

# AND BUDGET SUMMARY AMENDMENT

s County, Nebraska

s 13-501 to 13-512, that the governing body will meet on the 10th day of August, (137) for the purpose of hearing support, opposition, criticism, suggestions or Fund Only. The amendment is due to the Bond Refunding the district request or corresponding levy. The budget detail is available at the office of the

*David M. Anderson*

Clerk/Secretary

## BUDGET SUMMARY

Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)
\$ 16,814,102.00	\$ 18,020,282.33	\$ 140,297.16	\$ 14,029,730.16
\$ 16,814,102.00	\$ 18,020,282.33	\$ 140,297.16	\$ 14,029,730.16

## BUDGET SUMMARY

Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)
\$ 16,814,102.00	\$ 42,520,282.33	\$ 140,297.16	\$ 14,029,730.16
\$ 16,814,102.00	\$ 42,520,282.33	\$ 140,297.16	\$ 14,029,730.16

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

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

J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

of THE DAILY RECORD, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in THE DAILY RECORD, of Omaha, on July 24, 2015

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

GENERAL NOTARY - State of Nebraska  
ELLEN FREEMAN  
My Comm. Exp. Dec. 11, 2017

Publisher's Fee \$ 164.90

Additional Copies \$

Total \$ 164.90

Subscribed in my presence and sworn to before

me this 24th day of

July 2015

Notary Public in and for Douglas County,  
State of Nebraska

## g To Set Final Tax Request

017) in Douglas County, Nebraska

of State Statute Section 77-1601.02, that the governing body will meet on  
nistration Center (5606 S. 147th Street, Omaha, NE 68137) for the  
ervations of taxpayers relating to setting the final tax request at a different

### Information

### 2015/16 Budget Information

	Property Tax Rate (2014-2015 Request Divided By 2015 Valuation)	2015-2016 Proposed Property Tax Request	Proposed 2015 Tax Rate
0000	0.115707	9,700,178.69	0.100000
0000	0.144634	14,550,272.58	0.150000
	0.000000		0.000000
	0.000000		0.000000
	0.000000		0.000000
0000	0.028927	3,880,070.67	0.040000
	0.000000	-	0.000000
	0.000000		0.000000
	0.000000		0.000000

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

Publisher's Fee \$ 138.50

Additional Copies \$

Total \$ 138.50

Subscribed in my presence and sworn to before

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July 2015

Notary Public in and for Douglas County,  
State of Nebraska



# HEARING AND BUDGET SUMMARY

Douglas County, Nebraska

ons 13-501 to 13-513, that the governing body will meet on the 10th day of August, aha, NE 68137) for the purpose of hearing support, opposition, criticism, consider amendments relative thereto. The budget detail is available at the office

*David M. Anderson*

Clerk/Secretary

Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)
\$ 30,887,787.00	\$ 245,111,251.00	\$ 97,001.69	\$ 9,700,178.69
	\$ 7,255,462.00		
\$ 4,000,000.00	\$ 36,953,812.00		
	\$ 2,000,000.00		
\$ 1,000,000.00	\$ 10,000,000.00		
\$ 277,245.00	\$ 14,277,245.00		
\$ 19,040,661.00	\$ 19,129,142.00	\$ 145,502.58	\$ 14,550,272.58
	\$ 37,963,851.00	\$ 38,800.67	\$ 3,880,070.67
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -		
\$ 100,000.00	\$ 1,951,737.00		
\$ -	\$ -		
\$ 55,305,693.00	\$ 374,642,500.00	\$ 281,304.94	\$ 28,130,521.94

Total Personal and Real Property Tax Requirement For Bonds

\$ 14,550,272.58

Total Personal and Real Property Tax Requirement for ALL Other

\$ 13,580,249.36

## THE DAILY RECORD OF OMAHA

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GENERAL NOTARY - State of Nebraska  
ELLEN FREEMAN  
My Comm. Exp. Dec. 14, 2017

Publisher's Fee \$ 171.50

Additional Copies \$

Total \$ 171.50

Subscribed in my presence and sworn to before

me this 24th day of

July 2015

Notary Public in and for Douglas County, State of Nebraska

**SCRIPT FOR  
BUDGET HEARINGS  
(Board President)**

**Introduction:**

- *Call Meeting to Order*
- *Roll Call of Members*

The Public Meeting Law is posted on the wall inside the west center entrance to this room.

This evening we will be conducting three public hearings required by Nebraska law.

The three hearings are as follows:

1. A hearing on adopting the Proposed FYE16 Budget.
2. A hearing on the proposed property tax request required to fund the Proposed FYE16 Budget.
3. A hearing on amending the FYE15 Bond Fund Budget.

On the table in the hallway are sign-up sheets for those who wish to address the board. Anyone wishing to address the board at any of these hearings should complete one of those sheets and have it forwarded to me.

Copies of the proposed budget are available at the back of the room.

The purpose for each of the hearings is to receive public comments. Action on the FYE16 budget and levies is scheduled for the first meeting in September (i.e., September 8<sup>th</sup>). Action on the FYE15 Budget Amendment will be addressed later in this meeting.

Prior to conducting the hearings, I'd like to give Mr. Fossen some time to present information related to the hearing topics. Mr. Fossen.

*(After the presentation, continue below.)*

Now we are ready to conduct the three hearings for this evening.

**1. Hearing on the Proposed FYE16 Budget:**

The purpose of the first hearing is to receive testimony from the public on matters related to the Proposed Budget for FYE16. The proposed budget provides for expenditures as follows:

<b><u>Funds</u></b>	<b><u>Expenditures</u></b>
General Fund	\$ 223,826,641
Depreciation Fund	\$ 7,255,462

Employee Benefit Fund	\$ 32,953,812
Contingency	\$ 2,000,000
Activities Fund	\$ 9,000,000
School Lunch Fund	\$ 14,000,000
Bond Fund	\$ 14,493,251
Special Building Fund	\$ 41,805,121
Student Fee Fund	\$ 1,851,737

I have received 0 requests to be heard on this issue. The first person is \_\_\_\_\_.

(Give everyone the opportunity to speak for \_\_\_\_\_ minutes.)

Thank you for your comments. Since I have no other requests to comment, the first hearing is completed.

## **2. Hearing on the Proposed FYE16 Property Tax Request:**

The purpose of the second hearing is to receive testimony from the public on the proposed tax request to fund the Proposed Budget for FYE16. More specifically, the proposed tax request would change the request from the previous year as follows:

<b><u>Fund</u></b>	<b><u>FYE15 Tax Request</u></b>	<b><u>FYE16 Tax Request</u></b>
General Fund	\$ 11,223,785	\$ 9,700,179
Bond Fund	\$ 14,029,730	\$ 14,550,273
Building Fund	\$ 2,805,949	\$ 3,880,071

I have received 0 requests to be heard on this issue. The first person is \_\_\_\_\_.

(Give everyone the opportunity to speak for \_\_\_\_\_ minutes.)

Thank you for your comments. Since I have no other requests to comment, the second hearing is completed.

## **3. Hearing to Amend FYE15 Bond Fund Budget:**

The purpose of the third hearing is to receive testimony from the public on matters related to the Amendment of the FYE15 Bond Fund budget. The budget is being amended due to the Bond Refunding the district completed in June 2015. The amendment does not increase the tax levy.

The amendment calls for an increase of \$24,500,000 in both the disbursements (i.e., expenses) and resources (i.e., income).

I have received \_\_\_\_\_ requests to be heard on this issue. The first person is \_\_\_\_\_.

(Give everyone the opportunity to speak for \_\_\_\_\_ minutes.)

Thank you for your comments. Since I have no other requests to comment, the third hearing is completed.

Having completed all hearings, I'd ask for a motion to amend the FY15 Budget as submitted.

- *Motion & Second to Amend FY15 Budget*
- *Roll Call Vote*

I'd ask for a motion to adjourn.

- *Motion & Second to Adjourn*
- *Roll Call Vote*



## MILLARD PUBLIC SCHOOLS

### Budget Hearings

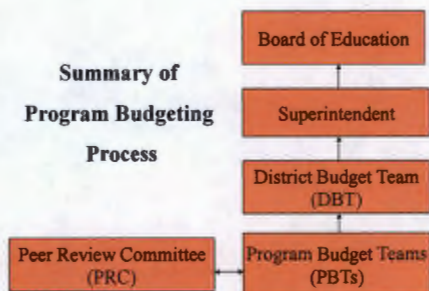
August 10, 2015

Kenneth J. Fossen, J.D.  
Associate Superintendent  
General Administration

## DISTRICT BUDGET TEAM

- DBT Responsibilities
  - Receive and Consider Multi-Level Budget Reports from Chairpersons of PBTs
  - Use “Q-Sort” Process to Prioritize Budgets
  - Submit Report to Superintendent (April)

## OVERVIEW OF PROCESS



## SUPERINTENDENT

- Superintendent's Responsibilities
  - Review Report Submitted by DBT
  - Consider “Input” and Rationale Submitted by Others
  - Consider Year-End Balances
  - Consider the Financial, Legal, and Political Realities in the District
  - Prepare a Budget Recommendation for the Board of Education (Summer)

## PROGRAM BUDGET TEAMS

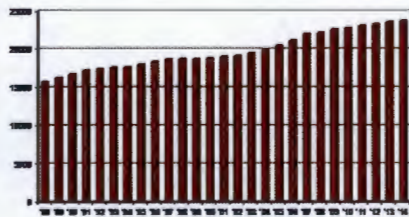
- Develop 4 Required Budgets
  - 100.0% of Last Year's Budget
  - 101.0% of Last Year's Budget
  - 102.0% of Last Year's Budget
  - 103.0% of Last Year's Budget
- Develop 2 Optional Budget
  - \_\_\_% of Last Year's Budget
  - \_\_\_% of Last Year's Budget
- Assume 2.5% increase in salaries and benefits
- Inflation factor 1.3% (but budget as needed)

## BOARD OF EDUCATION

- Board's Responsibilities
  - Review Supt's Budget Recommendation
  - Consider Other Issues (e.g., Political Issues)
  - Conduct Required Hearings and Other Procedures
  - Adopt (or Amend and Adopt) the Supt's Recommended Budget (Sept.)

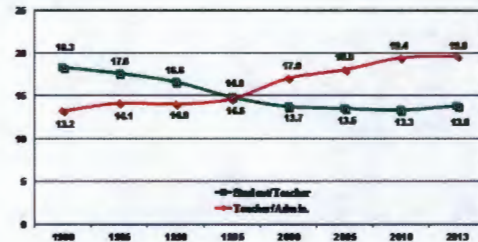
## PK-12 STUDENT ENROLLMENT

[Source: Fall Enrollment Report - Last Friday in September]



## PERSONNEL RATIOS

[Source: Fall Personnel Reports]



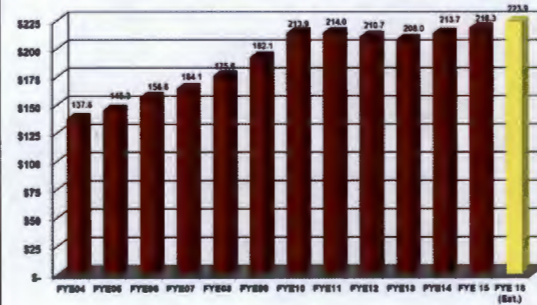
## ENROLLMENT PROJECTIONS

Level	14-15	15-16	Change
Elem:	10,452	10,409	- 43
MS:	5,423	5,444	+ 21
HS:	7,036	7,079	+ 43
			+ 21

(Official 14-15 K-12 enrollment with contracted Sp.Ed. & YAP = 23,014)

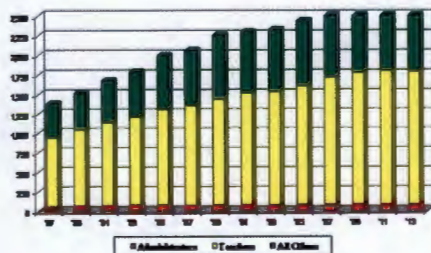
## TOTAL EXPENDITURES

[Source: General Fund Budget - \$ Millions]



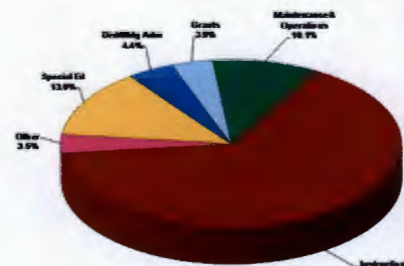
## PERSONNEL

[Source: Fall (October) FTE Personnel Report]



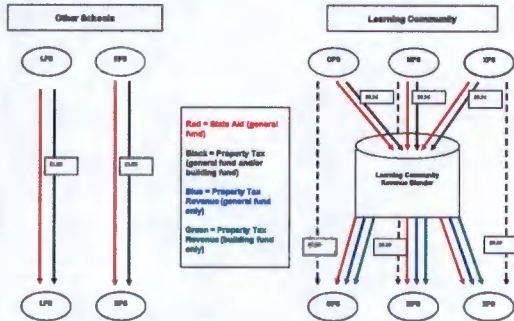
## EXPENSE CATEGORIES

[Source: FYE14 Final Financial Reports]

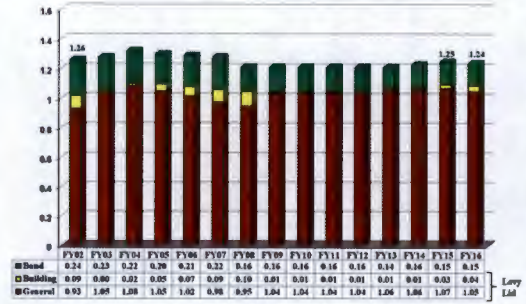




### How Do Revenues In Learning Community Schools Differ From Those In Other Nebraska Schools?

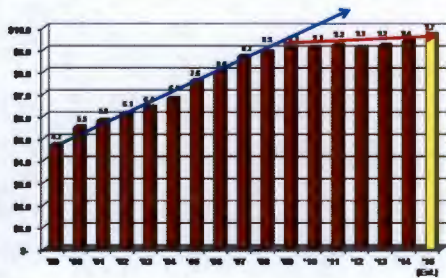


### TAX LEVY BY FUND (Includes Learning Community Common Levies) (FY2014 Proposed Levies)



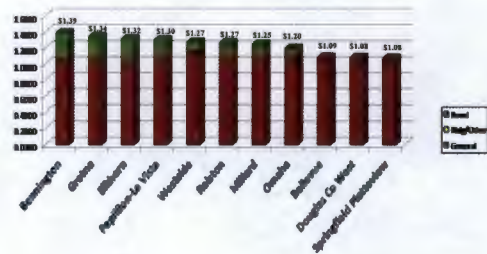
### ASSESSED VALUE

[Source: August 20th County Assessor's Certifications - \$ Billions]



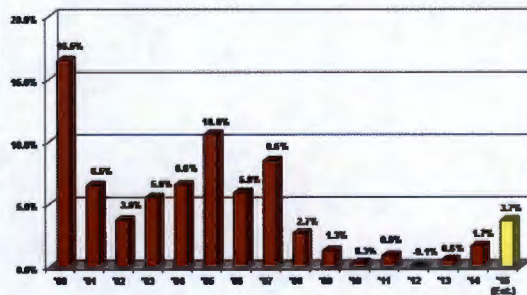
### FYE15 SCHOOL TAX LEVIES

(Includes Learning Community Common Levies)



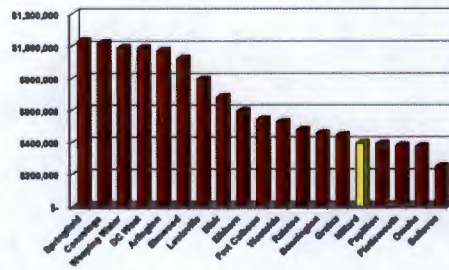
### VALUATION INCREASES (%)

[Source: August 20th County Assessor's Property Tax Certifications]



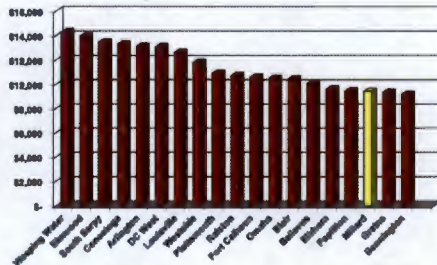
### ESU#3 & ESU#19 VALUATION/STUDENT (PK-12)

[Source: Calculated from Information from NDE website 14-15]



### ESU#3 & ESU#19 COST PER STUDENT

[Source: NDE - FYE14 AFRs Line #99860]

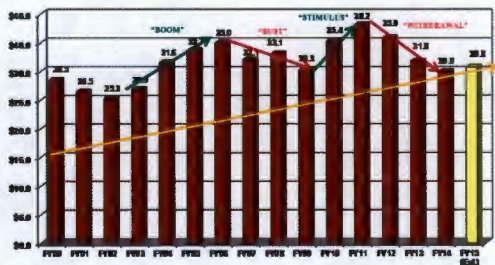


### PROPOSED BUDGET

- Elementary Programs
  - Add: None
  - Reduce: Non-Personnel Budgets
- Middle School Programs
  - Add: None
  - Reduce: Non-Personnel Budgets

### CASH RESERVE

[Source: Annual Audit Reports - General Fund - \$Millions]

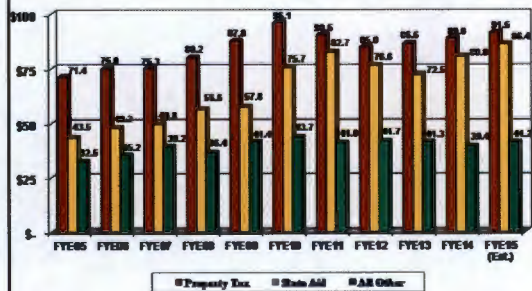


### PROPOSED BUDGET

- High School Programs
  - Add: None
  - Reduce: 0.5 FTE Teacher, 0.5 FTE 12-Month Secretary & Non-Personnel Budgets
- Governance
  - Add: None
  - Reduce: Non-Personnel Budgets

### REVENUE SOURCES

[Source: Audit Reports - \$Millions]



### PROPOSED BUDGET

- Educational Services
  - Add: None
  - Reduce: Non-Personnel Budgets
- Business Services
  - Add: None
  - Reduce: Non-Personnel Budgets



## PROPOSED BUDGET

- Technology
  - Add: Wide Area Network, Temporary Help & 1.0 FTE Technology Specialist
  - Reduce: Contracted Services, Equipment, Security Camera Maintenance & Computer Repair
- Special Education
  - Add: None
  - Reduce: Non-Personnel Budgets

## PROPOSED BUDGET

- Selective Abandonment – **NEW** (All reductions)
  - General Paras (\$92K)
  - Middle School Alternative Program (\$374K)
  - Career Academies (\$66K)
  - High School World Languages (\$191K)
  - Travel to Conferences/Conventions (\$85K)
  - District Teacher-Leader Positions (\$169K)
  - Restructure 4<sup>th</sup> Grade Strings Program (\$229K)
  - Substitute Utilization (\$75K)

## PROPOSED BUDGET

- Maintenance & Operations
  - Add: 3.0 FTE HS Custodians, Restore Vehicle & Large Equipment Replacement Cycle, Custodial Supplies, Substitutes, Overtime, Summer Help, Contracted Security, Snow Removal, Roof, Carpentry, Electrical, Athletic Facilities, HVAC & Plumbing Repairs & Painting
  - Reduce: None

## PROPOSED BUDGET

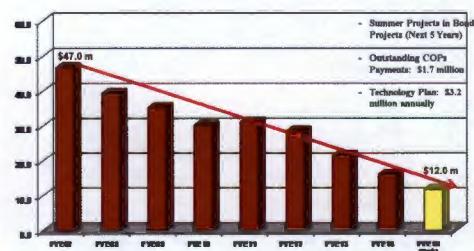
- Other Fixed Budgets
  - Curriculum Adoption (\$2.0m)
  - Contracted Business Services (\$3.9m)
  - Employee Contracted Obligations (\$7.4m)
  - Utilities (\$6.1m)
  - Grants (\$5.1m)
  - Contingency (\$1.0m)
  - Software Licensing - **NEW** (\$0.6m)
  - Student Technology - **NEW** (\$1.2m)

## PROPOSED BUDGET

- Transportation
  - Add: Learning Community Route
  - Reduce: Non-Personnel Budgets
- Security
  - Add: Supplies & Security Monitoring Contract
  - Reduce: None

## DEPRECIATION & BUILDING FUNDS COMBINED BALANCE

[Source: Annual Audit Report – \$ Millions]





## OTHER FUNDS

• Building Fund (Tax)	\$ 41,805,121
• School Lunch Fund	\$ 14,000,000
• Employee Benefit Fund	\$ 32,953,812
• Depreciation Fund	\$ 7,255,462
• Activity Fund	\$ 9,000,000
• Student Fees Fund	\$ 1,851,737
• Bond Fund (Tax)	\$ 14,493,251
• Contingency Fund	\$ 2,000,000

## TIMELINE

### 1. Adopt FYE16 Budgets (Sept. 8<sup>th</sup>)

- As Presented/Revised

### 2. Adopt FYE16 Tax Levies (Sept. 8<sup>th</sup>)

	MPS	LC	Total
• Gen. Fund =	\$0.10	\$0.95	\$ 1.05
• Bld. Fund =	0.04	0.00	0.04
• Bond Fund =	<u>0.15</u>	<u>0.00</u>	<u>0.15</u>
	<u>\$0.29</u>	<u>\$0.95</u>	<u>\$1.24</u>

**NOTICE OF MEETING**

Notice is hereby given of a Board of Education Committee of the Whole meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, August 10, 2015** 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.

Dave Anderson  
Secretary

8-7-15

**THE DAILY RECORD  
OF OMAHA**

LYNDA K. HENNINGSSEN, Publisher

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August 7, 2015

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GENERAL NOTARY - State of Nebraska

ELLEN FREEMAN

My Comm. Exp. Dec 11, 2017

Publisher's Fee \$ 15.50  
Additional Copies \$ 15.50  
Total \$

Subscribed in my presence and sworn to before

me this 7th day of August 2015

Notary Public in and for Douglas County,  
State of Nebraska

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

**Budget Hearing 5:00 p.m.**

Proposed FYE16 Budget  
Proposed FYE16 Property Tax Request  
Proposed Amended FYE15 Budget  
Adoption of Proposed Amended FYE15 Budget

STROH ADMINISTRATION CENTER  
5606 SOUTH 147<sup>TH</sup> STREET  
August 10, 2015

MILLARD PUBLIC SCHOOLS  
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, August 10, 2015 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

**The Public Meeting Act is posted on the Wall and Available for Public Inspection**

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 Vice-President before the meeting begins.

A G E N D A

1. Security Bond Issue Update
2. Leadership Development

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 Vice President before the meeting begins.



August 10, 2015

# MILLARD PUBLIC SCHOOLS BOARD OF EDUCATION COMMITTEE OF THE WHOLE MEETING

**Security Project Update**

August 10, 2015

# SECURITY – UPDATE CONSTRUCTION PROJECTS INTRUSION & ACCESS CONTROL COMMUNICATION

Prime  
communications

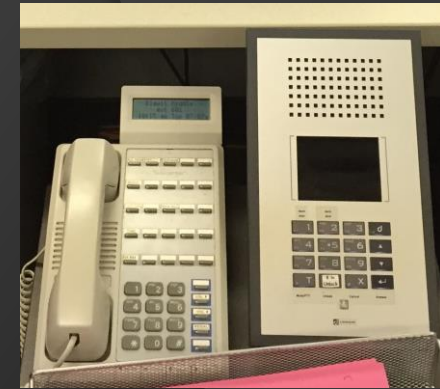
Genetec

August 10, 2015



# PHASE I VIDEO INTERCOM

All Main & Kids Network entrances equipped with video intercoms (180).





August 10, 2015

# PHASE I

## DOOR HARDWARE/LOCKS

New door hardware upgraded for securing of spaces without having to enter hallways (**1500 doors**).

Each exterior door in the district has been numbered.



August 10, 2015

# PHASE I

## CLOSING OPEN CLASSROOMS

This project started last summer and at the conclusion of this summer **fourteen** elementary schools will have been completed with **one** remaining.



August 10, 2015

# PHASE I

## CLOSING OPEN CLASSROOMS

Special modifications have been done in some situations where open classrooms remain.



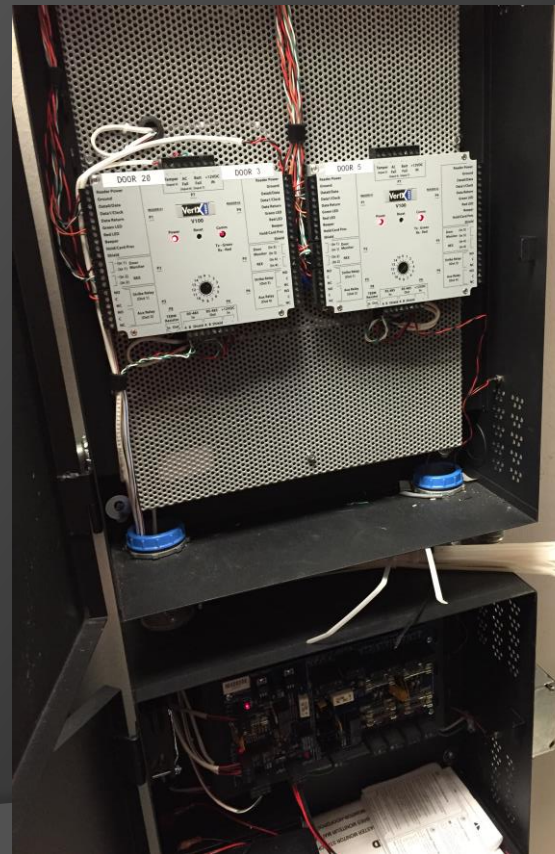


August 10, 2015

# PHASE II

# KEYPADS & PANELS

Backend panels converted from DSX to Genetec  
(Access Control Integration Software)



# PHASE II DOOR CONTACT & MOTION SENSORS

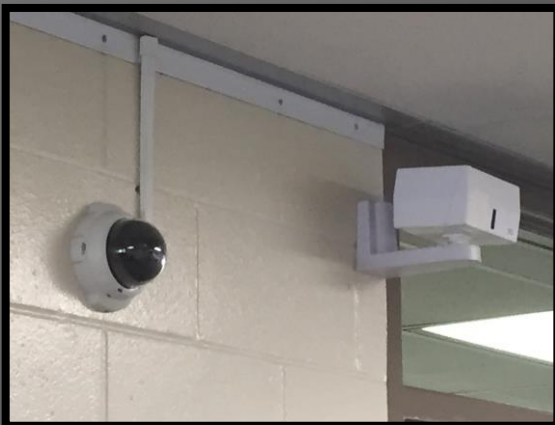


Every exterior door/access is equipped with a sensor to detect when opened (700). Motion sensors upgraded to dual microwave and infrared detection (575).



# INTEGRATION OF EXISTING & NEW HARDWARE WITH GENETEC

**Cameras & Motion**



**Electronic Strikes**



**Video Intercom**



**Event Response**



**Door Contacts/Sensors**



**REX Motion & Mag Locks**



**Keypads & Card Readers**





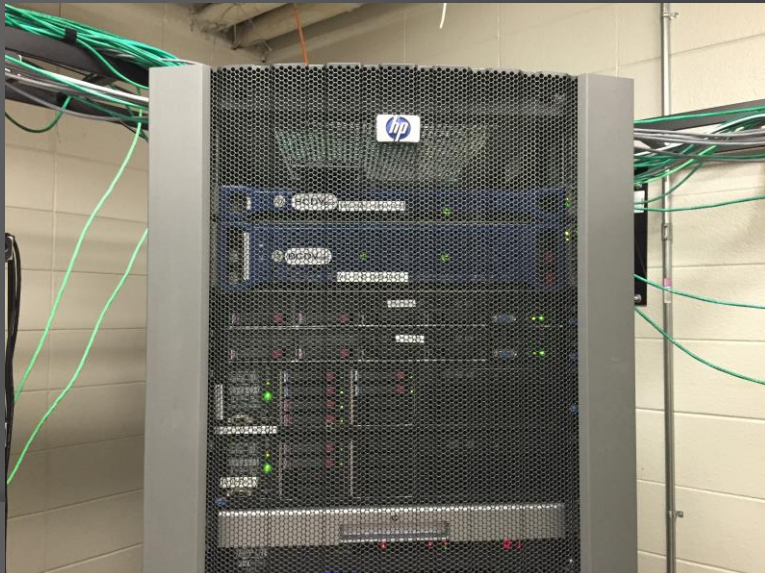
August 10, 2015

## PHASE III

# INTEGRATION – SERVERS/NETWORK

Each building has a dedicated server for the Genetec Access Control system.

This will increase the performance of the software, quality of video, length of archiving while reducing the traffic on the network (WAN).

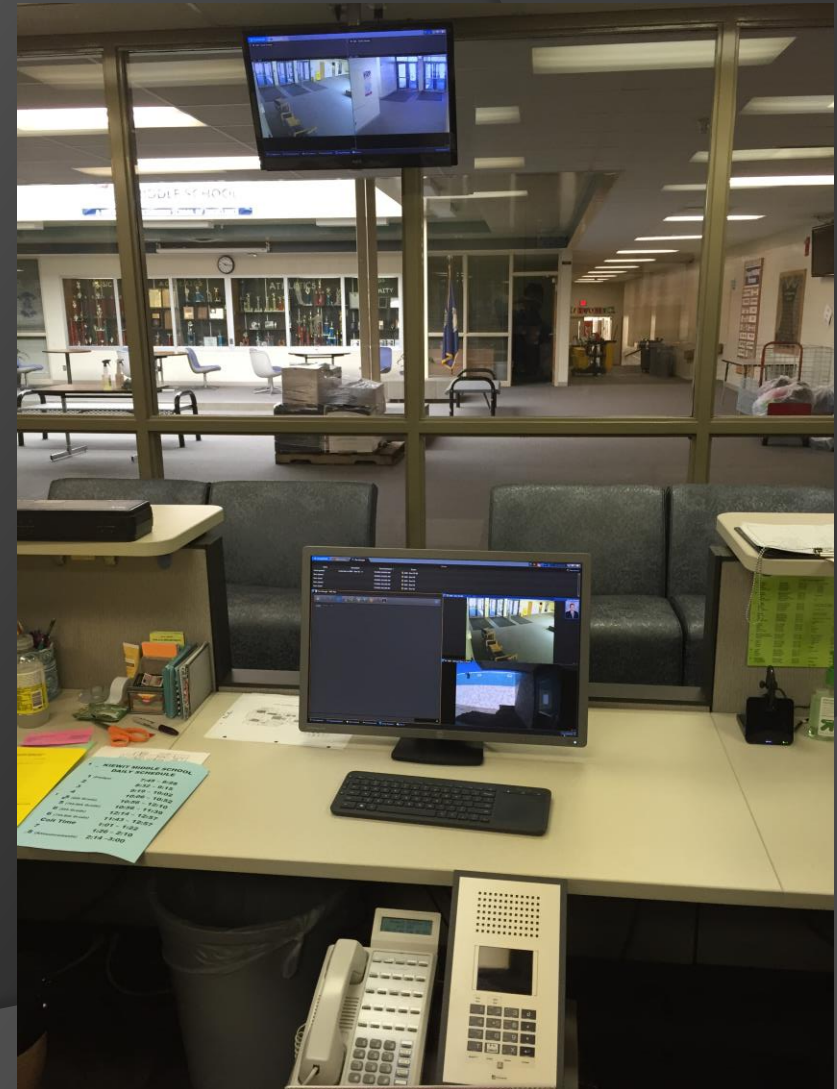
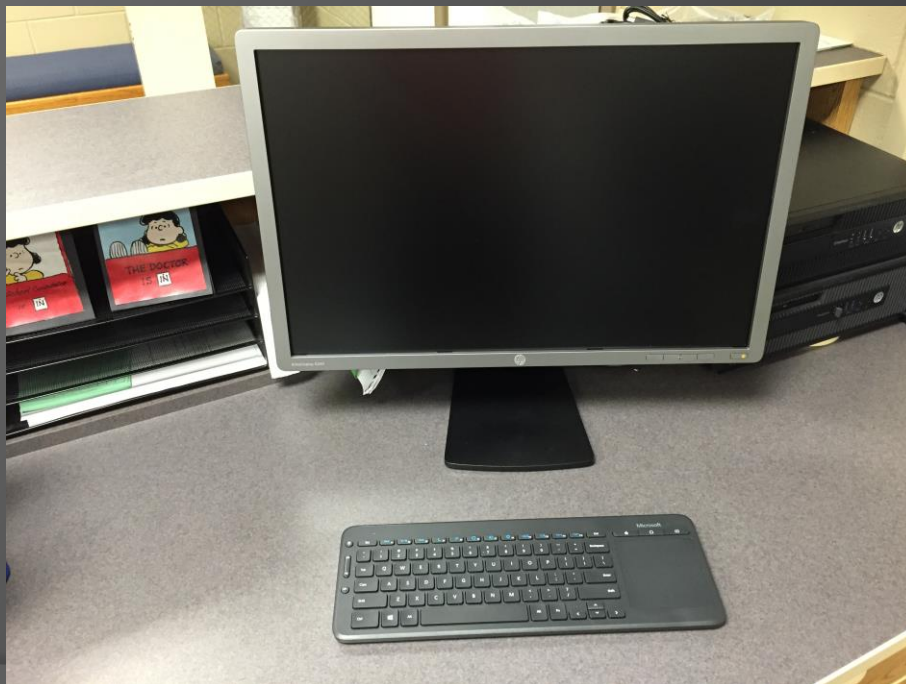


August 10, 2015

## PHASE III

# INTEGRATION – WORKSTATIONS

Each building (38) has a dedicated computer/workstation for the Genetec Access Control system that consists of a wireless keyboard & 24" monitor.



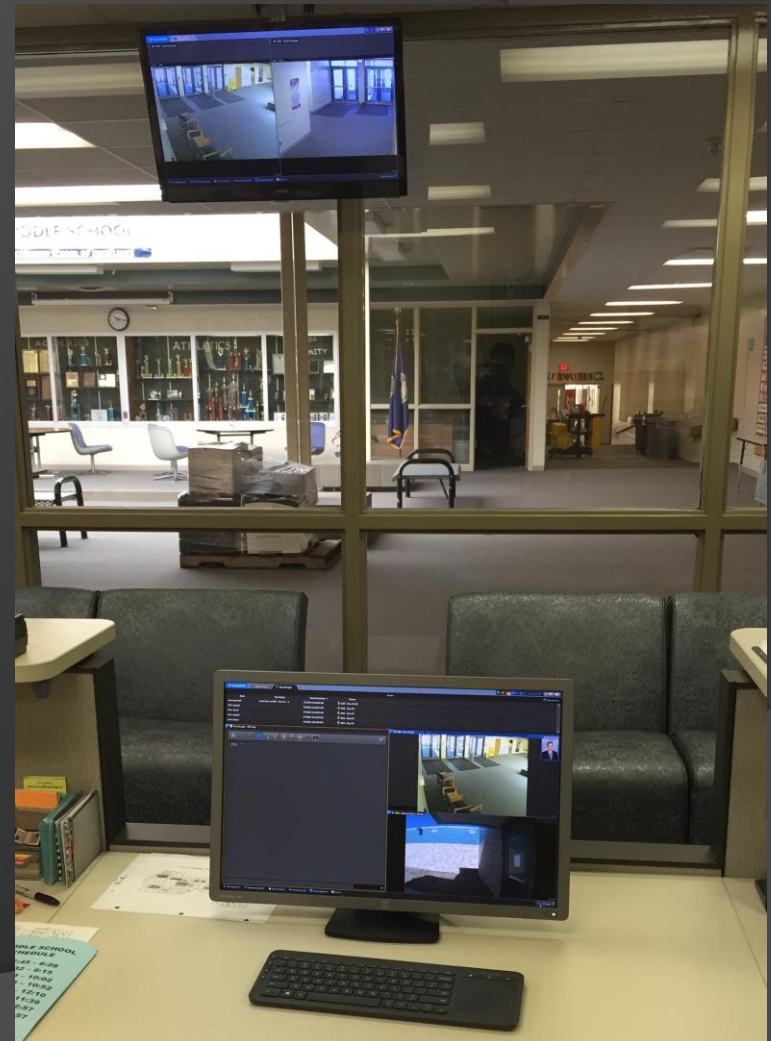


August 10, 2015

# PHASE III

## INTEGRATION – SOFTWARE

In mid November 2014 we introduced Genetec as a pilot at Kiewit Middle School. In April 2015, in cooperation with Kiewit personnel and PRIME communication, a final version of the software was adopted along with a framework for the development of monitoring procedures.





August 10, 2015

# PHASE III

## INTEGRATION – SOFTWARE

Genetec is a significant upgrade to the previous monitoring software and allows for a higher levels of monitoring, response, and investigation.

The screenshot displays the Genetec Security Desk software interface. At the top, there is a navigation bar with tabs for Security Desk, Alarm monitoring, Monitoring, Incidents, Alarm report, and Door activities. The Monitoring tab is active, showing a table of events.

Event	Description	Event timestamp	Source
Request to exit normal		4/21/2015 08:36:41	KMS - Door 01
Door closed		4/21/2015 08:36:41	KMS - Door 01
Door opened		4/21/2015 08:36:36	KMS - Door 01
Request to exit		4/21/2015 08:36:35	KMS - Door 01
Door closed		4/21/2015 08:33:06	KMS - Door 01

Below the table, there is a section for Plan Manager - KMS Map, showing a detailed floor plan of a building with various rooms labeled (e.g., Bus Drop Off, Cafeteria, Music, Main Entrance, Seventh Grade). The map includes green overlays indicating monitored areas and door locations.

On the right side of the interface, there are two live video feeds. The top feed is labeled 'KMS - Door 14 (A)' and shows a person's face with the text 'Access granted'. The bottom feed is labeled 'KMS - Front Intercom' and shows an exterior view of a building entrance.

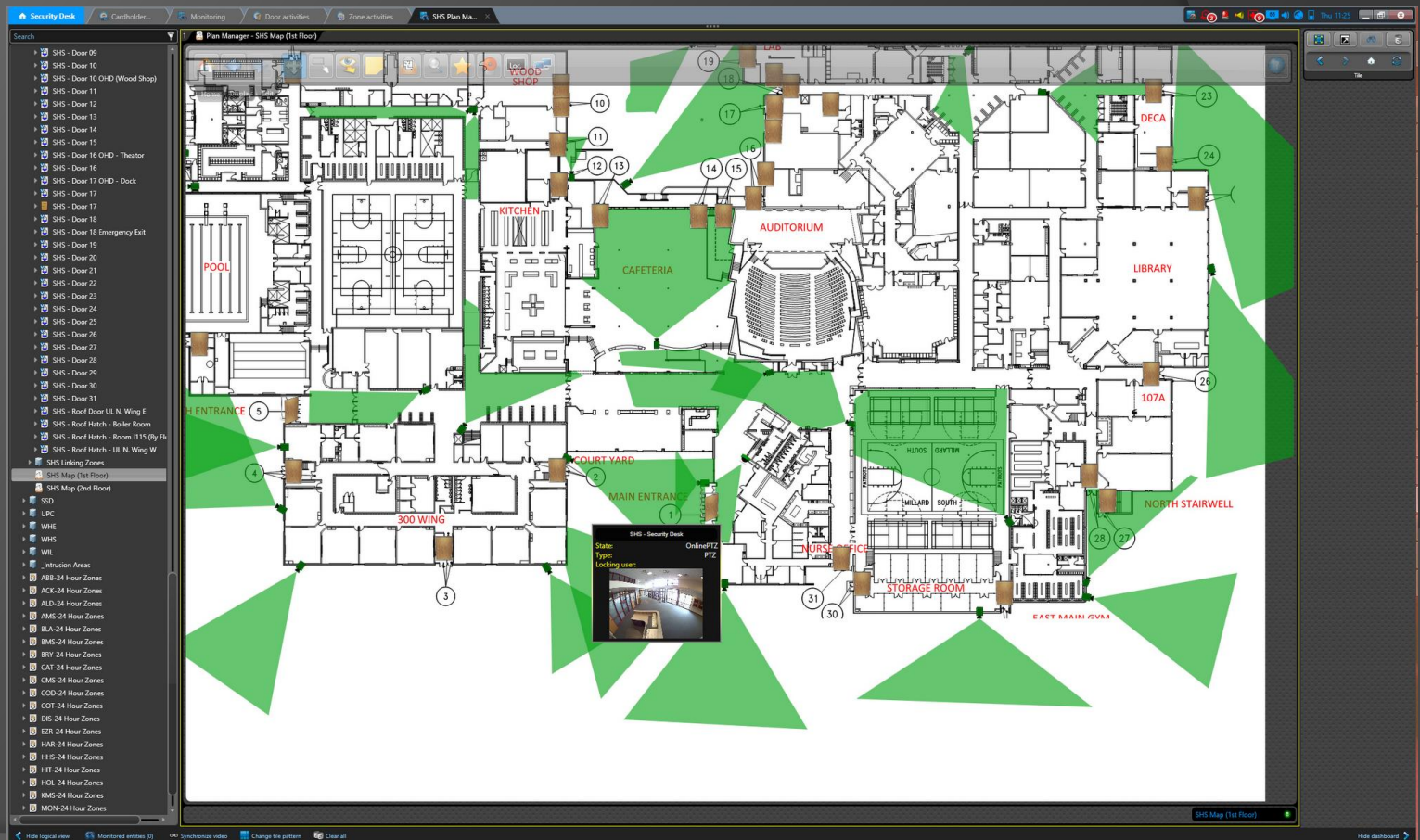
The bottom of the interface features a status bar with various controls and information, including 'Hide logical view', 'Monitored entities (7)', 'Stop monitoring', 'Synchronize video', 'Change tile pattern', 'Clear all', and 'Hide dashboard'.

August 10, 2015

# PHASE III

## INTEGRATION – SOFTWARE

After meeting with each building's administration a facility management plan was created for integration with the Genetec software.

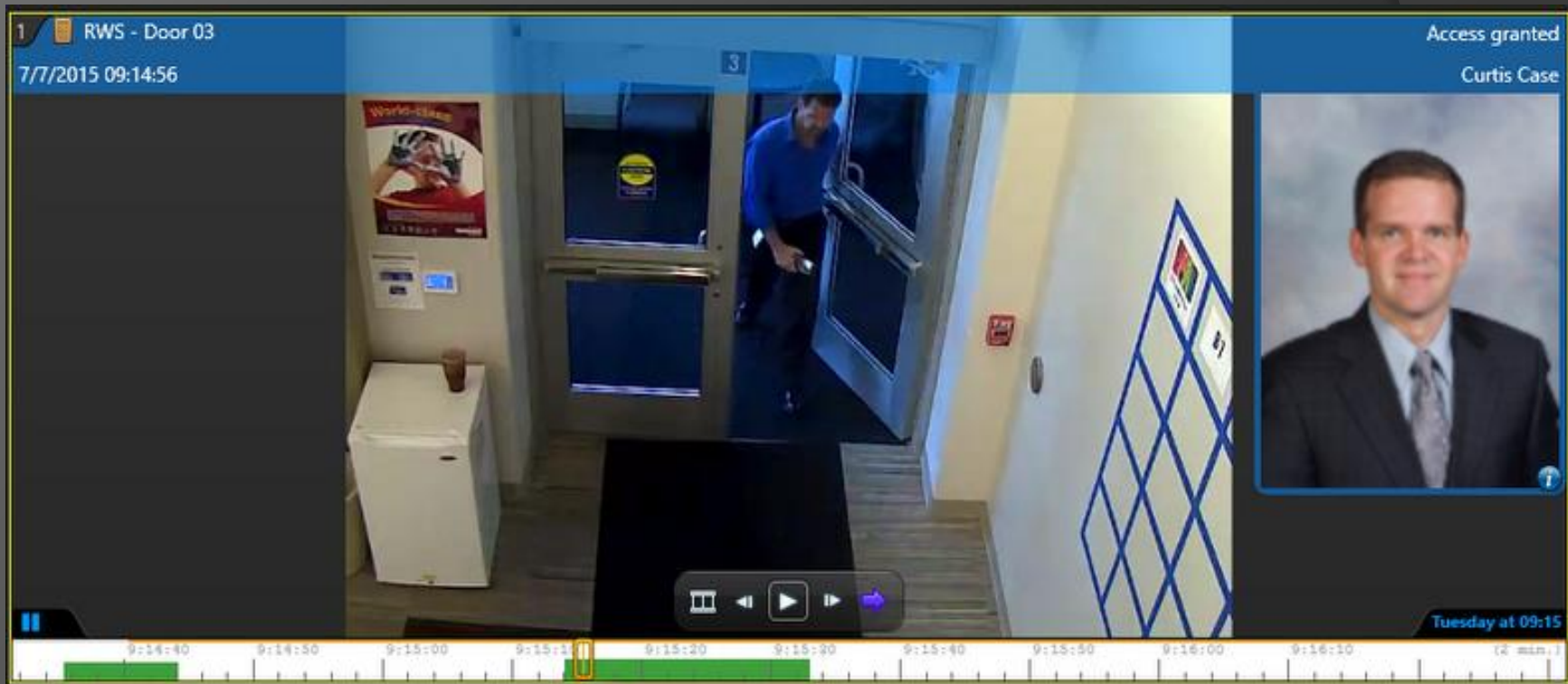


August 10, 2015

# PHASE III

## INTEGRATION – SOFTWARE

The system pulls the ID and any corresponding video (10 second loop) of a person entering a building via a card reader.





August 10, 2015

# PHASE III

## INTEGRATION – SOFTWARE

Card reader doors not closing after a set duration send an alert that requires an acknowledgment. Non-card reader doors that are opened send an alert that requires an acknowledgment until door is closed.

The screenshot displays the Genetec Security Desk software interface. At the top, there's a navigation bar with tabs for 'Security Desk', 'KMS Intercom', 'Alarm monitor', and 'KMS Dock D...'. Below this, a table lists active alarms:

ID	Alarm	Priority	Source	Triggering event	Trigger time	State
9245	KMS Door Open IR	High	KMS - Roof Hatch - Boiler Room	Door opened	7/10/2015 09:49:13	✓ Acknowledgement required
9246	KMS Door Open IR	High	KMS - Door 12 - Dock Door	Door open too long	7/10/2015 12:53:50	✓ Acknowledgement required
9247	KMS Door Open IR	High	KMS - Boiler Room Door	Door opened	7/10/2015 12:59:01	✓ Acknowledgement required

Below the table, there are four video feeds arranged in a 2x2 grid. The top-left feed shows a floor plan diagram of 'Zone #1' with a red circle highlighting a specific area. The top-right feed shows a live video camera view of a hallway with a person sitting on a bench. The bottom-left feed shows another floor plan diagram of 'Zone #1'. The bottom-right feed is currently blank. The interface includes various control buttons and a status bar at the bottom.

# INTEGRATION – SOFTWARE

Each exterior door can be programmed independently for various levels of monitoring, alarm activation, acknowledgment, and incident reporting.

The screenshot displays the Genetec Security Desk software interface. At the top, there are tabs for 'Security Desk', 'KMS Inte...', 'Alarm monit...', 'RWS Dock D...', and 'Monitoring'. Below the tabs, a table lists active alarms:

ID	Alarm	Priority	Source	Triggering event	Trigger time	State
5467	KMS Door Open IR	1	KMS - Boiler Room Door	Door opened	4/21/2015 08:14:59	Active
5468	KMS Door Open IR	1	KMS - Door 12 - Dock Door	Door open too long	4/21/2015 08:15:12	Acknowledgement required

Below the table, there are two main video feed windows. The left window shows a live video feed of a hallway with a blue carpet and white walls. The right window shows a diagram of a building floor plan with a blue highlighted area labeled 'Zone #1'. To the right of the video feeds, there is a vertical toolbar with various controls including 'Alarm', 'Door', 'Camera', and 'Tile'.

# PHASE III INTEGRATION – SOFTWARE

Customized reporting is available for verification, identification, investigation, and prevention.

The screenshot displays the 'Security Link' software interface. The top navigation bar includes tabs for 'Alarm monitoring', 'Monitoring', 'Incidents', 'Alarm report', and 'Door activities'. The 'Door activities' tab is selected, showing a list of 277 items. The interface is divided into several sections: 'Description' on the left, 'References' in the middle, and 'Event' on the right. The 'Event' section lists various door activities with columns for 'Description', 'References', 'Source', 'Event', 'Incident time', and 'Created by'. The 'Description' section on the left includes filters for 'Incident time' (From: 04/13/2015 07:37:22, To: 04/17/2015 08:37:22) and 'Modification time'. The 'References' section on the right shows a list of references for each event. At the bottom, there is a 'Generate report' button and a 'Logical view' button.

The screenshot displays the 'Security Link' software interface, showing a detailed view of door events. The top navigation bar includes tabs for 'Security Link', 'Monitoring', and 'Door activities'. The 'Door activities' tab is selected, showing a list of 77 items. The interface is divided into several sections: 'Doors' on the left, 'Event timestamp' in the middle, and 'Event' on the right. The 'Doors' section on the left includes a tree view of doors, with 'RWS - Tech/Warehouse' selected. The 'Event timestamp' section in the middle includes filters for 'Event timestamp' (From: 7/13/2015 13:17:17, To: 7/13/2015 13:02:21) and 'During the last' (1 days). The 'Event' section on the right shows a list of events with columns for 'Event', 'Door', 'Side', 'Event timestamp', 'First name', 'Last name', 'Picture', and 'Credential'. The 'Event' section includes a list of events with details such as 'Access granted', 'RWS - Tech/Warehouse', 'Warehouse to Tech', '7/13/2015 13:17:17', 'Denise', 'Tyson', and 'ibbyson Card'. At the bottom, there is a 'Generate report' button and a 'Logical view' button.

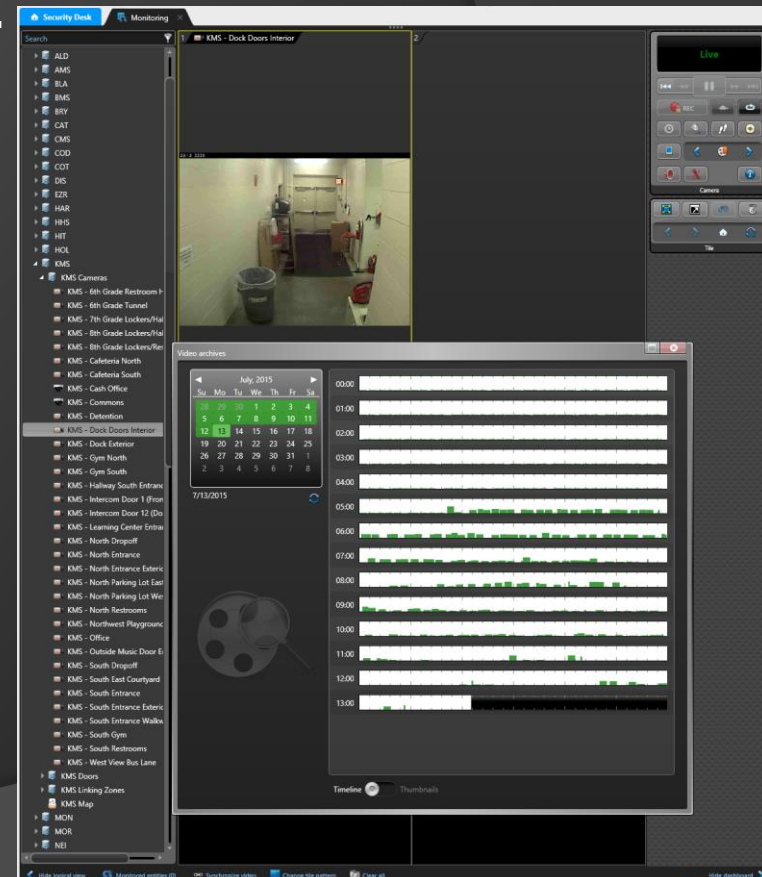


August 10, 2015

# PHASE III

## INTEGRATION – SOFTWARE

Video is archived and can be easily retrieved for investigation and evidence. Video can also be used for alert verification during after hours.



August 10, 2015

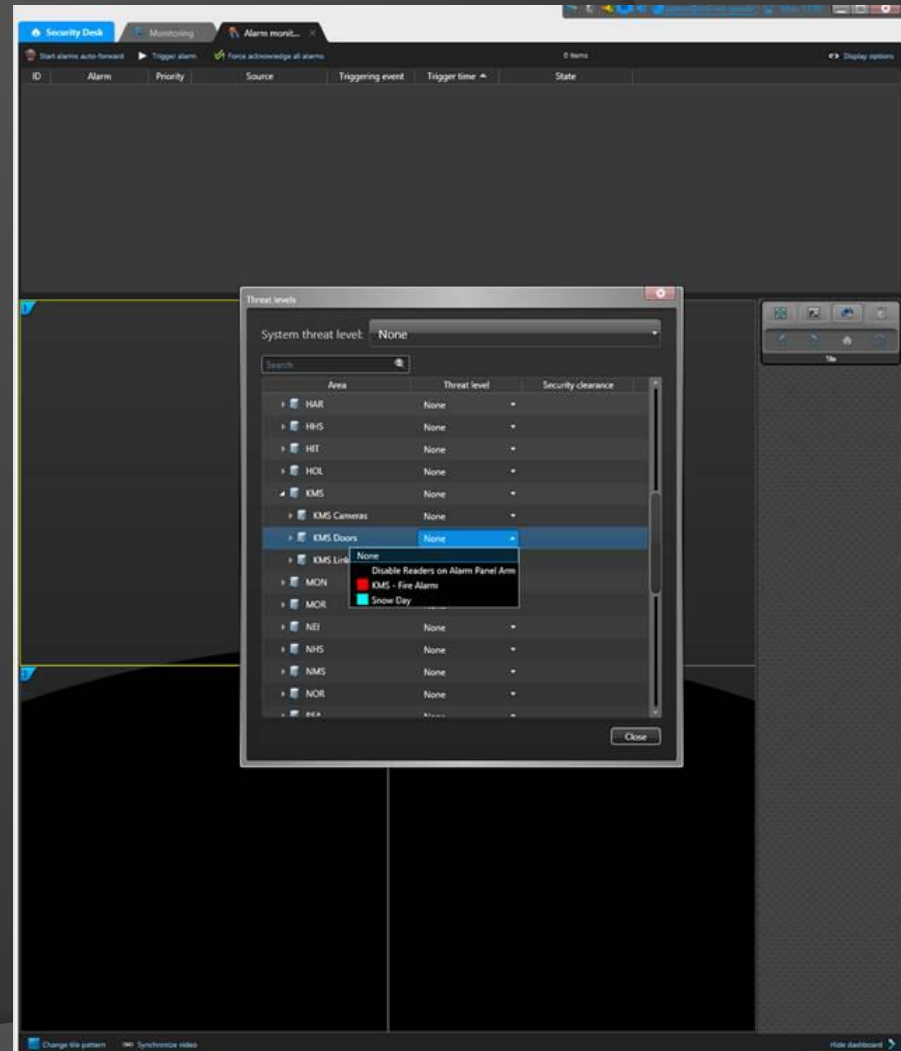
# PHASE III

## INTEGRATION – SOFTWARE

Within in the Genetec software we the capability to create “Threat Level” actions in the event of a drill or actual event. i.e. Exterior card reader doors could be unlocked and motion sensors used to stream video of an intruder.



**STANDARD™  
RESPONSE PROTOCOL**



# IMPLEMENTATION - TIMELINE

**Spring 2015 – Building administrators and technology staff received demonstrations on the Genetec Access Control System.**

**Spring 2015 – Standard protocols/procedures were developed with input from building administrators on monitoring during the school day and responding to alerts.**

**Spring/Summer 2015 – FMPs and programming matrices developed and reviewed with each building level administrator.**

**Fall 2015 – Two hour hands-on Genetec training for building administrators, secretaries, and security.**

**Middle & High School online first day of school. Elementary projected early September.**





August 10, 2015



# FINAL CONSIDERATIONS CAPABILITIES

**Restricting entry locations to limited card readers after hours for safety and reducing false alarms. Encourages use of sign in/out logs.**

**P/A announcements when building is armed to prevent false alarms and ensure building is secure.**

**Video verification of alerts after hours for more timely and safe response.**

**Online and smart phone application for remote access to system. \*Client software loaded on local computers/servers to increase performance reduce traffic on WAN.**

**Automated processes such as unlocking & locking of doors, SRP events, and individualized programming or doors.**

**Syncing with Active Directory for accurate and timely managing of credentials that allow or deny access to district facilities.**



# FINAL CONSIDERATIONS

## SUSTAINING ACCESS CONTROL

We are contracted with PRIME from January 1, 2016 to July 1, 2016 for the following services. An evaluation will occur during these six month to determine the most cost effective method to sustain our investment in the safety of our schools.

### Monitoring and Response

- Central Station Intrusion Response Monitoring
- Alarm/False Alarm Investigation and Reporting
- Onsite Guard Alarm Response Services (Frontline)

### Preventative and Field Maintenance

- Include the identification, assisting, and training of MPS staff in repair and maintenance of hardware.
- Semi-annual inspections, cleaning, and adjusting of equipment (4500).

### Head End Support/System Trouble Shooting/ Policy Enforcement/Training

- Telephone support, remote diagnosis, programming changes, etc.

### Network Support

- All supporting network devices are not included in this contract and done by MPS

## AGENDA SUMMARY SHEET

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

**Meeting Date:** August 10, 2015

**Division:** Leadership & Learning

**Title and Brief Description:** Millard Public Schools has developed a systemic manner of growing and developing leaders. Our leadership development is inclusive of teachers, supervisors and administrators.

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

**Background:** In 2012, we created a Leadership Definition and Framework that helps aligns our professional development.

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

**Recommendations:** N/A

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

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

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

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





# MPS Leadership Development

## August 10, 2015



# Why Develop Leadership?

Research indicates that highly effective leaders are essential to increasing student achievement.

(Wallace Foundation, October, 2013).

# Why Develop Leadership?

Highly effective leaders are also instrumental in the increased engagement of the workplace. Engagement increases student achievement.

(Gallup Summit, May, 2014).





Our goal tonight is to share how  
MPS values leadership  
development and to provide a  
brief overview of recent  
leadership development  
examples.

# MPS Leadership Definition

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

# MPS Leadership

The MPS Leadership Definition & Framework were created:

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



# FOCUS ON ADMINISTRATORS



- Superintendent Book Groups
- Principal Supervisor Cohort
- Targeted Leadership PD  
Fierce, Evaluation, Speaking  
& Listening, Gallup Strength  
Based Leadership,  
Engagement & Coaching
- New Administrator Induction

# 2015-2016 General Admin PD

September	Strength-based Leadership	Domains 1 & 2
October	Digital Learning & Google Storage	Domain 5
November	Staff Evaluation	Domain 5
December	Rtl+I Behavior	Domain 3
January	Gallup – Focus on HOPE	Domain 4
February	Staff Evaluation	Domain 5
March & May	TBD	TBD
April	Digital Learning	Domain 5
February – March	Individual Principal Consultations with Gallup to Discuss Engagement	Domain 4

# FOCUS ON TEACHERS



- Elementary Principal Institute
- Leadership Academy
- District & Building Teacher Leader Development



# FOCUS ON SUPERVISORS



- Facilitating Effective Meetings
- Project Management
- People Management
- Evaluation & Effective Feedback

Image source: <http://kontentlive.ru/page/2/>

Questions?

Examples of 2012-2015 MPS Leadership Professional Development

<b>Course #23016 – A Digital Learning Experience for Administrators</b>	
<b>Course Description</b>	This course will allow administrators to innovate, create, and produce using digital resources.
<b>Course Objective</b>	Participants will demonstrate synthesis of innovative digital learning tools to create and produce an end product.
<b>Course #12546 - Building Administrator Evaluation &amp; Leadership in Millard Public Schools</b>	
<b>Course Description</b>	Building administrators will be formally introduced to the new MPS Leadership Definition and Framework and the future Administrator Evaluation.
<b>Course Objective</b>	Building Administrators will demonstrate application of the 2013-2014 Administrator Evaluation and MPS Leadership Definition & Framework by participating in reflection activities with job-alike peers.
<b>Course #12540 - Building Administrator Evaluation in Millard Public Schools</b>	
<b>Course Description</b>	Building Administrators will have time to create their future Mutual Commitments with job-alike peers.
<b>Course Objective</b>	Building Administrators will demonstrate application of the 2013-2014 Administrator Evaluation by constructing their 2013-2014 DRAFT Mutual Commitments using the Nebraska's Performance Framework for Principals.
<b>Course #22939 – College and Career Readiness for Admin and District Level Leaders</b>	
<b>Course Description</b>	This course will provide an orientation to the MPS College and Career Readiness Standards and Indicators and content specific connections. Participants will discuss the historical perspective that lead to the development of the standards and make connections to instructional best practices aligned to Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration and Teamwork, and Citizenship and Personal Responsibility.
<b>Course Objective</b>	Participants will demonstrate application of College and Career Readiness Skills by identifying instructional practices to teach and assess the standards and indicators.
<b>Course #23009 – Co-Teaching Student Teaching for Administrators</b>	
<b>Course Description</b>	This course will provide an overview of the new MPS model for student teaching which is a Co-Teaching Student Teaching Model.
<b>Course Objective</b>	Participants will demonstrate application of co-teaching student teaching by employing the MPS framework for co-teaching student teaching and carrying out the administrative role.
<b>Course #22942 – Data Retreat: Digging Deeper Into Your Site Plan</b>	
<b>Course Description</b>	Participants will use data analysis to dig deeper into Emerging Themes and trends in all academic content areas. Live tableau visualization will be used to evaluate data of student sub groups.
<b>Course Objective</b>	Participants will demonstrate analysis of their student academic needs by examining various forms of school data through guided facilitation and discussion.



<b>Course #12672 - Effective Listening Skills</b>	
<b>Course Description</b>	"Are you really listening, or are you just waiting for your turn to talk?" Robert Montgomery Effective listening skills are vital in any leadership role. This session will highlight Leadership Domain 2: Collaborative Leadership. Participants will be provided opportunities for reflection on personal strengths and tendencies when communicating with others. We'll discuss strategies to become a reflective and receptive listener.
<b>Course Objective</b>	Participants will demonstrate application of skilled listening by practicing reflective listening strategies.
<b>Course #12673 - Effective Speaking Skills</b>	
<b>Course Description</b>	Effective speaking skills are vital in any leadership role. This session will highlight Leadership Domain 2: Collaborative Leadership. Participants will be provided opportunities for reflection on effective speaking strategies.
<b>Course Objective</b>	Participants will demonstrate application of skilled speaking by practicing effective speaking strategies.
<b>Course #12718 - Fierce Conversations Review &amp; Practice</b>	
<b>Course Description</b>	Fierce Conversations teaches attendees how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution.
<b>Course Objective</b>	Our session will allow participants to practice the skills they learned as participants of the Fierce Conversation workshops.
<b>Course #2367 - FIERCE Lunch &amp; Learn Series</b>	
<b>Course Description</b>	A series of lunch and learn sessions will allow participants to practice the skills they learned as participants of the Fierce Conversation workshops held in Millard Public Schools. Fierce Conversations teaches attendees how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution. Audience for these lunch and learns are restricted to those participants who have participated in MPS Fierce Workshops.
<b>Course Objective</b>	Participants will demonstrate comprehension of the Fierce principles by participating in practice sessions of each of the 4 conversation models.
<b>Course #22923 - Gallup Strengths</b>	
<b>Course Description</b>	What are your Top 5? How can you use your Top 5 strengths and talents to build relationships with your colleagues, students, and MPS families? During this workshop we will create a deeper understanding of how your talents can make a positive impact at your place of work through a "Focus on You", interactive discussions, and team building activities!
<b>Course Objective</b>	Participants will demonstrate application of their own Top 5 Gallup Strengths by applying strengths-based leadership activities designed to build capacity in building leaders.

<b>Course #12683 - Gallup Strengths Coaching</b>	
<b>Course Description</b>	Participants will be equipped to be Strengths Coaches at the conclusion of this 8 hour course. There will be four 2-hour face to face sessions, a 30 minute coaching call from a Gallup Associate and participation in the on-line Clifton Strengths School. MPS staff chosen to participate in this opportunity will be expected to help expand the internalization and application of strengths in MPS. We hope MPS staff can 1) name their strengths; 2) claim their strengths; and 3) aim their strengths to be more effective and engaged in the workplace.
<b>Course Objective</b>	Participants will demonstrate application of the Gallup Strengths Coaching by practicing with Gallup tools and materials to develop talents in others.
<b>Course #2134 - Gallup Training for Principals: An Analysis of Staff &amp; Parent Engagement Results</b>	
<b>Course Description</b>	Leaders will analyze Gallup assessment results with the guidance of a Gallup representative. Time will be devoted to discussing the implementation success of their action plans and determining next steps.
<b>Course Objective</b>	Participants will demonstrate analysis of the Q12 and the Parent School Engagement Survey by examining to improve engagement and comparing results from each year and to the national average.
<b>Course #12563 - Introduction to Fierce (for Leadership Academy)</b>	
<b>Course Description</b>	Fierce Conversations teaches us how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution.
<b>Course Objective</b>	Leadership Academy participants will review the MPS Leadership Definition and Framework with a special focus on Domain 1: Relational Leadership.
<b>Course #12804 - Introduction to the MPS Leadership Framework for Classroom Teacher Leaders</b>	
<b>Course Description</b>	This course will explore the 5 domains of Millard Public Schools' Leadership Framework. Participants will examine the framework and participate in leadership activities promoting self-reflection and development of leadership skills. This course is open to those classroom teacher leaders who were invited by their principals.
<b>Course Objective</b>	Participants will demonstrate analysis of personal leadership development by reflecting using the MPS Leadership Framework.
<b>Course #12650 - Leadership Domain 2 - Collaborative: Principles and Practices of Effective Communication in Meetings with Sue Presler</b>	
<b>Course Description</b>	Where are we headed? In this interactive and informative session, math teachers will reflect on adjustments and improvements made in curriculum, instruction, and assessments relative to the district strategic plan. Teachers will identify opportunities for growth and preview the department focus for the upcoming school year.
<b>Course Objective</b>	Participants will demonstrate synthesis of professional learning opportunities through reflective discussion and creating a nonlinguistic representation for instructional practice for the 2013-14 school year.

<b>Course #12800 - Leading with Our Strengths (Leadership Domains 1 &amp; 2)</b>	
<b>Course Description</b>	Millard leaders will focus on Leadership Domains #1 & 2 by spending time reviewing their top 5 strengths and discovering ways to leverage their strengths in their daily leadership. Leaders will have an opportunity to learn how to move beyond the basic identification of their strengths to improve their leadership and the engagement of their workplace. Leaders will be invited to join future opportunities for personal coaching, assistance in department/building staff development and much more!
<b>Course Objective</b>	Participants will demonstrate comprehension of strength based leadership by interpreting their top 5 strengths.
<b>Course #22967 – Millard Instructional Model Update and Implementation</b>	
<b>Course Description</b>	Administrators will get an opportunity to reflect on and discuss implementation of the revised Millard Instructional Model.
<b>Course Objective</b>	Participants will demonstrate analysis of the revised Millard Instructional Model by examining the Indicators of Effective Teaching and Learning.
<b>Course #2413 - MPS Hiring Procedures Training</b>	
<b>Course Description</b>	This 90 minute training will cover all Millard Public Schools hiring procedures as well as follow-up training for TalentEd Recruit & Hire. Participants will be able to complete requisitions, review candidate application materials, schedule interviews, and complete all paperwork associated with hiring. In addition, participants will explore the new Talent Dimensions report, which gives principals more information about a candidates Gallup Teacher Insight score.
<b>Course Objective</b>	Administrators will demonstrate comprehension of hiring procedures and practices by summarizing key components provided by HR staff.
<b>Course #12678 - Overview of Gallup in MPS</b>	
<b>Course Description</b>	New administrators are the target audience for this session. Participants will learn about the what and why we measure engagement in MPS. Time will be devoted to demonstrating the Gallup on-line resources available to MPS administrators.
<b>Course Objective</b>	Participants will demonstrate comprehension of the use of Gallup in MPS by interacting with information provided by Gallup representatives.
<b>Course #2365 - Providing Effective Feedback During Teacher Observations</b>	
<b>Course Description</b>	Feedback can promote growth and it can stop or shut down growth. During this session participants will learn 5 types of feedback and how to use specific types of feedback to promote growth in others. They will also collect feedback on a classroom video segment. Outcomes: Participants will discover 5 types of feedback and their uses and apply their knowledge of effective feedback to a classroom video segment.
<b>Course Objective</b>	Participants will demonstrate application of providing effective feedback during teacher observations by practicing with video segments.



<b>Course #2366 - Providing Effective Support During Teacher Observations</b>	
<b>Course Description</b>	Knowing what type of support to give a teacher is often a mystery for principals. During this session participants will learn a continuum of stances from evaluating to mediating and they will gain clarity about when to use each of the stances with teachers. Skill development in questioning will also be taught during this session. Outcomes: Participants will identify 4 support stances to use with teachers and have clarity for when to use each stance and practice and develop questions that promote thinking in others.
<b>Course Objective</b>	Participants will demonstrate application of providing effective support during teacher observations by practicing effective questioning.
<b>Course #2135 - Q12 Gallup Training for Supervisors Not Including Building Administrators</b>	
<b>Course Description</b>	Participants will demonstrate analysis of their Q12 survey results by examining Strengths information and comparing results from each year and to the national average. Time will be devoted to discussing the implementation success of their action plans and determining next steps.
<b>Course Objective</b>	Participants will demonstrate analysis of their Q12 survey results by examining Strengths information and comparing results from each year and to the national average. Time will be devoted to discussing the implementation success of their action plans and determining next steps.
<b>Course #12851 - RtI+I Administrator Fidelity Progress Check</b>	
<b>Course Description</b>	Domains 1 & 3 of our Leadership Framework will be highlighted as administrators and district leaders review the 2013 RtI+I Summer Reflection Tool and interrogate reality of their implementation of RtI+I. All leaders are welcome to attend this session. Targeted building administrators who are asked to attend are Principals, C&I Assistant Principals & RtI+I Assistant Principals.
<b>Course Objective</b>	Participants will demonstrate evaluation of the implementation of the 2013-2014 RtI+I Goal of Fidelity by reviewing the 2013 RtI+I Summer Reflection Tool.
<b>Course #12774 - RtI+I Behavior - Overview for Administrators</b>	
<b>Course Description</b>	Administrators will get an opportunity to reflect and discuss implementation of Strategy 3 including but not limited to behavior programs. Administrators will share questions and/or additional requests for support from the district.
<b>Course Objective</b>	Participants will demonstrate application of Strategy 3 by reviewing Strategy 3 components with the lens of Tier I, discussing current MPS practices and reflecting on individual building application.
<b>Course #12505 - RtI+I Implementation Training for Administrators</b>	
<b>Course Description</b>	Building principals and their select assistants will spend time evaluating their building's implementation of RtI+I and build lateral capacity by sharing with others from across the District. Key concepts in this session will include Parent Communication and Documentation.
<b>Course Objective</b>	Participants will demonstrate analysis of the MPS RtI+I Model and leaders' role by examining and personalizing key concepts of RtI+I.

<b>Course #1993 - Seminar for Writing Difficult Evaluations</b>	
<b>Course Description</b>	Supervisors will demonstrate synthesis of writing difficult evaluations by composing recommendations, deficiency comments and/or letters of summary. Human Resources will be available to assist and answer questions.
<b>Course Objective</b>	Supervisors will demonstrate synthesis of writing difficult evaluations by composing recommendations, deficiency comments and/or letters of summary.
<b>Course #12685 - Strategic Plan In Action (Domain 3: Systems Leadership)</b>	
<b>Course Description</b>	Strategy Action Plans 2.2 & 3.1 will be the focus of this session. District Administrators and District Level Leaders will present information to help participants understand and apply two action plans focusing on College and Career Readiness Skills and RtI+I Behavior.
<b>Course Objective</b>	MPS administrators will demonstrate application of Domain 3: Systems Leadership by reviewing MPS Board Policy and District Strategic Action Plans to understand the interconnectedness of our system.
<b>Course #22908 – Strengths-Based Coaching Conversations with Teams - Gallup</b>	
<b>Course Description</b>	Participants will learn strengths-based development concepts in working with individuals and teams. Participants will develop an understanding of individual talent themes in order to appreciate other's strengths. Activities provided will assist leaders to become aware of the team's collective talents and use common language to describe this awareness. The ultimate goal is for individuals to value the talents of others on the team. 2014-2015 Class dates are Sept 30, Nov 25, Jan 27. You may attend any or all of the dates and times.
<b>Course Objective</b>	Participants will demonstrate analysis of strengths-based teams by examining a variety of activities to implement with teams.
<b>Course #12426 - Student Discipline: Procedures &amp; Practice</b>	
<b>Course Description</b>	The presenters will cover the following points: de-escalation, investigation (resources & interview), teaching, decision, parent contact, and re-entry. Although all building administrators and elementary building facilitators are encouraged to attend, this staff development is only required for any administrator who has been a Millard administrator for 3 years or less.
<b>Course Objective</b>	Participants will demonstrate comprehension of the MPS philosophy of student discipline by relating personal experiences with MPS policy and appropriate practice during small and large group discussions
<b>Course #12440 - Supervisor - Leadership Training</b>	
<b>Course Description</b>	Non-administrative supervisors will participate in leadership training that will focus on 1) Evaluation & Supervision; 2) Gallup Engagement; 3) Fierce Conversations and 4) Leadership. Administrators from the Human Resource Division will provide relevant and meaningful job specific professional development.
<b>Course Objective</b>	To improve performance through feedback that preserves the relationship and engages the employees in their job duties.

## **MPS Leadership Definition & Framework**

### **Background Information**

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

The MPS Leadership Definition and Framework were created:

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

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

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

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

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

## **Millard Public Schools Leadership Definition:**

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

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

Developing – applies some characteristics for this leadership indicator

Capable – demonstrates consistently the characteristics for this leadership indicator

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



## Domain 1: Relational Leadership

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

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

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

## Domain 1: Relational Leadership (Continued)

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

## Domain 2: Collaborative Leadership

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

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

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

## Domain 2: Collaborative Leadership (Continued)

Indicators	Developing applies some characteristics for this leadership indicator	Capable demonstrates consistently the characteristics for this leadership indicator	Beyond models refined characteristics for this leadership indicator to foster success in self, others and the organization
<b>Facilitation and Teams</b> (e.g. gathers input, capacity building, consensus toward action)	<input type="checkbox"/> Seeks input from others  <input type="checkbox"/> Presents effectively  <input type="checkbox"/> Asks questions	<input type="checkbox"/> Invites varying perspectives  <input type="checkbox"/> Utilizes effective facilitation strategies based on objective and audience  <input type="checkbox"/> Asks challenging questions to interrogate reality	<input type="checkbox"/> Surrounds self with diverse opinions in a systematic manner  <input type="checkbox"/> Builds community and capacity in others to effectively facilitate groups  <input type="checkbox"/> Builds consensus toward action



### Domain 3: Systems Leadership

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

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

Indicators	Developing applies some characteristics for this leadership indicator	Capable demonstrates consistently the characteristics for this leadership indicator	Beyond models refined characteristics for this leadership indicator to foster success in self, others and the organization
<b>Managerial</b> (e.g. solution-oriented, organized & resourceful, strategic)	<input type="checkbox"/> Organizes and effectively manages tasks  <input type="checkbox"/> Solves problems  <input type="checkbox"/> Accesses resources  <input type="checkbox"/> Shows initiative and commitment to follow through	<input type="checkbox"/> Manages multiple projects through completion  <input type="checkbox"/> Prioritizes & delegates  <input type="checkbox"/> Analyzes resources  <input type="checkbox"/> Displays flexible yet consistent managerial skills  <input type="checkbox"/> Uses technology tools that lead to more efficient and effective work	<input type="checkbox"/> Plans and successfully activates on long range and complex projects  <input type="checkbox"/> Empowers others by capitalizing on their strengths  <input type="checkbox"/> Maximizes resources  <input type="checkbox"/> Implements systems and processes to successfully run without a leader  <input type="checkbox"/> Advocates for self and others to use cutting edge technology tools that lead to more efficient and effective work

### Domain 3: Systems Leadership (Continued)

Indicators	Developing applies some characteristics for this leadership indicator	Capable demonstrates consistently the characteristics for this leadership indicator	Beyond models refined characteristics for this leadership indicator to foster success in self, others and the organization
<b>Systems Knowledge</b> (e.g. awareness of role, knowledge of District, systems thinker)	<input type="checkbox"/> Knows District resources  <input type="checkbox"/> Succeeds in current role  <input type="checkbox"/> Knows of partnerships with various stakeholders  <input type="checkbox"/> Understands current job but does not fully understand role within the school system	<input type="checkbox"/> Demonstrates effective use of District resources  <input type="checkbox"/> Succeeds in current role and seeks additional responsibilities  <input type="checkbox"/> Creates and maintains strategic partnerships with various stakeholders  <input type="checkbox"/> Demonstrates understanding of role in the organization and how current role supports the school system	<input type="checkbox"/> Capitalizes on District resources, procedures and roles  <input type="checkbox"/> Excels in current role and is actively involved in additional responsibilities in the District  <input type="checkbox"/> Utilizes a global perspective to actively engage all stakeholders  <input type="checkbox"/> Demonstrates the ability to see at a 10,000 foot level and how each cog of the school system is interconnected

## Domain 4: Visionary Leadership

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

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

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

## Domain 4: Visionary Leadership (Continued)

Indicators	Developing applies some characteristics for this leadership indicator	Capable demonstrates consistently the characteristics for this leadership indicator	Beyond models refined characteristics for this leadership indicator to foster success in self, others and the organization
<b>Change Agent</b> (e.g. manage & lead change, risk taker, resilient)	<input type="checkbox"/> Guides others  <input type="checkbox"/> Turns a negative into a positive  <input type="checkbox"/> Manages the change process  <input type="checkbox"/> Identifies the status quo	<input type="checkbox"/> Motivates others  <input type="checkbox"/> Perseveres and displays resiliency  <input type="checkbox"/> Understands the complexity of the change process  <input type="checkbox"/> Looks beyond the status quo	<input type="checkbox"/> Empowers others  <input type="checkbox"/> Capitalizes on setbacks to advance the goal  <input type="checkbox"/> Leads the change process and takes responsible risks  <input type="checkbox"/> Challenges the status quo by articulating the big picture and small details needed to lead and implement a change



## Domain 5: Instructional Leadership

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

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

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

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

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