dept. equipment requirements, glass in natatorium, under floor conduit repair, door and frame replacement.



Location: **Central Middle School**
Project Title: **Flooring Improvements**
Architect / Engineer: **BCDM Architects**
Contractor: **Baldwin Flooring**

Project Manager: **Steve Mainelli**
Bid Award: **\$ 140,280**
Change Orders: 1 **\$ 6,553 (4.7%)**
Amended Contract: **\$ 146,833**

Description of work:

Carpeting and limited other flooring throughout the building will be replaced, with the exception of the Media Center which was recently replaced. The current carpet and most vinyl flooring were last replaced in 1998 and 1999.

Status of progress:

The contractor made good progress throughout the summer and finished the project on July 15, ahead of the July 25 scheduled completion. Abatement of old tile flooring by environmental contractors was required in some areas, along with restoration of wall finishes, both under separate contracts directly to the District.

Change Order information:

The single change order provided removal of tile found under existing carpeting and floor prep for the areas where asbestos flooring was abated.



Location: **South High School**
Project Title: **Electrical Switchgear Replacement Phase II**
Architect / Engineer: **Morrissey Engineering**
Contractor: **Omaha Electric Service**

Project Manager: **Steve Mainelli**
Bid Award: **\$ 138,411**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 138,411**

Description of work:

This project replaces the original, main electrical switchgear still remaining from last summer's emergency replacement project. There will be limited and partial power outages during portions of the project. Outage schedules are being coordinated with the principal and staff.

Status of progress:

The project was completed July 18, ahead of the July 20 contract schedule, with no issues.

Change Order information:

None



Location: Central Middle School
Project Title: Fire Detection System Replacement
Architect / Engineer: Morrissey Engineering
Contractor: OK Electric

Project Manager: Steve Mainelli
Bid Award: \$ 186,670
Change Orders: \$ 0,000 (0.0%)
Amended Contract: \$ 186,670

Description of work:

The entire fire detection system is being replaced, including; main panels, sensors, wiring, pull stations, notifiers, horn/strobe devices, etc. The new system will automatically call-out to the fire department if smoke or fire is detected.

Status of progress:

As this report was submitted, final testing by AHJ was in progress as scheduled and contractor is expected to complete the original scope of the project on schedule.

Change Order information:

No change order had been processed at the time this report was submitted. However, the project scope was increased to include the Annex areas not included in the original contract documents, which will result in a significant change order for the added value.



<i>Location:</i>	North Middle School	<i>Project Manager:</i>	Steve Mainelli
<i>Project Title:</i>	<u>Kitchen Hood & Fire Supp System Replacement</u>	<i>Bid Award:</i>	\$ 97,900
<i>Architect / Engineer:</i>	Morrissey Engineering	<i>Change Orders:</i>	\$ 0,000 (0.0%)
<i>Contractor:</i>	Mechanical Systems	<i>Amended Contract:</i>	\$ 97,900

Description of work:

As early as 2011, OFD inspectors had declared this kitchen hood and integral fire suppression system obsolete and requiring replacement. The District agreed to limit food preparation methods while the funds could be raised and the project designed, bid and built.

Status of progress:

Project was completed July 23, ahead of the July 25 contract date, with no issues.

Change Order information:

None



Location: North High School
Project Title: Baseball Infield Turf Project
Architect / Engineer: DLR Group
Contractor: Mid-America Sports Construction

Project Manager: Steve Mainelli
Bid Award: \$ 289,731
Change Orders: \$ 0,000 (0.0%)
Amended Contract: \$ 289,731

Description of work:

The infield area of the baseball field (including the base lines) will be excavated, re-graded, an underground drainage system installed and then covered with an artificial turf surface. Funding for the project is sourced from a private donor and the Mustang Booster Club, who were required to donate equal funds to an account which will be used to support non gender-specific activity projects, District-wide.

Status of progress:

Construction will start in August, with completion scheduled for November 15, 2014.

Change Order information:

None

