

NOTICE OF MEETING

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

10-3-14

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 _____

October 3, 2014

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



GENERAL NOTARY - State of Nebraska

CONNIE L. NOVACEK

My Comm. Exp. November 16, 2015

Subscribed in my presence and sworn to before

Publisher's Fee \$ 14.90 me this 3rd day of

Additional Copies \$ _____ October 20 14

Total \$ 14.90

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

**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

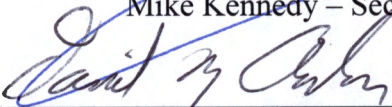
The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on October 6, 2014, at the Don Stroh Administrative Center, 5606 South 147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


Dated this 6th day of October, 2014

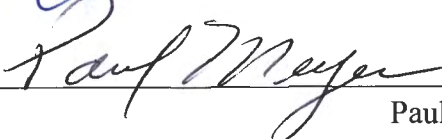

Patrick Ricketts – President



Linda Poole – Vice President

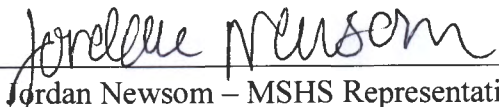

Mike Kennedy – Secretary



Dave Anderson – Treasurer


Mike Pate


Paul Meyer


Libby Baxter – MNHS Representative


Jordan Newsom – MSHS Representative


Kellie Ecklund – MWHS Representative

BOARD OF EDUCATION SIGN IN

October 6, 2014

NAME:

REPRESENTING:

DAVID C. Hemphill	Kiewit
Kristy McGuire	MSHS
Mindy Ford	Awards present.
Larry / Maggie Johnson	" "
Nick McGuire	" "
Marshall Smith	Kiewit
Chelsea McGuire	Awards present.
Melanie Olson	RWSSC
Jordan Newsom	MSHS
Andy Pinkall	SHS
Kara Hulst	DSAE
Melissa Frans	KMS
Mark Skedick	McGuire
Clark McCann	McGuire
Jill Kimbrough	BMS
Paul Shute	MGA



BOARD OF EDUCATION MEETING



OCTOBER 6, 2014

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
October 6, 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, September 15, 2014
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items

1. Employees of the Month
2. Superintendent's Comments
3. Board Comments/Announcements
4. Report from Student Representatives

G. Unfinished Business

H. New Business

1. First Reading of Policy 4163 – Human Resources – Remedial Action
2. First Reading of Policy 6200 – Curriculum, Instruction, and Assessment – Taught Curriculum – Instructional Delivery
3. Approval of Legislative Standing Positions
4. Approval of the Greater Nebraska Schools Association (GNSA) Membership
5. Appointment of Negotiations Team for Teacher's Contract 2015-2016
6. Appointment of Negotiations Team for Nurse's Contract 2015-2016
7. Approval of Schematic Designs for the MNHS Temporary Counselors Offices Project
8. Approval of the Schematic Designs for Abbott Elementary
9. Approval of the Schematic Designs for Ezra Elementary
10. Approval of Personnel Actions: Contract Cancellations and New Hires
11. Executive Session: Personnel and Security Matters

I. Reports

1. Enrollment Report
2. Summer School Report
3. Poverty Plan Evaluation Report
4. Learning Community Evaluation Report

J. Future Agenda Items/Board Calendar

1. Strategic Planning on Thursday, October 16 and Friday, October 17, 2014 at the Ron Witt Support Services Center

Meeting Agenda
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2. Board of Education Meeting on Monday, October 20, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 3. Board of Education Meeting on Monday, November 3, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 4. Committee of the Whole Meeting on Monday, November 10, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 5. Board of Education Meeting on Monday, November 17, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 6. Board of Education Meeting on Monday, December 1, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 7. Millard Public Schools Foundation Holiday Dinner on Thursday, December 4, 2014 at Shadow Ridge Country Club – Social at 6:00 p.m. with Dinner at 7:00 p.m.
 8. Board of Education Meeting on Monday, December 15, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 9. Board of Education Meeting on Monday, January 5, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 10. Committee of the Whole Meeting on Monday, January 12, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 11. PDK Meeting on Wednesday, January 14, 2015 at the Weitz Community Engagement Center (UNO) – Social at 5:30 p.m. with Dinner at 6:30 p.m.
 12. Board of Education Meeting on Monday, January 19, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.
- L. Adjournment:

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

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
October 6, 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, September 15, 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. Employees of the Month

F.2. Superintendent's Comments

F.3. Board Comments/Announcements

F.4. Report from Student Representatives

H.1. First Reading of Policy 4163 – Human Resources – Remedial Action

H.2. First Reading of Policy 6200 – Curriculum, Instruction, and Assessment – Taught Curriculum – Instructional Delivery

H.3. Motion by _____, seconded by _____, to approve the Legislative Standing Positions (See enclosure.)

H.4. Motion by _____, seconded by _____, to approve the Greater Nebraska Schools Association (GNSA) Membership (See enclosure.)

H.5. Appointment of Negotiations Team for Teacher's Contract 2015-2016

H.6. Appointment of Negotiations Team for Nurse's Contract 2015-2016

H.7. Motion by _____, seconded by _____, to approve the Schematic Designs for the Millard North High School Temporary Counselors Offices Project (See enclosure.)

H.8. Motion by _____, seconded by _____, to approve the Schematic Designs for Abbott Elementary as submitted. (See enclosure.)

H.9. Motion by _____, seconded by _____, to approve the Schematic Designs for Ezra Elementary as submitted. (See enclosure.)

H.10. Motion by _____, seconded by _____, to approve Personnel Actions: Cancellation of Contract and New Hire (See enclosure)

Board Meeting Agenda
 October 6, 2014
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H.11. Executive Session: Personnel and Security Matters

I. Reports

1. Enrollment Report
2. Summer School Report
3. Poverty Plan Evaluation Report
4. Learning Community Evaluation Report

J. Future Agenda Items/Board Calendar

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

L. Adjournment

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

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 17

A meeting of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska was convened in open and public session at 6:00 p.m., Monday, September 15, 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, September 12, 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. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole, and Mr. Meyer were present.

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

Mr. Ricketts said Dave Anderson would be late to the meeting due to traffic.

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

Motion was made by Mike Pate, seconded by Linda Poole, to approve the Board of Education Minutes from September 2, 2014, and the Special Board of Education Minutes from September 2 and September 8, 2014, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Ricketts, and Mrs. Poole. Voting against were: None. Motion carried.

Dave Anderson arrived at the Board meeting at 6:04 p.m.

Linda Poole summarized the Committee of the Whole meeting which was held on Monday, September 8, 2014.

Superintendent's Comments:

1. We have a busted water main at Rockwell Elementary. It is on our property and is our problem. We do not know if school will be held tomorrow. It depends on whether the patch will hold. Today, bottled water, hand sanitizers and portable out-houses were brought in. The district received a waiver to complete the day with kids network but we will not be eligible for that waiver tomorrow.
2. There is a Foundation Board meeting on Thursday night. This will be a big meeting for us as we will be bringing a proposal for \$1,350,000 to fund digital learning at the elementary level. The request will be asking for 5 iPads in kindergarten, first and second grades as well as smart boards in third grade classrooms. Dr. Sutfin said this sort of digital resource would be a "game changer" in the instructional delivery both for students that need remediation as well as the students that are ready to exceed our curriculum standards. We are hopeful that the Foundation will consider this request so we can start moving forward on Strategy 2.6.
3. Dr. Sutfin met in Lincoln today with Tammy Berry, Legal Council, for Senator Kate Sullivan. Senator Kolowski was also present to discuss our funding formula idea and TOSA. Dr. Sutfin thinks that people now understand that public schools are open to adding career programs, more dual enrollment and more AP programs to get kids more career and college ready, but it costs more. There has to be something coming from the state to off-set the costs. Dr. Sutfin said this state aide model would give us incentive to change. People get hung up on enrollment and we believe that the incentive to change is earned by student performance. The next step is another meeting with the Commissioner coming up in the near future. The smaller and larger schools are accepting of the concept of this new idea, but it come down to the funding component.

Board Comments:

Paul Meyer: Mr. Meyer said he attended his third football game. He noticed more trash at this game and also felt there could have been more supervision of the middle school students. Paul received a report on the new Advanced Placement

Board of Education Minutes
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History Framework and shared that information with the Board. Mr. Meyer also stated that a friend of his attended the League of Woman voters meeting and it was reported that the State Board of Education is not planning to sign on to the Common Core State Standards. They implied that a No Child Left Behind waiver might be sought. Paul posed a question to our Board and asked if they would be in favor of Nebraska requesting a No Child Left Behind waiver.

Linda Poole: Mrs. Poole thanked Dr. Sutfin for the hard work he has done with the state aid formula. Linda stated that he had done his homework and put together a great plan. Dr. Sutfin has met with many important people and has their backing. She thanked him for his leadership on this issue and thinks it is something we need to continue to push and see where it takes us.

Dave Anderson: Mr. Anderson attended the NSBA Western Region Conference (includes nine states) which was held downtown at the Embassy Hotel. Dave thanked John Spatz, who was in our audience, and his staff, for putting on a great conference. Mr. Anderson stated that during this conference, Gallup did a break-out session. He felt this was a great way to show the other states what Gallup has to offer. In regard to Paul's previous question to the Board concerning the No Child Left Behind waiver, Mr. Anderson said maybe this should be discussed with Administration and Board members at a Committee meeting in the future.

Mike Pate: Mr. Pate attended the Metropolitan Area Boards of Education meeting last week. Eight of the twelve districts were represented at the meeting. Topics of discussion were the Learning Community, common levy and the bond issues in progress at some of the other districts. Mr. Pate thanked Dr. Sutfin for the information he plans to present at the Millard Public Schools Foundation Board meeting on Thursday evening. Mr. Pate will be attending that meeting.

Libby Baxter, student representative from Millard North High School, Jordan Newsom, student representative from Millard South High School and Kellie Ecklund, student representative from Millard West High School reported on the academic and athletic happenings at their respective schools.

New Business:

Mr. Ricketts asked for a motion to waive the reading of Policy 3921, Rule 3921.1 and Policy 3922.

Motion by Mike Pate to waive the readings and reaffirm Policy 3921 – Support Services – Risk Management – Activity Limitations – Foreign Travel, reaffirm Rule 3921.1 - Support Services – Risk Management – Activity Limitations – Foreign Travel, and reaffirm Policy 3922 – Support Services – Risk Management – Activity Limitations – Aircraft & Watercraft, seconded by Linda Poole. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole to approve the purchase of laptops by the Board of Education members. *Mr. Ricketts stated that these laptops could be purchased for \$450. Mr. Kingston said this is what the laptops would be listed at to sell.* Voting in favor of said motion was: Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Meyer. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Paul Meyer to approve the Schematic Designs for the Rockwell Elementary Project. Kevin Schluckebeer of BCDM was available to address questions from the Board. Voting in favor of said motion was: Mrs. Poole, Mr. Meyer, Mr. Pate, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve Personnel Actions: Contract Amendment: Alex N. Kirkland and Antonio A. Gonzalez; Resignation: Lindsay M. Stier. 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:

NASB Whole Child Project – John Spatz Presenting: John Spatz with NASB, first thanked Linda Poole and Dave Anderson for their years served on the NASB Board and for representing Millard Public Schools as well. He also thanked the attorneys in the room that work with Millard Schools. Mr. Spatz explained that recent data shows a direct correlation between student health and student achievement. By focusing on the whole child, their heart, mind and body, we are creating a balanced, more successful child. The Nebraska Whole Child Project is an effort led by NASB to bring together accurately collected health and wellness data in a central location, with the goal of studying that data to determine what is relevant to the academic success of Nebraska school children. The NWCP was organized as a consortium, which will bring together member school districts, educational service units (ESUs), universities, and state colleges, to jointly: (1) recognize the alarming increase in the trend of student obesity and lack of student physical activity; (2) share best practices in student fitness, health and wellness; (3) research, collect, report, and share data regarding student fitness, and health and wellness from the consortium; and (4) effectuate a change in the culture at school districts and ESUs across Nebraska to improve student fitness, health and wellness. Mr. Spatz shared information collected from Lincoln Public Schools as they participated in a study. Dr. Feldhausen explained what Millard uses for fitness now. He said that PE is in the curriculum cycle in the next couple of years. Mr. Spatz answered several questions from the Board members. NASB will need to raise money to fund this idea and will then come back to Millard in the future.

Advanced Placement Program Report: Mark Feldhausen said this report shows good news. The number of exams taken has gone up. Nancy Johnston wanted to thank the Millard Public Schools Foundation publicly for their financial commitment. The Foundation funds the AP testing 100%.

Dual Enrollment Report: Mark Feldhausen said the number of credits that students are acquiring through Dual Enrollment through Metro and UNO is up. The cost savings is quite substantial for parents as a result of this program. UNL does not participate in this program.

ACT 2013-2014 Results for Graduating Class of 2014: Tami Williams reported that our overall composite for 2013-2014 was 23.3 which is very solid and better than the state and national composites. Dr. Williams explained that students who take the core or common subjects, do better on the ACT test.

11th Grade DCST ACT 2013-2014 Results: Dr. Williams stated that this last year was the first year of giving all 11th graders the ACT test during the school day. She said this was not a graduation requirement and we were very pleased with the composite results of 21.4. Dr. Williams said that tests were given to these students as sophomores, juniors and now this year as seniors and we will be able to track the testing progress. Dr. Sutfin pointed out that another part of this is working with our state at having good sound educational policy in practice. He said we would support a state wide initiative for every junior to take the ACT and that every junior should have that benchmark for career and college readiness.

Nebraska State Accountability (NeSA) Results: Tami Williams gave an explanation on how to read the charts and compare our Millard results to the state results. She said we are keeping pace with the typical upward trend. As a requirement for the Nebraska Department of Education and for federal No Child Left Behind, each spring students in grades 3, 4, 5, 6, 7, 8, and 11 are required to participate in state reading and math testing, students in grades 5, 8, and 11 participate in state science testing, and students in grades 4, 8, 11 in state writing.

Exiting Senior Survey Report: Class of 2014: Dr. Johnston stated that these are the seniors that left us this last school year. There were fewer students holding a job while they were in high school and 93% of those that graduated expected to be in school at least part time if not full time. Dr. Johnston said that 56% of the students felt that they took challenging courses which was an increase from last year and 81% of the students felt that they were adequately prepared. Mr. Pate asked if we were seeing a change in students attending two year programs as opposed to the four year programs. Dr. Feldhausen said that we are seeing a shift. Our top three schools for post-secondary are UNO, UNL and Metro and it used to be in that order. Most recently this has changed to Metro, UNO and UNL. Dr. Feldhausen stated that there are a number of variables for this change. It could be a program that they started in Millard, financial reasons, etc.

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September 15, 2014
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Future Agenda Items/Board Calendar:

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13. Board of Education Meeting on Monday, January 19, 2015 at 6:00 p.m. at the Don Stroh Administration Center

The meeting was adjourned at 7:40 p.m.



Secretary, Mike Kennedy

Millard Public Schools

October 6, 2014

Millard Public Schools Check Register Prepared for the Board Meeting for Oct 6, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	416576	09/11/2014	139196	AARON DAVIS PRESENTATIONS INC	\$800.00
	416577	09/11/2014	130727	CENTER FOR ADVANCEMENT & STUDY OF	\$920.00
	416578	09/11/2014	059223	HAL LEONARD CORPORATION	\$95.00
	416580	09/11/2014	140443	NOETIC LEARNING LLC	\$136.00
	416581	09/11/2014	134050	PETTY CASH/ROHWER ELEMENTARY	\$100.00
	416582	09/11/2014	081630	SAMS CLUB DIRECT	\$89.82
	416583	09/11/2014	140406	ANDREW SISTEK	\$224.93
	416585	09/11/2014	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$100.00
	416605	09/18/2014	139196	AARON DAVIS PRESENTATIONS INC	\$0.00
	416607	09/18/2014	108436	COX COMMUNICATIONS INC	\$13,723.93
	416608	09/18/2014	108436	COX COMMUNICATIONS INC	\$23,401.41
	416609	09/18/2014	136179	DIGITAL EXPRESS INC	\$21,099.42
	416610	09/18/2014	140447	DJONT/CMB LEASING LLC	\$483.72
	416612	09/18/2014	140449	W2007 EQUITY INNS REALTY LLC	\$669.75
	416613	09/18/2014	132423	HEWLETT PACKARD CO	\$1,009.80
	416614	09/18/2014	049850	HY-VEE INC	\$144.85
	416615	09/18/2014	102958	ALL BATTERY CENTERS INC	\$523.25
	416618	09/18/2014	063097	NATIONAL ASSN FOR MUSIC EDUCATION	\$9.00
	416619	09/18/2014	135742	NEBRASKA ASSN TEACHERS MATHEMATICS	\$100.00
	416620	09/18/2014	133579	NOTARY PUBLIC UNDERWRITERS INC	\$95.00
	416622	09/18/2014	131610	PATRICIA D BUFFUM	\$960.00
	416623	09/18/2014	134531	MIKE GUTHRIE	\$1,215.31
	416625	09/18/2014	081630	SAMS CLUB DIRECT	\$354.94
	416627	09/18/2014	083175	SHEPPARD'S BUSINESS INTERIORS	\$402.82
	416628	09/18/2014	140448	W2007 MVP DENVER LLC	\$2,373.65
	416629	09/18/2014	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$196.00
	416630	09/18/2014	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$25.00
	416631	09/18/2014	107354	STEPHEN W. VENTEICHER	\$100.00
	416632	09/18/2014	135863	RUDOLPH A VLCEK III	\$212.50
	416633	09/18/2014	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$18,278.23
	416634	09/18/2014	138505	DANIEL P WOOTTON	\$106.25
	416635	09/25/2014	011651	AMERICAN EXPRESS	\$534.58
	416636	09/25/2014	130469	SUSAN ANGLEMYER	\$582.70
	416638	09/25/2014	032800	DEMCO INC	\$72.01
	416639	09/25/2014	100006	LINCOLN SOUTHEAST HIGH SCHOOL	\$150.00
	416640	09/25/2014	140412	MICHAEL S SMITH	\$750.00
	416641	09/25/2014	135385	PENN STATE INDUSTRIES	\$68.90
	416642	09/25/2014	108123	PETTY CASH/CODY ELEMENTARY	\$100.00

Millard Public Schools Check Register Prepared for the Board Meeting for Oct 6, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	416644	09/25/2014	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$2,000.00
	416645	09/25/2014	107354	STEPHEN W. VENTEICHER	\$75.00
	416646	09/25/2014	138505	DANIEL P WOOTTON	\$100.00
	416647	10/06/2014	139976	88 IMPROV PTP	\$1,560.00
	416649	10/06/2014	010036	PREISTER INC	\$58.00
	416650	10/06/2014	132534	ACCESSIBILITY DOT NET INC	\$22.00
	416652	10/06/2014	010300	ACCURATE LOCKSMITHS, INC	\$396.00
	416653	10/06/2014	010003	ACT INC	\$315.00
	416654	10/06/2014	135692	AMERICAN COUNCIL ON THE TEACHING	\$215.00
	416655	10/06/2014	133402	KAREN ADAMS	\$24.42
	416656	10/06/2014	010809	AIRCAD INC	\$118.00
	416657	10/06/2014	108351	AIRGAS INC	\$156.64
	416658	10/06/2014	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$2,045.00
	416659	10/06/2014	010946	JEFFREY ALFREY	\$30.00
	416660	10/06/2014	011051	ALL MAKES OFFICE EQUIPMENT	\$4,028.83
	416661	10/06/2014	136400	ALPINE KILNS & EQUIPMENT LLC	\$714.56
	416662	10/06/2014	107651	AMAZON.COM INC	\$628.08
	416663	10/06/2014	135692	AMERICAN COUNCIL ON THE TEACHING	\$79.00
	416664	10/06/2014	012050	AMERICAN LIBRARY ASSOCIATION	\$183.00
	416666	10/06/2014	069689	AMSAN LLC	\$67,430.58
	416667	10/06/2014	012590	HOLLAND USA INC	\$1,373.35
	416668	10/06/2014	138548	DANIELLE ANDERSON	\$8.51
	416669	10/06/2014	131513	TAYMARK	\$331.34
	416670	10/06/2014	139224	SCANDIUM INC	\$912.68
	416671	10/06/2014	138550	APPERSON	\$944.21
	416672	10/06/2014	012989	APPLE COMPUTER INC	\$13,447.15
	416673	10/06/2014	140462	KERI B APPLEBEE	\$50.00
	416674	10/06/2014	106436	AQUA-CHEM INC	\$387.55
	416675	10/06/2014	013105	ARBOR SCIENTIFIC	\$107.42
	416676	10/06/2014	013209	ART STUDIO CLAY COMPANY	\$153.45
	416677	10/06/2014	134235	SARAH ASCHENBRENNER	\$129.02
	416678	10/06/2014	067801	ASSOCIATION MIDDLE LEVEL EDUCATION	\$199.99
	416680	10/06/2014	010090	AUDIOVISUAL INC	\$4,532.00
	416681	10/06/2014	108092	ARNOLD MOTOR SUPPLY LP	\$36.70
	416682	10/06/2014	013890	AWARDS UNLIMITED INC.	\$247.80
	416683	10/06/2014	102727	B & H PHOTO	\$460.05
	416684	10/06/2014	072250	B G PETERSON COMPANY	\$1,570.00
	416685	10/06/2014	131418	B STREET COLLISION CENTER	\$6,018.38

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	416687	10/06/2014	016295	BADGER BODY & TRUCK EQUIPMENT CO	\$2,152.00
	416688	10/06/2014	132405	U SAVE FOODS INC. SUB:NASH FINCH CO	\$58.80
	416689	10/06/2014	135991	BAKER DISTRIBUTING CO LLC	\$889.35
	416692	10/06/2014	135852	COLLEEN BALLARD	\$222.32
	416693	10/06/2014	017876	BARCLAY SCHOOL SUPPLIES INC	\$213.32
	416694	10/06/2014	017908	REX BARKER	\$83.61
	416695	10/06/2014	099646	BARNES AND NOBLE BOOKSTORE	\$1,449.65
	416696	10/06/2014	017877	CYNTHIA BARR-MCNAIR	\$218.23
	416697	10/06/2014	140424	BARR-THORP ELECTRIC CO INC	\$159.38
	416698	10/06/2014	107979	LORI BARTELS	\$140.56
	416700	10/06/2014	099749	BAUDVILLE INC	\$310.41
	416701	10/06/2014	138054	BAXTER FORD INC	\$3,504.56
	416702	10/06/2014	134584	MARY BAYNE	\$22.35
	416704	10/06/2014	135223	AARON BEARINGER	\$11.76
	416705	10/06/2014	134873	JOHN BECKER	\$72.46
	416706	10/06/2014	139783	LYNNE H BECKER	\$1,352.00
	416707	10/06/2014	107540	BRIAN BEGLEY	\$28.56
	416708	10/06/2014	139889	DARLA BELL	\$169.12
	416709	10/06/2014	102860	BENIK CORP.	\$42.49
	416711	10/06/2014	134884	JULIE BERGSTROM	\$25.18
	416712	10/06/2014	139161	BERKLEY RISK ADMINISTRATORS CO LLC	\$7,500.00
	416714	10/06/2014	132976	BIO-RAD LABORATORIES	\$1,122.00
	416716	10/06/2014	019111	BISHOP BUSINESS EQUIPMENT	\$14,253.47
	416717	10/06/2014	139321	BIZCO INC	\$458.00
	416719	10/06/2014	099220	DICK BLICK CO	\$16,743.39
	416720	10/06/2014	132124	JASON BOATWRIGHT	\$38.61
	416721	10/06/2014	134478	TIFFANY BOCK SMITH	\$76.16
	416722	10/06/2014	139344	DOUGLAS BOGATZ	\$90.38
	416723	10/06/2014	130899	KIMBERLY BOLAN	\$103.60
	416724	10/06/2014	135539	SHEILA BOLMEIER	\$81.43
	416726	10/06/2014	019559	BOUND TO STAY BOUND BOOKS INC	\$3,804.39
	416727	10/06/2014	139996	BOYS TOWN	\$10,437.00
	416728	10/06/2014	136274	BYRON P BRAASCH	\$2,000.00
	416729	10/06/2014	134129	BRAINPOP LLC	\$1,050.00
	416731	10/06/2014	139890	DOUGLAS BREITER	\$44.41
	416732	10/06/2014	130576	PAMELA BRENNAN	\$231.28
	416733	10/06/2014	138640	ALLISON BROWN	\$33.82
	416734	10/06/2014	135535	BROWN UNIVERSITY	\$2,682.72

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01	416735	10/06/2014	133824	NANCY BROWN	\$27.33
	416738	10/06/2014	134656	BUSINESS EDUCATION PUBLISHING	\$183.91
	416741	10/06/2014	137274	EILEEN CABRERA	\$28.11
	416742	10/06/2014	140156	CAMBIUM DATA INC	\$3,122.94
	416743	10/06/2014	136308	INTERSTATE STUDIO & PUBLISHING CO	\$199.50
	416744	10/06/2014	106806	ELIZABETH CAREY	\$32.76
	416745	10/06/2014	138642	DIAN CARLSON	\$41.57
	416748	10/06/2014	023970	CAROLINA BIOLOGICAL SUPPLY CO	\$627.13
	416749	10/06/2014	131158	CURTIS CASE	\$342.92
	416750	10/06/2014	133970	CCS PRESENTATION SYSTEMS	\$10,627.43
	416751	10/06/2014	133589	CDW GOVERNMENT, INC.	\$9,626.99
	416752	10/06/2014	051572	CENGAGE LEARNING	\$4,850.00
	416753	10/06/2014	133508	AMERICAN FUTURE SYSTEMS INC	\$134.95
	416754	10/06/2014	138613	CENTRAL SALES INC	\$680.43
	416756	10/06/2014	135648	SUSAN CHADWICK	\$20.27
	416757	10/06/2014	132271	ERIK CHAUSSEE	\$26.32
	416758	10/06/2014	106851	CHILDREN'S HOME HEALTHCARE	\$13,819.00
	416761	10/06/2014	134728	DOUGLAS CHURCHILL	\$18.64
	416762	10/06/2014	025197	CITY OF OMAHA	\$1,507.50
	416763	10/06/2014	099222	SCHOOL SPECIALTY INC	\$564.77
	416764	10/06/2014	025235	DALE CLAUSEN	\$137.76
	416765	10/06/2014	131135	PATRICIA CLIFTON	\$33.49
	416766	10/06/2014	137013	NANCY COLE	\$124.66
	416767	10/06/2014	132126	KIP COLONY	\$21.50
	416768	10/06/2014	047802	MID-PLAINS HOSPITALITY GROUP INC	\$293.85
	416769	10/06/2014	022701	SHARON COMISAR-LANGDON	\$25.20
	416770	10/06/2014	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$381.50
	416771	10/06/2014	139891	MARY CONNELL	\$43.01
	416773	10/06/2014	136574	CONTROL DEPOT INC	\$1,240.00
	416774	10/06/2014	026057	CONTROL MASTERS INC	\$3,936.70
	416775	10/06/2014	132720	CONTROLTEMP INC	\$831.72
	416776	10/06/2014	026443	CORE KNOWLEDGE FOUNDATION	\$1,230.00
	416778	10/06/2014	108436	COX COMMUNICATIONS INC	\$139.57
	416779	10/06/2014	137883	DELTA EDUCATION LLC	\$747.43
	416780	10/06/2014	017611	ANGELA CRAFT	\$51.52
	416782	10/06/2014	109063	CRISIS PREVENTION INSTITUTE INC	\$450.00
	416783	10/06/2014	136088	JOSEPH R CRUM	\$168.09
	416784	10/06/2014	106893	WICHITA WATER CONDITIONING INC	\$70.39

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01	416785	10/06/2014	027300	CUMMINS CENTRAL POWER LLC	\$1,864.50
	416786	10/06/2014	027345	CURRICULUM ASSOCIATES INC	\$160.37
	416787	10/06/2014	100577	CURTIS 1000 INC	\$63.73
	416788	10/06/2014	130900	CHERYL CUSTARD	\$112.56
	416789	10/06/2014	130731	D & D COMMUNICATIONS	\$2,335.50
	416790	10/06/2014	131483	JANET DAHLGAARD	\$21.95
	416791	10/06/2014	132671	JEAN DAIGLE	\$127.68
	416792	10/06/2014	134751	ANGELA DAIGLE	\$28.56
	416793	10/06/2014	131003	DAILY RECORD	\$249.20
	416794	10/06/2014	138306	STACY DARNOLD	\$82.99
	416795	10/06/2014	032497	CHERYL DECKER	\$80.80
	416796	10/06/2014	099249	DELTA EDUCATION LLC	\$1,715.16
	416797	10/06/2014	032800	DEMCO INC	\$167.94
	416798	10/06/2014	032872	DENNIS SUPPLY COMPANY	\$64.50
	416799	10/06/2014	136316	EVA DENTON	\$37.97
	416800	10/06/2014	137331	BASTIAN DERICHs	\$99.85
	416801	10/06/2014	137024	DEVELOPMENTAL SERVICES OF NE INC	\$2,205.90
	416802	10/06/2014	130685	VOGEL WEST INC	\$836.50
	416803	10/06/2014	033473	DIETZE MUSIC HOUSE INC	\$3,634.30
	416804	10/06/2014	132669	DIGITAL DOT SYSTEMS INC	\$3.00
	416806	10/06/2014	135933	DKAH SERVICES CORP	\$40.00
	416808	10/06/2014	135373	LINDA DONOHUE	\$19.15
	416809	10/06/2014	139349	TERRIN DORATHY	\$50.12
	416814	10/06/2014	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$565,060.64
	416815	10/06/2014	138848	ERIN DOWNS	\$108.70
	416816	10/06/2014	099628	DRAMATIC PUBLISHING	\$211.80
	416817	10/06/2014	137710	GWYNNE A WILSON	\$5,930.00
	416818	10/06/2014	135689	SUSAN DULANY	\$115.36
	416819	10/06/2014	140463	JOSHUA DUNCAN	\$42.58
	416821	10/06/2014	102791	ERIC ARMIN INC	\$13.29
	416822	10/06/2014	138426	KELLY EALY	\$72.86
	416824	10/06/2014	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$9,880.00
	416825	10/06/2014	140476	SCOTT ECKMAN	\$50.00
	416826	10/06/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$31,248.30
	416827	10/06/2014	139892	ERIN EHLy	\$14.78
	416828	10/06/2014	133823	REBECCA EHRHORN	\$230.16
	416829	10/06/2014	038100	ELECTRICAL ENGINEERING & EQPT CO	\$6,666.75
	416831	10/06/2014	038140	ELECTRONIC SOUND INC.	\$7,075.42

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	416832	10/06/2014	140472	DOUGLAS COUNTY SCHOOL DISTRICT #10	\$500.00
	416834	10/06/2014	101333	ENCO MANUFACTURING CO INC	\$154.72
	416835	10/06/2014	132066	ENGINEERED CONTROLS INC	\$2,336.00
	416836	10/06/2014	134883	ERIC ENGSTROM	\$42.46
	416838	10/06/2014	038431	ROBERT W. ERLANDSON	\$95.00
	416839	10/06/2014	109066	TED ESSER	\$197.62
	416842	10/06/2014	134861	TARA FABIAN	\$16.95
	416843	10/06/2014	139316	JASON FARWELL	\$266.00
	416844	10/06/2014	131927	RLB ENTERPRISE LLC	\$1,870.50
	416845	10/06/2014	132699	FATHER FLANAGANS BOYS HOME	\$98.00
	416846	10/06/2014	139472	MATTHEW FEDDE	\$17.02
	416847	10/06/2014	056724	FEDEX OFFICE AND PRINT SERVICES INC	\$553.12
	416848	10/06/2014	131826	ALICIA FEIST	\$47.85
	416849	10/06/2014	040470	MARK FELDHAUSEN	\$94.76
	416850	10/06/2014	137016	ANGELA FERGUSON	\$86.12
	416851	10/06/2014	106956	FERRELLGAS	\$32.00
	416852	10/06/2014	132845	JODI FIDONE	\$50.40
	416853	10/06/2014	133919	FILTER SHOP INC	\$1,296.15
	416854	10/06/2014	140169	LINDA FINNEY	\$37.23
	416855	10/06/2014	133960	FIREGUARD INC	\$784.78
	416856	10/06/2014	040902	FIRST NATIONAL BANK TRUST DEPT	\$500.00
	416857	10/06/2014	041086	FLINN SCIENTIFIC INC	\$381.96
	416858	10/06/2014	041098	FOLLETT SCHOOL SOLUTIONS INC	\$445.26
	416859	10/06/2014	041100	FOLLETT SCHOOL SOLUTIONS INC	\$175.86
	416860	10/06/2014	139854	FORVESON CORP	\$112.00
	416861	10/06/2014	041146	KENNETH FOSSEN	\$21.17
	416863	10/06/2014	041530	DELTA EDUCATION LLC	\$94.50
	416864	10/06/2014	136317	KELLY FREY	\$7.00
	416865	10/06/2014	134223	TERESA FRIDRICH	\$67.82
	416866	10/06/2014	134306	FRUHAUF UNIFORMS INC.	\$607.34
	416867	10/06/2014	139739	DEBRA COLGROVE &/OR KENTON COLGROVE	\$38.30
	416868	10/06/2014	109036	GALE/CENGAGE LEARNING	\$61,953.78
	416869	10/06/2014	131710	PATRICK T GEARY	\$100.00
	416870	10/06/2014	137543	MEGAN GEERTS	\$51.13
	416871	10/06/2014	136918	JAMIE GILFRY	\$103.63
	416872	10/06/2014	139894	TRICIA GILLET	\$130.03
	416873	10/06/2014	044886	GOODWILL INDUSTRIES INC	\$820.00
	416874	10/06/2014	044891	GOPHER	\$3,190.08

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01	416876	10/06/2014	132152	GOVCONNECTION INC	\$4,734.48
	416877	10/06/2014	044950	GRAINGER INDUSTRIAL SUPPLY	\$1,681.56
	416878	10/06/2014	139949	GRAPHIC TECHNOLOGIES INC	\$456.47
	416879	10/06/2014	134623	BRENDA GRAUMANN	\$70.90
	416880	10/06/2014	099888	GRAYBAR ELECTRIC COMPANY INC	\$598.66
	416881	10/06/2014	100966	GREATER OMAHA LEAGUE OF DEBATE	\$100.00
	416883	10/06/2014	135199	LISA GUSTIN	\$70.84
	416884	10/06/2014	020255	DESIGN CONCEPTS INC	\$50.00
	416885	10/06/2014	135470	HAAN CRAFTS LLC	\$25.95
	416886	10/06/2014	107311	HAMILTON COLOR LAB INC	\$240.00
	416888	10/06/2014	131067	HANDWRITING WITHOUT TEARS	\$602.80
	416889	10/06/2014	056820	HARRY A KOCH COMPANY	\$12,279.25
	416890	10/06/2014	131367	AMANDA HARTZ	\$42.00
	416893	10/06/2014	132489	CHARLES HAYES	\$43.57
	416894	10/06/2014	139347	CHERYL HEADLEY	\$100.52
	416895	10/06/2014	048475	HEARTLAND FOUNDATION	\$2,145.00
	416896	10/06/2014	108273	MARGARET HEBENSTREIT PT	\$129.36
	416897	10/06/2014	109808	CHERYL HEIMES	\$889.80
	416898	10/06/2014	048517	GREENWOOD PUBLISHING GROUP INC	\$925.20
	416899	10/06/2014	048555	DAVID OLSZEWSKI	\$6,964.80
	416900	10/06/2014	108478	DAVID HEMPHILL	\$21.95
	416901	10/06/2014	133186	JENNIFER HERZOG	\$80.00
	416902	10/06/2014	134455	ROBERT HETTINGER	\$646.80
	416903	10/06/2014	132423	HEWLETT PACKARD CO	\$9,539.39
	416904	10/06/2014	138782	JACOB HIRZ	\$95.42
	416905	10/06/2014	135041	HITCHCOCK ELEMENTARY	\$8.50
	416907	10/06/2014	139557	HODGE PRODUCTS INC	\$15.05
	416909	10/06/2014	140209	HOLMAN BOILER WORKS INC	\$4,453.60
	416910	10/06/2014	049600	HOUCHEN BINDERY LTD	\$81.10
	416911	10/06/2014	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$532.00
	416912	10/06/2014	132531	TERRY HOULTON	\$90.16
	416913	10/06/2014	101533	DIANE HOWARD	\$50.12
	416914	10/06/2014	139473	KATHLEEN HRABAN	\$5.43
	416915	10/06/2014	139211	AGILE SPORTS TECHNOLOGIES INC	\$575.00
	416916	10/06/2014	137426	HUGHES MULCH PRODUCTS LLC	\$5,840.00
	416917	10/06/2014	049723	HUMAN RELATIONS MEDIA	\$107.45
	416918	10/06/2014	134807	MONICA HUTFLES	\$39.48
	416919	10/06/2014	049844	HYDRONIC ENERGY INC	\$462.50

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01	416920	10/06/2014	133397	HY-VEE INC	\$654.80
	416921	10/06/2014	133397	HY-VEE INC	\$3,336.02
	416922	10/06/2014	132878	HY-VEE INC	\$2,517.57
	416923	10/06/2014	049851	HY-VEE INC	\$1,137.95
	416924	10/06/2014	049850	HY-VEE INC	\$67.01
	416925	10/06/2014	051573	POPCO INC	\$96.45
	416926	10/06/2014	099749	BAUDVILLE INC	\$246.47
	416927	10/06/2014	134822	CHRISTINE INGRAM	\$39.97
	416928	10/06/2014	139348	DANIEL INNES	\$48.22
	416929	10/06/2014	051843	INTEGRITY ARCHITECTURAL MILLWORK	\$159.80
	416930	10/06/2014	136357	INTELTEK INC	\$885.23
	416931	10/06/2014	102451	INTERNATIONAL BACCALAUREATE	\$0.00
	416932	10/06/2014	140442	TIMOTHY J KELLEY	\$195.00
	416933	10/06/2014	138560	IXL LEARNING INC	\$5,895.00
	416934	10/06/2014	100928	J W PEPPER & SON INC.	\$2,471.75
	416935	10/06/2014	131391	RICHARD JACOBI	\$115.00
	416936	10/06/2014	136314	KORRINDA JAMIESON	\$272.11
	416937	10/06/2014	131157	CHRISTINE JANOVEC-POEHLMAN	\$116.93
	416938	10/06/2014	136953	JSDO 1 LLC	\$1,104.29
	416939	10/06/2014	135735	GEORGE JELKIN	\$26.12
	416940	10/06/2014	138845	KRISTIN JOHN	\$58.80
	416941	10/06/2014	054500	JOHNSON HARDWARE CO LLC	\$196.23
	416942	10/06/2014	140457	KATHLEEN JOHNSON	\$52.24
	416943	10/06/2014	139350	BRANDON JOHNSTON	\$16.69
	416944	10/06/2014	140228	COLIN JOHNSTON	\$30.63
	416945	10/06/2014	059573	NANCY JOHNSTON	\$67.92
	416946	10/06/2014	054630	JOHNSTONE SUPPLY	\$76.32
	416947	10/06/2014	138713	LAURIE JONES	\$19.38
	416949	10/06/2014	140074	JOURNEYED.COM INC	\$727.90
	416950	10/06/2014	139895	TERESA KAE LIN	\$52.70
	416951	10/06/2014	101224	KAPCO	\$60.50
	416952	10/06/2014	056215	KAPLAN EARLY LEARNING CO	\$60.78
	416954	10/06/2014	132265	CATHERINE KEISER	\$141.85
	416955	10/06/2014	132272	SUSAN KELLEY	\$26.43
	416956	10/06/2014	056276	KELVIN LP	\$217.40
	416957	10/06/2014	134801	JULIE KEMP	\$282.93
	416958	10/06/2014	135931	JEFFREY KERNS	\$1,692.61
	416959	10/06/2014	131177	ANDREA KIDD	\$18.82

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01	416960	10/06/2014	140091	KENT KINGSTON	\$199.32
	416961	10/06/2014	132264	MICHELLE KLUG	\$912.00
	416962	10/06/2014	106582	KOHL'S PHARMACY & HOMECARE INC	\$87.27
	416963	10/06/2014	134607	KONICA MINOLTA PRINTING SOLUTIONS	\$11,911.20
	416964	10/06/2014	136285	MICHELLE KRAFT	\$21.28
	416965	10/06/2014	134546	ELLEN KRAMER	\$251.33
	416968	10/06/2014	133923	KUBAT PHARMACY/HEALTHCARE	\$4,264.45
	416969	10/06/2014	137385	JOSEPH KUEHL	\$161.56
	416971	10/06/2014	099217	LAKESHORE LEARNING MATERIALS	\$5,270.96
	416972	10/06/2014	139292	ROBERT LAMBERTY	\$104.69
	416975	10/06/2014	135257	LANGUAGE LINE SERVICES INC	\$438.96
	416976	10/06/2014	136518	JANET COOK	\$117.10
	416978	10/06/2014	135156	LAWSON PRODUCTS INC	\$764.89
	416980	10/06/2014	136240	VOYAGER EXPANDED LEARNING	\$7,189.52
	416981	10/06/2014	140464	LEARNING FORWARD NEBRASKA	\$28.00
	416983	10/06/2014	139896	MICHELLE LEENERTS	\$123.48
	416985	10/06/2014	137296	LIBERTY HARDWOODS INC	\$3,385.66
	416987	10/06/2014	059470	LIEN TERMITE & PEST CONTROL INC	\$2,542.00
	416988	10/06/2014	059564	JOURNAL STAR PRINTING CO.	\$249.60
	416989	10/06/2014	133643	JODY LINDQUIST	\$90.00
	416991	10/06/2014	059560	MATHESON TRI-GAS INC	\$1,590.09
	416992	10/06/2014	138861	MARGO LIVINGSTON	\$190.92
	416993	10/06/2014	136315	COURTNEY LOHRENZ	\$20.66
	416994	10/06/2014	060023	NEBRASKA SPORTS INDUSTRIES INC.	\$257.81
	416995	10/06/2014	099965	LOVE AND LOGIC INSTITUTE INC	\$87.60
	416996	10/06/2014	060100	JOE MCDERMOTT & ASSOCIATES INC	\$301.85
	416997	10/06/2014	060111	LOVELESS MACHINE & GRINDING	\$109.50
	416998	10/06/2014	131397	LOWE'S HOME CENTERS INC	\$338.73
	416999	10/06/2014	057770	LRP PUBLICATIONS INC	\$159.50
	417001	10/06/2014	135376	CASEY LUNDGREN	\$19.04
	417002	10/06/2014	131586	LYMM CONSTRUCTION CO.	\$4,250.00
	417003	10/06/2014	099321	MACKIN BOOK CO	\$2,737.08
	417004	10/06/2014	140458	ERIN MAGUIRE	\$141.99
	417008	10/06/2014	137281	DMG INC	\$194.23
	417009	10/06/2014	140459	COURTNEY MANZITTO	\$219.71
	417010	10/06/2014	137007	KAREN MARBLE	\$178.64
	417011	10/06/2014	140460	DAVID MARKLEY	\$113.00
	417012	10/06/2014	133505	SUSAN MARLATT	\$17.92

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01	417013	10/06/2014	133201	DAWN MARTEN	\$26.21
	417014	10/06/2014	140435	MATH PERSPECTIVES TEACHER DEV CTR	\$415.52
	417015	10/06/2014	099328	MATHEMATICAL OLYMPIADS	\$109.00
	417016	10/06/2014	139897	CRAIG MATHIS	\$30.46
	417018	10/06/2014	108052	MAX I WALKER	\$2,216.15
	417019	10/06/2014	138341	MAXIM HEALTHCARE SERVICES INC	\$11,833.64
	417021	10/06/2014	130467	MCCALL PATTERN COMPANY	\$54.00
	417022	10/06/2014	139237	MICHAEL C MCCAULEY	\$1,500.00
	417023	10/06/2014	136618	DANIEL MCCONNELL	\$40.88
	417024	10/06/2014	139923	MCGLADREY LLP	\$1,755.00
	417025	10/06/2014	140110	GEORGIA HOLDINGS INC	\$53,351.29
	417026	10/06/2014	137014	RYE MCINTOSH	\$140.28
	417027	10/06/2014	064260	MECHANICAL SALES INC.	\$540.30
	417028	10/06/2014	137947	MECHANICAL SALES PARTS INC	\$7,096.00
	417030	10/06/2014	121126	PATRICIA MEEKER	\$50.57
	417031	10/06/2014	133998	SUZANNE MELLIGER	\$25.00
	417032	10/06/2014	138691	MENARDS INC (ELKHORN)	\$276.52
	417033	10/06/2014	139979	MENARDS INC	\$374.68
	417034	10/06/2014	064600	METAL DOORS & HARDWARE COMPANY INC	\$1,407.00
	417036	10/06/2014	133403	AMERICAN NATIONAL BANK	\$11,658.50
	417037	10/06/2014	140441	KIM MEYER	\$265.00
	417039	10/06/2014	102870	MIDLAND COMPUTER INC	\$1,308.44
	417040	10/06/2014	131309	MIDWEST INTL BACCALAUREATE SCHOOLS	\$400.00
	417041	10/06/2014	064950	MIDWEST METAL WORKS INC	\$487.50
	417043	10/06/2014	101274	MIDWEST SPECIAL INSTRUMENTS CORP	\$1,991.00
	417045	10/06/2014	065200	MIDWEST SHOP SUPPLIES INC	\$361.42
	417046	10/06/2014	065233	MIDWEST TURF & IRRIGATION INC	\$174.39
	417047	10/06/2014	065400	MILLARD LUMBER INC	\$679.51
	417048	10/06/2014	065310	MILLARD SCHOOLS ED FOUNDATION INC	\$119.80
	417049	10/06/2014	065410	MILLARD PUB SCHLS ADMIN ACTIVITY FD	\$864.05
	417050	10/06/2014	131328	MILLER ELECTRIC COMPANY	\$9,118.27
	417051	10/06/2014	135388	ANNE MILLER	\$25.87
	417052	10/06/2014	132412	SANDRA MILLER	\$48.25
	417053	10/06/2014	139112	SOCIALMENTUM LLC	\$500.00
	417054	10/06/2014	099352	MINNESOTA CLAY CO	\$625.69
	417055	10/06/2014	065810	MIRACLE RECREATION EQUIPMENT CO	\$604.80
	417056	10/06/2014	140439	MITEE-BITE PRODUCTS LLC	\$171.74
	417058	10/06/2014	133962	LINDA MOHLMAN	\$16.24

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01	417059	10/06/2014	066014	CAROLINA WHOLESALE OFFICE MACHINES	\$1,396.80
	417060	10/06/2014	066078	MONTESSORI SERVICES	\$165.95
	417062	10/06/2014	132491	DONITA MOSEMAN	\$29.96
	417063	10/06/2014	137961	MOUNTAIN MATH/LANGUAGE LLC	\$287.85
	417064	10/06/2014	092603	HOLTZBRINCK PUBLISHER LLC	\$34,311.35
	417065	10/06/2014	137052	DEVONYE MULLINS	\$68.94
	417067	10/06/2014	138675	MUSEUM OF SCIENCE	\$615.25
	417068	10/06/2014	100883	MUSIC THEATRE INTERNATIONAL	\$3,500.00
	417070	10/06/2014	067000	NASCO	\$69.58
	417071	10/06/2014	067666	NATIONAL COUNCIL TEACHERS ENGLISH	\$75.00
	417072	10/06/2014	101560	NATIONAL COUNCIL FOR SOCIAL STUDIES	\$69.00
	417073	10/06/2014	132854	NATIONAL SAFETY COUNCIL	\$80.00
	417075	10/06/2014	068020	NATIONAL SCIENCE TEACHERS ASSOC	\$1,577.35
	417076	10/06/2014	099928	NATIONAL SPEECH & DEBATE ASSN/NFL	\$126.00
	417077	10/06/2014	130548	NCS PEARSON INC	\$4,314.06
	417078	10/06/2014	135490	NE ASSOC OF SCHOOL PERSONNEL ADMIN	\$75.00
	417079	10/06/2014	068334	NEBRASKA AIR FILTER INC	\$6,964.60
	417080	10/06/2014	068343	NEBRASKA ASSN OF SCHOOL BOARDS	\$350.00
	417081	10/06/2014	068415	NEBRASKA COUNCIL OF SCHOOL	\$1,415.00
	417083	10/06/2014	068445	NEBRASKA FURNITURE MART INC	\$172.00
	417084	10/06/2014	100872	NEBRASKA LIBRARY COMMISSION	\$12,425.00
	417085	10/06/2014	134231	UNIVERSITY OF NEBRASKA AT KEARNEY	\$375.00
	417086	10/06/2014	132832	NEBRASKA SCHOOL ACTIVITIES ASSN	\$40.00
	417087	10/06/2014	068684	NEBRASKA SCIENTIFIC	\$308.55
	417088	10/06/2014	133989	NEBRASKA WORKFORCE DEVELOPMENT	\$700.00
	417089	10/06/2014	099737	NEWS BOWL	\$309.00
	417090	10/06/2014	109843	NEXTEL PARTNERS INC	\$4,807.62
	417091	10/06/2014	107905	MELINDA NOLLER	\$18.31
	417093	10/06/2014	137402	ODYSSEYWARE INC	\$129.00
	417094	10/06/2014	050042	ANNE OETH	\$156.24
	417102	10/06/2014	100013	OFFICE DEPOT 84133510	\$30,319.89
	417104	10/06/2014	070245	OHARCO DISTRIBUTORS	\$1,273.07
	417105	10/06/2014	132778	MELANIE OLSON	\$41.61
	417107	10/06/2014	070700	OMAHA PAPER COMPANY INC.	\$106.54
	417108	10/06/2014	139434	THE TIE YARD OF OMAHA INC	\$25,200.00
	417109	10/06/2014	071040	OMAHA WINNELSON COMPANY	\$129.42
	417110	10/06/2014	071050	OMAHA WORLD HERALD	\$590.16
	417111	10/06/2014	071053	OMAHA WORLD HERALD (EDUC)	\$288.60

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01	417112	10/06/2014	071053	OMAHA WORLD HERALD (EDUC)	\$5,157.70
	417113	10/06/2014	137824	OMBUDSMAN EDUCATIONAL SVCS LTD	\$229,470.00
	417115	10/06/2014	140402	OMNI FINANCIAL GROUP INC	\$745.00
	417116	10/06/2014	133850	ONE SOURCE	\$4,054.25
	417117	10/06/2014	071138	ORIENTAL TRADING COMPANY	\$237.28
	417119	10/06/2014	138662	KELLY OSTRAND	\$18.65
	417120	10/06/2014	107193	OTIS ELEVATOR COMPANY	\$3,095.78
	417121	10/06/2014	133368	KELLY O'TOOLE	\$87.36
	417122	10/06/2014	132443	OZANAM/BIST	\$86.32
	417123	10/06/2014	134428	ELIZABETH PACHTA	\$104.66
	417124	10/06/2014	139945	KATHERINE PADILLA	\$31.81
	417125	10/06/2014	102967	PALOS SPORTS INC	\$760.23
	417126	10/06/2014	071545	PAPER CORPORATION	\$20,664.00
	417127	10/06/2014	102485	CURRENT USA INC	\$496.43
	417128	10/06/2014	134636	JANIE PAPP	\$44.24
	417129	10/06/2014	137015	GEORGE PARKER	\$35.28
	417130	10/06/2014	132006	ANDREA PARSONS	\$86.80
	417131	10/06/2014	099244	PASCO SCIENTIFIC	\$385.00
	417132	10/06/2014	106559	DAVID PATTEN	\$759.57
	417133	10/06/2014	135569	CYNTHIA PAVONE	\$84.11
	417134	10/06/2014	071891	PAYFLEX SYSTEMS USA INC	\$6,613.00
	417135	10/06/2014	131610	PATRICIA D BUFFUM	\$40.00
	417136	10/06/2014	102699	PEARSON EDUCATION	\$29,639.69
	417137	10/06/2014	082652	PEARSON EDUCATION	\$12,109.14
	417138	10/06/2014	107783	HEIDI PENKE	\$52.64
	417139	10/06/2014	139607	WEST MUSIC CO INC	\$0.00
	417140	10/06/2014	072200	PERFECTION LEARNING CORP.	\$728.43
	417141	10/06/2014	136724	PETCO ANIMAL SUPPLIES STORES INC	\$59.37
	417142	10/06/2014	139898	KRISTINA PETERKIN	\$39.65
	417143	10/06/2014	137009	ANGELA PETERSON	\$74.82
	417144	10/06/2014	133390	HEATHER PHIPPS	\$34.94
	417145	10/06/2014	130721	MARY PILLE	\$72.80
	417146	10/06/2014	137722	ANDREW PINKALL	\$30.91
	417147	10/06/2014	139940	CA ENTERPRISES INC	\$27.80
	417148	10/06/2014	073040	PITNEY BOWES PRESORT SERVICES INC	\$20,000.00
	417150	10/06/2014	139899	JENNIFER POLLOCK	\$87.19
	417151	10/06/2014	137301	POWERHOUSE DISTRIBUTING LLC	\$365.00
	417153	10/06/2014	131835	PRAIRIE MECHANICAL CORP	\$13,541.00

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01	417154	10/06/2014	134598	PRIME COMMUNICATIONS INC	\$7,814.86
	417155	10/06/2014	073385	ROBIN A CARDIN	\$212.00
	417156	10/06/2014	073610	CRABER GBF INC	\$6,704.30
	417157	10/06/2014	132713	PROTEX CENTRAL INC	\$8,152.50
	417159	10/06/2014	075376	QUALITY PRODUCTS INC	\$177.18
	417160	10/06/2014	077750	QUILL CORP	\$112.78
	417161	10/06/2014	078250	RALSTON PUBLIC SCHOOLS	\$865.51
	417162	10/06/2014	109143	SANDRA RALYA	\$15.68
	417163	10/06/2014	132162	REBECCA RASMUSSEN	\$21.45
	417164	10/06/2014	109810	BETHANY RAY	\$152.88
	417165	10/06/2014	106725	RD FITNESS SERVICE	\$80.00
	417166	10/06/2014	100642	REALLY GOOD STUFF INC	\$1,372.07
	417167	10/06/2014	140478	RED RIBBON WORLD INC	\$159.23
	417168	10/06/2014	134858	JENNIFER REID	\$31.75
	417169	10/06/2014	140465	JULIE REINEKE	\$31.42
	417170	10/06/2014	133770	DIANE REINERS	\$31.75
	417171	10/06/2014	138302	TRENT RENKEN	\$50.00
	417172	10/06/2014	139853	RENZE DISPLAY CO	\$4,723.47
	417173	10/06/2014	109192	KIMBERLI RICE	\$53.26
	417174	10/06/2014	136847	RIVERSIDE TECHNOLOGIES INC	\$242.30
	417175	10/06/2014	079310	ROCKBROOK CAMERA CENTER	\$106.00
	417176	10/06/2014	133495	POLLY RODENBIKER	\$3.32
	417177	10/06/2014	136121	MELANIE E ROLL	\$1,155.00
	417179	10/06/2014	134081	EILEEN RONCI	\$157.92
	417181	10/06/2014	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$47.25
	417182	10/06/2014	072286	JEAN RUCHTI	\$127.12
	417183	10/06/2014	131615	RUSSELL MIDDLE SCHOOL	\$760.00
	417184	10/06/2014	140151	SADA SYSTEMS INC	\$40,877.50
	417186	10/06/2014	081695	VWR INTERNATIONAL LLC	\$147.90
	417187	10/06/2014	081725	KIMBERLEY SAUM-MILLS	\$56.84
	417188	10/06/2014	109806	BRENT SCHADE	\$49.67
	417191	10/06/2014	137012	SHELLEY SCHMITZ	\$69.72
	417193	10/06/2014	082100	SCHOLASTIC INC	\$2,283.75
	417194	10/06/2014	082100	SCHOLASTIC INC	\$1,240.37
	417195	10/06/2014	132488	SCHOLASTIC LIBRARY PUBLISHING	\$10,019.00
	417196	10/06/2014	082140	SCHOLASTIC MAGAZINES	\$3,230.80
	417197	10/06/2014	102278	SCHOOL DATEBOOKS INC	\$941.30
	417198	10/06/2014	082200	SCHOOL HEALTH CORPORATION	\$56.59

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01	417199	10/06/2014	140477	IMAGESTUFF.COM INC	\$63.80
	417200	10/06/2014	082350	SCHOOL SPECIALTY INC	\$1,590.68
	417201	10/06/2014	135542	AMY SCHROER	\$106.99
	417202	10/06/2014	134567	KAYE SCHWEIGERT	\$87.19
	417203	10/06/2014	139827	MATTHEW SCOTT	\$118.48
	417204	10/06/2014	130851	SEARCH INSTITUTE	\$5,400.00
	417205	10/06/2014	082905	KIMBERLY SECORA	\$41.05
	417206	10/06/2014	108161	STAN SEGAL	\$103.55
	417207	10/06/2014	082941	KELLY SELTING	\$118.16
	417208	10/06/2014	134189	JODY SEMPEK	\$63.17
	417209	10/06/2014	140383	SENTRY INSURANCE, A MUTUAL COMPANY	\$83,475.00
	417210	10/06/2014	109800	AMY SHATTUCK	\$168.00
	417211	10/06/2014	137697	LARIA SHEA	\$94.80
	417212	10/06/2014	083188	SHIFFLER EQUIPMENT SALES, INC.	\$2,230.80
	417214	10/06/2014	102558	SHURLEY INSTRUCTIONAL MATERIALS	\$1,244.16
	417215	10/06/2014	139007	MEGAN SIEBE	\$89.71
	417216	10/06/2014	132590	SILVERSTONE GROUP INC	\$9,470.00
	417217	10/06/2014	083400	SIMPLEX GRINNELL LP	\$1,532.26
	417218	10/06/2014	140466	BETSY M SISTEK	\$25.00
	417220	10/06/2014	137397	THINK SOCIAL PUBLISHING INC	\$187.35
	417221	10/06/2014	139217	MARK SOMMER	\$1,028.33
	417222	10/06/2014	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	\$1,779.60
	417223	10/06/2014	133954	SOUTHSIDE PLUMBING LLC	\$269.22
	417225	10/06/2014	100584	STAHL'S ID DIRECT	\$45.79
	417227	10/06/2014	084397	STANDARD DIGITAL IMAGING INC	\$71.25
	417228	10/06/2014	137481	STAPLES CONTRACT & COMMERCIAL INC	\$520.57
	417229	10/06/2014	139589	PANCIL LLC	\$270.00
	417230	10/06/2014	134116	STATE STEEL OF OMAHA	\$2,351.16
	417231	10/06/2014	140467	TIM STEDNITZ	\$400.16
	417233	10/06/2014	140350	BRIDGETTE STEVENS	\$208.32
	417236	10/06/2014	139843	STUDENT TRANSPORTATION NEBRASKA INC	\$2,317.80
	417237	10/06/2014	140468	ERIN STUTZMAN	\$50.00
	417238	10/06/2014	139836	SUPERIOR CONTROLS & SECURITY INC	\$90.00
	417240	10/06/2014	130911	SWANDA BUSINESS FORMS	\$989.00
	417241	10/06/2014	140444	SATARI, INC	\$538.20
	417242	10/06/2014	099302	SYSCO LINCOLN INC	\$1,219.94
	417244	10/06/2014	101257	TEACHERS' CURRICULUM INSTITUTE	\$216,731.55
	417245	10/06/2014	109041	AMERICAN EAGLE COMPANY INC	\$477.79

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01	417247	10/06/2014	137635	TELVENT USA HOLDINGS LLC	\$7,704.00
	417248	10/06/2014	133969	TENNANT SALES & SERVICE COMPANY	\$3,422.66
	417250	10/06/2014	140054	THINK THROUGH LEARNING INC	\$6,220.00
	417251	10/06/2014	136381	ANNETTE THOMAS	\$6.22
	417252	10/06/2014	131159	JONATHON THOMPSON	\$79.52
	417253	10/06/2014	135006	STEVE THRONE	\$147.90
	417254	10/06/2014	099272	TI MEDIA SOLUTIONS INC	\$1,665.88
	417255	10/06/2014	099272	TI MEDIA SOLUTIONS INC	\$132.66
	417256	10/06/2014	138304	TIME MANAGEMENT SYSTEMS	\$495.00
	417257	10/06/2014	132794	TOLEDO PHYSICAL ED SUPPLY CO	\$73.50
	417258	10/06/2014	136578	PEGGI TOMLINSON	\$44.35
	417259	10/06/2014	106807	JEAN TOOHER	\$49.22
	417260	10/06/2014	131446	TOSHIBA AMERICA INFO SYS INC	\$5,729.60
	417261	10/06/2014	131446	TOSHIBA AMERICA INFO SYS INC	\$3,401.50
	417262	10/06/2014	089574	TOTAL MARKETING INC	\$426.60
	417263	10/06/2014	132805	TRAINING ROOM INC.	\$949.98
	417264	10/06/2014	089760	TRIARCO ARTS & CRAFTS LLC	\$245.44
	417265	10/06/2014	107719	KIMBERLY TRISLER	\$40.32
	417266	10/06/2014	106493	TRITZ PLUMBING, INC.	\$11,601.03
	417267	10/06/2014	036945	TRIUMPH LEARNING LLC	\$117.89
	417268	10/06/2014	136110	DONNA TROMBLA	\$17.47
	417269	10/06/2014	071025	OMAHA TRUCK CENTER INC	\$663.49
	417270	10/06/2014	137488	I ASSESSMENT LLC	\$33,618.84
	417273	10/06/2014	135505	TY'S OUTDOOR POWER & SERVICE INC	\$399.99
	417275	10/06/2014	138773	ULINE INC	\$150.34
	417276	10/06/2014	090678	UNISOURCE WORLDWIDE INC	\$6,467.05
	417277	10/06/2014	130783	UNIVERSITY OF KANSAS	\$200.00
	417279	10/06/2014	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$6,928.25
	417280	10/06/2014	068875	UNIVERSITY OF NEBRASKA MED CENTER	\$15,660.00
	417281	10/06/2014	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$500.00
	417282	10/06/2014	137712	OREGON UNIVERSITY SYSTEM	\$300.00
	417283	10/06/2014	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	\$200.00
	417284	10/06/2014	139797	US BANK NATIONAL ASSOCIATION	\$18,412.50
	417286	10/06/2014	138661	USA-CLEAN INC	\$2,262.80
	417287	10/06/2014	138046	AUTO LUBE INC	\$313.00
	417288	10/06/2014	134790	VAN WALL TURF & IRRIGATION	\$272.86
	417289	10/06/2014	136318	JENNIFER VEST	\$203.28
	417290	10/06/2014	138328	VEX ROBOTICS INC	\$1,763.86

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01	417291	10/06/2014	092323	VIRCO INC	\$1,525.32
	417292	10/06/2014	109122	CONNIE VLCEK	\$46.50
	417293	10/06/2014	093008	BARBARA WALLER	\$73.30
	417294	10/06/2014	131112	LINDA WALTERS	\$27.50
	417296	10/06/2014	093650	VWR INTERNATIONAL LLC	\$7,291.36
	417297	10/06/2014	135660	CAMI WARNEKE	\$55.00
	417299	10/06/2014	139738	WASTE MANAGEMENT OF NEBRASKA	\$15,910.02
	417300	10/06/2014	093765	WATER ENGINEERING, INC.	\$1,150.80
	417301	10/06/2014	094130	WENGER CORPORATION	\$1,210.00
	417302	10/06/2014	140469	AMY WESELY	\$20.00
	417303	10/06/2014	094174	WEST MUSIC CO INC	\$854.86
	417304	10/06/2014	107563	CAROL WEST	\$148.85
	417306	10/06/2014	131644	MORGAN WHALE	\$117.00
	417307	10/06/2014	137878	WHITE WOLF WEB PRINTERS INC	\$807.12
	417308	10/06/2014	136141	CHERILYN WICKS	\$82.87
	417309	10/06/2014	094859	WIESER EDUCATIONAL INC	\$6,649.06
	417310	10/06/2014	137485	WENDY WIGHT	\$106.91
	417311	10/06/2014	132485	TODD WILCOX	\$44.80
	417312	10/06/2014	102785	WILLIAM V MACGILL & CO	\$43.15
	417313	10/06/2014	136322	TAMARA WILLIAMS	\$49.84
	417314	10/06/2014	108433	WIN INVESTMENTS INC	\$97.95
	417315	10/06/2014	140470	ERIK WITT	\$50.00
	417316	10/06/2014	095491	GLEN WRAGGE	\$298.31
	417317	10/06/2014	135890	YOUTH FRONTIERS INC	\$8,100.00
	417318	10/06/2014	137020	CHAD ZIMMERMAN	\$27.44
	417319	10/06/2014	136855	PAUL ZOHLLEN	\$44.69
	417320	10/06/2014	135647	LACHELLE ZUHLKE	\$28.95
	417321	10/06/2014	102451	INTERNATIONAL BACCALAUREATE	\$207.00
	417322	10/06/2014	140110	GEORGIA HOLDINGS INC	\$96.18
	417323	10/06/2014	068454	NEBRASKA DEPARTMENT OF REVENUE	\$240.00
01 - Total					\$2,372,365.56
02	24754	09/11/2014	081630	SAMS CLUB DIRECT	\$29.20
	24755	09/18/2014	140452	JOSHUA HARVIE	\$62.55
	24756	09/18/2014	140451	SEAN L JONES	\$11.81
	24757	09/18/2014	140450	TYLER LYONS	\$46.91
	24758	09/18/2014	140453	ARNOLDO MUNIZ	\$29.54
	24759	09/25/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$1,468.10
	24760	09/25/2014	048475	HEARTLAND FOUNDATION	\$98.10

Millard Public Schools Check Register Prepared for the Board Meeting for Oct 6, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
02	24761	09/25/2014	081630	SAMS CLUB DIRECT	\$458.79
	24762	10/06/2014	010071	CALICO INDUSTRIES, INC.	\$363.00
	24763	10/06/2014	106893	WICHITA WATER CONDITIONING INC	\$12.96
	24764	10/06/2014	109843	NEXTEL PARTNERS INC	\$133.90
	24765	10/06/2014	100013	OFFICE DEPOT 84133510	\$1,898.63
	24766	10/06/2014	101476	SODEXO INC & AFFILIATES	\$757,987.55
02 - Total					\$762,601.04
06	416624	09/18/2014	132713	PROTEX CENTRAL INC	\$35,005.00
	416648	10/06/2014	010040	A & D TECHNICAL SUPPLY CO INC	\$116.15
	416672	10/06/2014	012989	APPLE COMPUTER INC	\$1,389.00
	416703	10/06/2014	133480	BERINGER CIACCIO DENNELL MABREY	\$6,767.03
	416750	10/06/2014	133970	CCS PRESENTATION SYSTEMS	\$1,467.00
	416759	10/06/2014	139924	CHOICE SOLUTIONS LLC	\$1,200.00
	416807	10/06/2014	139642	DKM ENTERPRISES	\$67,650.00
	416810	10/06/2014	130648	DOSTALS CONSTRUCTION CO INC	\$3,940.00
	416833	10/06/2014	136211	ELKHORN WEST CONSTRUCTION INC	\$43,225.00
	416984	10/06/2014	140382	LEICK CONSTRUCTION INC	\$19,862.00
	417039	10/06/2014	102870	MIDLAND COMPUTER INC	\$4,037.07
	417057	10/06/2014	140386	MOBILE MINI INC	\$114.62
	417106	10/06/2014	136898	OLSSON ASSOCIATES INC	\$2,254.64
	417152	10/06/2014	073210	PRAIRIE CONSTRUCTION COMPANY	\$2,390.60
	417174	10/06/2014	136847	RIVERSIDE TECHNOLOGIES INC	\$2,737.92
	417189	10/06/2014	081880	SCHEMMER ASSOCIATES INC	\$266.00
	417249	10/06/2014	132452	TERRACON INC	\$1,304.75
	417266	10/06/2014	106493	TRITZ PLUMBING, INC.	\$295.85
06 - Total					\$194,022.63
07	416606	09/18/2014	132170	CORMACI CONSTRUCTION INC	\$14,476.00
	416621	09/18/2014	139941	OFFICE INSTALLATION SPECIALISTS INC	\$7,740.00
	416690	10/06/2014	017670	BALCON	\$5,590.00
	416691	10/06/2014	140319	BALDWIN INC	\$14,683.27
	416703	10/06/2014	133480	BERINGER CIACCIO DENNELL MABREY	\$46,676.72
	416739	10/06/2014	135245	BAHR VERMEER HAECKER ARCHITECTS	\$8,220.00
	416746	10/06/2014	139926	CARLSON WEST POVONDRA ARCHITECTS	\$515.00
	416755	10/06/2014	139122	CENTRAL STRIPING INC	\$7,900.00
	416772	10/06/2014	135287	CONSTRUCT INC	\$46,335.30
	416820	10/06/2014	133806	E & A CONSULTING GROUP INC	\$5,227.50
	416841	10/06/2014	134593	F & B CONSTRUCTORS INC	\$13,000.00
	416974	10/06/2014	058775	LAMP RYNEARSON ASSOCIATES INC	\$1,975.71

Millard Public Schools Check Register Prepared for the Board Meeting for Oct 6, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
07	416990	10/06/2014	140316	LINHART CONSTRUCTION INC	\$63,926.79
	417000	10/06/2014	060136	LUEDER CONSTRUCTION COMPANY	\$163,800.00
	417029	10/06/2014	136104	MECHANICAL SYSTEMS INC	\$10,098.00
	417042	10/06/2014	140335	MIDWEST SIGN & SCREEN PRINTING SUPL	\$245.00
	417044	10/06/2014	131899	MIDWEST STORAGE SOLUTIONS	\$19,220.81
	417103	10/06/2014	139941	OFFICE INSTALLATION SPECIALISTS INC	\$6,000.00
	417114	10/06/2014	140262	OLDCASTLE MATERIALS MIDWEST CO	\$94,660.62
	417152	10/06/2014	073210	PRAIRIE CONSTRUCTION COMPANY	\$11,569.60
	417154	10/06/2014	134598	PRIME COMMUNICATIONS INC	\$118,628.42
	417158	10/06/2014	139972	PURDY & SLACK ARCHITECTS PC	\$1,083.00
	417180	10/06/2014	134824	ROOFING SOLUTIONS INC	\$6,000.00
	417185	10/06/2014	140085	SAMPSON CONSTRUCTION CO INC	\$16,176.00
	417189	10/06/2014	081880	SCHEMMER ASSOCIATES INC	\$2,400.00
	417224	10/06/2014	136932	SPECIALIZED AIR/HYDRONIC BALANCING	\$6,000.00
	417239	10/06/2014	134590	SWAIN CONSTRUCTION INC	\$17,911.22
	417249	10/06/2014	132452	TERRACON INC	\$5,899.25
	417266	10/06/2014	106493	TRITZ PLUMBING, INC.	\$10,155.82
	417305	10/06/2014	140312	WESTERN WATERPROOFING CO OF AMERICA	\$9,787.35
07 - Total					\$735,901.38
11	416579	09/11/2014	132423	HEWLETT PACKARD CO	\$504.90
	416582	09/11/2014	081630	SAMS CLUB DIRECT	\$99.76
	416584	09/11/2014	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$100.00
	416614	09/18/2014	049850	HY-VEE INC	\$13.45
	416643	09/25/2014	081630	SAMS CLUB DIRECT	\$159.56
	416662	10/06/2014	107651	AMAZON.COM INC	\$2,660.22
	416666	10/06/2014	069689	AMSAN LLC	\$1,085.70
	416695	10/06/2014	099646	BARNES AND NOBLE BOOKSTORE	\$2,355.21
	416713	10/06/2014	132210	BILINGUAL DICTIONARIES INC.	\$131.67
	416725	10/06/2014	136633	WILLIAMS PROPERTIES LLC	\$723.00
	416736	10/06/2014	106466	BRUINS MONTESSORI INTERNATIONAL	\$364.00
	416740	10/06/2014	139878	KATHY BYERS	\$256.16
	416748	10/06/2014	023970	CAROLINA BIOLOGICAL SUPPLY CO	\$25.70
	416781	10/06/2014	140174	ABANTE LLC	\$309.20
	416793	10/06/2014	131003	DAILY RECORD	\$9.50
	416805	10/06/2014	099552	DISCOUNT SCHOOL SUPPLY	\$2,519.55
	416821	10/06/2014	102791	ERIC ARMIN INC	\$21.79
	416823	10/06/2014	138021	EARTHWALK COMMUNICATIONS INC	\$1,880.00
	416826	10/06/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$320.00

Millard Public Schools Check Register Prepared for the Board Meeting for Oct 6, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	416837	10/06/2014	130348	ENVIRONMENTS	\$31.45
	416862	10/06/2014	130992	FRANKLIN COVEY	\$1,797.59
	416898	10/06/2014	048517	GREENWOOD PUBLISHING GROUP INC	\$5,130.00
	416903	10/06/2014	132423	HEWLETT PACKARD CO	\$15,232.16
	416952	10/06/2014	056215	KAPLAN EARLY LEARNING CO	\$1,732.82
	416971	10/06/2014	099217	LAKESHORE LEARNING MATERIALS	\$738.91
	416982	10/06/2014	130792	LEARNING RESOURCES	\$23.94
	416998	10/06/2014	131397	LOWE'S HOME CENTERS INC	\$7,797.40
	417025	10/06/2014	140110	GEORGIA HOLDINGS INC	\$735.00
	417060	10/06/2014	066078	MONTESSORI SERVICES	\$27.90
	417066	10/06/2014	138263	MARIA MUNOZ	\$377.53
	417082	10/06/2014	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$1,245.00
	417083	10/06/2014	068445	NEBRASKA FURNITURE MART INC	\$1,080.00
	417090	10/06/2014	109843	NEXTEL PARTNERS INC	\$21.08
	417102	10/06/2014	100013	OFFICE DEPOT 84133510	\$568.11
	417137	10/06/2014	082652	PEARSON EDUCATION	\$1,119.74
	417149	10/06/2014	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	\$191.89
	417192	10/06/2014	099640	SCHOLASTIC BOOK FAIRS	\$224.21
	417193	10/06/2014	082100	SCHOLASTIC INC	\$813.04
	417200	10/06/2014	082350	SCHOOL SPECIALTY INC	\$488.73
	417232	10/06/2014	131099	STENHOUSE PUBLISHERS	\$108.39
	417235	10/06/2014	134654	MICHELE STOGDILL	\$31.92
	417246	10/06/2014	132974	TEACHING STRATEGIES LLC	\$8,435.68
	417267	10/06/2014	036945	TRIUMPH LEARNING LLC	\$39.49
	417274	10/06/2014	131819	JEAN UBBELOHDE	\$713.88
	417278	10/06/2014	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$251.00
	417282	10/06/2014	137712	OREGON UNIVERSITY SYSTEM	\$1,500.00
	417285	10/06/2014	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	\$1,698.15
	417298	10/06/2014	130696	WASECA LEARNING ENVIRONMENT	\$540.50
	417317	10/06/2014	135890	YOUTH FRONTIERS INC	\$1,500.00
11 - Total					\$67,734.88
14	416777	10/06/2014	136587	COVENTRY HEALTH & LIFE INS CO	\$151,855.98
14 - Total					\$151,855.98
17	416651	10/06/2014	010298	ACCUCUT LLC	\$265.00
	416660	10/06/2014	011051	ALL MAKES OFFICE EQUIPMENT	\$753.66
	416679	10/06/2014	010053	ATD AMERICAN CO	\$580.17
	416750	10/06/2014	133970	CCS PRESENTATION SYSTEMS	\$489.00
	416751	10/06/2014	133589	CDW GOVERNMENT, INC.	\$956.00

Millard Public Schools Check Register Prepared for the Board Meeting for Oct 6, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
17	416789	10/06/2014	130731	D & D COMMUNICATIONS	\$373.80
	416805	10/06/2014	099552	DISCOUNT SCHOOL SUPPLY	\$182.97
	416810	10/06/2014	130648	DOSTALS CONSTRUCTION CO INC	\$34,500.00
	416831	10/06/2014	038140	ELECTRONIC SOUND INC.	\$1,071.20
	416903	10/06/2014	132423	HEWLETT PACKARD CO	\$1,172.45
	416996	10/06/2014	060100	JOE MCDERMOTT & ASSOCIATES INC	\$6,850.00
	417039	10/06/2014	102870	MIDLAND COMPUTER INC	\$71.48
	417152	10/06/2014	073210	PRAIRIE CONSTRUCTION COMPANY	\$3,876.43
	417166	10/06/2014	100642	REALLY GOOD STUFF INC	\$975.56
	417200	10/06/2014	082350	SCHOOL SPECIALTY INC	\$555.00
	417291	10/06/2014	092323	VIRCO INC	\$312.24
	417303	10/06/2014	094174	WEST MUSIC CO INC	\$819.94
17 - Total					\$53,804.90
50	416611	09/18/2014	138286	TIMOTHY BRIAN GRAY	\$400.00
	416616	09/18/2014	138829	RICHARD J KEMP	\$400.00
	416617	09/18/2014	140454	ALBERT LO	\$400.00
	416626	09/18/2014	140455	DAVID A SHAFFER	\$400.00
	416637	09/25/2014	140471	KEITH ALLEN BAKER	\$400.00
	416640	09/25/2014	140412	MICHAEL S SMITH	\$1,250.00
	416641	09/25/2014	135385	PENN STATE INDUSTRIES	\$564.90
	416662	10/06/2014	107651	AMAZON.COM INC	\$127.30
	416665	10/06/2014	130704	AMERICAN PLASTICS SUPPLY & FAB CO	\$604.50
	416672	10/06/2014	012989	APPLE COMPUTER INC	\$838.00
	416686	10/06/2014	140019	ERIN BACKHAUS	\$25.00
	416699	10/06/2014	133353	JULIE BARTHOLOMEW	\$148.22
	416710	10/06/2014	138888	CASSIDY BENJAMIN	\$60.00
	416717	10/06/2014	139321	BIZCO INC	\$65.00
	416719	10/06/2014	099220	DICK BLICK CO	\$133.35
	416729	10/06/2014	134129	BRAINPOP LLC	\$1,445.00
	416730	10/06/2014	140217	TRISTAN BRANDEN	\$122.50
	416737	10/06/2014	140268	JACOB THOMAS BURROUGHS	\$120.00
	416747	10/06/2014	138324	REGG CARNES	\$37.00
	416750	10/06/2014	133970	CCS PRESENTATION SYSTEMS	\$633.59
	416752	10/06/2014	051572	CENGAGE LEARNING	\$841.50
	416760	10/06/2014	140213	ALEXIS B CHRISTIANSEN	\$50.00
	416797	10/06/2014	032800	DEMCO INC	\$108.61
	416803	10/06/2014	033473	DIETZE MUSIC HOUSE INC	\$500.00
	416840	10/06/2014	140473	CHRIS EVANS	\$50.00

Millard Public Schools Check Register Prepared for the Board Meeting for Oct 6, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	416875	10/06/2014	138889	TARA GOSS	\$110.00
	416882	10/06/2014	139948	NICOLAS MERLIN GREVE	\$122.50
	416887	10/06/2014	140173	JENNIFER HAMMOND	\$192.00
	416891	10/06/2014	139920	EMMILY HAWK	\$90.00
	416892	10/06/2014	140065	JAYLYNN HAWKINS	\$82.50
	416906	10/06/2014	139962	HELEN HITZ	\$90.00
	416908	10/06/2014	139809	LOGAN HODGE	\$75.00
	416934	10/06/2014	100928	J W PEPPER & SON INC.	\$809.78
	416948	10/06/2014	139453	LAURA JONES	\$60.00
	416953	10/06/2014	139669	ELIZABETH KASTRUP	\$107.50
	416956	10/06/2014	056276	KELVIN LP	\$180.95
	416966	10/06/2014	140215	SARAH KRAMER	\$122.50
	416967	10/06/2014	139134	CALEB KRUSE	\$80.00
	416970	10/06/2014	140220	JONATHAN BOYD LAIBLE	\$122.50
	416971	10/06/2014	099217	LAKESHORE LEARNING MATERIALS	(\$39.99)
	416973	10/06/2014	140474	CONNOR LAMMEL	\$45.00
	416977	10/06/2014	133206	MARK LARSON	\$86.00
	416979	10/06/2014	139353	GRACE LAY	\$60.00
	416998	10/06/2014	131397	LOWE'S HOME CENTERS INC	\$284.57
	417005	10/06/2014	139655	AMANDA MALASHOCK	\$122.50
	417006	10/06/2014	138890	JACOB B MALASHOCK	\$87.50
	417007	10/06/2014	139656	JESSICA MALASHOCK	\$122.50
	417020	10/06/2014	139657	RACHEL MC CLANNAN	\$130.00
	417038	10/06/2014	139767	ISABELLA MICELI	\$30.00
	417061	10/06/2014	139658	CAMRYN LEIGH MORTRUDE	\$82.50
	417069	10/06/2014	140461	JOHN NAHNSEN	\$51.00
	417074	10/06/2014	067996	JOHN C NOWELL	\$139.00
	417092	10/06/2014	139275	COLIN O CONNELL	\$105.00
	417118	10/06/2014	140379	NOELLE ORTMAN	\$25.00
	417175	10/06/2014	079310	ROCKBROOK CAMERA CENTER	\$6,716.94
	417178	10/06/2014	079434	RONALD RAY ROMINE	\$160.00
	417181	10/06/2014	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$210.25
	417190	10/06/2014	139770	KENDALL SCHMIDT	\$60.00
	417193	10/06/2014	082100	SCHOLASTIC INC	\$616.88
	417213	10/06/2014	140224	KATHLEEN RYAN SHRIVER	\$122.50
	417219	10/06/2014	139660	SYDNEY SLOSSON	\$122.50
	417226	10/06/2014	139771	LINDSEY STALHEIM	\$125.00
	417234	10/06/2014	139354	LANE STILMOCK	\$90.00

Millard Public Schools Check Register Prepared for the Board Meeting for Oct 6, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	417236	10/06/2014	139843	STUDENT TRANSPORATION NEBRASKA INC	\$72.21
	417243	10/06/2014	138763	MORGAN SZYMCZAK	\$45.00
	417271	10/06/2014	140267	ORION-BAY TUCKER	\$100.00
	417272	10/06/2014	140271	RIVER-SAGE TUCKER	\$82.50
	417288	10/06/2014	134790	VAN WALL TURF & IRRIGATION	\$114.54
	417295	10/06/2014	140216	MATT WANETKA	\$60.00
	417303	10/06/2014	094174	WEST MUSIC CO INC	\$534.00
50 - Total					\$22,532.60
Overall - Total					\$4,360,818.97

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **10/1/2014**BOE Meeting Date: **10/6/2014**Sale or Disposals Scheduled After: **10/6/2014**

Lot	Quantity	Description
1	25	laptop computers
2	5	desk top computers
3	1	electric keyboard
4	1	drum kit
5	1	lot marching drum pieces
6	3	tennor sax
7	1	bass clarinet
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AGENDA SUMMARY SHEET

Agenda Item:	Board Policy Human Resources 4163 – First Reading
Meeting Date:	October 6, 2014
Department	Human Resources
Title and Brief Description:	Revise Policy 4163– Remedial Action
Action Desired:	Approval
Background:	Following District guidelines to review Policies every seven years. Minor language changes were made.
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: _____



Human Resources

Remedial Action

4163

| The Superintendent or ~~the Superintendent's~~ designee may take remedial action with regard to an employee's performance or conduct which is deemed reasonably necessary. Such action shall be in accordance with district policies, rules, and procedures, and with state and federal laws and regulations.

Related Policies & Rules: 4163.1, 4163.2, 4163.3

Policy Approved: August 3, 1992

| Revised: January 22, 2001; December 3, 2007, [October 20, 2014](#)

Millard Public Schools
Omaha, Nebraska

Human Resources

Remedial Action - Certificated Staff

4163.1

The Superintendent or ~~the Superintendent's~~ designee may take remedial action with regard to a certificated employee's performance or conduct which is deemed reasonably necessary to assist the certificated employee and further school purposes. Remedial actions may include, but are not limited to, non-disciplinary actions such as [counseling](#), verbal discussions, written summaries of verbal discussions, written clarifications or expectations, and additional training.

Remedial actions may also include disciplinary actions authorized by Nebraska law such as [oral or written](#) reprimands and suspension without pay (not to exceed thirty working days).

Remedial actions may or may not be applied progressively depending upon the nature of the employee's performance or conduct. Prior to any ~~action~~ written reprimand, the certificated employee shall be advised of the alleged reasons for the proposed action and provided the opportunity to present the certificated employee's version of the facts. The certificated employee may proceed under the applicable grievance procedure which provides for review for such action.

Prior to suspension without pay, the certificated employee shall be advised in writing of the alleged reasons for the proposed action and provided the opportunity to present the certificated employee's version of the facts. Within seven calendar days of receipt of such notice the certificated employee may make a written request to the secretary of the school board or the Superintendent or Superintendent's designee for formal due process hearing under Nebraska law. If such a request is not delivered within such time, the action of the Superintendent or the Superintendent's designee shall become final.

Nothing in this rule shall prevent an employee's suspension with pay.

Related Policies & Rules: 4163

Legal Reference: Neb. Rev. Stat. §79-826, Neb. Rev. Stat. §79-832

Rule Approved: August 3, 1992;

Rule Revised: January 22, 2001; December 3, 2007, [October 20, 2014](#)

Millard Public Schools
Omaha, Nebraska

Human Resources

Remedial Action - Non-Certificated Staff

4163.2

The superintendent or ~~the superintendent's~~ designee may take remedial action with regard to an employee's performance or conduct which is deemed reasonably necessary ~~to assist the certificated employee and further school purposes~~. Remedial actions may include, but are not limited to, non-disciplinary actions such as verbal discussions, written summaries of verbal discussions, written clarifications or expectations, and additional training.

Remedial actions may also include disciplinary actions authorized by Nebraska law ~~such as~~ including oral and written reprimands, ~~and~~ suspension without pay and termination of employment. ~~(not to exceed thirty working days). Disciplinary action may also include termination of employment.~~

Remedial actions may or may not be applied progressively depending upon the nature of the employee's performance or conduct. Prior to taking any disciplinary action, the non-certificated employee shall be advised of the alleged reasons for the proposed action and provided the opportunity to present the non-certificated employee's version of the facts. Any disciplinary action may be grieved by the employee under the applicable grievance procedure.

Nothing in this rule shall prevent an employee's suspension with pay.

Related Policies & Rules: 4163

Rule Approved: August 3, 1992

Revised: January 22, 2001; December 3, 2007, October 20, 2014

Millard Public Schools

Omaha, Nebraska

Human Resources

Remedial Action – Investigation/Procedure

4163.3

- I. All District personnel shall conduct themselves in such a manner so as to promote the educational responsibilities and purposes of the District in respecting the rights of students, District personnel, parents, third party businesses, service providers, or contractors and any other persons related to the District in any other capacity.
- II. When conduct of District personnel fails to meet District standards, violates students' rights or adversely reflects upon the District in the community, the conduct ~~will~~ shall be reported to the Superintendent or ~~his or her~~ designee, ~~hereinafter referred to as Superintendent.~~
- III. When a complaint, charge or allegation of inappropriate conduct by District personnel is received by any District personnel, from any source, the procedure shall be as follows:
 - A. The Superintendent shall be notified of the complaint, charge, or allegation of inappropriate conduct together with the information available.
 - B. The Superintendent or designee immediately shall initiate and conduct such investigation of the complaint, charge, allegations or related matters deemed reasonable.
 - C. Such investigation may be conducted by District officials or by designated third parties and will be conducted so as not to interfere with any concurrent or related investigation by any law enforcement or administrative agency. The proper law enforcement agency will be contacted immediately when there is a reasonable suspicion that a violation of a state or federal criminal law may have been committed and, if requested by the law enforcement authorities, the conduct of any further investigation by the District ~~will~~ shall be ~~abated~~ suspended until the law enforcement authorities conclude their own investigation.
 - D. During the pendency of any investigation performed by the District, the Superintendent or designee may temporarily suspend, transfer, remove, or reassign the person in question when the Superintendent determines it to be in the best interests of the District, including but not limited to the safety of the students, personnel and other people associated with or related to the District, would best be served by the temporary suspension, transfer, removal or reassignment of the personnel in question.
 - E. Any such temporary suspension, transfer, removal, or reassignment ~~shall~~ may or may not result in the loss of any compensation or benefits or in the change of any job classification. Such temporary suspension, transfer, or reassignment shall not exceed thirty (30) days unless extended by mutual agreement of the District and personnel.
 - F. Unless prohibited by specific direction of law enforcement authorities involved, any personnel who is the subject of any investigation shall be notified and advised of the complaint, charge or allegation reported to the District, and will be afforded the opportunity to respond to all charges or allegations of unprofessional or inappropriate conduct. Such initial notification shall be given within a reasonable period of time, but is not necessarily required to be given before the commencement of any investigation.
 - G. Upon completion of such investigation, the Superintendent or his or her designee will take appropriate action.
- IV. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

Related Policies and Rules: 4001, 4001.1, 4001.2, 4140, 4140.1, 4140.2, 4155, 4155.1, 4165, 4165.1, 4165.2, 4172, 4172.1, 4173, 4173.1, 4510, 5010.2

Rule Approved: June 5, 2000

Date Revised: December 3, 2007; September 20, 2010, October 20, 2014

Millard Public Schools

Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Policy 6200

Meeting Date: October 6, 2014

Division: Leadership & Learning

Title and Brief Description: Millard Instructional Model

Action Desired: ☒ Approval ☐ Discussion ☐ Information

Background: Over the course of the 2013-2014 school year, a committee of teachers, administrators and district level leaders met to review, research, and revise our Millard Instructional Model.

- Related to this Policy, we updated the language from “Practices that Promote Successful Student Learning” to “Indicators of Effective Teaching and Learning”.
- The revised model includes both teacher and student evidence.

Options/Alternatives Considered: N/A

Recommendations: N/A

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

Implications of Adoption/Rejection: Alignment to proposed revisions in the Millard Instructional Model

Timeline: Implementation in 2015-2016

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

Superintendent's Signature: _____



Category: Curriculum, Instruction, and Assessment

Policy: Taught Curriculum: Instructional Delivery

6200

In order to enable the alignment of the taught curriculum with the written curriculum, the Millard Public Schools shall identify clearly defined standards for the District's staff. These standards are referred to as ~~"Practices that Promote Successful Student Learning"~~ "Indicators of Effective Teaching and Learning" and are included in the Millard Instructional Model. The five domains of the Millard Instructional Model are:÷

- I. Planning
- II. Instruction
- III. Assessment
- IV. Learning Environment
- V. ~~Professional Responsibilities~~ Professionalism

The ~~"Practices that Promote Successful Student Learning"~~ - "Indicators of Effective Teaching and Learning" of the Millard Instructional Model have been incorporated into the teacher evaluation process and used by administrators, in conjunction with curriculum frameworks and guides, to monitor the taught curriculum.

Related Policy: 4160

Date of Adoption: May 3, 1999

Date of Revision: May 19, 2003; October 2, 2006; June 2, 2008; October 20, 2014

Millard Public Schools

Omaha, NE

Category: Curriculum, Instruction, and Assessment
 Policy: Taught Curriculum: Instructional Delivery
 Rule: Taught Curriculum: Instructional Delivery

6200.1

Within each domain of the Millard Instructional Model are standards referred to as "~~Practices that Promote Successful Student Learning~~" "[Indicators of Effective Teaching and Learning](#)". The domains and standards are:

Domain 1: Planning

What will students know and be able to do? How will students learn it? How do we know students learn it? What happens if students do not learn it or already know it?

I. Students succeed because teachers plan with individual learning results in mind.

- A. The teacher utilizes the Millard Educational Program in planning essential learning outcomes and instructional objectives in each area of study.***
 - 1. Written plans address required MEP curricular outcomes, state and national standards.***
 - 2. Daily and weekly lessons are designed backwards from the unit objectives.***
- B. Individualized assessment data are used to determine learning objectives for each student.***
 - 1. Standardized and essential learner outcome results guide planning.***
 - 2. Transition data from prior grades is included in planning.***
 - 3. Unit/lesson formative and summative assessments determine next steps.***
- C. Students are appropriately involved in teacher planning decisions.***
 - 1. Student needs and interests are utilized in planning work that is challenging and differentiated.***
 - 2. Students participate in developmentally appropriate goal setting.***
 - 3. Students understand learning objectives, expected outcomes, assessments and the relevance of the content study.***
 - 4. Students are motivated to be actively engaged as a result of involvement in planning.***
- D. The teacher utilizes effective principles of learning in planning the unit and lessons.***
 - 1. The teacher identifies desired results in terms of student learning.***
 - 2. The teacher identifies unit goals, essential questions, enduring understandings, and key knowledge and skills.***
 - 3. The teacher defines evidence of learning, including performance tasks and rubrics.***
 - 4. The teacher provides time and instruction to promote student self-assessment.***
 - 5. The teacher designs instructional strategies and learning experiences needed to achieve the unit goal.***
 - 6. The teacher designs activities to motivate students to learn.***
 - 7. The teacher uses appropriate anticipatory set and closure to introduce and summarize daily and unit learning.***
 - 8. The teacher provides opportunities for students to rehearse, rethink, revise and refine their work based upon timely feedback.***
 - 9. The teacher provides opportunities for students to evaluate their work and set future goals.***
 - 10. The teacher designs flexible lessons to meet the interests and learning styles of each student.***

Domain 2: Instruction

How will students learn it? What happens if student do not learn it or already know it?

II. Students achieve desired learning results from effective participation in well-designed and executed units and lessons.

- A. Students understand daily, weekly and unit learning goals and objectives.***
 - 1. The teacher designs and shares daily learning objectives for student reference.***
 - 2. Instructional strategies and learning activities correlate to the achievement of the stated objective.***
 - 3. Students understand the relevance and expectations inherent in achieving objectives.***

B. Students are “hooked into learning” by appropriate anticipatory sets and effective motivational strategies.

1. The teacher leads students to review past learning as a connection to current lessons.
2. The teacher uses the appropriate level of concern and feeling tone to encourage students to participate in the lesson.
3. The teacher plans activities to generate student interest in the learning.
4. The teacher provides knowledge of results of learning to guide student efforts.
5. The teacher designs lessons to motivate students intrinsically and extrinsically as needed.

C. Students are actively engaged during the full instructional period.

1. The teacher designs the start of each class as prime time for learning.
2. The teacher uses sponge activities, anticipatory sets and shared objectives to focus students.

D. Students learn as a result of effective teacher input and modeling.

1. The teacher selects and organizes basic information so students have a foundation of concepts and generalizations on which to increase understanding.
2. The teacher organizes instruction so students understand and see the relationship of the parts to the whole.
3. The teacher uses modeling to help students understand.
4. The teacher uses visuals and/or technology to enhance learning.
5. The teacher communicates clearly using precise language and acceptable oral expression.

E. Student thinking is facilitated by teacher questioning techniques.

1. Teacher uses questions that are open-ended.
2. Teacher uses varying levels of questioning, inquiry, or reflection that range from concrete to abstract.
3. Teacher uses questions that require both lower order and higher order thinking skills.
4. Teacher uses wait time appropriately.
5. Teacher reinforces, dignifies, and builds on student responses.
6. Teacher clarifies or rephrases questions and responses when necessary.

F. Students are actively engaged in their own learning.

1. Students ask relevant questions.
2. Students actively listen.
3. Students exchange and build on one another's ideas.
4. Students initiate exploration of ideas.

G. Preferred student learning styles and effective pedagogy are integral components of instruction.

1. The teacher uses effective instructional strategies, including the following (from Marzano's work):
 - a. Comparing and contrasting
 - b. Summarizing and note taking
 - c. Reinforcing efforts and providing recognition
 - d. Designing appropriate homework and practice
 - e. Providing and encouraging non-linguistic representations of key points
 - f. Cooperative learning
 - g. Setting goals and providing feedback
 - h. Generating and testing hypotheses
 - i. Using cues, questions and advance organizers.

H. Student success results from ongoing checking for understanding and guided practice that incorporate planning, instruction and assessment in a continuous learning loop.

1. Pre-assessments indicate knowledge transfer from past learning by each student.
2. Students have opportunity to demonstrate knowledge as teachers check for understanding during instruction.
3. Instruction is monitored and adjusted continually based on student demonstrations of knowledge and understanding.

I. High quality practice tasks for students are motivating so that learning is engaging and meaningful.

1. Students are actively engaged in meaningful guided practice.
2. Varied types of responses allow students to demonstrate understanding after initial teacher-guided practice.

- 3. Guided practice is short in duration and includes smaller chunks of content.
- 4. Students exert intense effort in their intent to learn.
- 5. Students receive immediate formative feedback.
- 6. As practice progresses, teachers include students as models.
- 7. Students are guided to effective independent practice.
- 8. Type and amount of practice is differentiated for each student.
 - a. Initial independent practice is formative in nature.
 - b. Independent practice is engaging and challenging.
- 9. Students receive timely formative feedback from the teacher.
- J. Students are given opportunities to use technology as a tool in learning.
 - 1. The teacher uses technology that is appropriate to the task or instruction.
 - 2. Students have sufficient access to and training in appropriate technology.

III. Students are given many opportunities to learn the prescribed curriculum of the Millard Education Program.

- A. Intervention for remediation is immediate and ongoing.
- B. Opportunities for differentiated activities to challenge and interest each student are provided to achieve optimum learning.

IV. Students develop the capacity to understand and apply knowledge in meaningful ways.

- A. Students are helped to link new learning to past learning so that transfer will occur.
 - 1. New learning is “hooked” to past learning.
 - 2. Critical attributes of the content to be learned are identified.
 - 3. Students learn to “tie it all together” as they combine past and new knowledge.
 - 4. Students learn to apply knowledge to new situations.
- B. Students acquire skills to allow them to function productively and independently of direct teacher supervision.
 - 1. Differentiated opportunities for learning exist.
 - 2. The class environment is designed for student independence.

Domain 3: Assessment

How do we know students learn it?

- V. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.
 - A. Effective assessment practices allow students to demonstrate learning and allow teachers to diagnose difficulties.
 - B. Pre-assessment data is used to set goals and objectives.
 - C. Assessment data during instruction is used to monitor understanding and adjust instruction.
 - D. Technology resources support assessment of student learning.

VI. Students who are not meeting individual learning goals are supported by proactive intervention.

- A. Effective intervention plans are designed according to district guidelines.
 - 1. The intervention focuses on the students’ individual learning needs.
 - 2. A pyramid of interventions provides increasing amounts of support.
- B. Students, parents, teachers and administrators implement an effective intervention plan.
 - 1. Educational professionals work collaboratively to achieve results.
 - 2. The teacher and other educational professionals provide flexible time for the student to achieve results.
 - 3. The intervention focuses on problem solving.
 - 4. The intervention fosters student responsibility, accountability, and independence.
- C. Intervention plans are monitored to assure their effectiveness.

VII. Student grades reflect evidence of learning.

- A. Grades are fair, consistent, timely and clearly reported to students and parents.

1. Reports differentiate between the formative and summative assessment categories.
 2. Students have assessment choices.
 3. Students have ample opportunity to demonstrate achievement.
 4. Students are accountable for their work.
 5. Teachers post grades in a timely and accurate manner.
 6. Teachers update reports as students improve achievement.
 7. Students have several opportunities (method and number) to demonstrate mastery.
 8. The teacher provides quality assessments.
 9. The teacher accurately records evidence of student need and achievement.
- B. Grading procedures of teachers are based on student achievement of performance standards.
1. Grades relate directly to identified learning goals.
 2. Performance standards are used to determine grades.
- C. Student involvement in grading includes understanding of grade determination and responsible communication with teachers and parents regarding progress.
1. Feedback is given separately for formative assessments.
 2. Grades relate directly to individual student achievement through summative assessments.

Domain 4: Learning Environment

How will students learn it? What happens if students do not learn it or already know it?

VIII. Students are engaged in a positive, productive environment established by the teacher.

- A. A supportive culture for successful learning is evident.
1. Students have ongoing feedback to know how they are progressing.
 2. Teacher takes personal interest in and knows student achievement and learning styles.
 3. Students are assisted in self responsibility and self monitoring.
 4. Teacher student relationship is appropriate.
- B. Students know and follow the procedures for the class.
1. Beginning of day and period procedures are routine and logical.
 2. Procedures for transitions focus student attention and minimize interruptions.
 3. Learning materials, support equipment and technology are used efficiently.
 4. Effective procedures are used to present information, guide group work, and facilitate independent practice and teacher led activities.
 5. Students are involved in the establishment of rules and procedures.
- C. Physical space is safe and organized for learning.
1. Safety procedures are defined and visible for student reference.
 2. The learning environment is organized to facilitate learning.
 3. Time on learning is maximized as a result of good organization of the learning environment.
- D. Students and teachers share a mutual rapport and respect.
1. An appropriate level of teacher control is in place.
 2. Students feel the teacher knows and takes personal interest in them.
 3. The tone between teacher and student is pleasant and appropriate.
 4. The teacher and students celebrate success.
 5. Students participate actively in the learning activities.
 6. The teacher designs activities to develop appropriate level of concern.
 - a. The teacher is highly visible to all students in the setting.
 - b. The teacher uses proximity to motivate students.
 - c. Questioning techniques encourage all students to participate.
 - d. The teacher demonstrates the appropriate use of humor.
 - e. The teacher demonstrates caring for each individual.

IX. Student behavior expectations that comply with Millard policy are clearly taught and effectively implemented.

- A. Students and teacher establish behavior guidelines appropriate for the developmental level of student and classroom setting.

- 1. Appropriate limits for unacceptable behavior and resulting consequences are established and followed.
- 2. Acceptable behavior is acknowledged and reinforced.
- B. Students understand and follow established behavior guidelines.
 - 1. Bullying or exclusion is not tolerated.
 - 2. Teacher anticipates problems and reacts immediately.
 - 3. Effective procedures for record keeping are followed.
- X. Students are expected to meet challenging and differentiated learning goals.
 - A. Goals are set at least annually.
 - B. Students understand and are actively involved in their personal progress.
 - 1. Assessment reports provide appropriate information to support the student.
 - 2. Student/parent/teacher conferences and communications focus on individual student learning and achievement.
 - 3. Students are involved in self-reflection about their learning.
 - 4. Learning goals are reviewed and revised as appropriate.
 - C. Goals push students toward continued growth.

Domain 5: Professional Responsibilities

XI. Teaching professionals initiate meaningful professional growth and contribute to school and district improvement.

- A. Teaching professionals pursue professional development to improve instruction.
 - 1. Teaching professionals apply professional development growth experiences to improve content knowledge and pedagogical skill.
 - 2. Teaching professionals review student data, critically examine their teaching, and collaborate with colleagues to increase student achievement.
 - 3. Teaching professionals systematically reflect upon their own teaching practice and learn from experience.
- B. Teaching professionals assume responsibility for school and district improvement.
 - 1. Teaching professionals work cooperatively to identify areas where school and district programs need to be strengthened.
 - 2. Teaching professionals participate in the implementation of improvement plans.

XII. Teaching professionals perform school-related responsibilities.

- A. Teaching professionals comply with rules and regulations to provide a safe and orderly school environment.
 - 1. Teaching professionals carry out school-related duties by adhering to established laws, policies, rules, and regulations.
 - 2. Teaching professionals adhere to the Professional Code of Ethics (Board Policy 4155).
- B. Teaching professionals contribute to a positive school climate.
 - 1. Teaching professionals foster healthy relationships with others.
 - 2. Teaching professionals demonstrate enthusiasm for their profession and express concerns in a constructive manner.
 - 3. Teaching professionals are involved in school activities to enrich the school learning environment.
- C. Teaching professionals initiate parental involvement and support.
 - 1. Teaching professionals clearly communicate the objectives and expectations of the course and/or grade level to students and parents to engage families in the instructional program.
 - 2. Teaching professionals accurately maintain student records and effectively communicate student progress in a variety of methods to students and parents.
- D. Teaching professionals use a variety of educational tools, including technology, to enhance professional practice.
 - 1. Teaching professionals apply technology to increase productivity.
 - 2. Teaching professionals continually evaluate professional practice regarding the use of

~~technology in support of student learning.~~

~~3. Teaching professionals model an understanding of the social, ethical, legal, and human issues surrounding the use of technology.~~

~~Related Policy :~~ 6200

~~Legal Reference:~~ § 79-866; 92 NAC 27

~~Date of Adoption:~~ May 3, 1999

~~Date of Revision:~~ July 16, 2001; May 19, 2003; October 2, 2006; May 21, 2007; June 2, 2008

Millard Public Schools

Omaha, NE

Millard Instructional Model

Indicators of Effective Teaching and Learning

Domain 1: Planning

- I. Teacher plans with individual learning results in mind.
 - A. Teacher utilizes the standards and indicators defined by the Millard Educational Program in planning essential learning outcomes and objectives in each area of study.
 - B. Teacher uses individualized assessment data to determine learning objectives for students.
 - C. Teacher designs lessons and units that incorporate effective practices.

Domain 2: Instruction

- II. Teacher delivers well-designed units and lessons so that students achieve desired learning results.
 - A. Teacher communicates and reinforces daily, weekly, and unit learning goals and objectives throughout instruction.
 - B. Teacher uses effective instructional strategies to ensure growth in student achievement.
- III. Teacher ensures all students learn the Millard curriculum through multiple and diverse learning opportunities.
 - A. Teacher delivers the District approved curriculum with fidelity and differentiates for student needs.
- IV. Teacher uses instructional strategies that result in meaningful understanding and application of learning.
 - A. Teacher links new learning to past learning and real life experiences.
 - B. Teacher organizes instruction so that students become productive and independent learners.
 - C. Teacher facilitates critical thinking and problem solving.

Domain 3: Assessment

- V. Teacher continually monitors student progress and adjusts instruction to optimize individual student learning.
 - A. Teacher uses effective assessment practices that allow the teacher and students to monitor learning.
 - B. Teacher uses assessment data before, during, and after instruction to monitor understanding and to adjust instruction.
- VI. Teacher grading practices reflect evidence of student learning.
 - A. Teacher determines grades based on student achievement of standards and indicators defined by the District curriculum.
 - B. Teacher assigns grades that are fair, consistent, timely and clearly reported.

Domain 4: Learning Environment

- VII. Teacher establishes a physically and emotionally safe learning environment.
 - A. Teacher establishes a physical space that is safe, accessible, and organized for learning.
 - B. Teacher establishes a classroom environment that is emotionally safe.
- VIII. Teacher implements a classroom management system that complies with and supports building and District policy.
 - A. Teacher establishes a proactive classroom management plan appropriate for the developmental level of students to promote emotional, social, and academic growth.
 - B. Teacher implements and maintains the classroom management plan.
- IX. Teacher collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.
 - A. Teacher fosters and communicates multiple and diverse opportunities to support learning activities at home and school.
 - B. Teacher creates a culturally sensitive and bias free learning environment.

Domain 5: Professionalism

- X. Teacher embraces continuous professional growth and contributes to school and District improvement.
 - A. Teacher pursues professional development and reflective practice to improve instruction.
 - B. Teacher supports the mission and beliefs of the school and District to share the responsibility for the growth of student learning, development and achievement.
- XI. Teacher performs job-related responsibilities and acts as an ethical, responsible, member of the professional community.
 - A. Teacher performs job-related duties by adhering to established laws, policies, rules, and building expectations.
 - B. Teacher contributes to a positive, professional workplace.
 - C. Teacher communicates in a professional manner.

Related Policy : 6200

Legal Reference: § 79-866; 92 NAC 27

Date of Adoption: May 3, 1999

Date of Revision: July 16, 2001; May 19, 2003; October 2, 2006; May 21, 2007; June 2, 2008; [October 20, 2014](#)

Millard Public Schools

Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Legislative Standing Positions 2015

Meeting Date: October 6, 2014

Department Office of the Superintendent

Title and Brief Description: Legislative Standing Positions 2015

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: Approval

Background: The Legislative Standing Position to oppose tuition tax credits, vouchers, and private charter schools has been added.

Options/Alternatives Considered: NA

Recommendations: Approval.

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 1st 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: Greater Nebraska Schools Association (GNSA) Membership

Meeting Date: October 6, 2014

Department Office of the Superintendent

Title and Brief Description: Greater Nebraska Schools Association Membership

Greater Nebraska Schools Association (GNSA) Bylaws and application form are attached. GNSA is an association whose purpose is to provide unified support for a statewide finance system that equitably, efficiently, and effectively allocates state revenues to meet the diverse needs of Nebraska's students, in particular, students served by public school districts with insufficient local resources.

Action Desired: Approval

Background:

Options/Alternatives Considered: NA

Recommendations: Approval.

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

Superintendent's Signature: _____

A handwritten signature in blue ink, appearing to read "Jim Duffin", is centered within a light blue rectangular box. The signature is written in a cursive, flowing style.

Greater Nebraska Schools Association Application for Membership

The mission of the Greater Nebraska Schools Association is ensure educational excellence through equitable funding for all Nebraska public school students.

The purpose of the Greater Nebraska Schools Association is to collectively advocate for all Nebraska public school students.

As a member school district of the Greater Nebraska Schools Association, it is mandatory to have participation by the Board of Education members and district staff. Each member school district is required to commit to lobbying activities at the state capitol as a part of their annual dues. The association provides assistance with materials and the process of lobbying.

School District _____

Address _____ Zip _____

Telephone No. _____ Fax Number _____

Superintendent _____ E-Mail _____

Board of Education President _____

The Board of Education and Superintendent of the _____ school district has voted to request membership in the Greater Nebraska Schools Association. The Board of Education and Superintendent recognize the participation requirements of a member in good standing. Additionally, the Board of Education and Superintendent feel that as members of GNSA we can assist the association by:

1)

2)

3)

Equalization History

When were you equalized: _____

The Board of Education and Superintendent recognize that upon acceptance to GNSA, we are expected to follow the Bylaws of the organization and will actively support standing positions regarding legislation and guidelines adopted by the association.

Further, the Board of Education and Superintendent agree to be active participants in whatever manner we can to further the purposes of the association.

The Board of Education and Superintendent agree upon notification of membership acceptance to pay the dues as established by the Board of Directors of the GNSA. The dues for 2014-2015 are \$1,000.

Approved by Board Action:

Date:_____

President, Board of Education

Superintendent

Please send completed form to:

Greater Nebraska Schools Association
ATTN: Laura Maxwell
P.O. Box 82889
Lincoln, NE 68501-2889

GREATER NEBRASKA SCHOOLS ASSOCIATION
“Supporting an equitable opportunity for all Nebraska Public School students”

GNSA LEGISLATIVE PURPOSE

The fundamental purpose of the Greater Nebraska Schools Association (GNSA) is to provide unified support for a statewide finance system that equitably, efficiently, and effectively allocates state revenues to meet the diverse needs of Nebraska’s students, in particular, students served by public school districts with insufficient local resources.

A well-educated citizenry is essential to the future of Nebraska. If Nebraska is to provide all public school students with an equitable opportunity to become well-educated citizens, meeting or exceeding the academic standards established by the State Department of Education, maintaining adequate access to local resources and, where necessary, funding from the State’s General Fund for public schools must be a high priority. In particular, the State must financially assist public schools that lack sufficient local resources to provide students with an equitable educational opportunity. Shortchanging student learning is a bad idea in the short term but will carry serious consequences over the long term with respect to future state prosperity.

As all public school districts work hard to assure high levels of learning for all children, state imposed fiscal limitations on schools continue to constrain and/or eliminate the capacity of property-poor school districts to meet the diverse learning needs of all students. These school districts simply cannot raise or have access to a sufficient amount of money to adequately fund appropriate actions to address the learning needs of their students.

Tax equity for taxpayers and an equitable educational opportunity for all students in Nebraska can be realized if both local and state resources are used properly and consistently with the relative wealth of each school district. A complex version of the simple formula “student needs minus local resources equals state aid” needs to be adhered to consistently and, generally, without exception. While the State is ultimately responsible for the public education of each student in Nebraska between statute-defined ages, taxpayers in all school districts need to carry a fair share of the educational investment. Efforts to artificially define a component of this formula or to introduce non-equalizing components within the formula should be resisted when fiscally possible to do so. In addition, Nebraska needs to remain committed to the funding of education. In the state of Nebraska, only a little over 30% of the funding for K-12 education comes from state sources. This level of contribution ranks Nebraska 49th nationally in the commitment to equitably fund education.

In addition, funds from all sources that have historically been available for public education need to be restored to their intended place and distributed through the equalization formula to provide state funding where it is most needed.

Finally, all public school districts must be allowed to spend all of the resources justified by the learning needs of the students they serve.

GREATER NEBRASKA SCHOOLS ASSOCIATION BYLAWS

ARTICLE I MISSION

Ensure educational excellence through equitable funding for all
Nebraska public school students.

PURPOSE

Collectively advocate for all Nebraska public school students.

ARTICLE II MEMBERS

Section 1. Membership. Membership in the Greater Nebraska Schools Association shall be comprised of the following categories:

1.1 Membership Eligibility

Districts, which receive equalization aid through the state aid formula, demonstrate compatibility with the GNSA membership.

1.1.2 Financial Requirements

Dues will be determined annually by the Executive Committee for each membership district. Dues will be invoiced and paid prior to the annual meeting. No districts will be allowed voting privileges until such district has paid the required fees or arranged for payment of such fees. The membership by majority vote has exclusive authority to waive or adjust fees upon a vote.

1.1.3 Membership Attendance Requirements

Members of the Greater Nebraska Schools Association are required to be in regular attendance at scheduled meetings. Attendance at meetings may be a representative from the member district. Member districts may also be in attendance in person or via electronic means (i.e. SKYPE, FACETIME, etc). Member districts must be in attendance at a minimum of 75 percent of the scheduled meetings.

Reviewed Annually

1.1 Voting Members: Voting membership ("Voting Membership") are those members who are in good standing in section 1. Membership consists of public school districts, which receive equalization aid through the state aid formula, demonstrate compatibility with the GNSA membership and the goals of the organization, or as otherwise determined and approved by the GNSA membership. Each voting member school district is allowed one vote.

1.2 Institutional/Organizational Membership: Advisory membership ("Advisory Membership") is a non-voting membership and is open to any state university/college, professional organizations, ESUs, and the Nebraska Department of Education.

1.2 Membership Requirements

Prospective members meeting criteria and categories as stated above and having received a majority vote of the GNSA Membership at any regular or special meeting and having met the financial obligations as required shall become members under the appropriate category listed above, with all rights and responsibilities as set forth in the organization's Articles of Incorporation and Bylaws.

Such membership, regardless of category, may be revoked upon a majority vote of the organization's membership for any member district that fails to actively participate in the organization or fails to meet its financial obligations as set and approved at the annual meeting or whose actions are contrary to the mission and goals of the organization, provided it is notified in advance of the proposed action by the Board of Directors. As used herein, the term "membership" refers only to Voting member districts unless the context otherwise requires.

Section 2. Annual Meeting. The annual meeting of the members shall be held on a date set annually by the membership, for the purpose of electing officers and for the transaction of such other business as may come before the meeting. Annual meetings shall be held at a time, date, and place proposed by the Executive Council and approved by the membership.

Section 3. Special Meetings. Special meetings of the members may be called by the President, any two members of the Executive Council, or at least five percent (5%) of the membership. Special meetings shall be held at such place, within the State of Nebraska, and at such date and time as shall be stated in the notice.

Section 4. Notice of Meeting. Written or printed notice of membership meetings, stating the place, day and hour of the meeting and, in the case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered not fewer than ten (10) nor more than sixty (60) days before the date of the meeting, either personally, by email, or by mail, by or at the direction of the President, the Secretary, or the officer or persons calling the meeting, to each member of record. If mailed, such notice shall be deemed delivered when deposited in the United States mail addressed to the member at the address appearing on the books and records of the organization, postage prepaid.

Section 5. Quorum. One-half (1/2) of the outstanding votes entitled to be cast at the meeting, represented in person or by proxy, shall constitute a quorum at a meeting of members. The holders (or representatives) of a majority of the votes entitled to be cast at the meeting, even though less than a majority of the votes entitled to be cast at the meeting, may adjourn the meeting from time to time without notice other than an announcement at the meeting, until such time as a quorum is present. At any such adjourned meeting at which a quorum is present, any business may be transacted which might have been transacted at the original meeting. If a quorum is present, the affirmative vote of a majority of the votes represented and entitled to be cast at the meeting on the subject matter shall be the act of the members, unless the vote of a greater number is required by law.

Section 6. Proxies. At all meetings of the member districts, a district through its representative may vote either in person or by proxy executed in writing by the member district.

Section 7. Voting. Subject to the provisions of Sections 9 and 10 of this Article 11, each public school district or system who is a voting member shall be entitled to one vote on each matter voted on by the members at a meeting of members. Votes of a member district may be cast by such member's administrator or board member, either in person or by electronic means.

Section 8. Informal Action by Members. Any action required to be taken at a meeting of the member districts or any action which may be taken at a meeting of the member districts may be taken without a meeting if a written statement setting forth the proposed action to be taken shall be signed by members holding at least eighty percent (80%) of the voting power. Such consent shall have the same force and effect as a unanimous vote of members and may be stated as such in any articles or document filed with the Secretary of State under applicable state law.

ARTICLE III

OFFICERS

Section 1. Number and Qualifications. The officers of the organization shall be a President, President-Elect, one Vice President, Immediate Past President, a Secretary and a Treasurer and such other officers and agents as may be deemed necessary by the membership. The intent of the organization is to rotate officers between school board members and administrators. Any two or more offices may be held by the same person.

Section 2. Election and Tenure. The officers of the corporation shall be elected by the membership at the annual meeting. Each officer shall hold office for a term of one year or until his or her successor shall have been duly elected and shall have become qualified, unless his or her service is terminated sooner because of death, resignation or otherwise.

Section 3. Removal. Any officer or agent of the organization, elected or appointed by the membership, may be removed by the membership whenever it is deemed to be the best interests of the organization.

Section 4. Vacancies. Vacancies occurring in any office by reason of death, resignation or otherwise may be filled by the membership at any meeting.

Section 5. Duties and Authority of Officers.

- (a) President. The President shall be the principal executive officer of the organization and, subject to the control of the membership, shall perform all duties incident to the office of President and such other duties as may be prescribed by the membership from time to time.
- (b) President-Elect. The President-Elect shall be a member of the Executive Council for a one-year term.

- (c) Vice President. In the absence of the President or in the event of his or her death, inability or refusal to act, the Vice President shall perform the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such other duties as from time to time may be assigned by the President or by the membership.
- (d) Immediate Past President. The Immediate Past President shall be a member of the Executive Council for a one-year term.
- (e) Secretary. The Secretary shall attend and keep minutes of the meetings of the members in one or more books provided for that purpose, see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law, be the custodian of the organization's records, keep a register of the post office address of each member which shall be furnished to the Secretary by such member, have general charge of the minute books of the organization, and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the membership.
- (f) Treasurer. The Treasurer shall have charge and custody and be responsible for all funds and securities of the organization, receive and give receipts for all securities and monies due and payable to the organization from any source whatsoever, deposit all such monies in the name of the corporation in such banks, trust companies, or in other depositories as shall be collected in accordance with the provisions of these Bylaws, and in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the membership. If required by the membership, the Treasurer shall give bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the membership shall determine.
- (g) The Executive Council shall consist of officers and such other members as shall be elected by the membership at the annual meeting. Each member shall hold office for a term of one year or until his or her successor shall have been duly elected and shall have become qualified, unless his or her service is terminated sooner because of death, resignation, or otherwise. The Executive Council shall assist the officers and perform other duties as may be prescribed by the membership from time to time.

Section 6. Salaries. Officers shall not receive any salary for their services.

ARTICLE IV

EXECUTIVE DIRECTOR

The Executive Director shall be in charge of the Association's Executive Office, as directed by the Board and defined in these Bylaws.

- (a) The Executive Director, with the assistance of the President, Secretary/Treasurer, and other appropriate Association officers, shall prepare and submit an annual budget to the Board for final action.
- (b) The Executive Director shall supervise the collection of Association dues through the sending of notices and shall record all payments.
- (c) The Executive Director shall supervise the processing of all applications for membership, changes in membership status, requests for dues adjustments, and updating of the membership roll and computer roster of the Association.
- (d) The Executive Director shall serve as public relations officer of the Association, and at the direction of the President, shall handle all national announcements and news releases pertinent to the business and activities of the Association.
- (e) The Executive Director shall prepare quarterly financial statements for the executive committee. The Executive Director shall maintain complete and accurate financial records of the Association, which shall be open to inspection by the membership at all times during regular business hours, given reasonable prior notice.
- (f) The Executive Director shall serve as a nonvoting member of the executive committee, and shall attend meetings of the Association and Board.
- (g) The Executive Director shall serve as a nonvoting member of the Board.
- (h) The Executive Director shall recruit, maintain, and sustain membership for the organization.

ARTICLE V

BANK ACCOUNT

The funds of the organization shall be deposited in such banks, trust funds or depositories as the membership may designate and shall be withdrawn upon the signature of the President and/or upon the signatures of such other person or persons as the directors may by resolution authorize.

ARTICLE VI

AMENDMENTS

Except as otherwise provided by law or by specific provisions of these Bylaws, the Bylaws may be amended or repealed at any annual, regular or special meeting of the Board of Directors or of the members.

ARTICLE VII

INDEMNIFICATION OF DIRECTORS. OFFICERS EMPLOYEES AND AGENTS

To the extent permitted by law, the organization shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, other than an action by or in the right of the organization, by reason of the fact that he or she is or was a director, officer, employee or agent of the organization against expenses, including attorney fees, judgments, fines and amounts paid in settlement actually and reasonable incurred by him or her in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the organization, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful.

To the extent permitted by law, the organization shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the organization to procure a judgment in its favor by reason of the fact that he or she is or was a director, officer, employee or agent of the organization or is or was serving at the request of the organization officer, employee or agent of another corporation, partnership, joint venture or other enterprise or as a trustee, officer, employee or agent of an employee benefit plan, against expenses, including attorney fees, actually and reasonably incurred by him or her in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the organization.

To the extent permitted by law, the organization shall have the power to purchase and maintain insurance on behalf of any person who is or was a, officer, employee or agent of the organization against any liability asserted against him or her and incurred in such capacity or arising out of his or her status as such, whether or not the organization would have the power to indemnify him or her against such liability.

The indemnity provided for by this Article VI shall not be deemed to be exclusive of any other rights to which those indemnified may be otherwise entitled, nor shall the provisions of this Article VIII be deemed to prohibit the organization from extending its indemnification to cover

Greater Nebraska Schools Association (GNSA)

KEY EXPECTATIONS/MEMBERSHIP CRITERIA

MISSION


Ensure educational excellence through equitable funding for all Nebraska public school students.

PURPOSE

Collectively advocate for all Nebraska public school students.

1. Commitment to mission and purpose of the GNSA.
2. Member district agrees to inform, educate, and promote the mission and purpose among the GNSA membership as well as establish and share membership strategies and expectations with groups of interest (i.e. Governor, Education Committee, State Legislature members, NDE, interest groups, etc.).
3. Membership commitment as evidenced by Board action.
 - a. Districts petitioning for membership must take action to join GNSA at a BOE meeting to affirm and document commitment.
4. Member district Superintendent must actively participate during the legislative session and throughout interim studies in order to promote GNSA mission and objectives as stipulated through initiatives of the collective membership. This includes, but is not limited to:
 - a. Regular participation at GNSA meetings (75%).
 - b. Providing legislative updates to GNSA membership as requested and willingness to provide written or oral testimony on GNSA legislative initiatives as requested by the membership.
 - c. Presence in Legislature conducting individual outreach to senators including education committee and legislative district representatives in order to further the legislative initiatives identified by GNSA.
 - d. Board Member presence and/or participation.
 - e. Establish designated board members and alternates to attend and represent GNSA
 - f. Commit to one or two meetings per session and attend remaining meetings through virtual connection.
 - i. Virtual connection being reserved for those districts with substantial travel.
5. Member districts agree to the elimination of surprises.
 - a. Superintendent must notify the membership **if** their district's position differs from the GNSA position.
6. Member district must be in good standing in regards to membership dues and/or fees.
 - a. No district is entitled to any privileges of membership until district has paid the required fees or arranged for payment of such fees as noted under article for obligations.
 - b. The membership by majority vote has exclusive authority to waive fees and or provide refunds upon a vote of majority.

AGENDA SUMMARY SHEET

Agenda Item:	Appointment of Negotiations Team for Teacher's Contract.
Meeting Date:	October 6, 2014
Department	General Administration / Human Resources
Title and Brief Description:	Appointment of Negotiations Team for the teacher's contract The designation of the members who will serve as the District's representatives during the collective bargaining process for teachers.
Action Desired:	Approval
Background:	<p>On March 3, 2014, the Board of Education recognized the MEA as the collective bargaining agent for District teachers. Nebraska law provides school employees the right to bargain collectively with the school district in certain matters related to their employment contract. The association that represents these employees has a team of members who meet with a similar team appointed by the District. The District's team has the task of negotiating the proposed terms of the collective bargaining agreement; however, final approval for the agreement rests with the Board of Education.</p> <p>It is the administration's recommendation that the district's team for the 2015-16 contract year negotiations be comprised of Ken Fossen, Duncan Young, Kevin Chick and Chad Meisgeier, with Chad Meisgeier serving as the lead negotiator for the team.</p>
Options/Alternatives Considered:	The Board could appoint different members to the team.
Recommendations:	It is recommended that the Board appoint Ken Fossen, Duncan Young, Kevin Chick and Chad Meisgeier for the District's negotiations team for collective bargaining related to the FYE16 employment contract for teachers; and that the Board appoint Chad Meisgeier as the lead negotiator for the team.
Strategic Plan Reference:	N/A
Timeline:	Immediate
Responsible Persons:	Chad Meisgeier, Ken Fossen, and Kevin Chick
Superintendent's Signature:	_____  _____

AGENDA SUMMARY SHEET

Agenda Item: Appointment of Negotiations Team for Nurse's Contract.

Meeting Date: October 6, 2014

Department General Administration / Human Resources

Title and Brief Description: Appointment of Negotiations Team for the nurse's contract
The designation of the members who will serve as the District's representatives during the collective bargaining process for Nurses.

Action Desired: Approval

Background: On March 3, 2014, the Board of Education recognized the MEA as the collective bargaining agent for District nurses. Nebraska law provides school employees the right to bargain collectively with the school district in certain matters related to their employment contract. The association that represents these employees has a team of members who meet with a similar team appointed by the District. The District's team has the task of negotiating the proposed terms of the collective bargaining agreement; however, final approval for the agreement rests with the Board of Education.

It is the administration's recommendation that the district's team for the 2015-16 contract year negotiations be comprised of Duncan Young, Mitch Mollring and Chad Meisgeier, with Chad Meisgeier serving as the lead negotiator for the team.

Options/Alternatives Considered: The Board could appoint different members to the team.

Recommendations: It is recommended that the Board appoint Duncan Young, Mitch Mollring and Chad Meisgeier for the District's negotiations team for collective bargaining related to the FYE16 employment contract for nurses; and that the Board appoint Chad Meisgeier as the lead negotiator for the team.

Strategic Plan Reference: N/A

Timeline: Immediate

Responsible Persons: Chad Meisgeier, Ken Fossen, Mitch Mollring and Kevin Chick

Superintendent's Signature: _____



AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Schematic Designs for the MNHS Temporary Counselors Offices Project

MEETING DATE: October 6, 2014

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Approval of Schematic Designs for the MNHS Temporary Counselors Offices Project – the first step in the construction project for the MNHS Temporary Counselors Offices School bond issue project.

ACTION DESIRED: Approval x Discussion Information Only .

BACKGROUND: The progressive steps for construction projects are as follows:

1. Schematic Design (SD) *
 - “30 thousand feet view” – initial design and cost estimates
2. Design Development (DD)
 - “10 thousand feet view” – refined design and cost estimates
3. Construction Documents (CD) *
 - “Pattern altitude view” – final design and cost estimates plus all of the information necessary for contractors to bid the project.
4. Bidding/Awarding of Contract (BA) *
 - The receipt and opening of bids and the presentation to the board for the award of the construction contract.
5. Contract Administration (CA)
 - Supervision and documentation of the construction project.

* Board Meeting Presentations

Attached are the Schematic Designs for the MNHS Temporary Counselors Offices project. This project moves the counselors offices in preparation for the major project which will be bid later.

BCDM Architects (Kevin Schluckebeer) will be present to address the board.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: It is recommended that the schematic designs for the MNHS Temporary Counselors Offices project be approved as submitted.

STRATEGIC PLAN REFERENCE: n/a

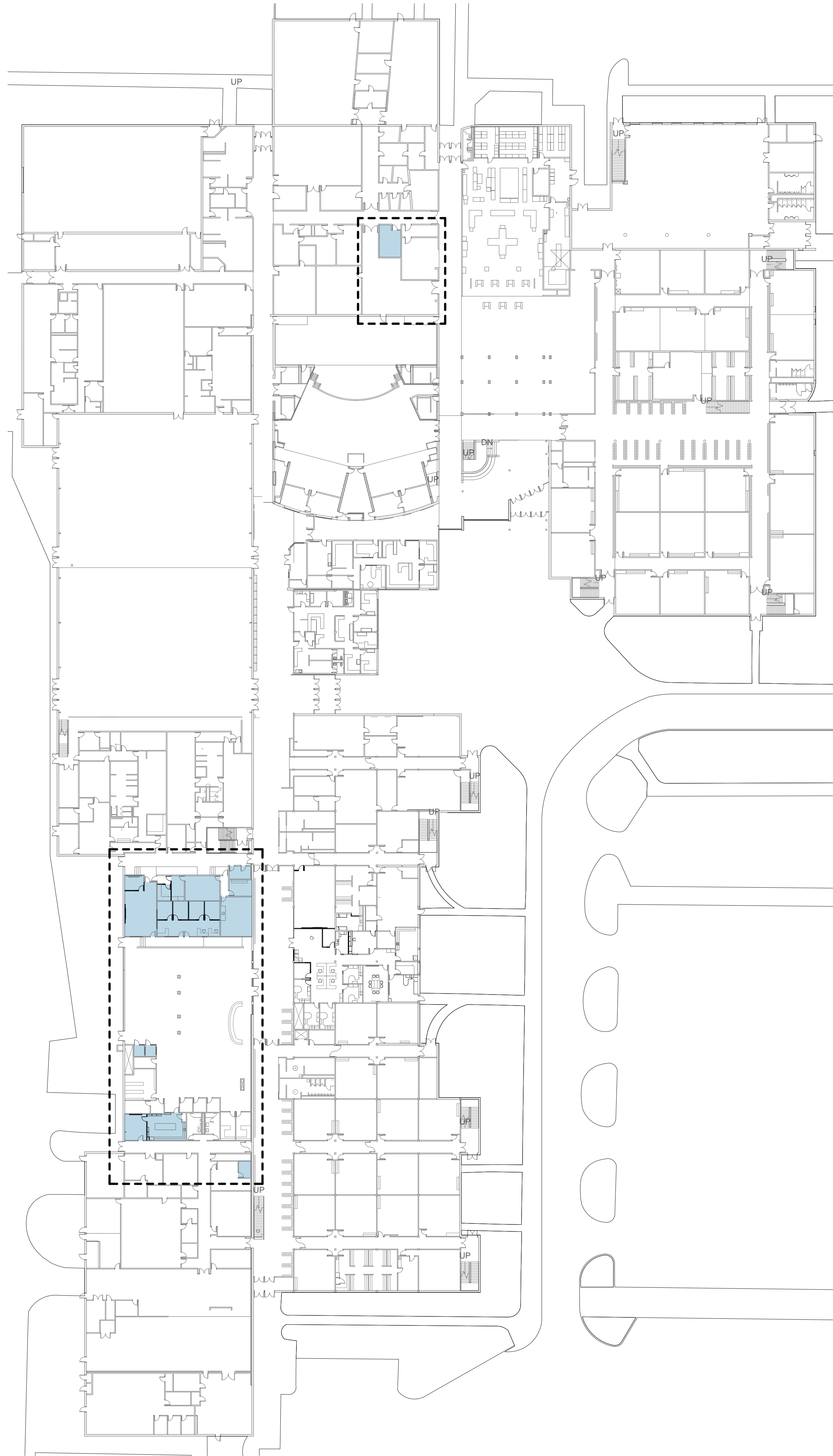
IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

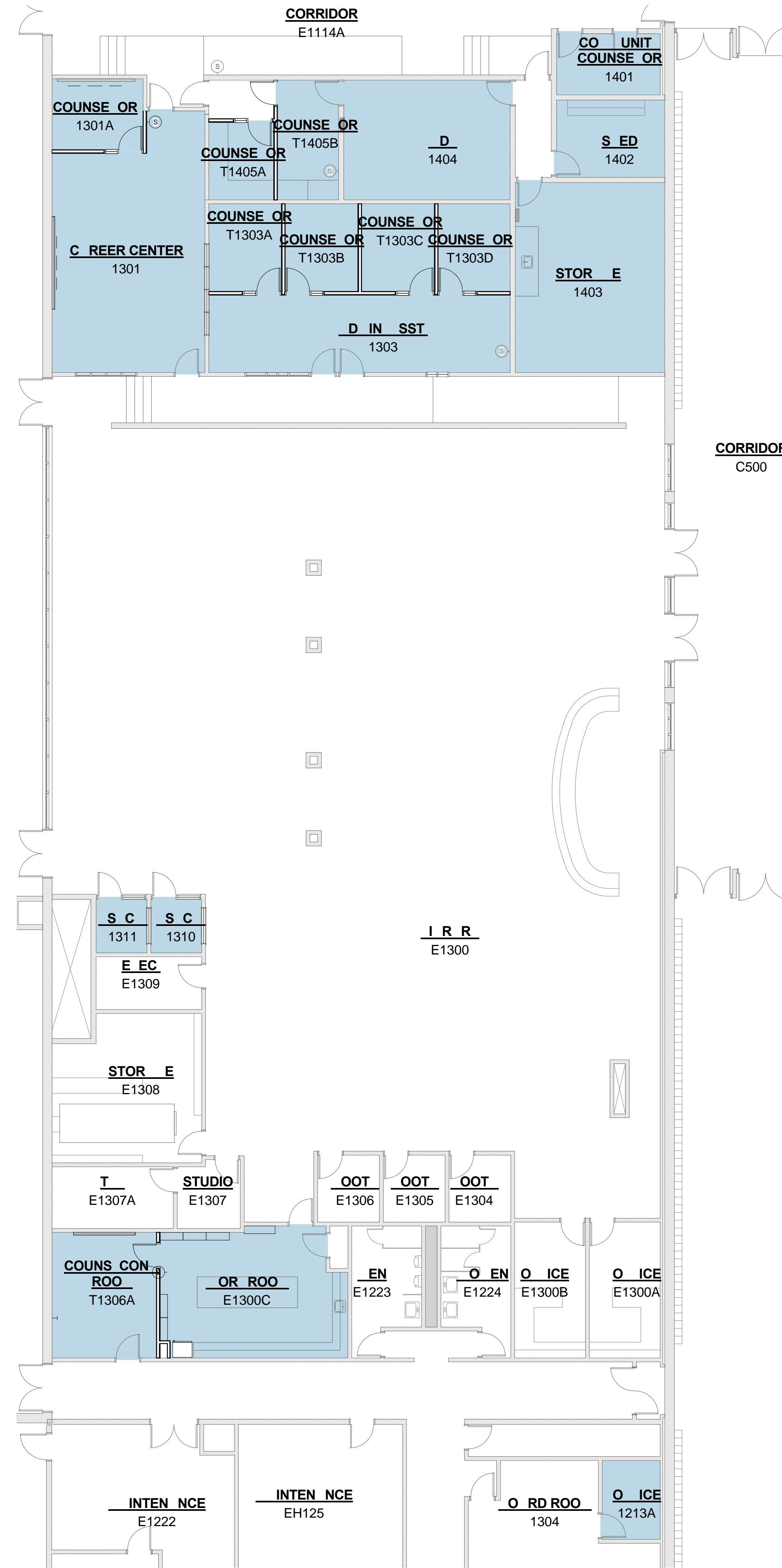
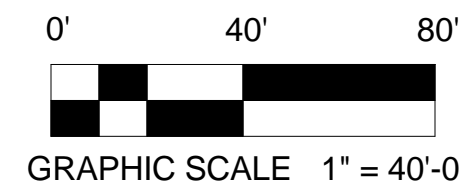
RESPONSIBLE PERSON: BCDM (Architects), Sampson Construction (CMa), and Ken Fossen

SUPERINTENDENT’S APPROVAL:

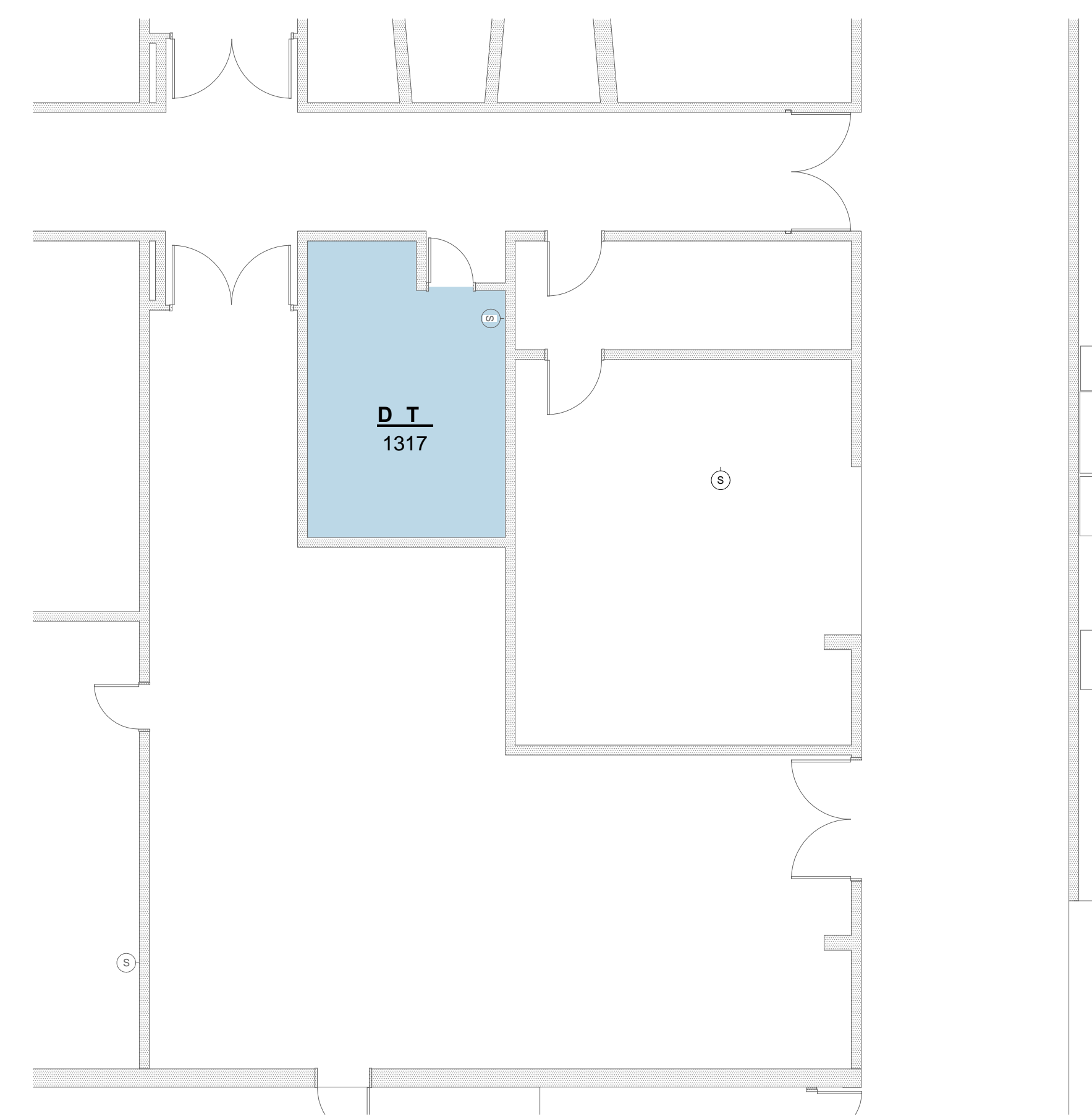
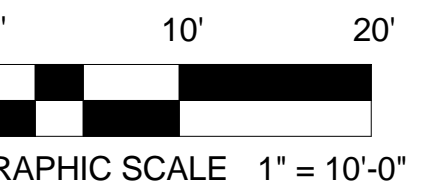




③ FIRST FLOOR COMPOSITE FLOOR PLAN - SCHOOL YEAR 2014-2015
1" = 40'-0"



① INTERIM COUNSELING FLOOR PLAN
1" = 10'-0"




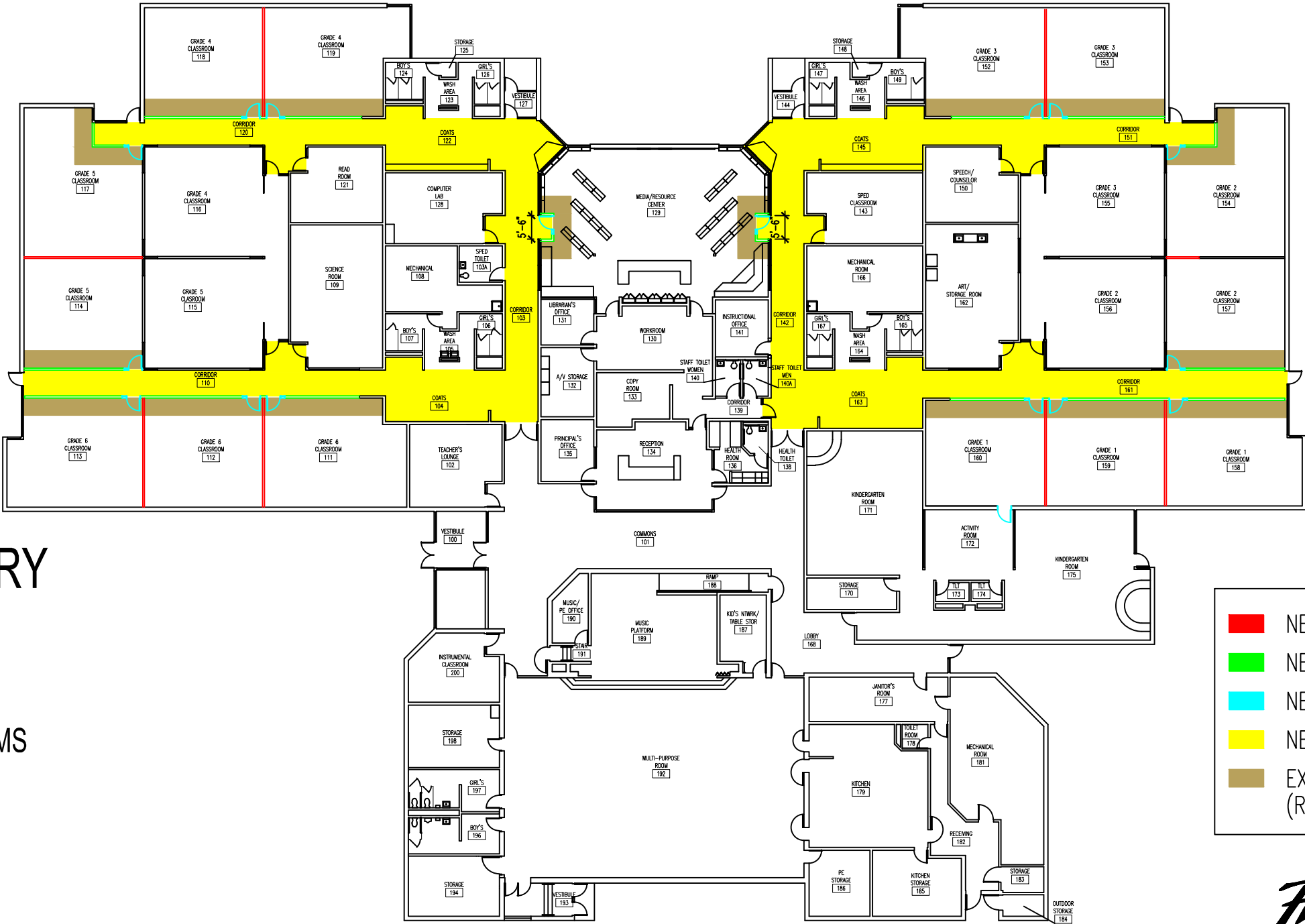
② INTERIM COUNSELING FLOOR PLAN
1/8" = 1'-0"

Division	Description	Cost	
	CONSTRUCTION COSTS	Detail	Div. Subtotal
1	GENERAL CONDITIONS		\$13,431
6	WOOD & PLASTICS		\$3,163
	A. Rough carpentry	\$2,500	
8	DOORS & WINDOWS		\$4,233
	A. Hollow metal/Hardware/wood doors	\$3,848	
9	FINISHES		\$26,093
	A. Metal studs & drywall	\$11,680	
	C. Acoustic ceilings	\$4,983	
	D. Flooring & base	\$2,945	
	E. Painting	\$4,113	
11	EQUIPMENT		\$500
13	MECHANICAL		\$12,650
	C. Fire Sprinkler (Base Bid)	\$11,500	
14	ELECTRICAL		\$38,500
	B. Special Systems (-----)	\$35,000	
15	DEMOLITION		\$4,400
	B. Exist Library to Counseling	\$4,000	
	PROJECT TOTAL		\$102,969

Division	Description	Cost	
	CONSTRUCTION COSTS	Detail	Div. Subtotal

AGENDA SUMMARY SHEET

AGENDA ITEM:	Approval of Schematic Designs for the Abbott Elementary Project
MEETING DATE:	October 6, 2014
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Approval of Schematic Designs for the Abbott Elementary Project – the first step in the construction project for the Abbott Elementary School bond issue project.
ACTION DESIRED:	Approval <u> x </u> Discussion <u> </u> Information Only <u> </u> .
BACKGROUND:	<p>The progressive steps for construction projects are as follows:</p> <ol style="list-style-type: none"> 1. Schematic Design (SD) * <ul style="list-style-type: none"> - “30 thousand feet view” – initial design and cost estimates 2. Design Development (DD) <ul style="list-style-type: none"> - “10 thousand feet view” – refined design and cost estimates 3. Construction Documents (CD) * <ul style="list-style-type: none"> - “Pattern altitude view” – final design and cost estimates plus all of the information necessary for contractors to bid the project. 4. Bidding/Awarding of Contract (BA) * <ul style="list-style-type: none"> - The receipt and opening of bids and the presentation to the board for the award of the construction contract. 5. Contract Administration (CA) <ul style="list-style-type: none"> - Supervision and documentation of the construction project. <p style="text-align: center;">* Board Meeting Presentations</p> <p>Attached are the Schematic Designs for the Abbott Elementary project. This is an “open to closed” classroom project. The construction budget for the project was \$643,738 so the project is still under budget.</p> <p>Purdy & Slack Architects (Mike Purdy) will be present to address the board.</p>
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	It is recommended that the schematic designs for the Abbott Elementary project be approved as submitted.
STRATEGIC PLAN REFERENCE:	n/a
IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	Immediate
RESPONSIBLE PERSON:	Purdy & Slack (Architects), Sampson Construction (CMA), and Ken Fossen
SUPERINTENDENT’S APPROVAL:	



ABBOTT ELEMENTARY

FLOOR PLAN

- 3 UNIT FACILITY
- 20 GRADE LEVEL CLASSROOMS
- 9 SPECIAL USE ROOMS

ALTERNATES

- 1. FULL CARPET REPLACEMENT

NEW DRYWALL WALLS

NEW CMU WALLS

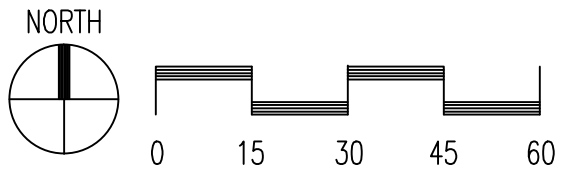
NEW DOORS

NEW CARPET (AS REQUIRED)

EXISTING CARPET
(ROLLED BACK & REINSTALLED)



Purdy & Slack
ARCHITECTS
11919 Grant Street Suite 200 Omaha, Nebraska 68164 (402) 496-4448




**ott Elementary
SD Estimate**

73
09/29/2014

Bond Issue Budget \$643,738

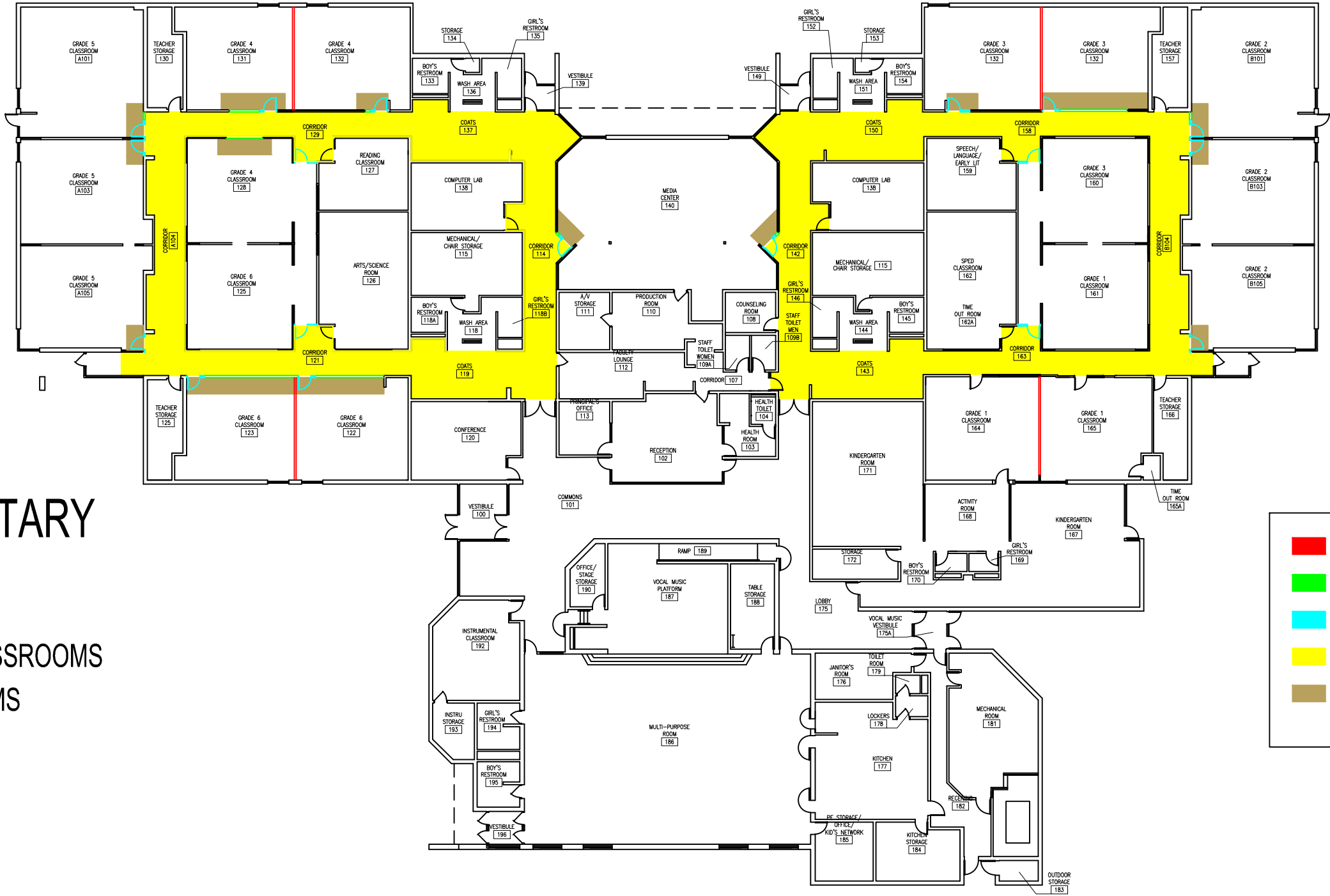
Division	Description	Cost	
	CONSTRUCTION COSTS	Detail	Div. Subtotal
1	GENERAL CONDITIONS		\$110,633
2	SITEWORK		\$18,356
	A. Excavation/Backfill/Site Prep	\$3,080	
	B. Concrete Paving & Walkways	\$1,690	
	C. Asphalt paving	\$0	
	D. Landscaping/Seeding/Grading	\$528	
	E. Interior/Select Demo	\$13,058	
3	CONCRETE		\$330
	A. Footings	\$0	
	B. Slabs	\$330	
	C. Cast-in-place walls	\$0	
	D. Structural precast	\$0	
4	MASONRY		\$35,707
	A. Block	\$35,707	
	B. Brick	\$0	
	C. Arch. precast	\$0	
5	METALS		\$0
	A. Structural steel	\$0	
	B. Misc. steel/handrails/stairs	\$0	
6	WOOD & PLASTICS		\$4,400
	A. Rough carpentry	\$0	
	B. Millwork & finish carpentry	\$4,400	
7	THERMAL/MOISTURE PROTECTION		\$2,580
	A. Roofing	\$0	
	B. Caulking & waterproofing	\$2,580	
8	DOORS & WINDOWS		\$37,070
	A. Hollow metal/Hardware/wood doors	\$35,200	
	B. Alum. & glass	\$1,870	
	C. Skylites	\$0	
	D. Overhead/coiling doors	\$0	
9	FINISHES		\$92,193
	A. Metal studs & drywall	\$10,037	
	B. Plaster & Dryvit	\$0	
	C. Acoustic ceilings	\$24,904	
	D. Flooring & base	\$25,132	
	E. Painting	\$32,120	
10	SPECIALTIES		\$11,000
11	EQUIPMENT		\$0
12	FURNISHINGS		\$0
13	SPECIAL CONSTRUCTION		\$0
14	CONVEYING SYSTEMS		\$0
15	MECHANICAL		\$148,497
	A. Utilities	\$22,000	
	B. Piping Systems Plumbing	\$13,200	
	C HVAC Sheet Metal Systems	\$44,000	
	D. Fire Sprinkler	\$69,297	
16	ELECTRICAL		\$92,400
	A. Power & Lighting	\$73,700	
	B. Special Systems	\$18,700	
	PROJECT TOTAL		\$553,165

AGENDA SUMMARY SHEET

AGENDA ITEM:	Approval of Schematic Designs for the Ezra Elementary Project
MEETING DATE:	October 6, 2014
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Approval of Schematic Designs for the Ezra Elementary Project – the first step in the construction project for the Ezra Elementary School bond issue project.
ACTION DESIRED:	Approval <u> x </u> Discussion <u> </u> Information Only <u> </u> .
BACKGROUND:	<p>The progressive steps for construction projects are as follows:</p> <ol style="list-style-type: none"> 1. Schematic Design (SD) * <ul style="list-style-type: none"> - “30 thousand feet view” – initial design and cost estimates 2. Design Development (DD) <ul style="list-style-type: none"> - “10 thousand feet view” – refined design and cost estimates 3. Construction Documents (CD) * <ul style="list-style-type: none"> - “Pattern altitude view” – final design and cost estimates plus all of the information necessary for contractors to bid the project. 4. Bidding/Awarding of Contract (BA) * <ul style="list-style-type: none"> - The receipt and opening of bids and the presentation to the board for the award of the construction contract. 5. Contract Administration (CA) <ul style="list-style-type: none"> - Supervision and documentation of the construction project. <p style="text-align: center;">* Board Meeting Presentations</p> <p>Attached are the Schematic Designs for the Ezra Elementary project. This is an “open to closed” classroom project. The construction budget for the project was \$638,141 so the project is still under budget.</p> <p>Purdy & Slack Architects (Mike Purdy) will be present to address the board.</p>
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	It is recommended that the schematic designs for the Ezra Elementary project be approved as submitted.
STRATEGIC PLAN REFERENCE:	n/a
IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	Immediate
RESPONSIBLE PERSON:	Purdy & Slack (Architects), Sampson Construction (CMA), and Ken Fossen
SUPERINTENDENT’S APPROVAL:	

EZRA ELEMENTARY

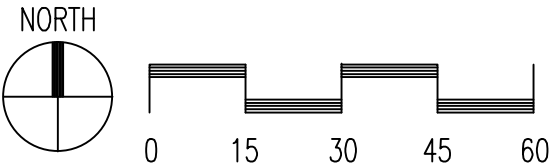
- 3 UNIT FACILITY
- 20 GRADE LEVEL CLASSROOMS
- 10 SPECIAL USE ROOMS



- NEW DRYWALL WALLS
- NEW CMU WALLS
- NEW DOORS
- NEW CARPET (AS REQUIRED)
- EXISTING CARPET (ROLLED BACK & REINSTALLED)



Purdy & Slack
ARCHITECTS
11919 Grant Street Suite 200 Omaha, Nebraska 68164 (402) 496-4448



**Ezra Elementary
SD Estimate**

76
09/29/2014

Bond Issue Budget \$638,141

Division	Description	Cost	
	CONSTRUCTION COSTS	Detail	Div. Subtotal
1	GENERAL CONDITIONS		\$126,055
2	SITEWORK		\$18,793
	A. Excavation/Backfill/Site Prep	\$3,080	
	B. Concrete Paving & Walkways	\$1,584	
	C. Asphalt paving	\$0	
	D. Landscaping/Seeding/Grading	\$341	
	E. Interior/Select Demo	\$13,788	
3	CONCRETE		\$446
	A. Footings	\$0	
	B. Slabs	\$446	
	C. Cast-in-place walls	\$0	
	D. Structural precast	\$0	
4	MASONRY		\$11,701
	A. Block	\$11,701	
	B. Brick	\$0	
	C. Arch. precast	\$0	
5	METALS		\$0
	A. Structural steel	\$0	
	B. Misc. steel/handrails/stairs	\$0	
6	WOOD & PLASTICS		\$2,750
	A. Rough carpentry	\$0	
	B. Millwork & finish carpentry	\$2,750	
7	THERMAL/MOISTURE PROTECTION		\$1,922
	A. Roofing	\$0	
	B. Caulking & waterproofing	\$1,922	
8	DOORS & WINDOWS		\$33,396
	A. Hollow metal/Hardware/wood doors	\$31,680	
	B. Alum. & glass	\$1,716	
	C. Skylites	\$0	
	D. Overhead/coiling doors	\$0	
9	FINISHES		\$160,111
	A. Metal studs & drywall	\$10,037	
	B. Plaster & Dryvit	\$0	
	C. Acoustic ceilings	\$39,518	
	D. Flooring & base	\$95,816	
	E. Painting	\$14,740	
10	SPECIALTIES		\$5,500
11	EQUIPMENT		\$0
12	FURNISHINGS		\$0
13	SPECIAL CONSTRUCTION		\$0
14	CONVEYING SYSTEMS		\$0
15	MECHANICAL		\$129,903
	A. Utilities	\$27,500	
	B. Piping Systems Plumbing	\$8,800	
	C HVAC Sheet Metal Systems	\$22,000	
	D. Fire Sprinkler	\$71,603	
16	ELECTRICAL		\$139,700
	A. Power & Lighting	\$66,000	
	B. Special Systems	\$73,700	
	PROJECT TOTAL		\$630,277

AGENDA SUMMARY SHEET

Meeting Date: October 6, 2014

Department Human Resources

Action Desired: Approval

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

**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: _____



October 6, 2014

CONTRACT CANCELLATIONS

Recommend: The following contract cancellations be approved:

1. Jolie A. Brooks – Science Teacher Millard North High School.
2. Vicky L. Jordan – Speech Pathologist at Montclair Elementary School.

October 6, 2014

TEACHERS RECOMMENDED FOR HIRE

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

1. Lindsey Anderson – MA – Concordia University. Special Education teacher at Hitchcock Elementary School. Previous Experience: Millard Public Schools (2011-2014)
2. Lauren M. Hayes – MA – College of St. Mary. Science teacher at Millard North High School for the remainder of the 2014-15 school year.

AGENDA SUMMARY SHEET

AGENDA ITEM: Enrollment Report

MEETING DATE: October 6, 2014

DEPARTMENT: Educational Services: Assessment, Research, & Evaluation

TITLE: Enrollment Report

BRIEF DESCRIPTION: Report states the district and building enrollment reflective of data pulled on September 22, 2014.

ACTION DESIRED: ___ Approval X Information/Discussion

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

RECOMMENDATIONS: None

STRATEGIC PLAN REFERENCE: None

IMPLICATIONS OF ADOPTION OR REJECTION: None

TIMELINE: None

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

SUPERINTENDENT'S APPROVAL:

_____  _____

**September 22, 2014
Millard Public Schools
Total Enrollment**

Elementary		K	1	2	3	4	5	SpEd Cluster Prgm	Current Total	Current Change	YTD Change	Official 13/14 Enrollment
Abbott	(3 unit)	67	81	65	63	68	69		413	-2	-	434
Ackerman	(4 unit)	76	72	61	79	68	86		442	-2	-	463
Aldrich	(3 unit)	69	75	96	70	80	99		489	0	-	470
Black Elk	(4 unit)	83	82	54	71	82	84		456	-3	-	444
Bryan	(3 unit)	63	62	59	66	60	70		380	2	-	376
Cather	(3 unit)	66	70	60	69	77	70		412	-2	-	433
Cody	(2 unit)	39	36	32	47	37	30	21	242	0	-	208
Cottonwood	(3 unit)	43	40	43	50	67	61		304	1	-	307
Disney	(3 unit)	53	48	43	47	41	31	16	279	1	-	263
Ezra Millard	(3 unit)	73	82	63	64	59	61	9	411	-6	-	403
Harvey Oaks	(2 unit)	45	30	47	44	42	50		258	-1	-	266
Hitchcock	(2 unit)	43	48	37	43	43	35	11	260	1	-	240
Holling Heights	(3 unit)	63	70	64	55	64	67	9	392	7	-	392
Montclair	(4 unit)	87	91	91	85	86	86		526	-3	-	526
Morton	(3 unit)	39	57	40	40	57	58	0	291	-1	-	314
Neihardt	(4 unit)	109	97	94	83	89	95		567	-2	-	522
Norris	(3 unit)	60	61	56	69	64	60		370	-2	-	365
Reagan	(4 unit)	111	82	82	96	73	90		534	1	-	716
Reeder	(4 unit)	101	101	104	94	107	111	0	618	-1	-	591
Rockwell	(3 unit)	57	40	52	46	51	47	15	308	-1	-	304
Rohwer	(3 unit)	89	97	100	97	107	102	16	608	5	-	434
Sandoz	(3 unit)	58	57	45	57	47	54		318	-3	-	315
Upchurch	(3 unit)	101	115	104	104	104	111		639	-4	-	654
Wheeler	(4 unit)	73	74	80	95	76	104	25	527	0	-	543
Willowdale	(3 unit)	52	76	68	72	64	77		409	2	-	385
Totals		1720	1744	1640	1706	1713	1808	122	10,453	-13	-	10,368

Middle		6	7	8	SpEd Prgm*	Current Total	Current Change	YTD Change	Official 13/14 Enrollment
Andersen MS	293	287	319		0	899	4	-	877
Beadle MS	357	382	396		25	1135	-3	-	1147
Central MS	274	254	261		18	789	-3	-	746
Kiewit MS	315	299	322		0	936	-3	-	913
North MS	242	285	244		19	771	-3	-	815
Russell MS	289	289	296		0	874	4	-	872
MS Alternative	0	9	13		0	22	2	-	23
Totals	1770	1805	1851		62	5426	-2	-	5393

High	Grads YTD	9	10	11	12	SpEd Prgm*	Current Total	Current Change	YTD Change	Official 13/14 Enrollment
North HS		607	623	621	611	22	2462	-1	-	2407
South HS		519	509	539	495	38	2062	-10	-	2030
West HS		633	624	571	570	23	2398	1	-	2395
Horizon HS		0	7	32	77	0	116	-16	-	141
Totals	0	1759	1763	1763	1753	83	7038	-26	-	6973

***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: **51

Preschool	SpEd	Not SpEd	Total	Official 13/14
Bryan	11	29	40	34
Cody	47	42	89	105
Disney	7	14	21	24
Hitchcock	14	13	27	35
Holling Heights	0	19	19	18
Montclair	24	8	32	31
Montclair Montessori	3	81	84	84
Neihardt	13	44	57	64
Norris	1	17	18	18
Norris Montessori	1	33	34	28
Rockwell	2	16	18	18
Sandoz	15	41	56	55
Wheeler	24	21	45	39
Homebased Infants	88	0	88	90
TOTAL			628	643

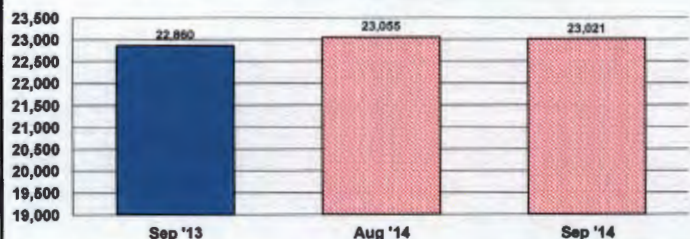
Career Academies	NHS	SHS	WHS	HHS	TOTAL
Culinary	7	7	7		21
Education	6	17	25		48
Entrepreneurship	11	4	16		31
Health Sciences	8	25	55	1	89
Dist/Log Mgmt	5	5	20		30
Ombudsman	(Primary and Secondary Assignment)				24

Contracted SpEd	38	-2	-	41
Rule 18 Interim	4	0	-	8
Young Adult Program	42	0	-	49
Ombudsman (Primary)	20	9	-	21
Total District K-12	23,021	-34	-	22,853
Total District Pre-K-12**	23,700	-17	-	23,549

9/22/2014	
Elementary	10,453
Middle School	5,426
High School	7,038
Contracted & Rule 18	42
Young Adult	42
Ombudsman (Primary)	20
TOTAL	23,021

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

K-12 Enrollment 2014-15



Elementary Classroom Enrollment											Class Size w/out SpEd						
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment							
Abbott	22	21	22	21	23	22											
	23	20	21	22	23	24											
	22	19	22	20	22	23											
		21															
Total Students	67	81	65	63	68	69	413	-2	-	434	413						
Total Teachers	3	4	3	3	3	3	19				19						
Classroom Avg	22.33	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	22	23											
	16	25	21	19	23	20											
	19	24	20	20	23	20											
	21			20		23											
Total Students	76	72	61	79	68	86	442	-2	-	463	442						
Total Teachers	4	3	3	4	3	4	21				21						
Classroom Avg	19.0	24.0	20.3	19.8	22.7	21.5	21				21						
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment							
Aldrich	22	25	23	22	27	25											
	24	25	24	24	26	25											
	23	25	25	24	27	25											
			24			24											
Total Students	69	75	96	70	80	99	489	0	-	470	489						
Total Teachers	3	3	4	3	3	4	20				20						
Classroom Avg	23.0	25.0	24.3	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	21	19	18	24	19	21											
	20	21	19	24	21	21											
	21	21	17	23	21	21											
	21	21			21	21											
Total Students	83	82	54	71	82	84	456	-3	-	444	456						
Total Teachers	4	4	3	3	4	4	22				22						
Classroom Avg	20.8	20.5	18.0	23.7	20.5	21.0	21				21						
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment							
Bryan	21	21	20	23	20	24											
	21	20	20	20	20	23											
	21	21	19	23	20	23											
Total Students	63	62	59	66	60	70	380	2	-	376	380						
Total Teachers	3	3	3	3	3	3	18				18						
Classroom Avg	21.0	20.7	19.7	22.0	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			14	23	27	21	23	23	22	24	25	25					
							21	23	24	22	25	24					
							22	24									
Total Students	0	0	14	23	27	21	66	70	46	46	50	49	412	-2	-	433	412
Total Teachers	0	0	1	1	1	1	3	3	2	2	2	2	18				18
Classroom Avg			14.0	23.0	27.0	21.0	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	18	15	24	19	15	11										
	19	18	17	23	18	15	10										
Total Students	39	36	32	47	37	30	21	242	0	-	208	221					
Total Teachers	2	2	2	2	2	2	2	14				12					
Classroom Avg	19.5	18.0	16.0	23.5	18.5	15.0	10.5	17				18					
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment							
Cottonwood	21	20	22	25	22	21											
	22	20	21	25	22	20											
					23	20											
Total Students	43	40	43	50	67	61	304	1	-	307	304						
Total Teachers	2	2	2	2	3	3	14				14						
Classroom Avg	21.5	20.0	21.5	25.0	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	24	21	22	21	15	8										
	16	24	22	25	20	16	8										
	17																
Total Students	53	48	43	47	41	31	16	279	1	-	263	263					
Total Teachers	3	2	2	2	2	2	2	15				13					
Classroom Avg	17.67	24.00	21.50	23.50	20.50	15.50	8.0	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	18	19	4					
	25	21	21	21	21	21	5					
	23	19	22	22	20	21						
		21										
Total Students	73	82	63	64	59	61	9	411	-6	-	403	402
Total Teachers	3	4	3	3	3	3	2	21				19
Classroom Avg	24.3	20.5	21.0	21.3	19.7	20.3	4.5	20				21

	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	14	24	23	21	25					
Total Students	45	30	47	44	42	50	258	-1	-	266	258
Total Teachers	2	2	2	2	2	2	12				12
Classroom Avg	22.5	15.0	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	19	21	21	18	6					
Total Students	43	48	37	43	43	35	11	260	1	-	240	249
Total Teachers	2	2	2	2	2	2	2	14				12
Classroom Avg	21.5	24.0	18.5	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	22	20	22	23	6					
	20	24	19	19	20	22	3					
	21	22	23	16	22	22						
Total Students	63	70	64	55	64	67	9	392	7	-	392	383
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	21.0	23.3	21.3	18.3	21.3	22.3	4.5	20				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	21	19	24	16	22	21					
	21	23	23	22	22	24	16	21	20					
							16	22	21					
							22	21						
							23							
							23							
Total Students	39	44	47	43	41	48	48	133	83	526	-3	-	526	526
Total Teachers	2	2	2	2	2	2	3	6	4	25				25
Classroom Avg	19.5	22.0	23.5	21.5	20.5	24.0	16.0	22.2	20.8	21				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Morton	19	17	21	21	19	20						
	20	19	19	19	19	19						
		21			19	19						
Total Students	39	57	40	40	57	58		291	-1	-	314	291
Total Teachers	2	3	2	2	3	3		15				15
Classroom Avg	19.5	19.0	20.0	20.0	19.0	19.3		19				19

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Neilhardt	21	24	24	20	22	24					
	22	24	24	20	22	24					
	22	25	22	22	23	23					
	22	24	24	21	22	24					
	22										
Total Students	109	97	94	83	89	95	567	-2	-	522	567
Total Teachers	5	4	4	4	4	4	25				25
Classroom Avg	21.8	24.3	23.5	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	17	18	19	24	20	22	12	21	19					
	19	18	19	24	20	22	12	20	21					
								23						
Total Students	36	36	38	48	40	44	24	64	40	370	-2	-	365	370
Total Teachers	2	2	2	2	2	2	2	3	2	19				19
Classroom Avg	18.0	18.0	19.0	24.0	20.0	22.0	12.0	21.3	20.0	19				19

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Reagan	23	19	21	24	24	22					
	22	21	20	24	24	22					
	23	21	21	24	25	23					
	22	21	20	24		23					
	21										
Total Students	111	82	82	96	73	90	534	1	-	716	534
Total Teachers	5	4	4	4	3	4	24				24
Classroom Avg	22.2	20.5	20.5	24.0	24.3	22.5	22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	Class Size w/out SpEd
Reeder	20	25	20	24	22	22						
	21	26	21	22	21	23						
	20	24	21	23	22	21						
	20	26	20	25	21	22						
	20		22		21	23						
Total Students	101	101	104	94	107	111		618	-1	-	591	618
Total Teachers	5	4	5	4	5	5		28				28
Classroom Avg	20.2	25.3	20.8	23.5	21.4	22.2		22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Rockwell	19	21	17	24	25	23	6					
	19	19	17	22	26	24	9					
	19		18									
Total Students	57	40	52	46	51	47	15	308	-1	-	304	293
Total Teachers	3	2	3	2	2	2	2	16				14
Classroom Avg	19.0	20.0	17.3	23.0	25.5	23.5	7.5	19				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Rohwer	22	20	25	24	21	26	9					
	23	20	25	24	22	25	7					
	22	18	25	25	21	25						
	22	19	25	24	22	26						
		20			21							
Total Students	89	97	100	97	107	102	16	608	5	-	434	592
Total Teachers	4	5	4	4	5	4	2	28				26
Classroom Avg	22.3	19.4	25.0	24.3	21.4	25.5	8.0	22				23

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Sandoz	19	18	23	19	24	18						
	19	19	22	18	23	18						
	20	20		20		18						
Total Students	58	57	45	57	47	54		318	-3	-	315	318
Total Teachers	3	3	2	3	2	3		16				16
Classroom Avg	19.3	19.0	22.5	19.0	23.5	18.0		20				20

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Upchurch	21	22	21	22	21	22						
	22	24	20	22	22	23						
	20	22	21	19	18	23						
	17	23	20	19	22	23						
	21	24	22	22	21	20						
Total Students	101	115	104	104	104	111		639	-4	-	654	639
Total Teachers	5	5	5	5	5	5		30				30
Classroom Avg	20.2	23.0	20.8	20.8	20.8	22.2		21				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Wheeler	19	18	19	25	26	23	8					
	18	20	21	23	23	19	9					
	19	17	20	22	27	21	8					
	19	19	20	25		19						
						22						
Total Students	73	74	80	95	76	104	25	527	0	-	543	502
Total Teachers	4	4	4	4	3	5	3	27				24
Classroom Avg	18.3	18.5	20.0	23.8	25.3	20.8	8.3	20				21

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Willowdale	17	26	23	24	21	25						
	18	25	23	24	22	26						
	17	25	22	24	21	26						
Total Students	52	76	68	72	64	77		409	2	-	385	409
Total Teachers	3	3	3	3	3	3		18				18
Classroom Avg	17.3	25.3	22.7	24.0	21.3	25.7		23				23

Elementary Totals	K	1	2	3	4	5	M-1	M-2	M-3	M-4	M-5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment	
Students	1720	1744	1640	1706	1713	1808	72	62	63	69	54	122	10453	-13	-	10368	10331
Teachers	85	78	75	74	75	80	9			6		17	499				482
Classroom Avg	20.2	22.4	21.9	23.1	22.8	22.6						7.2	20.95				21.43

	6	7	8		SpEd Cluster	Current Total	Current Change	YTD Change	Official 13/14 Enrollment
Andersen MS	293	287	319		0	899	4	-	877
Beadle MS	357	382	396		25	1135	-3	-	1147
Central MS	274	254	261		18	789	-3	-	746
Kiewit MS	315	299	322		0	936	-3	-	913
North MS	242	285	244		19	771	-3	-	815
Russell MS	289	289	296		0	874	4	-	872
MS Alternative	0	9	13			22	2	-	23
Totals	1770	1805	1851		62	5426	-2	-	5393
				9	10	11	12		
North HS				607	623	621	611	22	2462
South HS				519	509	539	495	38	2062
West HS				633	624	571	570	23	2398
Horizon HS				0	7	32	77		116
Totals				1759	1763	1763	1753	83	7038

Contracted SpEd	38	-2	-	41
Rule 18 Interim	4	0	-	8
Young Adult Program	42	0	-	49
Ombudsman (Primary Enrollment)	20	9	-	21
Total District Enrollment	23021	-34	-	22853

AGENDA SUMMARY SHEET

Agenda Item: Summer School Report

Meeting Date: October 6, 2014

Department: Educational Services

Title and Brief Description: Summer School Report

Action Desired: Information Only

Background: The opportunity to participate in extended school offerings during the summer was provided to PK through Grade 12 students. Courses for English Language Learners at the beginning levels were offered for students in Kindergarten through 12th grade. Opportunities to continue to develop competency in reading, math, and writing skills were offered to all students.

A total of 1,630 students participated in the MPS Summer School, taking 2,094 courses. The percentage of students eligible for Free or Reduced Priced Meals was 27%. Students with Limited English Proficiency were 14.3% of participating students. High School students took 228 courses for credit recovery, which is 22.2% of all courses taken.

Transportation was requested by 258 students who qualify for the free and reduced price meal program or are English Language Learners. This is an increase from 167 requests for transportation in 2013.

The 2014 Summer School Program end-of-year financial statements reflect a deficit of \$46,152.05 when not including the State Aid Summer School Allowance for FY14 of \$798,678. This reflects an increase in transportation cost as well as a decrease in the number of high school course enrollments.

Recommendations: Receive the report

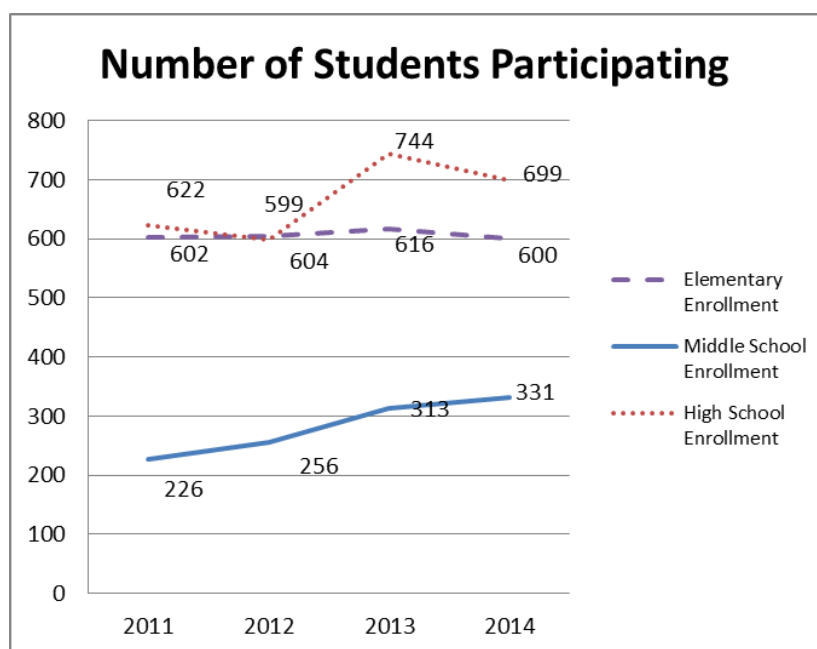
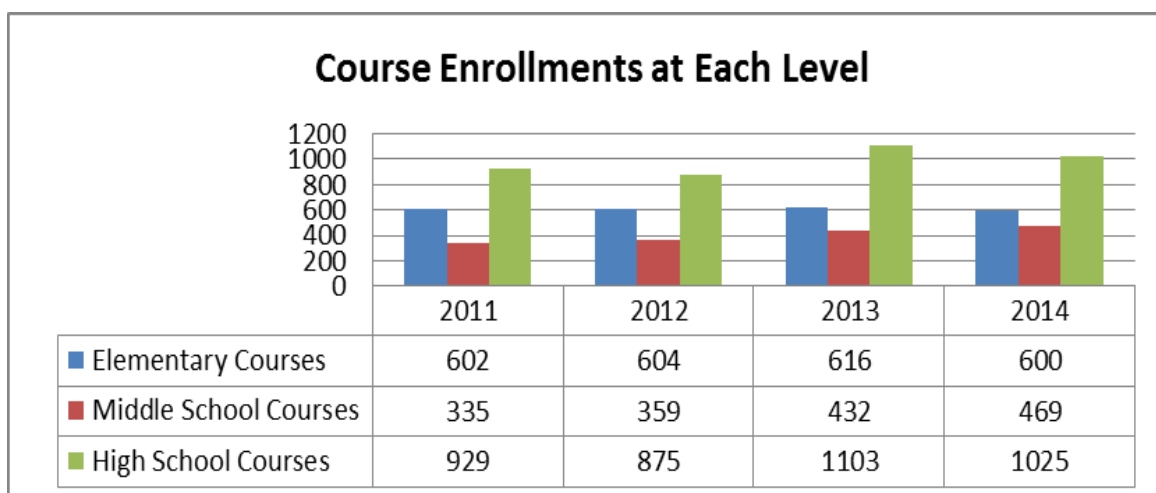
Strategic Plan Reference: Strategies 2 and 3

Timeline: An annual report for the Board of Education

Responsible Persons: Dr. Mark Feldhausen, Andrew DeFreece, Dr. Nancy Johnston, Kara Hutton

Superintendent's Approval:

_____  _____



Summer School Tuition	2012		2013	
	Resident	Non-Resident	Resident	Non-Resident
Elementary	\$115	\$165	\$125	\$175
Middle School	\$115	\$165	\$125	\$175
Middle School One Week Course	\$95	\$110	\$105	\$120
High School	\$135	\$185	\$145	\$195
High School Three Week Course	\$110	\$125	\$120	\$135

- There was no tuition increase in 2014.
- In 2014 there were 565 course enrollments by students who qualify for free or reduced price lunches. This was 27% of all course enrollments, a decrease from 30% in 2013.

ELEMENTARY SUMMER SCHOOL REPORT

In 2014 the elementary summer program was held at Wheeler Elementary School. There were nineteen, 3-week courses, with 36 sections, held for three hours per day. Enrollment decreased slightly, going from 616 in 2013 to 600 in 2014.

Summary Information

Location:	Wheeler Elementary
Dates:	June 9-June 26, M-Th
Time:	8:30-11:50
Administrator:	Tyler Hottovy
Number of Teachers:	36
Number of Students:	600

The following courses (sections) were held during the 3-week summer session:

Kindergarten Readiness (4)	Earth Habitats (Science)
Reading and Math Skills 1 (3)	Computers and the Internet
Reading and Math Skills 2-3 (4)	Applications for Computers
Reading and Math Skills 4-5 (4)	Music, Movement and Drama (2)
Bubble Bonanza (2)	Music Explosion
(Science, Engineering and Math)	HAL Math Pentathlon Games (2)
Spanish (2)	Creative Writing
Lego Technics and Math Applications (3)	Gravity and Magnetism
(Robotics, Science and Math)	English Language Learners (4)

Two grade levels of Spanish were combined due low enrollment. The number of Level 1 and 2 English Language Learners increased in 2014, and the number of sections increased from one in 2013 to four in 2014.

Points of Special Note:

- The average daily attendance rate was 95.6%.
- 62 preschoolers experienced the four *Kindergarten Readiness* classes.
- 219 first through fifth grade students participated in reading and math reteaching courses. The average class size for these courses was 20 students.
- 122 first through fifth grade students participated in STEM (Science, Technology, Engineering and Mathematics) related classes such as *Bubble Bonanza*, *Lego Technics*, *Earth Habitats*, and *Gravity and Magnetism*.
- 30 students in second through fifth grade enrolled in the *HAL Math Pentathlon* courses.

- The number of students with Limited English Proficiency participating in Elementary summer school significantly increased from 2013. The total number increased from 54 in 2013 to 116 in 2014.

Limited English Proficiency Students and Course Enrollment		
	2013	2014
ELL Course	8	39
Kg Readiness or Reading and Math Skills	34	53
Enrichment	12	24
Total	54	116

- The number of students receiving tuition waivers due to eligibility for the free and reduced priced lunch program increased from 204 to 208, accounting for 35% of the elementary summer school population.
- Transportation was requested by the families of 152 elementary students who qualify for the free and reduced price meal program or are English Language Learners. This is nearly twice as many requests as 2013, when 78 elementary students requested transportation. Six bus routes were established to accommodate the requests in 2014, as compared to 3 routes in 2013.

MIDDLE LEVEL SUMMER SCHOOL REPORT

The middle level summer program was offered at Beadle Middle School. Eighteen 3-week courses were offered. Babysitting Basics was the only mini-course offered and five sections were held. Middle school enrollment increased from 313 in 2013 to 331 in 2014.

Summary Information

Location:	Beadle Middle School
Dates:	June 9-June 26, M-Th
Time:	8:00-11:15, 11:50-3:00
Administrator:	Megan Geerts
Number of Teachers:	18
Number of Students:	331
Number of Course Enrollments:	469

The following courses were held during the 3 week summer session:

6 Grade Reading and Writing (2)	6 Grade Master your Math (2)
6 Grade Be Cool in Middle School (2) (Study skills, note taking and more)	6 Grade Pre-Algebra Prep
7 Grade Reading and Writing	7 Grade Master Your Math
6, 7, 8 Art Expressions	6, 7, 8 Guitar
6, 7, 8 Computer/Multi-media	6, 7, 8 Digital Art/Photoshop
6, 7, 8 Intro to Photojournalism	6, 7, 8 Drama
6, 7, 8 Forensic Science	6, 7, 8 Math Plus (HAL)

Mini-courses: One week, Babysitting (5 sections)

The following courses were offered in the spring, but cancelled due to low enrollment during the final week of May:

Qué Pasa? (Spanish)

Points of Special Note:

- The average daily attendance rate was 95%.
- The number of courses taken which qualified for tuition waivers due to students qualifying for the free or reduced price lunch program was 132. This is 28% of all middle school courses taken in 2014.
- 169 incoming sixth grade students accounted for 236 course enrollments, or 50% of all middle school course enrollments.
- 142 students participated in reading and math reteaching courses. This is 32% of all course enrollments.

- Popular elective courses were: *Art Expressions*: 24, *Be Cool in Middle School*: 37, *Intro to Photojournalism*: 23, 5 sections of *Babysitting*: 102 total, *Computer/Multi-media*: 25, and *Forensic Science*: 19.
- Parents and teachers requested an English Language Learner course for Level 1 or beginning middle school or high school students. The course was offered at the high school and 8 middle level students participated.
- Transportation was requested by 56 middle school students who qualify for the free and reduced priced lunch program. Three routes were established to meet the needs of middle school students.

The number of students from each middle school in Millard is reflected below:

School	Beadle	Andersen	Kiewit	Russell	North	Central	Out of District & Private
2008	23	10	38	36	21	9	8
2009	13	12	38	21	38	18	7
2010	30	33	42	58	41	29	10
2011	52	35	28	47	38	21	5
2012	53	29	33	76	34	22	9
2013	67	44	51	55	52	28	16
2014	97	41	46	56	38	42	11

*Bold numbers indicate summer school site each year

HIGH SCHOOL SUMMER SESSION REPORT

The high school program offers students the opportunity to repeat courses they have not yet passed, to take courses that may be difficult to schedule during the regular school year, or to take courses out of interest, or to work towards completion of graduation requirements. The program was held at Millard West High School from June 9 – July 11, 2014, with a total of 699 students participating in 1,025 course enrollments.

Summary Information

Location:	Millard West High School
Dates:	June 9-July 11
Time:	7:45-10:50, 11:25-2:30
Administrator:	Michaela Wragge
Number of Full-day Teachers:	29
Number of Students:	699
Number of Course Enrollments:	1025
Students with 1 Course:	373
Students with 2 Courses:	326

The following courses were held during the 5 week summer session: (number of sections)

English 9, 10	US Government & Politics (4)
Speech (2)	Ethnic Studies
Creative Writing	Computer Tech Applications (4)
Algebra (2)	Personal Finance (4)
Geometry (2)	International Foods
Algebra II	Everyday Living (4)
Physical Science; Chemistry	Art Foundations (2)
Physical Science; Physics	Sports Skills and Fitness (3)
Biology	Cross Training (2)
Environmental Science	Lifetime Fitness (3)
American History	English Language Learners
World Geography	

The courses below were offered in the spring, but cancelled due to low enrollment:

English 11 (Semester 1 & 2)	Color and Design
Summer Literacy Enrichment	Algebra I: Foundations 1
	Creative Writing (PM section)

The courses below added a section due to sufficient enrollment:

Personal Finance	Everyday Living
Computer Tech Applications	Art Foundations

Enrollment from each of the Millard High Schools

	Incoming 9 th Grade	MSHS	MNHS	MWHS	Horizon	Out-of- District and Private
2008	65	119	212	110	5	30
2009	88	95	271	76	2	36
2010	83	96	281	112	8	46
2011	89	112	266	132	7	25
2012	84	99	279	107	7	23
2013	*	130	407	164	18	25
2014	*	123	359	170	16	31

* Incoming Freshmen are now also included in count for school of attendance

**Bold numbers indicate summer school site each year

Points of Special Note:

- The average daily attendance rate was 95.8%.
- The number of courses taken which qualified for tuition waivers due to students qualifying for the free or reduced price lunch program was 225. This is 22% of all high school courses taken, as compared to 28% in 2013.
- 228 courses were taken for credit recovery which is 22.2% of all courses taken.
- Parents and teachers requested an English Language Learner course for Level 1 or beginning middle school or high school students. The course was offered at the high school and 6 high school students participated.
- There were 9 seniors who completed their graduation requirements during the summer and received their diploma on July 11, 2014.
- 36 students completed the full year courses: Algebra (16), and Geometry (20), in the full-day, 5-week semester classes.
- 245 students participated in 8 sections of physical education. Two sections each of Lifetime Fitness, Sports Skills and Cross Training I were offered at Millard West High School. One section of Lifetime Fitness and one section of Sports Skills were offered at Beadle Middle School. PE enrollments accounted for 24% of all high school course enrollments.
- Students received a grade of 2 or above on 80% of the courses taken in 2014.

Schedule	2014 Summer School Grade Distribution					
	1	2	3	4	5	WF
Main	621	161	101	49	28	13
Block 1st Semester	9	16	8	3	1	0
Block 2nd Semester	6	10	9	9	1	1
	633	183	118	61	30	14

- The number of courses failed in Summer School 2014 was 30, in addition to 14 courses receiving a grade of Withdraw Fail. These failures are 4.3% of all courses taken.
- Transportation was requested by 50 high school students who qualify for the free and reduced priced lunch program or are English Language Learners. Four routes were established to meet the needs of high school and middle school students.
- Due to changes in the Social Studies courses and sequence of courses, enrollment in American History declined from 37 in 2013 to 20 in 2014. Likewise, enrollment in World Geography also declined from 49 in 2013 to 36 in 2014. As the new courses and sequence of courses is implemented, it is anticipated that enrollment in the corresponding courses will increase.
- In preparation for the ACT[®] assessment being required for the class of 2016, the ACT[®] summer preparatory course was not offered in 2014. This was to allow the curriculum to be evaluated and redesigned to better meet the needs of MPS students. Twenty to twenty-four students typically take this course and it is expected that enrollment will be even greater in the future. The MPS ACT[®] Workshop will be offered beginning in Summer of 2015.

2014 Summer School Programs Financial Report

Elementary			
Receipts		Expenditures	
Tuition Received	\$45,571.61	Salary/Benefits	\$78,351.98
		Supplies	\$1,452.28
		Transportation	\$16,021.20
Elementary Revenue	\$45,571.61	Elementary Expenditures	\$95,825.46
		<i>FRPL Tuition Waiver*</i>	<i>\$26,000.00</i>
Middle School			
Receipts		Expenditures	
Tuition Received	\$38,447.61	Salary/Benefits	\$57,099.09
		Supplies	\$1,415.06
		Transportation	\$11,188.92
Middle School Revenue	\$38,447.61	Middle School Expenditures	\$69,703.07
		<i>FRPL Tuition Waiver*</i>	<i>\$16,180.00</i>
High School			
Receipts		Expenditures	
Tuition Received	\$116,310.60	Salary/Benefits	\$234,587.35
Field Trip Fees	\$1,087.67	Supplies	\$1,975.42
		Field Trip Expenses	\$1,151.10
		Transportation	\$19,327.14
High School Revenue	\$117,398.27	High School Expenditures	\$257,041.01
		<i>FRPL Tuition Waiver*</i>	<i>\$32,625.00</i>
K-12 Summer School Program			
Total Receipts	\$201,417.49	Total Expenditures	\$422,569.54
Strategic Planning Budget	\$175,000.00		
Total Operating Budget	\$376,417.49		
Note: State Aid Summer School Allowance for FY14 was \$798,678		Summer School Balance	-\$46,152.05
		<i>Total FRPL Tuition Waiver*</i>	<i>\$74,805.00</i>
		<i>* Cost of Services to FRPL students embedded in expenditure statements</i>	

Note: Credit cards have been accepted for tuition payments since 2012. In 2014, \$124,930 in summer school tuition was collected through the use of credit cards. This is 62% of all tuition collected.

AGENDA SUMMARY SHEET

AGENDA ITEM: Poverty Plan Report

MEETING DATE: October 6, 2014

DEPARTMENT: Educational Services: Assessment, Research, and Evaluation

TITLE AND BRIEF DESCRIPTION: Poverty Plan Report

ACTION DESIRED: X Information

BACKGROUND: Pursuant to NE State Statute 79-1007.06-1007.07, each year Millard Public Schools submits to the Nebraska Department of Education a District Poverty Plan. Included in the Poverty Plan is an Evaluation component as determined by the District.

The purpose of this report is to share an impact summary of this Plan. The report is divided into four main sections:

- Demographic trend comparison of Millard Public Schools to the state of Nebraska,
- Identification of Millard Public Schools financial support to remediate the effects of poverty,
- Summative NeSA testing trends of whole-District compared to State, and
- Kindergarten cohort analysis baseline for continued monitoring of long-term District performance trends comparing poverty and non-poverty.

RECOMMENDATIONS: None

STRATEGIC PLAN REFERENCE: None

RESPONSIBLE PERSONS: Dr. Mark Feldhausen, Dr. Pat Crum, and Dr. Tami Williams

SUPERINTENDENT APPROVAL: __



BOARD ACTION:

Poverty Plan Report

- I. Background
- II. Poverty Plan Evaluation Questions
- III. Glossary of Poverty Plan Report Terms
- IV. Question One (page 5)

How has poverty changed over time within the district? How is this change similar to the State change in poverty?

- The MPS Poverty Rate (Percent of students with FRPL classification compared to the Total MPS Student Population) has been lower than the Poverty Rate for students in all Nebraska schools throughout the years as reported by the Nebraska Department of Education, (1998-1999 through 2012-2013).
- The rate at which poverty has increased in MPS since the State Poverty Plan was put in place (2008-2009) is greater than the rate at which poverty has increased for Nebraska schools as a whole during this time.

- V. Question Two (pages 6 - 8)

What has the district done to remediate the effects of poverty?

- MPS financial support toward the instructional needs for Students of Poverty has exceeded the State Statutory Requirement of 117.65%. During the 2012-2013 school year the combined State and MPS expenditure was 192.37% of State Aid. [The State provided \$765,000, MPS provided \$706,619 for a total expenditure of \$1,471,619.]

- VI. Question Three (pages 9 - 12)

How has academic achievement for students in poverty changed over time? Is the academic rate of growth for students in poverty similar to the District rate of growth?

- The results of the Nebraska Department of Education Assessments for Reading, NeSA-R, and Mathematics, NeSA-M both show a higher percent proficient for MPS Students of Poverty than for Students of Poverty in Nebraska as a whole. The gaps in reading and mathematics performances between All Students and Students of Poverty in MPS are very similar to those gaps for the State of Nebraska as a whole. For reading, as measured by NeSA-R, this gap has been narrowing for both MPS and the State since the NeSA-R was initiated in 2009-2010. For mathematics, as measured by NeSA-M, this gap has remained nearly the same for MPS and the State since first tested in 2010-2011.

VII. Additional Insight with Kindergarten Cohort Review of Benchmarks (pages 13 – 35)

- District benchmark assessments, Fountas and Pinnell Text Level and Scholastic Mathematics Inventory add detail to the picture of MPS student achievement.
 - Millard Public Schools' district reading benchmark assessment, Fountas and Pinnell Text Level Inventory, data indicates the majority of MPS students of poverty as well as all MPS students gained one or more years of growth from third grade to fourth grade for the populations studied.
 - Millard Public Schools' district benchmark assessment for mathematics, Scholastic Mathematics Inventory (SMI), scores for MPS students of poverty as well as all MPS students are consistently above the On-Level Target Scores provided by SMI.

VIII. Summary (page 36)

Background:

Poverty in Nebraska has experienced an increased incline since the 2000-2001 school year. This shift became most noticeable in Millard Public Schools in 2008-2009. The 2008-09 school year was also the implementation year for the Millard Public School's first Poverty Plan as required by the Nebraska Department of Education (NDE) to receive funding for activities included within the plan. [The 2008-2009 application was completed in November, 2007]. The State Poverty Plan requirements include an evaluation component. The Department of Education has never requested an evaluation report and no formal report has been completed. However, MPS Poverty Plans include updated summary information about the criteria of the plan. This is the first annual Poverty Plan Report focusing on Academic Achievement and Growth for students of poverty.

In accordance with District Strategic Plan (2013) Strategy 2: [We will develop and implement plans utilizing instructional best practice, formative and summative assessments and student data designed to ensure that all students are college and career ready.], Action Plan 5 Specific Result: [Examine demographic trends and develop strategies to address the unique needs of each student.] and Action Steps 1-5 the district is charged with examining demographic trends, developing strategies and allocating resources to meet the unique needs of each student. The District Poverty Plan is one area to focus that attention.

As seen through the lens of the 2013 Strategic Plan, the primary purpose of the Poverty Plan is to support and enhance the school experience of students in poverty. This report is being looked to for providing a vision of what can be done.

Poverty Plan Evaluation Questions:

1. How has poverty changed over time within the District? How is this change similar to the State change in poverty?
2. What has the District done to remediate the effects of poverty?
 - a. What has been the financial commitment to this work?
 - b. Proportionally, what has been the district's financial effort over time?
3. How has academic achievement for students in poverty changed over time? Is the academic rate of growth for students in poverty similar to the District rate of growth?

Glossary of Poverty Plan Report Terms:

NeSA-R (Nebraska State Assessment of Reading)	Reading assessment administered by the State in the spring of the school year at grades 3-8 and 11
NeSA-M (Nebraska State Assessment of Mathematics)	Mathematics assessment administered by the State in the spring of the school year at grades 3-8 and 11
SMI (Scholastic Math Inventory)	Mathematics benchmark assessment administered by the District in fall, winter and spring at grades two through eight.
FRPL (Free and Reduced Price Lunch)	Indicator of Poverty as used by the Nebraska Department of Education
ELL (English Language Learner)	Classification by Nebraska Department of Education Rule 15
Text Level (Fountas and Pinnell Text Level Inventory)	Reading benchmark assessment administered by the District in fall, winter and spring at grades Kindergarten through five.

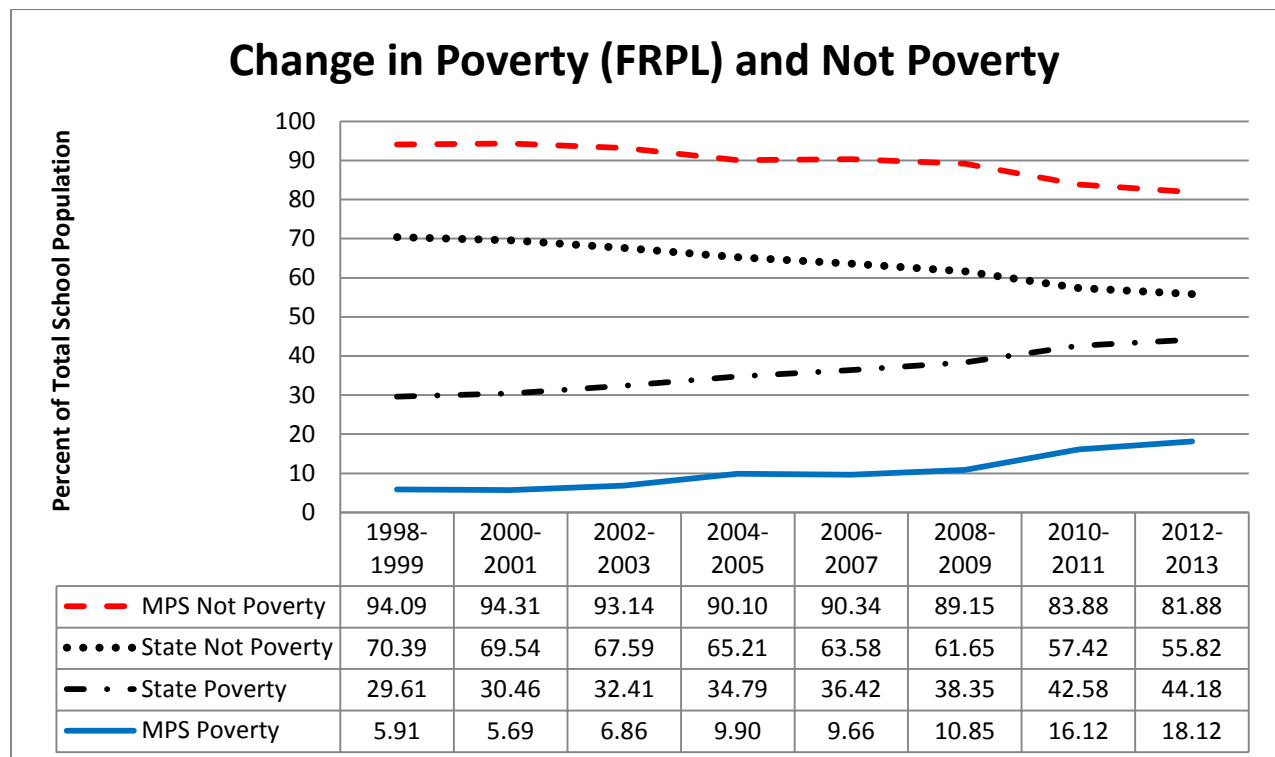
Kindergarten Cohort	Students attending MPS Kindergarten during the same school year with a 75% or higher attendance rate. The populations studied in this evaluation are true cohorts based on the year that the students attended Kindergarten in Millard Public Schools. The data evaluated over the years of this study (2009-2010 through 2012-1013) has a natural attrition of students over time. However, no new students are added to the study. On average the decrease in student counts is 6% per year for the selected populations. This attrition may have an impact on the interpretation of data for the small populations being studied.
Salaries	Salary and benefit expenses for teachers assigned to specific schools with higher poverty rates.
Transportation	Reimbursement to the buildings for transportation provided to students that qualify for free and reduced price lunches.
Reteaching	A portion of the special funds used to provide additional instructional support for students that qualify for free and reduced priced lunches.
Summer School	Funds used to waive summer school class fees and transportation costs for students that qualify for free and reduced price lunches.
Student Entry Fees	Reimbursement to the buildings for athletic, activity and field trip fees paid for students that qualify for free and reduced price lunches.
Poverty	Students with Free and Reduced Price Lunch (FRPL) status any time during Kindergarten through 2 nd grade years: This parameter is intended to assure most students of poverty are included in this study, while recognizing all families do not complete necessary paperwork for FRPL in the first year. Although a family may discontinue their FRPL designation in later years the impact of poverty is likely to exist.
Special Education	Students with Special Education (SPED) status for two consecutive years during their K-12 school experience: This two consecutive year requirement is a means to exclude students from the SPED classification should they be involved in SPED for a short period of time as occurs for speech. These short term classifications typically do not have the impact nor have the duration seen with academic special education needs.
ELL	Students with “Eligible” (inclusive of attending and not attending district ELL sites), or “Redesignated English Fluent < 2 years” status any time during Kindergarten through 2 nd grade years: This ELL requirement is consistent with Nebraska Department of Education Rule 15 guidelines for ELL services.
Attendance	Students with 75% or greater attendance in Millard Public Schools over their Kindergarten through 2 nd grade years: The purpose of this parameter is to assure the cohort population studied has experienced a sufficient portion of their primary education in Millard Public Schools.

Evaluation Question One:

How has poverty changed over time within the district? How is this change similar to the State change in poverty?

The following data is taken from the State of the Schools Report. The top two lines show the percent of students (for MPS and All Students in the State) who do not have Free and Reduced Lunch (FRPL) classification. This data allows us to see how the “Not In Poverty” populations are changing. The bottom two lines show the percent of students (for MPS and All Students in the State) who do have FRPL classification. **The MPS Poverty Rate (Percent of students with FRPL classification compared to the Total MPS Student Population) has been lower than the Poverty Rate for students in all Nebraska schools throughout the years as reported by the Nebraska Department of Education (1998-1999 through 2012-2013).**

These data do indicate a shift toward higher percentages of students in poverty both in Millard Public Schools and throughout the State from 1998-1999 through the 2012-2013 school year. The state level of poverty has increased from 29.61% to 44.18%, which translates to a 49.21 percent change. The MPS level of poverty has increased from 5.91% to 18.12%, which is a 206.60 percent change and a significantly higher change in poverty than the State during this time period.

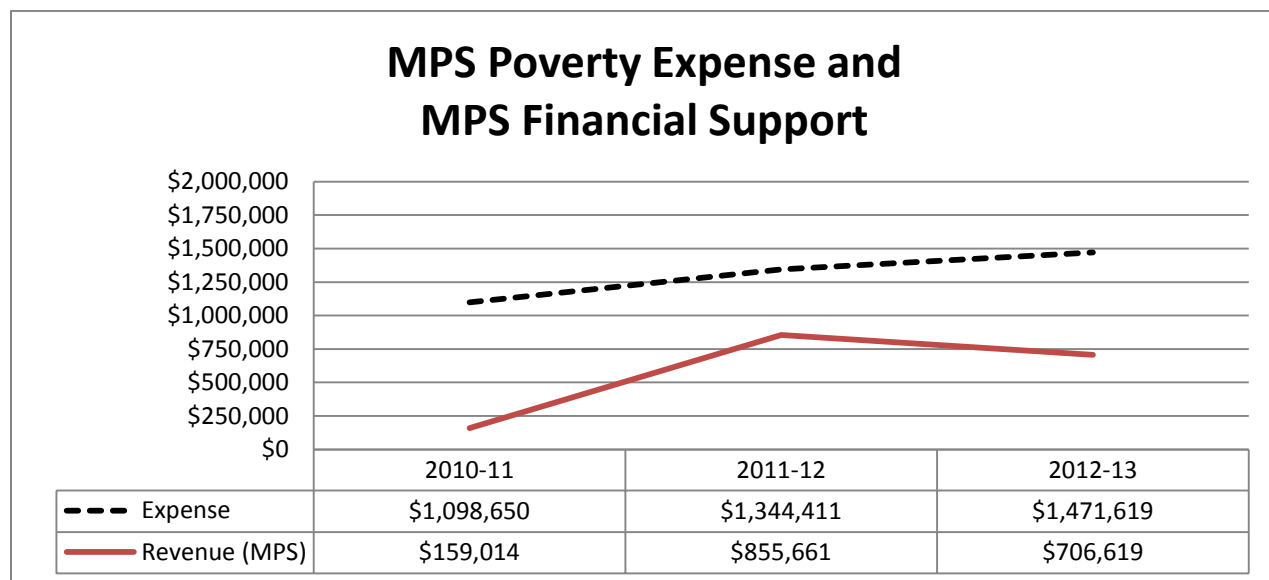
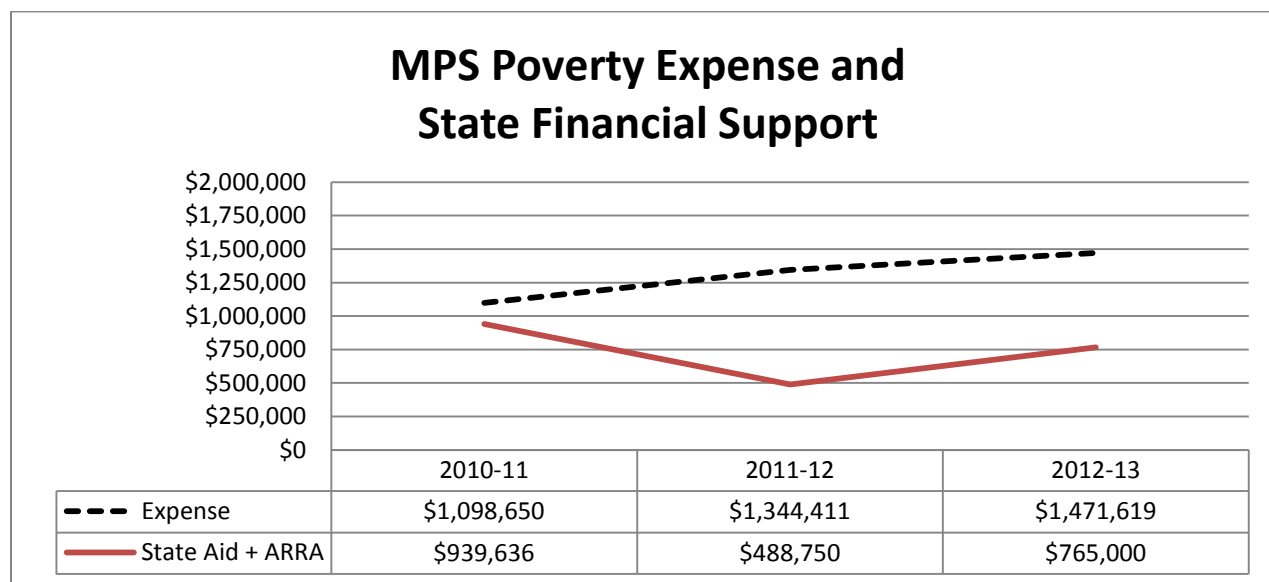


Evaluation Question Two:

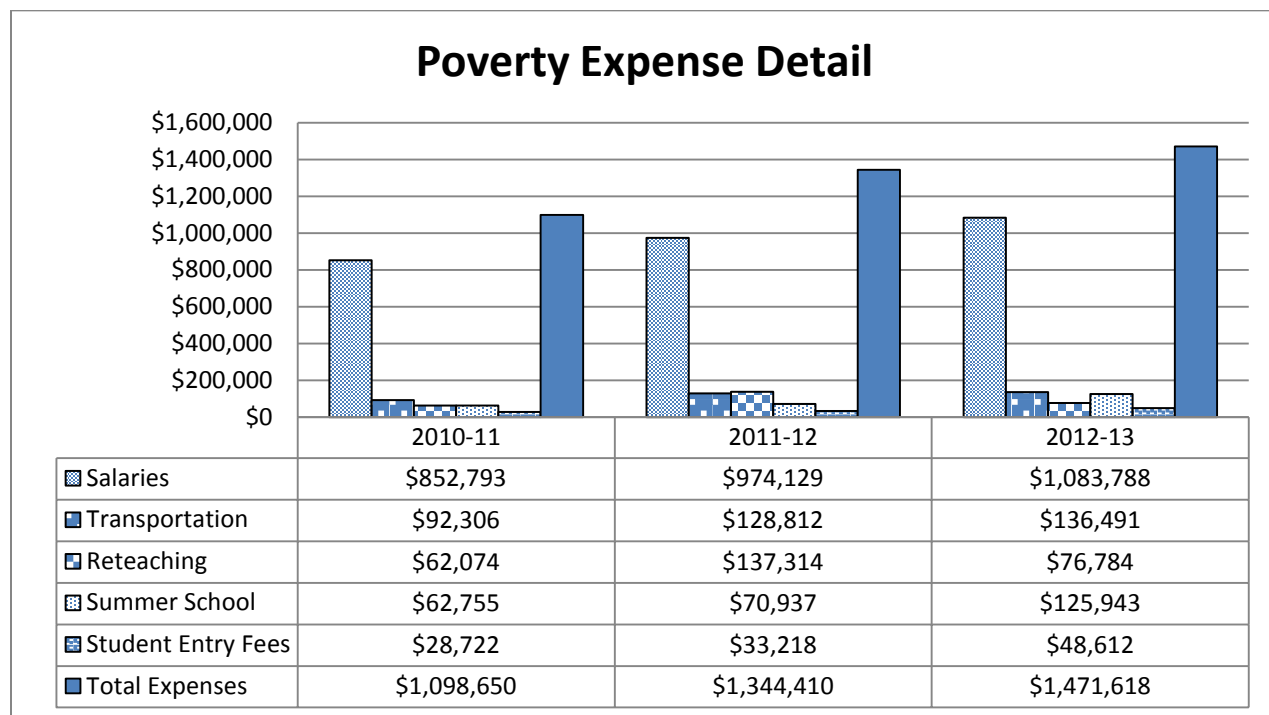
What has the district done to remediate the effects of poverty?

- What has been committed to this work?**
- Proportionally, what has been the district's financial effort over time?**

The following financial data is taken from Millard Public Schools budget records and displays the shift of State and MPS financial support since 2010-2011. The charts below compare expenses used to support instructional needs for students of poverty against financial support by those two sources.



In Nebraska, pursuant to Nebraska State Statute § 79-1007.07 (3) in accordance with the Federal No Child Left Behind Act-Title I Program, the requirement has been set for schools to support their district plans with 117.65% of the state funds. These funds are intended for the additional instructional needs of students in poverty. The following chart details the distribution of these funds from the MPS General Fund over the past three years.



The following definitions help to clarify each of the expenses detailed above.

Salaries - Salary and benefit expenses for teachers assigned to specific schools with higher poverty rates.

Transportation - Reimbursement to the buildings for transportation provided to students that qualify for free and reduced price lunches.

Reteaching – A portion of the special funds used to provide additional instructional support for students that qualify for free and reduced priced lunches.

Summer School –Funds used to waive summer school class fees and transportation costs for students that qualify for free and reduced price lunches.

Student Entry Fees - Reimbursement to the buildings for athletic, activity and field trip fees paid for students that qualify for free and reduced price lunches.

A two percent increase of Poverty (FRPL) from 2010-2011 (16.12%) to 2012-2013 (18.12%) has been supported by a \$547,605 (344.38%) increase in revenue from MPS during that time. In 2010-2011 the revenue provided toward the Poverty Plan was 145.05% of State Aid. In 2011-2012 it was 275.07% and in 2012-2013 MPS support was 192.37% of State Aid. The MPS revenue dedicated to instructional needs of students of poverty exceeds the State requirement of 117.65% of State Aid. The portion of the total Millard Public Schools General Budget that has been dedicated to these poverty expenses has increased from 0.51% of the total budget in 2010-2011 to 0.71% of the total budget in 2012-2013.

Evaluation Question Three:

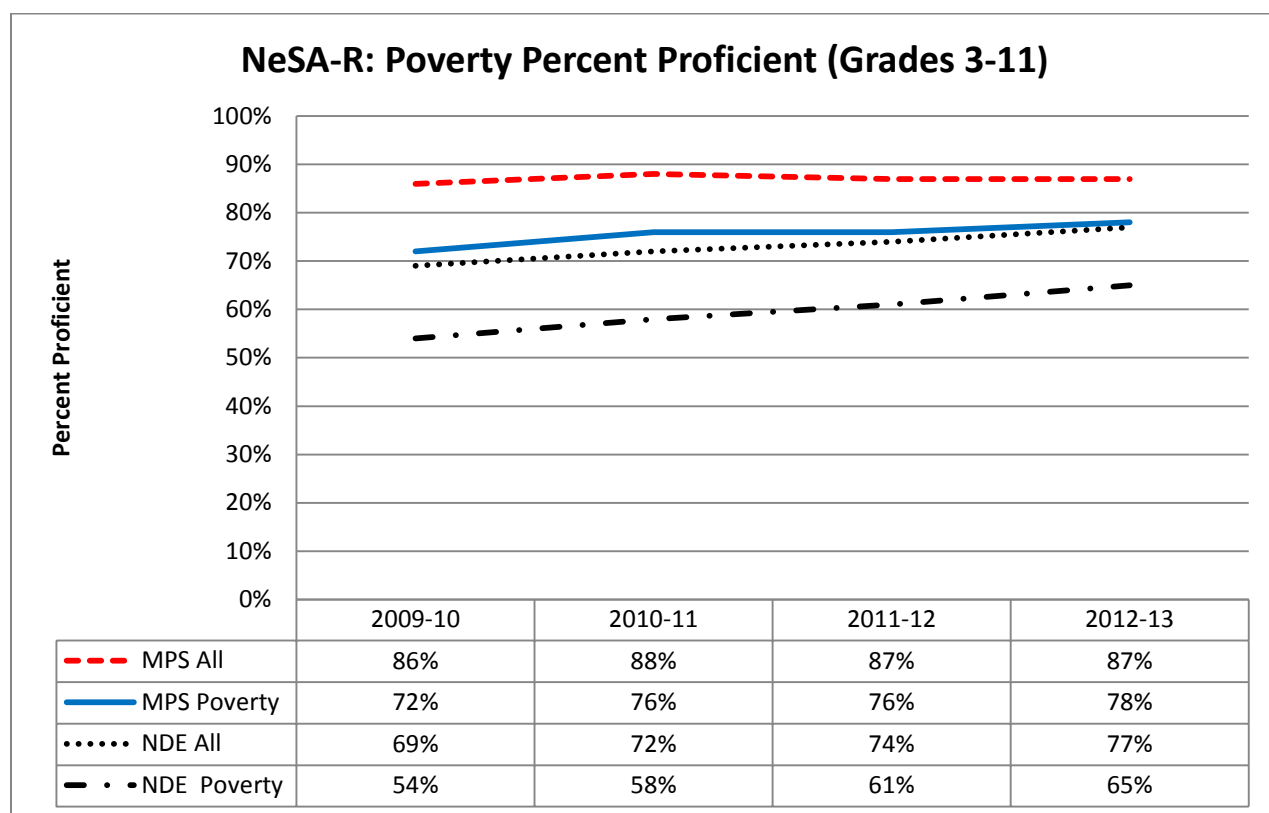
How has student achievement for students in poverty changed over time? Is the academic rate of growth for students in poverty similar to the District rate of growth?

Information Based on the State of the Schools Report:

The following information focuses on the big picture view of Millard Public Schools data for students of poverty compared to data from the State as a whole. Scores for Reading (NeSA-R) are combined for grades 3-11 representing all students with FRPL classification who have taken these state assessments since their origin in the State of Nebraska. The same view is provided for Mathematics (NeSA-M). Grade level breakdowns by year are provided for both reading and mathematics.

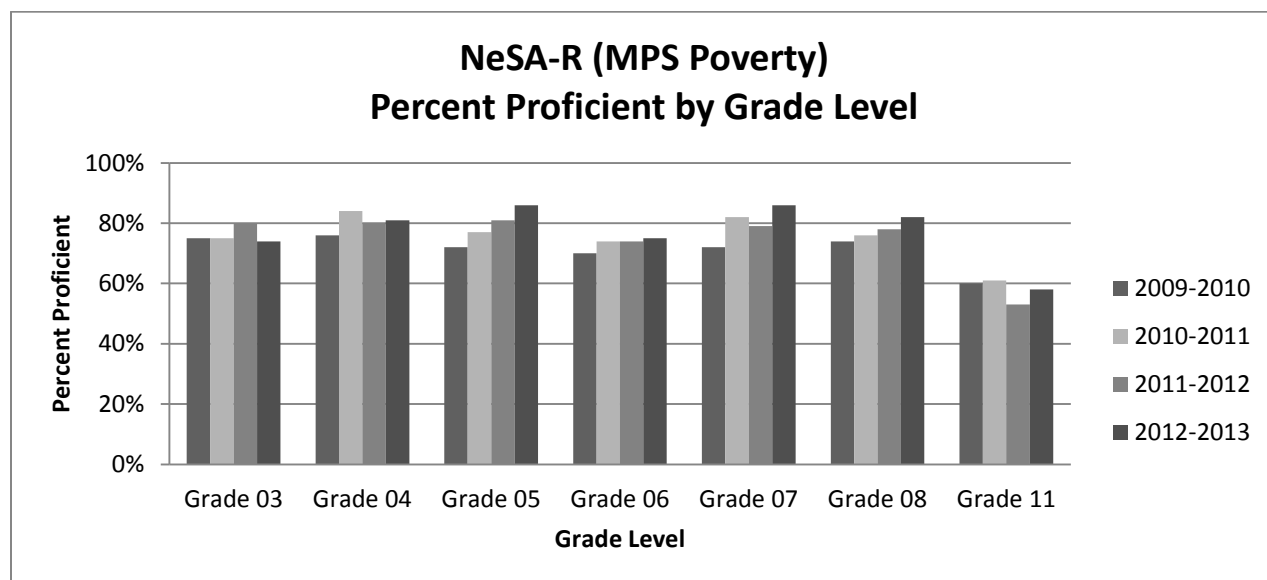
Reading:

The NeSA-R Percent Proficient chart below displays information for both the “All Students” and “Poverty Students” (according to FRPL designation) that achieved Proficiency with Met or Exceeds performances. Test scores of students (grades 3-11) are combined into a single percent proficient for each demographic.



These data show a greater rate of increase in percent of students with proficient performance for the State as a whole than for MPS alone. However, the percent of MPS students, both “MPS All” and “MPS Poverty” with proficient scores on the NeSA-R are higher than the State average “NDE All”. **The gaps in reading performances between All Students and Students of Poverty in MPS are very similar to those gaps for the State of Nebraska as a whole. For reading, as measured by NeSA-R, this gap has been narrowing for both MPS and the State since the NeSA-R was initiated in 2009-2010.**

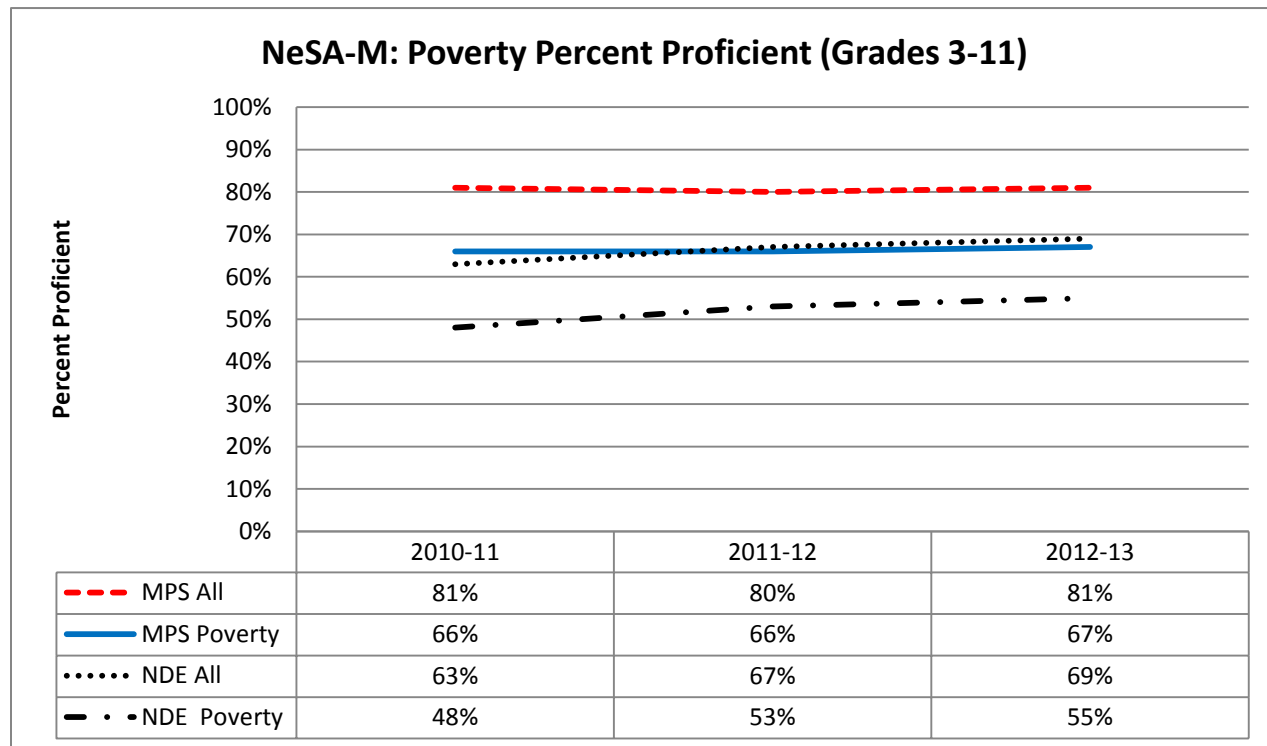
The following chart presents the Millard Public School data for “Poverty Students” split out by grade level.



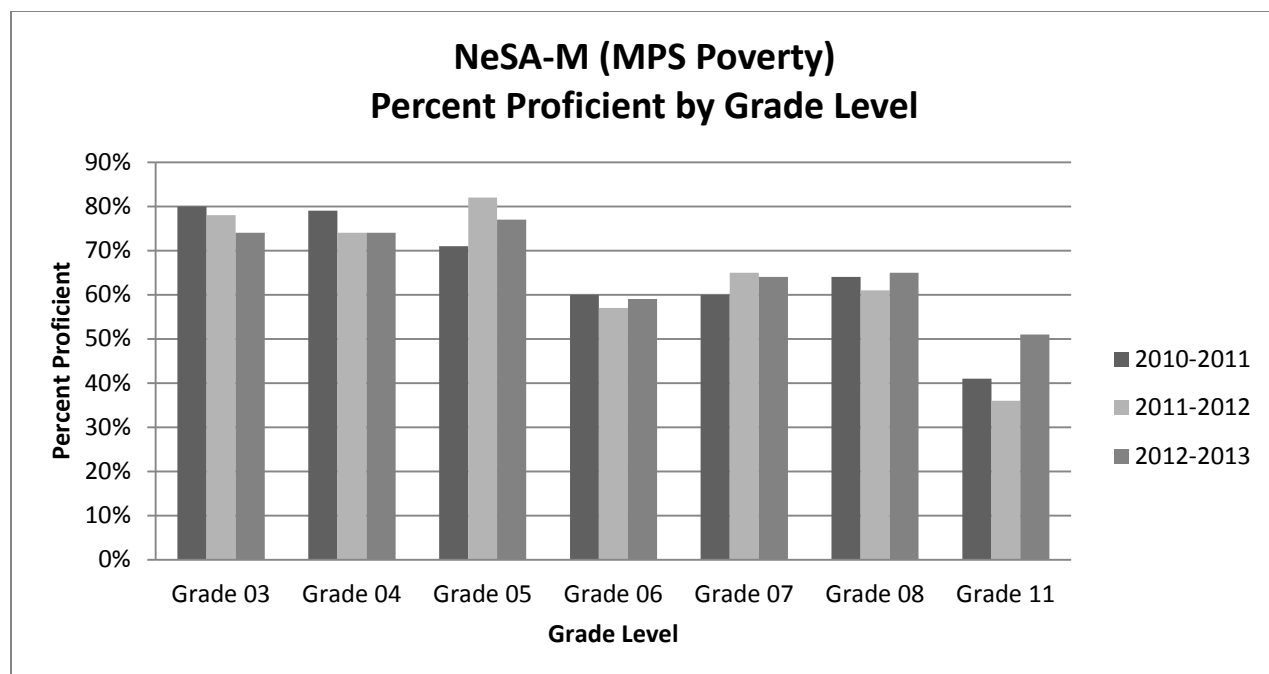
The data by grade level in the above chart do not reflect the same population of students. One cannot evaluate student achievement by looking at a single grade level. However, grade level scores do inform about MPS student performance at those grade levels in reading from 2009-2010 to 2012-2013. In grades 03 through 08, 74% to 86% of students in poverty had proficient scores during the four years represented in this chart. In grade 11 that percentage ranges from 53% to 61%.

Mathematics:

The NeSA-M Percent Proficient chart below displays information for both the “All Students” and “Poverty Students” (according to FRPL designation) that achieved Proficiency with Met or Exceeds performances. Test scores of students (grades 3-11) are combined into a single percent proficient for each demographic.



These data show very similar rates of increase in percent of students with proficient performance for the State as a whole as for MPS alone. The percent of “MPS All” students with proficient scores on the NeSA-M remains higher than the state average of those scores. The “MPS Poverty” student scores are near or slightly higher than the “NDE All” student scores. **The gap in mathematics performances between All Students and Students of Poverty in MPS are very similar to those gaps for the State of Nebraska as a whole. For mathematics, as measured by NeSA-M, this gap has remained nearly the same for MPS and the State since first tested in 2010-2011.** The chart on the following page presents the Millard Public School data for “Poverty Students” split out by grade level.



The data by grade level above do not reflect the same population of students. One cannot evaluate student achievement by looking at a single grade level. However, grade level scores do inform about MPS student performance at those grade levels in mathematics from 2010-2011 to 2012-2013. In grades 03 through 08, 57% to 82% of students in poverty had proficient scores during the three years represented in this chart. In grade 11 that percentage ranges from 36% to 51%.

Information Based on State and District Data with the Lens of Kindergarten Cohorts

The following charts display student achievement in Reading and Mathematics by cohort using the parameters for poverty, special education, ELL and attendance set forth in the Definitions of Populations Studied. The following visualizations compare “All Students” to “Poverty Students”. For the purpose of this report, the sample referred to as “All Students” includes all of the students in each Kindergarten Cohort. Therefore, the “Poverty Students” in these cohorts are included in both the “All Students” and “Poverty Students” groups. A slight decrease in n (n= total count of students) over time is due to students that did not remain in Millard Public Schools throughout the time period studied. This attrition of students may impact interpretation of the data, especially where the differences in the data are relatively small.

Reading:

The measures used to provide insight into reading skill for students of poverty include the State Reading Test, NeSA-R, and the district benchmark assessment, Fountas and Pinnell Text Level (referred in this document as Text Level.) Both of these measures will be represented in two views: Proficiency Levels and a more global view that gives us an insight into academic growth. A difference to be noted is whereas almost every student takes the NeSA-R, Millard Elementary School Buildings select which students are assessed for Text Level and at what time of the year they are assessed. The data from the Text Level measure must be viewed with caution as the number of students taking this assessment is very limited and tends to represent students identified for additional assistance. Occasions in the fall, winter and spring exist for Text Level administration. Data from Winter Text Level administration were selected for this report based on the quantity of data available.

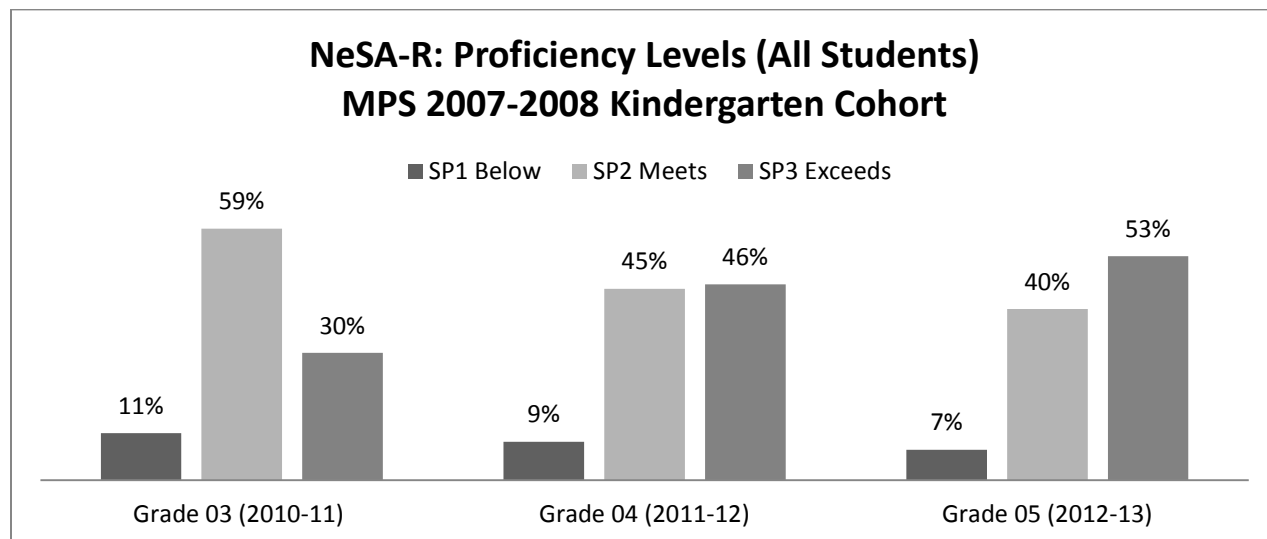
For NeSA-R, the more global view is provided through average scale scores. A scale score represents each student’s unique score and is based on a 200 point scale with 200 being a perfect score on the test. For scale scores, a year’s growth is demonstrated by similar scores in consecutive years.

For Text Level, the more global view is represented in a visualization that shows what percent of individual students who took the test during winter of grade 03 and also winter of grade 04 had Text Levels that were higher, lower, or the same for those two occasions. The Text Level visualization in this report does not display average data nor does it indicate whether students are above or below grade level, but rather notes the difference in individual Text Level scores. A change of zero in Text Level indicates that the students demonstrated one year’s growth in one year’s time. Positive changes in Text Level indicate more than one year’s growth in one year’s time and negative Text Level changes indicate less than one year’s growth in one year’s time. **Millard Public Schools’ district reading benchmark assessment, Fountas and Pinnell Text Level Inventory, data indicates the majority of MPS students of poverty as well as all MPS students gained one or more years of growth from third grade to fourth grade for the populations studied.**

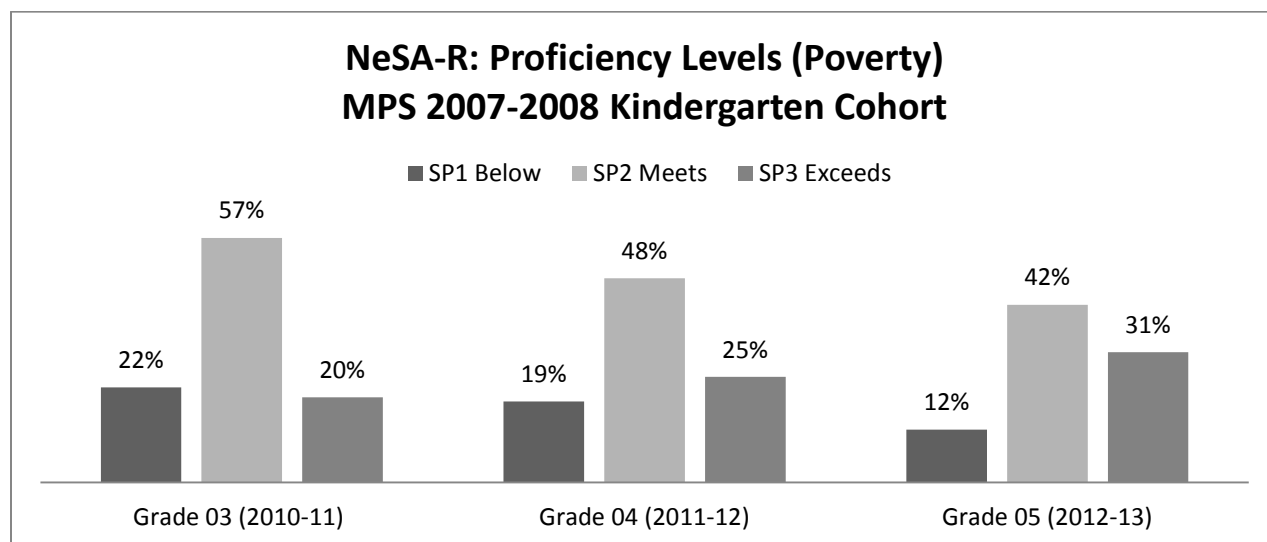
The information from these measures is separated into the three cohorts (Kindergarten 2007-2008, Kindergarten 2008-2009, Kindergarten 2009-2010) to provide a more accurate picture of achievement over time for each of these specific groups of students.

MPS 2007-2008 Kindergarten Cohort

The following charts provide information about reading skills for students who were in Kindergarten during the 2007-2008 school year. As noted in the charts below, these students were in Grade 03 in 2010-2011, Grade 04 in 2011-2012 and Grade 05 in 2012-2013. Similarities are demonstrated for the following two groups of students: 1) All students in the 2007-2008 Kindergarten Cohort, 2) Students with FRPL classification in the 2007-2008 Kindergarten Cohort.

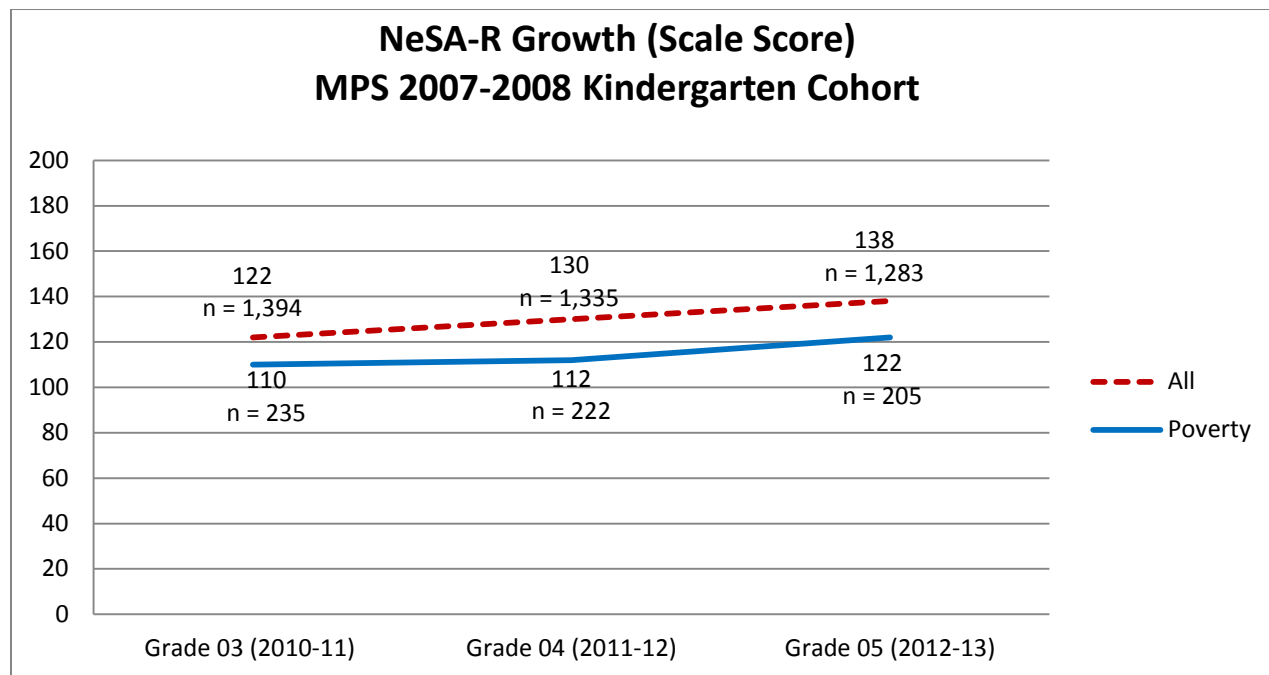


The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a decrease in students performing at the Below Proficient Level from 11% in 2010-11 to 7% in 2012-13. The increase in students who performed at the Exceeds Level was from 30% to 53%.



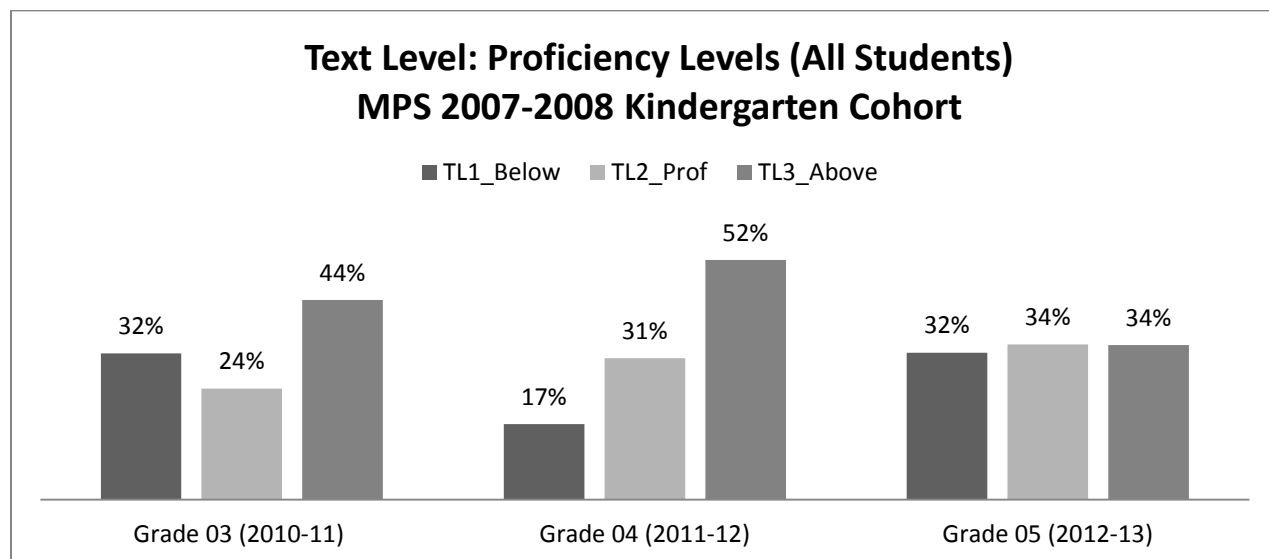
The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a decrease in students performing at the Below Proficient Level from 22% in 2010-11 to 12% in 2012-13. The increase in students who performed at the Exceeds Level was from 20% to 31%.

Academic Growth for the NeSA-R is based on Scale Score. The following chart displays data based on the average scale score of “All Students” and the average scale score of “Poverty Students”.

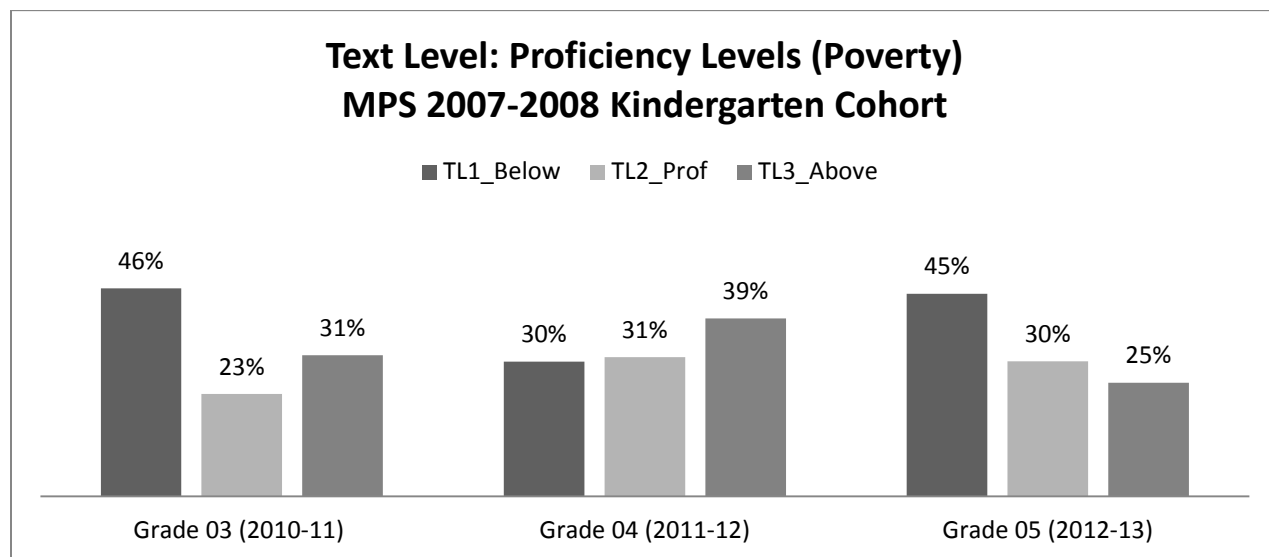


The gap between “All Students” and “Poverty Students” widens slightly from 2010-11 to 2012-13 for this 2007-2008 Kindergarten Cohort of students. For both groups of students the average scale score increased during this time.

The following charts display data for the small sample of students that have been assessed using the Fountas and Pinnell Text Level measure during the winter administration of this measure. These data include approximately three fourths of “All Students” over these three assessments. Less than one fourth of “All Students” were tested at all three grade levels.



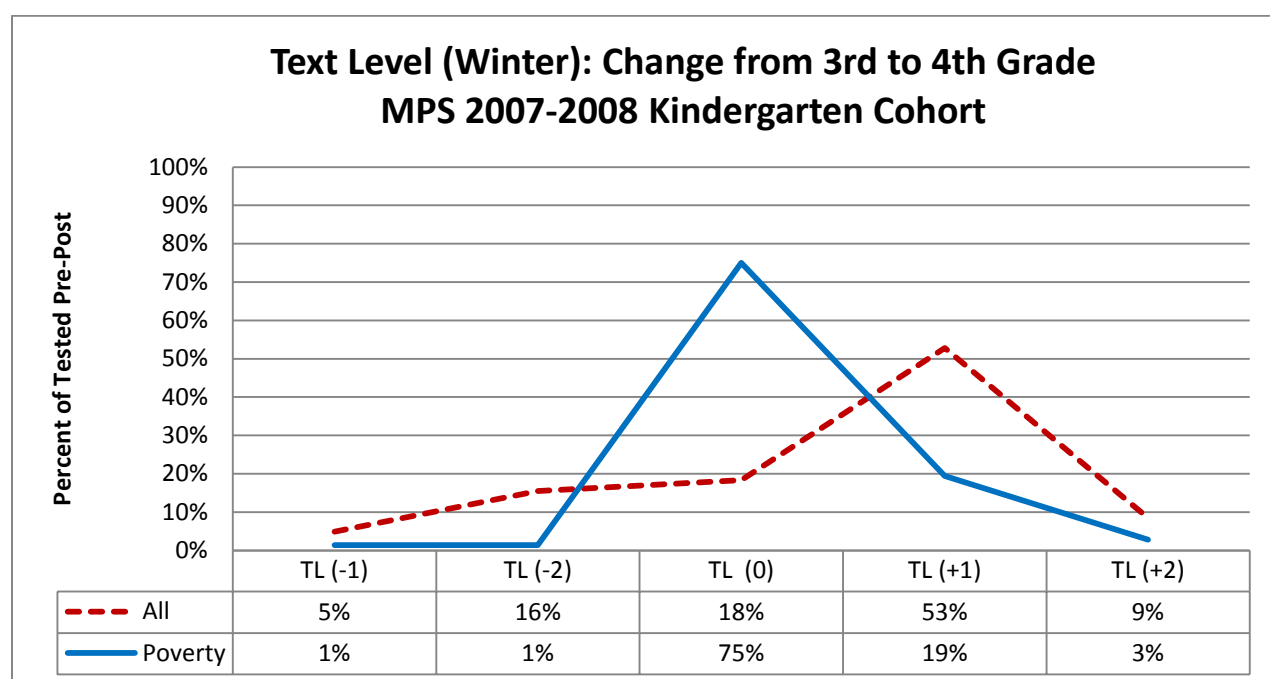
The “All Students” chart above details the percent of students (tested) who performed at each proficiency level. This data shows variation with the Below Proficient changing from 32% in 2010-11 to 17% in 2011-12 and 32% in 2012-13. The percent of students who performed at the Exceeds Level changed from 44% up to 52% and back to 34%. A similar pattern is seen in the Text Level Data for “Poverty Students” in the chart below. The lack of consistency of students assessed during these times is a probable cause for this variation.



These data represent approximately one tenth of “All Students” at these grade levels. Approximately one third of “Poverty Students” were tested at all three grade levels.

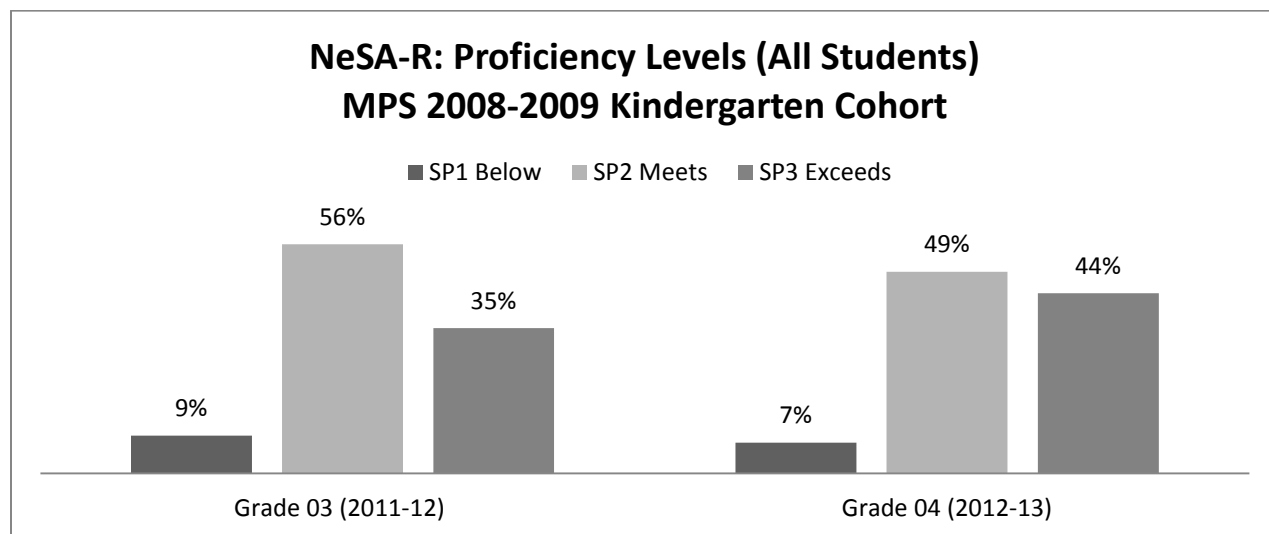
The purpose of this section is to note any difference in academic growth between “All Students” in the 2007-2008 Kindergarten Cohort and the “Poverty Students” in that group. What is displayed is one or more years of growth for 80 percent of “All Students” and 97 percent of “Poverty Students” in this sample of the cohort. Of the 1,335 students in this cohort, 142 students took both the 03 and 04 Text Level Assessments during the winter administrations and 328 took only one of them. For the “Poverty Students” 72 out of 222 took both assessments and 74 students took only one of them.

The difference in the lines on this graph indicates that a large number of “Poverty Students” in this sample experienced one year of growth in one year **TL(0)** and a large number of the “All Students” in this sample experienced two years of growth **TL(+1)** and **TL(+2)** in one year.

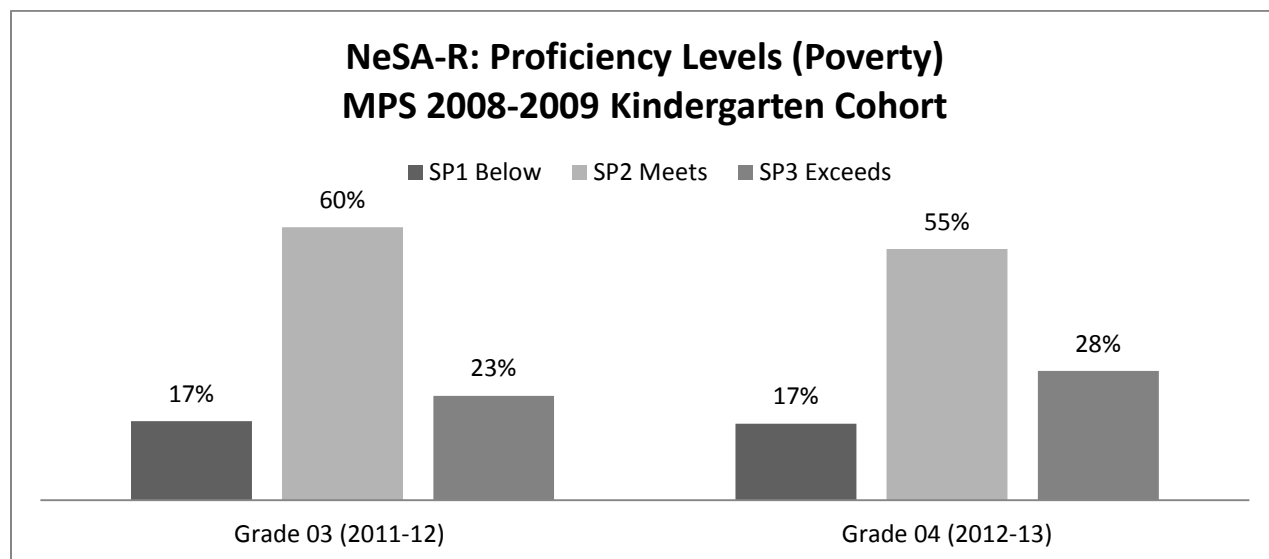


MPS 2008-2009 Kindergarten Cohort

The following charts provide information about reading skills for students who were in Kindergarten during the 2008-2009 school year. As noted in the charts below, these students were in Grade 03 in 2011-2012 and Grade 04 in 2012-2013. Similarities are demonstrated for the following two groups of students: 1) All students in the 2008-2009 Kindergarten Cohort, 2) Students with FRPL classification in the 2008-2009 Kindergarten Cohort

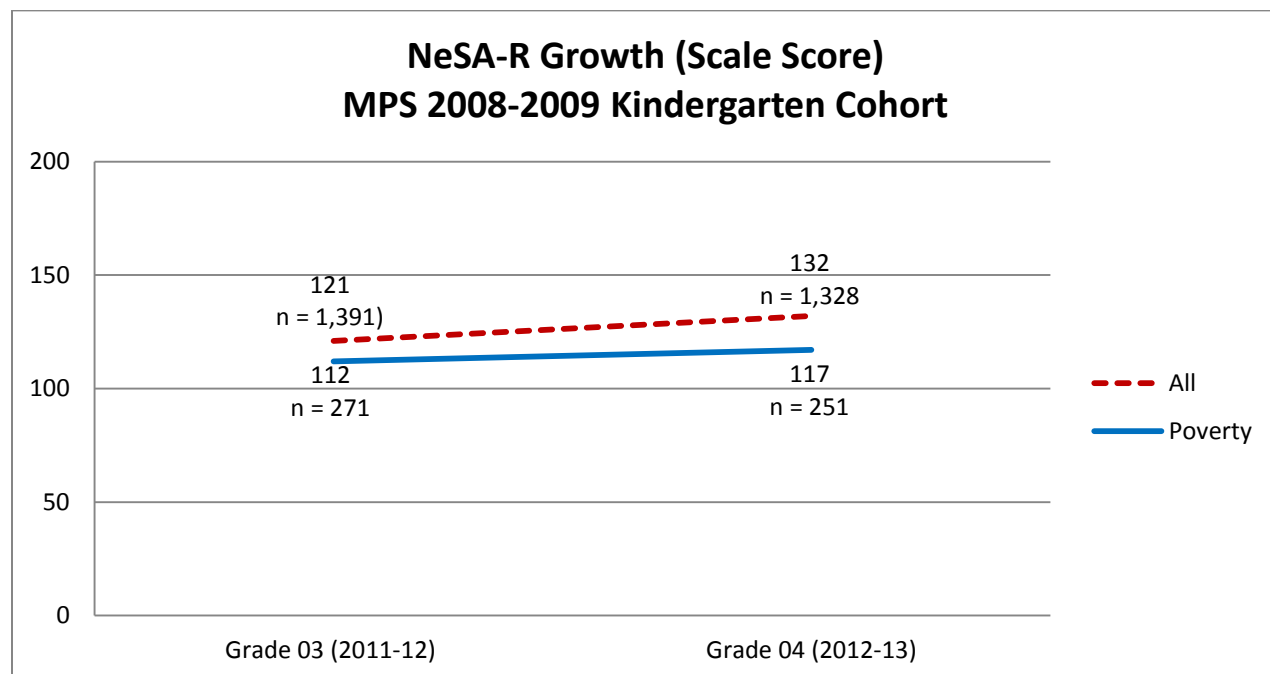


This “All Students” chart details the percent of students who performed at each proficiency level. It demonstrates a decrease in students performing at the Below Proficient Level from 9% in 2011-12 to 7% in 2012-13. The increase in students who performed at the Exceeds Level was from 35% to 44%.



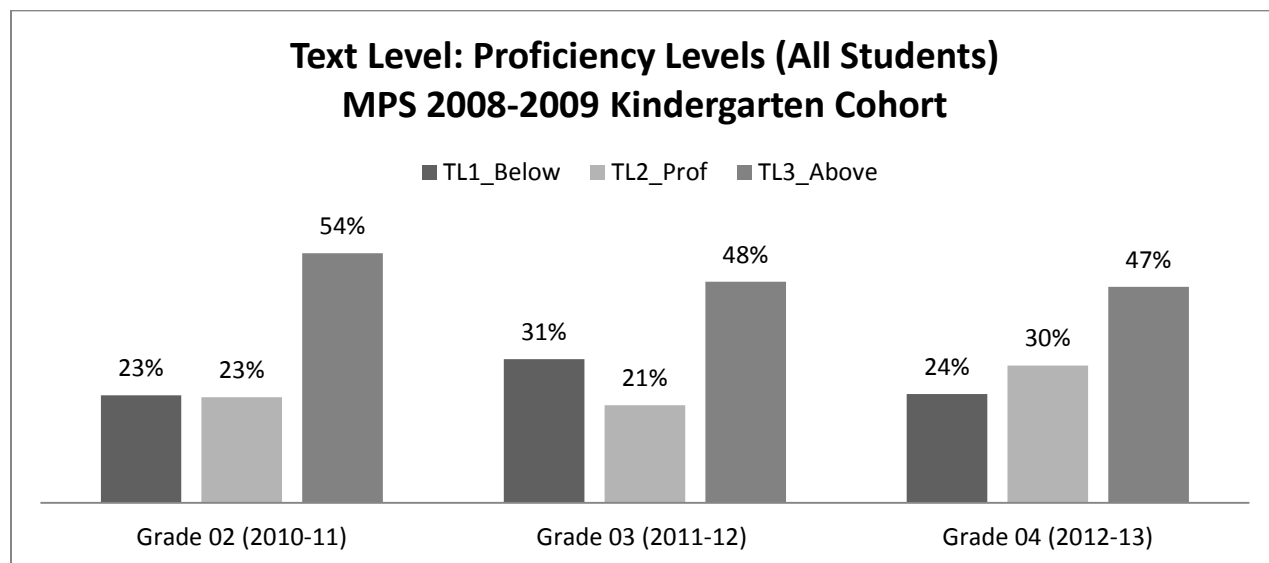
This “Poverty Students” chart details the percent of students who performed at each proficiency level. It demonstrates no change in percent of students performing at the Below Proficient Level at 17% for both 2011-12 and 2012-13. The increase in students who performed at the Exceeds Level was from 23% to 28%.

Academic Growth for the NeSA-R is based on scale scores. A scale score represents each student's unique score and is based on a 200 point scale with 200 being a perfect score on the test. The following chart displays data based on the average scale score of "All Students" and the average scale score of "Poverty Students".

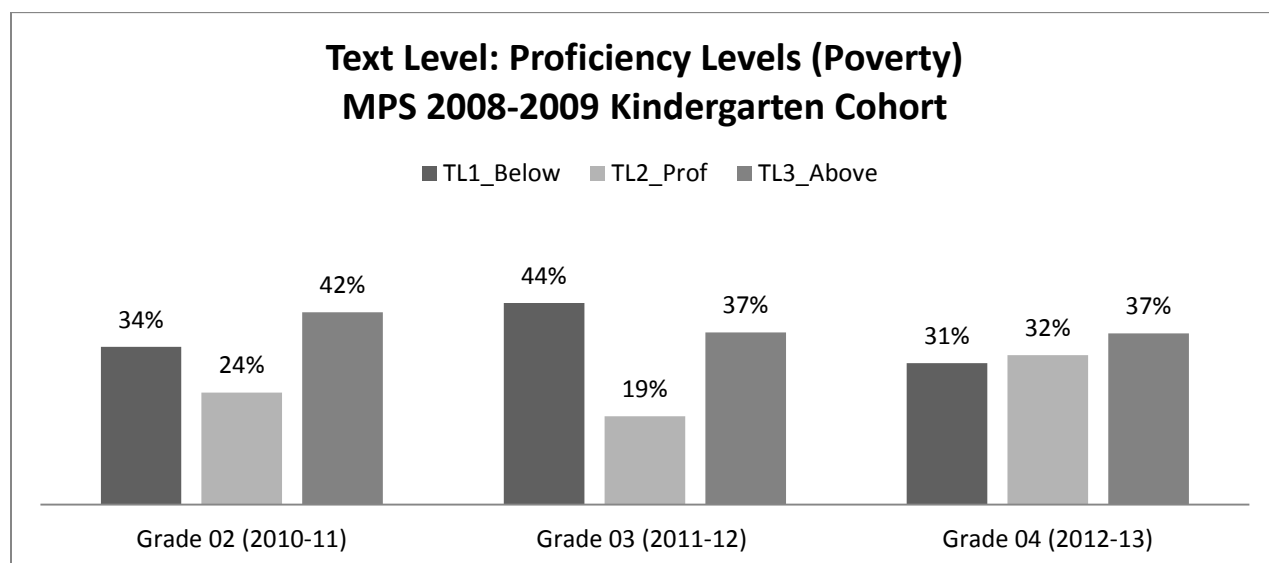


The gap between "All Students" and "Poverty Students" widens from 2011-12 to 2013-14 for this 2008-2009 Kindergarten Cohort of students. For both groups of students the average scale score increased during this time.

The following charts display data for the small sample of students that have been assessed using the Fountas and Pinnell Text Level measure used during its winter administration. These data include approximately 70% of “All Students” over these three assessments. Less than 25% of “All Students” were tested at all three grade levels.



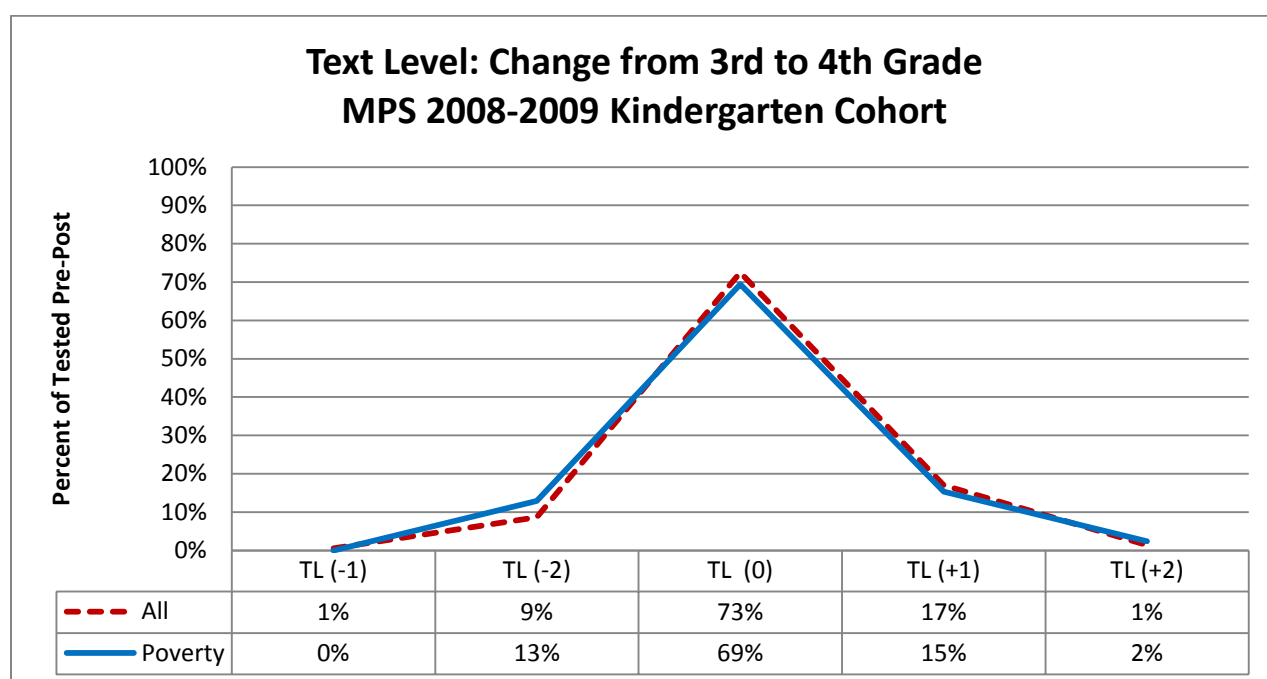
The “All Students” chart above details the percent of students (tested) who performed at each proficiency level. This data shows variation with the Below Proficient changing from 23% in 2010-11 to 31% in 2011-12 and 24% in 2012-13. The percent of students who performed at the Exceeds Level changed from 54% down to 48% and then to 47%. A similar pattern is seen in the Text Level data for “Poverty Students” in the chart below. The lack of consistency of students assessed during these times is a probable cause for this variation.



These data represent approximately one third of “All Students” at these grade levels. Approximately one third of “Poverty Students” were also tested at all three grade levels.

The purpose of this section is to note any difference in academic growth between “All Students” in the 2008-2009 Kindergarten Cohort and the “Poverty Students” in that group. What is displayed is one or more years of growth for 91 percent of “All Students” and 86 percent of “Poverty Students” in this sample of the cohort. Of the 1,328 students in this cohort, 371 students took both the 03 and 04 Text Level assessments during the winter administrations and 465 students took only one of them. For the “Poverty Students” 85 out of 251 took both assessments and 97 students took only one of them.

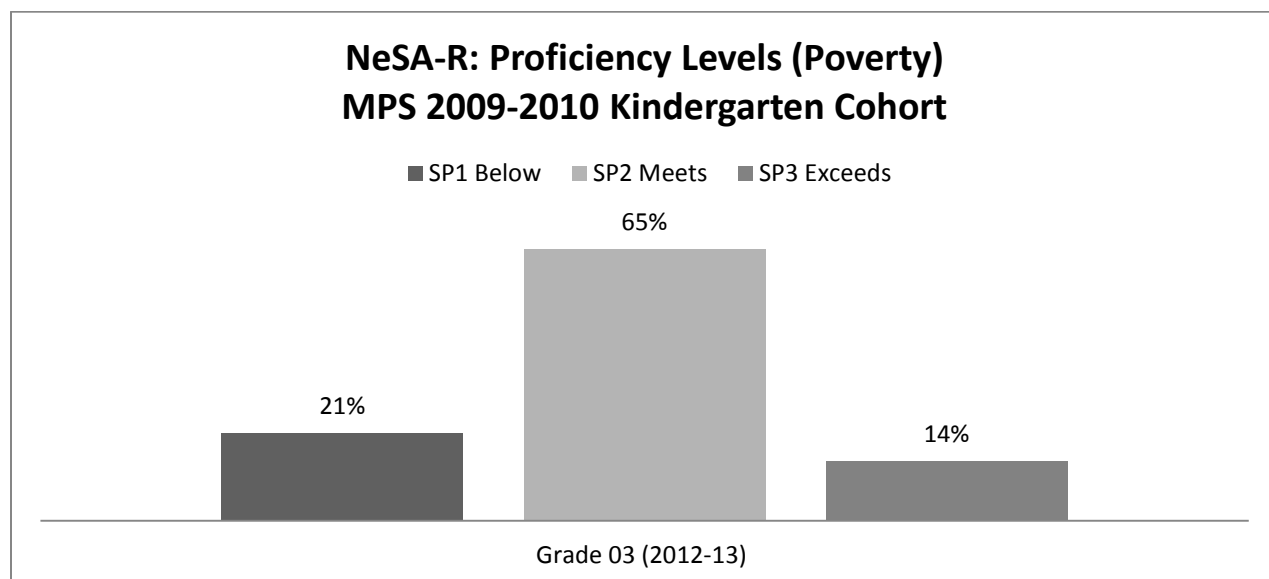
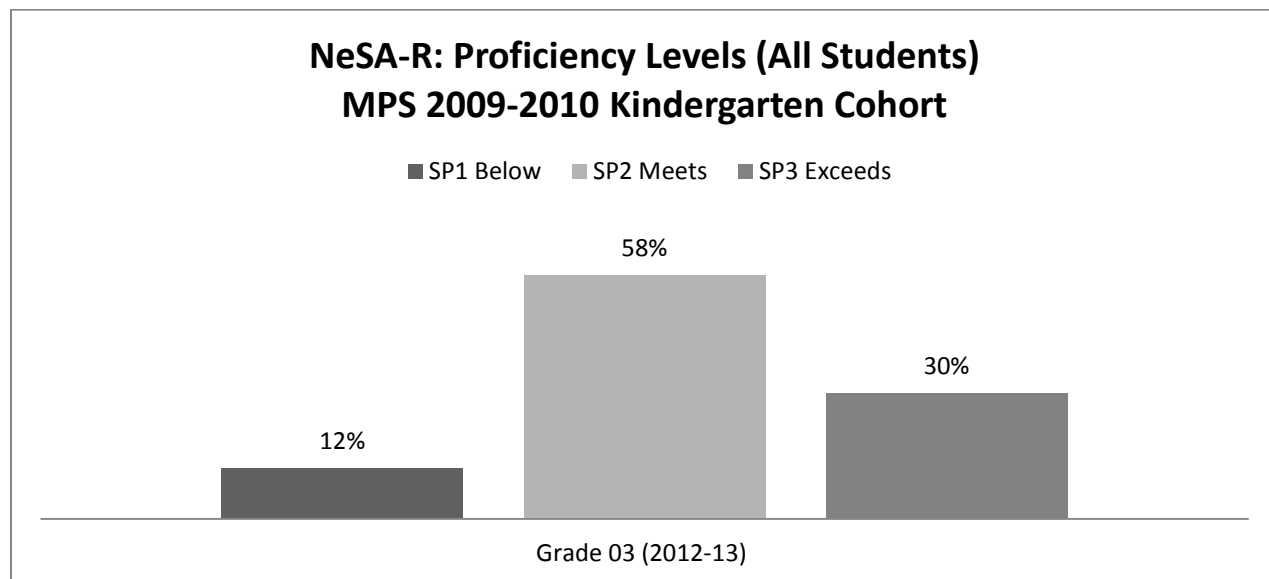
The similarity of the lines on this graph represents a similar pattern of growth for the two groups. A large number of students from both groups experienced one year of growth **TL(0)** in one year and a moderate number of students gained two or more years of growth **TL(+1)** and **TL(+2)** in one year.



MPS 2009-2010 Kindergarten Cohort

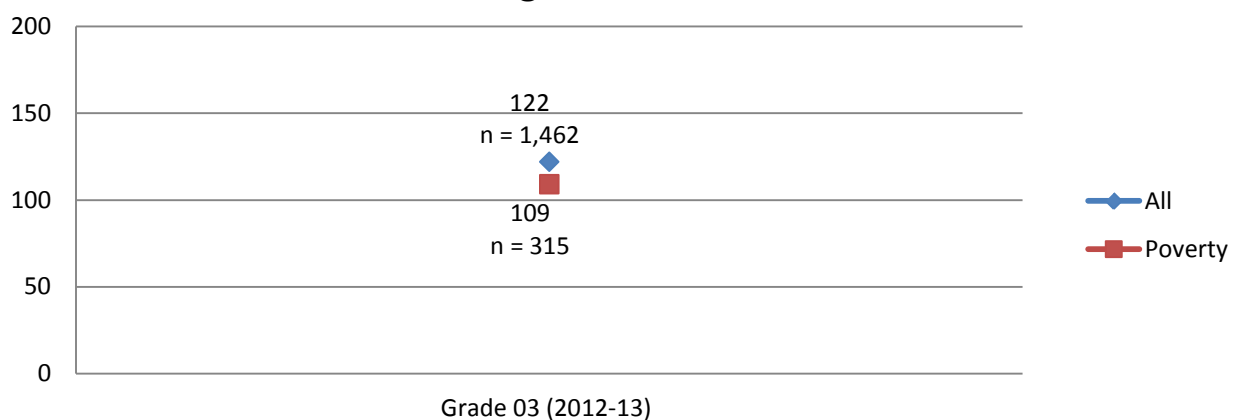
The following charts provide information about reading skills for students who were in Kindergarten during the 2009-2010 school year. As noted in the charts below, these students were in Grade 03 in 2012-2013. Similarities are demonstrated for the following two groups of students: 1) All students in the 2009-2010 Kindergarten Cohort, 2) Students with FRPL classification in the 2009-2010 Kindergarten Cohort.

This cohort only completed the third grade by the end of the 2012-2013 school year, and therefore has a limited amount of data available to make assumptions about achievement and growth.

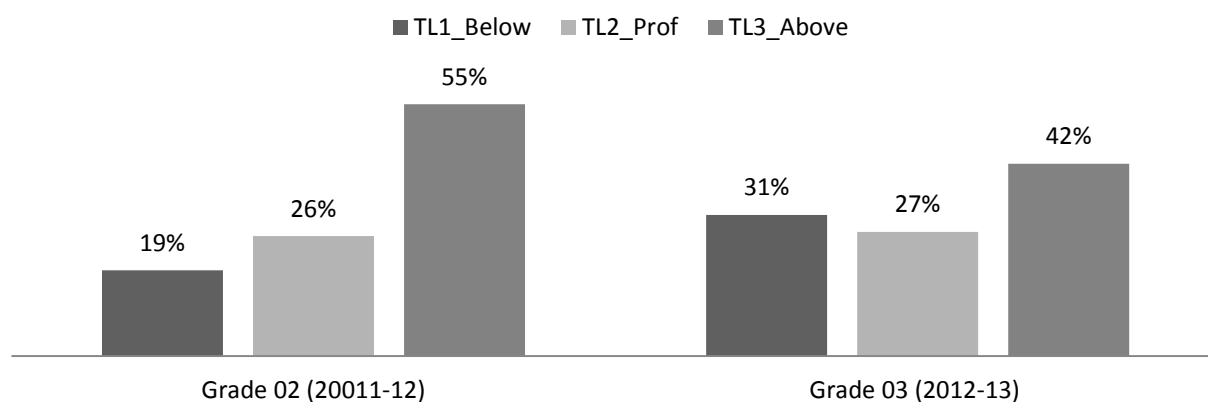


These charts detail the percent of students who performed at each proficiency level. It demonstrates the difference in “All Students” and “Poverty Students” in terms of percent at each proficiency level.

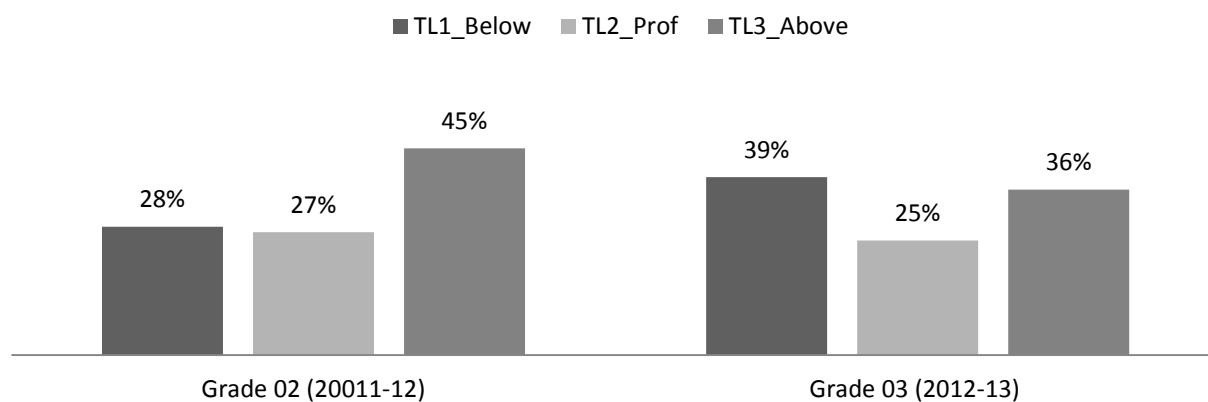
NeSA-R Growth (Scale Score) 2009-2010 Kindergarten Cohort



Text Level: Proficiency Levels (All Students) MPS 2009-2010 Kindergarten Cohort



Text Level; Proficiency Levels (Poverty) MPS 2009-2010 Kindergarten Cohort



Mathematics:

The measures used to provide insight into mathematics skill for students of poverty include the State reading test, NeSA-M, and the district benchmark assessment, Scholastic Math Inventory (referred in this document as SMI). Both of these measures will be represented by two views: Proficiency Levels and a more global view that gives insight into academic growth. Most of the students in the District take both the NeSA-M and SMI. Occasions in the fall, winter and spring exist for SMI administration. Data from spring administration were selected for this report based on the consistency of data available.

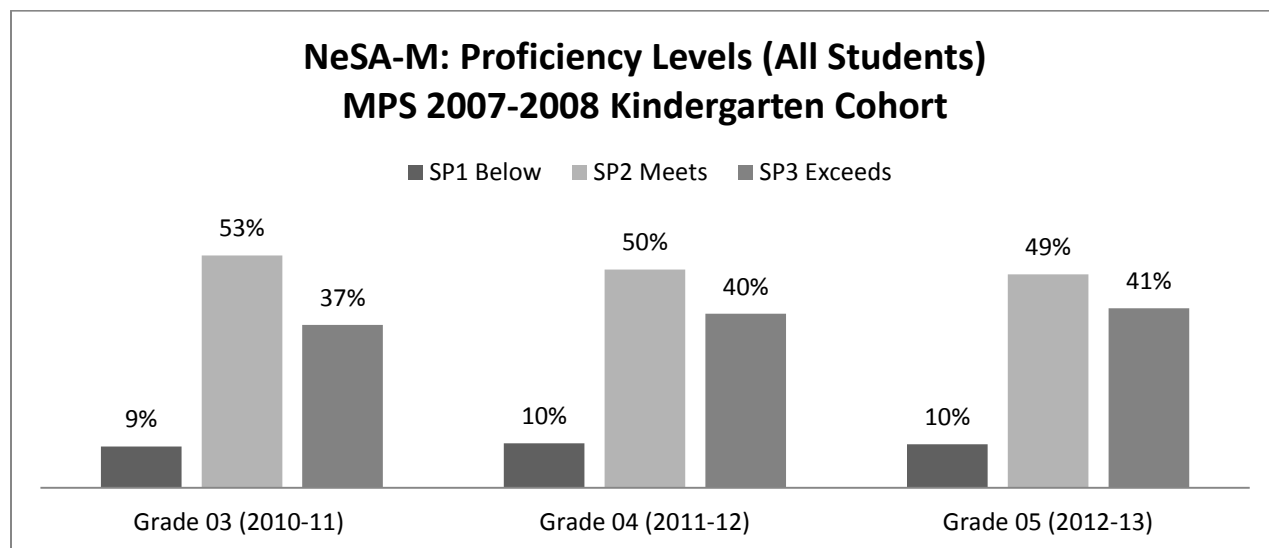
For NeSA-M, the more global view is provided through average scale scores. A scale score represents each student's unique score and is based on a 200 point scale with 200 being a perfect score on the test. For scale scores, a year's growth is demonstrated by similar scores in consecutive years.

For SMI, the more global view is represented by average Quantile Scores. A Quantile Score is similar to a scale score. However, to show a year's growth scores should increase according to the standard set by Scholastic. To interpret the meaning of the Quantile Scores the MPS average Quantile scores are compared to SMI On-Level Quantile Scores in the visualization of these data. **Millard Public Schools' district benchmark assessment for mathematics, Scholastic Mathematics Inventory (SMI), scores for MPS students of poverty as well as all MPS students are consistently above the On-Level Target Scores provided by SMI.**

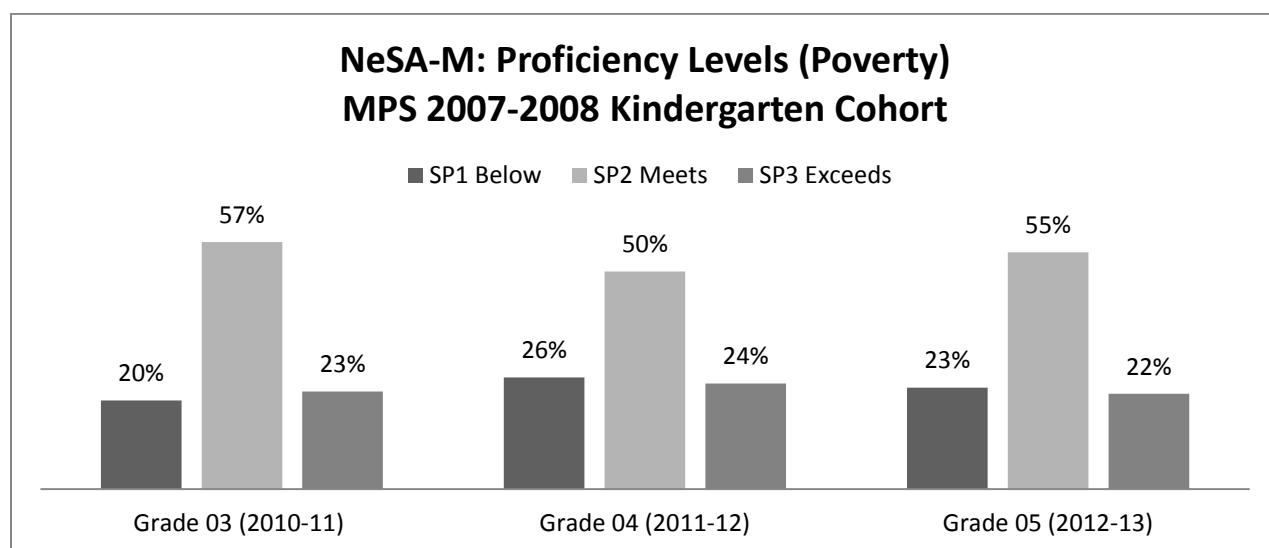
The information from these measures is separated into the three cohorts (Kindergarten 2007-2008, Kindergarten 2008-2009, Kindergarten 2009-2010) to provide a more accurate picture of achievement over time for each of these specific groups of students.

MPS 2007-2008 Kindergarten Cohort

The following charts provide information about mathematics skills for students who were in Kindergarten during the 2007-2008 school year. As noted in the charts below, these students were in Grade 03 in 2010-2011, Grade 04 in 2011-2012 and Grade 05 in 2012-2013. Similarities are demonstrated for the following two groups of students: 1) All students in the 2007-2008 Kindergarten Cohort, 2) Students with FRPL classification in the 2007-2008 Kindergarten Cohort.

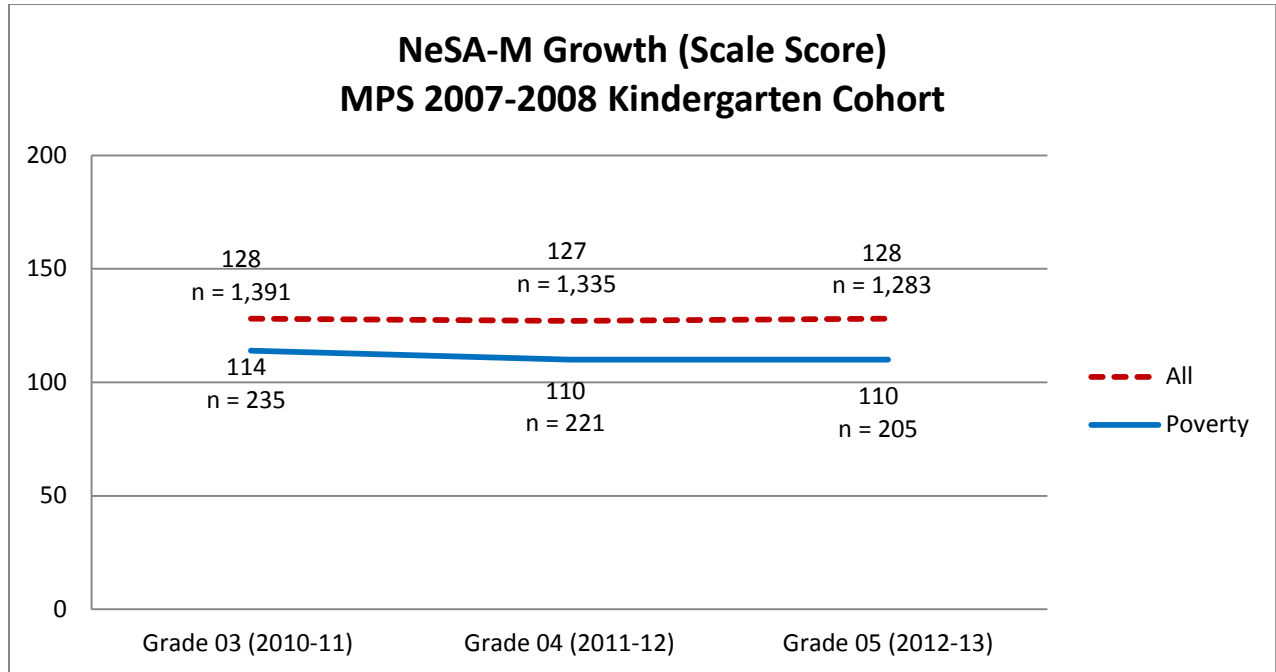


The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a small increase in students performing at the Below Proficient Level from 9% in 2010-11 to 10% in 2012-13. The increase in students who performed at the Exceeds Level was from 37% to 41%.



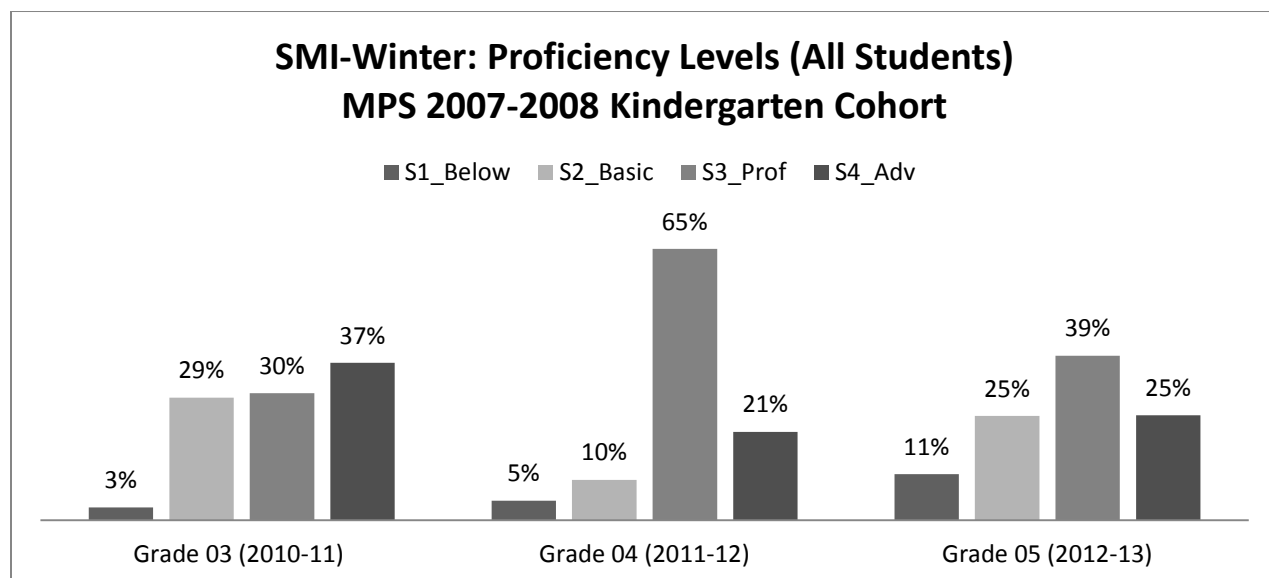
The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a slight increase in students performing at the Below Proficient Level from 20% in 2010-11 to 23% in 2012-13. A slight decrease in students who performed at the Exceeds Level was from 23% to 22%.

Academic Growth for the NeSA-M is based on scale score. The following chart displays data based on the average scale score of “All Students” and the average scale score of “Poverty Students”.

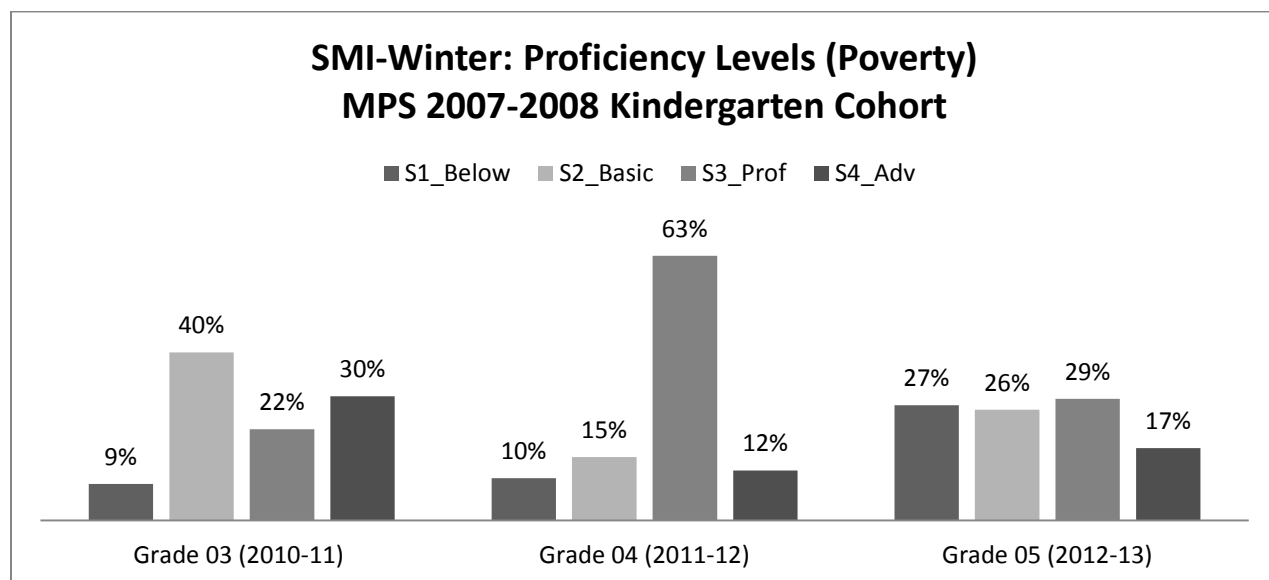


The gap between “All Students” and “Poverty Students” increased slightly from 2010-11 to 2012-13 for this 2007-2008 Kindergarten Cohort of students. For both groups of students the average scale score stayed nearly the same during this time.

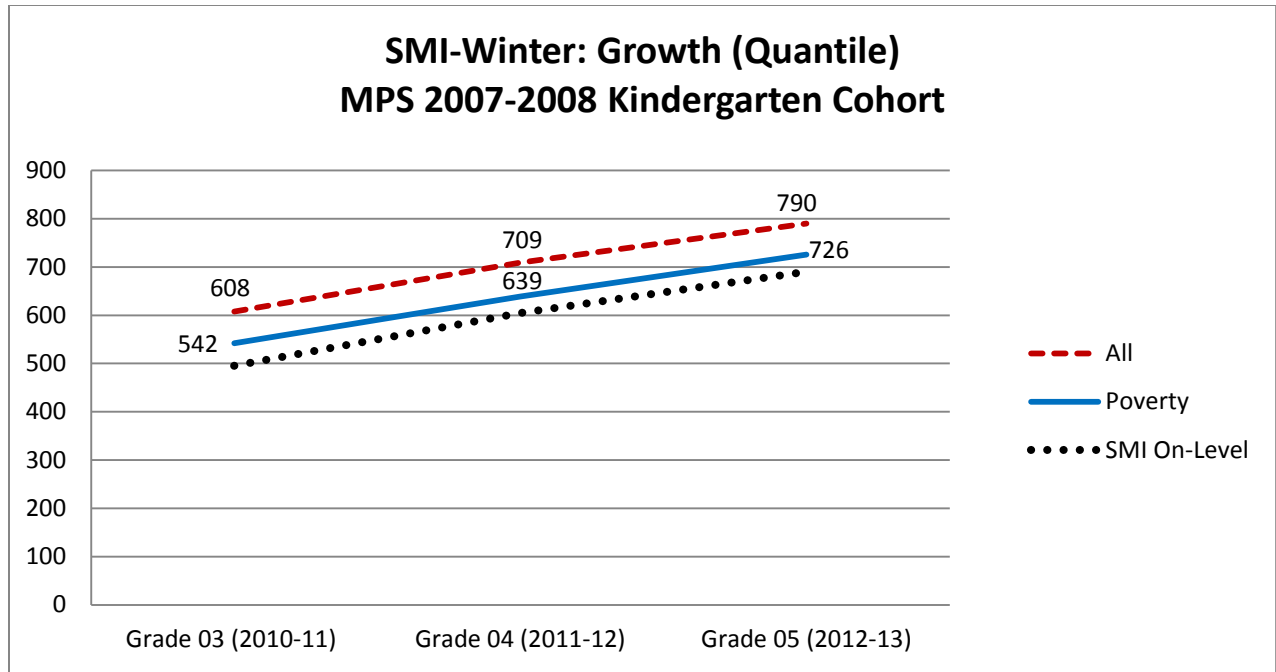
The SMI has been taken by almost all MPS elementary students since the 2010-2011 school year. Data is available for grades 03, 04, and 05 for the 2007-2008 Kindergarten Cohort.



The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a small increase in students performing at the Below Proficient Level from 3% in 2010-11 to 11% in 2012-13. The students who performed at the Exceeds Level decreased from 37% to 25% during that time.



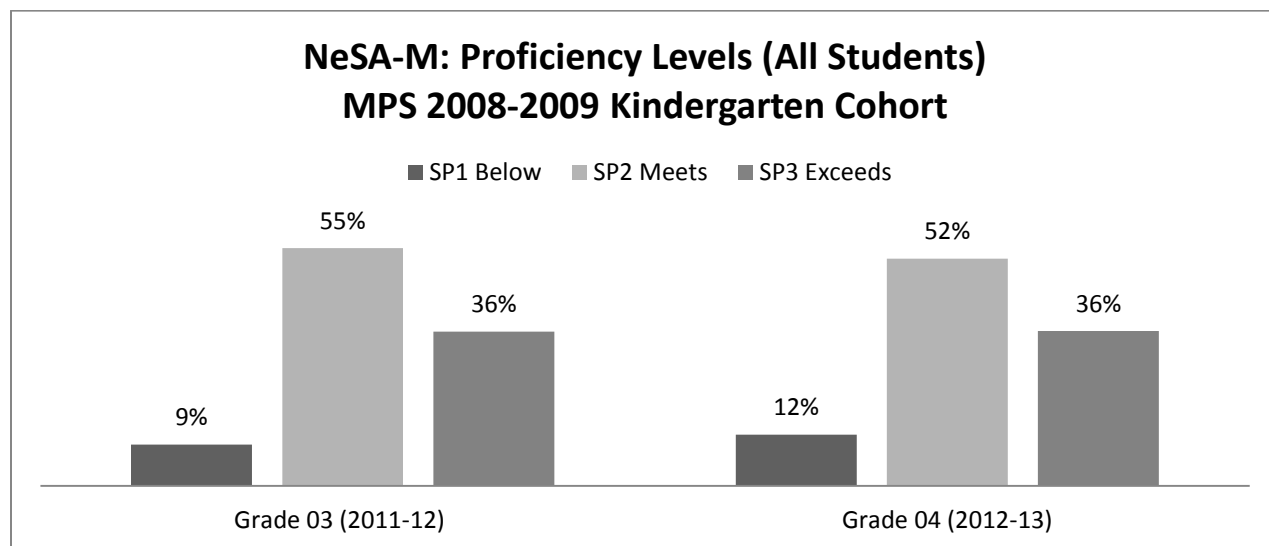
The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates an increase in students performing at the Below Proficient Level from 9% in 2010-11 to 27% in 2012-13. The students who performed at the Exceeds Level decreased from 30% to 17% during that time. The pattern of change is the same for “All Students” and “Poverty Students” for this Cohort.



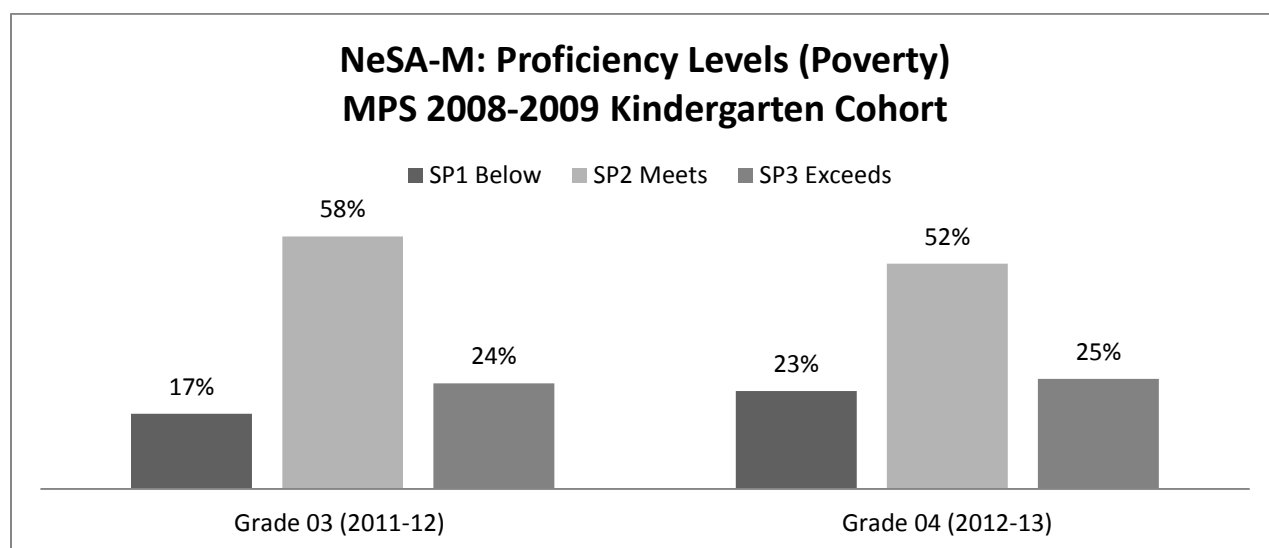
The SMI Quantile scores for both “All Students” and “Poverty Students” are above the SMI On-Level mark. However, the rate of growth shown by the SMI On-Level Line increases more from 2010-11 to 2012-13 than the lines representing MPS data.

MPS 2008-2009 Kindergarten Cohort

The following charts provide information about mathematics skills for students who were in Kindergarten during the 2008-2009 school year. As noted in the charts below, these students were in Grade 03 in 2011-2012 and Grade 04 in 2012-2013. Similarities are demonstrated for the following two groups of students: 1) All students in the 2008-2009 Kindergarten Cohort, 2) Students with FRPL classification in the 2008-2009 Kindergarten Cohort

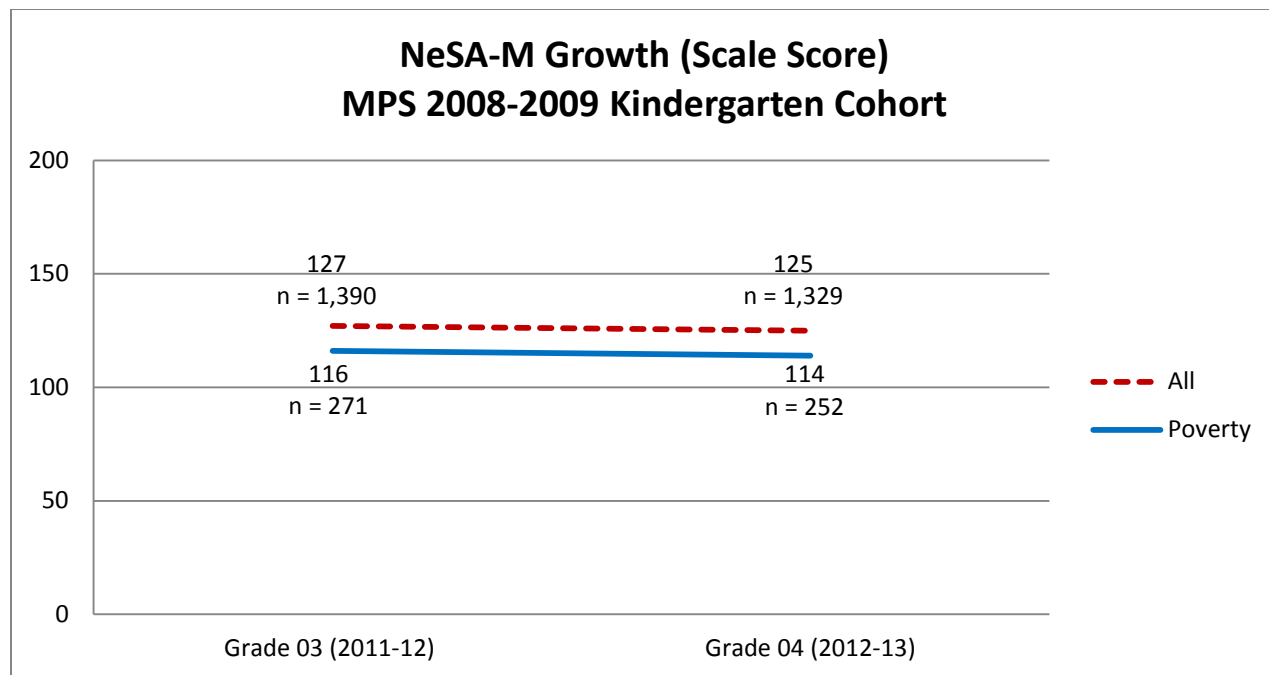


The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates an increase in students performing at the Below Proficient Level from 9% in 2011-12 to 12% in 2012-13. The percent of students performing at the Exceeds Level was 36% for both years.



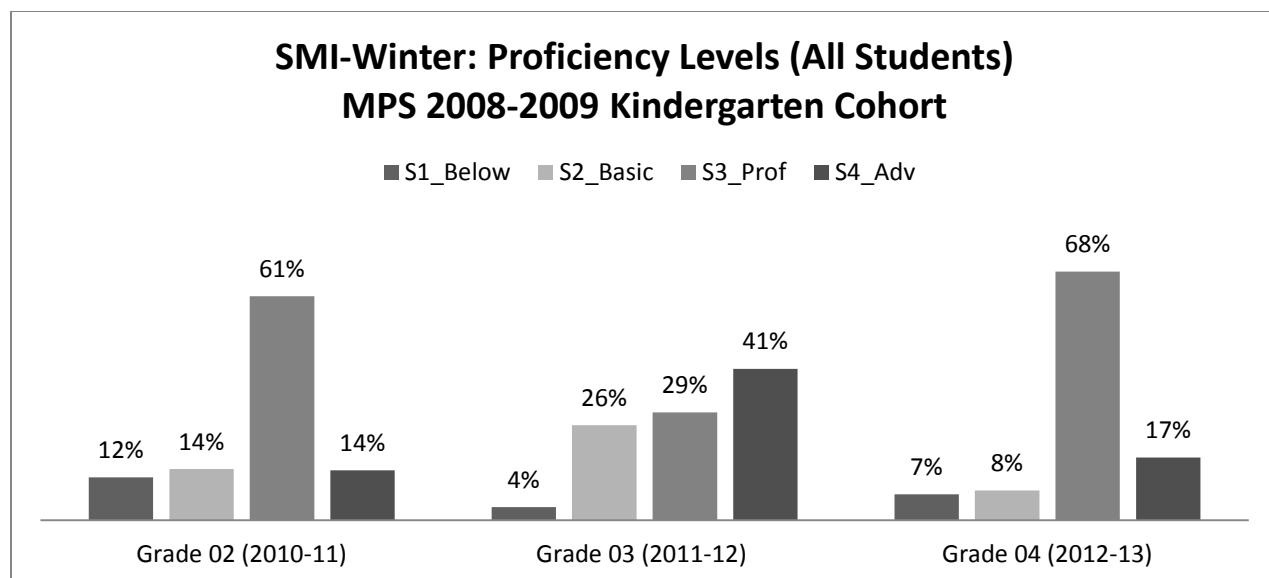
The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates an increase in students performing at the Below Proficient Level from 17% in 2011-12 to 23% in 2012-13. There was a slight increase in students who performed at the Exceeds Level from 24% to 25%.

Academic Growth for the NeSA-M is based on Scale Score. The following chart displays data based on the average scale score of “All Students” and the average scale score of “Poverty Students”.

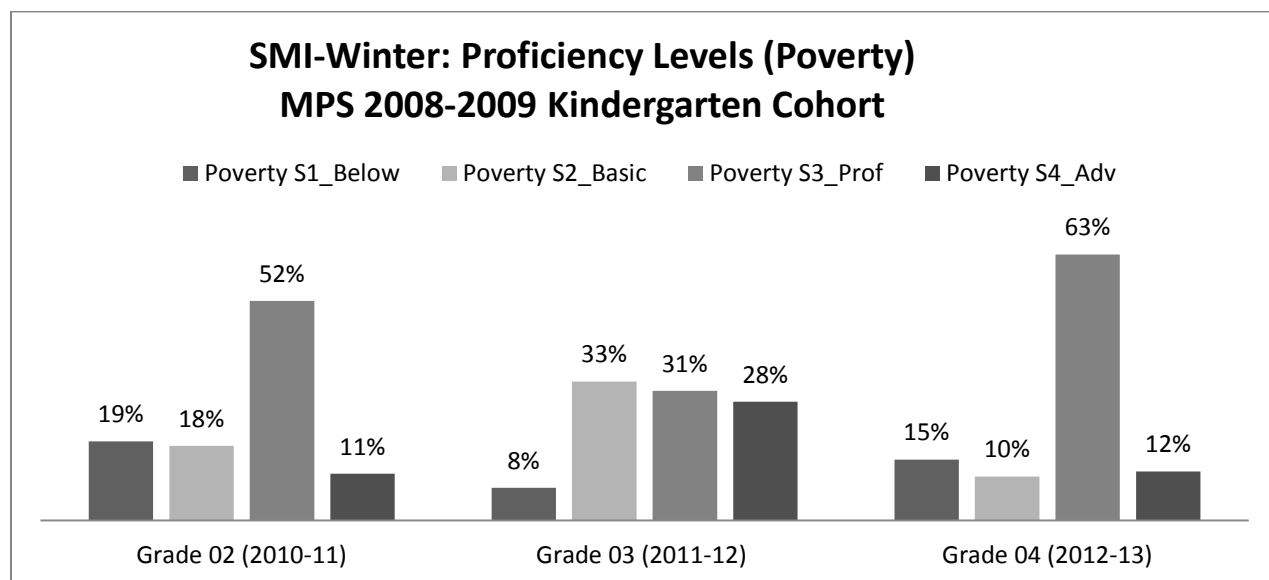


The gap between “All Students” and “Poverty Students” remains the same from 2011-12 to 2012-13 for this 2008-2009 Kindergarten Cohort of students. For both groups of students the average scale score decreased slightly during this time.

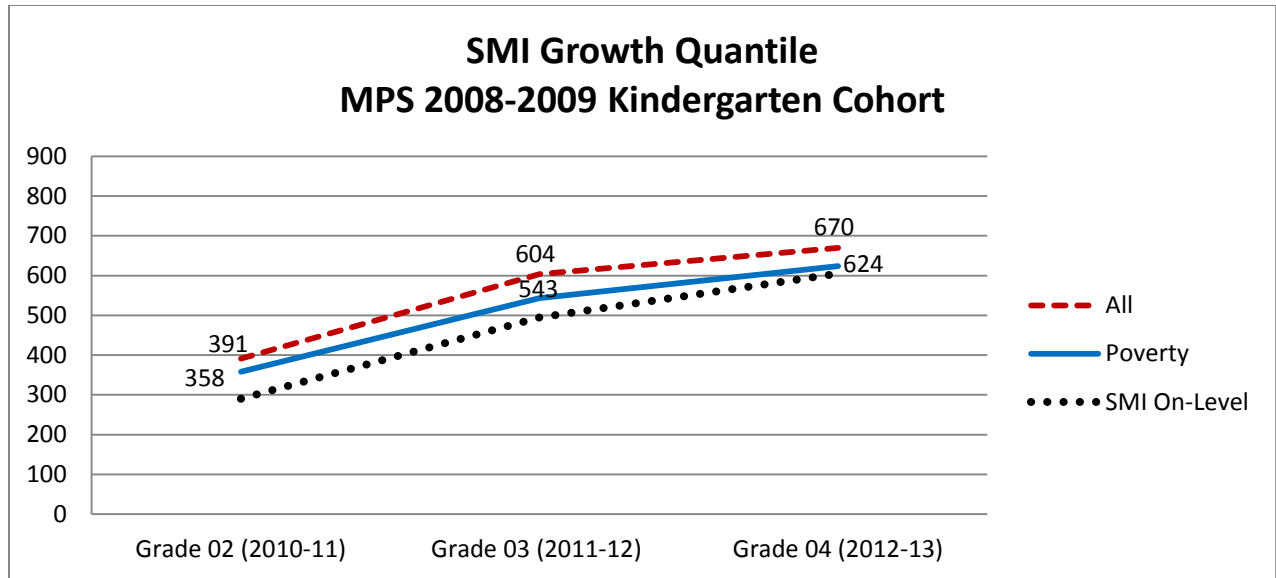
The SMI has been taken by almost all MPS elementary students since the 2010-2011 School Year. Data is available for grades 02, 03, and 04 for the 2008-2009 Kindergarten Cohort.



The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a small decrease in students performing at the Below Proficient Level from 12% in 2010-11 to 7% in 2012-13. The percent of students who performed at the Exceeds Level increased from 14% to 17% during that time.



The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a decrease in students performing at the Below Proficient Level from 19% in 2010-11 to 15% in 2012-13. The students who performed at the Exceeds Level increased from 11% to 12% during that time. The pattern of change is the same for “All Students” and “Poverty Students” for this Cohort.

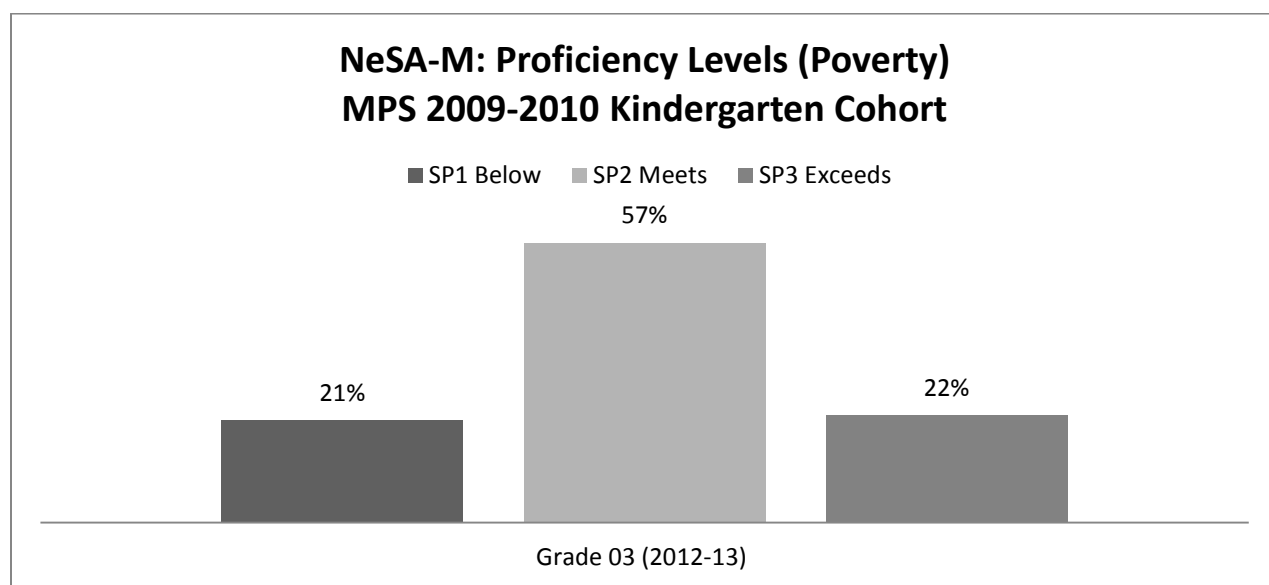
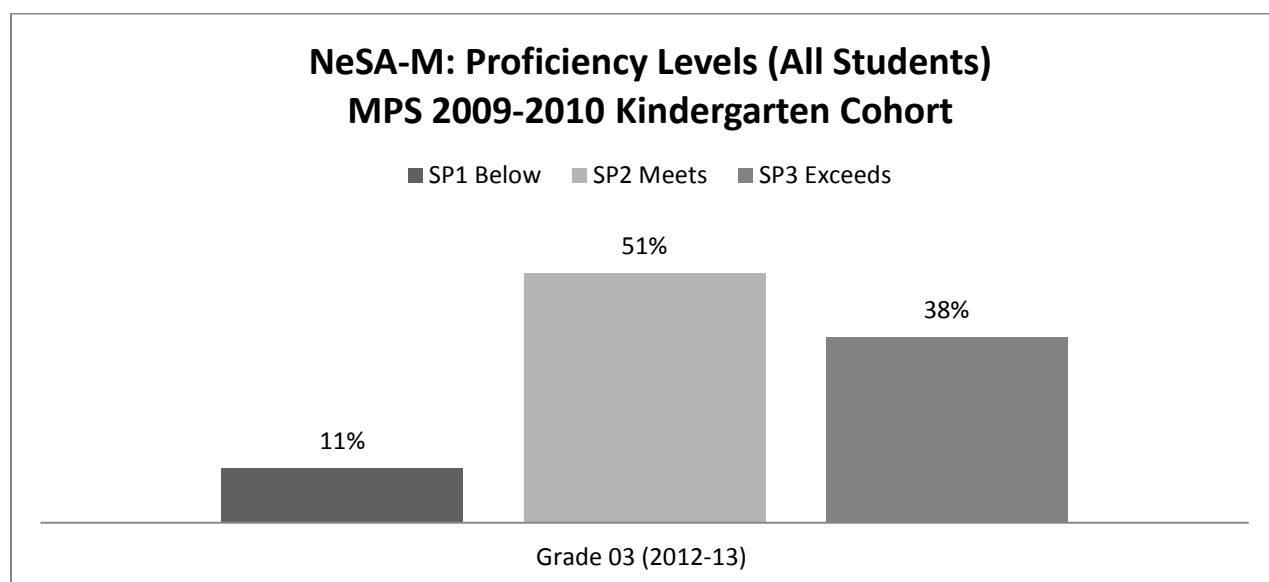


The SMI Quantile scores for both “All Students” and “Poverty Students” are above the SMI On-Level mark. However, the rate of growth shown by the SMI On-Level line increases more from 2010-11 to 2012-13 than the lines representing MPS data.

MPS 2009-2010 Kindergarten Cohort

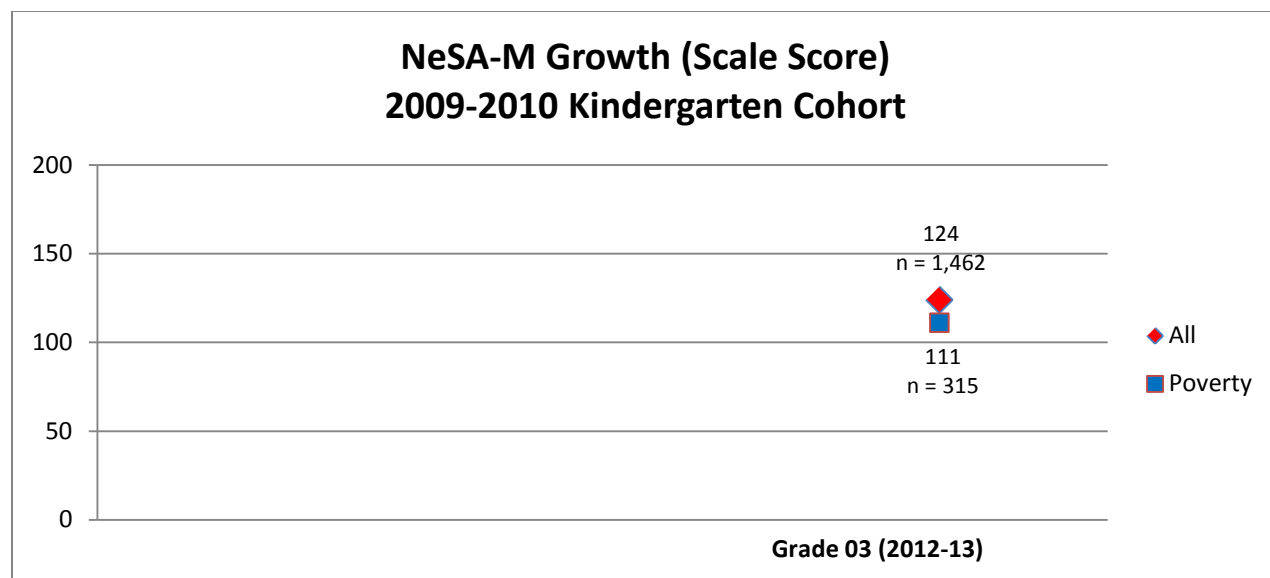
The following charts provide information about mathematics skills for students who were in Kindergarten during the 2009-2010 school year. As noted in the charts below, these students were in Grade 03 in 2012-2013. Similarities are demonstrated for the following two groups of students: 1) All students in the 2009-2010 Kindergarten Cohort, 2) Students with FRPL classification in the 2009-2010 Kindergarten Cohort.

This cohort only completed the third grade by the end of the 2012-2013 school year, and therefore has a limited amount of data available to make assumptions about achievement and growth.

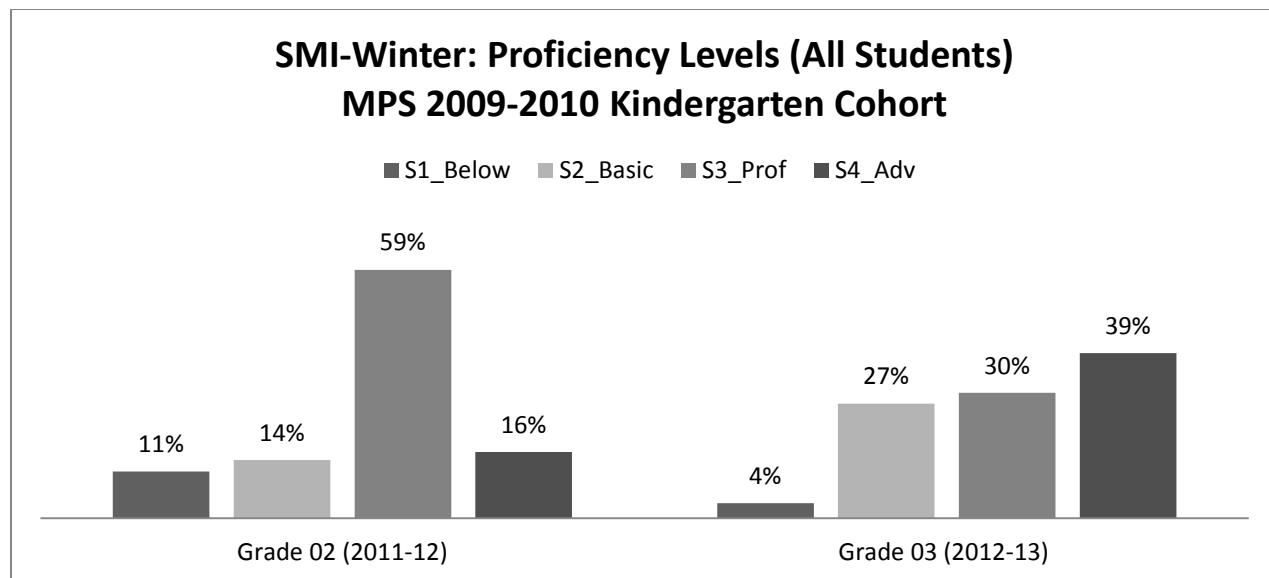


These charts detail the percent of students who performed at each proficiency level. It demonstrates the difference in “All Students” and “Poverty Students” in terms of percent at each proficiency level.

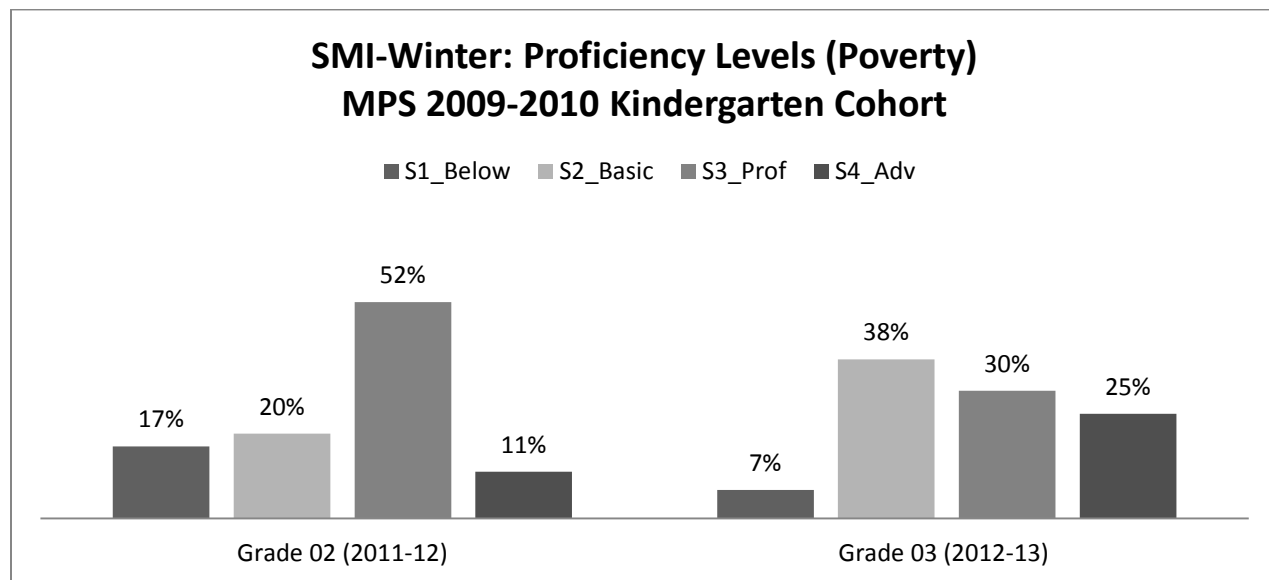
Academic Growth for the NeSA-M is based on scale score. The following chart displays MPS data based on the average scale score of “All Students” and the average scale score of “Poverty Students”.



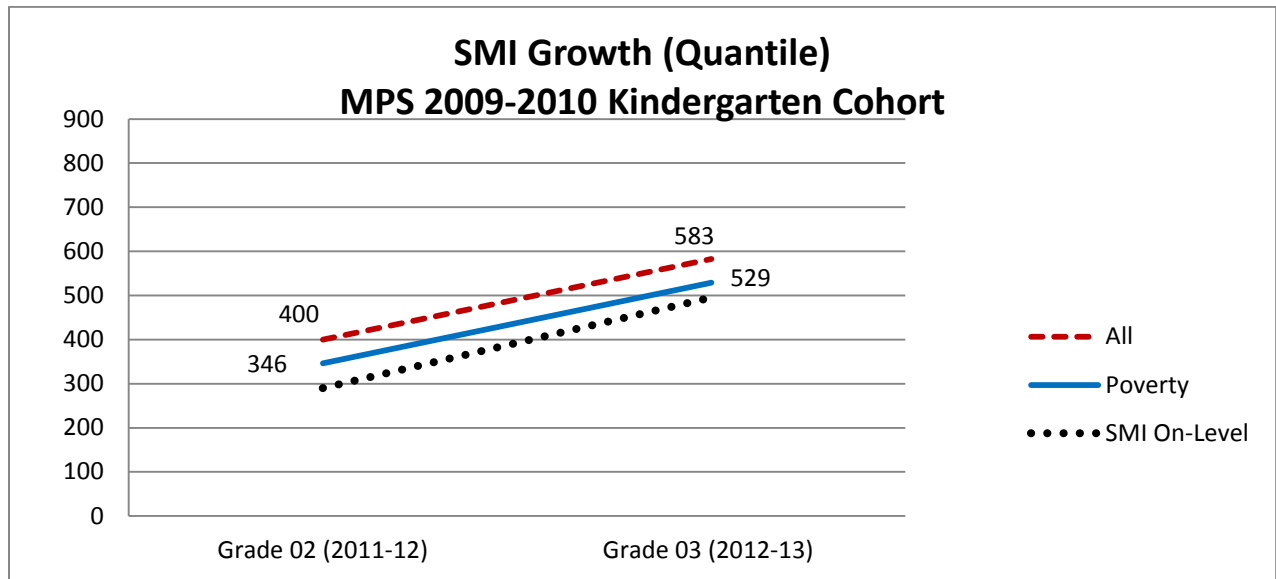
The SMI has been taken by almost all MPS elementary students since the 2010-2011 school year. Data is available for grades 02 and 03 for the 2009-2010 Kindergarten Cohort.



The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a small decrease in students performing at the Below Proficient Level from 11% in 2011-12 to 4% in 2012-13. The students who performed at the Exceeds Level increased from 16% to 39% during that time.



The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a decrease in students performing at the Below Proficient Level from 17% in 2011-12 to 7% in 2012-13. The students who performed at the Exceeds Level increased from 11% to 25% during that time. The pattern of change is the same for “All Students” and “Poverty Students” for this Cohort.



The SMI Quantile scores for both “All Students” and “Poverty Students” are above the SMI On-Level mark. However, the rate of growth shown by the SMI On-Level Line increases more from 2011-12 to 2012-13 than the lines representing MPS data.

Summary:

Poverty in Millard Public Schools (MPS) has continued to increase since 2008-2009, the year the Nebraska Department of Education (NDE) implemented school district requirements for a Poverty Plan. MPS has met and exceeded the State requirements for support of instruction for students of poverty. MPS students continue to exceed the State as a whole in respect to student proficiency on the state reading (NeSA-R) and mathematics (NeSA-M) assessments. Both MPS and NDE data show a slight closing of the gap in percent proficient between “All Students” and “Poverty Students” in the area of reading. In Mathematics, MPS and NDE have both maintained nearly the same gap in percent proficient between these groups.

Viewing MPS student data through the lens of Kindergarten Cohorts has provided a view with far fewer variables that might impact the interpretation of this data. The results from the 2007-2008, 2008-2009 and 2009-2010 Kindergarten Cohorts show similar trends in spite of the differences that can be expected from viewing different populations of students. Although limited in scope, data from Millard Public Schools’ district Text Level Reading Benchmark data indicates the majority of MPS students (“All Students and “Poverty Students”) gained one or more years of growth from third grade to fourth grade for the populations studied. Mathematics data for the Kindergarten Cohorts demonstrates little or no change in student scores over time resulting in little or no change in number of students at Meets or Exceeds Proficiency Levels. There is some evidence of the gap between “All Students” and “Poverty Students” being maintained or widened when considering NeSA-M data. Millard Public Schools’ district benchmark assessment for mathematics, Scholastic Mathematics Inventory (SMI), scores for both “All Students” and “Poverty Students” are consistently above the On-Level target scores provided by SMI.

Millard Public Schools continues to support and enhance the school experience for students of poverty, while being aware much is yet to be done. As indicated by the data in this report, reading assessments provide positive results for MPS efforts to close the gap. However, in mathematics the results are not as clear or favorable.

AGENDA SUMMARY SHEET

Agenda Item: Learning Community Evaluation Report

Meeting Date: October 6, 2014

Department: Office of the Superintendent

**Title & Brief
Description:**

Action Desired: Information Only

Background:

**Options/Alternatives
Considered:**

Recommendations: N/A

**Strategic Plan
Reference:** N/A

**Implications of
Adoption/Rejection:**

Timeline:

**Responsible
Persons:** Superintendent, Dr. Jim Sutfin

Superintendents Signature: _____



The Learning Community – Time for a Change?

September 23, 2014

The Learning Community of Douglas and Sarpy Counties has been in operation for six years. During this time there have been gains and losses; successes and failures; bold steps and missteps. The expectations for the Learning Community – pool resources across eleven school districts for the education needs of children in poverty; create socioeconomically diverse enrollment in each Douglas and Sarpy County school; fix boundaries of existing school districts; and take steps to raise overall achievement and graduation rates – are significant. This report attempts to look at the work of the Learning Community and its relationship with member school districts in ten areas. Recommendations in each of the areas will be offered in hopes of refining the work, narrowing the focus and enhancing the efforts to improve the achievement and learning of all students in poverty in Douglas and Sarpy Counties.

I. Learning Community Finances

- Common Levy
- Core Services
- TEEOSA

II. Boundaries

- School District Concerns
- City and Developer Concerns

III. Transportation for Open Enrollment

IV. Open Enrollment Student Movement

V. Open Enrollment Student Achievement

VI. Focus Schools

VII. Early Childhood Education

VIII. Elementary Learning Centers

IX. Governance Structure

X. Superintendent's Advisory Council