

**NOTICE OF MEETING**

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on Tuesday, **September 2, 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

8-29-14

# THE DAILY RECORD OF OMAHA

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

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

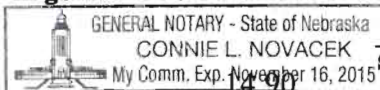
J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

of THE DAILY RECORD, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in THE DAILY RECORD, of Omaha, on  
August 29, 2014

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



Subscribed in my presence and sworn to before  
29th

Publisher's Fee \$ 14.90 me this 29th day of August 2014  
Additional Copies \$ 14.90  
Total \$

*Connie L. Novacek*  
Notary Public in and for Douglas County,  
State of Nebraska

**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**


The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on September 2, 2014, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

Dated this 2nd day of September, 2014

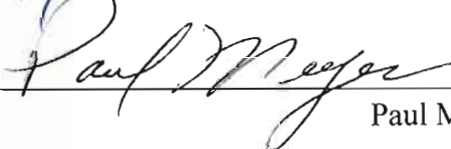
  
Patrick Ricketts – President

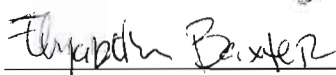
  
Linda Poole – Vice President

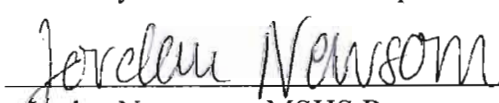
  
Mike Kennedy – Secretary


  
Dave Anderson – Treasurer

  
Mike Pate

  
Paul Meyer

  
Libby Baxter – MNHS Representative

  
Jordan Newsom – MSHS Representative

  
Kellie Ecklund – MWHS Representative

# BOARD OF EDUCATION SIGN IN

September 2, 2014

NAME:

REPRESENTING:

Dick Wilson	Resident of District
Doug Kagan	NE Taxpayers for Freedom
RICHARD KUSMIERSKI	Self
Victoria Kusmierski	self.
Don Hurlgan	self
Teresa Frazie	self
Calib Jay	troop 374
<del>Kurt Jay</del>	self
Bruce Jay Nord	Troop 374
Trystan Nord	Troop 374
Max Pemberton	troop 374
Stephanne Evans	Troop 374
Nathan Kucera	troop 374
Libby Baxter	Millard North HS.
Sellman Allerheiligen	Troop 374
Monica Allerheiligen	Troop 374
Jordan Newsom	Millard South HS

# BOARD OF EDUCATION SIGN IN

September 2, 2014

NAME:

REPRESENTING:

Diana Ruma	UNMC
Laura Grubb	UNMC
Charlie Lesser	Troop 374
Karen Ilg	UNMC
Jennifer Reid	MPS
Kyle Russell	Troop 374
Eric Russell	Troop 374
Coby Crawford	Troop 374
Colin Rawson	troop 374
Libby Cunningham	UNMC
Pat Schutte	MEA
Chad Cramer	Troop 374
Logan Mears	Troop 324



*BOARD OF EDUCATION*  
MEETING



*September 2, 2014*

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
6:00 P.M.  
**Budget Hearing 5:00 p.m.**  
Proposed FYE 2015 Budget  
Proposed FYE 2015 Property Tax Request

STROH ADMINISTRATION CENTER  
5606 SOUTH 147th STREET  
September 2, 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 for Special Board Meeting and Board of Education Meeting, August 18, 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
3. Report from Student Representatives

G. Unfinished Business

1. Approval of Policy 5710 – Student Services – Access to Student Records
2. Approval of Policy 5720 - Student Services – Records Retention and Disposition

H. New Business

1. Approval of Rule 5710.1 – Student Services – Student Records
2. Approval of Rule 5720.1 – Student Services – Records Retention and Disposition
3. Approval of 2015-2016 Millard Public Schools Poverty Plan
4. Approval of 2015-2016 Millard Public Schools Limited English Proficiency Plan
5. Approval of Lobbyist Professional Service Contract
6. Approval of Personnel Actions: Resignation

I. Reports

1. Enrollment Report
2. Leadership Development Report
3. Legislative Standing Positions Report
4. Open, Option and Within District Transfer Report
5. Student Services Report

J. Future Agenda Items/Board Calendar

1. Special Board of Education Meeting on Monday, September 8, 2014 at 6:00 p.m. at the Don Stroh Administration Center
2. Committee of the Whole Meeting on Monday, September 8, 2014 at 6:00 p.m. at the Don Stroh Administration Center

Board Meeting Agenda  
September 2, 2014  
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3. Board of Education Meeting on Monday, September 15, 2014 at 6:00 p.m. at the Don Stroh Administration Center
  4. Board of Education Meeting on Monday, October 6, 2014 at 6:00 p.m. at the Don Stroh Administration Center
  5. Strategic Planning on Thursday, October 16 and Friday, October 17, 2014 at the Ron Witt Support Services Center
  6. Board of Education Meeting on Monday, October 20, 2014 at 6:00 p.m. at the Don Stroh Administration Center
  7. Board of Education Meeting on Monday, November 3, 2014 at 6:00 p.m. at the Don Stroh Administration Center
  8. Committee of the Whole Meeting on Monday, November 10, 2014 at 6:00 p.m. at the Don Stroh Administration Center
  9. Board of Education Meeting on Monday, November 17, 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.

Budget Hearing 5:00 p.m.

Proposed FYE 2015 Budget

Proposed FYE 2015 Property Tax Request

STROH ADMINISTRATION CENTER

5606 SOUTH 147th STREET

September 2, 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 and Special Board of Education Meeting Minutes from August 18, 2014 (See enclosure.)

\*E.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills. (See enclosure.)

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

F.1. Superintendent's Comments

F.2. Board Comments/Announcements

F.3. Report from Student Representatives

G.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 5710 – Student Services – Access to Student Records (See enclosure.)

G.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 5720 – Student Services – Records Retention and Disposition (See enclosure.)

H.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5710.1 – Student Services – Student (See enclosure.)

H.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5720.1 – Student Services – Records Retention and Disposition (See enclosure.)

H.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the 2015-2016 Millard Public Schools Poverty Plan (See enclosure.)

H.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the 2015-2016 Millard Public Schools Limited English Proficiency Plan (See enclosure.)

H.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Lobbyist Professional Service Contract (See enclosure.)

H.6. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Actions: Resignation (See enclosure)



I. Reports

1. Enrollment Report
2. Leadership Development Report
3. Legislative Standing Positions Report
4. Open, Option and Within District Transfer Report
5. Student Services Report

J. Future Agenda Items/Board Calendar

1. Special Board of Education Meeting on Monday, September 8, 2014 at 6:00 p.m. at the Don Stroh Administration Center
2. Committee of the Whole Meeting at the Don Stroh Administration Center on Monday, September 8, 2014 directly following the Special Board Meeting
3. Board of Education Meeting on Monday, September 15, 2014 at 6:00 p.m. at the Don Stroh Administration Center
4. Board of Education Meeting on Monday, October 6, 2014 at 6:00 p.m. at the Don Stroh Administration Center
5. Strategic Planning on Thursday, October 16 and Friday, October 17, 2014 at the Ron Witt Support Services Center
6. Board of Education Meeting on Monday, October 20, 2014 at 6:00 p.m. at the Don Stroh Administration Center
7. Board of Education Meeting on Monday, November 3, 2014 at 6:00 p.m. at the Don Stroh Administration Center
8. Committee of the Whole Meeting on Monday, November 10, 2014 at 6:00 p.m. at the Don Stroh Administration Center
9. Board of Education Meeting on Monday, November 17, 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.

MILLARD PUBLIC SCHOOLS  
SCHOOL DISTRICT NO. 17

A meeting of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska was convened in open and public session at 6:00 p.m., Monday, August 18, 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 Friday, August 15, 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.

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

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

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

Pat Ricketts announced the proper time for public questions and comments on agenda items only. There was one request to speak on the budget. Mr. Ricketts called Marty Brown of 14818 Berry Circle to the podium to speak. Mr. Brown addressed the Board with concerns regarding the proposed budget.

Motion was made by Linda Poole, seconded by Paul Meyer, to approve the Board of Education Minutes from August 4, 2014, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Meyer, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against were: None. Motion carried.

**Superintendent's Comments:**

1. We had a very positive opening last week and appreciate the way staff and administrators welcomed students back to Millard Public Schools
2. It is time to cycle out laptop computers for Board members. By Board policy, members are offered the opportunity to purchase a computer based on the fair market value, should that be the desire. A two thirds majority vote is required by the board to authorize that purchase.
3. Dr. Sutfin continues to work on the financial situation and is meeting with key stakeholders. Last week he met with Senator Sullivan who is head of the Education Committee and will be meeting with Senator Adams, Speaker of the Legislature this week.
4. Next week Dr. Sutfin will be in Lincoln presenting our State Aide idea to the smaller Class A and larger class B school districts.
5. Next Thursday night is the first football game of the year and is between Millard North and Millard South. It is also a night we are going to showcase the Millard Public Schools Foundation. Many activities are being planned with the Foundation so we can spread the good word of what they do for the support of our school district.
6. We are currently studying the potential implementation of a ROTC program. The cost is very reasonable. We will continue with the application process to see whether or not it is something we can do in our school district. This would be another option and opportunity for students at a minimal cost.
7. The One World Dental Caremobile has been out in our school district and will continue to be here through the end of August. They will be serving around 90 students with dental issues.

**Board Comments:**

Paul Meyer: Mr. Meyer attended the State Board of Education meeting in Lincoln and brought up the 2.0 grade point average for athletes. Mr. Meyer reported that seven Board members were in attendance and six stated they were in favor of this requirement but did not state this publicly. Mr. Meyer also stated that he is in favor of the ROTC program.

Board of Education Minutes  
August 18, 2014  
Page 2

Mike Kennedy:

Mr. Kennedy commented on Dr. Sutfin's visibility throughout the District since school started. He thinks this is very positive and heard comments from staff that they enjoyed seeing him in the buildings so early in the school year. Mr. Kennedy also told Dr. Sutfin and Nolan Beyer to keep up the good work with the Legislative people and in making contact with the Senators involved in education.

Linda Poole:

Mrs. Poole is in favor of the ROTC program and said this would be a wonderful opportunity for some of the Millard students.

Dave Anderson:

Dave Anderson thanked Dr. Sutfin for looking into the ROTC program. Mr. Anderson said he also appreciates Heidi Weaver at Millard South for stepping up to host this program. Also, Mr. Anderson attended the NASB Board meeting. Topic of discussion was the Nebraska Whole Child project and the vision of this program. It is about improved health and wellness for kids throughout the state of Nebraska and how this can affect student achievement. Mr. Anderson thinks that this is something that Millard should look into. Dave also thanked Marty Brown for his earlier comments concerning the budget and promised the Board would get back to him regarding his questions.

Pat Ricketts:

Mr. Ricketts thanked Marty Brown for his questions and concerns in addressing the Board and that tonight was an opportunity to listen to Mr. Fossen and his team's presentation on the budget. Mr. Ricketts promised to respond to Mr. Brown's concerns also. Pat Ricketts stated that he is in favor of exploring the ROTC program and thinks this would align well with Millard's mission statement and strategic plan to get students college and career ready.

#### **New Business:**

Motion by Dave Anderson and seconded by Linda Poole to move that the District's FYE 14 Bond Fund Budget be amended to provide for an increase of \$14,000,000 in both "disbursements" and "resources" as noted in the Notice of Budget Hearing and Budget Summary Amendment which is, by this reference, incorporated in its entirety into this motion. *Mr. Meyer asked where the \$14,000,000 came from. Mr. Fossen responded that this was a refunding of our bonds and that this allows us to take advantage of a lower interest rate for a cost savings. Mr. Anderson pointed out that we save tax payers significant amounts of money when we do this and this time we saved \$1,500,000.* Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Anderson, Mr. Ricketts and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve the Superintendent's Goals for 2014-2015. *Dave Anderson thanked Pat Ricketts for the process in creating Dr. Sutfin's goals. Mr. Ricketts commented that the first Goal is the transition plan and the tie in to social media. He feels this is going well.* Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole to approve Personnel Actions: Recommended for Hire: Jennifer M. Crum, Tonya S. Filleman, Matthew J. Geerts, Teresa A. Martindale, Lula K. McCaskill, Michael J. Mixan, Amanda J. Robinson, Ashley M. Roth, Molly R. Schacher, Roger G. Scribner. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy and Mr. Meyer. Voting against was: None. Motion carried.

#### **Reports:**

Enrollment Report (3<sup>rd</sup> day count): Tami Williams explained that the 3<sup>rd</sup> day count is the actual number of students in the building on that day. Dr. Williams stated that the numbers are close to what they were last year. Class sizes, staffing and para support were discussed at length between Board members and Kevin Chick. Dr. Sutfin pointed out that two classes were reduced this year (one at Abbott and one at Ezra) to eliminate over-crowding at Millard North in the future. Mr. Chick stated he will have official numbers in the Personnel Report in the near future.

FYE 15 Budget Report: Ken Fossen presented the board with information related to the preparation of the budget for the coming fiscal year (i.e., FYE15). Among other things, the presentation noted (1) that there has been very little change in property valuations in the District over the past five years, (2) that the total property tax levy remained unchanged for six years until it was increased two cents last year to pay for newly issued bonds, (3) that student enrollment appears to be plateauing, (4) that the building fund reserves used to pay for capital projects and technology replacements were declining significantly, (5) that the District has the lowest cost per pupil in the state, (6) that the learning community financing system has been beneficial to the District since its inception, and (7) that subsequent to the last budget meeting with the board, one million dollars was reduced from the proposed general fund budget in order to avoid reducing the cash reserve.

The board discussed various matters related to the proposed budget. The most time was spent discussing the issue of a possible increase of up to two cents in the levy for the building fund. The increase, if adopted, would be used to reduce the decline in the building fund reserves. These reserves are currently being used to purchase replacement equipment in technology and to pay for previously issued certificates of participation (COPs) related to the purchase and renovation of the District's technology center (i.e., RWSSC). In the past, the District included technology equipment replacements in its bond issues, however, this practice was discontinued in the latest bond issue. As a result, the replacements are now being made via the building fund reserves.

Everyone was reminded that the public hearings related to the FYE15 budget have been rescheduled to Tuesday, September 2<sup>nd</sup> at 5:00 p.m. with final board action taken on the proposed budget on Monday, September 8<sup>th</sup> at 6:00 p.m.

Mr. Ricketts received two requests to speak on non-agenda items.

John Lesley of 7906 S. 162 Avenue was called to the podium to speak. Mr. Lesley had concerns on the length of time his child rides the bus each day and would like this time reduced. Mr. Ricketts stated that the Board would have this matter looked in to and would respond back to him.

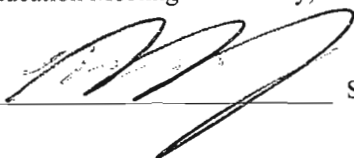
Robert Chapman of 9773 Ohio Street was called to the podium to speak. Mr. Chapman is a negotiator for the Local 226. He came to thank Ken Fossen, Duncan Young, Chad Meisgeier and Bob Snowden for working collectively to come up with a contractual agreement that benefits everyone concerned.

Last comment before adjournment: Dave Anderson stated that he will not be able to attend the September 2<sup>nd</sup> meeting.

The Board of Education meeting was adjourned.

**Future Agenda Items/Board Calendar:**

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



Secretary, Mike Kennedy

MILLARD PUBLIC SCHOOLS FYE14 BUDGET AMENDMENT  
PUBLIC BUDGET HEARING  
AUGUST 18, 2014

At 6:00 p.m. Pat Ricketts opened the public hearing.

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

Linda Poole made a motion to excuse Mike Pate from the meeting, seconded by Mike Kennedy. Voting in favor of said motion was: Mr. Meyer, Mr. Anderson, Mr. Ricketts, Mrs. Poole & Mr. Kennedy. Voting against were: None. Motion carried.

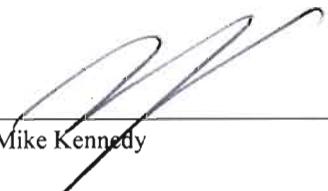
President, Pat Ricketts, announced that the open meetings laws are posted and available for public inspection.

Mr. Fossen discussed with the board the need to amend the bond budget to account for the refunding of \$14 million bonds during the current fiscal year (i.e., FYE14). The amendment required an equal increase in both receipts and expenditures, thus resulting in no impact on the property tax levy. The District realized a savings of over one million dollars as a result of the refunding.

Mr. Ricketts had no requests to be heard on this issue and asked for a motion to adjourn the meeting.

Dave Anderson made a motion to adjourn the meeting, seconded by Mike Kennedy. Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Anderson and Mr. Ricketts. Voting against were: None. Motion carried.

The Public Hearing meeting was adjourned.

  
\_\_\_\_\_  
Secretary, Mike Kennedy

# **Millard Public Schools**

**September 2, 2014**

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415751	08/14/2014	108351	AIRGAS INC	\$347.92
	415752	08/14/2014	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$123.05
	415753	08/14/2014	102430	AMI GROUP INC	\$765.00
	415754	08/14/2014	069689	AMSAN LLC	\$64,052.63
	415755	08/14/2014	072250	B G PETERSON COMPANY	\$2,112.00
	415756	08/14/2014	138054	BAXTER FORD INC	\$1,057.65
	415757	08/14/2014	138410	BLACKBOARD INC	\$150.00
	415759	08/14/2014	026057	CONTROL MASTERS INC	\$237.50
	415761	08/14/2014	108436	COX COMMUNICATIONS INC	\$10,510.89
	415762	08/14/2014	108436	COX COMMUNICATIONS INC	\$23,193.64
	415763	08/14/2014	108436	COX COMMUNICATIONS INC	\$41.16
	415764	08/14/2014	027300	CUMMINS CENTRAL POWER LLC	\$334.26
	415765	08/14/2014	138477	MIDWEST HARDWOODS	\$188.43
	415766	08/14/2014	033473	DIETZE MUSIC HOUSE INC	\$639.68
	415767	08/14/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$201.12
	415768	08/14/2014	038100	ELECTRICAL ENGINEERING & EQPT CO	\$510.90
	415769	08/14/2014	038140	ELECTRONIC SOUND INC.	\$96.52
	415771	08/14/2014	040537	FERGUSON ENTERPRISES INC	\$3,495.15
	415772	08/14/2014	044950	GRAINGER INDUSTRIAL SUPPLY	\$166.73
	415774	08/14/2014	139211	AGILE SPORTS TECHNOLOGIES INC	\$400.00
	415775	08/14/2014	137426	HUGHES MULCH PRODUCTS LLC	\$7,000.00
	415776	08/14/2014	049844	HYDRONIC ENERGY INC	\$373.50
	415777	08/14/2014	130994	JOHNSON CONTROLS INC	\$5,231.52
	415778	08/14/2014	135156	LAWSON PRODUCTS INC	\$879.97
	415779	08/14/2014	059470	LIEN TERMITE & PEST CONTROL INC	\$228.00
	415780	08/14/2014	060111	LOVELESS MACHINE & GRINDING	\$497.10
	415781	08/14/2014	133505	SUSAN MARLATT	\$144.00
	415782	08/14/2014	130548	NCS PEARSON INC	\$267.76
	415783	08/14/2014	068415	NEBRASKA COUNCIL OF SCHOOL	\$185.00
	415784	08/14/2014	070245	OHARCO DISTRIBUTORS	\$166.64
	415785	08/14/2014	134725	OMAHA CASING CO INC	\$339.00
	415786	08/14/2014	071040	OMAHA WINNELSON COMPANY	\$803.45
	415787	08/14/2014	140408	O'REILLY AUTO ENTERPRISES LLC	\$254.54
	415788	08/14/2014	131610	PATRICIA D BUFFUM	\$520.00
	415789	08/14/2014	139940	CA ENTERPRISES INC	\$1,250.88
	415790	08/14/2014	133745	PRIMEX WIRELESS INC	\$500.52
	415791	08/14/2014	132713	PROTEX CENTRAL INC	\$180.00
	415792	08/14/2014	133917	RADIO ENGINEERING INDUSTRIES INC	\$4,059.00



## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415793	08/14/2014	079440	ROSENBAUM ELECTRIC INC	\$14,670.73
	415794	08/14/2014	082100	SCHOLASTIC INC	\$263.67
	415795	08/14/2014	082910	SECURITY EQUIPMENT INC	\$5,408.70
	415796	08/14/2014	083188	SHIFFLER EQUIPMENT SALES, INC.	\$3,378.38
	415797	08/14/2014	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	\$296.60
	415799	08/14/2014	139843	STUDENT TRANSPORATION NEBRASKA INC	\$41,994.92
	415800	08/14/2014	133300	TALX UC EXPRESS	\$737.00
	415802	08/14/2014	133969	TENNANT SALES & SERVICE COMPANY	\$7,688.94
	415803	08/14/2014	089574	TOTAL MARKETING INC	\$2,129.81
	415804	08/14/2014	106364	TRANE US INC	\$650.00
	415805	08/14/2014	106493	TRITZ PLUMBING, INC.	\$10,542.33
	415806	08/14/2014	139511	UNITED REFRIGERATION INC	\$696.50
	415807	08/14/2014	090900	UNIVERSITY PUB INC	\$10,788.95
	415808	08/14/2014	138661	USA-CLEAN INC	\$3,424.57
	415809	08/14/2014	138046	AUTO LUBE INC	\$38.23
	415810	08/14/2014	135863	RUDOLPH A VLCEK III	\$62.50
	415811	08/14/2014	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$15,591.06
	415812	08/14/2014	095355	WOODWORKERS SUPPLY, INC.	\$122.74
	415829	08/21/2014	140391	ALLY FINANCIAL INC	\$788.00
	415830	08/21/2014	107651	AMAZON.COM INC	\$11.61
	415832	08/21/2014	140298	AMPLIFY EDUCATION INC	\$2,365.20
	415833	08/21/2014	012590	HOLLAND USA INC	\$86.59
	415834	08/21/2014	099646	BARNES AND NOBLE BOOKSTORE	\$580.62
	415835	08/21/2014	018705	HAIAR & HAIAR INC	\$295.35
	415836	08/21/2014	099220	DICK BLICK CO	\$17.28
	415838	08/21/2014	134043	MALCOLM CHAI	\$177.84
	415839	08/21/2014	026057	CONTROL MASTERS INC	\$194.78
	415840	08/21/2014	108436	COX COMMUNICATIONS INC	\$132.62
	415841	08/21/2014	108436	COX COMMUNICATIONS INC	\$19.51
	415843	08/21/2014	136517	WILLIAM DAUGHTRIDGE	\$459.57
	415844	08/21/2014	032800	DEMCO INC	\$72.01
	415847	08/21/2014	100951	DYNA-KLEEN SERVICES INC	\$550.00
	415849	08/21/2014	056724	FEDEX OFFICE AND PRINT SERVICES INC	\$60.00
	415850	08/21/2014	136097	ANN GAPINSKI	\$43.45
	415851	08/21/2014	044891	GOPHER	\$650.46
	415852	08/21/2014	133570	KAREN GOUGHNOUR	\$30.01
	415853	08/21/2014	136821	TIVOLI HOTEL LLC	\$94.00
	415854	08/21/2014	101931	HANCOCK FABRICS	\$12.04

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415855	08/21/2014	138385	FLAMINA HARRISON	\$647.27
	415856	08/21/2014	132531	TERRY HOULTON	\$924.24
	415857	08/21/2014	130283	KARA HUTTON	\$33.64
	415858	08/21/2014	133397	HY-VEE INC	\$273.28
	415859	08/21/2014	051843	INTEGRITY ARCHITECTURAL MILLWORK	\$392.79
	415860	08/21/2014	102451	INTERNATIONAL BACCALAUREATE	\$1,458.00
	415861	08/21/2014	100928	J W PEPPER & SON INC.	\$655.59
	415862	08/21/2014	133562	DARYL JAHN	\$103.64
	415863	08/21/2014	138545	LEARNING HEADQUARTERS LLC	\$158.28
	415864	08/21/2014	131586	LYMM CONSTRUCTION CO.	\$41,925.00
	415865	08/21/2014	139237	MICHAEL C MCCAULEY	\$6,195.00
	415866	08/21/2014	135153	KRISTEN MCKENNEY	\$49.49
	415867	08/21/2014	136467	MITCHELL MENTZER	\$586.88
	415869	08/21/2014	140412	MICHAEL S SMITH	\$500.00
	415872	08/21/2014	137316	MICHAEL NELLIS	\$50.00
	415874	08/21/2014	100013	OFFICE DEPOT 84133510	\$6,510.83
	415875	08/21/2014	102699	PEARSON EDUCATION	\$3,560.65
	415876	08/21/2014	082652	PEARSON EDUCATION	\$28.08
	415877	08/21/2014	072785	PLANK ROAD PUBLISHING INC	\$107.25
	415878	08/21/2014	133745	PRIMEX WIRELESS INC	\$28.85
	415880	08/21/2014	078420	RAWSON & SONS ROOFING, INC.	\$31,801.00
	415881	08/21/2014	109810	BETHANY RAY	\$170.23
	415883	08/21/2014	136847	RIVERSIDE TECHNOLOGIES INC	\$378.00
	415884	08/21/2014	135300	LINDSAY ROGERS	\$34.00
	415885	08/21/2014	081695	VWR INTERNATIONAL LLC	\$751.48
	415887	08/21/2014	083175	SHEPPARD'S BUSINESS INTERIORS	\$2,058.56
	415888	08/21/2014	133949	SKAR ADVERTISING	\$750.00
	415889	08/21/2014	083950	SOCIAL STUDIES SCHOOL SERVICE	\$369.32
	415891	08/21/2014	100584	STAHL'S ID DIRECT	\$204.17
	415892	08/21/2014	088709	AMERICAN EAGLE COMPANY INC	\$59.31
	415893	08/21/2014	135006	STEVE THRONE	\$217.25
	415894	08/21/2014	140314	GEMMY INDUSTRIES CORP	\$387.65
	415896	08/21/2014	094174	WEST MUSIC CO INC	\$749.50
	415897	08/21/2014	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$1,246.65
	415898	08/21/2014	094751	DEBBY WHITAKER	\$138.71
	415899	08/21/2014	135890	YOUTH FRONTIERS INC	\$2,125.00
	415900	08/21/2014	139278	ZONAR SYSTEMS INC	\$1,621.64
	415902	08/27/2014	107651	AMAZON.COM INC	\$59.10

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415903	08/27/2014	011651	AMERICAN EXPRESS	\$4,200.44
	415905	08/27/2014	136956	RAYMOND J SAVARD	\$3,000.00
	415906	08/27/2014	140427	AILEEN M AVILES	\$530.00
	415908	08/27/2014	136308	INTERSTATE STUDIO & PUBLISHING CO	\$777.00
	415909	08/27/2014	133589	CDW GOVERNMENT, INC.	\$2,309.40
	415914	08/27/2014	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$68.00
	415915	08/27/2014	100013	OFFICE DEPOT 84133510	\$90.54
	415916	08/27/2014	072200	PERFECTION LEARNING CORP.	\$790.72
	415917	08/27/2014	073610	CRABER GBF INC	\$323.20
	415918	08/27/2014	102241	PYRAMID SCHOOL PRODUCTS	\$33,345.84
	415919	08/27/2014	078390	RM ACQUISITION LLC	\$74.95
	415921	08/27/2014	139827	MATTHEW SCOTT	\$318.08
	415923	08/27/2014	090678	UNISOURCE WORLDWIDE INC	\$4,181.40
	415924	09/02/2014	010040	A & D TECHNICAL SUPPLY CO INC	\$520.65
	415926	09/02/2014	138695	ABLE ENGRAVERS INC	\$236.00
	415927	09/02/2014	010298	ACCUCUT LLC	\$245.00
	415928	09/02/2014	133402	KAREN ADAMS	\$19.54
	415929	09/02/2014	108351	AIRGAS INC	\$179.77
	415930	09/02/2014	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$855.00
	415931	09/02/2014	010884	FRANCE ALBANESI	\$280.50
	415932	09/02/2014	136365	ALEGENT CREIGHTON HEALTH SPORTS MED	\$5,750.00
	415933	09/02/2014	132788	ALFRED PUBLISHING CO INC	\$199.18
	415934	09/02/2014	010946	JEFFREY ALFREY	\$216.72
	415936	09/02/2014	136400	ALPINE KILNS & EQUIPMENT LLC	\$2,471.55
	415937	09/02/2014	107651	AMAZON.COM INC	\$79.06
	415938	09/02/2014	135652	AMERICAN ORFF-SCHULWERK ASSN	\$85.00
	415939	09/02/2014	101779	AMERICAN SCHOOL COUNSELOR ASSOC	\$129.00
	415941	09/02/2014	138205	AMERICAN WOODCRAFTERS SUPPLY CO	\$419.70
	415942	09/02/2014	133978	AMERICINN LODGE & SUITES	\$188.82
	415943	09/02/2014	102430	AMI GROUP INC	\$4,065.00
	415944	09/02/2014	140411	SCOMAC INC	\$410.71
	415946	09/02/2014	131265	JILL ANDERSON	\$107.52
	415947	09/02/2014	012989	APPLE COMPUTER INC	\$22,760.00
	415949	09/02/2014	106436	AQUA-CHEM INC	\$2,048.21
	415950	09/02/2014	013105	ARBOR SCIENTIFIC	\$546.79
	415951	09/02/2014	013209	ART STUDIO CLAY COMPANY	\$2,564.33
	415952	09/02/2014	136332	DEBRA ASHMORE	\$126.00
	415953	09/02/2014	067801	ASSOCIATION MIDDLE LEVEL EDUCATION	\$99.97

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415954	09/02/2014	102727	B & H PHOTO	\$319.56
	415955	09/02/2014	131418	B STREET COLLISION CENTER	\$3,344.69
	415956	09/02/2014	135852	COLLEEN BALLARD	\$54.00
	415957	09/02/2014	099943	BANKS SCHOOL SUPPLY INC	\$84.97
	415958	09/02/2014	140392	BARCLAY WOOD TOYS & BLOCKS INC	\$307.37
	415959	09/02/2014	139846	EILEEN BARKS	\$191.52
	415960	09/02/2014	099646	BARNES AND NOBLE BOOKSTORE	\$694.60
	415961	09/02/2014	107979	LORI BARTELS	\$281.40
	415962	09/02/2014	139222	DUFF BARTEN-SHAZAM	\$119.84
	415963	09/02/2014	133353	JULIE BARTHOLOMEW	\$89.50
	415964	09/02/2014	133359	TERA BASS	\$80.00
	415965	09/02/2014	099749	BAUDVILLE INC	\$261.00
	415966	09/02/2014	138054	BAXTER FORD INC	\$2,246.64
	415968	09/02/2014	131313	BERGMAN INCENTIVES INC	\$1,089.50
	415969	09/02/2014	132390	STEVEN BESCH	\$887.00
	415970	09/02/2014	131843	BEST CARE EMPLOYEE ASSISTANCE PROG	\$44,516.00
	415971	09/02/2014	134945	NOLAN BEYER	\$157.92
	415972	09/02/2014	140363	BIOMEDIA ASSOCIATES LLC	\$122.00
	415973	09/02/2014	132976	BIO-RAD LABORATORIES	\$231.00
	415974	09/02/2014	019111	BISHOP BUSINESS EQUIPMENT	\$1,215.23
	415975	09/02/2014	139321	BIZCO INC	\$196.00
	415976	09/02/2014	138410	BLACKBOARD INC	\$16,364.01
	415977	09/02/2014	136105	BLAND & ASSOCIATES PC	\$700.00
	415978	09/02/2014	099220	DICK BLICK CO	\$1,545.12
	415979	09/02/2014	132124	JASON BOATWRIGHT	\$17.94
	415980	09/02/2014	130899	KIMBERLY BOLAN	\$83.44
	415982	09/02/2014	019559	BOUND TO STAY BOUND BOOKS INC	\$2,668.71
	415983	09/02/2014	132888	MICHELLE BOYD	\$96.60
	415984	09/02/2014	139457	SHAUNA BOYLE	\$27.97
	415985	09/02/2014	134129	BRAINPOP LLC	\$205.00
	415986	09/02/2014	130290	LINDA BREWER	\$119.40
	415988	09/02/2014	136308	INTERSTATE STUDIO & PUBLISHING CO	\$3,098.00
	415990	09/02/2014	023970	CAROLINA BIOLOGICAL SUPPLY CO	\$1,093.36
	415991	09/02/2014	132428	JENNIFER CARSON	\$2,097.66
	415992	09/02/2014	131158	CURTIS CASE	\$306.82
	415993	09/02/2014	133970	CCS PRESENTATION SYSTEMS	\$113.09
	415994	09/02/2014	133589	CDW GOVERNMENT, INC.	\$7,377.48
	415995	09/02/2014	024260	CENTER TROPHY COMPANY	\$33.94

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	415996	09/02/2014	065420	CENTRAL MIDDLE SCHOOL	\$250.00
	415997	09/02/2014	100756	THE AMERICAN CERAMICS SOCIETY	\$47.95
	415998	09/02/2014	135263	DANA CHAMBERLAIN	\$140.94
	415999	09/02/2014	106836	KEVIN J CHICK	\$239.20
	416000	09/02/2014	139924	CHOICE SOLUTIONS LLC	\$6,202.00
	416001	09/02/2014	137629	MEGAN CHRISTENSEN	\$24.52
	416002	09/02/2014	099222	SCHOOL SPECIALTY INC	\$652.75
	416003	09/02/2014	025235	DALE CLAUSEN	\$190.96
	416004	09/02/2014	136774	NANCY J ASHMORE	\$1,020.00
	416005	09/02/2014	022701	SHARON COMISAR-LANGDON	\$27.44
	416007	09/02/2014	136791	COMPUTYPE INC	\$820.80
	416008	09/02/2014	139891	MARY CONNELL	\$73.92
	416010	09/02/2014	026057	CONTROL MASTERS INC	\$45.31
	416012	09/02/2014	135935	JULIA LORENZ COOK	\$38.11
	416013	09/02/2014	132170	CORMACI CONSTRUCTION INC	\$7,049.40
	416015	09/02/2014	137883	DELTA EDUCATION LLC	\$94.08
	416016	09/02/2014	017611	ANGELA CRAFT	\$219.19
	416018	09/02/2014	140419	JENNIFER CRUM	\$295.25
	416019	09/02/2014	106893	WICHITA WATER CONDITIONING INC	\$53.18
	416020	09/02/2014	027300	CUMMINS CENTRAL POWER LLC	\$334.26
	416021	09/02/2014	139811	ANDREW CUNNINGHAM	\$218.36
	416022	09/02/2014	027345	CURRICULUM ASSOCIATES INC	\$50.94
	416023	09/02/2014	100577	CURTIS 1000 INC	\$35.50
	416024	09/02/2014	130731	D & D COMMUNICATIONS	\$439.49
	416026	09/02/2014	132671	JEAN DAIGLE	\$38.08
	416027	09/02/2014	131003	DAILY RECORD	\$980.10
	416029	09/02/2014	032497	CHERYL DECKER	\$184.24
	416030	09/02/2014	099249	DELTA EDUCATION LLC	\$378.56
	416031	09/02/2014	032872	DENNIS SUPPLY COMPANY	\$227.95
	416032	09/02/2014	140403	ERIC DEPUE	\$66.08
	416033	09/02/2014	137331	BASTIAN DERICHS	\$8.51
	416034	09/02/2014	106319	DES MOINES STAMP MANUFACTURING	\$111.25
	416035	09/02/2014	139735	KIMBERLY DEWISPELARE	\$29.80
	416036	09/02/2014	136181	MARY DICKERSON	\$536.76
	416038	09/02/2014	033466	DIDAX INC	\$948.91
	416039	09/02/2014	033473	DIETZE MUSIC HOUSE INC	\$1,623.48
	416041	09/02/2014	132669	DIGITAL DOT SYSTEMS INC	\$128.00
	416042	09/02/2014	136179	DIGITAL EXPRESS INC	\$138.24

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	416044	09/02/2014	099552	DISCOUNT SCHOOL SUPPLY	\$1,215.98
	416047	09/02/2014	108120	DOUGLAS COUNTY SHERIFF	\$4,930.50
	416049	09/02/2014	102791	ERIC ARMIN INC	\$205.71
	416050	09/02/2014	138426	KELLY EALY	\$31.86
	416051	09/02/2014	052370	ECHO ELECTRIC SUPPLY CO	\$1,502.42
	416052	09/02/2014	132240	EDUCATION LOGISTICS, INC	\$525.00
	416054	09/02/2014	037526	EDUCATIONAL SERVICE UNIT #6	\$70.00
	416055	09/02/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$83.39
	416056	09/02/2014	038023	EGAN SUPPLY COMPANY	\$28.80
	416057	09/02/2014	038100	ELECTRICAL ENGINEERING & EQPT CO	\$3,313.13
	416058	09/02/2014	038140	ELECTRONIC SOUND INC.	\$470.90
	416059	09/02/2014	102286	ELECTRONIX EXPRESS	\$364.32
	416060	09/02/2014	130096	VIANN ELLIOTT	\$37.49
	416061	09/02/2014	131007	ELMAN & CO INC	\$210.00
	416062	09/02/2014	132281	JULIE ELVERS	\$171.55
	416063	09/02/2014	132066	ENGINEERED CONTROLS INC	\$471.00
	416064	09/02/2014	138390	SCHOOL SPECIALTY INC	\$126.28
	416065	09/02/2014	109066	TED ESSER	\$211.68
	416066	09/02/2014	035610	A DAIGGER & CO INC	\$11.01
	416067	09/02/2014	139198	ETC MONTESSORI LLC	\$2,835.80
	416068	09/02/2014	139249	EVENTIVE MARKETING LLC	\$1,716.00
	416070	09/02/2014	131927	RLB ENTERPRISE LLC	\$147.00
	416071	09/02/2014	132699	FATHER FLANAGANS BOYS HOME	\$74.00
	416072	09/02/2014	139472	MATTHEW FEDDE	\$9.86
	416073	09/02/2014	056724	FEDEX OFFICE AND PRINT SERVICES INC	\$1,198.41
	416074	09/02/2014	131826	ALICIA FEIST	\$57.46
	416075	09/02/2014	040470	MARK FELDHAUSEN	\$2.68
	416076	09/02/2014	040537	FERGUSON ENTERPRISES INC	\$2,422.03
	416077	09/02/2014	133919	FILTER SHOP INC	\$3,275.89
	416078	09/02/2014	133960	FIREGUARD INC	\$3,036.89
	416079	09/02/2014	040902	FIRST NATIONAL BANK TRUST DEPT	\$700.00
	416080	09/02/2014	040919	FISHER SCIENTIFIC	\$1,459.77
	416081	09/02/2014	041086	FLINN SCIENTIFIC INC	\$2,524.39
	416082	09/02/2014	101070	FLUKE ELECTRONICS CORPORATION	\$56,425.40
	416083	09/02/2014	041098	FOLLETT SCHOOL SOLUTIONS INC	\$984.27
	416084	09/02/2014	041146	KENNETH FOSSEN	\$547.67
	416085	09/02/2014	131565	GARTNER & ASSOCIATES CO, INC.	\$446.00
	416086	09/02/2014	137543	MEGAN GEERTS	\$11.03

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	416087	09/02/2014	138339	GENESIS EDUCATION INC	\$308.50
	416088	09/02/2014	133607	GIBBS M SMITH INC	\$20,493.00
	416089	09/02/2014	106660	GLASSMASTERS INC	\$5,852.39
	416090	09/02/2014	140046	ELIZABETH GLENN	\$21.57
	416091	09/02/2014	044891	GOPHER	\$8,022.02
	416092	09/02/2014	044950	GRAINGER INDUSTRIAL SUPPLY	\$4,062.49
	416093	09/02/2014	136508	ERIC GRANDGENETT	\$307.00
	416094	09/02/2014	139949	GRAPHIC TECHNOLOGIES INC	\$1,398.87
	416095	09/02/2014	099888	GRAYBAR ELECTRIC COMPANY INC	\$199.35
	416096	09/02/2014	136046	JODI GROSSE	\$53.87
	416097	09/02/2014	139027	ANTHONY W GUTIERREZ	\$50.00
	416098	09/02/2014	139526	RACHEL HALL	\$36.00
	416099	09/02/2014	131067	HANDWRITING WITHOUT TEARS	\$1,140.70
	416101	09/02/2014	056820	HARRY A KOCH COMPANY	\$137,294.00
	416102	09/02/2014	139347	CHERYL HEADLEY	\$87.64
	416103	09/02/2014	108273	MARGARET HEBENSTREIT PT	\$62.16
	416104	09/02/2014	109808	CHERYL HEIMES	\$85.59
	416105	09/02/2014	048517	GREENWOOD PUBLISHING GROUP INC	\$5,603.09
	416106	09/02/2014	108478	DAVID HEMPHILL	\$89.00
	416107	09/02/2014	132423	HEWLETT PACKARD CO	\$2,238.00
	416108	09/02/2014	139305	JUSTIN HIGGINS	\$198.34
	416109	09/02/2014	139302	SHAWN HOPPE	\$38.00
	416111	09/02/2014	049600	HOUCHE BINDERY LTD	\$487.25
	416112	09/02/2014	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$220,254.79
	416113	09/02/2014	109836	AMY HOULTON	\$73.92
	416114	09/02/2014	132531	TERRY HOULTON	\$1,477.17
	416115	09/02/2014	137426	HUGHES MULCH PRODUCTS LLC	\$11,840.00
	416116	09/02/2014	049723	HUMAN RELATIONS MEDIA	\$219.89
	416117	09/02/2014	101032	HUSKER MIDWEST PRINTING	\$6,864.00
	416118	09/02/2014	140112	JASON ALLEN DEWATER	\$160.00
	416119	09/02/2014	138779	IMAGINE EASY SOLUTIONS LLC	\$499.80
	416120	09/02/2014	135502	INDOFF, INC.	\$554.57
	416121	09/02/2014	051843	INTEGRITY ARCHITECTURAL MILLWORK	\$101.00
	416122	09/02/2014	102451	INTERNATIONAL BACCALAUREATE	\$8,602.00
	416123	09/02/2014	F03011	INTERNATIONAL BACCALAUREATE ORG.	\$231.89
	416124	09/02/2014	100928	J W PEPPER & SON INC.	\$3,026.99
	416126	09/02/2014	136953	JSDO 1 LLC	\$205.41
	416127	09/02/2014	135735	GEORGE JELKIN	\$2.68



## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	416128	09/02/2014	132340	JENNIFER JEROME	\$11.79
	416129	09/02/2014	054500	JOHNSON HARDWARE CO LLC	\$77.19
	416130	09/02/2014	139349	TERRIN DORATHY	\$54.43
	416131	09/02/2014	059573	NANCY JOHNSTON	\$12.32
	416132	09/02/2014	108171	CANDY JONES	\$88.23
	416133	09/02/2014	140074	JOURNEYED.COM INC	\$238.09
	416134	09/02/2014	026300	JP COOKE COMPANY	\$169.77
	416135	09/02/2014	139822	JENNIFER KALINOWSKI HOBBS	\$100.00
	416138	09/02/2014	056215	KAPLAN EARLY LEARNING CO	\$755.78
	416139	09/02/2014	140420	SAMIR KARAJIC	\$3.42
	416140	09/02/2014	056276	KELVIN LP	\$473.48
	416141	09/02/2014	056550	MARK LEVINE	\$724.95
	416142	09/02/2014	134284	KIEWIT MIDDLE SCHOOL	\$127.20
	416143	09/02/2014	139301	REBECCA KLEEMAN WEYANT	\$965.51
	416144	09/02/2014	109136	KLOCKIT	\$483.18
	416145	09/02/2014	132264	MICHELLE KLUG	\$187.00
	416146	09/02/2014	138812	KNOWLEDGENET ENTERPRISES LLC	\$4,490.00
	416147	09/02/2014	136285	MICHELLE KRAFT	\$8.96
	416148	09/02/2014	139145	MEDIMEDIA USA INC	\$105.39
	416149	09/02/2014	139834	AUDRIE KREPCIK	\$100.00
	416150	09/02/2014	140015	MALINDA KROLL	\$16.00
	416151	09/02/2014	133923	KUBAT PHARMACY/HEALTHCARE	\$586.36
	416152	09/02/2014	137385	JOSEPH KUEHL	\$26.04
	416153	09/02/2014	137010	CHRISTINA LAGRONE	\$28.06
	416155	09/02/2014	099217	LAKESHORE LEARNING MATERIALS	\$7,418.05
	416157	09/02/2014	136518	JANET LARSON	\$178.64
	416160	09/02/2014	135156	LAWSON PRODUCTS INC	\$2,407.99
	416161	09/02/2014	130326	LEARNING LINKS USA INC	\$2,078.25
	416162	09/02/2014	130792	LEARNING RESOURCES	\$62.92
	416163	09/02/2014	059470	LIEN TERMITE & PEST CONTROL INC	\$38.00
	416164	09/02/2014	059560	MATHESON TRI-GAS INC	\$506.38
	416165	09/02/2014	133027	TRACY LOGAN	\$156.35
	416166	09/02/2014	059866	STACY LONGACRE	\$228.75
	416167	09/02/2014	060023	NEBRASKA SPORTS INDUSTRIES INC.	\$592.17
	416168	09/02/2014	060111	LOVELESS MACHINE & GRINDING	\$42.00
	416169	09/02/2014	060125	LUCKS MUSIC LIBRARY INC	\$593.46
	416171	09/02/2014	138512	CAROL LUNZMAN	\$24.81
	416173	09/02/2014	140184	STEPHEN MAINELLI	\$145.26

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	416174	09/02/2014	137281	DMG INC	\$94.73
	416175	09/02/2014	101167	MARKERBOARD PEOPLE	\$204.27
	416176	09/02/2014	108052	MAX I WALKER	\$896.91
	416178	09/02/2014	139237	MICHAEL C MCCAULEY	\$3,000.00
	416180	09/02/2014	140110	GEORGIA HOLDINGS INC	\$2,323.37
	416181	09/02/2014	132598	MCMASTER-CARR	\$36.01
	416182	09/02/2014	102560	MEDCO SUPPLY COMPANY	\$7,077.95
	416183	09/02/2014	140414	MEMORY BOOK ACQUISITION LLC	\$5,987.50
	416184	09/02/2014	064600	METAL DOORS & HARDWARE COMPANY INC	\$847.00
	416186	09/02/2014	133403	AMERICAN NATIONAL BANK	\$11,658.50
	416187	09/02/2014	136596	MARIA MEYERS	\$71.82
	416188	09/02/2014	102870	MIDLAND COMPUTER INC	\$15,287.80
	416189	09/02/2014	132113	MID-PLAINS INSULATION	\$519.36
	416190	09/02/2014	101068	MIDWEST BOX COMPANY	\$60.50
	416191	09/02/2014	010412	MIDWEST DISTRIBUTING CORP.	\$336.50
	416192	09/02/2014	064950	MIDWEST METAL WORKS INC	\$150.00
	416193	09/02/2014	101274	MIDWEST SPECIAL INSTRUMENTS CORP	\$688.63
	416194	09/02/2014	065200	MIDWEST SHOP SUPPLIES INC	\$404.02
	416195	09/02/2014	065400	MILLARD LUMBER INC	\$73.21
	416196	09/02/2014	107560	MILLARD METAL SERVICES INC.	\$578.00
	416197	09/02/2014	065443	MILLARD WEST HIGH SCHOOL	\$150.00
	416198	09/02/2014	131328	MILLER ELECTRIC COMPANY	\$514.72
	416199	09/02/2014	139112	SOCIALMENTUM LLC	\$500.00
	416200	09/02/2014	100316	MINDWARE	\$324.42
	416202	09/02/2014	066075	MONTESSORI RESEARCH/DEVELOPMENT	\$171.20
	416204	09/02/2014	137961	MOUNTAIN MATH/LANGUAGE LLC	\$191.90
	416205	09/02/2014	092603	HOLTZBRINCK PUBLISHER LLC	\$16.73
	416206	09/02/2014	107539	MUELLER ROBAK LLC	\$50.77
	416207	09/02/2014	140421	MY GROWING CHILD INC	\$115.00
	416208	09/02/2014	140385	NANOPAC INC	\$5,098.68
	416209	09/02/2014	067000	NASCO	\$6,519.82
	416210	09/02/2014	063097	NATIONAL ASSN FOR MUSIC EDUCATION	\$110.00
	416211	09/02/2014	103012	NATIONAL BUSINESS EDUCATION ASSOC	\$80.00
	416212	09/02/2014	099928	NATIONAL FORENSIC LEAGUE	\$649.00
	416213	09/02/2014	140425	NATIONAL GEOGRAPHIC KIDS	\$15.00
	416214	09/02/2014	130548	NCS PEARSON INC	\$1,861.65
	416215	09/02/2014	134321	STATE OF NEBRASKA	\$3,276.00
	416216	09/02/2014	068334	NEBRASKA AIR FILTER INC	\$3,371.87

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	416217	09/02/2014	068340	NEBRASKA ASSOCIATION FOR THE GIFTED	\$125.00
	416222	09/02/2014	068415	NEBRASKA COUNCIL OF SCHOOL	\$41,737.00
	416224	09/02/2014	136955	NEBRASKA INTERNATL LANGUAGES ASSN	\$240.00
	416225	09/02/2014	100872	NEBRASKA LIBRARY COMMISSION	\$3,730.00
	416226	09/02/2014	063736	NEBRASKA SHAKESPEARE FESTIVAL	\$500.00
	416227	09/02/2014	136072	NEBRASKA STATE TREASURER	\$729.39
	416228	09/02/2014	133989	NEBRASKA WORKFORCE DEVELOPMENT	\$840.00
	416229	09/02/2014	132398	NEIHARDT ELEMENTARY SCHOOL	\$835.40
	416231	09/02/2014	099737	NEWS BOWL	\$1,227.00
	416232	09/02/2014	069576	NIENHUIS MONTESSORI USA INC	\$2,597.38
	416233	09/02/2014	131594	CONNIE NOVACEK	\$18.78
	416234	09/02/2014	136456	OAKTREE PRODUCTS INC	\$572.90
	416242	09/02/2014	100013	OFFICE DEPOT 84133510	\$34,948.58
	416243	09/02/2014	070245	OHARCO DISTRIBUTORS	\$294.96
	416244	09/02/2014	107192	SHIRLOU INC	\$3,678.66
	416247	09/02/2014	070700	OMAHA PAPER COMPANY INC.	\$446.36
	416248	09/02/2014	070850	OMAHA SLINGS INC	\$92.90
	416249	09/02/2014	071050	OMAHA WORLD HERALD	\$279.25
	416250	09/02/2014	071053	OMAHA WORLD HERALD (EDUC)	\$98.80
	416251	09/02/2014	140402	OMNI FINANCIAL GROUP INC	\$747.50
	416252	09/02/2014	133850	ONE SOURCE	\$2,420.00
	416253	09/02/2014	071138	ORIENTAL TRADING COMPANY	\$38.99
	416254	09/02/2014	138662	KELLY OSTRAND	\$74.26
	416255	09/02/2014	107193	OTIS ELEVATOR COMPANY	\$2,885.75
	416256	09/02/2014	132443	OZANAM/BIST	\$4,908.00
	416257	09/02/2014	134428	ELIZABETH PACHTA	\$131.61
	416258	09/02/2014	071515	PAINTIN PLACE CERAMICS INC	\$210.60
	416259	09/02/2014	132006	ANDREA PARSONS	\$57.40
	416260	09/02/2014	099244	PASCO SCIENTIFIC	\$621.00
	416261	09/02/2014	071850	PAXTON/PATTERSON LLC	\$373.50
	416262	09/02/2014	071891	PAYFLEX SYSTEMS USA INC	\$4,811.00
	416263	09/02/2014	140147	ELIZABETH PEAL	\$20.46
	416264	09/02/2014	102699	PEARSON EDUCATION	\$162,763.89
	416266	09/02/2014	082652	PEARSON EDUCATION	\$116,022.29
	416267	09/02/2014	072200	PERFECTION LEARNING CORP.	\$1,283.08
	416268	09/02/2014	139633	TERESA PERKINS	\$230.42
	416269	09/02/2014	072216	PERMA BOUND	\$846.25
	416270	09/02/2014	140422	AMY PETRICEK	\$41.89

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	416271	09/02/2014	133390	HEATHER PHIPPS	\$232.36
	416272	09/02/2014	136250	PHONAK LLC	\$1,047.49
	416273	09/02/2014	130721	MARY PILLE	\$99.12
	416274	09/02/2014	139940	CA ENTERPRISES INC	\$293.30
	416275	09/02/2014	073040	PITNEY BOWES PRESORT SERVICES INC	\$20,000.00
	416276	09/02/2014	072760	PITSCO INC	\$10,299.53
	416279	09/02/2014	131835	PRAIRIE MECHANICAL CORP	\$24,695.00
	416281	09/02/2014	133745	PRIMEX WIRELESS INC	\$337.00
	416282	09/02/2014	073610	CRABER GBF INC	\$379.50
	416283	09/02/2014	138656	PROJECT LEAD THE WAY INC	\$170.00
	416285	09/02/2014	137779	JARDINE QUALITY IRRIGATION INC	\$4,984.33
	416286	09/02/2014	138112	PHILADELPHIA GRATING CO INC	\$786.11
	416287	09/02/2014	078280	INDEPENDENCE MOTEL PROPERTIES LP	\$225.74
	416288	09/02/2014	078390	RM ACQUISITION LLC	\$439.00
	416289	09/02/2014	078420	RAWSON & SONS ROOFING, INC.	\$5,940.00
	416290	09/02/2014	109810	BETHANY RAY	\$42.00
	416291	09/02/2014	102568	READ NATURALLY	\$86.90
	416292	09/02/2014	100642	REALLY GOOD STUFF INC	\$119.38
	416293	09/02/2014	134858	JENNIFER REID	\$428.00
	416295	09/02/2014	133365	BRENDA RIDDER	\$189.87
	416297	09/02/2014	136847	RIVERSIDE TECHNOLOGIES INC	\$63.00
	416298	09/02/2014	134882	LINDA ROHMILLER	\$18.14
	416299	09/02/2014	134081	EILEEN RONCI	\$113.12
	416300	09/02/2014	137631	JOY ROONEY	\$74.38
	416301	09/02/2014	079440	ROSENBAUM ELECTRIC INC	\$5,232.45
	416302	09/02/2014	072286	JEAN RUCHTI	\$124.32
	416303	09/02/2014	081630	SAMS CLUB DIRECT	\$570.07
	416305	09/02/2014	081695	VWR INTERNATIONAL LLC	\$1,313.28
	416306	09/02/2014	081725	KIMBERLEY SAUM-MILLS	\$74.36
	416307	09/02/2014	131353	HARLAND TECHNOLOGY SERVICES	\$835.00
	416309	09/02/2014	138274	RONALD SCHINSTOCK	\$5.82
	416310	09/02/2014	082100	SCHOLASTIC INC	\$1,758.96
	416312	09/02/2014	082140	SCHOLASTIC MAGAZINES	\$13,911.73
	416313	09/02/2014	102278	SCHOOL DATEBOOKS INC	\$550.84
	416315	09/02/2014	082350	SCHOOL SPECIALTY INC	\$539.60
	416316	09/02/2014	134173	ANGELA SCHRAMM	\$151.58
	416317	09/02/2014	137471	PHYLLIS SCHROEDER	\$30.00
	416319	09/02/2014	134809	SCOTCHMAN INDUSTRIES INC	\$76.32

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	416320	09/02/2014	138267	NATHAN SEGGERMAN	\$30.60
	416322	09/02/2014	082941	KELLY SELTING	\$44.80
	416323	09/02/2014	140383	SENTRY INSURANCE, A MUTUAL COMPANY	\$83,475.00
	416324	09/02/2014	131078	SHAR PRODUCTS COMPANY	\$179.98
	416325	09/02/2014	083175	SHEPPARD'S BUSINESS INTERIORS	\$5,454.17
	416326	09/02/2014	083188	SHIFFLER EQUIPMENT SALES, INC.	\$2,485.25
	416328	09/02/2014	132590	SILVERSTONE GROUP INC	\$4,735.00
	416329	09/02/2014	083400	SIMPLEX GRINNELL LP	\$791.74
	416330	09/02/2014	140428	JENNIFER SMITH	\$24.89
	416331	09/02/2014	140423	PAMELA SODERQUIST	\$73.97
	416332	09/02/2014	102046	SOUTHPAW ENTERPRISES INC	\$216.60
	416333	09/02/2014	130255	SOUTHPAW PRODUCTS	\$1,562.77
	416334	09/02/2014	140079	KELLEY STABER	\$84.00
	416335	09/02/2014	100584	STAHL'S ID DIRECT	\$658.38
	416336	09/02/2014	107917	AMANDA STALNAKER	\$76.16
	416337	09/02/2014	137481	STAPLES CONTRACT & COMMERCIAL INC	\$143.96
	416338	09/02/2014	084491	TRACY STAUFFER	\$197.12
	416340	09/02/2014	133476	STEPS TO LITERACY	\$1,741.08
	416341	09/02/2014	138771	SUNGARD PUBLIC SECTOR NATL USER GRP	\$525.00
	416342	09/02/2014	134845	SUNTEX INTERNATIONAL INC	\$406.70
	416344	09/02/2014	130911	SWANDA BUSINESS FORMS	\$579.00
	416345	09/02/2014	099302	SYSCO LINCOLN INC	\$181.08
	416346	09/02/2014	088654	TARGET	\$96.49
	416348	09/02/2014	101257	TEACHERS' CURRICULUM INSTITUTE	\$868,509.15
	416349	09/02/2014	109041	AMERICAN EAGLE COMPANY INC	\$582.56
	416352	09/02/2014	102822	THERAPRO INC	\$4,215.45
	416353	09/02/2014	136381	ANNETTE THOMAS	\$8.51
	416354	09/02/2014	134962	LAURIE R THROCKMORTON	\$70.00
	416355	09/02/2014	140416	PAXTON THRONE	\$100.00
	416356	09/02/2014	135006	STEVE THRONE	\$276.42
	416357	09/02/2014	140083	TAYLOR THRONE	\$50.00
	416358	09/02/2014	132493	GREGORY TIEMANN	\$211.68
	416359	09/02/2014	099272	TI MEDIA SOLUTIONS INC	\$4,577.00
	416361	09/02/2014	099272	TI MEDIA SOLUTIONS INC	\$7,462.50
	416362	09/02/2014	136578	PEGGI TOMLINSON	\$28.06
	416364	09/02/2014	138393	TOOL WAREHOUSE	\$97.51
	416365	09/02/2014	131446	TOSHIBA AMERICA INFO SYS INC	\$5,848.60
	416366	09/02/2014	131446	TOSHIBA AMERICA INFO SYS INC	\$3,401.50

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	416367	09/02/2014	089760	TRIARCO ARTS & CRAFTS LLC	\$572.47
	416368	09/02/2014	106493	TRITZ PLUMBING, INC.	\$1,537.99
	416369	09/02/2014	136110	DONNA TROMBLA	\$39.09
	416370	09/02/2014	131819	JEAN UBBELOHDE	\$541.04
	416371	09/02/2014	068875	UNIVERSITY OF NEBRASKA MED CENTER	\$12,060.00
	416374	09/02/2014	139797	US BANK NATIONAL ASSOCIATION	\$9,502.50
	416375	09/02/2014	090440	BSN SPORTS INC	\$515.83
	416378	09/02/2014	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	\$2,349.38
	416379	09/02/2014	091040	VAL LTD	\$103.00
	416380	09/02/2014	138046	AUTO LUBE INC	\$38.23
	416381	09/02/2014	140371	VANDERBILT MUSIC CO INC	\$55.50
	416383	09/02/2014	140314	GEMMY INDUSTRIES CORP	\$387.65
	416384	09/02/2014	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	\$1,480.44
	416385	09/02/2014	138328	VEX ROBOTICS INC	\$622.39
	416386	09/02/2014	092323	VIRCO INC	\$5,626.62
	416387	09/02/2014	135597	VISTA HIGHER LEARNING	\$1,185.85
	416388	09/02/2014	138429	LINDA WARD	\$57.16
	416389	09/02/2014	093650	VWR INTERNATIONAL LLC	\$1,576.50
	416390	09/02/2014	130696	WASECA LEARNING ENVIRONMENT	\$287.50
	416391	09/02/2014	093765	WATER ENGINEERING, INC.	\$1,150.80
	416392	09/02/2014	094174	WEST MUSIC CO INC	\$1,439.01
	416396	09/02/2014	094859	WIESER EDUCATIONAL INC	\$303.01
	416397	09/02/2014	136322	TAMARA WILLIAMS	\$464.65
	416398	09/02/2014	140384	ETHEL J WOOD	\$968.76
	416399	09/02/2014	095376	WORLD BOOK INC	\$12,210.00
	416400	09/02/2014	043609	WORLD TECHNOLOGIES INC	\$2,073.39
	416401	09/02/2014	140417	SARAH WRIGHT	\$105.94
	416403	09/02/2014	100578	WT COX SUBSCRIPTIONS INC	\$14,182.67
	416404	09/02/2014	140311	WW NORTON & COMPANY INC	\$23,508.06
	416405	09/02/2014	140429	JESSICA YAZDI	\$12.78
	416406	09/02/2014	099212	ZANER BLOSER INC	\$490.48
	416407	09/02/2014	136855	PAUL ZOHLN	\$51.07
	416411	09/02/2014	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$418,705.51
	416412	09/02/2014	109843	NEXTEL PARTNERS INC	\$4,753.67
<b>01 - Total</b>					<b>\$3,212,554.39</b>
02	24715	08/14/2014	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$103.41
	24716	08/21/2014	100013	OFFICE DEPOT 84133510	\$16.84
	24717	08/21/2014	081630	SAMS CLUB DIRECT	\$459.79

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
02	24718	08/27/2014	132423	HEWLETT PACKARD CO	\$154.00
	24719	08/27/2014	101476	SODEXO INC & AFFILIATES	\$148,986.27
	24720	09/02/2014	010071	CALICO INDUSTRIES, INC.	\$709.68
	24721	09/02/2014	106893	WICHITA WATER CONDITIONING INC	\$22.67
	24722	09/02/2014	132423	HEWLETT PACKARD CO	\$3,225.00
	24723	09/02/2014	136072	NEBRASKA STATE TREASURER	\$59.07
	24724	09/02/2014	100013	OFFICE DEPOT 84133510	\$3,677.64
	24725	09/02/2014	081630	SAMS CLUB DIRECT	\$113.62
	24726	09/02/2014	109843	NEXTEL PARTNERS INC	\$133.90
<b>02 - Total</b>					<b>\$157,661.89</b>
06	415798	08/14/2014	130500	SPECPRO	\$23,250.00
	415846	08/21/2014	139642	DKM ENTERPRISES	\$85,179.00
	415879	08/21/2014	132713	PROTEX CENTRAL INC	\$22,050.00
	415925	09/02/2014	139938	AAA LOCATING INC	\$225.00
	415947	09/02/2014	012989	APPLE COMPUTER INC	\$4,854.00
	415948	09/02/2014	012989	APPLE COMPUTER INC	\$610,586.03
	415967	09/02/2014	133480	BERINGER CIACCIO DENNELL MABREY	\$5,448.00
	415987	09/02/2014	140156	CAMBIUM DATA INC	\$312,385.08
	416017	09/02/2014	134039	CROUCH RECREATIONAL DESIGN INC	\$19,280.00
	416027	09/02/2014	131003	DAILY RECORD	\$16.70
	416045	09/02/2014	139642	DKM ENTERPRISES	\$68,472.00
	416156	09/02/2014	058775	LAMP RYNEARSON ASSOCIATES INC	\$1,604.98
	416201	09/02/2014	140386	MOBILE MINI INC	\$409.24
	416245	09/02/2014	136898	OLSSON ASSOCIATES INC	\$7,972.65
	416294	09/02/2014	139973	REINHARDT & ASSOCIATES ARCHITECTS P	\$1,087.50
	416325	09/02/2014	083175	SHEPPARD'S BUSINESS INTERIORS	\$8,181.76
	416351	09/02/2014	139750	TESSCO INC	\$225,046.01
<b>06 - Total</b>					<b>\$1,396,047.95</b>
07	415770	08/14/2014	102720	EPCO LTD. INC.	\$626.00
	415831	08/21/2014	140305	AMERICAN TRAILER & STORAGE INC	\$4,519.50
	415837	08/21/2014	133589	CDW GOVERNMENT, INC.	\$2,211.52
	415845	08/21/2014	135933	DKAH SERVICES CORP	\$280.00
	415848	08/21/2014	102720	EPCO LTD. INC.	\$977.00
	415882	08/21/2014	106416	RIFE CONSTRUCTION INC	\$517,042.97
	415890	08/21/2014	136932	SPECIALIZED AIR/HYDRONIC BALANCING	\$3,445.00
	415904	08/27/2014	140305	AMERICAN TRAILER & STORAGE INC	\$2,215.26
	415911	08/27/2014	135933	DKAH SERVICES CORP	\$210.00
	415912	08/27/2014	044950	GRAINGER INDUSTRIAL SUPPLY	\$721.80



## Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
07	415940	09/02/2014	140305	AMERICAN TRAILER & STORAGE INC	\$4,137.56
	415945	09/02/2014	069689	AMSAN LLC	\$297.50
	415967	09/02/2014	133480	BERINGER CIACCIO DENNELL MABREY	\$46,224.35
	415981	09/02/2014	108047	ARR ROOFING LLC	\$525,619.80
	416009	09/02/2014	135287	CONSTRUCT INC	\$170,418.55
	416013	09/02/2014	132170	CORMACI CONSTRUCTION INC	\$190.00
	416025	09/02/2014	140227	D R HOLTZE CONTRACTING INC	\$106,312.50
	416028	09/02/2014	139875	DAKOTA SECURITY SYSTEMS INC	\$95,859.87
	416046	09/02/2014	107232	DLR GROUP INC	\$7,327.84
	416048	09/02/2014	133806	E & A CONSULTING GROUP INC	\$10,326.90
	416069	09/02/2014	134593	F & B CONSTRUCTORS INC	\$604,117.80
	416100	09/02/2014	140012	HARGRAVE CONSTRUCTION LLC	\$173,217.30
	416120	09/02/2014	135502	INDOFF, INC.	\$3,138.98
	416156	09/02/2014	058775	LAMP RYNEARSON ASSOCIATES INC	\$28,110.00
	416170	09/02/2014	060136	LUEDER CONSTRUCTION COMPANY	\$269,370.00
	416172	09/02/2014	140309	M E COLLINS CONTRACTING CO INC	\$47,824.70
	416179	09/02/2014	107470	MCGILL ASBESTOS ABATEMENT CO.	\$5,737.90
	416198	09/02/2014	131328	MILLER ELECTRIC COMPANY	\$490.61
	416203	09/02/2014	134532	MORRISSEY ENGINEERING INC	\$17,380.00
	416230	09/02/2014	134677	NEMAHA LANDSCAPE CONSTRUCTION INC	\$124,800.78
	416245	09/02/2014	136898	OLSSON ASSOCIATES INC	\$7,600.00
	416246	09/02/2014	137734	OMAHA ELECTRIC SERVICE INC	\$124,479.90
	416278	09/02/2014	073210	PRAIRIE CONSTRUCTION COMPANY	\$381,209.96
	416280	09/02/2014	134598	PRIME COMMUNICATIONS INC	\$94,900.41
	416284	09/02/2014	139972	PURDY & SLACK ARCHITECTS PC	\$3,249.00
	416296	09/02/2014	106416	RIFE CONSTRUCTION INC	\$151,066.72
	416308	09/02/2014	081880	SCHEMMER ASSOCIATES INC	\$2,640.00
	416343	09/02/2014	134590	SWAIN CONSTRUCTION INC	\$146,640.72
	416350	09/02/2014	132452	TERRACON INC	\$10,963.63
	416363	09/02/2014	140275	TONEY'S ROOFING LLC	\$69,109.75
	416393	09/02/2014	140312	WESTERN WATERPROOFING CO OF AMERICA	\$41,985.90
<b>07 - Total</b>					<b>\$3,806,997.98</b>
11	415834	08/21/2014	099646	BARNES AND NOBLE BOOKSTORE	\$744.60
	415868	08/21/2014	065326	MIDWEST WOODWORKERS, INC.	\$9,539.78
	415871	08/21/2014	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$1,000.00
	415913	08/27/2014	132878	HY-VEE INC	\$28.97
	415922	08/27/2014	139843	STUDENT TRANSPORATION NEBRASKA INC	\$435.42
	415945	09/02/2014	069689	AMSAN LLC	\$1,085.70

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	415983	09/02/2014	132888	MICHELLE BOYD	\$256.48
	415989	09/02/2014	138032	DENISE CANIGLIA	\$49.00
	416001	09/02/2014	137629	MEGAN CHRISTENSEN	\$22.00
	416011	09/02/2014	130368	DEBRA CONYERS	\$300.00
	416022	09/02/2014	027345	CURRICULUM ASSOCIATES INC	\$724.36
	416037	09/02/2014	133760	ELIZABETH DICKSON	\$123.20
	416040	09/02/2014	135509	DIGIORGIO'S SPORTSWEAR INC	\$1,000.00
	416044	09/02/2014	099552	DISCOUNT SCHOOL SUPPLY	\$94.84
	416053	09/02/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$2,000.00
	416105	09/02/2014	048517	GREENWOOD PUBLISHING GROUP INC	\$3,240.00
	416110	09/02/2014	137943	STACY HORSHAM	\$100.80
	416136	09/02/2014	133716	LISA KALLMAN	\$141.05
	416138	09/02/2014	056215	KAPLAN EARLY LEARNING CO	\$689.94
	416159	09/02/2014	131638	LAWLORS CUSTOM SPORTSWEAR INC	\$568.25
	416162	09/02/2014	130792	LEARNING RESOURCES	\$39.87
	416177	09/02/2014	133809	MARY MCCABE	\$129.32
	416242	09/02/2014	100013	OFFICE DEPOT 84133510	\$300.75
	416256	09/02/2014	132443	OZANAM/BIST	\$47,200.00
	416277	09/02/2014	136476	JENNY POWERS	\$112.00
	416303	09/02/2014	081630	SAMS CLUB DIRECT	\$399.08
	416318	09/02/2014	139471	ROBBYN SCHULTZ	\$31.44
	416321	09/02/2014	140341	CHRISTINA SEILER	\$53.25
	416346	09/02/2014	088654	TARGET	\$2,057.06
	416372	09/02/2014	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	\$185.00
	416378	09/02/2014	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	\$189.09
	416382	09/02/2014	139788	MARGARET VANROOYAN	\$42.23
	416394	09/02/2014	139408	BRITTANY WHITCOMB	\$64.35
	416395	09/02/2014	136757	BETH WHITE	\$74.92
	416412	09/02/2014	109843	NEXTEL PARTNERS INC	\$21.08
<b>11 - Total</b>					<b>\$73,043.83</b>
14	416014	09/02/2014	136587	COVENTRY HEALTH & LIFE INS CO	\$150,793.69
<b>14 - Total</b>					<b>\$150,793.69</b>
17	415758	08/14/2014	051572	CENGAGE LEARNING	\$237,313.71
	415760	08/14/2014	132170	CORMACI CONSTRUCTION INC	\$2,435.00
	415842	08/21/2014	027345	CURRICULUM ASSOCIATES INC	\$1,019.95
	415895	08/21/2014	092323	VIRCO INC	\$1,382.40
	415935	09/02/2014	011051	ALL MAKES OFFICE EQUIPMENT	\$6,386.29
	416006	09/02/2014	106902	COMMUNICATION SERVICES INC.	\$90.00

## Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
17	416243	09/02/2014	070245	OHARCO DISTRIBUTORS	\$387.20
	416314	09/02/2014	136833	SCHOOL OUTFITTERS LLC	\$2,133.00
	416315	09/02/2014	082350	SCHOOL SPECIALTY INC	\$1,237.47
<b>17 - Total</b>					<b>\$252,385.02</b>
50	415773	08/14/2014	132592	WILLIAM SPRAGUE, JR.	\$5,090.50
	415814	08/14/2014	138820	ANNE WINFIELD CHAPMAN	\$3,833.00
	415828	08/21/2014	139938	AAA LOCATING INC	\$225.00
	415870	08/21/2014	067000	NASCO	\$895.83
	415874	08/21/2014	100013	OFFICE DEPOT 84133510	\$63.45
	415883	08/21/2014	136847	RIVERSIDE TECHNOLOGIES INC	\$155.75
	415886	08/21/2014	082350	SCHOOL SPECIALTY INC	\$358.40
	415907	08/27/2014	099220	DICK BLICK CO	\$99.87
	415910	08/27/2014	033473	DIETZE MUSIC HOUSE INC	\$45.00
	415920	08/27/2014	140426	DANIEL RAY SAPP	\$5,000.00
	415926	09/02/2014	138695	ABLE ENGRAVERS INC	\$72.85
	415947	09/02/2014	012989	APPLE COMPUTER INC	\$1,399.00
	415985	09/02/2014	134129	BRAINPOP LLC	\$1,445.00
	415993	09/02/2014	133970	CCS PRESENTATION SYSTEMS	\$298.75
	416059	09/02/2014	102286	ELECTRONIX EXPRESS	\$57.00
	416124	09/02/2014	100928	J W PEPPER & SON INC.	\$327.36
	416125	09/02/2014	102287	JAMECO ELECTRONICS	\$283.05
	416155	09/02/2014	099217	LAKESHORE LEARNING MATERIALS	(\$20.00)
	416158	09/02/2014	133206	MARK LARSON	\$35.00
	416178	09/02/2014	139237	MICHAEL C MCCAULEY	\$3,500.00
	416194	09/02/2014	065200	MIDWEST SHOP SUPPLIES INC	\$290.93
	416223	09/02/2014	068445	NEBRASKA FURNITURE MART INC	\$1,259.00
	416227	09/02/2014	136072	NEBRASKA STATE TREASURER	\$183.83
	416242	09/02/2014	100013	OFFICE DEPOT 84133510	\$210.84
	416276	09/02/2014	072760	PITSCO INC	\$8,411.69
	416304	09/02/2014	140257	SEG RESTORATION	\$1,904.75
	416327	09/02/2014	135412	ROY EUGENE KIRK	\$980.00
	416335	09/02/2014	100584	STAHL'S ID DIRECT	\$1,748.63
	416342	09/02/2014	134845	SUNTEX INTERNATIONAL INC	\$700.00
	416373	09/02/2014	138736	HIGHSMITH LLC	\$58.44
	416386	09/02/2014	092323	VIRCO INC	\$3,066.60
<b>50 - Total</b>					<b>\$41,979.52</b>
99	415814	08/14/2014	138820	ANNE WINFIELD CHAPMAN	(\$140.00)
	415920	08/27/2014	140426	DANIEL RAY SAPP	(\$200.00)

## **Millard Public Schools Check Register Prepared for the Board Meeting for Sep 2, 2014**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
99	416327	09/02/2014	135412	ROY EUGENE KIRK	(\$39.20)
<b>99 - Total</b>					<b>(\$379.20)</b>
<b>Overall - Total</b>					<b>\$9,091,085.07</b>

## Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **8/28/2014**BOE Meeting Date: **9/2/2014**Sale or Disposals Scheduled After: **9/2/2014**

Lot	Quantity	Description
1	10	Laptop computers
2	5	desktop computers
3	3	pianos
4	1	pick up truck
5	1	Kobota Utility Vehicle
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## AGENDA SUMMARY SHEET

**Agenda Item:** Policy 5710

**Meeting Date:** September 2, 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; [September 2, 2014](#)

Millard Public Schools  
Omaha, NE



## AGENDA SUMMARY SHEET

**Agenda Item:** Policy 5720

**Meeting Date:** September 2, 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; [September 2, 2014](#)

Millard Public Schools  
Omaha, NE

## AGENDA SUMMARY SHEET

**Agenda Item:** Rule 5710.1

**Meeting Date:** September 2, 2014

**Department:** Student Services

**Title and Brief Description:** 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

### 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.~~ 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.~~ 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; September 2, 2014

Millard Public Schools  
 Omaha, NE

## AGENDA SUMMARY SHEET

**Agenda Item:** Rule 5720.1

**Meeting Date:** September 2, 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:** \_\_\_\_\_



\_\_\_\_\_

**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 <sup>50</sup>(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.



Legal References: 20 U.S.C. § 1232g  
34 C.F.R. § 99.1 *et seq.*  
34 C.F.R. §§300.613-.624  
Neb. Rev. Stat. § 79-2,104(1)  
Neb. Rev. Stat. § 79-2,105  
Title 92, Nebraska Administrative Code, Chapter 51-009.03  
Nebraska Records Management Division Schedule 10  
Nebraska Records Management Division Schedule 24

Rule Approved:

Revised: July 20, 1992; November 20, 2000; July 16, 2001; June 1, 2002

May 19, 2003; May 3, 2004; August 16, 2010; April 1, 2013; [September 2, 2014](#)

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Poverty Plan for 2015-2016 School Year for State Aid

**MEETING DATE:** September 2, 2014

**DEPARTMENT:** Educational Services

**TITLE AND**

**BRIEF DESCRIPTION:** Poverty Plan for 2015-2016 School Year for State Aid

**ACTION DESIRED:** ☒ Approve Plan

**BACKGROUND:** For the certification of 2015-2016 State aid, every school district is required to designate a maximum Poverty Allowance. The designation may be zero dollars or it may be an estimated dollar amount greater than zero dollars. This designation must be filed with the Department of Education on or before October 15, 2014. If a school district elects to designate a maximum Poverty Allowance greater than zero dollars, the school district must also file a Poverty Plan, on or before October 15, 2014, utilizing the NDE Grants Management System. In addition, the 2015-2016 Poverty Plan must be reviewed and approved by Learning Community Subcouncil #4 and the Learning Community Coordinating Council (LCCC).

**RECOMMENDATIONS:** Approve 2015-2016 Poverty Plan as submitted.

**STRATEGIC PLAN REFERENCE:** None

**TIMELINE:** Immediate implementation

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

**SUPERINTENDENT'S APPROVAL**



## LC Poverty Plan - 1160

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

Application: 2015-2016 LC LEP and Poverty Plans - 00

Cycle: Original Application

### Estimated Expenditures

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

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

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

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

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

1160-800	Total Poverty Expenditures	\$1,500,000
		X .85
1160-900	Estimated Poverty Allowance	\$1,275,000

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

## **Poverty Plan 2015-2016**

### **Poverty Plan – Attendance and Mobility**

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

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

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

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

When a student does not attend school on a regular basis even when transportation is being provided) and the student has accumulated eight (8) absences in a school year or the hourly equivalent, the District may render all services to address barriers to attendance. Such services shall include, but not be limited to the following:

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

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

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

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

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

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

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

#### Millard Public School Policy/Rule

#### **Pupil Services**

#### **K-12 Transfer of Students within the District 5110.1**

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

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

- D. If the student receives ELL services, the recommendation of the Superintendent or designee will be based upon the student's educational needs and the allocation of specially trained staff and personnel.

#### IV. Conditions of Transfers

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

#### V. Transportation

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



## VI. Within-District Transfer Applications

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

## VII. Determination of Schools Open to Within-District Transfers

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

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

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

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

### C. Order of Approval

1. School Attendance Area Students
    - a. Special Programs by Grade
  2. Other District Resident Students
    - a. Millard Resident Siblings
    - b. Special Programs by Grade
    - c. Regular Program by Grade
  3. Non-Resident Open Enrollment Students
    - a. Special Programs by Grade
    - b. Regular Program by Grade
  4. Non-Resident Option Enrollment Students
    - a. Special Programs by Grade
    - b. Regular Program by Grade
  5. All other Non-Resident Students
    - a. Special Programs by Grade
    - b. Regular Program by Grade
- D. Notification to Parents: The District shall notify the parents of the approval or denial of their student's request for within-district transfer on or before March 1 of the preceding school year.
- E. Acceptance by Parents: After receiving notification of approval of a within-district transfer, the parent shall accept such transfer in writing by completing the District's enrollment process for the student on or before noon on March 10 (or noon the following Monday if March 10 is on a weekend) of the preceding school year.

- IX. K-12 Within-District Transfers for the Current School Year
  - A. Parents may submit applications for within-district transfers for the current school year to the Office of Pupil Services after the first day of school and prior to January 15 of the current year.
  - B. The Superintendent or designee will determine whether the transfer request will be granted or denied after considering the following factors:
    - 1. The reasons for the within-district transfer request.
    - 2. The time of year the transfer request is made.
    - 3. Personnel and staffing requirements, building or program capacity, curriculum, and facility issues affecting the building to which the student wishes to transfer.
    - 4. The student's educational program including, but not limited to, course credits and graduation requirements.
  - C. The District shall notify the parents of the approval or denial of their student's request for within-district transfer.
- X. Extenuating Circumstances. The Superintendent may in his/her discretion allow students to transfer to closed schools when extenuating circumstances warrant.
- XI. Special programs shall mean the District's Core Program, Montessori Program, and International Baccalaureate Programmers.

Millard Public Schools District Policy/Rule

**Pupil Services**

**Enrollment of Students: Learning Community Open Enrollment 5100.8**

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

**I. General Statement**

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

acted upon by the Board, except as otherwise required by law or hereinafter provided.

## II. **Application Process**

- A. For a student to attend the District as a Learning Community open enrollment student, the student, parent or legal guardian shall submit an application to the District from the time the application is made available by the Learning Community and 5:00 pm on March 15 for open enrollment for the next school year. All such applications must either be postmarked by March 15 or personally delivered to the District's Superintendent's Office, 5606 South 147 Street, Omaha, NE 68137, by 5:00 p.m. on March 15.
- B. Application forms shall be those prescribed by the Learning Community Coordinating Council and may be obtained from the Learning Community, 6949 South 110 Street, Omaha, NE 68128, (402) 964-2405, [www.learningcommunityds.org](http://www.learningcommunityds.org), or from the District's Superintendent's Office, 5606 South 147 Street, Omaha, NE 68137, (402) 715-8300. A separate open enrollment application is required for each student. Up to three, open enrollment, school buildings in the District may be listed on the open enrollment application, and shall be listed in the order of preference.
- C. If all school buildings identified on an open enrollment application are at maximum capacity but the District has buildings offering the same grades which have remaining capacity, the District shall contact the student, parent or legal guardian and identify those school buildings within the District which have capacity, which the applicant may substitute for one or more school buildings identified on the submitted open enrollment application.
- D. Applications shall be accepted for the immediately following school year only. Applications will be dated upon receipt and processed in the order received.
- E. The District shall act on or before April 1 to accept or reject each application based on the capacity of the school building, the eligibility of the applicant for the school building or program, the number of such applicants that will be accepted for a given school building, and whether or not the applicant contributes to the socioeconomic diversity of the school building or program to which he or she has applied and for which he or she is eligible. The District shall notify the student, parent or legal guardian in writing of the acceptance or rejection of the application no later than April 1. If the application is denied, the reasons for the denial shall be stated. Copies of all open enrollment applications shall also be provided to the resident school district and the Learning Community on or before April 5.
- F. The student, parent or legal guardian must notify the District on or before April 25 of their acceptance of such open enrollment placement. Such acceptance must be on a form provided by the District and must be postmarked by April 25 or personally delivered to the District's Superintendent's Office, 5606 South 147 Street, Omaha,

NE 68137, (402) 715-8300, by 5:00 p.m. on April 25. Failure to notify the District of acceptance of the open enrollment slot in accordance with the requirements hereof shall result in the forfeiture of the same by the applicant.

### III. **Acceptance or Rejection of Applications**

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

#### IV. **Continuing Students**

- A. Any student who attended a particular school building in the prior school year and who is seeking education in the grades offered in such school building shall be allowed to continue attending such school building as a continuing student.
- B. On or before February 15 of each year, a parent of a student who is currently attending a school building or program, except a magnet school, focus school, or focus program, outside of the attendance area where the student resides and who will complete the grades offered at such school building prior to the following school year shall provide notice, on a form provided by the District, to the District's Superintendent, if such student will attend another school building within the District as a continuing student and which school building such student would prefer to attend. On or before March 1, the District's Superintendent shall provide a notice to such parent stating which school building or buildings the student shall be allowed to attend in the District as a continuing student for the following school year. If the student resides within the District, the notice shall include the school building offering the grade the student will be entering for the following school year in the attendance area where the student resides.

#### V. **Duties to Students**

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

#### VI. **Credits and Graduation**

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

#### VII. **Students Ineligible for Open Enrollment**

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

#### VIII. **New Residence**

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

and the qualifications required for all other students.

**IX. School Building Change for Emergency or Hardship Reasons**

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

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

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

**XI. Transportation or Allowance**

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

a student who contributes to the socioeconomic diversity of enrollment at the school building he or she attends and lives more than one mile from the school to which he or she transfers, or the student is attending a focus school or program approved by the Learning Community and lives more than one mile from the school to which he or she transfers, or the student is attending a focus school or program approved by the Learning Community and lives more than one mile from the school building housing such focus school or program approved by the Learning Community, or the student is attending a magnet school or program approved by the Learning Community and lives more than one mile from the magnet school or the school housing the magnet program approved by the Learning Community.

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

## **XII. Maximum Capacity of School Buildings**

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

## **XIII. Promotional Efforts and Information**

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



dissemination to the general public.

#### XIV. **Open Enrollment Report**

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

#### XV. **Definitions**

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

Millard School District Policy/Rule

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

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

- I. General Statement. Nebraska law enables any kindergarten through twelfth grade Nebraska student to attend a school in a Nebraska public school district in which the

student does not reside subject to limitation standards authorized by law and adopted by the public school district. The option is only available once to each student prior to graduation unless the student relocates in a different resident school district; or the option school district merges with another district; or the option school district is a Class I district.

## II. Standards for Acceptance and Rejection.

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

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

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

## III. Application, Cancellation, and Student Records.

- A. Application. To attend an option school district, the student's parents or legal guardian shall submit an application to the board of education of the option school district between September 1 and March 15 for enrollment during the following and subsequent school years. If the District is the option school district, the application shall be delivered to the office of the Superintendent or Superintendent's designee.

Applications submitted after March 15 must be accompanied by a written release from the resident school district. The option school district shall provide the resident school district with the name of the applicant on or before April 1.

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

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

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

- E. "Parents" shall mean, in the case of parents who are divorcing or divorced, the custodial parent.
- F. "Racial integration is aided" if a student transfers to an option school district in which his or her race is a smaller percentage of the total student enrollment of the option school district than it is at the student's resident school district.
- G. "Resident school district" shall mean the public school district in which a student resides.
- H. "Siblings" shall mean all children residing in the same household on a permanent basis who have the same mother or father or who are stepbrother or stepsister to each other.

#### Transportation Option Summary

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

- 4. Describe any additional services, supports, or resources available for students who miss instruction due to absence or mobility.
  - A. Teacher provides work missed due to absence per policies 5200.1 (E) and 6235.1 (3) Make-up Work for Excused and Unexcused Absences
    - a. Schoolwork missed due to an excused or unexcused absence, must be completed to the satisfaction of each teacher whose class was missed.
    - b. Students will have a minimum of one (1) school day for each day of absence, to make up missed schoolwork. Students who do not make up their work within the prescribed time limits will not receive credit for the work missed.
    - c. Make-up work may be provided prior to a planned absence if the lessons and assignments have already been planned for and prepared by the teacher in the context of having created the weekly lesson plans. Make-up work provided to a student in advance of their absence does not guarantee that no additional work may need to be completed upon their return to school. Students who do not request missed work in advance will be provided all assigned work when the student returns from an absence.
    - d. Providing early or late semester exams is at the discretion of the building principal or the principal's designee.

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

When the school administration has given approval for a student to participate in school sponsored programs, such as High Ability Learners (HAL) Seminars, music programs, dramatics, or athletics, the student should not be

penalized for not being present to take tests and participate in the daily work. The student shall be given an opportunity to make up any work missed.

- B. The Millard Public Schools Response to Instruction + Intervention (RtI+I) Model is a systematic, data-driven approach to instruction that utilizes all resources within a school and the district in a collaborative manner to create a single, well-integrated system of instruction and interventions informed by student data. The model focuses on the individual student and provides a vehicle to strengthen performance for struggling students before educational problems increase in intensity and special education seems the only viable option. Analyzing how students respond to instruction and implementing the model, promotes collaboration and shared responsibility for the learning of all students across all personnel and programs located in any given school. Throughout the process decisions are based on a child's response to scientific, research-based instruction and intervention. The Millard Public Schools RtI+I is a 3-Tier Model that provides a process for delivering comprehensive, quality instruction to all students, from preschool through high school. The model is designed to provide research-based instruction and targeted intervention that leads to successful academic achievement. The model consists of three tiers of instruction: Tier I, Tier II, and Tier III.
- C. Summer School and Night School are available for students who need additional access.

### **Poverty Plan – Parental Involvement**

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

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

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

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

The school district seeks parental involvement through district policy 10,000. The policy calls teams of teachers, parents, administrators and staff to lead each school improvement team and deal with many issues including those that impact students in poverty. In addition

the focus will be on increasing attendance at parent/teacher conferences and regular school programs.

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

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

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

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

The strategic planning team will:

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

This team will address issues for students in poverty.

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

There is a concerted effort to recruit parent volunteers on all site planning committees. The Millard Public Schools has an exceptional record of parental involvement in setting the direction for our school system and at each school site. Thousands of parents have been involved over the 24 years that the district has used our current strategic planning model.

### **Poverty Plan – Instructional Services**

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

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

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

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

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

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

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

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

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

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

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



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

### **Poverty Plan – Specialized Services**

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

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

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

ELL Preschool – The ELL Preschool program was funded for two years by an NDE Early Childhood grant. The program began at one site serving 18 students with one teacher and two paraprofessionals. The program offers three classrooms at two sites, serving 39 students and utilizes the Creative Curriculum Program. The programs are located in a Schoolwide site and a Targeted Assisted site. The full day, 5 day per week preschool program includes three early childhood certified teachers and six paraprofessionals.

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

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

Partners with Providers is the childcare home visitation program associated with the Parents as Teachers Program. 2.0 FTE early childhood certified teachers who are trained as Parents as Teachers Specialists visit the unlicensed daycare homes in our district Title I attendance areas. The specialists visit each home childcare every three weeks providing an in-home preschool session focusing on early literacy skills and activities. With each visit they leave a variety of materials based on a theme for the provider to use with the children in their care. Then three weeks later they return to collect the materials, conduct a preschool session, leave new materials, and instruct the provider with tips on appropriate use of materials and strategies to promote literacy.

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

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

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

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

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

17. Describe summer school programs for students in poverty.

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

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

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

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

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

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

As set forth in the District Strategic Plan, we will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready. This includes examining demographic trends and developing strategies to address the unique needs of each student. Activities which support this objective include the following:

The Food Bank of the Heartland weekend Backpack Program will be available through nine elementary schools and one middle school with the highest percentages of students in poverty.

The Ronald McDonald Care Mobile provides free dental exams and other services in a mobile unit and is available to schools whose Free and Reduced Price Lunch rate is at or above 50%. In 2014-15, the Care Mobile will visit three elementary schools at least once. If available, and for schools that meet the criteria, the plan will be to expand the availability of the Care Mobile in 2015-16.

We have begun researching, revising and collaborating on the implementation of a model to develop a comprehensive system of learning supports to ensure all students have an equal opportunity to succeed at school (Center for Mental Health in Schools at UCLA, 2007). A district steering committee will be formed to initiate conversations and build capacity to move forward. From 2015-2017, collaborative conversations will occur at the building level to begin the resource-mapping process, which will culminate in a district-wide comprehensive plan.

We are developing early childhood community partnerships and exploring birth to three supports for families through the Partners with Providers Program. We also provided input on the Learning Community Superintendents' Early Childhood Education plan.

## **Poverty Plan – Professional Development**

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

### **New Teachers to the Millard Public School System**

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

#### **New Staff Induction Program Description:**

Year 1: Mentoring Relationships

Year 2: Peer Coaching Partnerships

Year 3: Extended Professional Experiences

#### **Definitions:**

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

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

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

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

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

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

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

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

- Compliance with the requirements of Title 92, Nebraska Administrative Code, Chapter 26 for mentor teacher programs.
- Assignment of a Mentor for each first-year or newly employed staff member. This assignment, along with supervision from the building principal, is intended to ensure support for each first-year or newly employed staff member, assistance toward the mastery of teaching competencies, and successful assimilation into the District and building culture.

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

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

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

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

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

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

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

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

- Recruitment, selection, and training for District mentors.
- New Staff lunch including specified orientation time with building principal or supervisor and mentor or buddy.

- New Staff Orientation to include, but not be limited to, Overview of Millard Education Program, Strategic Planning Process, District Initiatives, Human Resources Division, Special Education, Technology, and other departments of the District.
- Staff Development pertinent to classroom assignments.
- Peer Coaching for certificated or licensed staff in their second year of employment with the District and a Peer Coaching partner.
- Extended Professional Experiences for certificated or licensed staff in their third year of employment with the District.

Assignment of Responsibility for New Staff Induction:

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

- Orientation to District culture.
- Preparation and support for the mastery of the competencies necessary for successful teaching and employment.
- Mentor and Peer Coaching partner preparation and support.
- Support materials.
- Payment for each day of orientation.
- Assessment of the needs of Mentors, Buddies, Curriculum Contacts, Peer Coaching partners, first-year teachers, and newly employed certificated or licensed staff members.
- Preparation, coordination, and support of Peer Coaching experiences and materials.
- Preparation, coordination, training, and support of Extended Professional Experiences for certificated or licensed staff in their third year of employment with the District.
- Evaluation of mentor and induction activity effectiveness.
- Building Principal or Supervisor Responsibility - Principal/supervisor support of the District's Mentor and New Staff Induction Program will include, but not be limited to, the following:
  - Make appropriate Mentor or Buddy assignments for first-year and newly employed certificated or licensed staff.

- Oversee building orientations for first-year and newly employed certificated or licensed staff.
- Communicate expectations.
- Monitor and support mentor and/or buddy relationships.
- Support Peer Coaching processes and activities for second year certificated or licensed staff and Peer Coaching partners.
- Support Extended Professional Experiences for third year certificated or licensed staff.

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

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

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

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



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

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

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

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

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

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

#### Induction Plan for Reassigned Staff:

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

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

### **2008-2016 Culturally Responsive Teaching Training in Millard Public Schools**

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

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

#### **Phase 1**

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

#### **Phase 2**

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

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

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

All 1800 salaried staff members continued their differentiated experiences based on their Building Staff Development Plans. Principals were asked to create a plan that meets the needs of their staff and students. These staff development plans were entitled ***Reaching Each Student***. Parameters for these staff development plans are listed below.

1. *Differentiate your plan by building.*
2. *Collaboratively create & communicate plan with stakeholders by pre-assessing building needs (e.g. review school data, survey staff, survey community)*
3. *Establish S.M.A.R.T. goal/plan to improve culture of building and close the gap in student achievement. The S.M.A.R.T. goal will help buildings measure their success.*
4. *Office of Staff Development will provide several resources in the ANGEL community group Reaching Each Student. Administrators or designee may enroll by PIN using section ID: RES\_2011*
5. *These resources can be copied and/or developed in your building ANGEL community groups and/or used in face-to face sessions*

### **2014-2015; 2015-2016**

As the result of a new Strategic Plan, Millard Public Schools reviewed our Culturally Responsive Teaching staff development for the 2014-2015 school year. The strategic plan states that we will develop and implement plans utilizing instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready. Specifically we will examine demographic trends and develop strategies to address the unique needs of each student. There are several action steps involved in this strategy:

- Identify, evaluate, and provide access to existing and potential social services, including those in the community, to meet the changing needs of our students. e.g. Backpack meal program, health needs, transportation, adult education
- Implement strategic academic and social interventions based on data analysis. e.g. summer programming, extended school day
- Develop and implement a system to allocate resources that includes measures of student performance and demographic data.

- **Provide on-going staff development on strategies that positively impact student achievement in all demographic subgroups.**

In 2014-2015, *Culturally Responsive Teaching* remains a 2<sup>nd</sup> year staff member commitment. All 2<sup>nd</sup> year staff members were invited to a class during Fall Workshop taught by UNO Professor, Dr. Sarah Edwards. The primary goals of this class are the same as those outlined above for the 2013-2014 school year. Any 2<sup>nd</sup> year staff members who did not attend this session were asked to complete an *Introduction to Culturally Responsive Teaching via ANGEL*, our on-line learning management system. The plan for 2<sup>nd</sup> year staff members in 2015-2016 will be the same.

In 2014-2015, all 1800 salaried staff members continued their differentiated experiences based on their Building Staff Development Plans. Administrators and Building Staff Development Facilitators met in the summer of 2014 to review the Strategic Plan and to learn about District demographics. Principals were asked to create a plan that meets the needs of their staff and students. These staff development plans were entitled *Culturally Responsive Teaching*. Parameters for these staff development plans are the same as those outlined above for the 2013-2014 school year. Moving forward, we will maintain a similar plan, additionally reviewing a brief from Hanover Research titled Strategies for Building Cultural Competency and incorporating such strategies into the comprehensive plan for 2015-2016.

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

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

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

To address student needs in the areas of language and vocabulary, we have increased the scope of professional development provided to a collective group of resource teachers, reading interventionists, Speech Language Pathologists, and English Language Learner teachers. In 2014-15, the same specialists have been trained to carry forward the same professional development sessions in their buildings. By 2015-16, classroom teachers in all buildings will have participated in two professional development sessions focused on instructional strategies to support students who struggle with language and vocabulary.

In addition, the first phase in the implementation of a systematic approach to language intervention was introduced in 2013-14. The first phase focused on Tier I language support in the general education classroom. The plan for 2014-15 and 2015-16 is to continue to support building data teams in choosing and implementing language interventions at all tiers of the RtI+I Model.

### **Poverty Plan – Evaluation**

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

**Purpose:**

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

**Methodology:**

The researcher will gather data which will be inclusive of, but not limited to, state testing data and district curriculum benchmark results. Data collected will provide a comparison of achievement between all Millard Public School students and Millard Public School students of poverty. Information that addresses areas of concern for students of poverty will be highlighted.

**Data Analysis and Reporting:**

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

### **Poverty Plan – Other**

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

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

	Millard Public Schools Ethnic and Socioeconomic Diversity							
	Percentage of Total Enrollment							
	01-02	03-04	05-06	07-08	09-10	11-12	12-13	13-14
White	94.00	92.45	90.54	88.13	87.56	82.72	81.82	81.53
Black or African American	1.70	2.25	2.55	3.12	3.19	2.99	2.94	2.95
Hispanic	1.82	2.26	3.14	4.23	4.32	6.52	6.95	7.05
Asian	2.21	2.78	3.46	4.17	4.51	4.55	4.83	4.95
Am. Indian/Alaskan	0.28	0.27	0.31	0.35	0.42	0.35	0.31	.30

Native								
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	0.28	0.23	.20
Two or More Races	N/A	N/A	N/A	N/A	N/A	2.59	2.92	3.03
Free/Reduced Price Lunch Participants	6.3	8.8	9.9	11.7	15.9	20.1	19.7	18.61

	School-Wide Title I Buildings (Elem.) or Title I Qualified (Sec.)							
	% Free/Reduced Priced Lunch Participants							
	01-02	03-04	05-06	07-08	09-10	11-12	12-13	13-14
Cody	39.9	46.7	58.5	57.2	59.1	46.3	47.6	61.7
Sandoz	13.7	19.6	27.9	34.0	41.9	51.3	47.6	51.0
Holling Heights	16.5	22.8	29.7	27.2	37.6	49.3	48.5	51.4
Rockwell	23.4	24.9	18.4	23.7	39.9	45.4	45.6	42.0
Bryan	17.4	23.0	23.2	24.9	35.9	42.5	46.1	42.5
Central M.S.	12.1	13.3	23.7	21.7	28.4	38.5	38.9	38.0
Andersen M.S.	11.6	15.9	18.2	19.1	26.3	28.6	28.5	41.2
M. South H.S.	7.1	9.9	11.7	16.6	21.7	27.0	28.4	27.9
District	6.3	8.8	9.9	11.7	15.9	20.1	19.7	19.2

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Limited English Proficiency (LEP) Plan for 2015-2016 School Year for State Aid

**MEETING DATE:** September 2, 2014

**DEPARTMENT:** Educational Services

**TITLE AND**

**BRIEF DESCRIPTION:** LEP Plan for 2015-2016 School Year for State Aid

**ACTION DESIRED:** ☒ Approve Plan

**BACKGROUND:** For the certification of 2015-2016 State aid, every school district is required to designate a maximum Limited English Proficiency Allowance. The designation may be zero dollars or it may be an estimated dollar amount greater than zero dollars. This designation must be filed with the Department of Education on or before October 15, 2014. If a school district elects to designate a maximum Limited English Proficiency Allowance greater than zero dollars, the school district must also file a Limited English Proficiency Plan, on or before October 15, 2014, utilizing the NDE Grants Management System. In addition, the LEP Plan must be reviewed and approved by Learning Community Subcouncil #4 and the Learning Community Coordinating Council (LCCC).

As an addendum to the Evaluation requirement of the LEP Plan, the subsection of the Educational Services Year-End Report addressing the English Language Learner Program has been included.

**RECOMMENDATIONS:** Approve LEP Plan as submitted.

**STRATEGIC PLAN REFERENCE:** None

**TIMELINE:** Immediate implementation

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

**SUPERINTENDENT'S APPROVAL:**



## LC Limited English Proficiency Plan - 1150

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

Application: 2015-2016 LC LEP and Poverty Plans - 00

Cycle: Original Application

Estimated Expenditures

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

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

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

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

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

1150-800	Total Limited English Proficiency Expenditures	<u>1,200,000</u>
		X .85
1150-900	Estimated Limited English Proficiency Allowance	<u>1,020,000</u>

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



## **Limited English Proficiency Plan 2015-2016**

### **Identification of Students with Limited English Proficiency**

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

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

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

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

The tester will complete the following tasks:

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

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

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

## Instructional Approaches

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

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

The MPS K-12 English Language Development curriculum has been written by Millard teachers and is aligned to the Nebraska English Language Proficiency Standards (January, 2014). These standards draw on current theory, research, sound classroom practice, and educational standards from an array of national organizations and states. There is an emphasis on the critical language, knowledge about language, and skills using language that are found in college-and-career-ready standards and that are necessary for English language learners to be successful in schools.

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

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

Lessons in the ELL classroom are centered on language functions (what students do with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to particular content areas or disciplines) which are needed by English learners as they develop competence in the practices associated with English language arts and literacy, mathematics, and science. ELL teachers place an emphasis on building background and developing vocabulary to support students in the core content program. Instructional strategies based on research and practical experiences are used to maximize student involvement in classroom activities.

There is an explicit recognition that language acquisition takes place across the content areas and therefore collaboration among educators is required to enhance and excel the learning experiences of English language learners. Content area teachers and ELL teachers work together to understand and leverage the language and literacy practices used across content areas and to cultivate a deeper knowledge of the disciplinary language that English learners require to be competitive among their native English speaking peers (Understanding Language Initiative, 2012).

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

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

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

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

with the building data review team and district support staff to provide appropriate research-based interventions and resources, as needed.

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

### **Assessment Of Students' Progress Toward Mastering The English Language**

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

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

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

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

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

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

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

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

### **Curriculum, Instruction, and Assessment**

#### **Millard Education Program – Use of Assessment Data**

**6315.1**

The assessment system shall take its overall direction from the District strategic plan and from state and federal requirements. The assessment system shall be aligned with the written curriculum and shall measure student progress within the primary, intermediate, middle and high school grade levels and their level of College and Career Readiness. The system shall provide opportunities for support and appropriate interventions to occur if the student does not demonstrate proficiency.

The assessment system will include Essential Learner Outcome assessments of College and Career Readiness designed to measure the Millard Education Plan outcomes as well as assessments designed to comply with state and federal legislation.

As curriculum revisions occur, the assessment system shall reflect those changes and modifications to assessments and shall be approved by the Millard Board of Education. The curriculum content areas, grade levels when administered, and the types of assessments shall be as follows:

<b>Level: Intermediate Grades (3-5) Outcome</b>	<b>When Administered</b>	<b>Type of Assessment</b>
Reading Comprehension and Vocabulary	3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Grade	NE Dept. of Education
Writing	3 <sup>rd</sup> and 5 <sup>th</sup> Grade	ELO Assessments*
Writing	4 <sup>th</sup> Grade	NE Dept. of Education
Mathematics	3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Grade	NE Dept. of Education
Science	5 <sup>th</sup> Grade	NE Dept. of Education
<b>Level: Middle School Grades (6-8) Outcome</b>	<b>When Administered</b>	<b>Type of Assessment</b>
Reading Comprehension and Vocabulary	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> Grade	NE Dept. of Education
Writing	6 <sup>th</sup> and 7 <sup>th</sup> Grade	ELO Assessments
Mathematics	6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> Grade	NE Dept. of Education
Science	8 <sup>th</sup> Grade	NE Dept. of Education
Writing	8 <sup>th</sup> Grade	NE Dept. of Education
<b>Level: High School Grades (9-12, graduation cohort 2015) Outcome</b>	<b>When Administered</b>	<b>Type of Assessment</b>
Reading Comprehension	9 <sup>th</sup> Grade	ELO Assessment
Writing	10 <sup>th</sup> Grade	ELO Assessment
Mathematics	10 <sup>th</sup> Grade	ELO Assessment
Reading Comprehension and Vocabulary	11 <sup>th</sup> Grade	NE Dept. of Education
Mathematics	11 <sup>th</sup> Grade	NE Dept. of Education
Social Studies	11 <sup>th</sup> Grade	ELO Assessment
Science	11 <sup>th</sup> Grade	ELO Assessment/NE Dept. of Education
Writing	11 <sup>th</sup> Grade	NE Dept. of Education

<b>Level: High School Grades (9-12, graduation cohort 2016 &amp; beyond) Outcome</b>	<b>When Administered</b>	<b>Type of Assessment</b>
English	11th Grade	ACT® Assessment
Writing	10th Grade	ELO Assessment
Mathematics	11th Grade	ACT® Assessment and NE Dept. of Education
Reading	11th Grade	ACT® Assessment and NE Dept. of Education
Mathematics	11th Grade	NE Dept. of Education
Science	11th Grade	ACT® Assessment and Dept. of Education
Writing	11th Grade	NE Dept. of Education

\*The Essential Learner Outcome Assessments are district-developed.

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

9. What subjective measures does the district include? (Subjective measure(s) MAY be included but an exit criteria may not solely be based on a subjective measure.)

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

### **Evaluation to Determine the Effectiveness of the LEP Plan Elements**

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

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

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

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

Modifications to the program are recommended based on the results of data analysis and review of the program implementation practices. The modifications are designed to assist

students in overcoming language barriers that may prevent them from participating meaningfully in the core curriculum program.

The evaluation process is repeated annually, with data collection occurring in the fall, review of data with program recommendations in the winter, and implementation of changes in the spring. Findings and recommendations are reported in the English Language Learner Program Year-End Report, which is included with the Educational Services Year-End Report and submitted to the Superintendent and Board of Education. The report is free of any personally identifiable information, is available to the public, and is retained in an electronic format indefinitely. The report for the 2013-2014 school year is included as an addendum to the LEP Plan (Appendix A).

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

The committee analyzes student program data and procedures, including:

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

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

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

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

## Other

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

As the District continues to grow in student population, and with increase in the number and varied needs of limited English proficient students, along with the potential parameters of the Learning Community, we predict that the LEP/ELL student population will continue to grow.

Should there be an increase in enrollment, every consideration will be given to increasing staff dependent upon available resources.

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

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

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

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

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

To address student needs in the areas of language and vocabulary, we have increased the scope of professional development provided to a collective group of resource teachers, reading interventionists, Speech Language Pathologists, and English Language Learner teachers. In 2014-15, the same specialists have been trained to carry forward the same professional development sessions in their buildings. By 2015-16, classroom teachers in all buildings will have participated in two professional development sessions focused on instructional strategies to support students who struggle with language and vocabulary.

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

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

Yes                      No      **X**

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

Yes                      No      **X**



## **Appendix A**

### **Evaluation to Determine the Effectiveness of the LEP Plan Elements**

## Evaluation to Determine the Effectiveness of the LEP Plan Elements

The English Language Learner (ELL) Program has continued to grow and establish itself as an integral part of the Millard Public Schools. The purpose of the ELL Program is to provide English language instruction to limited and non-English speaking students who enter our community and require these services. It is the goal of the program to assist students in becoming full participants in the general education program. Research shows that having a program for English development is more beneficial than not having one (Saunders and Goldenberg, 2010). This is to say that students who are acquiring English as an additional language are more likely to be successful in school if they receive direct English language instruction.

### Program Demographics

The demographic counts included within this report were pulled on May 23, 2014, and are based on each student's last enrollment of the 2013-2014 school year.

ELL K-12 Program Sites  
 Holling Heights Elementary School  
 Montclair Elementary School  
 Sandoz Elementary School  
 Willowdale Elementary School  
 Millard Central Middle School  
 Millard South High School

ELL Preschool Sites  
 Norris ELL Preschool  
 Sandoz ELL Preschool

Number of Limited English Proficient (LEP) students enrolled in Preschool	104
Number of Limited English Proficient (LEP) students enrolled in K-12 (ELL Eligible – Not Participating and Participating)	402
Number of LEP students who participated in the K-12 ELL Program (ELL Eligible and Participating)	319
Number of former LEP students who have met program requirements and are being monitored for academic success (Redesignated English Fluent Less Than 2 Years)	309
Number of former LEP students who have been Redesignated English Fluent More Than 2 Years, and for whom some support may be provided, though it is minimal	308
Number of students whose parents waived ELL services (ELL Eligible – Not Participating)	83
Number of students tested who did not qualify for services (DNQ)	124

#### ELL Preschool Enrollment

Attendance Location	LEP Eligible	Attendance Location	LEP Eligible
Bryan Elementary	2	Norris Elementary	20
Cody Elementary	3	Rockwell Elementary	2
Disney Elementary	3	Sandoz Elementary	30
Holling Heights Elementary	6	Wheeler Elementary	1
Montclair Elementary	33		
Neihardt Elementary	4		
<b>Grand Total</b>			<b>104</b>

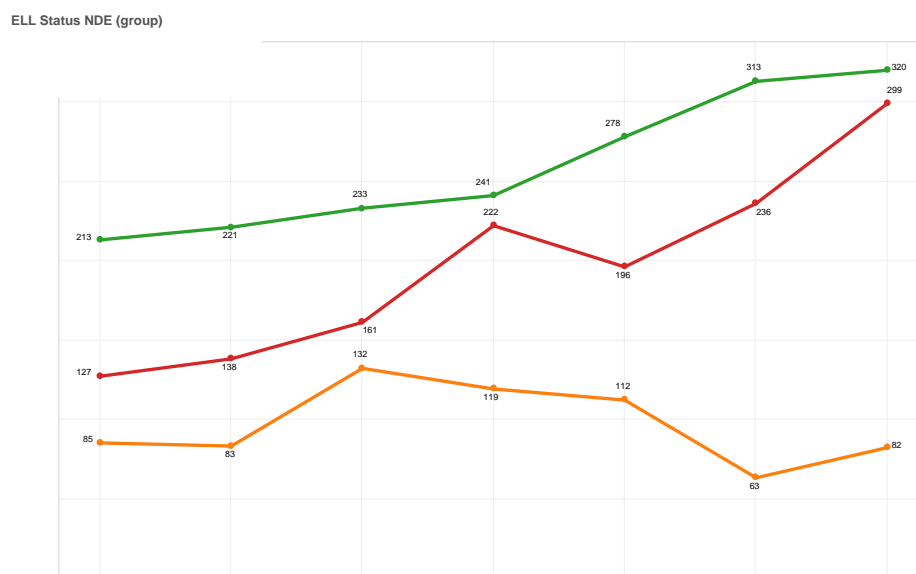
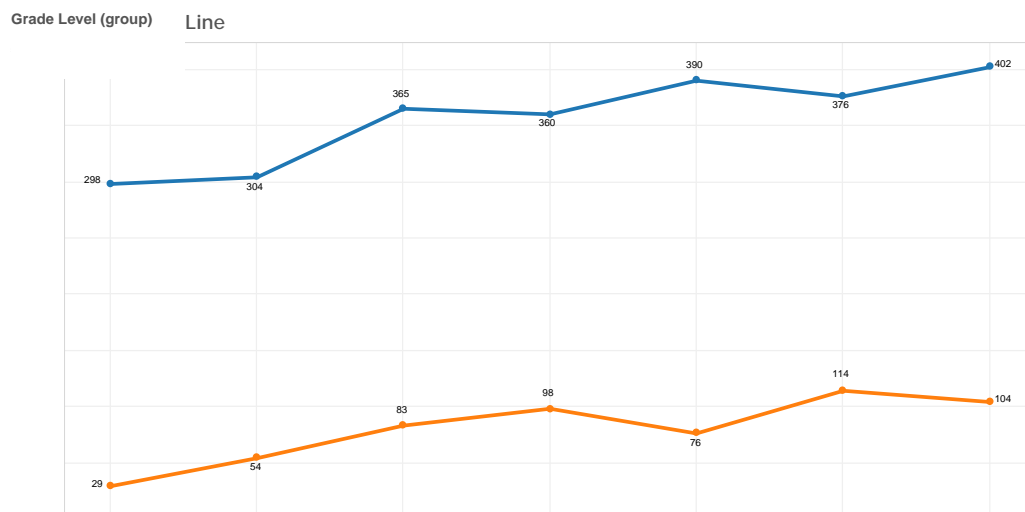
## ELL K-12 Enrollment

Attendance Location	ELL Eligible - Not Participating	ELL Eligible and Participating		Redesignated English less than 2 years	Redesignated English more than 2 years	Grand Total
		LEPA	LEPC			
	LEPW			REF	REF2	
Abbott Elementary	5			1	1	7
Ackerman Elementary	2			4	4	10
Aldrich Elementary	4			22	8	34
Andersen MS				4	8	12
Beadle MS	1			5	8	14
Black Elk Elementary	3		1	2	1	7
Bryan Elementary	4			7	2	13
Cather Elementary	18		1	31	12	62
Cody Elementary	4			5	2	11
Cottonwood Elementary	1			1		2
Disney Elementary	7		2	8	2	20
Ezra Millard Elementary	5				2	7
Harvey Oaks Elementary					1	1
Hitchcock Elementary					1	1
Holling Heights Elementary		43		27	6	76
Kiewit MS	1			1	4	6
Millard Central MS	1	29		35	25	90
Millard Horizon HS				1	3	4
Millard North HS	2			8	35	45
Millard North MS				12	22	34
Millard South HS	1	28		28	63	120
Millard West HS	2			5	32	39
Montclair Elementary	2	65	1	20	11	100
Morton Elementary			1	1	1	3
MS Alternative Program				1	1	2
Neihardt Elementary	2			1	2	5
Norris Elementary	7			4	9	20
Reagan Elementary	1		1	4	2	8
Reeder Elementary	2		1		2	5
Rockwell Elementary	4			6	3	14
Rohwer Elementary	1		1	4		6
Russell MS				6	20	26
Sandoz Elementary		97		18	3	118
Upchurch Elementary	3			7		10
Wheeler Elementary				4	3	7
Willowdale Elementary		48		25	9	82
Young Adult Program				1		1
<b>Grand Total</b>	<b>83</b>	<b>310</b>	<b>9</b>	<b>309</b>	<b>308</b>	<b>1,022</b>

**LEPW** = Limited English Proficient Waived  
**LEPA** = Limited English Proficient Active

**LEPC** = Limited English Proficient Consultative  
**REF** = Redesignated English Fluent

Enrollment of ELL Eligible students has continued to grow, with an increase of 26 students in the K-12 program during the 2013-2014 school year. The number of preschool students decreased slightly from 114 students to 104. The number of students who are eligible for ELL services, but whose parents have chosen to waive services (Eligible, Not Participating), increased from 63 students during 2012-2013 to 82 students in 2013-2014.



From 2010 to 2012, students receiving consultative ELL services were counted as “Not Participating.” In subsequent years, students receiving consultative services were counted as “Participating.”

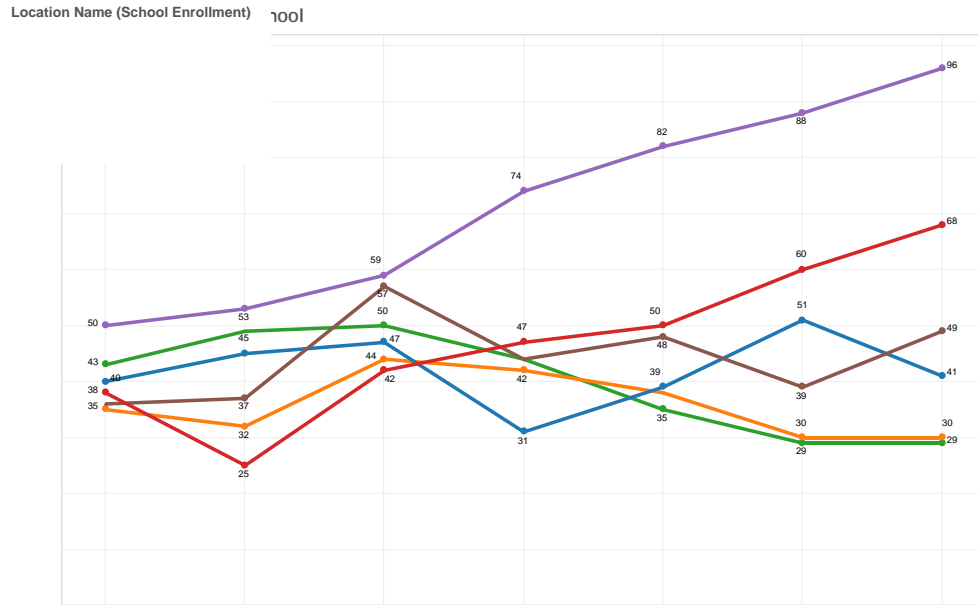
### Special Education

15.60% of K-12 ELL Eligible students are also verified with a disability and receive services through the Special Education Program. District-wide, 13.84% of students are verified for services.

### High Ability Learners

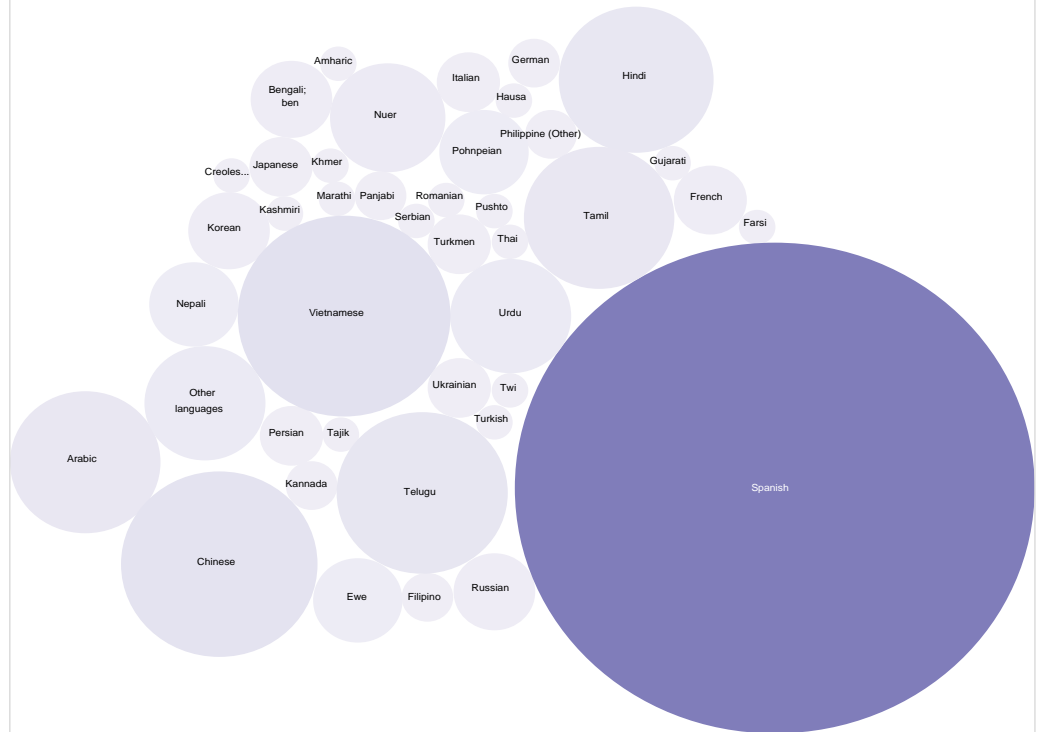
1.11% of K-12 ELL Eligible students are also identified as High Ability Learners (HAL). District-wide, 17.49% of students are identified as High Ability Learners. Concerted efforts have been made over recent years to redesign identification procedures to be inclusive of students who may be limited in language, thus opening up the opportunity to demonstrate gifts and talents that may otherwise go unnoticed.

For most ELL Program sites, enrollment has gone up and down in no predictable pattern. This year, Sandoz Elementary increased to 96 students, Montclair Elementary increased to 68 students, and Willowdale Elementary increased to 49 students. Holling Heights Elementary decreased to 41 students. Central Middle School and Millard South High School each remained unchanged at 30 and 29 students, respectively.



### Native Language

47 languages other than English are spoken among the ELL student population. Spanish is the majority native language with 45% of students speaking Spanish as their first language. 8% of students speak Vietnamese and 6% of students speak Chinese.



Primary Language	Family's Nation of Origin	Birth Country	Count <small>*Counts fewer than 10 have been masked for privacy</small>
Amharic	None Specified	United States	*
	Ethiopia	Ethiopia	*
Arabic	None Specified	United States	14
	Egypt	Egypt	*
	Iraq	Iraq	*
		United States	*
	Israel	United States	*
	Jordan	United States	*
	Kenya	Kenya	*
	Saudi Arabia	Saudi Arabia	*
		United States	*
	Sudan	United States	*
	Tunisia	United States	*
Bengali; ben	None Specified	United States	*
	Bangladesh	Bangladesh	*
	India	India	*
		United States	*
Bosnian	Bosnia and Herzegovina	United States	*
Chinese	None Specified	United States	16
	China	China	10
		United States	18
	Taiwan, Province of China	United States	*
Chuukese	Guam	United States	*
Creoles and pidgins, English-based (Other)	Haiti	United States	*
English	None Specified	United States	*
	El Salvador	United States	*
	Mexico	United States	*
	United States	United States	*
Ewe	None Specified	United States	*
	Niger	United States	*
	Togo	Togo	*
		United States	*
Farsi	None Specified	United States	*
	Afghanistan	Afghanistan	*
		United States	*
	Kenya	United States	*
Filipino	Philippines	Philippines	*
		United States	*
French	None Specified	United States	*
	Benin	Benin	*
	France	France	*
		United States	*

Primary Language	Family's Nation of Origin	Birth Country	Count <small>*Counts fewer than 10 have been masked for privacy</small>
German	Ghana	Ghana	*
		Togo	*
		United States	*
		Central African Republic	*
		United States	*
	Germany	United States	*
	India	United States	*
	None Specified	United States	*
	None Specified	India	*
	None Specified	United States	*
Hindi	India	India	*
		United States	15
		United States	*
		Italy	*
		Italy	*
	None Specified	Japan	*
	Japan	Japan	*
	None Specified	United States	*
	India	India	*
	India	United States	*
Kannada	India	India	*
		United States	*
		United States	*
		Cambodia	*
		Korea, Republic of	*
	None Specified	United States	*
	Korea, Republic of	Korea, Republic of	*
	None Specified	United States	*
	Lao People's Democratic Republic	Lao People's Democratic Republic	*
	None Specified	United States	*
Malayalam	India	India	*
		United States	*
		United States	*
		United States	*
		United States	*
	Marshall Islands	United States	*
	Micronesia, Federated States of	Marshall Islands	*
	None Specified	United States	*
	Nepal	Nepal	*
	None Specified	United States	*
Nepali	None Specified	United States	*
		Egypt	*
		United States	*
		Egypt	*
		United States	15
	Sudan	Egypt	*
	None Specified	United States	*
	Afghanistan	Afghanistan	*
	Guam	Guam	*
	None Specified	United States	*
Other languages	None Specified	United States	*
		Afghanistan	*
		Guam	*
		United States	*
		United States	15
	Sudan	Egypt	*
	None Specified	United States	*
	Afghanistan	Afghanistan	*
	Guam	Guam	*
	None Specified	United States	*

Primary Language	Family's Nation of Origin	Birth Country	Count <small>*Counts fewer than 10 have been masked for privacy</small>
	India	United States	*
	Micronesia, Federated States of	Micronesia, Federated States of	*
	Pakistan	United States	*
	Russian Federation	United States	*
	Uganda	Uganda	*
Panjabi	India	United States	*
Persian	None Specified	United States	*
	Afghanistan	Afghanistan	*
		United States	*
	Pakistan	Pakistan	*
Philippine (Other)	Philippines	Philippines	*
Pohnpeian	Marshall Islands	Micronesia, Federated States of	*
		United States	*
	Micronesia, Federated States of	Micronesia, Federated States of	*
		United States	*
Portuguese	None Specified	United States	*
Pushto	Afghanistan	Pakistan	*
		United States	*
Romanian	Romania	Romania	*
Russian	None Specified	Russian Federation	*
		Ukraine	*
		Belarus	*
	Russian Federation	United States	*
	Tajikistan	Russian Federation	*
	Ukraine	Ukraine	*
	None Specified	United States	*
	None Specified	Ecuador	*
		El Salvador	*
		United States	127
	Argentina	United States	*
	Colombia	United States	*
	Cuba	United States	*
	Dominican Republic	Dominican Republic	*
		United States	*
	El Salvador	El Salvador	*
		United States	*
	Guatemala	Guatemala	*
		United States	*
	Honduras	United States	*
	Mexico	Mexico	22
		United States	116
	Peru	Peru	*
		United States	*



Primary Language	Family's Nation of Origin	Birth Country	Count <small>*Counts fewer than 10 have been masked for privacy</small>
Tagalog	Puerto Rico	Puerto Rico	*
	United States	United States	*
	Philippines	Philippines	*
	None Specified	United States	*
	None Specified	India	*
Tamil	India	United States	*
		India	*
		United States	11
		India	*
		United States	17
Telugu	India	India	11
		United States	18
		Thailand	*
		Turkey	*
		United States	*
Thai	None Specified	United States	*
		United States	*
		United States	*
		United States	*
		United States	*
Turkish	None Specified	United States	*
		United States	*
		United States	*
		United States	*
		United States	*
Turkmen	None Specified	United States	*
		United States	*
		United States	*
		United States	*
		United States	*
Twi	None Specified	United States	*
		United States	*
		United States	*
		United States	*
		United States	*
Ukrainian	None Specified	United States	*
		United States	*
		United States	*
		United States	*
		United States	*
Urdu	None Specified	United States	*
		United States	*
		United States	*
		United States	*
		United States	*
Vietnamese	None Specified	United States	11
		United States	*
		United States	28
		Vietnam	15
		Vietnam	15

## Student Achievement

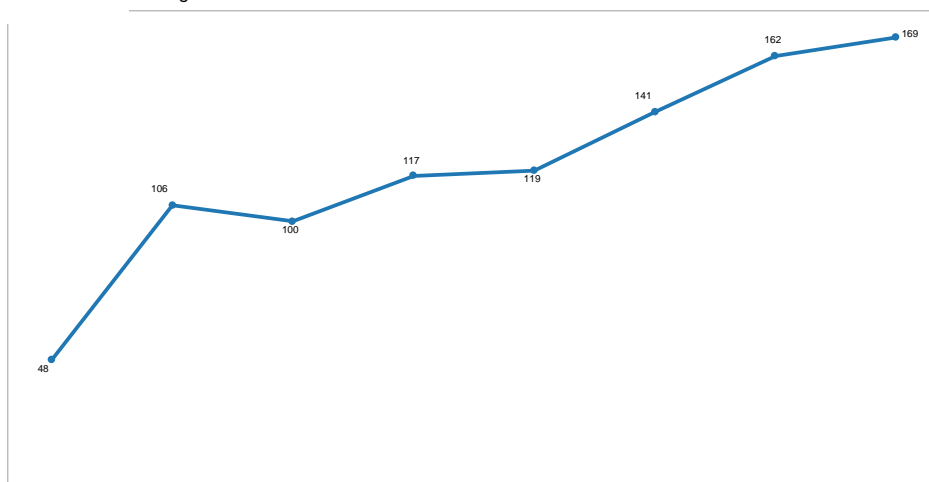
### English Language Proficiency Assessment

By law, all ELL students must participate in an annual assessment of English language proficiency. The English Language Development Assessment (ELDA) is a battery of tests used to measure progress in the acquisition of English language proficiency skills among non-native English speaking students in grades K-12. ELDA measures both academic and social language proficiency in the four domains of language: listening, speaking, reading and writing.

The number of students earning a proficient score on ELDA has increased each year. In 2013, 169 (49%) students earned a proficient score. Of the students tested who had previously taken ELDA, 128 (57%) increased their proficiency level score, 74 (33%) earned the same proficiency level score, and 23 (10%) earned a lower proficiency level score than the previous year.

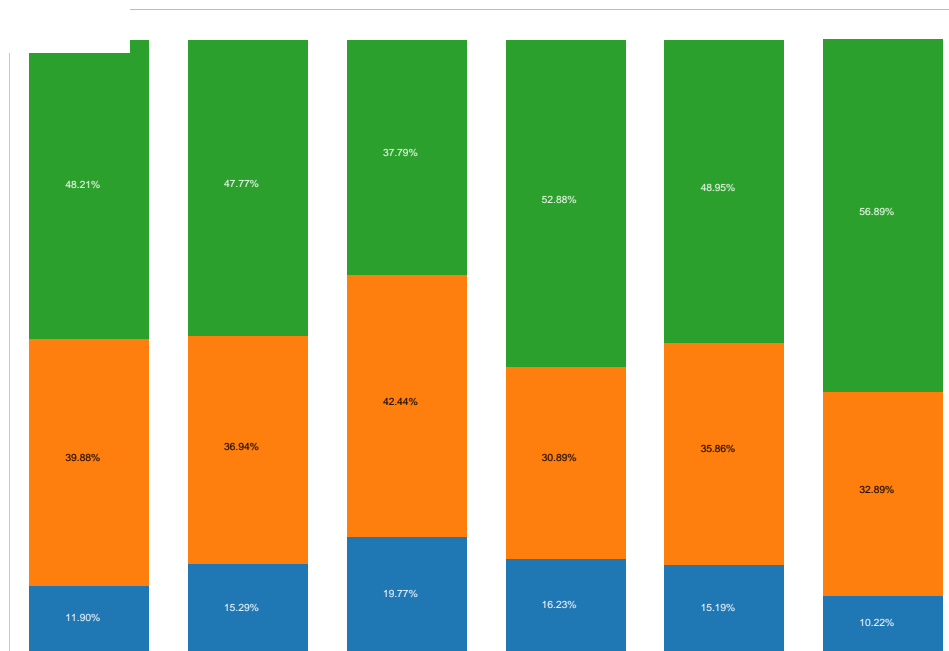
Result by Group

Scoring Proficient on ELDA



Col3

Students Increasing or Decreasing Proficiency Level on ELDA



Both state and federal laws require the inclusion of ELL students in the testing process. This provides English learners an opportunity to demonstrate their knowledge and skills. Participation yields data that informs educators of progress in learning language and academics and can be used to inform instructional decisions. For students who are very limited in their English proficiency, the emphasis is on the opportunity to participate with less concern as to whether or not the student masters the assessment.

Table 1 shows the final disposition of ELL students on the ELO assessments taken during the 2013-2014 school year. The percentage of students who mastered or did not master the assessment is listed, with the number of students presented below the percentage figure. Data includes students who have been redesignated English fluent and are in the two-year monitoring period as required by NCLB. This is in response to a change in the Nebraska Department of Education consolidated data collection (CDC) which now includes these students in the two-year monitoring period for AYP purposes.

Table 2, below, shows the performance of ELL students on the 2012-2013 NeSA Math, Reading, Writing and Science assessments. Both sets of data include students who have been redesignated English fluent and are in the two-year monitoring period as required by NCLB.

Keeping in mind the challenge of demonstrating content knowledge when one is not yet proficient in English, the data shows a high percentage of students not yet scoring proficient on the 11th grade NeSA-Reading (87%), 11th grade NeSA-Math (80%), and 11<sup>th</sup> grade NeSA-Science (80%) assessments. Areas of strength are demonstrated on the 3<sup>rd</sup> grade NeSA-Reading and 5<sup>th</sup> grade NeSA-Reading assessments, for which 76% and 72% of students, respectively, met or exceeded the standards.

**Table 1**

Test Name	Date Tested	Not Mastered	Mastered
AWA03	12/2/2013	20.78%	79.22%
	12/2/2013	16	61
AWA05	12/2/2013	31.43%	68.57%
	12/2/2013	11	24
AWA06	1/21/2014	23.53%	76.47%
	1/21/2014	8	26
AWA07	1/21/2014	26.32%	73.68%
	1/21/2014	5	14
AWA10	1/22/2014	41.67%	58.33%
	1/22/2014	5	7
Math10	1/17/2014		100.00%
	1/17/2014		1
Science11	10/25/2013	54.55%	45.45%
	10/25/2013	6	5
SocStudy11	10/25/2013	54.55%	45.45%
	10/25/2013	6	5

**Table 2**

Nebraska State Accountability Assessments 2012-2013

Test Code	SP1 Below	SP2 Meets	SP3 Exceeds
NeSA-M03	42.03%	36.23%	21.74%
	29	25	15
NeSA-M04	36.36%	54.55%	9.09%
	16	24	4
NeSA-M05	38.24%	58.82%	2.94%
	13	20	1
NeSA-M06	73.53%	20.59%	5.88%
	25	7	2
NeSA-M07	53.13%	40.63%	6.25%
	17	13	2
NeSA-M08	70.00%	23.33%	6.67%
	21	7	2
NeSA-M11	80.00%	20.00%	

	12	3	
NeSA-R03	28.36%	56.72%	14.93%
	19	38	10
NeSA-R04	38.64%	47.73%	13.64%
	17	21	6
NeSA-R05	24.24%	66.67%	9.09%
	8	22	3
NeSA-R06	50.00%	40.63%	9.38%
	16	13	3
NeSA-R07	37.93%	51.72%	10.34%
	11	15	3
NeSA-R08	40.74%	51.85%	7.41%
	11	14	2
NeSA-R11	86.67%	13.33%	
	13	2	
NeSA-S05	64.71%	26.47%	8.82%
	22	9	3
NeSA-S08	56.67%	40.00%	3.33%
	17	12	1
NeSA-S11	80.00%	20.00%	
	12	3	
NeSA-W04	46.67%	42.22%	11.11%
	21	19	5
NeSA-W08	36.67%	56.67%	6.67%
	11	17	2
NeSA-W11	76.47%	23.53%	
	13	4	

## Annual Measureable Achievement Objectives

No Child Left Behind requires each state to establish Annual Measureable Achievement Objectives (AMAOs) for students who are English Language Learners. AMAOs are the measure of progress for all districts receiving Title III funds. Progress is measured through three components:

- AMAO I – The number of ELL students making progress in learning English
- AMAO II – The number of ELL students becoming proficient in English
- AMAO III – The number of ELL students making AYP

The Nebraska Department of Education uses student composite scores on the English Language Development (ELDA) assessment to determine AMAO I and AMAO II. The following tables reflect the AMAO results received from NDE in October, 2013.

AMAO	Result	Index Points		Average Index		CI 99% Index	
I	MET	2012	2013	2012	2013	2012	2013
		16,000	17,350	60.8	69.7	69.7	N/A

AMAO	Result	AMAO-II Count		Proficiency Count		% Proficient	
II	MET	2012	2013	2012	2013	2012	2013
		390	348	162	169	41.5	48.6

AMAO	Result
III	Not Met

The number of students making progress in learning English and the number of students becoming proficient in English has increased each year since the start of AMAOs. In 2013, the ELL sub-group, as defined by NCLB, did not meet AYP in the area of math at the elementary and middle levels. For this reason, the District did not meet AMAO III.

As a result, notification was sent to parents informing them of the District's status. Building administrators were informed and an improvement plan designed to increase the performance of ELL students in the area of math was written and submitted to NDE. Below is a summary of goals and activities that have been implemented.

An analysis of NeSA-Math strand data demonstrates low performance across all tested grade levels in the area of Data Analysis and Probability. Through this data analysis, it is noted that ELLs need support in developing academic language in mathematics, which encompasses reading and understanding directions, understanding mathematical problems written in sentences, communicating in math, and expressing mathematical problems and solutions orally and in writing.

The District is committed to increasing professional development opportunities in best practices in math instruction for general education and ELL teachers. Mathematics instruction is focused on a balanced approach including building students' conceptual understanding and procedural fluency. Students are assessed through a variety of formative and summative measures intended to inform instruction. Professional development is ongoing and job-embedded and addresses strategies to foster mathematics discourse, problem-solving perseverance, and students' ability to construct viable arguments and critique the reasoning of others. Additionally, a district vertical team representing grades 2 through 10 is in place to examine the math curriculum and identify

skills that overlap unnecessarily as well as gaps in instruction. The results of this work will ensure a well-articulated scope and sequence across the grade levels.

With an increased focus on developing academic language, all elementary interventionists, resource teachers, Speech Language Pathologists and ELL teachers are participating in ongoing professional development in language and vocabulary. Sessions focus on emphasizing the development of language functions (describing, summarizing, comparing and contrasting, analyzing, evaluating, and so on), the use of language frames, and comprehensive vocabulary instruction. Learned strategies are used by specialists during small group instruction and shared with classroom teachers when appropriate. There is a growing emphasis on teacher collaboration with the goals of providing consistent instruction and services and promoting instructed language development throughout the day.

At the middle level, all teachers in every content area communicate a daily language objective to students and utilize language frames to promote academic language and vocabulary development and academic discourse. Students are engaged in partner and small group activities to practice their language use in the content areas.

Through the Response to Instruction and Intervention Problem Solving Process, research-based interventions in math and reading are provided to students who demonstrate this need. English learners have equal access to such interventions and are included in the Data Review Team process in each building.

The elementary ELL PLC has continued to keep math as a primary focus. At monthly meetings, teachers examine state and district assessment data, benchmark data, and classroom data. Teachers focus on teaching the language of math during ELL instruction. Available resources include the Math Vocabulary Kit that accompanies the core curriculum and Quantile.com, a diagnosis and intervention system. Noting that consistency and continuity are important for struggling students, teachers connect the vocabulary and concepts taught in the classroom to lessons within the ELL classroom.

A Language Intervention Toolkit is being developed to support the implementation of intervention for students who struggle with language. The strategies and interventions contained within will support students across all content areas, including the language of math. Tier I Targeted Strategies will be implemented in the general education classroom when students display difficulty with language use, i.e. asking and answering questions, formulating a verbal response, following directions, and so on. Should the student not show progress, the classroom teacher, ELL teacher and Speech Language Pathologist will collaborate to plan and implement a Tier II language intervention. For students who struggle in math, the language intervention can be implemented during math instruction.

<b>Accomplishments Related to Curriculum and Instruction Support for ELL Students</b>
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- Continued to collect and analyze data pertaining to student achievement, using Tableau for data visualization
- Continued to assess student progress in writing by administering, scoring and analyzing benchmark writing samples
- Analyzed results of the 6-12 ELL Formative Reading Assessment through Secondary ELL PLC and re-administered pre-test and post-test
- Implemented use of the Speaking and Listening subtests of the Rigby ELL Assessment Kit to monitor student progress in developing oral English proficiency
- Coordinated with the Department of Assessment, Research and Evaluation in the administration of the English Language Development Assessment (ELDA)
- Administered the state required English Language Development Assessment (ELDA) to all LEP students, K-12
- Continued use of student progress rubric/checklist to monitor student progress
- Expanded implementation of processes congruent with NDE Rule 15 which went into effect in August, 2012
- Continued implementation of Phase II of the Instructional Approaches, Curriculum and Assessment Review Procedures, identifying needed resources and creating course guides / curriculum guides
- Practiced ongoing review of research on best practices for teaching LEP students
- Participated in professional development activities, including structured activities during department meetings, district professional development days, off-site workshops, and webinars
- Continued informal training and discussion among teachers, specialists, and principals in regard to meeting the needs of ELL students through the RtI+I Model
- Worked collaboratively with the Department of Special Education to write and implement the Language Intervention Toolkit for Tier I language support
- Continued the work of the ELL MDT Audit Committee
- Continued to monitor and promote growth among ELL students who do not actively participate in ELL Program
- Coordinated efforts between the ELL Coordinator and ELL Specialist to address academic concerns of ELL students
- Continued participation in district singleton PLCs for Elementary ELL and Secondary ELL with leadership provided by ELL teachers
- Implemented language development software for all K-5 ELL students at each of the four elementary ELL program sites, as well as for a few students attending non-ELL sites on an as-needed basis
- Provided training in research-based practices for ELLs for general education teachers, specialists, ELL teachers and administrators, including language and vocabulary development
- Sponsored evening enrichment opportunities for ELL students and their families funded by the Title III LEP grant and a grant from the MPS Foundation
- Continued the employment of two bilingual liaisons to support communication between school and family and to promote parent outreach activities
- Promoted summer school opportunities among the ELL population

## Professional Development

Course Title	Demographics	No. of Participants
Developing Differentiated Formative Assessments	COORD ELL-POV-FED/STATE PR-A365	1
	ELL TEACHER-C661	2
ELDA K, 1-2 Training for Principals	BUILDING FACILITATOR-C771	1
	ELEM PRINCIPAL-A401	5
ELL Achievement: Focusing on What Matters Most	ELL TEACHER-C661	14
ELL Instructional Approaches, Curriculum, and Assessment Review	ELL TEACHER-C661	32
	MDL SCH PRINCIPAL-A402	1
	MEP TECH FACILITATOR-C710	2
	READING TEACHER-C362	1
English Proficiency Assessment Training	MDL SCH COUNSELOR-C612	1
	Special Ed PRESCHOOL TEACHER-C941	1
	SUBSTITUTE TEACHER-SUBC	1
Imagine Learning Training	ELL TEACHER-C661	10
Language Difference vs Language Disability (ESU 3)	ELL TEACHER-C661	13
Nebraska Association for Translators & Interpreters (NATI)	BILINGUAL FAMILY SCHOOL LIAISON-J34B	1
New ELL Teacher Training	ELL TEACHER-C661	14
Tier I Targeted Language Strategies	EARLY LIT INT (ELI) TCHR-C641	1
	INSTR FACILITATOR-C721	2
	MATH INTERVENTIONIST-C461	2
	TITLE 1 TEACHER-C671	3
	BUILDING FACILITATOR-C771	1
	COORD ELL-POV-FED/STATE PR-A365	1
	EARLY LIT INT (ELI) TCHR-C641	3
	ELL TEACHER-C661	10
	INSTR FACILITATOR-C721	3
	MATH INTERVENTIONIST-C461	2
	READ TEACHER-C631	27
	Special Ed PROGRAM FACILITATOR-C811	1
	Special Ed RESOURCE TEACHER-C831	42
	SPEECH PATHOLOGIST-C90I	43
	SUBSTITUTE TEACHER-SUBC	1
	TEACHER HOURLY RATE-CHR	1
	TITLE 1 TEACHER-C671	4



Vocabulary and Language Development (Customized Sessions for Building Staff)

ELEM COUNSELOR-C611	1
MATH INTERVENTIONIST-C461	1
VOCAL MUSIC TEACHER-C531	2
CLASSROOM TEACHER	25
EARLY CHLDHD LITERACY TCH-C961	1
INSTR FACILITATOR-C721	1
PHYSICAL ED TEACHER-C591	1
READ TEACHER-C631	2
Special Ed ACP TEACHER ELEM-C851	2
Special Ed BD TEACHER-C861	1
Special Ed PRESCHOOL TEACHER-C941	1
Special Ed RESOURCE TEACHER-C831	3
SPEECH PATHOLOGIST-C901	4

### Parent Outreach and Community Connections

Event	Date	Number of Staff Participating	Number Students and Parents Participating
ELL Family Night	9-24-2013	17	270
Latino Summit	10-22-2012	3	108
TAO: Phoenix Rising	3-7-2014	2	22
Parents Involved in Education Night	5-1-2014	9	104

**Program Planning and Evaluation**

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

**Program Planning**

Phase I, *Program Planning*, is carried out in a manner consistent with program evaluation requirements set forth by Nebraska Rule 15. A committee of teacher representatives from K-12 ELL, a principal from an ELL program site, and the ELL Coordinator meet annually to carry out a program review. The committee is charged with reviewing ELL practices, procedures and documents to ensure compliance to district and state policy and rule and adoption of best practices. Participants synthesize research and data to identify program strengths and weaknesses. A thorough review of ELL identification procedures, instructional approaches, proficiency standards and indicators, and assessment procedures is also conducted.

The Program Planning Committee met on April 7, 2014. Committee members included:

Amanda Phillips – ELL Teacher, CMS  
 Barb Stratman – ELL Teacher, Montclair  
 Cathy Wollman – ELL Teacher, MSHS  
 Heidi Penke – Principal, Sandoz  
 Jennifer Reid – Coordinator of ELL, Poverty and Federal Programs  
 Kim Brown – ELL Teacher, Holling Heights  
 Pam Erixon – ELL Teacher, Holling Heights

The committee analyzed student program data and procedures, including:

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

Prior to the meeting, committee members were provided ELL program and assessment data and asked to review the data in light of the following four questions:

Question #1: What is the level of achievement on district and state standards of ELL students once they are redesignated English fluent (REF)?

Question #2: Grouped by language proficiency level, what is the level of achievement of ELL students in math, reading, science and writing (AMAO III)? How has this level of achievement changed over time?

Question #3: In what content areas and/or strands are students making the greatest gains in achievement? In what content areas and/or strands are there the least gains?

Question #4: What are the strengths of the ELL Program? In what ways could the ELL Program improve?

During the meeting, committee members reported on their individual analysis and the group further discussed as a whole. It was noted that a higher percentage of students do well on district and state assessments after they have been Redesignated English Fluent more than two years. Students at the lower English proficiency levels do not often meet proficiency standards, which is to be expected; although some students do meet the standards when they are at the Intermediate level of proficiency. ELL students tend to perform better in Writing than in any other subject, which is believed to be attributed to the wide use of common formative assessments in writing. It was the general consensus among stakeholders surveyed that ELL teachers play an important role in the success of ELL students and are highly valued by their general education colleagues and principals.

Looking at opportunities for improvement, the data showed that a high number of students who have scored proficient in English on the English Language Development Assessment (ELDA), do not also score proficient on district and state assessments, especially in the areas of Reading and Math. The conclusion drawn is that while students develop sufficient language skills to score proficient in English on a standardized test, they do not necessarily become proficient in the academic content areas. Performance of ELLs in Math is of greatest concern, particularly in the area of Data Analysis and Probability. It is recognized that this area requires greater facility of English and therefore more attention to language development within mathematics is required. Overall, the committee discussed the importance of academic language development occurring throughout the day in all content areas. Relative to the stakeholder survey, communication with parents in their native language was discussed and is an area for improvement. Additionally, it was noted that ELL teachers, content area teachers, and principals requested more professional development in the area of English Language Development.

As a result of this analysis and discussion, the following goals have been set for 2014-2015:

1. Increase the percentage of ELL students (Eligible and Redesignated Less Than Two Years) scoring proficient on NeSA-R, NeSA-M, NeSA-W and NeSA-S by 4% on each test by
  - a. Collaborating intentionally (exchanging strategies, modeling, co-teaching) with content area teachers to target academic language development in reading, math and science
  - b. Providing professional development for content teachers and new staff on best practices for making content comprehensible for ELLs and developing academic language
2. Increase parent participation by communicating in the home language (orally and/or in writing) for 90% of parents who have indicated their preferred language of communication is other than English by
  - a. Using Language Line
  - b. Sourcing out additional projects to a contracted translation company
  - c. Consider requesting the hiring of an additional bilingual liaison through Program Budgeting

### **Curriculum Planning, Development and Implementation**

In Phase 2, *Curriculum Planning, Development, and Implementation*, The Curriculum Planning Committee is charged with reviewing the program goals set forth by the Program Planning Committee and developing a draft of PK-12 district standards and indicators derived from state standards and indicators.

The Curriculum Planning Committee began its work in the 2012-2013 school year. The process continued in 2013-2014 with the Curriculum Development and Materials Selection Committees, which met on nine different occasions. All ELL teachers were included over the course of these meetings.

The Nebraska Department of Education adopted new English Language Proficiency Standards in January, 2014, with the expectation that implementation of the standards will begin in 2014-2015. As the Curriculum Planning work moved forward, ELL teachers engaged in conversation for how to adjust the instructional approaches used in the ELL program, as well as the curriculum work that had already been accomplished, to meet the expectations of the new standards. This has slowed down the process, but rich conversations about the needs of English learners, how we prepare them to be successful in the general education program, to be “college and career ready,” and to assimilate into our American culture both in and out of school, have ensued.

At this time, curriculum guides have been written for elementary and course guides for secondary, though changes are expected in light of the new standards, so the documents remain in draft form. Materials to support instruction have been previewed and closely examined to ensure a match to state and district standards. Since full implementation of the new state standards has not yet occurred, materials selection will occur in limited scope, with an emphasis on non-English speaking newcomers at the elementary and middle levels and more rigorous materials for the upper levels at high school, all of which have been a critical and high-priority need for many years.

### **Conclusion**

The English Language Learner Program in Millard Public Schools is a strong program that demonstrates measured success in supporting students in the development of the English language. Teachers and leaders work diligently to ensure the needs of students and parents are met and that ELL students have equal opportunities to succeed alongside their native English-speaking peers. Nonetheless, there is room to improve and grow. As a result of this program evaluation cycle, we have reflected on quantitative and qualitative data which has led us to identify the aforementioned goals. The work of aligning the curriculum to state standards and improving instructional practices and outcomes for all English learners will continue in the 2014-15 school year. Likewise, in keeping with the LEP Plan, which is approved by the Board of Education and submitted to the Nebraska Department of Education, the evaluation process will recommence in 2014-15 to evaluate our progress and set new goals.

**AGENDA SUMMARY SHEET**

**Agenda Item:** Professional Services Contract for Mueller Robak LLC

**Meeting Date:** September 2, 2014

**Department** Office of Superintendent

**Title and Brief Description:** Professional Services Contract for Mueller Robak LLC

**Action Desired:** Approval

**Background** The attached contract is for profession services from the lobbying firm of Mueller Robak LLC. The terms of this contract are the same as past contracts and the dollar amount has not changed since 2009.

**Options/Alternatives Considered:** None

**Recommendations:** Approve the professional services contract with Mueller Robak LLC.

**Responsible Persons:** Nolan Beyer, Activities, Athletics & External Affairs

**Superintendent's Signature:** \_\_\_\_\_



## PROFESSIONAL SERVICES CONTRACT

THIS CONTRACT is made by and between Millard Public Schools, hereinafter referred to as "Principal" and the lobbying firm of Mueller Robak LLC, 530 South 13<sup>th</sup> Street, Suite 110, Lincoln, Nebraska 68508 hereinafter referred to as "Lobbyist."

WITNESSETH, that Principal and Lobbyist for the consideration hereinafter named agree as follows:

### ARTICLE I

Lobbyist shall undertake the professional representation of the legislative interests of Principal before the Nebraska State Legislature during the period January 1, 2015 through December 31, 2015. Any special session convened during the term of this Contract is expressly excluded from this Contract. Lobbyist shall use its best efforts in the performance of this Contract, and shall devote such time, personnel, and resources in the performance of such Contract as in Lobbyist's reasonable judgment will provide the highest probability of success. It is mutually understood and agreed that Lobbyist cannot and does not either expressly or impliedly guarantee or warrant the result of its efforts. It is understood and agreed that Principal is retaining Lobbyist to provide lobbying services and not legal services and no attorney-client relationship is created hereunder between the Parties.

### ARTICLE II

It is agreed that representation under this Contract involves monitoring and actively lobbying legislative bills and resolutions introduced in the Nebraska Legislature of interest to Principal. Lobbyist will read all legislative bills and resolutions. Lobbyist will monitor the activities of the Legislature and be generally aware of legislative issues of interest to Principal. Lobbyist will provide copies of bills to Principal which Lobbyist has identified as being of possible interest to Principal and Lobbyist will inform Principal as to their status in the legislative process. Lobbyist will be available to report to Principal by telephone, in writing or in person upon reasonable request. Lobbyist will be available for advice and consultation to Principal on relevant legislative issues pending before the Nebraska Legislature.

If extraordinary lobbying time and effort is required during the legislative session or in the interim, the parties shall negotiate a supplemental fee for the additional time and effort involved.

### ARTICLE III

Principal shall pay to Lobbyist the fixed fee of \$50,000.00 for providing services under this Contract, payable in four (4) equal installments of \$12,500.00 each payable on January 5, April 5, July 5, and October 5, 2015. Incidental expenses, including lobbyist registration fees and reasonable entertainment expenses, shall also be payable by Principal and will be billed separately to Principal. The payments authorized under this agreement will be applied to the payment of the Principal's account and are earned upon receipt. In the event this contract is terminated during the legislative session, Lobbyist shall be entitled to a pro rata portion of the fixed fee based on the number of legislative days of the session which have transpired prior to the date of termination. If the Contract is terminated after the legislative session concludes, Lobbyist shall be entitled to the entire fixed fee provided in this contract.

### ARTICLE IV

It is understood that Lobbyist shall not be deemed an employee, agent, partner or joint venturer of Principal, but is acting solely as an independent contractor for all purposes and at all times. Principal acknowledges that Lobbyist has now and may hereafter acquire other clients for whom Lobbyist provides lobbying services and that the services of Lobbyist are not exclusive to Principal.

### ARTICLE V

Principal recognizes that Lobbyist is engaged in the business of lobbying for a number of clients. From time to time an issue of legislative concern may affect more than one of Lobbyist's clients. Principal and Lobbyist further recognize that the legislative interests of Principal and other clients of Lobbyist may not always be compatible. Any conflict of interest which arises with respect to any legislative issue will be brought to the attention of all affected clients by Lobbyist and will be resolved in the following manner: (1) An attempt will be made to resolve or compromise the conflict between clients. Such a compromise must be agreed to by all affected clients; (2) If a client elects to withdraw the conflicting issue from its legislative program, the conflict of interest will be considered resolved; (3) If a conflict is not resolved by a client's withdrawal of the issue or mutual compromise of the conflicting points of view, Lobbyist shall continue to represent, on the conflicting issue, only the legislative interests of the client which has had Mueller Robak LLC or one or more of its current or past lobbyists as a registered lobbyist for the longest continuous period of time. In this circumstance, Principal agrees that it will not object in any manner to this continued representation. For purposes of this article, client includes any parent, subsidiary or affiliated entity of such client.

## ARTICLE VI

Principal and Lobbyist shall comply, at their expense, with all applicable federal and state laws, regulations and executive orders relating to lobbyists. Lobbyists will be available to discuss accountability procedures in order that Principal complies with all accountability laws, regulations and executive orders. However, the responsibility to comply with the laws of the State of Nebraska relating to Principal remains with Principal.

## ARTICLE VII

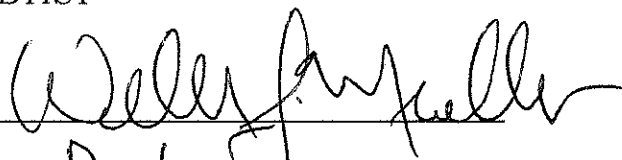
This Contract constitutes the entire agreement between Principal and Lobbyist with respect to the subject matter hereof and shall not be amended or modified without specific written provision to that effect, signed by all parties. No oral agreement of any person whomsoever shall, in any manner or degree, modify or otherwise affect the terms and provisions of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Contract to be executed by their respective duly authorized representatives on this \_\_\_\_ day of \_\_\_\_\_, 2014.

MILLARD PUBLIC SCHOOLS  
PRINCIPAL

MUELLER ROBAK LLC  
LOBBYIST

By: \_\_\_\_\_

By:  \_\_\_\_\_

Title: \_\_\_\_\_

Title: Partner



**AGENDA SUMMARY SHEET**

**Meeting Date:** September 2, 2014

**Department** Human Resources

**Action Desired:** Approval

**Background:** Personnel items: (1) Resignation

**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:** \_\_\_\_\_



September 2, 2014

## **RESIGNATIONS**

**Recommend: The following resignation be accepted:**

1. Lindsey Anderson – Special Education teacher at Hitchcock Elementary School.  
Resigned effective immediately for personal reasons.

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Enrollment Report

**MEETING DATE:** September 2, 2014

**DEPARTMENT:** Educational Services: Assessment, Research, & Evaluation

**TITLE:** Enrollment Report

**BRIEF DESCRIPTION:** Report states the district and building enrollment reflective of data pulled on August 20, 2014.

**ACTION DESIRED:** ☐ Approval ☒ Information/Discussion

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

**RECOMMENDATIONS:** None

**STRATEGIC PLAN REFERENCE:** None

**IMPLICATIONS OF ADOPTION OR REJECTION:** None

**TIMELINE:** None

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

**SUPERINTENDENT'S APPROVAL:**

\_\_\_\_\_  \_\_\_\_\_

**August 20, 2014  
Millard Public Schools  
Total Enrollment**

								SpEd Cluster Prgm	Current Total	Current Change	YTD Change	Official 13/14 Enrollment
<b>Elementary</b>		K	1	2	3	4	5					
Abbott (3 unit)		68	81	65	64	68	69		415	-	-	434
Ackerman (4 unit)		76	73	61	79	69	86		444	-	-	463
Aldrich (3 unit)		70	76	94	70	80	99		489	-	-	470
Black Elk (4 unit)		85	82	54	71	82	85		459	-	-	444
Bryan (3 unit)		62	62	59	65	60	70		378	-	-	376
Cather (3 unit)		66	70	61	69	77	71		414	-	-	433
Cody (2 unit)		39	37	33	47	37	29	20	242	-	-	208
Cottonwood (3 unit)		43	40	43	49	67	61		303	-	-	307
Disney (3 unit)		53	47	42	47	41	31	17	278	-	-	263
Ezra Millard (3 unit)		73	83	63	67	63	64	4	417	-	-	403
Harvey Oaks (2 unit)		45	31	47	44	42	50		259	-	-	266
Hitchcock (2 unit)		43	48	36	43	43	35	11	259	-	-	240
Holling Heights (3 unit)		62	68	62	55	63	66	9	385	-	-	392
Montclair (4 unit)		87	92	91	87	86	86		529	-	-	526
Morton (3 unit)		38	58	40	41	57	58	0	292	-	-	314
Neihardt (4 unit)		109	97	96	83	89	95		569	-	-	522
Norris (3 unit)		61	59	59	69	64	60		372	-	-	365
Reagan (4 unit)		110	82	81	96	74	90		533	-	-	716
Reeder (4 unit)		101	102	105	94	106	111	0	619	-	-	591
Rockwell (3 unit)		57	45	55	49	53	50	0	309	-	-	304
Rohwer (3 unit)		89	97	99	96	107	99	16	603	-	-	434
Sandoz (3 unit)		60	59	45	56	48	53		321	-	-	315
Upchurch (3 unit)		102	116	105	104	105	111		643	-	-	654
Wheeler (4 unit)		73	75	80	95	76	103	25	527	-	-	543
Willowdale (3 unit)		52	74	68	71	64	78		407	-	-	385
<b>Totals</b>		1724	1754	1644	1711	1721	1810	102	<b>10,466</b>	-	-	<b>10,368</b>

								SpEd Prgm*	Current Total	Current Change	YTD Change	Official 13/14 Enrollment
<b>Middle</b>		6	7	8								
Andersen MS		291	287	317				0	895	-	-	877
Beadle MS		358	383	397				26	1138	-	-	1147
Central MS		277	253	262				19	792	-	-	746
Kiewit MS		315	299	325				0	939	-	-	913
North MS		243	286	245				19	774	-	-	815
Russell MS		288	286	296				0	870	-	-	872
MS Alternative		0	9	11				0	20	-	-	23
<b>Totals</b>		1772	1803	1853				64	<b>5428</b>	-	-	<b>5393</b>

<b>High</b>		Grads	YTD	9	10	11	12					
North HS		17		607	624	620	612	21	2463	-	-	2407
South HS		45		520	507	536	509	36	2072	-	-	2030
West HS		52		633	624	569	571	23	2397	-	-	2395
Horizon HS		41		0	8	40	84	0	132	-	-	141
<b>Totals</b>		155		1760	1763	1765	1776	80	<b>7064</b>	-	-	<b>6973</b>

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

\*\*Itinerant & Contracted Pre-K included in Official 13/14 Enrollment: **53**

\*\*Itinerant & Contracted Pre-K included in Current Enrollment: **49**

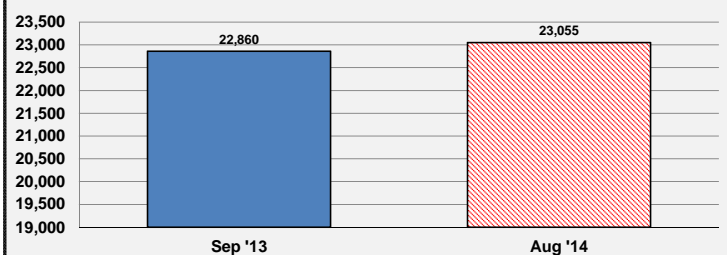
<b>Preschool</b>	SpEd	Not SpEd	Total	Official 13/14
Bryan	9	31	40	34
Cody	47	42	89	105
Disney	6	13	19	24
Hitchcock	14	12	26	35
Holling Heights	0	19	19	18
Montclair	21	8	29	31
Montclair Montessori	3	78	81	84
Neihardt	12	45	57	64
Norris	1	17	18	18
Norris Montessori	1	33	34	28
Rockwell	2	16	18	18
Sandoz	14	40	54	55
Wheeler	23	22	45	39
Homebased Infants	84	0	84	90
<b>TOTAL</b>			<b>613</b>	<b>643</b>

Contracted SpEd	40	-	-	41
Rule 18 Interim	4	-	-	8
Young Adult Program	42	-	-	49
Ombudsman (Primary)	11	-	-	21
<b>Total District K-12</b>	<b>23,055</b>	-	-	<b>22,853</b>
<b>Total District PreK-12**</b>	<b>23,717</b>	-	-	<b>23,549</b>

8/20/2014	
Elementary	10,466
Middle School	5,428
High School	7,064
Contracted & Rule 18	44
Young Adult	42
Ombudsman (Primary)	11
<b>TOTAL</b>	<b>23,055</b>

9/20/2013	
Elementary	10,371
Middle School	5,390
High School	6,979
Contracted & Rule 18	50
Young Adult	49
Ombudsman (Primary)	21
<b>TOTAL</b>	<b>22,860</b>

## K-12 Enrollment 2014-15



<b>Career Academies</b>	NHS	SHS	WHS	HHS	TOTAL
Culinary	8	7	7	1	23
Education	6	17	25		48
Entrepreneurship	11	4	17		32
Health Sciences	8	25	55	1	89
Dist/Log Mgmt	6	4	21		31
Ombudsman	(Primary and Secondary Assignment)				11

Elementary Classroom Enrollment											120	Class Size w/out SpEd					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment						
Abbott	23	21	22	22	23	22											
	23	20	21	22	23	24											
	22	19	22	20	22	23											
	21																
Total Students	68	81	65	64	68	69		415	-	-	434	415					
Total Teachers	3	4	3	3	3	3		19				19					
Classroom Avg	22.67	20.25	21.7	21.0	22.7	23.0		22				22					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment						
Ackerman	20	23	20	20	23	23											
	16	25	21	19	23	19											
	19	25	20	20	23	21											
	21			20		23											
Total Students	76	73	61	79	69	86		444	-	-	463	444					
Total Teachers	4	3	3	4	3	4		21				21					
Classroom Avg	19.0	24.3	20.3	19.8	23.0	21.5		21				21					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment						
Aldrich	23	25	23	22	27	25											
	24	25	23	24	26	25											
	23	26	24	24	27	25											
			24			24											
Total Students	70	76	94	70	80	99		489	-	-	470	489					
Total Teachers	3	3	4	3	3	4		20				20					
Classroom Avg	23.3	25.3	23.7	23.3	26.7	24.8		24				24					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment						
Black Elk	22	20	18	24	19	21											
	20	21	19	24	21	21											
	22	21	17	23	21	21											
	21	20			21	22											
Total Students	85	82	54	71	82	85		459	-	-	444	459					
Total Teachers	4	4	3	3	4	4		22				22					
Classroom Avg	21.3	20.5	18.0	23.7	20.5	21.3		21				21					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment						
Bryan	21	21	20	22	20	24											
	21	20	20	20	20	23											
	20	21	19	23	20	23											
Total Students	62	62	59	65	60	70		378	-	-	376	378					
Total Teachers	3	3	3	3	3	3		18				18					
Classroom Avg	20.7	20.7	19.7	21.7	20.0	23.3		21				21					
	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Cather			15	23	27	22	23	23	22	24	25	25					
							21	23	24	22	25	24					
							22	24									
Total Students	0	0	15	23	27	22	66	70	46	46	50	49	414	-	-	433	414
Total Teachers	0	0	1	1	1	1	3	3	2	2	2	2	18				18
Classroom Avg			15.0	23.0	27.0	22.0	22.0	23.3	23.0	23.0	25.0	24.5	23				23
	K	1	2	3	4	5		SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment					
Cody	20	19	16	24	19	14		10									
	19	18	17	23	18	15		10									
Total Students	39	37	33	47	37	29		20	242	-	-	208	222				
Total Teachers	2	2	2	2	2	2		2	14				12				
Classroom Avg	19.5	18.5	16.5	23.5	18.5	14.5		10.0	17				19				
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment						
Cottonwood	21	20	22	24	22	21											
	22	20	21	25	22	20											
					23	20											
Total Students	43	40	43	49	67	61		303	-	-	307	303					
Total Teachers	2	2	2	2	3	3		14				14					
Classroom Avg	21.5	20.0	21.5	24.5	22.3	20.3		22				22					
	K	1	2	3	4	5		SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment					
Disney	18	23	21	22	21	15		8									
	17	24	21	25	20	16		9									
	18																
Total Students	53	47	42	47	41	31		17	278	-	-	263	261				
Total Teachers	3	2	2	2	2	2		2	15				13				
Classroom Avg	17.67	23.50	21.00	23.50	20.50	15.50		8.5	19				20				

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	Class Size w/out SpEd
Ezra Millard	25	21	20	21	20	21	4					
	25	21	21	23	21	21						
	23	20	22	23	22	22						
	21											
Total Students	73	83	63	67	63	64	4	417	-	-	403	413
Total Teachers	3	4	3	3	3	3	1	20				19
Classroom Avg	24.3	20.8	21.0	22.3	21.0	21.3	4.0	21				22

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Harvey Oaks	22	16	23	21	21	25					
	23	15	24	23	21	25					
Total Students	45	31	47	44	42	50	259	-	-	266	259
Total Teachers	2	2	2	2	2	2	12				12
Classroom Avg	22.5	15.5	23.5	22.0	21.0	25.0	22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Hitchcock	22	24	18	22	22	17	5					
	21	24	18	21	21	18	6					
Total Students	43	48	36	43	43	35	11	259	-	-	240	248
Total Teachers	2	2	2	2	2	2	2	14				12
Classroom Avg	21.5	24.0	18.0	21.5	21.5	17.5	5.5	19				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Holling Heights	22	24	21	20	21	23	5					
	20	23	19	19	20	21	4					
	20	21	22	16	22	22						
Total Students	62	68	62	55	63	66	9	385	-	-	392	376
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	20.7	22.7	20.7	18.3	21.0	22.0	4.5	19				21

	K	1	2	3	4	5	M-K	M1-3	M4-5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Montclair	18	21	24	22	19	24	16	22	21					
	21	23	23	22	22	24	16	21	20					
							16	22	21					
								23	21					
								24						
								23						
Total Students	39	44	47	44	41	48	48	135	83	529	-	-	526	529
Total Teachers	2	2	2	2	2	2	3	6	4	25				25
Classroom Avg	19.5	22.0	23.5	22.0	20.5	24.0	16.0	22.5	20.8	21				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Morton	19	18	21	22	19	20						
	19	19	19	19	19	19						
		21			19	19						
Total Students	38	58	40	41	57	58		292	-	-	314	292
Total Teachers	2	3	2	2	3	3		15				15
Classroom Avg	19.0	19.3	20.0	20.5	19.0	19.3		19				19

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Neihardt	21	24	25	20	22	24					
	22	23	24	20	22	24					
	22	25	23	22	23	23					
	22	25	24	21	22	24					
	22										
Total Students	109	97	96	83	89	95	569	-	-	522	569
Total Teachers	5	4	4	4	4	4	25				25
Classroom Avg	21.8	24.3	24.0	20.8	22.3	23.8	23				23

	K	1	2	3	4	5	M-K	M1-3	M4-5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Norris	18	16	19	24	20	21	12	21	20					
	19	18	20	24	20	22	12	22	21					
								23						
Total Students	37	34	39	48	40	43	24	66	41	372	-	-	365	372
Total Teachers	2	2	2	2	2	2	2	3	2	19				19
Classroom Avg	18.5	17.0	19.5	24.0	20.0	21.5	12.0	22.0	20.5	20				20

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Reagan	22	19	20	24	24	22					
	22	21	20	24	25	22					
	23	21	21	24	25	23					
	22	21	20	24		23					
	21										
Total Students	110	82	81	96	74	90	533	-	-	716	533
Total Teachers	5	4	4	4	3	4	24				24
Classroom Avg	22.0	20.5	20.3	24.0	24.7	22.5	22				22

							SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	Class Size w/out SpEd
	K	1	2	3	4	5						
Reeder	20	25	21	24	22	22						
	21	26	21	22	21	23						
	20	25	21	23	22	21						
	20	26	21	25	21	22						
	20		21		20	23						
Total Students	101	102	105	94	106	111		619	-	-	591	619
Total Teachers	5	4	5	4	5	5		28				28
Classroom Avg	20.2	25.5	21.0	23.5	21.2	22.2		22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Rockwell	19	24	17	26	25	25						
	19	21	20	23	28	25						
	19		18									
Total Students	57	45	55	49	53	50		309	-	-	304	309
Total Teachers	3	2	3	2	2	2		14				14
Classroom Avg	19.0	22.5	18.3	24.5	26.5	25.0		22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Rohwer	22	20	25	24	21	25	9					
	23	20	24	24	22	25	7					
	22	18	25	24	21	24						
	22	19	25	24	22	25						
		20			21							
Total Students	89	97	99	96	107	99	16	603	-	-	434	587
Total Teachers	4	5	4	4	5	4	2	28				26
Classroom Avg	22.3	19.4	24.8	24.0	21.4	24.8	8.0	22				23

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Sandoz	20	20	22	18	24	18						
	19	19	23	18	24	17						
	21	20		20		18						
Total Students	60	59	45	56	48	53		321	-	-	315	321
Total Teachers	3	3	2	3	2	3		16				16
Classroom Avg	20.0	19.7	22.5	18.7	24.0	17.7		20				20

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Upchurch	21	23	22	22	22	23						
	22	24	20	22	22	23						
	21	22	21	19	18	23						
	17	23	20	19	22	23						
	21	24	22	22	21	19						
Total Students	102	116	105	104	105	111		643	-	-	654	643
Total Teachers	5	5	5	5	5	5		30				30
Classroom Avg	20.4	23.2	21.0	20.8	21.0	22.2		21				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Wheeler	19	19	19	25	26	23	8					
	16	20	21	23	23	19	9					
	19	17	20	22	27	21	8					
	19	19	20	25		18						
						22						
Total Students	73	75	80	95	76	103	25	527	-	-	543	502
Total Teachers	4	4	4	4	3	5	3	27				24
Classroom Avg	18.3	18.8	20.0	23.8	25.3	20.6	8.3	20				21

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Willowdale	17	25	23	24	21	25						
	18	24	23	24	22	27						
	17	25	22	23	21	26						
Total Students	52	74	68	71	64	78		407	-	-	385	407
Total Teachers	3	3	3	3	3	3		18				18
Classroom Avg	17.3	24.7	22.7	23.7	21.3	26.0		23				23

Elementary Totals												
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4	M-5	SpEd Cluster
Students	1724	1754	1644	1711	1721	1810	73	64	64	69	55	102
Teachers	85	78	75	74	75	80	9			6		14
Classroom Avg	20.3	22.5	21.9	23.1	22.9	22.6						7.3

	6	7	8					SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Andersen MS	291	287	317					0	895	-	-	877	
Beadle MS	358	383	397					26	1138	-	-	1147	
Central MS	277	253	262					19	792	-	-	746	
Kiewit MS	315	299	325					0	939	-	-	913	
North MS	243	286	245					19	774	-	-	815	
Russell MS	288	286	296					0	870	-	-	872	
MS Alternative	0	9	11						20	-	-	23	
Totals	1772	1803	1853					64	5428	-	-	5393	
				9	10	11	12						
North HS				607	624	620	612	21	2463	-	-	2407	
South HS				520	507	536	509	36	2072	-	-	2030	
West HS				633	624	569	571	23	2397	-	-	2395	
Horizon HS				0	8	40	84		132	-	-	141	
Totals				1760	1763	1765	1776	80	7064	-	-	6973	
									40	-	-	41	
									4	-	-	8	
									42	-	-	49	
									11	-	-	21	
									23055	-	-	22853	

Contracted SpEd  
Rule 18 Interim  
Young Adult Program  
Ombudsman (Primary Enrollment)  
**Total District Enrollment**

## AGENDA SUMMARY SHEET

**Agenda Item:** Leadership Development in Millard Public Schools

**Meeting Date:** September 2, 2014

**Division:** Leadership & Learning

**Title and Brief  
Description:**

Millard Public Schools has developed a systemic manner of growing and developing leaders as a method of recruiting for our very best administrator candidates. We also believe developing our non-principal leaders is important due to their direct contact and impact with teachers and students. Comprehensive professional development and new administrator induction activities are in place to support the leadership development of our teachers, administrators and supervisors.

**Action Desired:**      Approved \_\_\_\_\_      Discussion \_\_\_\_\_      Information Only   X  

**Background:**

**Options/Alternatives**

**Considered:** N/A

**Recommendations:** N/A

**Strategic Plan**

**Reference:** A parameter in the Millard Public Schools Strategic Plan is to "...attract, develop, and retain the highest quality of staff dedicated to achieving our mission and objectives."

**Implications of**

**Adoption/Rejection:** N/A

**Responsible**

**Persons:** Dr. Kim Saum-Mills, Executive Director of Leadership & Strategic Planning

**Superintendent's Signature:** \_\_\_\_\_





## **Rationale**

Research indicates that highly effective leaders are essential to increasing student achievement (Wallace Foundation, October, 2013). Highly effective leaders are also instrumental in the increased engagement of the workplace (Gallup Summit, May, 2014).

Developing Millard leaders in all five domains of the leadership framework is one way we strive to meet the mission of the Millard Public Schools: “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.”

Under the direction, leadership, and guidance of the Superintendent, the division of Leadership & Learning plans and collaborates with other MPS divisions to offer comprehensive leadership development, professional development, and new administrator induction activities for our classroom teacher leaders, building and district administrators and non-administrative supervisors.

The intent of this report is to capture a snapshot of the leadership development programming that occurs in Millard Public Schools. The definition of leadership in Millard Public Schools is: “Leadership is the art and science of inspiring others toward a common mission and a shared vision through collaborative relationships characterized by integrity, humility, resiliency, and commitment to empowering others to reach their highest potential.” The Millard Public Schools Leadership Framework was shared with the MPS Board of Education in March 2013. This framework contains 5 separate domains derived from leadership literature and research.

Leadership development is more than just development of specific job-related skills. Growing leaders’ emotional intelligence or “soft skills” has recently received more publicity across the nation because of the positive impact a leader’s relational leadership can have on the engagement and culture of the building. Relational Leadership is Domain #1 of the Millard Public Schools Leadership Framework. Relational leaders have strong knowledge of self and others and invest time developing the relationships they need to reach common goals. “Relationships are central to the achievement of many other responsibilities. It is with face-to-face connections that one can build the credibility with other people.” (Marzano, *School Leadership that Works*, 2005)

Collaborative Leadership is Domain #2. Collaborative leaders develop others and work together to achieve the vision, mission and goals of the organization through clear communication and capacity building. “Effective collaborative leaders are clear on the goal they aim to achieve and succeed by learning to see that goal through the eyes of those they lead....Collaborative leaders put their targeted goals at the center of their vision and then spend their energy building and managing the relationships they need in order to recruit, develop, and lead the right collection of people towards the goals.” (Rubin, *Collaborative Leadership*, 2009)

Systems leaders are able to see the complex structure within an organization and understand the interconnectedness of each part. Part of systems leadership is the managerial piece of a leader’s role. It is also the leader’s ability to see the large picture and the small details and how through leadership, he/she can help navigate the ship through smooth or choppy waters. Systems leaders can enhance organizational processes from good to great. Systems Leadership is Domain #3 in the MPS Leadership Framework. “The systems perspective tells us that we must look beyond individual mistakes or bad luck to understand important problems. We must

look beyond personalities and events. We must look into the underlying structures which shape individual actions and create the conditions where types of events become likely”. (Senge, *The Fifth Discipline*, 1990)

Visionary leaders contemplate the future. They are bold, insightful, and clear in communicating a vision. Visionary leaders are strategic, inspirational and creative. “The visionary leader thinks big, thinks new, thinks ahead—and most important, is in touch with the deep structure of human consciousness and creative potential.” (Koestenbaum, 1989) Visionary Leadership is Domain #4 in the MPS Leadership Framework.

Domain #5 – Instructional Leadership is relevant for our certificated leaders. Instructional leaders have a clear vision for their school and create effective environments that support teaching and learning as top priorities. Our best instructional leaders were outstanding teachers. Developing our leaders in Domain #5 is extremely important in the development of our teaching staff. “Although teachers have an undeniably large influence on student results, they are able to maximize that influence only when they are supported by school and system leaders who give them the time, the professional learning opportunities, and the respect that are essential for effective teaching.....With relentless regularity, focused leaders ask the question, ‘Is it working to improve student learning?’” (Reeves, *Transforming Professional Development into Student Results*, 2010)

### Pathways

There are several pathways that a leader in Millard Public Schools can develop their leadership skills. Growing capacity in our teacher leaders is one of the goals for our leadership development in Millard Public Schools. Principals can no longer be the only leader in a building. Effective principals build capacity in their teachers through intentional leadership development. The District offers a variety of leadership professional development experiences to grow our own leaders. Examples of leadership experiences for our classroom teachers include Strategic & Site Planning Facilitators; District Committee Participation; District Staff Development Presenter; Coaching & Activities Sponsorships; Assistant A.D.; Department Chair; Cooperating Teacher; Mentor; Peer Coach; Instructional Coach, Building Staff Development Facilitators; etc.

### Leadership Academy

Leadership Academy is a two-year program that has been a long-standing tradition in Millard Public Schools. The purpose of the MPS Leadership Academy is to develop leadership capacity in staff throughout the District. Participants of the MPS Leadership Academy:

- use the MPS Leadership Framework to develop specific leadership skills that improve staff performance and increase student achievement.
- relate theory to operational Millard practices.
- reflect on personal strengths and leadership styles.
- engage in practicum and shadowing experiences throughout the District.
- build lateral capacity of leadership throughout the District.
- have the opportunity to earn 6 hours of graduate credit.

The 2013-2015 Cohort will finish in May 2015. We will be accepting applications for the 2015-2017 Cohort during the second semester of 2014-2015. Part of the application process will include the Principal Insight Assessment tool via Gallup, an interview, and a letter of recommendation from his/her supervisor.

### Elementary Principal Institute

The MPS Principal Institute is a two-year leadership development program designed for elementary administrative interns or assistant principals. Under the direction of District leadership, a small group of highly effective and current elementary principals develop and facilitate the professional development experience. The goal is to develop the cohort participants' leadership skills in preparation for them to become elementary principals. Resources used are the MPS Leadership Framework, Nebraska's Principal Performance Framework, and the ISSLC Standards for Educational Administration. (Interstate School Leaders Licensure Consortium) The group meets monthly to learn and apply the information gained from the variety of resources. District and building administrators are invited to present on different topics pertaining to Educational Leadership. The group also visits several Millard elementary buildings to learn more about the variety of programs in our District.

### Leadership Professional Development

Staff development sessions geared toward administrators prior to monthly General Administration meetings are designed to align with the Leadership Framework. Staff development will focus on each of the 5 domains. Examples of this may include a focus on the Instructional Leadership Domain #5 with our RtI+I content, or it may be a focus on Relational Leadership Domain #1 with a strength-based leadership topic.

In addition to our monthly sessions, we offer day long summer sessions or frequent Lunch & Learns as we practice and apply principles we learn during staff development sessions.

District level leaders are encouraged to attend several of the sessions. District level leaders are those leaders in our district who are on teacher contracts but serve as important leaders in Millard Public Schools like MEP Facilitators, CADRE Associates, Special Education Program Facilitators, etc.

A new workshop specifically designed for classroom teacher leaders was launched in June 2014. This workshop was designed to introduce the Leadership Framework to 100 of our classroom teacher leaders and to build leadership capacity at each of our 35 school buildings.

A focus on improving evaluators' ability to supervise and provide feedback has expanded our leadership development series to include our supervisors who are not administrators. These positions include our technology, food service, custodial, maintenance and grounds supervisors.

### Gallup Strengths Coaches

Millard Public Schools has a long tradition of working with Gallup. We have encouraged leaders to learn their Gallup strengths and have provided several professional development opportunities to lead with strengths. One catalyst for improving work place engagement is to develop strength based leadership. In 2013-2014 we took the next step to grow our own Gallup Strength Coaches. In 2013-2014, thirteen staff members participated in a fall semester class with a Gallup consultant to learn how to coach others in their strengths. Our current superintendent is one of the trained Gallup Strength Coaches. Participants met monthly and participated in follow up assignments to practice and improve skills. In 2014-2015, we have fifteen additional leaders participating in a new cohort. Follow up leadership staff development will be provided for all administrators and district level leaders.

### New Administrator Induction

In addition to the comprehensive leadership staff development we provide to all administrators and other leaders, we also provide a two-year New Administrator Induction program to help new administrators acclimate to their new role. 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, and in 2013 we have aligned the programming to the MPS Leadership Definition and Framework.

\*References for the citations can be found in the MPS Leadership Framework.

**Appendix A**  
**Examples of 2012-2014 Leadership Professional Development**

<b>Course #12546 - Building Administrator Evaluation &amp; Leadership in Millard Public Schools</b>	
<b>Course Description</b>	Building administrators will be formally introduced to the new MPS Leadership Definition and Framework and the future Administrator Evaluation.
<b>Course Objective</b>	Building Administrators will demonstrate application of the 2013-2014 Administrator Evaluation and MPS Leadership Definition & Framework by participating in reflection activities with job-alike peers.
<b>Course #12540 - Building Administrator Evaluation in Millard Public Schools</b>	
<b>Course Description</b>	Building Administrators will have time to create their future Mutual Commitments with job-alike peers.
<b>Course Objective</b>	Building Administrators will demonstrate application of the 2013-2014 Administrator Evaluation by constructing their 2013-2014 DRAFT Mutual Commitments using the Nebraska's Performance Framework for Principals.
<b>Course #12672 - Effective Listening Skills</b>	
<b>Course Description</b>	<p>"Are you really listening, or are you just waiting for your turn to talk?" Robert Montgomery</p> <p>Effective listening skills are vital in any leadership role. This session will highlight Leadership Domain 2: Collaborative Leadership. Participants will be provided opportunities for reflection on personal strengths and tendencies when communicating with others. We'll discuss strategies to become a reflective and receptive listener.</p>
<b>Course Objective</b>	Participants will demonstrate application of skilled listening by practicing reflective listening strategies.
<b>Course #12673 - Effective Speaking Skills</b>	
<b>Course Description</b>	Effective speaking skills are vital in any leadership role. This session will highlight Leadership Domain 2: Collaborative Leadership. Participants will be provided opportunities for reflection on effective speaking strategies.
<b>Course Objective</b>	Participants will demonstrate application of skilled speaking by practicing effective speaking strategies.
<b>Course #12718 - Fierce Conversations Review &amp; Practice</b>	
<b>Course Description</b>	Fierce Conversations teaches attendees how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution.
<b>Course Objective</b>	Our session will allow participants to practice the skills they learned as participants of the Fierce Conversation workshops.

<b>Course #2367 - FIERCE Lunch &amp; Learn Series</b>	
<b>Course Description</b>	A series of lunch and learn sessions will allow participants to practice the skills they learned as participants of the Fierce Conversation workshops held in Millard Public Schools. Fierce Conversations teaches attendees how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution. Audience for these lunch and learns are restricted to those participants who have participated in MPS Fierce Workshops.
<b>Course Objective</b>	Participants will demonstrate comprehension of the Fierce principles by participating in practice sessions of each of the 4 conversation models.
<b>Course #22923 - Gallup Strengths</b>	
<b>Course Description</b>	What are your Top 5? How can you use your Top 5 strengths and talents to build relationships with your colleagues, students, and MPS families? During this workshop we will create a deeper understanding of how your talents can make a positive impact at your place of work through a "Focus on You", interactive discussions, and team building activities!
<b>Course Objective</b>	Participants will demonstrate application of their own Top 5 Gallup Strengths by applying strengths-based leadership activities designed to build capacity in building leaders.
<b>Course #12683 - Gallup Strengths Coaching</b>	
<b>Course Description</b>	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.
<b>Course Objective</b>	Participants will demonstrate application of the Gallup Strengths Coaching by practicing with Gallup tools and materials to develop talents in others.
<b>Course #2134 - Gallup Training for Principals: An Analysis of Staff &amp; Parent Engagement Results</b>	
<b>Course Description</b>	Leaders will analyze Gallup assessment results with the guidance of a Gallup representative. Time will be devoted to discussing the implementation success of their action plans and determining next steps.
<b>Course Objective</b>	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.

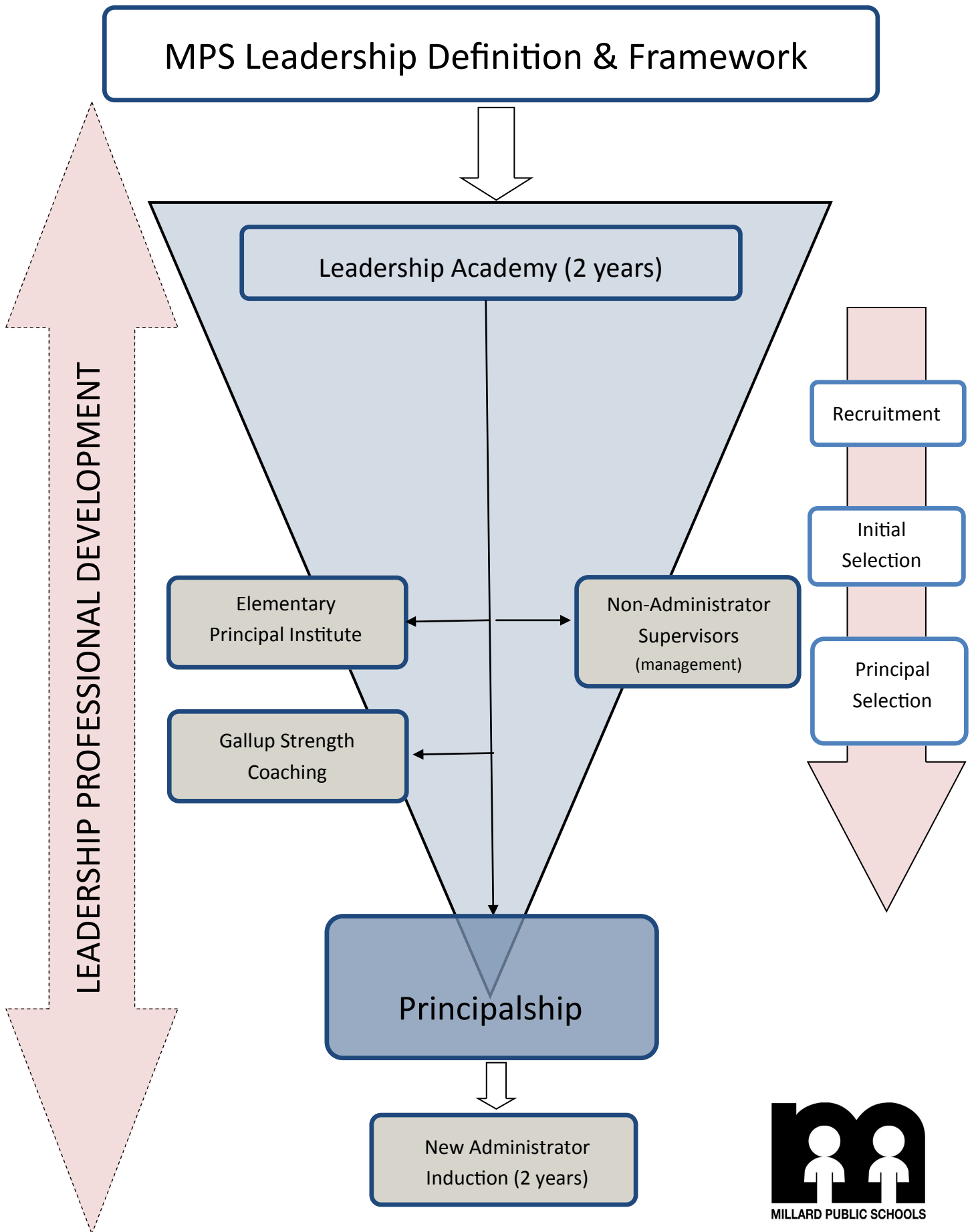
<b>Course #12563 - Introduction to Fierce (for Leadership Academy)</b>	
<b>Course Description</b>	Fierce Conversations teaches us how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution.
<b>Course Objective</b>	Leadership Academy participants will review the MPS Leadership Definition and Framework with a special focus on Domain 1: Relational Leadership.
<b>Course #12804 - Introduction to the MPS Leadership Framework for Classroom Teacher Leaders</b>	
<b>Course Description</b>	This course will explore the 5 domains of Millard Public Schools' Leadership Framework. Participants will examine the framework and participate in leadership activities promoting self-reflection and development of leadership skills. This course is open to those classroom teacher leaders who were invited by their principals.
<b>Course Objective</b>	Participants will demonstrate analysis of personal leadership development by reflecting using the MPS Leadership Framework.
<b>Course #12650 - Leadership Domain 2 - Collaborative: Principles and Practices of Effective Communication in Meetings with Sue Presler</b>	
<b>Course Description</b>	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.
<b>Course Objective</b>	Participants will demonstrate synthesis of professional learning opportunities through reflective discussion and creating a nonlinguistic representation for instructional practice for the 2013-14 school year.
<b>Course #12800 - Leading with Our Strengths (Leadership Domains 1 &amp; 2)</b>	
<b>Course Description</b>	Millard leaders will focus on Leadership Domains #1 & 2 by spending time reviewing their top 5 strengths and discovering ways to leverage their strengths in their daily leadership. Leaders will have an opportunity to learn how to move beyond the basic identification of their strengths to improve their leadership and the engagement of their workplace. Leaders will be invited to join future opportunities for personal coaching, assistance in department/building staff development and much more!
<b>Course Objective</b>	Participants will demonstrate comprehension of strength based leadership by interpreting their top 5 strengths.
<b>Course #2413 - MPS Hiring Procedures Training</b>	
<b>Course Description</b>	This 90 minute training will cover all Millard Public Schools hiring procedures as well as follow-up training for TalentEd Recruit & Hire. Participants will be able to complete requisitions, review candidate application materials, schedule interviews, and complete all paperwork associated with hiring. In addition, participants will explore the new Talent Dimensions report, which gives principals more information about a candidates Gallup Teacher Insight score.
<b>Course Objective</b>	Administrators will demonstrate comprehension of hiring procedures and practices by summarizing key components provided by HR staff.

<b>Course #12678 - Overview of Gallup in MPS</b>	
<b>Course Description</b>	New administrators are the target audience for this session. Participants will learn about the what and why we measure engagement in MPS. Time will be devoted to demonstrating the Gallup on-line resources available to MPS administrators.
<b>Course Objective</b>	Participants will demonstrate comprehension of the use of Gallup in MPS by interacting with information provided by Gallup representatives.
<b>Course #2365 - Providing Effective Feedback During Teacher Observations</b>	
<b>Course Description</b>	Feedback can promote growth and it can stop or shut down growth. During this session participants will learn 5 types of feedback and how to use specific types of feedback to promote growth in others. They will also collect feedback on a classroom video segment. Outcomes: Participants will discover 5 types of feedback and their uses and apply their knowledge of effective feedback to a classroom video segment.
<b>Course Objective</b>	Participants will demonstrate application of providing effective feedback during teacher observations by practicing with video segments.
<b>Course #2366 - Providing Effective Support During Teacher Observations</b>	
<b>Course Description</b>	Knowing what type of support to give a teacher is often a mystery for principals. During this session participants will learn a continuum of stances from evaluating to mediating and they will gain clarity about when to use each of the stances with teachers. Skill development in questioning will also be taught during this session. Outcomes: Participants will identify 4 support stances to use with teachers and have clarity for when to use each stance and practice and develop questions that promote thinking in others.
<b>Course Objective</b>	Participants will demonstrate application of providing effective support during teacher observations by practicing effective questioning.
<b>Course #2135 - Q12 Gallup Training for Supervisors Not Including Building Administrators</b>	
<b>Course Description</b>	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.
<b>Course Objective</b>	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.
<b>Course #12851 - RtI+I Administrator Fidelity Progress Check</b>	
<b>Course Description</b>	Domains 1 & 3 of our Leadership Framework will be highlighted as administrators and district leaders review the 2013 RtI+I Summer Reflection Tool and interrogate reality of their implementation of RtI+I. All leaders are welcome to attend this session. Targeted building administrators who are asked to attend are Principals, C&I Assistant Principals & RtI+I Assistant Principals.
<b>Course Objective</b>	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.



<b>Course #12774 - RtI+I Behavior - Overview for Administrators</b>	
<b>Course Description</b>	Administrators will get an opportunity to reflect and discuss implementation of Strategy 3 including but not limited to behavior programs. Administrators will share questions and/or additional requests for support from the district.
<b>Course Objective</b>	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.
<b>Course #12505 - RtI+I Implementation Training for Administrators</b>	
<b>Course Description</b>	Building principals and their select assistants will spend time evaluating their building's implementation of RtI+I and build lateral capacity by sharing with others from across the District. Key concepts in this session will include Parent Communication and Documentation.
<b>Course Objective</b>	Participants will demonstrate analysis of the MPS RtI+I Model and leaders' role by examining and personalizing key concepts of RtI+I.
<b>Course #1993 - Seminar for Writing Difficult Evaluations</b>	
<b>Course Description</b>	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.
<b>Course Objective</b>	Supervisors will demonstrate synthesis of writing difficult evaluations by composing recommendations, deficiency comments and/or letters of summary.
<b>Course #12685 - Strategic Plan In Action (Domain 3: Systems Leadership)</b>	
<b>Course Description</b>	Strategy Action Plans 2.2 & 3.1 will be the focus of this session. District Administrators and District Level Leaders will present information to help participants understand and apply two action plans focusing on College and Career Readiness Skills and RtI+I Behavior.
<b>Course Objective</b>	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.
<b>Course #12426 - Student Discipline: Procedures &amp; Practice</b>	
<b>Course Description</b>	The presenters will cover the following points: de-escalation, investigation (resources & interview), teaching, decision, parent contact, and re-entry. Although all building administrators and elementary building facilitators are encouraged to attend, this staff development is only required for any administrator who has been a Millard administrator for 3 years or less.
<b>Course Objective</b>	Participants will demonstrate comprehension of the MPS philosophy of student discipline by relating personal experiences with MPS policy and appropriate practice during small and large group discussions

<b>Course #12440 - Supervisor - Leadership Training</b>	
<b>Course Description</b>	Non-administrative supervisors will participate in leadership training that will focus on 1) Evaluation & Supervision; 2) Gallup Engagement; 3) Fierce Conversations and 4) Leadership. Administrators from the Human Resource Division will provide relevant and meaningful job specific professional development.
<b>Course Objective</b>	To improve performance through feedback that preserves the relationship and engages the employees in their job duties.



**AGENDA SUMMARY SHEET**

**Agenda Item:** Legislative Standing Positions Report

**Meeting Date:** September 2, 2014

**Department** Office of the Superintendent

**Title and Brief Description:** Legislative Standing Positions

Each year the Board adopts Legislative Positions which guide the lobbying efforts on all bills and amendments to bills. These resolutions can be amended at any time in the year or session in order to respond to legislative issues.

**Action Desired:** Information Only

**Background:**

**Options/Alternatives Considered:** NA

**Recommendations:** NA

**Responsible Persons:** Nolan Beyer, Director of Activities, Athletics & External Affairs

**Superintendent's Signature:** \_\_\_\_\_



## **Millard Public Schools 2015 Standing Positions**

1. The Millard Public Schools opposes legislation that establishes tuition tax credits, vouchers, and private charter schools. Rationale: The District has opposed all attempts to channel public money to private schools and circumvent the control of the local Board of Education (2015).
2. The Millard Public Schools supports legislation that would repeal the Learning Community Law. Rationale: The Learning Community is not necessary and is not benefitting students in the Metropolitan area or accomplishing the goals that were listed when it was established in 2008 (2012).
3. The Millard Public Schools supports the independence of established Class III school districts (2009).
4. The authority to levy for the general fund should remain with locally elected school boards. Rationale: Locally elected boards are in the best position to make decisions on levies and taxes (2009).
5. Locally elected school boards should have the ultimate authority to approve diversity and poverty plans. Rationale: Locally elected boards are more responsive to local needs (2009).
6. State aid decisions should not be reconsidered after the February 1<sup>st</sup> certification date. Rationale: School districts need time in order to make proper plans for funding school systems. The rules for state aid should not change after districts have established their budgets and levies (2009).
7. State funding should be sufficient to keep teacher's salaries regionally competitive (2003).
8. State and local taxpayers share the responsibility for the Pre-K through 12th grade educational program. The funding should reflect an equitable distribution of state revenue (2001).
9. School districts should be encouraged to support ongoing maintenance of school buildings; therefore spending and levy restrictions should be removed from the building fund (2001).
10. Federal and state governments should never impose un-funded mandates (2001).
11. Local boards of education are accountable to their community for making decisions regarding the educational program and are in the best position to make decisions on curriculum, management and funding (2001).

**AGENDA SUMMARY SHEET**

**Agenda Item:** Open, Option and Within District Transfer Report

**Meeting Date:** September 2, 2014

**Department** Human Resources

**Title and Brief Description:**

**Action Desired:** Information Only

**Background:** The following Information identifies within-district and open enrollment trends as well as current enrollments.

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

**Recommendations:**

**Strategic Plan Reference:** N/A

**Implications of Adoption/Rejection:** N/A

**Timeline:**

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

**Superintendent's Signature:** \_\_\_\_\_  \_\_\_\_\_

Table 1: Open Enrollment Application Data

Information	Total Open Enrollment	Millard Resident Open Enrollment	Non Resident Open Enrollment	Option Enrollment	Within District Transfer
Total Number of Applications Received	724	34	690	8	980
Total Number of Applications Approved for Placement	543	28	515	5	877
Total Number of Students Enrolled	403	25	378	3	794
Number of Students Left on Waiting List (Timed Out)	121	3	118	0	56
<b>Students Contributing to the Economic Diversity</b>					
Total Number of Applications Received	204	16	188	0	n/a
Total Number of Applications Approved for Placement	165	13	152	0	n/a
Total Number of Students Enrolled	135	12	123	0	n/a
<b>Additional Demographic Data</b>					
Applicants Qualifying for Sibling Priority Enrolled	97	8	89	0	n/a
Speech/Resource Special Education Students Enrolled	32	2	30	1	n/a
Self-contained Special Educations Students Enrolled	1	0	1	0	n/a
English Language Learners Enrolled	11	1	10	0	n/a

Table 2: Open Enrollment Applications **Received by** MPS from Other Districts (In)

<b>Open Enrollment Applications (In)</b>	
<b><u>DISTRICT:</u></b>	<b><u>NUMBER:</u></b>
Bellevue	5
Bennington	14
DC West	4
Elkhorn	48
Gretna	12
Millard	34
Omaha	539
Pap/LaVista	16
Ralston	31
So. Sarpy	3
Westside	18

Table 3: Option/Open Enrollment **Leaving** MPS for Other Districts (Out)

Year	Bellevue	Bennington	Blair	DC West	Elkhorn	Fort Calhoun	Fremont	Gretna	Lincoln	Louisville
2014-15	3			9				6		1
2013-14	1			4	1		1	1		
2012-13	3			3				2		
2011-12	4				1					
2010-11	5		2		2			5		
2009-10	6	3	1	1	5	1		7		1
2008-09	5	1		1	6			8		
2007-08	4			1	6		2	3	1	
2006-07					11			7		1
Year	Omaha	Papillion LaVista	Plattsmouth	Ralston	South Sarpy	Wahoo	Westside	Yutan	Total	
2014-15	46	26		22	11		13	4	<b>141</b>	
2013-14	39	30		29	7		28	3	<b>144</b>	
2012-13	64	30		23	9		39	1	<b>174</b>	
2011-12	32	31		17	12		40		<b>137</b>	
2010-11	50	6		16	6		18		<b>110</b>	
2009-10	74	29	2	26	5		48		<b>209</b>	
2008-09	49	15		28	3		27	1	<b>144</b>	
2007-08	56	19		24	7	2	45	1	<b>171</b>	
2006-07	61	14		47	6		59	6	<b>212</b>	

Table 4: Option/Open Student and Within-District Student Enrollment by Building

SCHOOL	Open/Option Total Enrollment	Within-District Enrollment	Building Total Enrollment
<b>Elementary</b>			
Abbott	158	43	415
Ackerman	11	64	444
Aldrich	149	150	489
Black Elk	5	49	459
Bryan	29	69	378
Cather	123	204	414
Cody	51	35	242
Cottonwood	70	29	303
Disney	49	21	278
Ezra	199	18	417
Harvey Oaks	38	27	259
Hitchcock	54	65	259
Holling Heights	26	81	385
Montclair	91	259	529
Morton	13	40	292
Neihardt	16	66	569
Norris	51	128	372
Reagan	3	20	533
Reeder	11	15	619
Rockwell	23	69	309
Rohwer	6	49	603
Sandoz	34	61	321
Upchurch	6	20	643
Wheeler	7	43	527
Willowdale	26	122	407
<b>Middle School</b>			
AMS	45	102	895
BMS	10	32	1138
CMS	112	116	792
KMS	273	68	939
NMS	140	237	774
RMS	18	276	870
<b>High School</b>			
MNHS	552	494	2463
MSHS	177	404	2072
MWHS	33	81	2397
<b>Programs/Services</b>			
Horizon	15	N/A	132
MSAP	4	N/A	20
Ombudsman	2	N/A	11
YAP	6	N/A	42
Other Provider	2	N/A	40

Table 8: Application Dates

<b>Current Application Due Dates</b>		
Application	Application Begin Date	Application End Date
Subsequent Year Within-District Transfer	September 1	February 15 (and after March 15)
Current Year Within-District Transfer	First day of school	January 14
Open Enrollment	January 15	March 15
Open Enrollment Hardship	March 15	Week Before School Starts



### AGENDA SUMMARY SHEET

**Agenda Item:** Student Services Year End Report 2013-2014

**Meeting Date:** Sept. 2, 2014

**Department** Student Services

**Title and Brief Description:** Student Services Year End Report for 2013-2014. The Student Services Year End Report is designed to provide an overview of the various services and functions provided within Student Services.

**Action Desired:** Information Only

**Background:** The report summarizes activities that take place within Student Services such as within district transfers, disciplinary actions, open & option enrollment, foreign exchange students, health services, counseling services and crisis team services.

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

**Recommendations:** N/A

**Strategic Plan Reference:** N/A

**Implications of Adoption/Rejection:**

**Timeline:** N/A

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

**Superintendent's Signature:** \_\_\_\_\_





***STUDENT SERVICES  
YEAR END REPORT  
2013/14***



***Submitted by:  
Mr. Bill Jelkin  
Student Services Director***

## Executive Summary

The Executive Summary contains an overview of the main topics and related statistics contained in the 2013/14 Student Services Year End Report. The comparative statistics for each area are noted below:

	2011/12	2012/13	2013/14
<b>Student Attendance/Enrollment</b>			
1. Overall Attendance Rates	97%	96%	96%
2. District Cohort Graduation Rate	91.9%	93.2%	94.3%
3. Percentage of MPS Students Attending Private Schools	9.4%	7.4%	8.5%
4. Percentage of MPS Students In Exempt (Home) School	1.8%	1.8%	2.2%
5. Open & Option Program Gains and Losses			
Entered the District	946	738	815
Left the District	138	194	190
6. Within District Transfers-Approved	1,266	1,005	1,467
7. Foreign Exchange Students Enrolled	12	10	10
8. Wards of State/Court	0.8%	0.8%	1.1%
<b>Student Discipline</b>			
9. Total District Discipline Events	5,720	6,025	5,947
10. Breath Testing Device Utilization	23	41	46
11. Disciplinary Hearings Conducted	9	12	12
<b>Student Health Services</b>			
12. Health Related Contacts	289,627	248,332	263,135
13. Health Screens Administered	59,098	55,339	54,984
<b>Counseling and Students At-Risk</b>			
14. Total Counseling Contacts	N/A	63,546	60,118
15. Number of Crisis Team Responses	5	8	6
16. Crisis Interventions By All School Personnel	162	116	160
17. Suspected Child Abuse and Neglect Reports	123	142	138
18. School Community Intervention Program Referrals	159	153	158
<b>Security &amp; Emergency Management</b>			
19. Hotline Activity	46	44	27
<b>Scholarship Report</b>			
20. Number of Scholarships Accepted	954	978	1,003
21. Value of Accepted Scholarships	14,114,779	16,321,447	17,939,841
22. Percentage of Grads Awarded Scholarships	35.4%	38.7%	38.1%

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## STUDENT ATTENDANCE & ENROLLMENT

### Attendance

Table 1-Percent of Students in Attendance

High Schools	2011/12	2012/13	2013/14
3 Schools	96%	95%	95%
Middle Schools			
6 Schools	97%	96%	96%
Elementary Schools			
25 Schools	97%	97%	97%
Alternative Programs			
Middle School Alternative Program (MSAP)	91%	90%	89%
Horizon	83%	82%	81%
Young Adult Program	93%	94%	94%
Ombudsman Program	83%	83%	84%
District Average	97%	96%	96%

### Excessive Absence

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

20+ Days Absent District Totals						
District	# of Students	Total Days	Unexcused Days	Excused Days	Medical Days	# Referred
2013/14	817	26,280	7,997	18,284	15,875	260
2012/13	690	22,026	6,093	15,933	14,235	447
2011/12	582	18,576	6,572	12,004	10,623	443
20+ Days Absent by Level						
Elementary	# of Students	Total Days	Unexcused Days	Excused Days	Medical Days	# Referred
2013/14	108	2,919	867	2,016	1,712	36
2012/13	102	2,879	633	2,246	1,880	71
2011/12	97	2,699	853	1,846	1,562	79
Middle	# of Students	Total Days	Unexcused Days	Excused Days	Medical Days	# Referred
2013/14	176	5,199	867	4,333	3,776	57
2012/13	121	3,688	528	3,160	2,831	89
2011/12	82	2,283	492	1,791	1,616	81
High	# of Students	Total Days	Unexcused Days	Excused Days	Medical Days	# Referred
2013/14	533	18,161	6,227	11,935	10,387	167
2012/13	467	15,459	4,932	10,527	9,524	287
2011/12	403	13,594	5,227	8367	7,444	283
All Counts through <b>the last day of school</b> of the year listed. Days absent are rounded numbers calculated by the number of instructional minutes missed.						

### **District Cohort Graduation/Drop-Out Rate**

Table 3 represents enrollment and graduation data reported to the Nebraska Department of Education (NDE) and available in NDE's Graduation Cohort Analysis Tool as of August 23, 2013. A graduation cohort is defined by the year a student first enrolled in 9<sup>th</sup> grade; students in the 2013 graduation cohort entered 9<sup>th</sup> grade in the 2009-2010 school year. Students who moved out of the district after starting 9<sup>th</sup> grade in Millard in 2009-2010 were removed from the cohort; students coming in to the district after starting 9<sup>th</sup> grade in another district in 2009-2010 were added to the cohort. Cohort graduation rates are calculated by dividing the number of graduates by the number of students in the cohort. Enrollment and graduation data are reported to NDE by their responsible or "home" school, thus students at Horizon, the Young Adult Program, or at external placements are reflected in the counts of their home schools.

**Table 3-District Cohort Graduation/Drop-Out Rate**

Cohort Analysis	Starting Cohort	Transfers In	Transfers Out	Current Cohort
	1,808	178	256	1,730
Graduation Cohort Subgroup Category	Graduation Cohort Subgroup Category Description	# of Students in the Graduation Cohort Subgroup	# of Graduates in the Graduation Cohort Subgroup	Graduation Cohort Graduation Rate by Subgroup
ALL	ALL Students	1,730	1,632	94.3%
Race Ethnicity Groups	Hispanic of any race	97	90	92.8%
	American Indian or Alaska native	3	3	100%
	Asian	71	9	97.2%
	Black	58	54	93.1%
	Native Hawaiian or Pacific Islander	6	5	83.3%
	White	1,457	1,377	94.5%
	Two or more races	38	34	89.5%
AYP Race Ethnicity Groups	Hispanic	81	78	96.3%
	American Indian or Alaska Native	4	4	100%
	Asian	76	74	97.4%
	Black	57	54	94.7%
	White	1,364	1,301	95.4%
Special Education Students	Special Education Students (SPED)	151	123	81.5%
English Language Learners	English Language Learners (LEP)	10	5	50%
Students eligible for free and reduced lunch	Free and Reduced Lunch	267	230	86.1%
Gender	Female	883	852	96.4%
	Male	847	780	92.1%

## High School Completer Reports

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

**Table 4-Millard North High School**

Cohort Analysis	Starting Cohort	Transfers In	Transfers Out	Current Cohort
	628	99	123	596
Graduation Cohort Subgroup Category	Graduation Cohort Subgroup Category Description	# of Students in the Graduation Cohort Subgroup	# of Graduates in the Graduation Cohort Subgroup	Graduation Cohort Graduation Rate by Subgroup
ALL	ALL Students	596	567	95.1%
Race Ethnicity Groups	Hispanic of any race	30	28	93.3%
	American Indian or Alaska native	1	1	100%
	Asian	46	46	100%
	Black	26	25	96.2%
	Native Hawaiian or Pacific Islander	2	2	100%
	White	474	450	94.9%
	Two or more races	17	15	88.2%
AYP Race Ethnicity Groups	Hispanic	26	25	96.2%
	American Indian or Alaska Native	1	1	100%
	Asian	45	45	100%
	Black	27	26	96.3%
	White	449	428	95.3%
Special Education Students	Special Education Students (SPED)	30	24	80%
English Language Learners	English Language Learners (LEP)	0	0	0
Students eligible for free and reduced lunch	Free and Reduced Lunch	81	70	86.4%
Gender	Female	314	304	96.8%
	Male	282	263	93.3%



Table 5-Millard South High School

Cohort Analysis	Starting Cohort	Transfers In	Transfers Out	Current Cohort
	537	110	116	528
Graduation Cohort Subgroup Category	Graduation Cohort Subgroup Category Description	# of Students in the Graduation Cohort Subgroup	# of Graduates in the Graduation Cohort Subgroup	Graduation Cohort Graduation Rate by Subgroup
ALL	ALL Students	528	478	90.5%
Race Ethnicity Groups	Hispanic of any race	41	37	90.2%
	American Indian or Alaska native	1	1	100%
	Asian	6	4	66.7%
	Black	25	22	88%
	Native Hawaiian or Other Pacific Islander	4	3	75%
	White	440	402	91.4%
	Two or more races	11	9	81.8%
AYP Race Ethnicity Groups	Hispanic	37	35	94.6%
	American Indian or Alaska Native	2	2	100%
	Asian	10	8	80%
	Black	22	20	90.9%
	White	396	371	93.7%
Special Education Students	Special Education Students (SPED)	67	55	82.1%
English Language Learners	English Language Learners (LEP)	6	1	16.7%
Students eligible for free and reduced lunch	Free and Reduced Lunch	140	118	84.3%
Gender	Female	261	244	93.5%
	Male	267	234	87.6%

Table 6-Millard West High School Completer Report

Cohort Analysis	Starting Cohort	Transfers In	Transfers Out	Current Cohort
	643	36	66	606
Graduation Cohort Subgroup Category	Graduation Cohort Subgroup Category Description	# of Students in the Graduation Cohort Subgroup	# of Graduates in the Graduation Cohort Subgroup	Graduation Cohort Graduation Rate by Subgroup
ALL	ALL Students	606	587	96.9%
Race Ethnicity Groups	Hispanic of any race	26	25	96.2%
	American Indian or Alaska native	1	1	100%
	Asian	19	19	100%
	Black	7	7	100%
	Native Hawaiian or Other Pacific Islander	0	0	0
	White	543	525	96.7%
	Two or more races	10	10	100%
AYP Race Ethnicity Groups	Hispanic	18	18	100%
	American Indian or Alaska Native	1	1	100%
	Asian	21	21	100%
	Black	8	8	100%
	White	519	502	96.7%
Special Education Students	Special Education Students (SPED)	54	44	81.5%
English Language Learners	English Language Learners (LEP)	4	4	100%
Students eligible for free and reduced lunch	Free and Reduced Lunch	46	42	91.3%
Gender	Female	308	304	98.7%
	Male	298	283	95%

### **Millard Resident Students Attending Private Schools**

Table 5 percentages were calculated from the total Millard School District K-12 student population for each year. The total Millard School District K-12 population only includes the Millard Public School Students.

**Table 7-Millard Students Attending Private Schools**

	<b>11/12</b>	<b>%</b>	<b>12/13</b>	<b>%</b>	<b>13/14</b>	<b>%</b>
K-5	824	3.5%	648	2.8%	591	2.6%
6-12	1,379	5.9%	1,092	4.6%	1,351	5.9%
Totals	2,203	9.5%	1,740	7.4%	1,942	8.5%
Total Millard Student Population	23,253		23,548		22,853	

### **Millard Home School Students**

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

Table 6 percentages were calculated from the total Millard School District K-12 student population for each year. The total Millard School District K-12 population only includes the Millard Public School Students.

**Table 8-Millard Home School Students**

	<b>11/12</b>	<b>%</b>	<b>12/13</b>	<b>%</b>	<b>13/14</b>	<b>%</b>
K-5	209	0.9%	227	1%	259	1.1%
6-12	208	0.9%	195	0.8%	242	1.1%
Totals	417	1.8%	422	1.8%	501	2.2%
Total Millard Resident Student Population	23,253		23,548		22,853	

## **Open Enrollment Students**

The open enrollment program was implemented prior to the 2010/2011 school year. Open enrollment allows students within the two counties to enroll into other districts located within the Learning Community if space is available within the district and/or its schools. Siblings are given first priority followed by those who increase economic diversity. If more applications are received than space is available for schools/grade levels, a “randomization” is used to determine who is accepted. Option enrollment remains in effect for students living outside the Learning Community.

For the 2013/14 school year, the following Millard schools were closed to Open and Option Enrollment students: Ackerman Elementary, Black Elk Elementary, Neihardt Elementary, Reagan Elementary, Reeder Elementary, Rohwer Elementary, Upchurch Elementary, Wheeler Elementary, Beadle Middle School, Russell Middle School, Millard West High School.

**Table 9-Open-Out Transfers to another Learning Community School District**

District	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
Bellevue													1	1	.5%
DC West	1		1		1				2			2		7	4%
Elkhorn							1							1	.5%
Gretna		1				1								2	1%
Omaha	7	5	1	2	3			6	1	8	2		3	38	22%
Pap/LaVista	1	2	3		3	2	1	3	3	4	3	3	6	34	20%
Ralston	8	2	7		5		6	4	3	4	2	2	4	47	27%
So. Sarpy	3								1	3	1	1	1	10	6%
Westside	11	2	4	2	4	3	1	1	1	3			1	33	19%
Totals	31	12	16	4	16	6	9	14	11	22	8	8	16	173	
%	18%	7%	9%	2%	9%	3%	5%	9%	6%	13%	5%	5%	9%		

**Table 10-Open Enrollment into Millard Public Schools**

Resident District	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
Bellevue	1	1	1							1		1		5	1%
Bennington	6	1	1		1			1	3	1	1	2		17	2%
DC West	5				1					1	1	3	1	12	1%
Elkhorn	16	5	7	3	13	8	10	4	3	9	7	11	1	97	12%
Gretna	7	6	2	3	1	1	6	2		4	5	2		39	5%
Millard	8	2		2			6			6				24	3%
Omaha	172	27	20	26	30	23	38	23	23	74	33	31	2	522	66%
Papillion/LaVista	6	2	5	3	2	1	3		1	1	2	2		28	4%
Ralston	4	2	4	3	4	3	2	1	2	3	3	1		32	4%
South Sarpy	1									1				2	0%
Westside	2	1	2	1	1	1	2	1		4		2		17	2%
Totals	228	47	42	41	53	37	67	32	32	105	52	55	4	795	
%	29%	6%	5%	5%	7%	4%	8%	4%	4%	13%	7%	7%	1%		

**Option Enrollment****Table 11-Option Enrollment into Millard Public Schools**

District	2011/12	2012/13	2013/14
Arlington			3
Ashland/Greenwood		2	4
Blair	3	2	6
Fremont	1		1
Fort Calhoun			2
Lincoln	1		
Louisville		2	
Omaha Public		1	
Plattsmouth	4	2	1
Weeping Water		1	
Yutan	8	1	3
Totals	17	11	20

**Table 12-Open Enrolled Students Currently Attending**

Level	Total Open Enrolled Students
Elementary	1,358
Middle	447
High	783
Total	2,588

**Table 13-Option Out of Millard Public Schools**

District	2011/12	2012/13	2013/14
Blair	1		
Elmwood/Murdock	1		
Fremont		4	2
Ft. Calhoun		1	
Louisville			2
Papillion/LaVista		1	
Ralston		3	
Westside	2	14	6
Yutan		7	7
Totals	4	30	17

## **Within District Transfers**

**Table 14-Within District Transfer Requests and Approvals**

<b>2011/12</b>	<b>Total Requests</b>	<b>Approved</b>	<b>Denied</b>	<b>Cancellations</b>	<b>% of Total Requests Approved</b>
High School	394	346	6	42	87.8%
Middle School	423	390	3	30	92.2%
Elementary School	605	530	17	58	87.6%
All Schools	1,422	1,266	26	130	89.0%
% of Requests		89%	1.8%	9.1%	
<b>2012/13</b>					
High School	295	275	4	16	93.2%
Middle School	324	289	11	24	89.2%
Elementary School	519	441	13	65	84.9%
All Schools	1,138	1,005	28	105	88.3%
% of Requests		88.3%	2.5%	9.2%	
<b>2013/14</b>					
High School	374	344	2	102	92.0%
Middle School	479	412	18	49	86.1%
Elementary School	827	711	14	28	86.0%
All Schools	1,680	1,467	34	179	87.3%
% of Requests		87.3%	2.2%	10.7%	

## **Wards of State/Court Enrollment**

The total Millard School District K-12 population includes only students attending Millard Public Schools.

**Table 15-Ward of State**

	<b>11/12</b>	<b>%</b>	<b>12/13</b>	<b>%</b>	<b>13/14</b>	<b>%</b>
K-5	43	0.2%	58	0.3%	77	0.3%
6-12	128	0.6%	129	0.6%	179	0.8%
Totals	171	0.7%	187	0.8%	256	1.1%

## **Foreign Exchange Enrollment**

**Table 16-Foreign Exchange Students by School, Gender, and Country of Origin**

<b>School Attended</b>	<b>Female</b>	<b>Male</b>	<b>Country of Origin</b>
Millard North High	3	0	Japan-2, Germany-1
Millard South High	2	2	Germany-4
Millard West High	1	2	France-1, Italy-2

**Table 17-Total Foreign Exchange Students Hosted**

<b>Year</b>	<b>Number of Students</b>
2011/12	12
2012/13	10
2013/14	10

## STUDENT DISCIPLINE

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

Each school year an emphasis is placed on consistent reporting. To help ensure that data is reported consistently, monthly student discipline meetings are held with building principals and assistant principals. An alphabetical listing of “events” complete with detailed definitions was created in 2008 and was annually shared with each building administrator. This “event” listing is reviewed annually by the discipline committee and can also be found in the student management system, Infinite Campus. Each time a behavior is entered into Infinite Campus, the list can be easily accessed electronically to ensure the correct “event(s)” is/are being entered into the system.

### **Student Code of Conduct**

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

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

## Events by Elementary

Due to the developmental age of elementary students many events tend to be handled by the classroom teacher and are not documented in Infinite Campus. Significant events are escalated to the principal are documented in Infinite Campus.

**Table 18-Elementary Events**

Code	Events	Abb	Ack	Ald	Blk	Bry	Cat	Cod	Cot	Dis	Ezr	HO	Hit	HH	Mon	Mor	Nei	Nor	Rea	Ree	Roc	Roh	San	Upc	Whe	Wil	Total
1	Physical Assault	1	2		3			10	4	1		5	3					49		10			2		5	3	98
2	Fighting			2	1	5	5			1		2	2		2			3		1					3		27
3	Pushing/Shoving		2		1		8	1	7		13	12	2		7	2	11	11	1			3	8		4	13	106
4	Threats - Level 1	1	2		10	3	1		3	1	3	2			1	1	2	9	3	1			5	1	2		51
5	Threats - Level 2	1			1				1		1	2	1	1	5		2	3	4				1	1		2	26
6	Threats - Level 3											1															1
8	Physical Injury		1	1		1		1			3				3		2	1	2	2			2		3		22
10	Other Weapons											2															2
11	Poss. Prohib. Objects		1			1		1	2					1				2		2			1	1			12
14	Sexual Harassment			1		1							1	3	3			2	3				1		1		16
15	Harassment	3	1						2			3	3		2			1	1	3							19
16	Bullying		1	2	5	3	7				2	4			4			3	8		6		4		5	4	58
29	Public Indecency				1													1	1				1				4
33	Larceny (Theft)				8	1		3		3	4	1		1			1	7			1		3	1	2		36
40	Insubordination	10	4			9	6	10	2		36	4	3	5	1			14		26			5	22		15	172
41	Disruptive Behavior	33	10	10	52	25	36	10	16	1	68	22	1	29	29	6	18	28	5	16	2	7	10	20		50	504
64	Sexual Contact		1														2	2									5
76	Repeated Offenses	1												1				2									4
77	Harm to Self																							1		1	2
82	Bullying - Title VI											1															1
92	Harassment - Title VI																						1				1
94	Not Following Instruction										1				1			3		1						3	9
95	Failure to Comply					1				1	1			8	1		1	1		11							25
96	Run Away																						2				2
98	Use/Poss. Dangerous Weapon																	1									1
	<b>13-14 Total</b>	<b>50</b>	<b>25</b>	<b>16</b>	<b>82</b>	<b>50</b>	<b>63</b>	<b>36</b>	<b>37</b>	<b>8</b>	<b>132</b>	<b>61</b>	<b>11</b>	<b>54</b>	<b>57</b>	<b>11</b>	<b>42</b>	<b>148</b>	<b>20</b>	<b>79</b>	<b>3</b>	<b>14</b>	<b>42</b>	<b>52</b>	<b>24</b>	<b>87</b>	<b>1204</b>
	<b>12-13 Totals</b>	<b>36</b>	<b>44</b>	<b>17</b>	<b>68</b>	<b>14</b>	<b>31</b>	<b>37</b>	<b>21</b>	<b>10</b>	<b>96</b>	<b>36</b>	<b>43</b>	<b>55</b>	<b>85</b>	<b>40</b>	<b>50</b>	<b>100</b>	<b>35</b>	<b>63</b>	<b>51</b>	<b>9</b>	<b>50</b>	<b>50</b>	<b>14</b>	<b>104</b>	<b>1159</b>
	<b>11-12 Totals</b>	<b>31</b>	<b>18</b>	<b>25</b>	<b>30</b>	<b>35</b>	<b>14</b>	<b>52</b>	<b>38</b>	<b>57</b>	<b>262</b>	<b>39</b>	<b>25</b>	<b>52</b>	<b>125</b>	<b>27</b>	<b>40</b>	<b>170</b>	<b>10</b>	<b>27</b>	<b>11</b>	<b>21</b>	<b>24</b>	<b>23</b>	<b>20</b>	<b>85</b>	<b>1261</b>



**Table 19-Total Elementary Events**

<b>Code</b>	<b>Events</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
1	Physical Assault	186	78	98
2	Fighting	35	49	27
3	Pushing/Shoving	193	114	106
4	Threats - Level 1	52	54	51
5	Threats - Level 2	43	26	26
6	Threats - Level 3	2	1	1
7	Bomb Threat	0	1	0
8	Physical Injury	51	19	22
10	Other Weapons	0	0	2
11	Poss. Prohib. Objects	5	4	12
14	Sexual Harassment	6	11	16
15	Harassment	10	5	19
16	Bullying	40	64	58
29	Public Indecency	6	7	4
33	Larceny (Theft)	20	26	36
40	Insubordination	148	196	172
41	Disruptive Behavior	444	491	504
64	Sexual Contact	5	2	5
76	Repeated Offenses	0	2	4
77	Harm to Self	6	3	2
82	Bullying - Title VI	0	4	1
92	Harassment – Title VI	0	0	1
93	Bullying - Title IX	1	2	0
94	Not following Instruction	0	0	9
95	Failure to Comply	0	0	25
96	Run Away	0	0	2
98	Use/Poss. Dangerous Weapons	0	0	1
	<b>Total</b>	<b>1,261</b>	<b>1,159</b>	<b>1,204</b>

**Events by Secondary****Table 20-Secondary School Events**

Code	Events	AMS	BMS	CMS	KMS	NMS	RMS	Msap	MNHS	MSHS	MWHS	HHS	ACD	OMB	Sum	YAP	Total
1	Physical Assault	3	1	2	1			1	3	8	6	3				1	29
2	Fighting	15	4	47	3	5	2	6	2	14	2	15					115
3	Pushing and Shoving	59	21	56	36	36	9	4	12	15	4	6				1	259
4	Threats - Level One	15	7	10	7	7	2		2	4	1	3				2	60
5	Threats - Level Two			8	1	7	1	1	6	5		1				3	33
6	Threats - Level Three		1		1							1					3
8	Physical Injury			4	2	1				4	1						12
9	Guns				3				1	1							5
10	Other Weapons			1					4								5
11	Poss Prohib Objects	3		8	1	1			3	3	1	1					21
14	Sexual Harassment	4	8	14	12	14	1	6	1	3	2	3				1	69
15	Harassment	16	4	7	29	8			11	10	4	3					92
16	Bullying	10	5	31	13	17	1		1	1	4	2					85
17	Drugs - Poss of			5		1			19	18	7	5		1			56
18	Drugs - Use/Under Infl			2					2	9	11	12		1			37
19	Distribution of Drugs										8	1					9
20	Distribution of Alcohol									2	2						4
21	Alcohol - Poss of		1						2	3	4						10
22	Alcohol - Use/Under Infl								2	13	7	3	3				28
25	Tobacco - Poss of	2		2		3	6		22	48	4	21			1		109
26	Tobacco - Use of			1		3			16	34	2	31		2			89
33	Larceny (Theft)	3	4	8	9	16	4		13	39	6	1				1	104
34	Arson/False Fire Alarm		1							2							3
40	Insubordination	136	42	83	55	92	59	2	138	155	31	278			1	9	1081
41	Disruptive Behavior	336	168	302	139	222	223	28	158	219	115	177				6	2093
58	Poss of Medications	1		1	1	2	1		3	3							12
61	Dist Presc Meds	1		2							4	2		1			10
62	Dist Non-Presc Meds	1							1	1							3
64	Sexual Contact					1					1						2
76	Repeated Offenses	7		18	14	10	1	2	8	44	1	5					110
77	Harm to Self					1	2										3
82	Bullying - Title VI			9		3						2					14
91	Harassment - Title II		1		2				1								4
92	Harassment - Title VI		3		11	3			4		2						23
93	Harassment - Title IX			4	10				1		2						17
94	Not Following Instruction	2	1	2					4	23							32
95	Failure to Comply	1	1	34		6	1		13	38		3					97
96	Run Away															2	2
97	Other Weapon in Vehicle								2								2
98	Dangerous Weapons								1								1
	<b>2013/14 Totals</b>	<b>615</b>	<b>273</b>	<b>661</b>	<b>350</b>	<b>459</b>	<b>313</b>	<b>50</b>	<b>456</b>	<b>719</b>	<b>232</b>	<b>579</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>26</b>	<b>4743</b>
	<b>2012/13 Totals</b>	<b>502</b>	<b>342</b>	<b>721</b>	<b>531</b>	<b>540</b>	<b>453</b>	<b>34</b>	<b>581</b>	<b>694</b>	<b>294</b>	<b>148</b>	<b>6</b>	<b>10</b>	<b>18</b>	<b>8</b>	<b>4866</b>
	<b>2011/12 Totals</b>	<b>359</b>	<b>296</b>	<b>578</b>	<b>335</b>	<b>564</b>	<b>385</b>	<b>31</b>	<b>593</b>	<b>760</b>	<b>366</b>	<b>167</b>	<b>12</b>	<b>20</b>	<b>15</b>	<b>4</b>	<b>4459</b>

**Table 21-Total Secondary Events**

<b>Codes</b>	<b>Events</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
1	Physical Assault	23	37	29
2	Fighting	127	117	115
3	Pushing and Shoving	320	422	259
4	Threats - Level One	50	48	60
5	Threats - Level Two	33	36	33
6	Threats - Level Three	14	5	3
8	Physical Injury	12	27	12
9	Guns	3	8	5
10	Other Weapons	1	5	5
11	Poss Prohib Objects	14	21	21
13	Sexual Assault	1	2	0
14	Sexual Harassment	36	59	69
15	Harassment	103	171	92
16	Bullying	102	103	85
17	Drugs - Poss of	54	47	56
18	Drugs - Use/Under Infl	38	32	37
19	Distribution of Drugs	7	5	9
20	Distribution of Alcohol	0	2	4
21	Alcohol - Poss of	9	29	10
22	Alcohol - Use/Under Infl	11	16	28
25	Tobacco - Poss of	68	44	109
26	Tobacco - Use of	64	38	89
29	Public Indecency	6	3	0
33	Larceny (Theft)	138	118	104
34	Arson/False Fire Alarm	4	1	3
40	Insubordination	1,051	1,025	1,081
41	Disruptive Behavior	2,083	2,291	2,093
58	Poss of Medications	13	4	12
61	Dist Presc Meds	5	3	10
62	Dist Non-Presc Meds	0	7	3
64	Sexual Contact	5	4	2
76	Repeated Offenses	26	77	110
77	Harm to Self	0	2	3
81	Bullying - Title II	3	6	0
82	Bullying - Title VI	6	11	14
83	Bullying - Title IX	5	2	0
91	Harassment - Title II	1	5	4
92	Harassment - Title VI	8	23	23
93	Harassment - Title IX	15	10	17
94	Not Following Instruction	0	0	32
95	Failure to Comply	0	0	97
96	Run Away	0	0	2
97	Other Weapons in Vehicle	0	0	2
98	Use/Poss. Dangerous Weapons	0	0	1
	<b>Total</b>	<b>4,459</b>	<b>4,866</b>	<b>4,743</b>

### **Drug and Violence Event Summary**

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

Acts of threats or violence directly impact school safety and must be addressed by District discipline procedures as well as safety programs. We strive to identify students who have violent tendencies so they are monitored and placed in appropriate educational programs as needed and required by law.

**Table 22-Events Associated with Violence against Others**

<b>Event</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Physical Assault	209	115	127
Fighting	162	166	142
Threat Level 1	102	102	111
Threat Level 2	76	62	59
Threat Level 3	16	6	4
Bomb Threat	0	1	0
Physical Injury	63	46	34
Firearms	5	8	5
Other Weapons	2	5	7
Other Weapons in Vehicle	N/A	N/A	2
Dangerous Weapons	N/A	N/A	2
Totals	635	511	493

### **Events Associated with Drugs and Alcohol**

The District’s drug detection dog, alco-sensors (breathalyzers/wands) as well as aerosol sprays designed to detect drug residue continue to be used. Parents of students, who have been sanctioned regarding the use of alcohol or other drugs have shared that our suspension reduction program is helpful.

**Table 23-Events Associated with Drug and Alcohol**

	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Drugs	99	84	102
Alcohol	20	47	42
Medications	18	14	25
Totals	137	145	169

**Resolutions by Elementary School****Table 24-Elementary Resolutions**

Event	Resolution	Abb	Ack	Ald	Blk	Bry	Cat	Cod	Cot	Dis	Ezr	HO	Hit	HH	Mon	Mor	Nei	Nor	Rea	Ree	Roc	Roh	San	Upc	Whe	Wil	Total
Physical Assault	ST Sus	1	1					3	1	1		2		1				11		3			1			1	26
	Emerg Excl																									1	1
Fighting	ST Sus					1						2						1									4
	Emerg Excl									1																	1
Threats - Level 1	ST Sus																	1					1	1			3
Threats - Level 2	ST Sus											2		1	3				3					1			10
Threats - Level 3	ST Sus											1															1
Physical Injury	ST Sus					1		1			1				1				2						1		7
Other Weapons	ST Sus											2															2
Poss. Prohibited Object	ST Sus		1			1			2					1				1					1				7
Sexual Harassment	LT Sus													1													1
	ST Sus			1										2	2				1								6
Harassment	ST Sus														1												1
Bullying	ST Sus					1												1						3	1		6
Larceny/Theft	ST Sus				1			1		1											1		1		1		6
Insubordination	ST Sus					2												2		4			4	2		3	17
Disruptive Behavior	ST Sus		1	2		5	1							5	2		1	3	1	1	1	1	6	2		5	37
	Emerg Excl													1													1
Sexual Contact	ST Sus		1															1									2
Repeated Offenses	LT Sus												1														1
	ST Sus																	1									1
Harassment - Title VI	ST Sus																						1				1
Failure to Comply	ST Sus					1																					1
Run Away	ST Sus																						2				2
Dangerous Weapon	ST Sus																	1									1
<b>Total LT Suspensions</b>		0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2
<b>Total ST Suspensions</b>		1	4	3	1	12	1	5	3	2	1	9	0	10	9	0	1	23	7	8	2	1	16	9	4	9	141
<b>Total Emergency Exclusions</b>		0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	3
<b>Total Resolutions</b>		1	4	3	1	12	1	5	3	3	1	9	1	11	10	0	1	23	7	8	2	1	16	9	4	10	146

**Resolutions by Secondary School****Table 25-Secondary Resolutions**

Event	RES.	AMS	BMS	CMS	KMS	NMS	RMS	Mcap	MNH	MSH	MWH	HHS	ACE	OMD	YAP	Total
Physical Assault	Expul									1	2	2				5
	LT Sus		1	1				1	3	7	3	1				17
	ST Sus	1		1											1	3
Fighting	Expul											1				1
	LT Sus									1		2				3
	ST Sus	10	4	34	3	5	2	4	2	13	2	12				91
Pushing and Shoving	ST Sus	1	2	10	2	4	4	3	5	4	1	4			1	41
	Emerg. Excl		1													1
Threats - Level 1	ST Sus			2		1	1			1	1	1			1	8
Threats - Level 2	LT Sus									2		1			1	4
	ST Sus			6	1	6	1	1	6	3					1	25
	Emerg. Excl														1	1
Threats - Level 3	Expul											1				1
	LT Sus		1													1
Physical Injury	Expul									2						2
	LT Sus			1	2					1	1					5
	ST Sus			2		1										3
Firearms	Expul				3				1	1						5
Other Weapons	ST Sus			1					3							4
Poss. Prohib. Object	LT Sus									1						1
	ST Sus	2		1		1			2	2		1				9
Sexual Harassment	Expul			1												1
	LT Sus								1							1
	ST Sus	1	2	3	2	10	1	5		3		1				28
Harassment	ST Sus	2			1	1			4	3	1	3				15
Bullying	LT Sus			1		1										2
	ST Sus	1		1		3			1	1						7
Drugs - Possession	Expul								1	6	1	2		1		11
	LT Sus			5		1			17	12	6	3				44
Drugs - Use/Under Influence	Expul									1		4				5
	LT Sus			2						8	7	8				25
	Emerg. Excl								1							1
Drugs – Dist.	Expul										7	1				8
Alcohol – Dist.	Expul									2	2					4
Alcohol – Poss.	LT Sus		1						2		4					7
Al. Use/Under Infl.	Expul									1	1	1				3
	LT Sus									7	6	2	3			18
Tobacco – Poss.	LT Sus					1										1
	ST Sus			1		2	5		2	12		18				40
Tobacco - Use of	LT Sus					1										1
	ST Sus			1		2			2	22		24		2		53

**Resolutions by Secondary Continued**

Event	RES.	AMS	BMS	CMS	KMS	NMS	RMS	Masp	MNH	MSH	MWH	HHS	ACE	OMD	YAP	Total
Larceny/Theft	Expul										1					1
	LT Sus			1					2		1	1				5
	ST Sus	2		2		1	2		11	36	1				1	56
Arson/False Fire Alarm	ST Sus		1							2						3
Insubordination	LT Sus				1	2										3
	ST Sus	8		2	11	13	7	2	9	14	3	18			7	94
	Emerg. Excl														1	1
Disruptive Behavior	LT Sus									3	4					7
	ST Sus	6	4	20	2	5	10	12	20	39	18	36			3	175
	Emerg. Excl										1				1	2
Poss. Of Medications	LT Sus								1	2						3
	ST Sus	1		1	1	2			2							7
	Emerg. Excl						1									1
Dist. Of Presc.Meds	Expul			2							3	2		1		8
Dist. Non-Presc. Meds	ST Sus								1							1
Sexual Contact	ST Sus					1										1
Repeated Offenses	Expul											3				3
	LT Sus				1			1		4		1				7
	ST Sus	5		12	4	6		1	1	32		1				62
Harm to Self	Emerg. Excl					1	2									3
Bullying - Title VI	ST Sus					1						2				3
Harassment - Title VI	ST Sus				4	3			2							9
Harassment - Title IX	ST Sus				1				1		2					4
Failure to Comply	Expul											1				1
	ST Sus									1						1
Run Away	ST Sus														1	1
Other Weapons in Vehicle	Expul								1							1
	ST Sus								1							1
Dangerous Weapons	Expul								1							1
	<b>Total Expulsions</b>	0	0	3	3	0	0	0	4	14	17	18	0	2	0	61
<b>Total LT Suspensions</b>		0	3	11	4	6	0	2	26	48	32	19	3	0	1	155
<b>Total ST Suspensions</b>		40	13	100	32	68	33	28	75	188	29	121	0	2	16	745
<b>Tot. Emerg. Exclusions</b>		0	1	0	0	1	3	0	1	0	1	0	0	0	3	10
<b>Total Resolutions</b>		40	17	114	39	75	36	30	106	250	79	158	3	4	20	971

## **Out of School Disciplinary Resolutions**

**Table 26-Total Elementary Out of School Resolutions**

<b>Resolutions</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Expulsion	0	0	0
Long-Term Suspension	2	1	2
Short-Term Suspension	121	136	141
Emergency Exclusion	1	3	3
Totals	124	140	146

**Table 27-Total Middle School Out of School Resolutions**

<b>Resolutions</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Expulsion	8	10	6
Mandatory Reassignment	1	0	0
Long-Term Suspension	55	27	26
Short-Term Suspension	301	264	314
Emergency Exclusion	4	1	5
Totals	370	302	351

**Table 28-Total High School Out of School Resolutions**

<b>Resolutions</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Expulsion	51	46	55
Mandatory Reassignment	0	0	0
Long-Term Suspension	118	129	129
Short-Term Suspension	429	357	431
Emergency Exclusion	3	2	5
Totals	601	534	620

**Table 29-Total District Out of School Disciplinary Resolutions**

<b>Resolutions</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Expulsion	59	56	61
Mandatory Reassignment	1	0	0
Long-Term Suspension	175	157	157
Short-Term Suspension	851	757	886
Emergency Exclusion	8	6	13
Totals	1094	976	1,117

**Table 30-Total Out of School Resolutions by Gender**

<b>Resolutions</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Expulsion	15	46	61
Mandatory Reassignment	0	0	0
Long-Term Suspension	51	106	157
Short-Term Suspension	157	729	886
Emergency Exclusion	7	6	13
Totals	230	887	1,117



**Table 31-Total Out of School Resolutions by Ethnicity**

Resolutions	American Indian or Alaskan Native	% of Total	Asian or Pacific Islander	% of Total	Black (not Hispanic)	% of Total	Hispanic	% of Total	Caucasian	% of Total	Total
Expulsion	0	0	2	3%	5	8%	3	5%	51	84%	61
Mandatory Reassignment	0	0	0	0	0	0	0	0	0	0	0
Long-Term Suspension	2	1%	4	3%	18	12%	11	7%	122	78%	157
Short-Term Suspension	6	1%	17	2%	104	12%	60	7%	699	79%	886
Emergency Exclusion	0	0	0	0	1	8%	0	0	12	92%	13
Totals	8	1%	23	2%	128	12%	74	7%	884	79%	1,117

**Table 32-Total Out of School Resolutions by Special Education**

Resolutions	Not Receiving Services	Receiving Services	Sped % of Total	Total
Expulsion	49	12	19.6%	61
Mandatory Reassignment	0	0	0	0
Long-Term Suspension	106	51	32%	157
Short-Term Suspension	492	394	44%	886
Emergency Exclusion	4	9	69%	13
Totals	651	466	42%	1,117

**Table 33-Total Out of School Resolutions by ELL**

Resolutions	Not Receiving Services	Receiving Services	ELL % of Total	Total
Expulsion	61	0	0	61
Mandatory Reassignment	0	0	0	0
Long-Term Suspension	156	1	.01%	157
Short-Term Suspension	882	4	.005%	886
Emergency Exclusion	13	0	0	13
Totals	1,112	5	.004%	1,117

**Table 34-Total Out of School Resolutions by Grade**

Resolutions	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Expulsion	0	0	0	0	0	0	0	0	1	5	1	22	18	14	61
Mandatory Reassignment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Long-Term Suspension	0	0	0	2	0	0	0	6	7	13	28	26	39	36	157
Short-Term Suspension	1	13	13	29	29	29	27	86	104	124	88	121	103	119	886
Emergency Exclusion	0	0	0	3	0	0	0	3	1	1	1	0	0	4	13
Totals	1	13	13	34	29	29	27	95	113	143	118	169	160	173	1,117

### **Ombudsman Education Program**

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

**Table 35-Ombudsman Discipline Enrollment**

<b>Resolutions</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Long Term Suspension Students who attended Ombudsman	106	119	126
Expelled Students who attended Ombudsman	54	60	57
Special Circumstance Students who attended Ombudsman	7	6	8

### **Alcohol Breath Testing Device Utilization**

The use of breath testing devices is permitted by Policy 5490 and related Rule 5490.1. The breath testing device is used to measure alcohol levels in students at the high school and middle school levels. Rule 5490.1 provides that the Board of Education be given annual reports of the utilization of the breath testing devices. These numbers do not include the use of the Alco-Wands.

**Table 36-Breathalyzer Utilization by School**

<b>Summary</b>	<b>AMS</b>	<b>BMS</b>	<b>CMS</b>	<b>KMS</b>	<b>NMS</b>	<b>RMS</b>	<b>MN</b>	<b>MS</b>	<b>MW</b>	<b>HHS</b>	<b>Total</b>
Administered	0	0	0	0	0	0	15	13	16	2	46
Positives	0	0	0	0	0	0	4	7	7	1	19
<b>District Totals by School Year</b>											
	<b>2011/12</b>			<b>2012/13</b>			<b>2013/14</b>				
Administered	23			41			46				
Positives	14			15			19				

### **Disciplinary Hearings**

**Table 37-Discipline Hearings**

<b>Hearing</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Requested	12	14	12
Conducted	9	12	10
Upheld	8	10	7

## STUDENT HEALTH SERVICES

### Health Related Contacts

**Table 38-Total Health Related Contacts**

Staff	2011/12	2012/13	2013/14
School Nurse	116,348	95,064	85,903
Health Para/Other	173,279	153,268	177,232
Totals	289,627	248,332	263,135

### Health Office Visits

**Table 39-Health Care Visits by Students and Staff**

Complaint Type	Elementary	Middle School	High School
Abrasion	4,210	547	333
Advice/Educate	30	14	152
Allergy Symptoms	309	342	162
Anxiety/Emotional	217	118	596
Asthma	914	295	109
Back Pain	54	247	146
Bandage	3,700	1,357	1,212
Behavior Issue	289	5	9
Bleeding	3,489	1,243	74
Blister	667	169	78
Blood Pressure Check	11	14	66
Blurred Vision	7	18	11
Body Aches	106	45	107
Breast Pump	0	0	269
Burn	82	245	175
Catherization With/Without Help	1	662	2
Chapped Lips	3,398	763	75
Chills	69	49	37
Clothing Issues	1656	287	115
Cold Symptoms	565	506	258
Congestion	155	186	296
Contact Problem	139	646	642
Cough	1,478	501	207
Cutting	9	12	18
Diabetic Concern	12,045	9,690	4,244
Diarrhea	238	99	96
Dizzy/Lightheaded	355	516	594
Dr. Note	867	585	81
Dry Skin	1,350	207	106
Ear(s)	1,154	350	129
Eye(s)	2,677	714	368
Fatigue	314	219	248
Feeling Faint/Fainted	33	25	56
Follow Up	1,229	896	160
Glasses	256	135	23
Hall/Elevator/Early Out Pass	2	45	326
Hangnail	416	57	34
Headache	5,335	5,545	2,875
Hearing Aid Issues	218	158	11
Hungry	168	1,046	93
Hydrate/Water	13	10	47

Complaint Type	Elementary	Middle School	High School
Hygiene Issues	85	52	95
Ice Pack	3,719	1,554	1,644
Indigestion	50	55	36
Inhaler Use	1,713	1,755	12
Injury	2,678	77	254
Insect Bite/Sting	1,217	236	81
Itching	605	147	61
Laceration	145	20	27
Lice Check	2,662	59	11
Medical Equipment Check	359	19	4
Meds	18,762	10,400	6,608
Menses	97	1,699	1,640
Miscellaneous	290	909	48
Multiple Scrapes/Abrasions	32	2	8
Nausea	1,577	1,170	1,107
Nosebleed	4,037	1,243	389
Nourishment	554	45	3
Orthodontic Issues	1,400	3,331	47
Orthopedic Issues	63	628	121
Other	3,142	1,471	1,201
Pain	9,744	5,740	870
Paper Cut	602	48	27
PE Excuse	120	715	314
Personal	38	76	21
Phone Assistance	764	27	24
Piercing Issues	123	28	68
Pregnancy Issues	2	0	12
Rash	541	84	118
Restroom Use	3,854	591	548
Scratch	1,402	147	50
Screenings	363	40	474
Seizure	39	0	15
Self-Injury	11	0	14
Shaky	17	13	50
Shortness of Breath	262	58	50
Skin Issues	1,330	445	150
Sore Throat	2,124	1,554	820
Splinter	242	86	80
Stomach Ache	10,051	4,126	2,244
Stomach Pain	656	154	161
Substance Evaluation	2	1	60
Sunburn	27	17	10
Temp Check	1,790	251	291
Tick/Tick Removal	10	2	3
Toileting Accident	1,756	35	0
Tooth	4,281	808	58
Tube Feeding Issues	285	1	0
Type Not Recorded	16,446	6,119	2,597
Vertigo	3	1	4
Vomit	1,243	358	495
Wheezing	109	25	8
Work Related	1	0	1
Totals	149,651	74,990	37,671

## Special Health Care Related Assignments

**Table 40-Number of Students with Special Health Related Issues**

Condition	Elementary	Middle School	High School	Total	% Population
Allergies	1,739	827	1,236	3,802	16.6%
Asthma	486	330	431	1247	5.6%
Blood Disorders	21	18	13	52	0.2%
Cancer	18	7	8	33	0.1%
Cardiac	55	22	51	128	0.5%
Dermatology	184	40	45	269	1.1%
Endocrine	78	43	92	213	0.9%
Gastro Intestinal	197	100	120	417	1.8%
Headache/Migraine	75	107	147	329	1.4%
Hearing	61	29	25	115	0.5%
Muscular	22	15	6	43	0.1%
Orthopedic	91	40	57	188	0.8%
Vision	82	18	31	131	0.5%
Other	322	124	125	571	2.5%
Pregnancy	0	0	9	9	0.04%
Psychological	547	384	740	1,671	7.3%

## Student Health Screens

**Table 41-Number of Health Screenings Performed by Nurses**

Screens	Administered	Resulting Referrals
Audiometer Tests (K, 1, 2, 5, 8)	7,562	252
Diabetic Screenings	25,984	0
Vision Screening	11,544	1,020
Oral Screening	9,770	154
District Totals by School Year		
2011/12 Totals	52,774	992
2012/13 Totals	55,339	1,129
2013/14 Totals	54,984	1,426

## COUNSELING/SOCIAL WORKER and STUDENTS AT-RISK

### District Counseling Contacts

At the beginning of the 2012-13 school year our school counselors began documenting their individual contacts with students. After the visit, the counselors are asked to document the visit in our student information system using a variety of categories or “contact types”. Over time, we expect this data will help guide our counseling curriculum and response services.

**Table 42-Total Counseling Contacts**

Total Counseling Contacts	
2011/12	N/A
2012/13	63,546
2013/14	60,118

**Table 43- Counseling Contact Types**

Top 5 Contact Types	2011/12	2012/13	2013/14
Personal and Social	N/A	12,960	10,795
Academic Planning	N/A	8,272	7,686
Group Participation	N/A	8,597	7,498
Academic Progress	N/A	No Data	5,414
Other	N/A	6,316	4,476

**Table 44 -Total Counseling Contacts**

Total Social Worker Contacts	
2013/14	11,296

**Table 45-Social Worker Contact Types**

Top 5 Contact Types	Totals
Attendance	5,156
Personal and Social	1,510
Family Related Concerns	1,317
Academic Progress	897
Academic Planning	539

### Crisis Team

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

**Table 46-Number of Crisis Team Responses**

Response Type	2011/12	2012/13	2013/14
Student Death	3	5	2
Staff Death	1	1	4
Other	1	2	0

## **Crisis Intervention for Students At-Risk**

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

**Table 47-Suicide Interventions**

Level	2011/12	2012/13	2013/14
Elementary	48	31	34
Middle School	49	43	66
High School	65	42	60
Totals	162	116	160

## **Child Abuse and Neglect**

**Table 48-Child Abuse and Neglect Reports**

Level	2011/12	2012/13	2013/14
Elementary	76	92	68
Middle School	30	30	57
High School	17	20	13
Totals	123	142	138

## **School/Community Intervention Program (SCIP) Team Activities**

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

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

**Table 49-SCIP Team Referrals and Interventions**

Grade	Referrals			Interventions			Local Agency Referrals		
	M	F	Total	M	F	Total	M	F	Total
9	10	12	22	5	6	11	3	5	8
10	36	14	50	24	8	32	13	6	19
11	33	13	46	15	9	24	14	3	17
12	29	11	40	13	6	19	16	5	21
Totals	108	50	158	57	29	86	46	19	65

**Table 50-Student Referral, Intervention, Agency Referral Historical Data**

Action Taken	2011/12	2012/13	2013/14
Referrals	159	153	158
Interventions	144	124	86
Local Agency Referrals	71	52	65

## SECURITY & EMERGENCY MANAGEMENT

### Hotline Calls

A 24-hour, seven-day-a-week hotline is maintained for use by Millard students and parents. Students and parents may call to report on any subject. Each call is investigated as warranted. Starting in the 2013-14 school year Millard Public Schools collaborated with the BoysTown National Hotline for suicide intervention and call services.

**Table 51-Number of Safe School Hotline Calls**

Topic	2011/12	2012/13	2013/14
Drugs	17	9	6
Alcohol	0	2	0
Gangs	1	0	0
Guns	0	1	3
Bully/Harassment	3	6	4
Threats	0	0	2
Fights	0	2	1
Suicide	16	6	7
Abuse	2	0	1
Safety	7	18	3
Totals	46	44	27



## School Resource Officers

The Millard Public Schools deploys eight school resource officers and one drug detection dog. Five of the officers are employed through the Omaha Police Department and three officers are employed by Douglas County Sheriff's Office. The schools that house resource officers are listed in the table below. The resource officers are required to provide monthly duty reports which are also summarized in the table below.

**Table 52-School Resource Officer Report**

Action Taken	AMS	BMS RMS	CMS	NMS KMS	MNHS	MSHS	MWHS	HHS
Incident Reports	187	3	209	93	224	102	3	12
Arrest Felony					1		2	2
Arrest Misdemeanor	1		9	3	17	46	13	10
Traffic Citations							8	
Property Recovered			1			19	3	2
Assist Patrol/Detectives	30	5	15		14	42	9	
Classroom Instruction: # of Hours	13	4.5	22	9	44	10.5	25.75	2
Classroom Instruction: # of Students	421	165	385	278	1078	145	571	30
Classroom Instruction: # of Classes Taught	17	19	22	11	44	7	14	2
Student Conferences (Called In)	55	47	609	28	85	281	111	35
Student Conferences (Voluntary)	8533	8	285	7	89	206	47	39
Parent Conferences (Voluntary)	1821	3	36	2	40	117	25	59
Parent Conferences (Called In)	24	12	36	19	32	67	30	33
Other Agency Assist	9	2	12	31	2	29	9	2
Trespass Incidents						1		
Meetings, In-Services, etc.	237	51	221	38	68	194	8	13
Security/Staff/Faculty Assistance	1096	37	1066	417	173	441	112	
Notification (Failure to Appear)	1		2		2	1		
Captured Events (CCTV)	6					7	2	
F.O./F.I. Cards	1		9		17	34		
G.R.E.A.T. Instruction Number of Classes Taught								
I-SAFE (Middle Schools Only)								
Threat Assessments					1		1	
Limited English Proficiency (LEP) Contacts						1		
Juvenile Court Referrals (DCS only)							3	1
Outright Release With No Further Action (DCS only)								
K-9 Deployments (DCS only)							3	
Status Offense (non-criminal behavior) (DCS only)								69
Total Drug Dog Searches = 70								

## SCHOLARSHIP REPORT

On an annual basis, the High School Counseling Department Heads collect and evaluate student scholarship data. The table below is a summary of their findings.

**Table 53-Summary of Scholarship Report**

<b>Graduates</b>	<b>Class of 2012</b>	<b>Class of 2013</b>	<b>Class of 2014</b>
<b>North</b>	599	594	567
<b>South</b>	471	462	463
<b>West</b>	515	530	582
<b>Totals</b>	<b>1585</b>	<b>1586</b>	<b>1612</b>
<b>Graduates Awarded Scholarships</b>			
<b>North</b>	231	235	230
<b>South</b>	134	153	143
<b>West</b>	196	226	242
<b>Totals</b>	<b>561</b>	<b>614</b>	<b>615</b>
<b>Number of Students Accepting Scholarships</b>			
<b>North</b>	190	183	196
<b>South</b>	122	145	143
<b>West</b>	185	173	206
<b>Totals</b>	<b>497</b>	<b>501</b>	<b>545</b>
<b>Number of Scholarships Accepted</b>			
<b>North</b>	398	369	386
<b>South</b>	293	276	253
<b>West</b>	263	333	364
<b>Totals</b>	<b>954</b>	<b>978</b>	<b>1003</b>
<b>Approx. Value of Millard Scholarships Accepted</b>			
<b>North</b>	\$6,841,477	\$6,418,101	\$7,949,854
<b>South</b>	\$3,647,927	\$4,116,727	\$4,026,602
<b>West</b>	\$3,625,375	\$5,786,619	\$5,963,385
<b>Totals</b>	<b>\$14,114,779</b>	<b>\$16,321,447</b>	<b>\$17,939,841</b>
<b>Athletic Scholarship Awarded</b>			
<b>North</b>	31	26	28
<b>South</b>	28	46	31
<b>West</b>	26	39	85
<b>Totals</b>	<b>85</b>	<b>111</b>	<b>144</b>

## APPENDIX A

### **Discipline Event Codes**

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

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

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

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

#### **Arson of False Alarm**

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

#### **Bomb Threat**

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

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

#### **Bullying**

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

#### **Cheating or Plagiarism**

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

#### **Computers**

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

**Damage to Property**

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

**Dishonesty**

Dishonesty that interferes with the educational process.

**Disparaging Language/Symbolism**

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

**Disruptive Behavior**

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

**Distribution of Alcohol**

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

**Distribution of Drugs**

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

**Distribution of Non-Prescribed Medications**

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

**Distribution of Prescribed Medications**

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

**Drugs-Possession Of**

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

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

**Drug-Use of or Under the Influence**

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

**Exposure to Bodily Fluids**

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

**Extortion**

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

**False Alarm or Report**

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

**False Complaints**

False Accusations or complaints against another student or staff member.

**Fighting**

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

**Gambling**

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

**Guns**

*Guns, etc. Knowingly possessing, handling, transmitting, using intimidating with, or threatening with any object or material that is ordinarily and/or generally considered a firearm, explosive, destructive device, or weapon, including, but not limited to, firearms, pipe bomb, and pellet/BB gun.*

**Harassment**

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

**Hazing**

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

**Insubordination**

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

**Larceny (Theft)**

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

**Noncompliance with Code Yellow or Code Red**

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

**Nuisance Item**

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

**Other Weapons**

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

**Physical Assault**

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

**Physical Injury**

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

**Possession of Certain Prohibited Objects**

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

**Possession of Fireworks**

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

**Possession of Look-a-Like Weapon**

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

**Possession of Medications**

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

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

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

**Profanity and Obscenity**

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

**Public Indecency**

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

**Pushing and Shoving**

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

**Physical contact that involves non-injurious behavior**

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

**Receiving Non-Prescribed Medications**

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

**Repeated Offenses or Series of Prohibited Conduct**

Two (2) or more violations of prohibited conduct, or violation of two (2) or more of the acts prohibited herein within the academic school year which constitutes a substantial interference with school purposes.

Neb. Rev. Stat. §79-267(11).

**Secret Organizations/Gangs**

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

**Sexual Assault or Attempted Sexual Assault**

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

**Sexual Contact**

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

**Sexual Harassment**

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

**Student Identification**

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

**Theft/Larceny**

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

**Threatening with an Object**

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

**Threats-Level One**

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

**Threats-Level Two**

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

**Threats-Level Three**

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

**Tobacco-Possession of or use of**

*Possession or use of tobacco or tobacco products.*

**Transportation of Medications**

*The possession, use, and transportation of prescribed and non-prescribed medications shall be in accordance with the following rules.*

**Truancy**

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

**Unlawful Activity**

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

**Possession and Use of Fireworks**

Use of lighting of firecrackers or fireworks of any description.