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, February 1, 2016 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

1-29-16

THE DAILY RECORD OF OMAHA

LYNDA K. HENNINGSEN, Publisher PROOF OF PUBLICATION

UNITED STATES OF AMERICA,

The State of Nebraska, District of Nebraska, County of Douglas, City of Omaha,

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 January 29, 2016

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 115c50 2017

Publisher's Fee

* 15.50 **Additional Copies**

Total

Subscribed in my presence and sworn to before 29th January

day of 16

20

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 February 1, 2016, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

Dated this 1st day of February, 2016
Mike Kennedy – President
Dave Anderson - Vice President
Linda Poole - Secretary
Mike Pate – Treasurer
Pat Ricketts Hauf Meyor
Paul Meyer
Olivia Obeng – MNHS Representative
Alicia Laufenberg – MSHS Representative

Laura Ecklund – MWHS Representative

BOARD OF EDUCATION SIGN IN

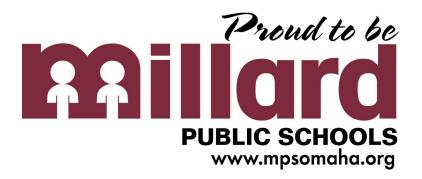
February 1, 2016

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Jeff Vandenberg	100p402
Jordan Siepker	Leadership Academy
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BOARD OF EDUCATION SIGN IN

February 1, 2016

NAME:	REPRESENTING:
Blisty Moreyelson	Reagan
Lynsey Sharon	Reagan
RACHAEL EVERSOLE	
Kelley Rosburg	BVH Architects
Tim ROYERS	MEA
WHAT HEYS	MEA
PATTY RITCHIE	reagan
PATTY RITCHIE	



BOARD OF EDUCATION MEETING



FEBRUARY 1, 2016

BOARD OF EDUCATION MILLARD PUBLIC SCHOOLS OMAHA, NEBRASKA

BOARD MEETING 6:00 P.M.

STROH ADMINISTRATION CENTER 5606 SOUTH 147thSTREET February 1, 2016

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 <u>This is the proper time for public questions and comments on agenda items</u> 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, January 18, 2016
- 2. *Approval of Bills
- 3. *Receive the Treasurer's Report and Place on File

F. <u>Information Items</u>

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

G. Unfinished Business

1. Second Reading and Approval of Policy 7500 – Technology – Cellular Telephone, Telephone Equipment, and Telephone Systems: Acceptable Use

H. New Business

- 1. Approval of Rule 7500.1 Technology Cellular Telephone, Telephone Equipment, and Telephone Systems
- 2. Approval of 2017-2018 School Calendar
- 3. Approval of MEA Teachers Negotiated Agreement for 2016-2017
- 4. Award of Contract for Beadle Middle School Roofing Project
- 5. Award of Contract for Willowdale Elementary School Lighting Project
- 6. Approval of Administrator for Hire Director of Secondary Education
- 7. Approval of Administrator for Hire Principal at Harvey Oaks Elementary School
- 8. Approval of Administrator for Hire Principal at Rohwer Elementary School
 9. Approval of Administrator for Hire Principal at Willowdale Elementary School
- 10. Approval of Personnel Actions: Resignations and Leaves of Absence

I. Reports

- 1. Enrollment Report
- 2. Legislative Report
- 3. Selective Abandonment Program Review
 - Ombudsman
 - Middle School Football
 - District Teacher-Leader Positions
 - Gallup Engagement

Board Meeting Agenda February 1, 2016 Page 2

J. Future Agenda Items/Board Calendar

- 1. Parent Teacher Conferences on February 11-12, 2016 No School for Students
- 2. President's Day on February 15, 2016 No School for Students Staff Development Day
- 3. Board of Education Meeting on Monday, February 15, 2016 at 6:00 p.m. at the Don Stroh Administration Center
- 4. Board of Education Meeting on Monday, March 7, 2016 at 6:00 p.m. at the Don Stroh Administration Center
- 5. Spring Break No School for Students March 14-18, 2016
- 6. Committee of the Whole Meeting on Monday, March 14, 2016 at 6:00 p.m. at the Don Stroh Administration Center
- 7. Retired Teachers/Administration Luncheon on Tuesday, March 15, 2016 at 12:00 p.m. at MSHS
- 8. Board of Education Meeting on Monday, March 21, 2016 at 6:00 p.m. at the Don Stroh Administration Center
- 9. Board of Education Meeting on Monday, April 4, 2016 at 6:00 p.m. at the Don Stroh Administration Center
- 10. Board of Education Meeting on Monday, April 18, 2016 at 6:00 p.m. at the Don Stroh Administration Center
- 11. Board of Education Meeting on Monday, May 2, 2016 at 6:00 p.m. at the Don Stroh Administration Center
- 12. Committee of the Whole Meeting on Monday, May 9, 2016 at 6:00 p.m. at the Don Stroh Administration Center
- 13. Employee Recognition Dinner on Wednesday, May 11, 2016. Social at 5:30 & dinner at 6:30 p.m. at Embassy Suites La Vista.
- 14. Foundation Hall of Fame Dinner on Friday, May 13, 2016 at 6:00 p.m. at Embassy Suites La Vista
- 15. Board of Education Meeting on Monday, May 16, 2016 at 6:00 p.m. at the Don Stroh Administration Center
- 16. High School Graduation on Saturday, May 28, 2016 at UNO Baxter Arena. MSHS at 10:00 am, MWHS at 1:00 pm, MNHS at 4:00 pm
- K. <u>Public Comments</u> This is the proper time for public questions and comments on <u>any topic</u>. <u>Please make sure a request form is given to the Board President before the meeting begins.</u>

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 February 1, 2016

ADMINISTRATIVE MEMORANDUM

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The Public Meeting Act is posted on the wall and available for public inspection

		The Public Meeting Act is posted on the wall and available for public inspection
B.	Ple	dge of Allegiance
C.	Rol	l Call
D.		olic Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please we sure a request form is completed and given to the Board President prior to the meeting.
*E.	1.	Motion by, seconded by, to approve the Board of Education Minutes, January 18, 2016 (See enclosure.)
*E.	2.	Motion by, seconded by, to approve the bills. (See enclosure.)
*E.	3.	Motion by, seconded by, to receive the Treasurer's Report and Place on File (See enclosure.)
F.1		Superintendent's Comments
F.2		Board Comments/Announcements
F.3		Report from Student Representatives
G.1	•	Motion by, seconded by, to approve Policy 7500 – Technology – Cellular Telephone, Telephone Equipment, and Telephone Systems: Acceptable Use (See enclosure.)
H.1	•	Motion by, seconded by, to approve Rule 7500.1 – Technology – Cellular Telephone, Telephone Equipment, and Telephone Systems (See enclosure.)
H.2	·.	Motion by, seconded by, to approve the 2017-2018 School Calendar (See enclosure)
H.3		Motion by, seconded by, that the Negotiated Agreement for Teachers with the Millard Education Association for the 2016-2017 school year be approved. (See enclosure)
H.4	·.	Motion by, seconded by, that the contract for the Beadle Middle School Roofing Project be awarded to Superior Lighting in the base bid amount of \$40,160 and that the Associate Superintendent for General Administration be authorized to execute any and all documents related to the project. (See enclosure.)
H.5	i.	Motion by, seconded by, that the contract for the Willowdale Elementary School Lighting Project be awarded to Superior Lighting in the amount of \$332,775 and that the Associate Superintendent for General Administration be authorized to execute any and all documents related to the project. (See enclosure.)
H.6	j.	Motion by, seconded by, to approve Administrator for Hire – Dr. Anthony Weers - Director of Secondary Education. (See enclosure)
H.7		Motion by, seconded by, to approve Administrator for Hire – Erin Gonzalez – Principal at Harvey Oaks Elementary. (See enclosure)

Board Meeting Agenda February 1, 2016 Page 2

H.8.	Motion byRohwer Elementary. (See		, to approve Administrator f	or Hire – Nicole Burton	n – Principal at
H.9.	Motion by Principal at Willowdale. (, seconded by	, to approve Administrator	for Hire - Amanda W	/harton-Hunt –
H.10.	Motion by, enclosure.)	seconded by	_, to approve Personnel Actions:	Resignations, Leaves o	f Absence (See

I. Reports

- 1. Enrollment Report
- 2. Legislative Report
- 4. Selective Abandonment Program Review
 - Ombudsman
 - Middle School Football
 - District Teacher-Leader Positions
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- K. Public Comments This is the proper time for public questions and comments on <u>any topic</u>. <u>Please make sure a request form is</u> 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, January 18, 2016, 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, January 15, 2016; 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 Mike Kennedy, announced that the open meeting laws are posted and available for public inspection. Mr. Kennedy asked everyone to join in the Pledge of Allegiance.

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

Motion by Dave Anderson, seconded by Paul Meyer to excuse Linda Poole from the Board meeting. Voting in favor of said motion was: Mr. Ricketts, Mr. Kennedy, Mr. Anderson, Mr. Meyer, and Mr. Pate. Voting against were: None. Motion carried.

Mr. Kennedy announced the proper time for public questions and comments on agenda items only. There were no requests to speak on agenda items.

Motion was made by Mike Pate, seconded by Pat Ricketts, to approve the Board of Education Minutes from January 4, 2016, 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, Mr. Kennedy, and Mr. Anderson. Voting against were: None. Motion carried.

Dave Anderson summarized the Committee of the Whole meeting minutes from January 11, 2016.

Superintendent's Comments to the Board:

- Next week is National School Board Appreciation Week. There is a cupcake in front of each Board member this
 evening. We want you to know how much we appreciate the work you do for the Millard School District. Thank
 you also to Alicia Laufenberg for attending the meeting this evening and for her contributions to the Board as a
 Student Representative.
- We are moving forward with Core Kindergarten at Disney Elementary. We have 12 students now and registration is still open. There is a parent meeting tomorrow night. The other grade levels we are unsure of at this time.
- One of our Academy's, Health /Science, is accelerating enrollment beyond the capacity we can handle. We have
 over 100 applications for Health /Science and we have room for 40. We are looking at moving existing staff to see
 if we can accommodate 20 or 30 more students. Our other academies are looking good.
- At the end of last week, a Russell Middle School student was skate-boarding home and accidently pushed his skate
 board into the street. He went after it and was hit by a car. His injures included a broken leg and foot for which he
 underwent surgery. The update today is he is doing well. We are grateful that he was not more seriously injured.
- The April Committee meeting coincides with the National School Boards Convention and therefore is being cancelled.
- We want to acknowledge Bill Jelkin and the crisis team for helping at Ralston High School. A couple of weeks
 ago, there was an unfortunate student death and our teams were sent over to assist in the crisis. We are grateful for
 their assistance at the school and at the funeral. This was a devastating loss and we are glad we could help our
 neighbor.
- Tonight we start our selective abandonment presentations. A report coming in the near future that needs careful
 consideration is Middle Level Transportation. We run 22 routes and they are all double routed. This is creating
 some issues with expansion of routes due to middle level and elementary start times.

- Today we had great staff development in the school district. We are very appreciative of this time when we can
 work on the professional development that we need. Dr. Kingston and Dr. Case were at MSHS and MWHS giving
 presentations on Digital Learning Initiative. There was also a strong focus on Early Childhood with an all-day
 meeting at MWHS.
- Today is Dr. Martin Luther King Jr. day. We are grateful for the work that Dr. King did in his life time. Our schools have many things going on to learn about and celebrate the life of Dr. King.

Board Comments:

Paul Meyer:

• I will be attending the Legislative Issues conference on February 1.

Dave Anderson:

• I will be out of town and will not be able to attend the Legislative Issues conference on February 1 or the Board meeting that evening.

Pat Ricketts:

- I will be attending the GNSA meeting this Wednesday and the Legislative Issues Conference on February 1. At the GNSA meeting, Senator Sullivan and the Governor will be speaking regarding education. I will report back.
- I will not be in attendance at the March 14 Committee meeting.

Mike Pate:

- The Metropolitan Area Boards of Education group met last Wednesday. There was much discussion regarding the Learning Community and Legislation. The members' present expressed support for LB903. The issue of NSAA and transgender was also discussed. Mr. Pate gave updates on happenings in each of the Districts represented at the meeting.
- The Learning Community Board will be meeting on Thursday. Action items on the agenda include the hire of three navigator positions or "family liaisons" for the North Omaha Center and also a revision to the job description for Director of Family Engagement. The Board will also be taking positions on Legislative issues.
- I will not be in attendance for the February 15 Board meeting and the March 14 Committee meeting.

Mike Kennedy:

- One of my favorite things about Martin Luther King Jr. was his emphasis on Education. Mr. Kennedy read one of Mr. King's quotes.
- Mr. Kennedy commented on his concerns regarding the financial issues at some of the more "rural school districts" in the Learning Community.

Studient Reports:

Alicia Laufenberg, student representative from Millard South High School reported on the academic and athletic happenings at her school.

New Business:

Paul Meyer provided the first reading of Policy 7500 - Technology - Cellular Telephone, Telephone Equipment, and Telephone Systems: Acceptable Use

Motion by Pat Ricketts and seconded by Mike Pate to approve the Board Appointments. Voting in favor of said motion was: Mr. Ricketts, Mr. Kennedy, Mr. Anderson, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

Board of Education Minutes January 18, 2016 Page 3

Motion by Dave Anderson and seconded by Mike Pate to approve Administrator for Hire, Heather Phipps, as Associate Superintendent of Educational Services. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Ricketts, Mr. Kennedy, and Mr. Anderson. Voting against was: None. Motion carried.

Motion by Mike Pate and seconded by Pat Ricketts to approve Personnel Actions: Resignation: Maud C. Ehrlander, Ashley L. Kulback, Molly J. Ritchie, Rachel Hall; Leave of Absence: Andrea L. Steffes; Recommendation to Hire: Travis J. Jelken, Holly A. Currie; Voluntary Early Separation: Joyce M. Foster, Roy M. Anderson, Karen K. Kneifl, Mary A. Ritzdorf, Lisa J. Perrone, Suzanne A. Behrns. Voting in favor of said motion was: Mr. Anderson, Mr. Meyer, Mr. Pate, Mr. Ricketts and Mr. Kennedy. Voting against was: None. Motion carried.

Mr. Kennedy requested to move Executive Session to the end of the agenda.

Reports:

Legislative Report:

Nolan Beyer reported that we are eight days into the 60 session. The unicameral was off today due to Martin Luther King Jr. day. Tuesday and Wednesday of this week are the last days for Senators to introduce bills. We will know at the end of the day on Wednesday, what has been dropped. Tomorrow afternoon the Education Committee will begin hearings. February 18, Senators will designate their priority bills and on February 19, the speaker will name his priority bills. March 3 is the last day for hearings. There are six carry-over priority bills from last year that the speaker has chosen to address first.

Board members had questions regarding LB903 and LB904 that are being carried by Senator Baker. Mr. Beyer said he has arranged to visit with Senator Baker tomorrow and will report back.

Dr. Sutfin gave the Board a few details concerning LB903 – Change and eliminate provisions relating to learning communities. This bill has what is called "Extreme Poverty Adjustment". When schools exceed 40% poverty, they then qualify for this adjustment. As a state-wide bill, there are only two schools in the Learning Community and 23 schools outside of the Learning Community that would qualify for adjustments. Dr. Sutfin thanked Dr. Fossen and Dr. Feldhausen for their time and hard work in creating the accountability factors that were built in to the bill.

Construction Report - Sampson:

Dave Cavlovic showed photos of construction areas at MNHS. He said progress has slowed some with winter but, we are still in good shape to be finished by the required dates.

The MWHS design should be brought to the Board for approval in February. The structural system may change some, but over-all, the project is scheduled to begin this spring and should be completed by the end of the calendar year.

The Neihardt Elementary open to close project is being bid right now.

In terms of the budget, Ken Fossen gave a summary of where the district is at right now in regard to construction and routine projects.

Selective Abandonment - Program Review:

• Marching Band for PE Credit:

Dr. Feldhausen explained that the purpose of this study is to examine the impact the District would experience if it were to grant P.E. credit to those students who are enrolled in the Marching Band course, thus providing the students with a partial or complete waiver or exemption from the P.E. graduation requirement. Students are required to take 3 semesters or 15 credits of Physical Education for graduation from MPS high school. Students may take Marching Band as either an elective or to meet the one semester, 5 credits, graduation requirements in the fine and performing arts.

An analysis of curriculum shows that there are no common course standards or indicators between P.E. courses and that of Marching Band. Enrollment information was provided showing Marching Band enrollment and the graduating senior' enrollment over the last four years.

Dr. Feldhausen gave three scenarios and the cost savings from each. The highest cost savings of \$95,408 was scenario 3 which assumes all students enrolled in marching band for three semesters would have three semesters of physical education waived or exempted. The savings would come from 1.25 FTE.

Administration recommended that selective abandonment idea of granting P.E. credit or waiving P.E. credit for those students enrolled in Marching Band be rejected and the status quo of course/credit requirements for P.E. for graduation be retained.

Further discussion included scheduling for band students as they work to schedule their academic course work which includes P.E., the collection of activity logs from all three high schools, and accreditation requirements.

Wellness Program:

Chad Meisgier said that with the Wellness Program, they looked at two things:

- 1. Is it working?
- 2. What does it cost?

The data presented showed how the measurable metrics have been moving since we've instituted the Wellness Program. We have seen positive movement from 2013-14 to 2014-15. Overall, most of the metrics are doing well and they look like healthy scores compared to what Simply Well has shared with us about their book of business.

When cost numbers were run, the extra 10% premium share that none-wellness participants are paying, as compared to what the program is costing, shows we are actually coming out ahead. Mr. Meisgeier reported that we are about \$45,000 in the black. The recommendation is to continue the District's wellness program as is for the 2015-16 and 2016-17 contract years and through collective bargaining, continue to evaluate the financial incentives for future years.

Pricing from other vendors was reviewed and Simply Well was asked to review their numbers as well. Mr. Meisgeier said he wanted to publicly thank Simply Well for changing their pricing structure. Assuming the same level of usage, cost would be about \$10,600 less than it was last year.

District-Wide Printing and Copying:

Ken Fossen said that our copiers run approximately 38 million copies per year which breaks down to around 1 million copies per week. A break-down of cost per copy was given using five different copy machines. The Toshiba 857's, the big machines in the District, are bid out every three years. The bids include supplies and maintenance. Copies for these big machines come in at \$0.0030 per page. Depending on the machine chosen, a color copy on an ink jet printer can cost as much as \$0.1530 per page. Mr. Fossen said we now have a software product called "Paper Cut" which allows us to keep track of the print jobs that are being done, how many copies are being run, etc. This is under the Technology Department. Joe Kuehl is currently meeting with Principals and sharing how money can be saved if print jobs are run to a different copy machine.

Another part of the study was in regard to using toner cartridges, using third party as opposed to the original equipment manufacturer. We are currently working with Bishops Equipment on this. Mr. Fossen said we have tried the third party cartridges in our copiers and they work fine. The savings on this has been estimated at about \$35,000.

The study committee recommends that:

- 1. The District continue to bid its MFP contract as in the past.
- 2. That the District continue with its technology division implementation of changing from OEM replacement toner/cartridges to third-party toner/cartridges.
- That the District's technology division collaborate with building administrators and staff in developing copying/printing practices that direct the appropriate coping/printing jobs to the most efficient (least costly) devices.

Future Agenda Items/Board Calendar:

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- 10. Board of Education Meeting on Monday, April 18, 2016 at 6:00 p.m. at the Don Stroh Administration Center

At 7:33 p.m. Mike Kennedy said the Board will go into Executive Session. Motion was made by Pat Ricketts and seconded by Mike Pate to go into Executive Session for the purpose of personnel and negotiations. Voting in favor was: Mr. Pate, Mr. Ricketts, Mr. Kennedy, Mr. Anderson, and Mr. Meyer. Voting against was: None. Motion carried.

Mr. Kennedy announced the Board would go into Executive Session at 7:33 p.m.

A motion was made by Dave Anderson and seconded by Mike Pate to come out of Executive Session at 7:55 p.m. Voting in favor was: Mr. Anderson, Mr. Ricketts, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

Secretary, Linda Poole

Millard Public Schools

February 1, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429421	01/14/2016	141164	JORDAN SCHOOL DISTRICT	\$72.00
	429422	01/14/2016	140633	PAUL CORBIERE	\$702.66
	429423	01/14/2016	108436	COX COMMUNICATIONS INC	\$1,481.00
	429424	01/14/2016	108436	COX COMMUNICATIONS INC	\$8,129.33
	429425	01/14/2016	108436	COX COMMUNICATIONS INC	\$27,433.50
	429426	01/14/2016	040537	FERGUSON ENTERPRISES INC	\$13.43
	429427	01/14/2016	139041	SHERYL FOREHEAD	\$50.00
	429429	01/14/2016	140449	W2007 EQUITY INNS REALTY LLC	\$105.00
	429430	01/14/2016	140634	HERITAGE HALL SCHOOL	\$305.00
	429431	01/14/2016	132531	TERRY HOULTON	\$69.12
	429432	01/14/2016	100058	LINCOLN EAST HIGH SCHOOL	\$75.00
	429434	01/14/2016	059560	MATHESON TRI-GAS INC	\$38.53
	429435	01/14/2016	106164	RAYMOND CENTRAL HIGH SCHOOL	\$280.00
	429436	01/14/2016	106164	RAYMOND CENTRAL HIGH SCHOOL	\$203.00
	429437	01/14/2016	131376	ROBERT BROOKE & ASSOCIATES, INC.	\$196.54
	429438	01/14/2016	081630	SAMS CLUB DIRECT	\$13.44
	429439	01/14/2016	133300	TALX UC EXPRESS	\$781.88
	429440	01/14/2016	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$400.00
	429441	01/14/2016	141165	VARSITY NEWS NETWORK INC	\$1,600.00
	429442	01/14/2016	135863	RUDOLPH A VLCEK III	\$150.00
	429443	01/14/2016	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$9,221.69
	429461	01/21/2016	141174	ATRIUM HOTELS LP	\$578.72
	429463	01/21/2016	141175	MARRIOTT HOTEL SERVICES INC	\$520.32
	429465	01/21/2016	132518	LINCOLN SOUTHWEST HIGH SCHOOL	\$496.00
	429466	01/21/2016	132518	LINCOLN SOUTHWEST HIGH SCHOOL	\$304.00
	429467	01/21/2016	068315	NEBRASKA ACADEMY OF SCIENCES INC	\$60.00
	429468	01/21/2016	107732	BRIAN L NELSON	\$210.00
	429469	01/21/2016	081630	SAMS CLUB DIRECT	\$273.83

Jan 27, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429470	01/21/2016	133224	JEFF WARNOCK	\$90.00
	429471	01/21/2016	099997	WESTSIDE HIGH SCHOOL	\$732.00
	429473	02/01/2016	141122	A UNITED AUTOMATIC DOOR & GLASS INC	\$190.19
	429474	02/01/2016	131405	AATSP	\$248.50
	429475	02/01/2016	131632	AC AWARDS INC	\$285.00
	429476	02/01/2016	010298	ACCUCUT LLC	\$300.00
	429477	02/01/2016	133402	KAREN ADAMS	\$52.10
	429479	02/01/2016	010112	JOSEY THOMAS AARON	\$699.00
	429481	02/01/2016	139638	CANDICE MARIE AHL	\$150.00
	429482	02/01/2016	108351	AIRGAS INC	\$32.96
	429484	02/01/2016	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$3,206.75
	429486	02/01/2016	141167	JENNIFER ALBERT	\$94.71
	429487	02/01/2016	140391	ALLY FINANCIAL INC	\$394.00
	429488	02/01/2016	139621	JERRY ALSOBROOK	\$70.00
	429489	02/01/2016	107651	AMAZON.COM INC	\$204.40
	429491	02/01/2016	101318	ANTHRO CORP	\$36.64
	429492	02/01/2016	012989	APPLE COMPUTER INC	\$911.00
	429493	02/01/2016	106436	AQUA-CHEM INC	\$2,134.20
	429494	02/01/2016	102729	ARID RESOURCES INC	\$1,950.00
	429495	02/01/2016	134235	SARAH ASCHENBRENNER	\$37.38
	429497	02/01/2016	102727	В & Н РНОТО	\$820.56
	429498	02/01/2016	072250	B G PETERSON COMPANY	\$434.00
	429499	02/01/2016	016295	BADGER BODY & TRUCK EQUIPMENT CO	\$5,966.00
	429500	02/01/2016	139534	RICK BAILEY	\$35.00
	429501	02/01/2016	135991	BAKER DISTRIBUTING CO LLC	\$13,565.09
	429502	02/01/2016	141184	DANEIS BARBER	\$75.00
	429503	02/01/2016	099646	BARNES AND NOBLE BOOKSTORE	\$6,123.76
	429504	02/01/2016	107979	LORI BARTELS	\$102.35

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429505	02/01/2016	138054	BAXTER FORD INC	\$4,097.34
	429506	02/01/2016	134584	MARY BAYNE	\$27.03
	429508	02/01/2016	134873	JOHN BECKER	\$70.09
	429509	02/01/2016	139783	LYNNE H BECKER	\$3,299.25
	429510	02/01/2016	107540	BRIAN BEGLEY	\$105.80
	429511	02/01/2016	134884	JULIE BERGSTROM	\$25.88
	429512	02/01/2016	018705	BERNINA OMAHA LLC	\$59.82
	429513	02/01/2016	141116	REBECCA BEVANS	\$60.00
	429514	02/01/2016	134945	NOLAN BEYER	\$198.38
	429515	02/01/2016	140563	HANNAH E BIRGE	\$60.00
	429517	02/01/2016	019111	BISHOP BUSINESS EQUIPMENT	\$5,277.08
	429518	02/01/2016	099220	DICK BLICK CO	\$166.23
	429519	02/01/2016	134478	TIFFANY BOCK SMITH	\$50.03
	429520	02/01/2016	139344	DOUGLAS BOGATZ	\$87.52
	429521	02/01/2016	130899	KIMBERLY BOLAN	\$120.18
	429522	02/01/2016	135539	SHEILA BOLMEIER	\$130.07
	429524	02/01/2016	019559	BOUND TO STAY BOUND BOOKS INC	\$12,905.09
	429526	02/01/2016	139996	BOYS TOWN	\$28,567.60
	429527	02/01/2016	139890	DOUGLAS BREITER	\$49.39
	429528	02/01/2016	135036	BRYAN ELEMENTARY	\$481.05
	429529	02/01/2016	141176	JESSICA BURNETT	\$60.00
	429531	02/01/2016	137274	EILEEN CABRERA	\$20.82
	429532	02/01/2016	106806	ELIZABETH CAREY	\$12.94
	429533	02/01/2016	139549	CARL CARLSON	\$35.00
	429534	02/01/2016	139505	DANIEL CARLSON	\$250.00
	429535	02/01/2016	023968	JAY CARLSON	\$21.84
	429536	02/01/2016	132428	JENNIFER CARSON	\$135.49
	429537	02/01/2016	131158	CURTIS CASE	\$562.71

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429538	02/01/2016	137714	BETHANY CASE-MAGANA	\$29.67
	429540	02/01/2016	133970	CCS PRESENTATION SYSTEMS	\$7,147.32
	429541	02/01/2016	133589	CDW GOVERNMENT, INC.	\$600.64
	429542	02/01/2016	065420	CENTRAL MIDDLE SCHOOL	\$450.00
	429543	02/01/2016	138613	CENTRAL SALES INC	\$427.07
	429544	02/01/2016	135648	SUSAN CHADWICK	\$67.28
	429545	02/01/2016	140609	KELSEY CHASTAIN	\$40.25
	429546	02/01/2016	106851	CHILDREN'S HOME HEALTHCARE	\$10,851.75
	429547	02/01/2016	141072	ALICIA CHOHON	\$60.00
	429548	02/01/2016	140867	BRITTANY CINFEL	\$63.65
	429549	02/01/2016	025235	DALE CLAUSEN	\$151.23
	429550	02/01/2016	131135	PATRICIA CLIFTON	\$29.73
	429551	02/01/2016	137013	NANCY COLE	\$100.80
	429552	02/01/2016	132126	KIP COLONY	\$54.68
	429553	02/01/2016	109867	COMMERCIAL AIR MANAGEMENT INC	\$645.00
	429554	02/01/2016	106902	COMMUNICATION SERVICES INC.	\$5,151.49
	429555	02/01/2016	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$408.50
	429556	02/01/2016	139891	MARY CONNELL	\$22.31
	429558	02/01/2016	026057	CONTROL MASTERS INC	\$1,866.98
	429559	02/01/2016	132720	CONTROLTEMP INC	\$230.97
	429560	02/01/2016	136518	JANET COOK	\$224.65
	429562	02/01/2016	133439	SHUBB HOTELS OF LINCOLN LLC	\$695.00
	429563	02/01/2016	137922	MICHAEL CRADDUCK	\$60.00
	429564	02/01/2016	139034	CRAIG RESOURCES INC	\$3,156.68
	429565	02/01/2016	141149	KURTIS CRONICAN	\$75.00
	429566	02/01/2016	109021	PATRICIA CRUM	\$39.56
	429567	02/01/2016	106893	WICHITA WATER CONDITIONING INC	\$95.68
	429568	02/01/2016	100577	CURTIS 1000 INC	\$183.67

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429569	02/01/2016	136988	CHERYL CURTIS	\$149.56
	429570	02/01/2016	130900	CHERYL CUSTARD	\$205.86
	429571	02/01/2016	130731	FIRST WIRELESS INC	\$1,915.68
	429572	02/01/2016	131483	JANET DAHLGAARD	\$23.06
	429573	02/01/2016	131003	DAILY RECORD	\$31.00
	429574	02/01/2016	140910	LISA A DALY	\$2,292.25
	429575	02/01/2016	138477	MIDWEST HARDWOODS	\$119.08
	429576	02/01/2016	134816	DATA DOCUMENTS LLC	\$20,650.00
	429579	02/01/2016	141034	SANDRO DEANGELIS	\$7.44
	429580	02/01/2016	032497	CHERYL DECKER	\$216.21
	429581	02/01/2016	106713	ANDREW DEFREECE	\$407.11
	429582	02/01/2016	032800	DEMCO INC	\$730.91
	429583	02/01/2016	032872	DENNIS SUPPLY COMPANY	\$491.41
	429584	02/01/2016	136316	EVA DENTON	\$53.71
	429585	02/01/2016	133009	ROBERTA DEREMER	\$93.15
	429586	02/01/2016	140868	JULIE DESROSIERS	\$49.11
	429587	02/01/2016	033473	DIETZE MUSIC HOUSE INC	\$1,813.41
	429588	02/01/2016	135509	DIGIORGIO'S SPORTSWEAR INC	\$418.00
	429589	02/01/2016	136179	DIGITAL EXPRESS INC	\$2,246.60
	429592	02/01/2016	135373	LINDA DONOHUE	\$14.49
	429594	02/01/2016	139999	TIMOTHY DORAN	\$7.50
	429599	02/01/2016	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$281,389.23
	429600	02/01/2016	108120	DOUGLAS COUNTY SHERIFF	\$58,225.50
	429601	02/01/2016	034120	DULTMEIER SALES LLC	\$71.99
	429602	02/01/2016	139281	PAMELA A DUNCAN	\$90.00
	429603	02/01/2016	138021	EARTHWALK COMMUNICATIONS INC	\$44.00
	429604	02/01/2016	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$22,638.00
	429605	02/01/2016	036652	EBSCO	\$228.22

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429606	02/01/2016	140652	COLE EDICK	\$50.00
	429608	02/01/2016	037525	EDUCATIONAL SERVICE UNIT #3	\$74,906.40
	429609	02/01/2016	107980	EHLY'S INTERIORS	\$2,525.00
	429610	02/01/2016	133823	REBECCA EHRHORN	\$305.16
	429611	02/01/2016	140808	BILL EICH	\$72.36
	429613	02/01/2016	038100	ELECTRICAL ENGINEERING & EQPT CO	\$1,967.23
	429614	02/01/2016	038140	ELECTRONIC SOUND INC.	\$2,355.29
	429615	02/01/2016	131007	ELMAN & CO INC	\$3,688.00
	429616	02/01/2016	132066	ENGINEERED CONTROLS INC	\$4,361.91
	429617	02/01/2016	135360	PAMELA ERIXON	\$116.90
	429618	02/01/2016	137950	MICHAEL ETZELMILLER	\$76.48
	429620	02/01/2016	139316	JASON FARWELL	\$42.60
	429621	02/01/2016	141162	MANDY FARWELL	\$122.09
	429622	02/01/2016	130632	DANIELSON ENTERPRISES INC	\$87.55
	429623	02/01/2016	132699	FATHER FLANAGANS BOYS HOME	\$110.00
	429625	02/01/2016	040470	MARK FELDHAUSEN	\$61.12
	429626	02/01/2016	137016	ANGELA FERGUSON	\$49.28
	429627	02/01/2016	106956	FERRELLGAS	\$14.00
	429628	02/01/2016	135115	TAMELA FIERSTEIN	\$27.31
	429629	02/01/2016	133919	FILTER SHOP INC	\$3,897.44
	429630	02/01/2016	133960	FIREGUARD INC	\$1,841.50
	429631	02/01/2016	139441	CHARLES FISHER	\$125.00
	429632	02/01/2016	041100	FOLLETT SCHOOL SOLUTIONS INC	\$18,420.51
	429633	02/01/2016	041146	KENNETH FOSSEN	\$49.11
	429634	02/01/2016	134223	TERESA FRIDRICH	\$59.69
	429635	02/01/2016	140791	FRONTLINE PRIVATE SECURITY LLC	\$935.00
	429636	02/01/2016	141037	SAM FULLER	\$200.00
	429637	02/01/2016	140869	MAGDALENE FUNKHOUSER	\$97.06

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429638	02/01/2016	109036	GALE/CENGAGE LEARNING	\$11,550.00
	429639	02/01/2016	043760	GALLUP ORGANIZATION	\$1,500.00
	429640	02/01/2016	136079	GE COMMERCIAL EQPT HOLDING LLC	\$3,101.72
	429641	02/01/2016	137543	MEGAN GEERTS	\$43.47
	429642	02/01/2016	139894	TRICIA GILLETT	\$67.28
	429643	02/01/2016	106660	GLASSMASTERS INC	\$857.50
	429644	02/01/2016	141178	CAROL P GLOVER	\$25.00
	429645	02/01/2016	044891	GOPHER	\$866.50
	429646	02/01/2016	141064	MICHAELA GOULD	\$60.00
	429647	02/01/2016	132152	GOVCONNECTION INC	\$1,811.47
	429648	02/01/2016	044950	GRAINGER INDUSTRIAL SUPPLY	\$1,217.59
	429650	02/01/2016	139723	NEHER & SONS INC	\$95.03
	429651	02/01/2016	141177	JOHN GRIGAITIS	\$60.00
	429652	02/01/2016	141145	LAUREN GUSMAN	\$60.00
	429653	02/01/2016	135199	LISA GUSTIN	\$60.49
	429654	02/01/2016	141179	PALMER HAASCH	\$40.00
	429655	02/01/2016	131686	ANDREW HAHN	\$29.90
	429656	02/01/2016	136076	HALDEMAN-HOMME INC/ANDERSON LADD	\$196.00
	429657	02/01/2016	140116	BRIDGET HAMES	\$60.00
	429658	02/01/2016	045354	CYNTHIA HAMILTON	\$126.79
	429659	02/01/2016	140575	WALTER R HAMILTON	\$60.00
	429660	02/01/2016	101931	HANCOCK FABRICS	\$42.01
	429661	02/01/2016	136805	JAMES HANLON	\$106.95
	429663	02/01/2016	047853	HAPPY CAB COMPANY INC	\$20,623.92
	429664	02/01/2016	056820	HARRY A KOCH COMPANY	\$12,550.50
	429665	02/01/2016	131367	AMANDA HARTZ	\$199.49
	429666	02/01/2016	135040	HARVEY OAKS ELEMENTARY	\$75.00
	429667	02/01/2016	048200	HAUFF MID-AMERICA SPORTS INC	\$168.96

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429668	02/01/2016	140889	DEANNA HAYES	\$30.30
	429669	02/01/2016	139347	CHERYL HEADLEY	\$60.09
	429670	02/01/2016	048475	HEARTLAND FOUNDATION	\$21,888.00
	429671	02/01/2016	108273	MARGARET HEBENSTREIT PT	\$103.50
	429672	02/01/2016	108478	DAVID HEMPHILL	\$98.00
	429674	02/01/2016	048845	CAMILLE HINZ	\$61.64
	429677	02/01/2016	131694	HOLLING HEIGHTS ELEMENTARY	\$206.35
	429679	02/01/2016	137943	STACY HORSHAM	\$288.88
	429680	02/01/2016	130990	HORWATH LAUNDRY MACHINERY CO	\$592.90
	429682	02/01/2016	109836	AMY HOULTON	\$49.45
	429683	02/01/2016	132531	TERRY HOULTON	\$2,098.74
	429684	02/01/2016	141066	LUCAS HOUSER	\$60.00
	429685	02/01/2016	101533	DIANE HOWARD	\$24.38
	429686	02/01/2016	049700	HUGHES TREE SERVICE	\$20,900.00
	429687	02/01/2016	108180	NEBRASKA HUMANITIES COUNCIL	\$200.00
	429688	02/01/2016	140852	JOSEPH HURLEY	\$56.90
	429689	02/01/2016	133689	HUTCHESON ENGINEERING PRODUCTS INC	\$2,495.40
	429690	02/01/2016	130283	KARA HUTTON	\$95.00
	429691	02/01/2016	049844	HYDRONIC ENERGY INC	\$0.00
	429692	02/01/2016	133397	HY-VEE INC	\$185.79
	429693	02/01/2016	133397	HY-VEE INC	\$827.07
	429694	02/01/2016	135004	HY-VEE INC	\$291.97
	429695	02/01/2016	049850	HY-VEE INC	\$517.57
	429696	02/01/2016	051573	POPCO INC	\$45.00
	429697	02/01/2016	140112	JASON ALLEN DEWATER	\$199.00
	429698	02/01/2016	136349	SCOTT INGWERSON	\$63.02
	429699	02/01/2016	139348	DANIEL INNES	\$23.86
	429701	02/01/2016	136357	INTELITEK INC	\$73.72

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429702	02/01/2016	052150	INTERNATIONAL READING ASSOCIATION	\$35.00
	429703	02/01/2016	139313	INTERSTATE PROMOTIONAL DISTR INC	\$243.44
	429704	02/01/2016	140729	J F AHERN CO	\$1,095.00
	429705	02/01/2016	138617	ITHAKA	\$1,500.00
	429706	02/01/2016	100928	J W PEPPER & SON INC.	\$505.44
	429707	02/01/2016	131157	CHRISTINE JANOVEC-POEHLMAN	\$59.57
	429708	02/01/2016	136953	JSDO 1 LLC	\$791.57
	429709	02/01/2016	135735	GEORGE JELKIN	\$39.10
	429710	02/01/2016	133037	JENSEN TIRE COMPANY	\$32.40
	429711	02/01/2016	054500	JOHNSON HARDWARE CO LLC	\$88.26
	429712	02/01/2016	054492	JIM L JOHNSON	\$280.00
	429713	02/01/2016	139350	BRANDON JOHNSTON	\$35.08
	429714	02/01/2016	059573	NANCY JOHNSTON	\$91.71
	429715	02/01/2016	054630	JOHNSTONE SUPPLY	\$93.60
	429716	02/01/2016	026300	JP COOKE COMPANY	\$28.30
	429717	02/01/2016	136565	PATRICIA JUAREZ	\$16.20
	429718	02/01/2016	137214	DAVID KAHM	\$50.00
	429719	02/01/2016	140420	SAMIR KARAJIC	\$35.00
	429720	02/01/2016	140891	MARCIA KAUTSCH	\$61.47
	429723	02/01/2016	132265	CATHERINE KEISER	\$37.09
	429724	02/01/2016	132272	SUSAN KELLEY	\$170.47
	429725	02/01/2016	139753	CHERIS KITE	\$65.67
	429726	02/01/2016	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	\$100.00
	429727	02/01/2016	139301	REBECCA KLEEMAN WEYANT	\$14.49
	429728	02/01/2016	141180	TARAS KOTSAN	\$60.00
	429729	02/01/2016	131006	CONNIE KOZAK	\$40.20
	429730	02/01/2016	136285	MICHELLE KRAFT	\$13.80
	429732	02/01/2016	137385	JOSEPH KUEHL	\$103.90

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429733	02/01/2016	137010	CHRISTINA LAGRONE	\$66.99
	429734	02/01/2016	099217	LAKESHORE LEARNING MATERIALS	\$254.44
	429736	02/01/2016	135257	LANGUAGE LINE SERVICES INC	\$564.60
	429737	02/01/2016	139335	LARRY VOGLER	\$1,609.80
	429739	02/01/2016	135156	LAWSON PRODUCTS INC	\$543.32
	429740	02/01/2016	059470	LIEN TERMITE & PEST CONTROL INC	\$1,317.00
	429741	02/01/2016	141017	LIGHT ACCESS SCAFFOLDING LLC	\$4,664.00
	429742	02/01/2016	059866	STACY LONGACRE	\$96.20
	429743	02/01/2016	060111	LOVELESS MACHINE & GRINDING SVC INC	\$274.00
	429744	02/01/2016	131397	LOWE'S HOME CENTERS INC	\$10.66
	429745	02/01/2016	060125	LUCKS MUSIC LIBRARY INC	\$97.13
	429747	02/01/2016	135376	CASEY LUNDGREN	\$42.90
	429749	02/01/2016	060155	LYMAN-RICHEY CORPORATION	\$1,357.86
	429750	02/01/2016	099321	MACKIN BOOK CO	\$6,032.03
	429751	02/01/2016	139046	LAURIE H MALEY	\$60.00
	429752	02/01/2016	137281	DMG INC	\$3,175.24
	429753	02/01/2016	133201	DAWN MARTEN	\$27.72
	429754	02/01/2016	059560	MATHESON TRI-GAS INC	\$337.97
	429755	02/01/2016	108052	MAX I WALKER	\$1,452.17
	429756	02/01/2016	138341	MAXIM HEALTHCARE SERVICES INC	\$18,344.67
	429759	02/01/2016	139237	MICHAEL C MCCAULEY	\$6,800.00
	429761	02/01/2016	137014	RYE MCINTOSH	\$97.35
	429762	02/01/2016	137947	MECHANICAL SALES PARTS INC	\$5,195.50
	429763	02/01/2016	121126	PATRICIA MEEKER	\$11.27
	429764	02/01/2016	137820	KURT MEHLIN	\$51.25
	429765	02/01/2016	106393	WALTER MERTZ	\$38.71
	429766	02/01/2016	064600	METAL DOORS & HARDWARE COMPANY INC	\$6,062.00
	429768	02/01/2016	133403	AMERICAN NATIONAL BANK	\$13,181.48

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429769	02/01/2016	064801	NANCY MEYER	\$101.25
	429770	02/01/2016	139339	DOUGLAS M MEYO	\$1,174.75
	429771	02/01/2016	102870	MIDLAND COMPUTER INC	\$132.29
	429772	02/01/2016	138462	MIDLAND UNIVERSITY	\$200.00
	429773	02/01/2016	064949	MIDWEST LABORATORIES INC.	\$375.00
	429774	02/01/2016	064950	MIDWEST METAL WORKS INC	\$204.00
	429775	02/01/2016	131899	MIDWEST STORAGE SOLUTIONS	\$5,444.99
	429776	02/01/2016	065233	MIDWEST TURF & IRRIGATION INC	\$4.60
	429777	02/01/2016	107560	MILLARD METAL SERVICES INC.	\$39.50
	429779	02/01/2016	141093	GRANT MITERA	\$14.36
	429781	02/01/2016	136388	MITCHELL MOLLRING	\$634.79
	429782	02/01/2016	066010	MONEY HANDLING MACHINES, INC.	\$894.00
	429783	02/01/2016	140990	LAURA MORRIS	\$80.33
	429784	02/01/2016	141182	GRETA MORRIS	\$50.00
	429786	02/01/2016	132491	DONITA MOSEMAN	\$56.64
	429787	02/01/2016	063150	MSC INDUSTRIAL SUPPLY CO	\$510.20
	429788	02/01/2016	107539	MUELLER ROBAK LLC	\$12,700.00
	429789	02/01/2016	137052	DEVONYE MULLINS	\$85.16
	429790	02/01/2016	131395	DARREN MYERS	\$285.88
	429791	02/01/2016	067000	NASCO	\$89.60
	429792	02/01/2016	132854	NATIONAL SAFETY COUNCIL	\$130.00
	429793	02/01/2016	068334	NEBRASKA AIR FILTER INC	\$6,503.05
	429794	02/01/2016	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$40.00
	429795	02/01/2016	068454	NEBRASKA DEPARTMENT OF REVENUE	\$60.00
	429796	02/01/2016	068445	NEBRASKA FURNITURE MART INC	\$889.99
	429797	02/01/2016	068684	NEBRASKA SCIENTIFIC	\$1,648.68
	429798	02/01/2016	067027	NEBRASKA STATE BANDMASTERS ASSN	\$65.00
	429799	02/01/2016	068954	NEFF COMPANY	\$470.05

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429800	02/01/2016	109843	NEXTEL PARTNERS INC	\$3,740.13
	429802	02/01/2016	136715	CARISSA NIETFELDT	\$61.24
	429803	02/01/2016	107905	MELINDA NOLLER	\$27.89
	429804	02/01/2016	141183	MITHILA NORONHA	\$100.00
	429805	02/01/2016	135043	NORRIS ELEMENTARY	\$96.50
	429806	02/01/2016	140537	EVE NORTON	\$19.61
	429807	02/01/2016	108325	NEBRASKA STATE BANDMASTERS ASSN	\$300.00
	429808	02/01/2016	069945	NUTS & BOLTS INC	\$12.83
	429809	02/01/2016	050042	ANNE OETH	\$138.58
	429812	02/01/2016	100013	OFFICE DEPOT 84133510	\$2,971.84
	429813	02/01/2016	070245	OHARCO DISTRIBUTORS	\$947.88
	429814	02/01/2016	132778	MELANIE OLSON	\$29.84
	429815	02/01/2016	134725	OMAHA CASING CO INC	\$90.00
	429817	02/01/2016	070800	OMAHA PUBLIC POWER DISTRICT	\$305,077.36
	429818	02/01/2016	070810	OMAHA PUBLIC SCHOOLS	\$75.00
	429819	02/01/2016	070810	OMAHA PUBLIC SCHOOLS	\$70.00
	429820	02/01/2016	070810	OMAHA PUBLIC SCHOOLS	\$120.00
	429821	02/01/2016	139434	OMAHA TRACK INC	\$0.00
	429822	02/01/2016	071050	BH MEDIA GROUP INC	\$261.21
	429823	02/01/2016	140402	OMNI FINANCIAL GROUP INC	\$740.00
	429824	02/01/2016	107815	ON LINE IMAGING SERVICES LLC	\$200.00
	429825	02/01/2016	133850	ONE SOURCE	\$1,449.00
	429827	02/01/2016	138662	KELLY OSTRAND	\$18.69
	429828	02/01/2016	107193	OTIS ELEVATOR COMPANY	\$812.00
	429829	02/01/2016	133368	KELLY O'TOOLE	\$31.17
	429830	02/01/2016	132443	OZANAM/BIST	\$180.00
	429831	02/01/2016	134428	ELIZABETH PACHTA	\$105.57
	429832	02/01/2016	137015	GEORGE PARKER	\$48.01

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429833	02/01/2016	132006	ANDREA PARSONS	\$126.50
	429834	02/01/2016	135569	CYNTHIA PAVONE	\$58.54
	429835	02/01/2016	071850	PAXTON/PATTERSON LLC	\$137.00
	429836	02/01/2016	131610	PATRICIA D BUFFUM	\$500.00
	429837	02/01/2016	071947	PAULA PEAL	\$61.48
	429838	02/01/2016	107783	HEIDI PENKE	\$109.25
	429839	02/01/2016	133633	CMI EDUCATION INSTITUTE INC	\$199.99
	429840	02/01/2016	140542	KELSEY PETERSON	\$19.30
	429841	02/01/2016	139527	QUEENTARA PIMENTEL	\$100.00
	429842	02/01/2016	137722	ANDREW PINKALL	\$87.98
	429843	02/01/2016	139940	CA ENTERPRISES INC	\$908.70
	429844	02/01/2016	073040	PITNEY BOWES PRESORT SERVICES INC	\$20,000.00
	429845	02/01/2016	138907	PLIBRICO COMPANY LLC	\$364.00
	429846	02/01/2016	140930	HEATHER POHL	\$8.68
	429847	02/01/2016	139899	JENNIFER POLLOCK	\$75.10
	429848	02/01/2016	072900	POPPLERS MUSIC INC	\$46.55
	429849	02/01/2016	073010	PORTER TRUSTIN CARLSON	\$198.00
	429850	02/01/2016	137301	POWERHOUSE DISTRIBUTING LLC	\$197.95
	429851	02/01/2016	133712	JOHN DEERE FINANCIAL FSB	\$858.31
	429852	02/01/2016	131835	PRAIRIE MECHANICAL CORP	\$4,251.36
	429853	02/01/2016	134598	PRIME COMMUNICATIONS INC	\$419.79
	429854	02/01/2016	132713	PROTEX CENTRAL INC	\$25,092.30
	429855	02/01/2016	133921	QUALITY AUTO REPAIR & TOWING INC	\$89.00
	429856	02/01/2016	137779	JARDINE QUALITY IRRIGATION INC	\$4,065.71
	429857	02/01/2016	135861	RABKIN & ASSOCIATES INC	\$6,598.90
	429858	02/01/2016	138112	PHILADELPHIA GRATING CO INC	\$316.80
	429859	02/01/2016	140511	FAITH RASMUSSEN	\$38.30
	429861	02/01/2016	078420	RAWSON & SONS ROOFING, INC.	\$35,893.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429862	02/01/2016	109810	BETHANY RAY	\$82.80
	429863	02/01/2016	133828	TERESA REEDER	\$7.50
	429864	02/01/2016	134858	JENNIFER REID	\$31.46
	429865	02/01/2016	140465	JULIE REINEKE	\$20.87
	429866	02/01/2016	133770	DIANE REINERS	\$38.24
	429867	02/01/2016	134819	RESPECT 2	\$690.00
	429868	02/01/2016	109192	KIMBERLI RICE	\$56.98
	429870	02/01/2016	139552	TIMOTHY RICO	\$35.00
	429871	02/01/2016	079179	RIEKES EQUIPMENT CO	\$614.59
	429872	02/01/2016	136847	RIVERSIDE TECHNOLOGIES INC	\$17,302.58
	429873	02/01/2016	137980	FRED ROBERTSON	\$80.00
	429874	02/01/2016	079310	ROCKBROOK CAMERA CENTER	\$234.99
	429875	02/01/2016	134882	LINDA ROHMILLER	\$17.71
	429876	02/01/2016	134990	BRITTANY ROM	\$162.79
	429879	02/01/2016	072286	JEAN RUCHTI	\$123.63
	429880	02/01/2016	131615	RUSSELL MIDDLE SCHOOL	\$266.54
	429881	02/01/2016	041500	SAMUEL FRENCH INC	\$539.60
	429883	02/01/2016	081725	KIMBERLEY SAUM-MILLS	\$96.31
	429884	02/01/2016	109806	BRENT SCHADE	\$39.45
	429885	02/01/2016	137012	SHELLEY SCHMITZ	\$42.26
	429886	02/01/2016	082350	SCHOOL SPECIALTY INC	\$94.75
	429887	02/01/2016	099808	SCHOOL-TECH INC	\$127.18
	429888	02/01/2016	134567	KAYE SCHWEIGERT	\$97.29
	429889	02/01/2016	082905	KIMBERLY SECORA	\$19.38
	429890	02/01/2016	108161	STAN SEGAL	\$150.59
	429891	02/01/2016	082941	KELLY SELTING	\$124.78
	429892	02/01/2016	134189	JODY SEMPEK	\$66.82
	429893	02/01/2016	109800	AMY SHATTUCK	\$94.30

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429894	02/01/2016	137697	LARIA SHEA	\$172.91
	429896	02/01/2016	083188	SHIFFLER EQUIPMENT SALES, INC.	\$144.14
	429897	02/01/2016	132590	SILVERSTONE GROUP INC	\$5,023.00
	429898	02/01/2016	083400	SIMPLEX GRINNELL LP	\$1,847.88
	429900	02/01/2016	083452	SIMPSON SUPPLY	\$1,190.88
	429901	02/01/2016	136137	JULIA SINIARD	\$161.64
	429902	02/01/2016	133949	SKAR ADVERTISING	\$362.50
	429903	02/01/2016	101476	SODEXO INC & AFFILIATES	\$101,276.99
	429904	02/01/2016	131714	JOHN SOUTHWORTH	\$109.83
	429905	02/01/2016	132405	SPARTAN STORES DISTRIBUTION LLC	\$44.08
	429906	02/01/2016	136153	STANTONS SHEET MUSIC INC	\$22.61
	429907	02/01/2016	068801	STATE OF NEBRASKA	\$2,305.00
	429908	02/01/2016	140863	JOEL STEARNS	\$35.00
	429909	02/01/2016	141088	STEMFINITY LLC	\$2,039.36
	429910	02/01/2016	131099	STENHOUSE PUBLISHERS	\$35.00
	429911	02/01/2016	140721	STM BAGS LLC	\$1,040.00
	429912	02/01/2016	139843	STUDENT TRANSPORATION NEBRASKA INC	\$106,426.90
	429913	02/01/2016	084907	SUNDERLAND BROTHERS CO	\$371.79
	429914	02/01/2016	069689	INTERLINE BRANDS INC	\$30,846.23
	429915	02/01/2016	137230	KATHY SVOBODA	\$162.34
	429916	02/01/2016	140914	SHANNON SWANEY	\$70.21
	429917	02/01/2016	099302	SYSCO LINCOLN INC	\$728.44
	429918	02/01/2016	133969	TENNANT SALES & SERVICE COMPANY	\$2,245.83
	429919	02/01/2016	131729	THEATRICAL MEDIA SERVICES, INC.	\$168.90
	429920	02/01/2016	140513	ANNA THOMA	\$102.81
	429921	02/01/2016	136381	ANNETTE THOMAS	\$9.09
	429922	02/01/2016	140599	ANGELA THORN	\$50.00
	429923	02/01/2016	135006	STEVE THRONE	\$190.44

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429924	02/01/2016	140649	REGAN TOKOS	\$160.00
	429925	02/01/2016	136578	PEGGI TOMLINSON	\$37.43
	429926	02/01/2016	106807	JEAN TOOHER	\$76.36
	429927	02/01/2016	131446	TOSHIBA AMERICA INFO SYS INC	\$1,395.00
	429928	02/01/2016	131446	TOSHIBA AMERICA INFO SYS INC	\$2,407.90
	429929	02/01/2016	089574	TOTAL MARKETING INC	\$20.00
	429930	02/01/2016	106364	TRANE US INC	\$1,609.00
	429931	02/01/2016	138478	TRANSWORLD SYSTEMS INC	\$131.88
	429932	02/01/2016	106493	TRITZ PLUMBING, INC.	\$3,899.53
	429933	02/01/2016	071025	OMAHA TRUCK CENTER INC	\$836.32
	429934	02/01/2016	132627	PALLADIAN HOLDINGS INC	\$20,010.00
	429935	02/01/2016	090678	UNISOURCE WORLDWIDE INC	\$472.50
	429936	02/01/2016	090270	UNITED DISTRIBUTORS, INC.	\$380.12
	429937	02/01/2016	139511	UNITED REFRIGERATION INC	\$1,521.22
	429938	02/01/2016	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	\$60.00
	429940	02/01/2016	139797	US BANK NATIONAL ASSOCIATION	\$11,764.00
	429942	02/01/2016	138661	USA-CLEAN INC	\$139.56
	429943	02/01/2016	141181	SHANE VALDEZ	\$160.23
	429944	02/01/2016	091040	VAL LTD	\$91.84
	429945	02/01/2016	138046	AUTO LUBE INC	\$197.10
	429946	02/01/2016	138460	KRISTIN VAN WYNGAARDN	\$77.05
	429947	02/01/2016	141055	EMILY VANORNAM	\$120.00
	429950	02/01/2016	138759	VIA INC	\$535.61
	429951	02/01/2016	140650	VAIBHAV VISWANATHAN	\$50.00
	429953	02/01/2016	093008	BARBARA WALLER	\$35.31
	429954	02/01/2016	134779	ROBERT WARD	\$35.00
	429955	02/01/2016	093650	VWR INTERNATIONAL LLC	\$179.48
	429956	02/01/2016	136140	DODIE WARREN	\$16.14

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	429957	02/01/2016	140485	KELLIE T WASIKOWSKI	\$125.00
	429958	02/01/2016	139738	WASTE MANAGEMENT OF NEBRASKA	\$13,159.70
	429959	02/01/2016	139985	NATIONAL CENTER FOR FATHERING	\$11.26
	429960	02/01/2016	093765	WATER ENGINEERING, INC.	\$1,420.80
	429961	02/01/2016	133438	HEIDI WEAVER	\$562.88
	429962	02/01/2016	139185	WEST OMAHA WINSUPPLY CO	\$428.57
	429963	02/01/2016	133061	JACKIE WHISENHUNT	\$92.58
	429964	02/01/2016	137878	WHITE WOLF WEB PRINTERS INC	\$960.00
	429965	02/01/2016	132485	TODD WILCOX	\$36.52
	429968	02/01/2016	095491	GLEN WRAGGE	\$151.51
	429969	02/01/2016	096200	YOUNG & WHITE	\$16,465.00
	429971	02/01/2016	137020	CHAD ZIMMERMAN	\$108.68
	429972	02/01/2016	136855	PAUL ZOHLEN	\$19.67
	429973	02/01/2016	135647	LACHELLE ZUHLKE	\$30.15
	429974	02/01/2016	139468	CHERYL ZWEEDYK	\$93.40
	429975	02/01/2016	049844	HYDRONIC ENERGY INC	\$1,035.03
	429976	02/01/2016	139434	OMAHA TRACK INC	\$1,025.13
01 - To	otal				\$1,690,419.96
02	25263	02/01/2016	019111	BISHOP BUSINESS EQUIPMENT	\$534.00
	25264	02/01/2016	106893	WICHITA WATER CONDITIONING INC	\$17.67
	25265	02/01/2016	109843	NEXTEL PARTNERS INC	\$134.13
	25266	02/01/2016	100013	OFFICE DEPOT 84133510	\$366.68
	25267	02/01/2016	101476	SODEXO INC & AFFILIATES	\$520,350.82
02 - To	otal				\$521,403.30
06	429507	02/01/2016	133480	BERINGER CIACCIO DENNELL MABREY	\$2,789.75
	429540	02/01/2016	133970	CCS PRESENTATION SYSTEMS	\$11,798.00
	429554	02/01/2016	106902	COMMUNICATION SERVICES INC.	\$193.20
	429557	02/01/2016	139110	CONEL INC	\$1,950.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
06	429593	02/01/2016	136245	DONOVAN PROPERTIES LLC	\$1,767.34
	429676	02/01/2016	141168	SHARI HOLL	\$15.00
	429721	02/01/2016	140623	KE FLEX CONTRACTING LLC	\$36,395.00
	429735	02/01/2016	058775	LAMP RYNEARSON ASSOCIATES INC	\$1,158.00
	429746	02/01/2016	141169	LINDA LUKECART	\$15.00
	429757	02/01/2016	141170	NICOLE MAYVILLE	\$15.00
	429771	02/01/2016	102870	MIDLAND COMPUTER INC	\$1,648.63
	429778	02/01/2016	131328	MILLER ELECTRIC COMPANY	\$302.76
	429780	02/01/2016	140386	MOBILE MINI INC	\$114.62
	429878	02/01/2016	079440	ROSENBAUM ELECTRIC INC	\$2,207.78
	429895	02/01/2016	083175	SHEPPARD'S BUSINESS INTERIORS	\$18,833.75
	429932	02/01/2016	106493	TRITZ PLUMBING, INC.	\$456.00
06 - To	otal				\$79,659.83
07	429472	02/01/2016	010040	A & D TECHNICAL SUPPLY CO INC	\$104.32
	429490	02/01/2016	140305	AMERICAN TRAILER & STORAGE INC	\$199.00
	429507	02/01/2016	133480	BERINGER CIACCIO DENNELL MABREY	\$9,861.75
	429530	02/01/2016	135245	BAHR VERMEER HAECKER ARCHITECTS	\$14,660.00
	429573	02/01/2016	131003	DAILY RECORD	\$71.60
	429590	02/01/2016	107232	DLR GROUP INC	\$1,210.32
	429619	02/01/2016	134593	F & B CONSTRUCTORS INC	\$4,751.90
	429648	02/01/2016	044950	GRAINGER INDUSTRIAL SUPPLY	\$2,657.60
	429649	02/01/2016	133885	GREENLIFE GARDENS INC	\$4,800.00
	429735	02/01/2016	058775	LAMP RYNEARSON ASSOCIATES INC	\$15,160.00
	429748	02/01/2016	107590	LUND-ROSS CONSTRUCTORS INC	\$373,626.00
	429785	02/01/2016	134532	MORRISSEY ENGINEERING INC	\$3,087.50
	429877	02/01/2016	134824	ROOFING SOLUTIONS INC	\$3,375.00
	429952	02/01/2016	092789	WALDINGER CORPORATION	\$2,400.00
07 - To	otal				\$435,964.99

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	429433	01/14/2016	138057	CONSTANTINO ENTERPRISES	\$129.00
	429462	01/21/2016	054710	JOSLYN ART MUSEUM	\$50.00
	429475	02/01/2016	131632	AC AWARDS INC	\$40.00
	429478	02/01/2016	137774	ADVENTURE IN ART INC	\$204.00
	429483	02/01/2016	139362	AMANDA AKSAMIT	\$18.00
	429485	02/01/2016	137559	DANAE ALBERS	\$66.07
	429489	02/01/2016	107651	AMAZON.COM INC	\$25.98
	429492	02/01/2016	012989	APPLE COMPUTER INC	\$858.00
	429503	02/01/2016	099646	BARNES AND NOBLE BOOKSTORE	\$2,055.06
	429517	02/01/2016	019111	BISHOP BUSINESS EQUIPMENT	\$534.00
	429523	02/01/2016	136633	JL RACH LLC	\$339.00
	429525	02/01/2016	135908	KIMBERLEY BOYD	\$48.15
	429577	02/01/2016	140113	JAMIE DAVIS	\$58.54
	429582	02/01/2016	032800	DEMCO INC	\$432.44
	429586	02/01/2016	140868	JULIE DESROSIERS	\$11.77
	429591	02/01/2016	135201	DOANE COLLEGE	\$681.00
	429607	02/01/2016	037525	EDUCATIONAL SERVICE UNIT #3	\$320.00
	429612	02/01/2016	134225	KELLY EKUE	\$268.74
	429673	02/01/2016	139849	DEANA HILLIARD	\$125.00
	429681	02/01/2016	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$1,697.28
	429693	02/01/2016	133397	HY-VEE INC	\$525.16
	429708	02/01/2016	136953	JSDO 1 LLC	\$126.22
	429722	02/01/2016	140785	BRETT KEIM	\$977.12
	429731	02/01/2016	132129	MARSHA KRIENKE-HANSEN	\$125.00
	429734	02/01/2016	099217	LAKESHORE LEARNING MATERIALS	\$1,203.11
	429738	02/01/2016	139255	CINDY LARSON	\$91.87
	429758	02/01/2016	135203	LULA MCCASKILL	\$578.90
	429760	02/01/2016	137752	KIRSHELL MCCLANNAN	\$112.10

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	429794	02/01/2016	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$1,240.00
	429803	02/01/2016	107905	MELINDA NOLLER	\$238.26
	429812	02/01/2016	100013	OFFICE DEPOT 84133510	\$133.99
	429816	02/01/2016	099658	OMAHA CHILDRENS MUSEUM	\$195.00
	429869	02/01/2016	135484	KRISTI RICHLING	\$137.61
	429874	02/01/2016	079310	ROCKBROOK CAMERA CENTER	\$499.00
	429880	02/01/2016	131615	RUSSELL MIDDLE SCHOOL	\$250.00
	429886	02/01/2016	082350	SCHOOL SPECIALTY INC	\$685.66
	429912	02/01/2016	139843	STUDENT TRANSPORATION NEBRASKA INC	\$3,210.58
	429938	02/01/2016	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	\$820.00
	429941	02/01/2016	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	\$1,911.18
	429948	02/01/2016	136318	JENNIFER VEST	\$56.39
	429949	02/01/2016	138328	VEX ROBOTICS INC	\$92.50
	429967	02/01/2016	139352	WORDMASTERS LLC	\$190.00
	429970	02/01/2016	135890	YOUTH FRONTIERS INC	\$775.00
11 - To	otal				\$22,136.68
14	429480	02/01/2016	097000	AETNA LIFE INSURANCE CO	\$161,097.75
	429899	02/01/2016	138887	SIMPLYWELL LLC	\$3,506.00
14 - To	otal				\$164,603.75
17	429492	02/01/2016	012989	APPLE COMPUTER INC	\$808.00
	429496	02/01/2016	010053	ATD-CAPITOL LLC	\$142.35
	429497	02/01/2016	102727	В & Н РНОТО	\$315.56
	429540	02/01/2016	133970	CCS PRESENTATION SYSTEMS	\$14,258.34
	429561	02/01/2016	132170	CORMACI CONSTRUCTION INC	\$4,723.00
	429571	02/01/2016	130731	FIRST WIRELESS INC	\$1,590.00
	429578	02/01/2016	069689	INTERLINE BRANDS INC	\$0.00
	429595	02/01/2016	130648	DOSTALS CONSTRUCTION CO INC	\$32,400.00
	429721	02/01/2016	140623	KE FLEX CONTRACTING LLC	\$33,886.00

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
17	429778	02/01/2016	131328	MILLER ELECTRIC COMPANY	\$4,628.00
	429796	02/01/2016	068445	NEBRASKA FURNITURE MART INC	\$794.00
	429895	02/01/2016	083175	SHEPPARD'S BUSINESS INTERIORS	\$1,405.70
	429977	02/01/2016	069689	INTERLINE BRANDS INC	\$2,016.26
17 - To	otal				\$96,967.21
50	429428	01/14/2016	141166	GINA MARIE GIAFFOGLIONE	\$200.00
	429457	01/21/2016	141173	ROBERT J ANDERSON	\$916.25
	429458	01/21/2016	138820	ANNE WINFIELD CHAPMAN	\$945.00
	429459	01/21/2016	140137	KEITH CURINGTON	\$600.00
	429460	01/21/2016	141172	JONATHAN DE DYRLAND	\$922.00
	429464	01/21/2016	140646	ANNETTE MARIE LAYMAN	\$600.00
	429492	02/01/2016	012989	APPLE COMPUTER INC	\$149.00
	429517	02/01/2016	019111	BISHOP BUSINESS EQUIPMENT	\$37.00
	429524	02/01/2016	019559	BOUND TO STAY BOUND BOOKS INC	\$2,665.67
	429587	02/01/2016	033473	DIETZE MUSIC HOUSE INC	\$295.49
	429600	02/01/2016	108120	DOUGLAS COUNTY SHERIFF	\$1,368.00
	429624	02/01/2016	132699	FATHER FLANAGANS BOYS HOME	\$189.50
	429675	02/01/2016	140642	JEREMY EUGENE HOFF	\$200.00
	429678	02/01/2016	132592	WILLIAM SPRAGUE, JR.	\$778.00
	429700	02/01/2016	051843	INTEGRITY ARCHITECTURAL MILLWORK	\$215.00
	429734	02/01/2016	099217	LAKESHORE LEARNING MATERIALS	\$276.90
	429796	02/01/2016	068445	NEBRASKA FURNITURE MART INC	\$1,019.00
	429801	02/01/2016	069578	N CHRIS NIELSEN	\$150.00
	429826	02/01/2016	071138	ORIENTAL TRADING COMPANY	\$77.96
	429882	02/01/2016	140257	SEG RESTORATION	\$594.00
	429966	02/01/2016	140689	WONDER WORKSHOP INC	\$960.00
50 - To	otal				\$13,158.77
99	429458	01/21/2016	138820	ANNE WINFIELD CHAPMAN	(\$24.00)

Millard Public Schools Check Register Prepared for the Board Meeting for Feb 1, 2016

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
99 - To	99 - Total				(\$24.00)
Overa	Overall - Total				\$3,024,290.49

Jan 27, 2016 22

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: 1/27/2016 BOE Meeting Date: 2/1/2016 Sale or Disposals Scheduled After: 2/1/2016

Lot	Quantity	Description
1	4	tricycles
2	1	bicycle
3		PA system
4	2	pickups
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22 23		
24		
25		
26		
27		
28		
29		
30		

AGENDA SUMMARY SHEET

AGENDA ITEM: Policy 7500 - Cellular Telephone, Telephone Equipment, and Telephone Systems:

Jin Sulfri

Acceptable Use Related Rules 7500.1

MEETING DATE: February 1, 2016

Technology Division DEPARTMENT:

TITLE AND BRIEF DESCRIPTION: Policy 7500

Updated the title of this policy to reflect changes to language in rule 7500.1.

ACTION DESIRED: Approval

RECOMMENDATIONS: N/A

STRATEGIC PLAN REFERENCE: N/A

Dr. Kent Kingston PERSONS RESPONSIBLE:

SUPERINTENDENT'S

APPROVAL:

Technology

Cellular Telephone, Telephone Equipment, and Telephone Systems: Acceptable Use7500

Telephone communication, in its various forms, is an essential part of the day-to-day operations of the Millard Public Schools. Telephone communications are utilized by District employees to effectively and efficiently conduct District business. The Superintendent or designee shall establish guidelines for the utilization of telephone communications and associated systems within the District.

Related Policies & Rules: 7500.1

Policy Adopted: March 21, 2005 Millard Public Schools Revised: February 4, 2013, February 1, 2016 Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Rule 7500.1 – Cellular Telephone, Telephone Equipment, and Telephone Systems

MEETING DATE: February 1, 2016

DEPARTMENT: Technology Division

TITLE AND BRIEF DESCRIPTION: Rule 7500.1

Made changes to rule to better reflect our current use of our voice communication systems.

_ Jin Dutter __

ACTION DESIRED: Approval

RECOMMENDATIONS: N/A

STRATEGIC PLAN REFERENCE: N/A

PERSONS RESPONSIBLE: Dr. Kent Kingston

SUPERINTENDENT'S

APPROVAL:

Technology

<u>Cellular Telephone</u>, Telephone Equipment, and Telephone Systems 7500.1

Telephone communications includes, but is not limited to, analog, digital, and Voice over Internet Protocol (VoIP) telephones, cellular telephones, faxes, pagers, voicemail, text messaging, and associated services. Telephone communications shall be cost effective, compliant with all applicable state and federal laws, and used for the business of the District. All District employees must comply with the following guidelines.

- I. District-Owned Telecommunications Equipment and Systems.
 - A. The District shall provide District-owned cellular telephones to employees designated by the Superintendent. Such cellular phones shall be used only for District business. The personal use of such District-owned cellular phones is prohibited, except for very limited use permitted by this Rule and by Nebraska statutes. A violation of the District's policy against personal use may be grounds for employee discipline and/or criminal sanctions as provided by Nebraska statutes.
 - <u>B.</u> All telephones, cellular telephones, associated telephone and cellular equipment, faxes, pagers, voicemail, text messaging, and associated systems, and any messages contained with or generated by District-owned cellular telephones, telephone equipment and systems are the property of the District.
 - C. All communications and records associated with the use of District-owned cellular telephones, telephone equipment or telephone systems may be public records and subject to public disclosure. Such communications and records are also subject to review and audit by the District. There is no individual right to privacy in the use of any District-owned cellular telephones, telephone equipment or telephone systems and any such use may be monitored as provided by this Rule
 - D. All District-owned cellular telephones, telephone equipment and telephone systems are provided to assist employees in the performance of the duties and responsibilities during their employment with the District. Telephone communications should be limited in number and duration to those necessary to effectively conduct the business of the District.
 - <u>E.</u> Employees may request the use of a District-owned cellular telephone or similar telecommunication device. Requests must be initially approved by the employee's supervisor and the budget manager responsible for said expenditure. Completed requests are submitted to the Superintendent or designee for final review, approval and processing.
- II. Cellular Telephones, Superintendent, and Administrators, & Other Designated Staff

- A. The Superintendent, all administrators, and any other employees as may be designated by the Superintendent which, in the Superintendent's judgment, are required to be readily available to conduct District business, may, in lieu of using a District-owned cellular phone, elect to purchase a cellular phone device, provided that such cellular-phone device is capable of receiving both voice and data service, and further, has a service plan that includes both voice and data service. Those employees who elect to purchase a personal cellular phone device in lieu of receiving a District-owned cellular phone, shall purchase a cellular phone that is capable of receiving both voice and data service. The District shall provide those employees a monthly stipend of \$80.00 for monthly service plan charges. Such cellular phones shall be the property of the employee and any stipend shall be included as part of the employee's compensation. No other reimbursements above the stipend amount shall be allowed
- III. The Technology Division shall be responsible for acquisition, installation, maintenance, and repair of all District-owned cellular telephones, telephone equipment and telephone systems. The Technology Division shall also be responsible for the administration of all of the District's cellular telephones, telephones, and voicemail accounts.
- IV. Department supervisors are responsible for overseeing the use <u>and policy compliance</u> of District-owned cellular telephones, telephone equipment, and telephone systems. and ensuring policy compliance. The Technology Division shall be notified by the Department Supervisors of any needed additions, moves, or changes required to telephone communication services.
- V. District-owned landline telephones shall have voicemail service for designated staff. All voicemail boxes will be protected with a PIN (personal identification number). PINs shall not be shared with others unless approved to do so by their department's supervisor. Voicemail is to be used as a backup in the event one is not available to answer a call. Each user is expected to respond to voicemail messages in a timely manner. When If away from the office for an extended period of time more than one business day, the user is expected should to change their voicemail greeting to reflect this fact and direct callers to alternate contacts if possible.
- VI. Use of 411 directory assistance should be avoided since a fee is incurred with each use. Print or online directories should be consulted first.
- <u>VII.</u> Use of other pay-for-use telephone services (e.g. busy signal redial, last call return activation *69, etc.) should only be used to facilitate the safety and security of District students and staff.
- <u>VIII.</u> Unacceptable Use. Personal use of District-owned cellular telephones, telephone equipment and telephone systems is prohibited, except for very limited personal use permitted by this Rule and by Nebraska state statutes. District-owned cellular phones,

- telephone equipment and telephone systems shall also not be used for the following purposes:
- IX. Transmitting communications and messages that are obscene, profane, or offensive or transmitting any communications and messages while engaging in any illegal activity.
- X. Transmitting communications and messages that violate the District's anti-harassment policy or transmitting communications and messages that create an intimidating or hostile work environment;
- XI. Any unauthorized use of a PIN or other password;
- XII. Solicitation or proselytization for commercial, religious, political, personal or any other reason not related to the conduct of the employee's job duties;
- XIII. Soliciting to buy or sell goods or services unrelated to the business of the District;
- XIV. Calling 1-900 and similar pay-for-service phone numbers.
- XV. Limited Personal Use. Personal use of District-owned cellular phones, telephone equipment or telephone systems is permitted to contact a child at home, a teacher, a doctor, a day care center, a baby-sitter, a family member, or any other person to inform any such person of an unexpected schedule change or for other essential personal business. Such personal use shall be kept to a minimum and shall not interfere with the performance of District business. Employees shall reimburse the District for any additional cost charged to the District as a result of any acceptable personal use. Any other personal use of District-owned cellular phones, telephone equipment or telephone systems is strictly prohibited
- XVI. Monitoring. The District reserves the right to monitor, review and audit the use of all District-owned cellular telephones, telephone equipment and telephone systems. The monitoring of such equipment or systems may be done for any reasons. The District further reserves the right to search District-owned cellular phones, telephone equipment and telephone systems as part of any investigation into unauthorized use or as part of an investigation into any unauthorized or illegal conduct.
- Supported Services and Repair. District-owned cellular telephones and telephone equipment that is damaged, lost, or stolen musteh be reported immediately to the Technology Division HelpDesk. If said equipment is damaged, lost, or stolen through acts of negligence, the employee who was assigned such damaged, lost, or stolen cellular phone or telephone equipment will be responsible for reimbursing the District for all repair and/or replacements costs.

XVIII. Compliance. Use of District-owned cellular telephones, telephone equipment and telephone systems shall comply with all applicable policies and rules of the District, and with all applicable state and federal statutes. The District will provide all users with appropriate training for the use of such equipment.

Related Policy: 7500

Legal Reference: Neb. Rev. Stat. § 49-14, 101.01 (3)

Policy Approved: March 21, 2005 Millard Public Schools

Revision: November 1, 2010; April 18, 2011, February 1, 2016 Omaha NE

AGENDA SUMMARY SHEET

AGENDA ITEM: School Calendar for 2017-2018

MEETING DATE: February 1, 2016

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Approve the student school calendar for 2017-2018.

ACTION DESIRED: APPROVAL X DISCUSSION ____ INFORMATION ONLY ____

BACKGROUND:

Each year, the Board of Education shall approve a school calendar for the ensuing two years. (Policy 6020)

The 2016-2017 school calendar was approved last year. Creation of school calendars is based on past recommendations from the Board of Education.

1. Each semester will have a balanced number of days. First semester will end at the winter break.

Year	Semester 1	Semester 2	Start Date	Start Date
			Sem 1	Sem 2
2017-2018	90	90	Thur Aug 10	Mon Jan 8
2016-2017	90	90	Wed Aug 10	Thur Jan 5
2015-2016	89	91	Mon Aug 10	Mon Jan 5
2014-2015	89	91	Mon Aug 11	Mon Jan 5
2013-2014	89	91	Mon Aug 12	Mon Jan 6
2012-2013	87	93	Wed Aug 15	Thur Jan 3
2011-2012	90	90	Wed Aug 10	Thur Jan 5
2010-2011	89	91	Wed Aug 11	Wed Jan 5

- 2. Four placeholder days will be noted at the end of the calendar and will be used for the first four snow days that are taken.
- 3. School should dismiss by Memorial Day.

Year	Placeholder Snow Days Scheduled in Calendar Prior to Memorial Day
2017-2018	1
2016-2017	3
2015-2016	4
2014-2015	0
2013-2014	0
2012-2013	2
2011-2012	2
2010-2011	2

The calendars from 2010-2011 to 2016-2017 are attached for reference.

RECOMMENDATION: Approve the attached School Calendar for 2017-2018.

RESPONSIBLE PERSON: Dr. Kim Saum-Mills

SUPERINTENDENT'S APPROVAL: ______ for Juff: _____

BOARD ACTION:



2017-18 School Calendar

*Middle and high school calendars vary and are available at <www.mpsomaha.org>

ΑU	GUS	ST		16
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Aug. 10	First Day for Students
Sept. 4	No School - Labor Day
Oct. 11	End of First Quarter
Oct. 12-16	No School - Conferences/Work Day/Professional Development

FEI	BRU	ARY	7	17
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

SE	PTE	MB	ER	19
M	T	W	Th	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Nov. 23-24	No School - Thanksgiving Break
Dec. 22	First Semester Ends
Jan. 8	Second Semester Begins
Jan. 15	No School - Martin Luther King Jr. Day

M	MARCH			12	-5
Λ	1	T	\overline{W}	Th	F
				1	2
5	5	6	7	8	9
1	2	13	14	15	16
1	9	20	21	22	23
2	6	27	28	29	30
뜨		<u></u> -			-

	OC	TOI	BER	. 8-	11
Ī	М	T	W	Th	F
l	2	3	4	5	6
l	9	10	11	12	13
	16	17	18	19	20
ľ	23	24	25	26	27
L	30	31			

Feb. 15-16	No School - Conferences/Professional Development
Feb. 19	No School - Presidents' Day
Mar. 16	End of Third Quarter
Mar. 19-23	Spring Break

API	RIL			21
M	T	\overline{W}	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

ľ	NOVEMBER 20					
Ī	М	T	W	Th	F	
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
L	27	28	29	30		

May 4	Half-Day for Middle Schools (5th Grade Orientation)
May 26	Graduation will be Saturday of Memorial Day Weekend
May 31	Last Day of School (half-day)

This calendar includes four days of school during 4th quarter that may be used in case of inclement weather. **If fewer (or more) days are used,**

MA	Y			18
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

DECEMBER 16					
M	T	W	Th	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19 26	20	21	22	
25	26	27	28	29	

the last day of school will be adjusted accordingly.					
Quarter Dat	es/Student Days	1			
Oct. 11	43 days				
Dec. 22	47 days 90				

Mar. 16

May 24

Total

JUNE 0					
M	T	W	Th	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

JAl	JANUARY 17						
М	T	W	Th	F			
1	2	3	4	5			
8	9	10	11	12			
15	16	17	18	19			
22	23	24	25	26			
29	30	31					

No School for Students
Make-up snow days

46 days

44 days

180 days

90

JUL	Y			0
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			



2016-2017 School Calendar

*Middle and high school calendars vary and are available on their websites.

\mathbf{AU}	AUGUST					
M	T	W	Th	F		
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31				

Aug. 10	First Day for Students

Sept. 5	No School - Labor Day

FEI	17			
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16 23	17
20	21	22	23	24
27	28			

SEI	SEPTEMBER				
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	20 27	28	29	30	

MA	RC	H	13	/ 5
M	T	W	Th	F
		1	2	3
6		8	-	10
13	14	15	16 23	17
27	28	29	30	31

OC	TOI	BER	7	11
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Feb. 16-17	No School	- Conferences	Professional	Develop	ment
reb. 10-1/	NO SCHOOL	- Conferences	Professional	Develop	шеш

Mar. 20-24	Spring Break

AP	APRIL 20					
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	20 27	28		

NO	20			
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May 5	Half-Day for Middle Schools (5th Grade Orientation)
-------	---

May 30	Last Day of School (half-day)	
May 50	Last Day of School (half-day)	,

May 27	Graduation or	n Saturday of M	Iemorial Day Weekend

MAY 17							
M	T	W	Th	F			
1	2	3	4	5			
8	9	10	11	12			
15	16	17	18	19			
22	23	24	25	26			
29	30	31					

DECEMBER					
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

This calendar includes four days of school in quarter 4 that may be used in case of inclement weather. If fewer (or more) days are used, the last day of school will be adjusted accordingly.

Quarter Dates/Student Days				
Oct. 11	44 days			
Dec. 21	46 days	90		
Mar. 17	48 days			
May 30	42 days	90		
Total	180 days			

JULY

JA	JANUARY						
M	T	W	Th	F			
2	3	4	5	6			
9	10	11	12	13			
16	17	18	19	20			
23	24	25	26	27			
30	31						

No School for Students
Make-up snow days

W Th5 4

6 11 12 13 14 17 18 19 20 21 24 25 26 27 28



2015-16 School Calendar

*Middle and high school calendars vary and are available at <www.mpsomaha.org>

AU	16						
М	M T W Th						
3	4	5	6	7			
10	11	12	13	14			
17	18	19	20	21			
24	25	26	27	28			
31							

Aug. 10	First Day for Students
Sept. 7	No School - Labor Day
Oct. 13	End of First Quarter
Oct. 14-16	No School - Conferences/Work Day/Professional Development

FE	18			
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

SEI	SEPTEMBER					
M	T	W	Th	F		
	1	2	3	4		
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30				

Nov. 26-27	No School - Thanksgiving Break
Dec. 18	First Semester Ends
Jan. 4	Second Semester Begins
Jan. 18	No School - Martin Luther King Jr. Day

MA	RC		9-9	
М	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

OC	OCTOBER 9-10						
M	T	W	Th	F			
			1	2			
5	6	7	8	9			
12	13	14	15	16			
19	20	21 28	22	23			
26	27	28	29	30			

Feb. 11-12	No School - Conferences/Professional Development
Feb. 15	No School - Presidents' Day
Mar. 11	End of Third Quarter
Mar. 14-18	Spring Break

A	APRIL						
					1		
	4	5	6	7	8		
	11	12	13	14	15		
1	18	19	20	21 28	22		
2	25	26	27	28	29		

NO	NOVEMBER						
M	T	W	Th	F			
2	3	4	5	6			
9	10	11	12	13			
16	17	18	19	20			
23	24	25	26	27			
30							

May 6	Half-Day for Middle Schools (5th Grade Orientation)			
May 26	Last Day of School (half-day)			
May 28	Graduation			
This calendar includes four days of school that				

MA	Y			15
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

DE	DECEMBER					
M	T	W	Th	F		
	1	2	3	4		
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31			

(or more) days are used, the last day of school will be adjusted accordingly.					
Quarter Dat	es/Student Days				
Oct. 13 46 days					

may be used in case of inclement weather. If fewer

JUI	NE			0
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

JANUARY 19						
M	T	W	Th	F		
				1		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

Quarter Dates	Quarter Dates/Student Days				
Oct. 13	46 days				
Dec. 18	43 days	89			
Mar. 11	46 days				
May 26	45 days	91			
Total	180 days				
		•			

1	No Scho	ol for	Students
N	Make-up	snow	days

JULY 0						
M	T	W	Th	F		
				1		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

Board Approved 1-6-2014 Board Amended 2-16-2015



2014-15 School Calendar

*Middle and high school calendars vary and are available at <www.mpsomaha.org>

WWW.mpsomaha.org	*1	Aiddle and high school calendars vary and are available at <	www.mpsomaha.org>
AUGUST 15	Aug. 11	First Day for Students	FEBRUARY 17
M T W Th F	Sept. 1	No School - Labor Day	M T W Th F 2 3 4 5 6
4 5 6 7 8 11 12 13 14 15	Oct. 14	End of First Quarter	9 10 11 12 13 16 17 18 19 20
18 19 20 21 22 25 26 27 28 29	Oct. 15-17	No School - Conferences/Work Day/Professional Development	23 24 25 26 27
SEPTEMBER 21	Nov. 27-28	No School - Thanksgiving Break	MARCH 10-7
M T W Th F 1 2 3 4 5	Dec. 19	First Semester Ends	$\begin{bmatrix} M & T & W & Th & F \\ 2 & 3 & 4 & 5 & 6 \\ 9 & 10 & 11 & 12 & 13 \end{bmatrix}$
8 9 10 11 12 15 16 17 18 19 22 23 24 25 26	Dec. 22-Jan.2	Winter Break	9 10 11 12 13 16 17 18 19 20 23 24 25 26 27
29 30	Jan. 5	Second Semester Begins	30 31
OCTOBER 10-10 M T W Th F	Jan. 19	No School - Martin Luther King Jr. Day	APRIL 22 1 2 3
1 2 3 6 7 8 9 10	Feb. 12-13	No School - Conferences/Professional Development	6 7 8 9 10 13 14 15 16 17
13 14 15 16 17 20 21 22 23 24	Feb. 16	No School - Presidents' Day	20 21 22 23 24 27 28 29 30
27 28 29 30 31	Mar. 13	End of Third Quarter	27 20 27 30
NOVEMBER 18 M T W Th F	Mar. 16-20	Spring Break	MAY 16 <i>M T W Th F</i>
3 4 5 6 7 10 11 12 13 14	May 1	Half-Day for Middle Schools (5th Grade Orientation)	1 4 5 6 7 8
17 18 19 20 21 24 25 26 27 28	May 24	Graduation	11 12 13 14 15 18 19 20 21 22
21 23 20 27	May 25	Memorial Day	25 26 27 28 29
DECEMBER 15	May 29	Last Day of School	JUNE 0
M T W Th F		This calendar includes four days of school that	M T W Th F
1 2 3 4 5		may be used in case of inclement weather. If fewer	1 2 3 4 5
8 9 10 11 12		(or more) days are used, the last day of school	8 9 10 11 12
15 16 17 18 19		will be adjusted accordingly.	15 16 17 18 19
22 23 24 25 26 29 30 31		Quarter Dates/Student Days	22 23 24 25 26 29 30
27 30 31		Oct. 14 46 days	27 JU
JANUARY 19		Dec. 19 43 days 89	JULY 0
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$		Mar. 13 46 days	M T W Th F
$\begin{bmatrix} M & 1 & W & 1n & 1 \\ & & & 1 & 2 \end{bmatrix}$		May 29 45 days 91	1 2 3
5 6 7 8 9		Total 180 days	6 7 8 9 10
12 13 14 15 16		No Coloral for Cardona	13 14 15 16 17
19 20 21 22 23 26 27 28 29 30		No School for Students Make-up snow days	20 21 22 23 24 27 28 29 30 31
20 21 20 29 30		Roard Annroyed:	

27 28 29 30 31 Board Approved: April 22, 2013



2013-14 School Calendar

*Middle and high school calendars vary and are available at <www.mpsomaha.org>

PUBLIC SCHOOLS www.mpsomaha.org	*/	Middle and high school calendars vary and are available at <	www.mpsomaha.org>
AUGUST 15 <i>M T W Th F</i>	Aug. 12	First Day for Students	FEBRUARY 17 M T W Th F
1 2 5 6 7 8 9	Sept. 2	No School - Labor Day	3 4 5 6 7 10 11 12 13 14
12 13 14 15 16 19 20 21 22 23	Oct. 15	End of First Quarter	17 18 19 20 21 24 25 26 27 28
26 27 28 29 30	Oct. 16-18	No School - Conferences/Work Day/Professional Development	
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Nov. 28-29	No School - Thanksgiving Break	MARCH 10-6 <i>M T W Th F</i>
2 3 4 5 6 9 10 11 12 13	Dec. 20	First Semester Ends	3 4 5 6 7 10 11 12 13 14
16 17 18 19 20 23 24 25 26 27	Dec. 23- Jan 3	Winter Break	17 18 19 20 21 24 25 26 27 28
30	Jan. 6	Second Semester Begins	31
OCTOBER 11-9 M T W Th F	Jan. 20	No School - Martin Luther King, Jr. Day	APRIL 22 1 2 3 4
1 2 3 4 7 8 9 10 11	Feb. 13-14	No School - Conferences/Professional Development	7 8 9 10 11 14 15 16 17 18
14 15 16 17 18 21 22 23 24 25	Feb. 17	No School - Presidents' Day	21 22 23 24 25 28 29 30
28 29 30 31	Mar. 14	End of Third Quarter	
$\begin{array}{ccccc} \textbf{NOVEMBER} & 19 \\ M & T & W & Th & F \end{array}$	Mar. 17-21	Spring Break	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
4 5 6 7 8	May 2	Half-Day for Middle Schools (5th Grade Orientation)	1 2 5 6 7 8 9
11 12 13 14 15 18 19 20 21 22	May 25	Graduation	12 13 14 15 16 19 20 21 22 23
25 26 27 28 29	May 26	Memorial Day	26 27 28 29 30
DECEMBER 15 M T W Th F	May 30	Last Day of School	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$
2 3 4 5 6		This calendar includes four days of school that	2 3 4 5 6
9 10 11 12 13		may be used in case of inclement weather. If fewer	9 10 11 12 13
16 17 18 19 20 23 24 25 26 27		(or more) days are used, the last day of school will be adjusted accordingly.	16 17 18 19 20 23 24 25 26 27
30 31		Quarter Dates/Student Days	30
JANUARY 19		Oct. 15 46 days	JULY 0
M T W Th F		Dec. 20 43 days 89	M T W Th F
1 2 3		Mar. 14 46 days	1 2 3 4
6 7 8 9 10		May 30 45 days 91	7 8 9 10 11
13 14 15 16 17		Total 180 days	14 15 16 17 18
20 21 22 23 24			21 22 23 24 25

No School for Students

Make-up snow days

Board Approved: April 22, 2013

15 16 17 18 19

22 23 24 25 26

29 30 31



21 22 23 24 25

28 29 30 31

2012-13 School Calendar

PUBLIC SCHOOLS www.mpsomaha.org		*Middle and high school calendars vary and are available at <	www.mpsomaha.org>
AUGUST 13 <i>M T W Th F</i>	Aug. 15	First Day for Students	FEBRUARY 18 M T W Th F
1 2 3 6 7 8 9 10	Sept. 3	No School - Labor Day	M 1 W 1h F 1 4 5 6 7 8
13 14 15 16 17 20 21 22 23 24	Oct. 17	End of First Quarter	11 12 13 14 15 18 19 20 21 22
27 28 29 30 31	Oct. 18-19	No School - Conferences/Work Day/Professional Development	25 26 27 28
SEPTEMBER 19 M T W Th F	Nov. 21-23	No School - Thanksgiving Break	MARCH 9-8 <i>M T W Th F</i>
3 4 5 6 7 10 11 12 13 14	Dec. 21	First Semester Ends	1 4 5 6 7 8
17 18 19 20 21 24 25 26 27 28	Jan. 3	Second Semester Begins	11 12 13 14 15 18 19 20 21 22
	Jan. 21	No School - Martin Luther King Jr. Day	25 26 27 28 29
OCTOBER 13-8 <i>M T W Th F</i>	Feb. 15	No School - Conferences/Professional Development	APRIL 22 1 2 3 4 5
1 2 3 4 5 8 9 10 11 12	Feb. 18	No School - Presidents' Day	8 9 10 11 12 15 16 17 18 19
15 16 17 18 19 22 23 24 25 26	Mar. 13	End of Third Quarter	22 23 24 25 26 29 30
29 30 31	Mar. 14-19	Spring Break	
NOVEMBER 19 M T W Th F	May 29	Last Day of School	MAY 16 <i>M T W Th F</i>
1 2	May 25	Graduation	1 2 3
5 6 7 8 9			6 7 8 9 10
12 13 14 15 16 19 20 21 22 23			13 14 15 16 17 20 21 22 23 24
26 27 28 29 30			27 28 29 30 31
DECEMBER 15		This calendar includes four days of school that	JUNE 0
M T W Th F		may be used in case of inclement weather. If fewer	M T W Th F
3 4 5 6 7		(or more) days are used, the last day of school	3 4 5 6 7
10 11 12 13 14 17 18 19 20 21		will be adjusted accordingly.	10 11 12 13 14 17 18 19 20 21
24 25 26 27 28		Quarter Dates/Student Days	24 25 26 27 28
31		Oct. 17 45 days	
T. 12777 / 2027		Dec. 21 42 days 87	
JANUARY 20		Mar. 13 47 days	JULY 0
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$		May 22 46 days 93 Total 180 days	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$
7 8 9 10 11			8 9 10 11 12

No School for Students

Approved: December 5, 2011

Make-up snow days



2011-12 School Calendar

PUBLIC SCHOOLS www.mpsomaha.org		*Middle and high school calendars vary and are available at <	www.mpsomaha.org>
AUGUST 16 M T W Th F	Aug. 10	First Day for Students	FEBRUARY 18 M T W Th F
1 2 3 4 5 8 9 10 11 12	Sep. 5	No School - Labor Day	1 2 3 6 7 8 9 10
15 16 17 18 19 22 23 24 25 26	Oct. 11	End of First Quarter	13 14 15 16 17 20 21 22 23 24
29 30 31	Oct. 12-14	No School - Conferences/Work Day/Professional Development	27 28 29
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Nov. 24-25	No School - Thanksgiving Break	MARCH 11,10 <i>M T W Th F</i>
5 6 7 8 9	Dec. 21	First Semester Ends	5 6 7 8 9
12 13 14 15 16 19 20 21 22 23	Jan. 5	Second Semester Begins	12 13 14 15 16 19 20 21 22 23
26 27 28 29 30 OCTOBER 7,11	Jan. 16 Feb. 9-10	No School - Martin Luther King, Jr. Day No School - Conferences/Professional Development	26 27 28 29 30 APRIL 16
M T W Th F 3 4 5 6 7	Feb. 20	No School - Presidents' Day - District Professional Development	M T W Th F 2 3 4 5 6
10 11 12 13 14 17 18 19 20 21	Mar. 15	End of Third Quarter	9 10 11 12 13 16 17 18 19 20
24 25 26 27 28 31	Mar. 16	No School - Teacher Work Day	23 24 25 26 27 30
NOVEMBER 20	Apr. 2-6	Spring Break	MAY 17
M T W Th F 1 2 3 4	May 4	Half-Day for Middle Schools (5th Grade Orientation)	M T W Th F 1 2 3 4
7 8 9 10 11 14 15 16 17 18 21 22 23 24 25	May 28	Memorial Day	7 8 9 10 11 14 15 16 17 18 21 22 23 24 25
28 29 30	May 30	Last Day of School - Half Day	28 29 30 31
DECEMBER 15 M T W Th F		This calendar includes four days of school that may be used in case of inclement weather. If fewer	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
1 2 5 6 7 8 9		(or more) days are used, the last day of school will be adjusted accordingly.	1 4 5 6 7 8
12 13 14 15 16 19 20 21 22 23		Quarter Dates/Student Days	11 12 13 14 15 18 19 20 21 22
26 27 28 29 30		Oct. 11 44 days Dec. 21 46 days 90	25 26 27 28 29
JANUARY 18 M T W Th F		Mar. 15 47 days May 30 43 days 90	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
2 3 4 5 6 9 10 11 12 13		Total 180 days	2 3 4 5 6 9 10 11 12 13
16 17 18 19 20 23 24 25 26 27		No School for Students Make-up snow days	16 17 18 19 20 23 24 25 26 27
30 31		Donald Americanda Donald and Control	30 31

Board Approved: December 21, 2009



2010-11 School Calendar

*Middle and high school calendars vary and are available at <www.mpsomaha.org>

Aug. 11	First Day for Students
Sep. 6	No School - Labor Day
Oct. 12	End of First Quarter
Oct. 13-15	No School - Conferences/Work Day/Professional Development
Nov. 25-26	No School - Thanksgiving Break
	Sep. 6 Oct. 12 Oct. 13-15

Dec. 21

FEBRUARY				
М	T	W	Th	F
	1	2	3	4
7	8		10	11
14		16		18
21	22	23	24	25
28				

MARCH

<i>T</i>	1	Th 2	<i>F</i> 3
_	1	2	3
_			
7	8	9	10
14	15	16	17
21	22	23	24
28	29	30	
	14 21 28	14 15 21 22 28 29	14 15 16 21 22 23

OCTOBER

26

Jan. 5 Second Semester Begins

No School - Martin Luther King, Jr. Day Jan. 17

First Semester Ends

BER		8,10	Feb. 10-11	No School - Conferences/Professional Development
W	Th	<i>F</i>	Feb. 21	No School - Presidents' Day - District Professional Development
6 13	7 14	8 15	M ar. 11	End of Third Quarter
20	21	22		
27	28	29	Mar. 14	No School - Teacher Work Day

6
7
1
3
5
2

25 26 27 28 29

28 29 30 31

23 24

NO	NOVEMBER					
M	T	W	Th	F		
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30					

Apr. 4-8 Spring Break

May 6 Half-Day for Middle Schools (5th Grade Orientation)

May 30 Memorial Day

June 1 Last Day of School - Half Day

MA	Y			18
M	T	W	Th	F
2	3	4	5	6
			12	13
	17			20
23	24	25	26	27
30	31			

DECEMBER 15						
M	T	W	Th	F		
		1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

will be adjusted accordingly.
(or more) days are used, the last day of school
may be used in case of inclement weather. If fewer
This calendar includes four days of school that

Quarter Dates/Student Days		
Oct. 12	44 days	
Dec. 21	45 days	89
Mar. 11	44 days	
June 1	47 days	91
Total	180 days	

IVI			1n
		1	2
6	7	8	ç
13	14	15	16
20	21	22	23
27	28	29	30

JAN	18			
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

No School for Students
Make-up snow days

Board Approved: January 19, 2009

JUI	Y			0
М	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

AGENDA SUMMARY SHEET

Agenda Item: MEA Teachers Negotiated Agreement for 2016-17

Meeting Date: February 1, 2016

Department: Human Resources

Title & Brief Description: The District and the Millard Education Association ("MEA") have reached tentative

agreement for the 2016-17 school year. The MEA voted for approval of the tentative agreement on January 31, 2016. The proposed agreement includes the following changes:

• Estimated 3.0% total package:

- Salary Increase (including estimated graduate credit hours) = 2.22% total package increase;
 - Average salary increase (including estimated graduate credit hours) = 3.25%;
- Health Insurance Rates (including increased premium sharing on the traditional plan and decreased health savings account contributions) = 0.22% total package increase;
- O NPERS Increase = 0.16% total package increase;
- Leave Buy Back changes = 0.14% total package increase; and
- Other (Extra Duties, Dental, Life, FICA, etc.) = 0.26% total package increase.
- Increase maximum number of allowable call back days from two to five;
- Increase unified daily rate for extra assigned tasks, while eliminating individual daily rates;
- Establish a fund for the District to reimburse teacher expenses related to degrees, endorsements, or graduate credit hours in hard to find subject areas;
- Incorporate Board Rules for grievances into the contract;
- Limit amount of leave that can be borrowed against following years;
- Decrease "cap" on paid leave days from 80 to 75;
- Increase leave buyback amount from \$100 to \$110; and
- Clarify management rights in areas such as how Voluntary Separation Payments are paid (i.e. into a 403(b), into a health savings account, or in cash).

Recommendation: It is recommended that the Negotiated Agreement for Teachers with the Millard Education

Association for the 2016-17 school year be approved.

Background: Wage increases are in line with budget parameters.

Options and Alternatives: Return to the bargaining table.

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

Superintendent's Approval: _ fin Julfin _

2016-2017 COLLECTIVE BARGAINING AGREEMENT between Millard Public Schools and the Millard Education Association

THIS AGREEMENT made and entered into this ____ day of ______, 2016 by and between School District Number 17, Douglas County, Nebraska, also known as the Millard School district (hereinafter called "District"), and the Millard Education Association (hereinafter called "Association").

WHEREAS, the parties have from time to time met and negotiated the terms and conditions of employment for teachers for the 2016-17 school year; and

WHEREAS, the parties have reached an agreement with respect to the terms and conditions of the employment for teachers for the 2016-17 school year;

NOW, THEREFORE, in consideration of the covenants and conditions as hereinafter set forth, the parties agree as follows:

ARTICLE I RECOGNITION

For the purpose of negotiating collectively on those terms and conditions of employment required by law, the District hereby agrees to recognize the Millard Education Association as the exclusive bargaining agent for employees certificated by the Nebraska Department of Education and employed by the District. This definition specifically does not include persons employed as Administrators or Nurses by the District.

ARTICLE II PROCEDURE AND PROTOCOL

The parties hereby agree that negotiation shall be commenced, conducted and completed according to the procedure and protocol set forth and described in Appendix A, which is attached hereto and made a part of this agreement.

ARTICLE III TERMS AND CONDITIONS

I. Term of Contract:

The term of the contract shall begin on August 1, 2016 and terminate on July 31, 2017. In each contract year, the contract shall consist of 192 teacher days for returning teachers and 194 days for new teacher hires. The District may require any new teacher hire to work day 193 and day 194 of his or her contract without compensation, provided days 193 and 194 are scheduled after the commencement of the regular teacher work calendar. Each new teacher hire who attends new teacher workshops before the commencement of the regular teacher work calendar shall be compensated for each day of attendance at a rate of \$200 per day. New teacher hire workshop compensation shall be rendered as a stipend and tracked separately from

total salary for the purposes of calculating the new teacher hire's daily rate of pay. In addition, the District may require any teacher covered by this agreement to work up to five additional days (e.g. 197 days for returning teachers and 199 days for new teacher hires), provided that the teacher is compensated at the daily rate described below and given a minimum of 90 days' advance notice. A teacher may be excused without pay from working the additional day(s) by providing good cause; good cause shall include any of the leave of absence reasons set forth in Board Policy and Rule. Failure to show good cause may result in disciplinary action. In determining how many additional days the District may require of an employee, the District shall disregard work offered and voluntarily accepted by the employee.

If upon the expiration of this agreement on the 31st day of July, 2017, the parties hereto have not agreed to a collective bargaining agreement for the school year 2017-18, the terms of this agreement shall continue in full force and effect so long as the parties are continuing to engage in good faith collective bargaining.

2. Salary / Compensation:

Formula Salary Methodology: The salary will be adjusted proportionately according to changes in the individual teacher's full-time equivalency (F.T.E.) and / or number of contract days. For the 2016-17 school year, each teacher's pay shall be as set forth in Appendix B, subject to the following limitations:

- a) A returning teacher's salary shall be the greater of: (i) his or her formula salary in Appendix B; or (ii) a minimum increase over his or her 2015-16 salary of \$200, prorated for f.t.e. or extended contracts;
- b) Any teacher newly hired to the District for the 2016-17 school year shall receive a salary as set forth in Appendix B; and
- c) Any error found in salary shall only be corrected retroactive to the beginning of the year in which the error was discovered or the year in which the specific error was brought to the attention of Human Resources in writing (e.g. a salary error discovered in January of 2017 will be corrected retroactively to the September of 2016 pay period). The District may (but shall not be required) to delay the correction of errors that decrease a teacher's salary until the next contract year.

Additional Days: Each teacher who works extra days beyond the contracted days specified in Article III, Section 1 will be compensated as follows:

- a) when a new teacher hire works extra days as provided for in Article III, Section I of this agreement they shall be paid in accordance with said article;
- b) when non-teaching duties are offered and accepted during non-contract days (e.g. painting, maintenance, moving furniture, configuration and setup of computers, etc.), the rate of pay shall be at the sole discretion of the District;
- c) when teaching duties involving direct delivery of instruction are required or offered and performed in addition to a teacher's normal classroom

- responsibilities (e.g. summer school or advancement placement review), the District may set a rate of pay which shall not be less than \$272 per day;
- d) when duties related to teaching but not involving direct delivery of instruction are required or offered and performed in addition to a teacher's normal classroom responsibilities (e.g. curriculum writing, required staff development, assessment development), the District may set a rate of pay which shall not be less than \$224 per day; and
- e) supervision duties during the year shall be at the extra duty rate provided in Appendix C.
- f) the District may offer optional staff development during off-contract time. Optional staff development may be offered with or without a monetary incentive (or other incentive), as offered by the District, for the employee to participate.
- g) in the event duties are performed for less than a full day, the District may set a comparable hourly rate by dividing the daily rate by eight (8) or a one-half daily rate set by dividing the daily rate by 2. In no event shall the totals an hourly rate or a one-half daily rate exceed the daily rate for any one day worked.

All salary will be adjusted proportionately according to the individual teacher's full time equivalency status (F.T.E.) and / or the teacher's total number of paid contract days.

Critical Shortage Program: The District may determine critical shortage teaching areas and may determine a stipend to be offered to candidates who accept job offers in those areas. Eligible stipend recipients shall include any teacher employed by the district in a non-critical shortage area who is selected to fill a critical shortage area position. The stipend will be distributed over a one-year period providing the recipient remains employed by the district in the critical shortage area during the entire one-year period. Recipients who cease to be employed by the District in the critical shortage area shall forfeit all future stipend payments on the day their assignment ends. The policies, procedures, implementation and all decisions related thereto shall be the sole responsibility of the District; provided however, the District will review the program with the Association prior to implementation.

High Need Degrees/Hours: For 2016-17, the District shall allocate a minimum of \$50,000 to provide expense reimbursement for designated high need degrees and/or graduate hours and/or endorsements in designated subject areas. The policies, procedures, implementation and all decisions related thereto, including the designation of the applicable degrees and graduate hour subject areas and endorsement areas, shall be the sole responsibility of the District; provided however, the District will review the program and solicit input from the Association prior to implementation.

National Board Certification for Professional Teaching Standards (NBCPTS): Each teacher holding an unexpired NBCPTS certificate issued prior to July 31, 2014 shall be paid a stipend of \$2,000 by the District for the time remaining on that teacher's certification.

Extra Duty Compensation: The schedule for extra duty compensation is attached hereto as Appendix C and by reference incorporated and made a part of the contract. Extra duty may be

paid proportionately over the remaining contract beginning when the extra duty is assigned and when the District Human Resources office is notified of the extra duty assignment and ending in August. In the event a teacher is permitted to withdraw from an extra duty assignment, any payments previously paid will be deducted from the employee's compensation.

3. Insurance:

Benefits and Coverage, Premiums: The District shall provide each full-time teacher with health, dental, life, and long-term disability coverage and benefits. Health Plan benefits are outlined in Appendix F, which is attached hereto and by reference incorporated in and made a part of this Contract. The multiple plans listed in Appendix F are available to employees at the employee's option during open enrollment or other qualifying event changes. The employee may choose only one plan.

The District may, under the terms of this agreement, set or negotiate the benefit premiums for current employees and adopt, at its sole discretion, a distinct rate schedule and benefits calendar for qualifying retirees. The amounts of the District's premium contributions shall be made available to the Association and teachers upon request.

Benefits and Coverage, Health and Benefit Design: The Association abjures the right to negotiate changes to plan design until January 1, 2018. The District shall disclose plan design provisions, or changes to those provisions, to the Association. Until January 1, 2018, the District at management's discretion may alter or amend health and dental plan provisions through the adoption of a fully funded plan or by changing the terms of a self-funded insurance plan. Those health or dental plan design provisions so maintained or amended under this Agreement may include the auditing of dependent eligibility, adjusting lists of drug formularies, adopting mandatory generic drug programs, revising the dollar amounts associated with emergency room or urgent care co-pays, changing drug co-pay amounts, limiting the number of certain enumerated medical procedures, determining the medical necessity of procedures (including whether a procedure is deemed experimental or investigational), revising the list of authorized network providers, instituting a multi-tiered network for the health plan, setting dental coverage parameters, and other plan changes not specifically contained in Appendix F.

The only limitations on the District's discretion to manage and institute the benefit plan design changes described above shall be: (1) the District may not unilaterally alter those terms specifically set forth in Appendix F of this Agreement; (2) the discretion shall not be construed to empower the District to alter the qualified dependents (spouses and children) currently provided coverage under the plan; and (3) the District may not eliminate the insurance plan.

Employee Health Insurance Premium Contributions: For each eligible full-time teacher, monthly health insurance premiums paid by the employee shall be as follows:

	CONVENTIONAL DEDUCTIBLE		HIGH DEDUCTIBLE	
COVERAGE TIER			for wellness participants	for non- participants
EMPLOYEE ONLY	\$31.98	\$85.27	\$0.00	\$43.06

EMPLOYEE + CHILDREN	\$59.13	\$157.67	\$0.00	\$79.67
EMPLOYEE + SPOUSE	\$67.09	\$178.90	\$0.00	\$90.43
EMPLOYEE + SPOUSE + CHILDREN	\$90.10	\$240.27	\$0.00	\$121.42

The District may deduct an employee's premium share contribution beginning in September for each full time employee who elects health coverage but did not participate in the wellness plan in the prior year, or who did not meet the criteria of the wellness plan in the prior year.

Health Insurance for New Teachers: Premium contribution levels for each eligible full-time teacher newly hired to the District shall be calculated as a non-wellness amount, unless the teacher participated as a spouse of another District employee in the prior year.

Wellness Program: The District may continue to develop and amend the wellness program, provided that the District seeks input from the Association. The policies, procedures, implementation, amendments to, and all decisions related to the wellness program shall be the responsibility of the District; subject only to the following limitations:

- a) In each year, the District shall provide the Association with a written
 description of the terms and conditions of the wellness program including: (i)
 enrollment procedures; (ii) minimum participation criteria; (iii) scoring
 methodology; (iv) any appeals process; and (v) a list of all laboratory tests used
 as a part of the health screening;
- b) The District shall communicate annually to the Association: (i) the number of teachers enrolled in the wellness program; (ii) the number of teachers not meeting the participation criteria; and (iii) aggregate data setting forth the reasons the teachers did not meet the participation criteria;
- c) The District and the District's agent(s) shall maintain the confidentiality of all private health information in accordance with applicable federal, state, and local laws;
- d) Employee participation in the wellness program shall be voluntary. The wellness program shall provide an alternative participation standard in compliance with applicable law for any employee who, due to a medical condition and / or disability, is unable to meet the wellness program's criteria. Any employee completely exempted from any participation in the wellness program, including inability to meet any alternative participation standard, due to requirement of law (e.g. Americans with Disabilities Act), will not be charged designated premium amounts for non-participation or failure to meet the criteria of the wellness plan;
- e) In the 2016-17 school year, the District may:

- i. maintain a health screening and individual health survey requirement for the premium incentive; or
- ii. discontinue the wellness program (if the District discontinues the wellness program, premiums shall be calculated as if the teacher had completed the wellness program);

Dental Insurance: The District shall pay the full cost of single dental coverage; the teacher may purchase additional dental coverage by paying the additional premium through payroll deduction.

Life Insurance: The District shall pay the full cost of \$50,000 term life coverage.

Long-Term Disability Plan: Each full-time teacher shall participate in the long-term disability plan and the teacher shall pay the full premium through payroll deduction; the premium shall not be paid through the District's Section 125 plan.

Married Employees both Employed by the District: When two District employees are married to each other and each qualifies for District paid family health insurance, the District shall provide and pay the premium for one family health plan as set forth above, and the District shall not provide multiple health plans or multiple HSA contributions. When employees are married to each other and each would otherwise qualify for full District benefits, the District shall waive the \$31.98, the \$59.13, the \$67.09, and the \$90.10 employee premium share listed above; provided that neither of the employees elects to participate in "cash option." Also, the District shall provide and pay the premium for one family dental plan; provided neither of the employees elects to participate in "cash option."

Part-time teachers: The District shall provide the same health, and dental insurance coverage and benefits for part-time teachers (who are employed as one-half F.T.E. or more, defined as at least 20 hours per week) as for full-time teachers. The District shall contribute an amount equal to one-half of the amount it contributes on behalf of a full-time teacher; provided, however, that the part-time teacher elects coverage and pays the balance of the premiums for such coverage through payroll deduction. The District shall provide each part-time teacher with a \$50,000 term life insurance policy and will pay the full premium. Additionally, each part-time teacher who is employed at least 20 hours per week or more shall participate in the District's long-term disability plan and the teacher shall pay the premium.

Cash Option: Each full-time teacher who was employed by the District during the 1996-97 school year and who has been continuously employed by the district thereafter, shall be eligible to exercise a cash option of \$325.28 per month in lieu of health and dental insurance in accordance with the cash option plan adopted by the District. Any such teacher electing cash option may purchase single or family dental coverage. Any such teacher electing cash option may, at his or her option, receive a reduced cash option of \$157.40 per month and the district will pay the premium for single health and dental. Continuous service shall include school-years during which a teacher was on an approved leave of absence. Any teacher who does not receive cash-option as of January 1, 2013 shall not be allowed to elect cash-option at a later date, even if the teacher was continuously employed from the 1996-97 school year. Any teacher who elects cash-option of \$157.40 per month as of January 1, 2013 may not elect cash option of \$325.28 at a later date even if the teacher was continuously employed from the 1996-97 school year. As a

condition of continued eligibility for cash option payments, the District may request proof of health insurance from employees exercising cash option.

Direct Bill: In order to be eligible for the Direct Bill Plan as an early retiree, the employee must be at least 55 years old with at least 20 years of service. In addition, to be eligible, the employee, the spouse and dependents each must have had a minimum number of months of continuous coverage under the District's Health and/or Dental Plan at the time continued coverage begins. The minimum number of months of continuous coverage required is 60 months.

Other Insurance/Benefit Offerings: The District may offer or cancel any other benefit offerings, such as vision insurance, at its sole discretion at any time during the term of this contract.

4. Leaves of Absence:

Paid Leave: During each school year covered by this contract, each full-time teacher shall receive twelve (12) days leave, and further be allowed any unused and accumulated leave from the previous year to a maximum total of eighty-seven (87) days of leave at full pay. Such leaves shall be taken only for reasons of: personal illness, family illness, family death, and business and emergency. The rules for use of leave are established in Board Policy and Rule.

Business and Emergency Leave: Up to three days of a teacher's accumulated paid leave per year may be used for business and emergency leave; and a maximum of one business and emergency leave day per year may be taken for any or no reason whatsoever; subject to limitations on permissible dates of leave, limitations on number of teachers eligible for leave on any given day, and application procedures developed by the District. In addition to the sufficient grounds currently listed in Board Rule, Business and Emergency Leave may be approved for: (a) District approved college course work; (b) graduations, college visits, or competitions in which the employee's children participate; (c) serious illness of a friend or non-immediate family member; and (d) weddings of a friend or non-immediate family member (subject to single day restrictions in Board Rule). Additional clarification of business and emergency leave consistent with these parameters may be established in Board Policy or Rule.

Part-time teachers shall be allowed leave on a prorated basis equivalent to that portion of the total of twelve (12) days leave which is, equal to the proportion of his or her hours of part-time employment to the total regular employment hours per school year, and further be allowed any unused and accumulated leave from the previous school year to an equivalent total not to exceed what that proportion is to the eight-seven (87) days for regular full-time employees. Use of paid leave by part-time teachers shall only be allowed on a prorated basis. Effective August 1, 1994, a teacher whose employment status changes from full-time to part-time and whose accumulated leave is greater than the maximum allowable prorated amount shall have the excess amount placed in reserve until such time that the employee's full-time equivalency increases. When the employee's full-time equivalency increases, some or all of the reserve leave shall again be part of the accumulated leave up to the maximum allowable prorated amount.

Extended Personal Illness Leave: Extended paid leave shall be provided to teachers as follows:

a) Borrowed Personal Illness Leave: Each eligible teacher who has used his or her current and accumulated paid leave may borrow up to ten (10) days from the

next school year's paid leave allotment. Teachers shall not be allowed to borrow leave in two consecutive years. If the teacher resigns before receiving sufficient additional paid leave days during the succeeding year(s) to repay the borrowed leave, the teacher shall be required to repay the District for the salary received for the borrowed leave. The salary repayment will be at the teacher's daily rate at the time of repayment for each borrowed day of paid leave and shall, if possible, be deducted from the employee's last paycheck. Should personal illness be the reason leading to resignation or termination of the teacher, the teacher shall not be required to pay back the salary for the borrowed days.

b) Substitute Deduct Pay: A teacher who will qualify for long-term disability and who has fully used all of his or her paid leave and any applicable borrowed personal illness leave, as identified in Paragraph (a) above, prior to being eligible to receive long-term disability benefits, will be eligible for substitute-deduct leave. During substitute-deduct leave, the teacher shall continue to receive his/her salary reduced by the cost to the District of the substitute employed to replace the teacher.

In the event the District and the teacher, after receiving any information which determines that a teacher may qualify for long-term disability (and the teacher elects substitute-deduct leave prior to being approved for long-term disability) and the insurance carrier subsequently denies the long-term disability request, the teacher will be responsible for reimbursing the District the total amount of payments made to the teacher during the substitute-deduct leave. Such reimbursement will be through payroll reduction, if possible.

c) Procedures: The procedures and rules for administration of extended personal illness leave shall be established by the District.

Reimbursement for unused Paid Leave: At the conclusion of each school year covered by this agreement, each full-time teacher shall receive reimbursement for each unused day of accumulated paid leave in excess of seventy-five (75) days and further shall have his or her accumulated paid leave allotment reduced to seventy-five (75) days. Each part-time teacher shall receive reimbursement for each unused day of accumulated paid leave in excess of that portion of seventy-five (75) days which is equal to the proportion of his or her hours of part-time employment to the total regular employment hours per school year and further shall have his or her accumulated paid leave allotment reduced by the number of reimbursed leave days. The rate of reimbursement shall be \$110 per day. The District shall establish procedures for payment of the leave reimbursement program.

Association President Leave: The President of the Association representing the majority of the teachers, at the request of the Association, will be given leave with pay during such President's term of office; provided however, the Association shall reimburse the District the full cost of salary and fringe benefits of the Association President. The leave shall be for no less than one semester. The Association must provide the District a ninety (90) day notice in advance of such leave request. Upon returning to employment as a teacher, reasonable efforts will be made by the District to place the President in the same or comparable position held when the leave commenced. The President will be advanced on the salary schedule as other teachers and without any limitation because of the leave granted.

5. Voluntary Separation Program:

Each teacher who has completed the equivalent of twenty (20) or more full-time years of consecutive service in the District as a full-time or part-time certificated employee may participate in the Voluntary Separation Program (VSP) if the teacher is at least fifty-five (55) years of age; provided, however, that any teacher so electing to participate shall be required to complete the school year before separation from employment with the District commences.

VSP payments represent the purchase of a teacher's "permanent certificated/tenure rights." The procedures to administer this Program shall be established by the District. The schedule of payments to be made under this Program is as shown in Appendix E, which is attached hereto and by reference incorporated in and made a part of this agreement. VSP payments shall be paid into a 403(b) retirement account, unless the District determines that payments shall be made in cash or to a health savings account. The policies, procedures, implementation and all decisions related thereto shall be the sole responsibility of the District; provided however, the District will review the program with the Association prior to implementation.

Each teacher separating service after at least 20 consecutive years of service in the District and who is at least 55 years of age, shall receive \$110 per day for each day of unused accumulated paid leave at separation from the District. To the degree permitted by law, payment for unused paid leave at separation may be paid as "employer contributions" to a 403(b) / TSA account established for the employee by the District, unless the District decides, at its sole discretion, to pay said amounts as cash or to a health savings account. The policies, procedures, implementation and all decisions related thereto shall be the sole responsibility of the District; provided however, the District will review the program with the Association prior to implementation.

6. Elementary Planning Time:

Elementary teachers shall have a minimum of 300 minutes, during student contact time, of preparation/conference/planning time during a two-week instructional period. Elementary teachers include all teachers who work in an elementary building.

7. Compensation for Lost Planning Time:

A teacher covered by this agreement shall not be required to cover a class for another teacher during his or her personal planning time when a substitute is authorized and available. In an emergency situation a teacher having personal planning time may be required by his or her principal or designee to cover a class. The teacher losing the personal planning time shall be paid for each clock hour (or porting thereof, rounded to the nearest one-fourth hour) at the rate of \$28 per hour. If no teacher with planning time is available students may be reassigned to other teacher's classes, such reassignment shall be divided equally among all teachers in the building over the course of the year.

8. Facility Use:

The Association shall be permitted to place in mailboxes provided for individual staff members MEA/NSEA newsletters, circulars, notices and other materials relating to the Association and its operations. The Association shall be permitted to post or place any material relating directly to Association business on the bulletin boards located in faculty lounges. No local, state or national political campaign material for public office or any other material which violates the Policies or Rules of the District will be permitted to be either distributed through the staff mailboxes or placed on faculty lounge bulletin boards.

9. Grievances:

Any grievance raised by an employee or the Association shall be pursued in accordance with:

- (a) Board Rule 4001.2 for allegations of Discrimination and/or Sexual Harassment;
- (b) State Law for suspension without pay, contract amendment, contract non-renewal, contract termination, or contract cancellation; or
- (c) Board Rule 4325. I for all other grievances.

If the District amends Board Rule 4325.1 after May 1, 2016, the Association may, in its sole discretion, accept the amendments or retain the former version of the Board Rule for purposes of its member grievances. The Board may amend Board Rule 4001.2 at any time at its sole discretion at any time and such amendments will become immediately effective for persons covered by this Agreement.

IN WITNESS THEREOF, the parties have duly executed this agreement as of the day and year first above written.

Millard School District School District No. 17 Douglas County, Nebraska	Millard Education Association
by	by

Appendix A Procedure and Protocol of Contract Negotiations

- I. Upon notice by either party to the other, the parties agree to enter into negotiations for the purpose of entering into a contract and agreement for teacher salaries and terms and conditions of employment which are either required by law or made the subject of negotiations by agreement of the parties.
- 2. Either party, upon giving notice to the other party, may include with such notice its proposals to be included in the contract to be negotiated by the parties.
- 3. The parties shall conduct negotiations in such a manner as to permit each of the parties to provide the other party with an explanation of its proposals, presentation of relevant data, dialogue and exchange of points of view.
- 4. Each of the parties may make proposals and counter proposals during the negotiations.
- 5. Either party may utilize the services of outside consultants to assist in negotiations.
- Both parties shall designate and appoint representatives of that party for the conduct of negotiations.
- 7. Unless otherwise agreed upon, the negotiations shall be conducted in closed sessions and no releases shall be made to any of the news media as to the progress of negotiations until the contract has been accepted by both parties, whereupon the media will be given a joint statement.
- 8. If the parties fail to reach an agreement after good faith negotiations, the parties shall proceed in accordance with law.
- 9. If the representatives of the parties reach an agreement, the agreement shall be reduced to writing and submitted to the Board of Education of the District and to the membership of the Association for approval and acceptance and as approved and accepted by both parties, the Agreement shall be signed by the duly authorized officers of both parties.
- 10. The agreement shall constitute the full and complete agreement between the parties. If any of the specific terms or conditions of this agreement conflict with the policies, rules, regulations, procedures, or practices of the District's Board of Education, the Agreement shall take precedence. Any policies, rules, regulations, procedures, or practices of the District that are not specifically covered by this agreement may be established, amended, superseded, or changed at the discretion of the District.
- II. If any provision of the contract or any application of the contract to any employee or groups of employees shall be found to be contrary to law, then such provisions shall not be in effect but all other terms and conditions shall continue in full force and effect.
- 12. If Federal or State action, legislative, administrative, or judicial; results in material changes to health care benefits that have the potential to be detrimental to the District or Employees, either party may request that the other open the Agreement to deal only with those legislative, administrative, or judicial changes. The other party shall not unreasonably withhold consent to reopen the Agreement upon request pursuant to this paragraph.

Appendix B TEACHER SALARY CALCULATION

I. Salary shall be calculated as follows for a teacher holding a Bachelor's degree:

The Base Bachelor's (BA) Salary shall be \$37,245;

Each Year of Experience at the BA level shall add \$310 to the teacher's salary up to a maximum of ten (10) years. The current year of the teacher's contract shall equal a year of experience; and,

Subject to the terms and conditions described in Appendix D, each Approved Graduate Credit Hour shall add \$200 to the teacher's base salary, up to a maximum of 36 hours (or 39 hours if a District-approved course or program).

II. Salary shall be calculated as follows for a teacher holding a Master's degree:

The Base Master's (MA) Salary shall be \$44,445 (the total of the Bachelor's Base and the value of 36 BA+ credit hours at \$200 each);

Each Year of Experience shall add \$644 to the teacher's salary up to a maximum of twenty-seven (27) years. No MA teacher shall be credited for more than thirteen (13) years of experience outside the District. The current year of the teacher's contract shall equal a year of experience; and,

Subject to the terms and conditions described in Appendix D, each Approved Graduate Credit Hour shall add \$275 to the teacher's base salary, up to a maximum of 36 hours (or 39 hours if a District-approved course or program).

III. Salary shall be calculated as follows for a teacher holding an Educational Specialist's degree:

The Base Educational Specialist's (EdSpec) Salary shall be \$54,345 (the total of the Bachelor's Base and the value of 36 BA+ credit hours at \$200 each and the value of 36 MA+ credit hours at \$275 each);

Each Year of Experience shall add \$664 to the teacher's salary up to a maximum of twenty-seven (27) years. No EdSpec teacher shall be credited for more than thirteen (13) years of experience outside the District. The current year of the teacher's contract shall equal a year of experience; and,

Subject to the terms and conditions described in Appendix D, each Approved Graduate Credit Hour shall add \$275 to the teacher's base, up to a maximum of 3 additional hours if the final 3 credits are earned through a District-approved course or program.

IV. Salary shall be calculated as follows for a teacher holding a Doctoral degree:

The Base Doctoral Degree (Doctorate) Salary shall be \$54,345 (the total of the Bachelor's Base and the value of 36 BA+ credit hours at \$200 each and the value of 36 MA+ credit hours at \$275 each);

Each Year of Experience shall add \$684 to the teacher's salary up to a maximum of twenty-seven (27) years. No doctoral teacher shall be credited for more than thirteen (13) years of experience outside the District. The current year of the teacher's contract shall equal a year of experience;

Subject to the terms and conditions described in Appendix D, each Approved Graduate Credit Hour shall add \$275 to the teacher's base, up to a maximum of 3 additional hours if the final 3 credits are earned through a District-approved course or program.

V. For the purposes of salary calculation, a "credited year of experience" shall be calculated in accordance with Nebraska Revised Statute § 79-825.

APPENDIX C COMPENSATION STIPENDS FOR EXTRA DUTIES

HIGH SCHOOL
ATHLETIC STIPENDS

FOOTBALL

Head Coach \$8,600
Assistant Varsity \$5,590
Assistant Coach \$4,558

[boys]

BASKETBALL

Head varsity \$7,740

Varsity Assistant \$5,031

J.V. Coach \$5,031

Assistant Coach \$4,102

[boys and girls]

TRACK

Head Coach \$6,880 Assistant Coach \$3,784

[boys and girls]

WRESTLING

Head Coach \$7,740 Assistant Coach \$4,257

[boys]

BASEBALL

Head Coach \$6,880 Assistant Coach \$3,784

[boys]

	SWIMMING
\$7,740	Head Coach
\$4,257	Assistant Coach
. ,	[boys and girls combined]
	VOLLEYBALL
\$7,740	Head Coach
\$4,257	Assistant Coach
	[girls]
	SOFTBALL
\$6,880	Head Coach
\$3,784	Assistant Coach
	[girls]
	SOCCER
\$6,880	Head Coach
\$3,784	Assistant Coach
	[boys and girls]
	GOLF
\$3,870	Head Coach
	[boys and girls]
	TENNIS
\$3,870	Head Coach
\$2,516	Assistant Coach
	[boys and girls]
	CROSS COUNTRY
\$3,870	Head Coach
\$2,516	Assistant Coach
	[boys and girls combined]

INTRAMURAL SUPERVISOR	
Per Season	\$1,300
Aquatics Director	\$10,140
Strength and Conditioning	\$8,600
Weight Room Supervisor	\$5,200
Assistant Activities Director	\$8,750
OTHER HIGH SCHOOL	
EXTRA DUTY STIPENDS	
A 107 1 1)	#4.500
Annual (Yearbook)	\$4,500
Assistant Band Director	\$4,500
Assistant Debate	\$3,780
Assistant Forensics	\$3,780
Assistant Musical Director	\$1,520
Assistant Vocal Music Director	\$3,400
Band Director	\$7,560
Cheerleading [varsity]	\$4,300
Cheerleading [junior varsity]	\$3,000
Cheerleading [freshman]	\$3,000
Class board sponsor [senior]	\$870
Class board sponsor [junior]	\$1,300
Club sponsor	\$580
Color Guard	\$1,450
Dance Team	\$3,000
Debate	\$7,560
DECA	\$1,750
Drama Director	\$6,750
FBLA	\$1,400
FCCLA	\$1,400
FinishLynx System Operator	\$580
Forensics	\$7,560
Literary Magazine	\$870
Musical Director	\$3,030

National Honor Society	\$1,700
Newspaper	\$4,000
Orchestra (strings) Director	\$3,780
PAYBAC Liaison	\$580
RTI+I Consultant	\$800
Student Council	\$1,700
VICA	\$1,110
Vocal Music Director	\$6,800
MIDDLE SCHOOL	
EXTRA DUTY STIPENDS	
BASKETBALL	
Head 8 th	\$1,850
Assistant 8 th	\$1,575
C Team 8 th	\$1,275
[boys and girls]	
WRESTLING	
Head 8 th	\$1,850
Assistant 8 th	\$1,575
[boys]	
TRACK	
Head 8 th	\$1,850
Assistant 8 th	\$1,575
[boys and girls]	
VOLLEYBALL	
Head 8 th	\$1,850
Assistant 8 th	\$1,575
[girls]	
FOOTPALL	\$1,850
FOOTBALL	ψ1,030

[boys]	
	A770
Intramural Boys Basketball	\$750
Intramural Girls Basketball	\$750
Intramural Girls Volleyball	\$760
ACTIVITIES DIRECTOR	\$6,660
OTHER MIDDLE SCHOOL	
EXTRA DUTY STIPENDS	
Annual (Yearbook)	\$1,740
Assistant Musical	\$1,150
Club Sponsor	\$580
Drama / Musical	\$1,300
Instrumental (Band) Director	\$1,740
Newspaper	\$730
Orchestra (Strings) Director	\$1,160
PAYBAC Partner Liaison	\$580
RTI+I Consultant	\$800
Student Council	\$1,010
Vocal Music Director	\$1,740
Volunteer Coordinator	\$290
ELEMENTARY	
extra duty stipends	
Club Sponsor	\$580
PAYBAC Partner Liaison	\$580
RTI+I Consultant	\$680
Safety Patrol	\$1,310
Student Council	\$730

DISTRICT EXTRA DUTY STIPENDS

Building Web Page Initiator \$1,500 **Building Wellness Coordinator** \$580 Computer Initiator (Elementary, Middle, High) \$2,800 Crisis Team Member \$1,000 Department Head [*] \$2,820 IB Extended Essay Supervisor / Mentor \$360 Instrumental Music Department Head (4-12) \$2,750 Mentor \$400 New Staff Induction (Peer Coaching and Productive \$290 Approaches) Staff Development Facilitator \$860 Supervisor (paid per supervision assignment) \$25 **TEAMMATES Sponsor** \$580

Unified Sports Sponsor

\$1,500

*Buildings with Instructional Team Leaders and Facilitators in lieu of Department Heads split building's allocated Department Head salaries

Appendix D Salary Schedule - College Credit Courses for Salary Placement

The following terms and conditions shall apply for salary range placement:

- 1. For purposes of determining placement on the salary range, a teacher must have each college graduate course approved by the Building Principal and the Human Resource Office prior to taking the course. In making the approval / non-approval determination the District will consider: the individual teacher's assignment, the type and level of college accreditation, and the individual course.
- 2. Each teacher who has been accepted into and is working on a degree program may submit his or her program to the Building Principal and Human Resource Office for approval. If approved it will be placed on file in the Human Resource Office and each individual course listed in the program will automatically be approved for future salary range placement.
- 3. Application forms for approval of college graduate hours are available in the Principal's office or from Human Resources.
- 4. Procedure for placement on the salary range:
 - a. Placement on the salary range will be determined annually based upon the teacher's status at the commencement of the school year.
 - b. Placement determinations will be based upon the teacher's official college transcript filed with the Human Resource Office. A transcript must be on file prior to December 15 of the school year in order for courses to be considered in placement on the salary range for the current school year.
 - c. Only those courses completed prior to September 1 of the current school year, as evidenced in the official college transcript, will be considered for placement on the salary range for the current school year.
 - d. Any payment due as a result of a change in placement on the salary range will be retroactive to the beginning of the school year.

5. Maximum credit hours:

- a. Bachelor's: The maximum number of credit hours recognized for additional salary payment above a Bachelor's degree shall not exceed 39; provided however, the last 3 credit hours must have been earned after the second semester of 2006-07 and are from a list of courses specifically approved by the Superintendent (or designee).
- b. Master's: The maximum number of credit hours recognized for additional salary payment above a Master's degree, shall not exceed 39; provided however, the last 3 credit hours must have been earned after the second semester of 2006-07 and are from a list of courses specifically approved by the Superintendent (or designee).
- c. Educational Specialist: The maximum number of credit hours recognized for additional salary payment above an Educational Specialist degree, shall not

- exceed 3; provided however, the 3 credit hours must have been earned after the second semester of 2006-07 and are from a list of courses specifically approved by the Superintendent (or designee).
- d. Doctorate: The maximum number of credit hours recognized for additional salary payment above a Doctorate degree, shall not exceed 3; provided however, the 3 credit hours must have been earned after the second semester of 2006-07 and are from a list of courses specifically approved by the Superintendent (or designee).
- e. Calculation Restrictions: In all salary ranges, (Bachelor's, Master's, Educational Specialist, and Doctoral), credit hours used for salary determination must not have previously been used to calculate salary. Credit hours used for salary determination must have been obtained after the date the preceding degree was earned as evidenced by the official college transcript.

Appendix E (continued) Schedule of Payments - Voluntary Separation Program

An eligible employee who has been approved by the Board for participation in the Voluntary Separation Program shall receive a total benefit equal to the lesser of: (1) his or her final salary times years of credited service times the salary factor indicated in the table below; or (2) \$20,000 per year. The total benefit shall be divided into equal monthly payments as indicated in the table below:

Year of Plan Eligibility	Total Benefit Formula	Number of Equal Monthly Payments
I	Salary x Years x .070	60
2	Salary x Years x .060	60
3	Salary x Years x .050	60
4	Salary x Years x .030	60
5	Salary x Years x .010	60
6	Eligibility Ends	

Definitions:

Salary shall mean the employee's final school-year annual salary including longevity pay but not including payments for extra-duty, performance bonus, cash-option or hourly paid work.

A year of credited service shall mean:

- (a) any school year in which the employee is paid by the district for at least 135 days of full-time work; or
- (b) any two school years in which the employee is paid for the equivalent of at least 135 days of part-time work each year; or
- (c) any two school years in which the employee is paid for the equivalent of at least 67.5 days of full-time work each year.

Years of employment as a substitute shall not be counted toward years of service under this plan.

Monthly Payment Amount is the total benefit divided by the number of monthly payments.

Age shall mean an employee's age on June 1 of any given school year.

Year of Plan Eligibility is determined by the school year when the employee is first eligible to participate. When an employee first meets the qualifications described in the eligibility section of this agreement, the employee is in year one (I) of his or her eligibility. The following school year is the employee's second year (2) of eligibility; this pattern continues until the employee elects to participate or until the sixth (6th) year when the employee is no longer eligible to participate.

Appendix F MPS Health Plan

Notwithstanding the term of the contract set forth in this Agreement, the provisions contained in this Appendix F of this Agreement shall become effective on January 1, 2017 and continue until December 31, 2017.

Benefit Overview	MPS Plan #1	MPS Plan #2 (non-embedded)	MPS Plan #3
Annual Deductible In-network Individual Family	\$900 \$1,800	\$3,500 \$7,000	District Discretion
Co-insurance % In-network	80%	n/a	District Discretion
Out-of Pocket Max, including deductible In-network Individual Family	\$4,650 \$9,300	n/a	District Discretion
Health Savings Account District contribution:	n/a	Single : \$1,500 Family : \$3,000	District Discretion

Health Savings Account contributions made by the District, when applicable, shall be contingent upon the employee qualifying for a tax free HSA contribution under applicable laws.

Two-thirds of the District Health Savings Account contribution, when applicable, shall be made with the first payroll in January of 2017 for qualifying employees actively employed on that date. One-third of the District Health Savings Account contribution, when applicable, shall be made with the first payroll in September of 2017 for qualifying employees actively employed on that date. Therefore, a qualifying teacher separating from employment at the end of the 2015-16 year will not receive the final one-third contribution in September of 2017 and a qualifying teacher starting at the beginning of the year will get an initial one-third contribution in September of 2017.

The District may offer a third health insurance plan option including, but not limited to, a high performance network plan at its sole discretion. The policies, procedures, implementation and all decisions related thereto, including but not limited to, deductibles, employee premium share percentages, and out of pocket maximums shall be the sole responsibility of the District; provided however, the District will review the program and receive input from the Association prior to implementation.

Award of Contract for BMS Roofing Project **AGENDA ITEM: MEETING DATE:** February 1, 2016 **DEPARTMENT:** General Administration **TITLE & BRIEF DESCRIPTION:** Award of Contract for BMS Roofing Project – the award of the summer contract for roofing work on the Beadle Middle School building. **ACTION DESIRED:** Approval x Discussion Information Only **BACKGROUND:** This is a "summer project" for 2016. The bids came in under the estimates. For more specific information, see the attached architect's letter and bid tab. Kelley Rosburg (BVH Architects) will be present to answer any questions board members may have. **OPTIONS AND ALTERNATIVES: RECOMMENDATION:** It is recommended that the contract for the Beadle Middle School Roofing Project be awarded to Schefers Roofing Company in the base bid amount of \$40,160 and that the associate superintendent for general administration be authorized to execute any and all documents related to the project. STRATEGIC PLAN **REFERENCE:** n/a **IMPLICATIONS OF ADOPTION/REJECTION:** n/a **TIMELINE:** Summer 2016 **RESPONSIBLE PERSON:** Ken Fossen, Associate Superintendent (General Administration) SUPERINTENDENT'S _ Jin Sulfi

APPROVAL:



26 January 2016

Mr. Ken Fossen Associate Superintendent for General Administration Millard Public Schools Donald Stroh Administrative Center 56706 S 147th St Omaha NE 68137

RE: Millard Public Schools -

Beadle Middle School Roof Repairs and Acrylic Coating

Roof Areas A, B. and C.

BVH #M14192

Dear Mr. Fossen,

On Tuesday, January 26, 2016, bids were received for roof repairs and acrylic coating on roof areas A, B, and C, at Beadle Middle School.

A total of five (5) bids were received for this work. The low bid received was from Schefers Roofing Company, of Omaha, Nebraska in the amount of \$40,160.00. This bid is 47% below the original estimated construction cost of \$75,600.00.

Schefers Roofing Company has completed numerous roof projects for the Districts Roof Consultant, Roofing Solutions, Inc., and comes highly recommended as a well-qualified roofing contractor. Based on our discussions with Roofing Solutions, Inc., we recommend acceptance of their bid in the amount of \$40,160.00.

A representative of BVH Architects will be attending the School Board meeting on February 1st, should any questions arise.

A copy of the bid tab is attached.

Respectfully,

BVH Architects

Roger Slosson

Enc.

Ed Rockwell - Millard Public Schools CC:

> Steve Mainelli - Millard Public Schools Ryan Hausman - Roofing Solutions Kelley Rosburg - BVH Architects



BID TABULATION page 1 of 1

MPS Beadle MS Roof Repairs & Elastomeric Coating M14192 26 January 2016, 11:00 a.m.

Contractors	Addendum	Bid Bond	Base Bid	Unit Pr Additiona Bit. Re	al Mod.
1. McKinnis Roofing	None	X	\$116,112	\$12.00	/sq ft
2. Boone Brothers Roofing	None	Χ	\$98,000	\$20.00	/sq ft
3. Schefers Roofing	None	Х	\$40,160	\$9.00	/sq ft
4. Toneys Roofing	None	Х	\$76,050	\$12.00	/sq ft
5. Rawson and Sons Roofing	None	Χ	\$65,910	\$2.10	/sq ft

AGENDA ITEM:	Award of Contract for Willowdale Lighting Project
MEETING DATE:	February 1, 2016
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Award of Contract for Willowdale Lighting Project – The replacement of old lighting in Willowdale with newer, more energy efficient, lighting.
ACTION DESIRED:	Approval x Discussion Information Only
BACKGROUND:	This is one of the energy efficiency lighting projects discussed earlier with the board and is being funded via the increased contingency reserve accumulated in the 2013 bond issue projects.
	For more information, see the attached Engineer's Letter and Bid Tab.
	Jeff Hemji (Morrissey Engineering) will be present to address the board and answer questions.
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	It is recommended that the contract for the Willowdale Elementary School Lighting Project be awarded to Superior Lighting in the amount of \$332,775 and that the associate superintendent for general administration be authorized to execute any and all documents related to such project.
STRATEGIC PLAN REFERENCE:	n/a
IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	Immediate
RESPONSIBLE PERSON:	Ken Fossen, Associate Superintendent (General Administration)
SUPERINTENDENT'S APPROVAL:	Jin Duffir _

January 26th, 2015

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

Attn: Dr. Ken Fossen

Project #15383: Willowdale Elementary Lighting Upgrade

RE: Bid Proposals dated January 26, 2016

Ken:

Bids were received for the Willowdale Elementary Lighting Upgrade Project in Conference Room A at the Don Stroh Administration Center on January 26th, 2016 at 10:00 a.m. Per the attached bid tab, four bids were received. The low base bid was submitted by Superior Lighting in the amount of \$332,775 (three hundred thirty two thousand seven hundred seventy five dollars). Superior Lighting has satisfactorily completed several projects with Morrissey Engineering including past projects for MPS. Superior is currently finishing a similar lighting upgrade at Millard Central Middle School.

The bid amount of \$332,775 is below the project estimate of \$368,400. We are pleased with the amount of interest this project received and find the bids favorable.

Superior Lighting indicated on their Bid Proposal they would finish by July 15, 2016 per the specifications.

We recommend a contract be awarded to Superior Lighting in the amount of \$332,775 (three hundred thirty two thousand seven hundred seventy five dollars).

Please advise if you require any additional information.

Sincerely,

Jeff Hemje, PE

Enclosure

c: Steve Mainelli - Millard Public Schools

PROJECT: MPS Willowdale Elementary - Lighting Upgrade

 BID DATE:
 1/26/2016

 BID TIME:
 10:00 a.m.

 MEI PROJECT NO.:
 15383



BID TABULATION

BIDDERS	Base Bid	Addendum #1	Addendum #2	Bid Bond	Comments
COMMONWEALTH ELECTRIC	\$429,500	х	x	х	
SUPERIOR LIGHTING	\$332,775	х	х	х	
THOMPSON ELECTRIC	\$382,765	х	Х	х	
ATLAS ELECTRIC	\$338,400	х		х	

To replace existing T12 lighting system complete as described in construction documents dated 1/05/2016 for Willowdale Elementary - Lighting Upgrade

AGENDA ITEM:	Administrator Recommended for Hire
ACHANDA LITAN.	AUTHINISH ARDE INCCOMMISSIONED TO FINE

MEETING DATE: February 1, 2016

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Director of Secondary Education

ACTION DESIRED: Approval

BACKGROUND: The position was advertised on Millard's job posting website, Career Link

(Regionally and Nationally), the NCSA website, the Nebraska Department of Education 'Teach in Nebraska' website, and the Omaha World Herald. Five internal and ten external applications were received. The applications were reviewed by Kevin Chick and Dr. Jim Sutfin. Two internal and two external candidates were interviewed for the position. The interview team included Kevin Chick, Dr. Jim Sutfin, Mitch Mollring, Dr. Kim Saum-Mills, Dr. Curtis Case, Bethany Case-Magana, John Southworth, Heidi Weaver, Andy DeFreece, Terry Houlton, Dr. Jennifer Reid, Dr. Jean Ubbelohde, Barb Waller, Dr. Kara Hutton,

John Becker and Dr. Heather Phipps.

RECOMMENDATION: The Superintendent's recommendation is approval of Dr. Anthony J. Weers for

Director of Secondary Education for Millard Schools. Dr. Weers' educational experience includes: Superintendent, Tri-Center Community Schools, Neola, Iowa (2014-present); Assistant High School Principal, Westside School District (2007-2014); Assistant Middle School Principal, Westside School District (2004-2007); Middle School Behavior Interventionist/Athletic Director, Westside School District (2002-2004); Middle School Teacher, Pierce City, Missouri (1999-2002); Teacher, Saipan Community Schools, Island of Saipan, Northern Mariana Islands (1998-

1999).

EDUCATION: BA – Dana College, Nebraska (1998)

MA – Doane College, Nebraska – Education Leadership (2005)

Ed.D - University of Nebraska, Omaha - Educational Administration and

Supervision (2012)

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Kevin Chick

SUPERINTENDENT APPROVAL: _____ fin July

AGENDA ITEM:	Administrator Recommended	for Hire

MEETING DATE: February 1, 2016

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Elementary Principal at Harvey Oaks Elementary School

ACTION DESIRED: Approval

BACKGROUND: The position was advertised on Millard's job posting website, Career Link

(Regionally and Nationally), the NCSA website, the Nebraska Department of Education 'Teach in Nebraska' website, and the Omaha World Herald. Twelve internal and seventeen external applications were received. The applications were reviewed by Kevin Chick and Dr. Jim Sutfin. Seven internal and three external candidates were interviewed for the position. The interview team included Kevin Chick, Dr. Jim Sutfin, Dr. Kim Saum-Mills, Stephanie Schade, Brenda Graumann, Maureen Kuch, Morgan Rickley, Lauren Jones, Stacy Jolley, Laura Pickett, Jeanine Beaudin, Cathy Levesque, Cathy Greenwald, Cindy Wallace, Melissa Everts, Nicole Jamison, Alex Renes, Amy Streckfuss, Dr. Heather Phipps, Lindsey Watkins, Angie Loberg, Amy Stenger, Anne Chambers, Sandi Dawson, Tammy Jung, Candy Iberg, Andy DeFreece, Terry Houlton, Matt Scott, Carrie Novotny-

Buss, and Roberta Deremer.

RECOMMENDATION: The Superintendent's recommendation is approval of Erin M. Gonzalez for

Principal of Harvey Oaks Elementary. Mrs. Gonzalez's educational experience includes: Principal, Crete Public Schools, Crete, NE (2012-present); Grades 3 and 5

Teacher, Papillion-La Vista Public Schools (2007-2012); Grade 3 Teacher, Lexington, NE (2004-2006); Grade 5 Teacher, Omaha Public Schools (January-

May 2004).

EDUCATION: BA – University of Nebraska, Omaha (2003)

MA – Doane College, Nebraska – Educational Leadership (2011)

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Kevin Chick

SUPERINTENDENT APPROVAL: _____ fin Juffin

AGENDA ITEM:	Administrator Recommended for I	Hire

MEETING DATE: February 1, 2016

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Elementary Principal at Rohwer Elementary School

ACTION DESIRED: Approval

BACKGROUND: The position was advertised on Millard's job posting website, Career Link

(Regionally and Nationally), the NCSA website, the Nebraska Department of Education 'Teach in Nebraska' website, and the Omaha World Herald. Twelve internal and seventeen external applications were received. The applications were reviewed by Kevin Chick and Dr. Jim Sutfin. Seven internal and three external candidates were interviewed for the position. The interview team included Kevin Chick, Dr. Jim Sutfin, Dr. Kim Saum-Mills, Stephanie Schade, Brenda Graumann, Maureen Kuch, Morgan Rickley, Lauren Jones, Stacy Jolley, Laura Pickett, Jeanine Beaudin, Cathy Levesque, Cathy Greenwald, Cindy Wallace, Melissa Everts, Nicole Jamison, Alex Renes, Amy Streckfuss, Dr. Heather Phipps, Lindsey Watkins, Angie Loberg, Amy Stenger, Anne Chambers, Sandi Dawson, Tammy Jung, Candy Iberg, Andy DeFreece, Terry Houlton, Matt Scott, Carrie Novotny-

Buss, and Roberta Deremer.

RECOMMENDATION: The Superintendent's recommendation is approval of Nicole Burton for

Principal of Rohwer Elementary. Mrs. Burton's educational experience includes: Administrative Intern, Ackerman Elementary (2013-present); READ/Literacy Coach, Ackerman Elementary (2008-2013); Title I Reading Teacher, Omaha Public Schools (2005-2008); National Staff Development Trainer, Houghton Mifflin Professional Development (2004-2005); Teacher/Reading Coach, Bakersfield City

School District, Bakersfield, CA (1998-2005).

EDUCATION: BA – University of Nebraska, Lincoln (1997)

MA – Peru State College, Nebraska – Curriculum and Assessment (2009)

MA – Doane College, Nebraska – Educational Leadership (2012)

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Kevin Chick

SUPERINTENDENT APPROVAL: ______ fin Juffin

		84
AGENDA ITEM:	Administrator Recommended for Hire	
MEETING DATE:	February 1, 2016	
DEPARTMENT:	Human Resources	
TITLE & DESCRIPTION:	Elementary Principal at Willowdale Elementary School	
ACTION DESIRED:	Approval	
BACKGROUND:	The position was advertised on Millard's job posting website, Career Link (Regionally and Nationally), the NCSA website, the Nebraska Department Education 'Teach in Nebraska' website, and the Omaha World Herald. Twinternal and seventeen external applications were received. The application reviewed by Kevin Chick and Dr. Jim Sutfin. Seven internal and three extraordidates were interviewed for the position. The interview team included Chick, Dr. Jim Sutfin, Dr. Kim Saum-Mills, Stephanie Schade, Brenda Gr. Maureen Kuch, Morgan Rickley, Lauren Jones, Stacy Jolley, Laura Picket Beaudin, Cathy Levesque, Cathy Greenwald, Cindy Wallace, Melissa Even Nicole Jamison, Alex Renes, Amy Streckfuss, Dr. Heather Phipps, Lindset Watkins, Angie Loberg, Amy Stenger, Anne Chambers, Sandi Dawson, T. Jung, Candy Iberg, Andy DeFreece, Terry Houlton, Matt Scott, Carrie No Buss, and Roberta Deremer.	at of welve ons were ernal d Kevin raumann, tt, Jeanine erts, ey cammy
RECOMMENDATION:	The Superintendent's recommendation is approval of Amanda Wharton-H Principal of Willowdale Elementary. Mrs. Wharton-Hunt's educational exincludes: Administrative Intern, Neihardt Elementary (2011-present); Spe Language Pathologist, Ezra Elementary (2010-2011); Speech-Language Pathologist, Omaha Public Schools (2001-2010).	xperience
EDUCATION:	BA – University of Northern Iowa (1999) MA – University of Nebraska, Lincoln – Speech-Language Pathology (MA – University of Nebraska, Lincoln – Educational Administration (2)	
OPTIONS & ALTERNATIVES:	N/A	

RECOMMENDATION: Approval

PERSON RECOMMENDING: Kevin Chick

SUPERINTENDENT APPROVAL: ______

Meeting Date:	February 1, 2016
Department	Human Resources
Action Desired:	Approval
Background:	Personnel items: (1) Resignation Agenda (2) Leave of Absence Agenda
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 Signatu	re: fin Duffi

February 1, 2016

RESIGNATIONS

Recommend: The following resignation be accepted:

- 1. Maggi A. Butler Special Education teacher at Millard West High School. Resigning at the end of the 2015-2016 school year because of family relocation.
- 2. Kelly Raynor READ teacher at Wheeler Elementary School. Resigning at the end of the 2015-2016 school year because of family reasons.
- 3. Robert Cunningham Science teacher at Millard North Middle School. Resigning at the end of the 2015-2016 school year because of family relocation.
- 4. Colleen N. O'Doherty Foreign Language teacher (.5) at Millard South High School. Resigning at the end of the 2015-2016 school year for personal reasons.
- 5. Sherri L. Hollenbeck Grade 6 teacher at Andersen Middle School. Resigning at the end of the 2015-2016 school year for personal reasons.
- 6. Pamela A. Brennan Special Education Program Facilitator at Willowdale Elementary. Retiring at the end of the 2015-2016 school year.

February 1, 2016

LEAVE OF ABSENCE

Recommend: The following Leave of Absence be accepted:

- 1. Tara O'Shea Social Studies teacher at Millard North High School. Requesting a Leave of Absence for the 2016-2017 school year for family reasons.
- 2. Amy S. Kealy Grade 5 teacher at Reagan Elementary. Requesting a Leave of Absence for the 2016-2017 school year for family reasons.

AGENDA ITEM:	Enrollment Report
MEETING DATE:	February 1, 2016
DEPARTMENT:	Educational Services: Assessment, Research, & Evaluation
TITLE:	Enrollment Report
BRIEF DESCRIPTION:	Report states the district and building enrollment reflective of data pulled on January 20, 2016.
ACTION DESIRED:	ApprovalX Information/Discussion
BACKGROUND:	Enrollment data pulled on/near the 20 th 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. Darin Kelberlau, and Sharon Freeman
SUPERINTENDENT'S APPROVAL:	Jin Duffi

January 20, 2016 Millard Public Schools **Total Enrollment**

								SpEd				
								Cluster	Current	Current	YTD	Official 15/16
Elementary		K	1	2	3	4	5	Prgm	Total	Change	Change	Enrollment
Abbott	(3 unit)	65	68	81	65	65	68		412	1	-1	413
Ackerman	(4 unit)	77	81	73	75	88	73		467	6	11	456
Aldrich	(3 unit)	71	73	74	93	71	81		463	3	1	462
Black Elk	(4 unit)	73	87	88	57	79	80		464	1	1	463
Bryan	(3 unit)	58	66	61	55	77	59		376	1	10	366
Cather	(3 unit)	73	74	72	60	68	76		423	1	1	422
Cody	(2 unit)	47	38	37	29	48	37	19	255	-1	0	255
Cottonwood	(3 unit)	45	46	47	49	49	71	10	317	4	3	314
Disney	(3 unit)	53	49	45	44	47	44	15	297	-2	1	296
Ezra Millard	(3 unit)	91	68	78	67	71	66		441	-2	-9	450
Harvey Oaks	(2 unit)	43	45	38	44	54	45		269	2	8	261
Hitchcock	(2 unit)	40	47	48	36	44	38	13	266	1	1	265
Holling Heights	(3 unit)	59	59	69	64	56	56	11	374	-1	10	364
Montclair	(4 unit)	95	89	96	98	78	97		553	-5	-2	555
Morton	(3 unit)	51	44	61	39	44	59		298	6	4	294
Neihardt	(4 unit)	111	111	99	97	88	88		594	1	-2	596
Norris	(3 unit)	63	66	58	57	57	61		362	0	2	360
Reagan	(4 unit)	83	109	87	81	92	73		525	-3	-6	531
Reeder	(4 unit)	123	107	99	102	93	100		624	-2	-6	630
Rockwell	(3 unit)	37	49	43	45	47	51	18	290	-1	0	290
Rohwer	(3 unit)	63	94	95	96	99	108	17	572	5	8	564
Sandoz	(3 unit)	55	64	56	50	52	50		327	4	6	321
Upchurch	(3 unit)	85	97	105	93	94	98		572	-4	-7	579
Wheeler	(4 unit)	76	76	73	88	96	79	21	509	-5	-7	516
Willowdale	(3 unit)	64	62	76	71	74	66		413	0	0	413
Totals		1701	1769	1759	1655	1731	1724	124	10,463	10	27	10,436
	•	•		•	•		•	SpEd	Current	Current	YTD	Official 15/16

				SpEd	Current	Current	YID	Official 15/16
Middle	6	7	8	Prgm*	Total	Change	Change	Enrollment
Andersen MS	308	295	286	0	889	-4	-11	900
Beadle MS	345	356	384	27	1085	-2	-6	1091
Central MS	334	282	259	25	875	2	1	874
Kiewit MS	332	317	305	0	954	0	1	953
North MS	263	250	280	21	793	-1	-9	802
Russell MS	287	289	285	0	861	0	-3	864
Totals	1869	1789	1799	73	5457	-5	-27	5484

							SpEa	Current	Current	YID	Official 15/16
High	Grads YTD	9	10	11	12		Prgm*	Total	Change	Change	Enrollment
North HS	20	613	608	605	578		26	2404	-28	-42	2446
South HS	38	556	519	505	472		36	2052	-37	-64	2116
West HS	28	678	620	607	530		23	2435	-26	-46	2481
Horizon HS	26	0	24	40	81		0	145	24	10	135
Totals	112	1847	1771	1757	1661		85	7036	-67	-142	7178
*SpEd Program	n Included in MS/HS Gra	de Level totals				Contracted SpEd	·	46	0	1	45

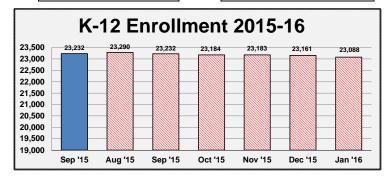
**Itinerant & Contracte	d Pre-K inclu	ded in Official 15/16	Enrollment	53
**Itinerant & Contracte	d Pre-K inclu	ded in Current Enro	Ilment:	62
Preschool	SpEd	Not SpEd	Total	Official 15/16
Bryan	12	19	31	31
Cody	40	28	68	63
Disney	12	16	28	26
Harvey Oaks	32	19	51	47
Hitchcock	25	18	43	42
Holling Heights	4	10	14	15
Montclair Montessori	3	84	87	91
Neihardt	16	39	55	52
Norris	3	12	15	16
Norris Montessori	1	29	30	30
Rockwell	12	23	35	35
Sandoz	22	34	56	53
Wheeler	25	23	48	46
Homebased Infants	100	0	105	90
TOTAL			666	637

Career Academies	NHS	SHS	WHS	HHS	TOTAL
Culinary	1	2	3		6
Education	4	15	26		45
Entrepreneurship	8	8	17		33
Health Sciences	6	20	44		70
Dist/Log Mgmt	6	8	15		29
Ombudsman	(Primary and	d Secondary	/ Assignr	ment)	28

	85	7036	-67	-142	7178
Contracted SpEd		46	0	1	45
Rule 18 Interim		22	-1	8	14
Young Adult Program		43	3	1	42
Ombudsman (Primary)		21	-13	0	21
Total District K-12		23,088	-73	-132	23,220
Total District PreK-12**		23,816	-66	-94	23,910

	01/20/2016	
Element	ary	10,463
Middle S	School	5,457
High Scl	nool	7,036
Contract	ed & Rule 18	68
Young A	dult	43
Ombuds	man (Primary)	21
TOTAL		23.088

09/21/2015	
Elementary	10,434
Middle School	5,487
High School	7,185
Contracted & Rule 18	61
Young Adult	43
Ombudsman (Primary)	22
TOTAL	23,232



7.5

Classroom Avg

17.67

16.33 22.50

22.00

23.50 22.00

														01	
	К	1	2	3	4	5				SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Ezra Millard	24 24 20	20 25 23	19 20 20	23 21 23	24 24 23	22 22 22									
Total Students Total Teachers Classroom Avg	23 91 4 22.8	68 3 22.7	19 78 4 19.5	67 3 22.3	71 3 23.7	66 3 22.0					441 20 22	-2	-9	450	441 20 22
Harvey Oaks	K 22	1 22	2 20	3 22	4 27	5 22					Current Total	Current Change	YTD Change	Official 15/16 Enrollment	1
Total Students	21	23 45	18 38	22 44	27 54	23 45					269	2	8	261	269
Total Teachers Classroom Avg	2 21.5	2 22.5	2 19.0	2 22.0	2 27.0	2 22.5					12 22				12 22
Hitchcock	K 19 21	1 24 23	2 24 24	3 18 18	4 23 21	5 19 19				SpEd Cluster 6 7	Current Total	Current Change	YTD Change	Official 15/16 Enrollment]
Total Students Total Teachers	40 2	47 2	48 2	36 2	44 2	38 2				13 2	266 14	1	1	265	253 12
Classroom Avg	20.0	23.5	24.0	18.0	22.0	19.0				6.5 SpEd	19 Current	Current	YTD	Official 15/16	21
Holling Heights	19 20	20 20	24 21	22 22	18 18	5 18 19				Cluster 6 5	Total	Change	Change	Enrollment]
Total Students Total Teachers Classroom Avg	20 59 3 19.7	19 59 3 19.7	69 3 23.0	20 64 3 21.3	20 56 3 18.7	19 56 3 18.7				11 2 5.5	374 20 19	-1	10	364	363 18 20
Olassioom 7.vg	К	1	2	3	4	5	M-K	M1-3	M4-5	0.0	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	25
Montclair	23 24	21 21	24 24	25 26	21 22	27 27	16 16 16	24 23 24 24 24 23	20 18 20 20			- · J	-		
Total Students Total Teachers Classroom Avg	47 2 23.5	42 2 21.0	48 2 24.0	51 2 25.5	43 2 21.5	54 2 27.0	48 3 16.0	24 142 6 23.7	78 4 19.5		553 25 22	-5	-2	555	553 25 22
o.acc.co	К	1	2	3	4	5	10.0	20.1	1010	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Morton	17 16 18	22 22	21 21 19	19 20	22 22	20 20 19						J	J		
Total Students Total Teachers Classroom Avg	51 3 17.0	44 2 22.0	61 3 20.3	39 2 19.5	44 2 22.0	59 3 19.7					298 15 20	6	4	294	298 15 20
<i>-</i>	К	1	2	3	4	5				1	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Neihardt	22 23 21 23	22 22 23 23	25 24 26 24	24 25 24 24	22 23 21 22	23 22 21 22									
Total Students Total Teachers Classroom Avg	22 111 5 22.2	21 111 5 22.2	99 4 24.8	97 4 24.3	88 4 22.0	88 4 22.0					594 26 23	1	-2	596	594 26 23
	К	1	2	3	4	5		M1-3		-	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	7
Norris	19 20	21 21	17 17	19 21	21 19	21 21	12 12	20 22 23	18 18						
Total Students Total Teachers Classroom Avg	39 2 19.5	42 2 21.0	34 2 17.0	40 2 20.0	40 2 20.0	42 2 21.0	24 2 12.0	65 3 21.7	36 2 18.0		362 19 19	0	2	360	362 19 19
Reagan	K 21	1 23	2 22	3 20	4 23	5 24				-	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	1
	21 20 21	21 21 23 21	22 23 20	20 20 20 21	23 23 23	25 24									
Total Students Total Teachers	83 4	109 5	87 4	81	92 4	73 3					525 24	-3	-6	531	525 24
Classroom Avg	20.8	21.8	21.8	20.3	23.0	24.3					22				22

																	Class
	K	1	2	3	4	5						SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollme	Size w/out SpEd
Reeder	22 22	19 23	22 17	19 23	25 22	22 26											
	21 19	23 23	19 22	19 19	23 23	26 26											
	17 22	19	19	22													
Total Students	123	107	99	102	93	100							624	-2	-6	630	624
Total Teachers Classroom Avg	6 20.5	5 21.4	5 19.8	5 20.4	4 23.3	4 25.0							29 22				29 22
	К	1	2	3	4	5						SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	-
Rockwell	19 18	17 16	21 22	14 15	24 23	25 26						9 9					
Total Students	37	16 49	43	16 45	47	51						18	290	-1	0	290	272
Total Teachers Classroom Avg	2 18.5	3 16.3	2 21.5	3 15.0	2 23.5	2 25.5						2 9.0	16 18				14 19
Ciacorcom 7.11g	K	1	2	3	4	5						SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Rohwer	21	24	20	24	25	20						9	Total	Change	Change	Linoilinent]
	21 21	23 24	18 19	24 24	25 24	23 22						8					
		23	19 19	24	25	21 22											
Total Students Total Teachers	63 3	94 4	95 5	96 4	99 4	108 5						17 2	572 27	5	8	564	555 25
Classroom Avg	21.0	23.5	19.0	24.0	24.8	21.6						8.5	21 Current	Current	YTD	Official 15/16	22
Sandoz	K 18	1 22	2 19	3 25	4 17	5 25							Total	Change	Change	Enrollment	7
Januoz	19	21	19	25 25	17	25 25											
Total Students	18 55	21 64	18 56	50	18 52	50							327	4	6	321	327
Total Teachers Classroom Avg	3 18.3	3 21.3	3 18.7	2 25.0	3 17.3	2 25.0							16 20				16 20
	К	1	2	3	4	5							Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Upchurch	21 21	20 20	18 22	18 20	20 19	21 20]
	21 22	18 19	22 21	19 17	18 19	21 16											
T + 10: 1 +		20	22	19	18	20										570	570
Total Students Total Teachers	85 4	97 5	105 5	93 5	94 5	98 5							572 29	-4	-7	579	572 29
Classroom Avg	21.3	19.4	21.0	18.6	18.8	19.6						SpEd	20 Current	Current	YTD	Official 15/16	20
Wheeler	K 16	1 17	2 19	3 22	4 23	5 25						Cluster 6	Total	Change	Change	Enrollment	7
	21 20	21 17	19 16	23 20	22 25	27 27						7 8					
	19	21	19	23	26							J					
																	100
Total Students Total Teachers	76 4	76 4	73 4	88 4	96 4	79 3						21 3	509 26	-5	-7	516	488 23
Classroom Avg	19.0	19.0	18.3	22.0	24.0	26.3						7.0	20 Current	Current	YTD	Official 15/16	21
Willowdale	K	1 20	2 25	3 24	4 25	5 23							Total	Change	Change	Enrollment	7
	22 22	21 21	26 25	23 24	25 24	22 21											
Total Students	64	62	76	71	74	66							413	0	0	413	413
Total Teachers	3	3	3	3	3	3							18	U	O	413	18
Classroom Avg	21.3	20.7	25.3	23.7	24.7	22.0							23				23
Elementary Totals												SpEd	Current	Current	YTD	Official 15/16	
Grade Students	1701	1 1769	2 1759	3 1655	4 1731	5 1724	M-1 7	M-2 1 72	M-3 64	M-4 I 52	M-5 62	Cluster 124	Total 10463	Change 10	Change 27	Enrollment 10436	10339
Teachers Classroom Avg	83 20.5	80 22.1	79 22.3	75 22.1	74 23.4	74 23.3	(9		6		17 7.3	497 21.05				480 21.54
			-		· · · · · · · · · · · · · · · · · · ·	-						SpEd	Current	Current	YTD	Official 15/16	
Andersen MS	6 308	7 295	8 286									Cluster 0	Total 889	Change -4	Change -11	Enrollment 900	٦
Beadle MS	345	356	384									27	1085	-2	-6	1091	
Central MS Kiewit MS	334 332	282 317	259 305									25 0	875 954	2 0	1 1	874 953	
North MS Russell MS	263 287	250 289	280 285									21 0	793 861	-1 0	-9 -3	802 864	
Totals	1869	1789	1799	9	10	11	12	2				73	5457	-5	-27	5484	-
North HS South HS				613 556	608 519	605 505	578 472	8				26 36	2404 2052	-28 -37	-42 -64	2446 2116	1
West HS				678	620	607	530	0				23	2435	-26	-46	2481	
Horizon HS Totals				0 1847	24 1771	40 1757	8′ 166′	1				85	145 7036	-67	10 -142	135 7178	_
							·		ted SpE	d			46 22	0 -1	1 8	45 14	
								Young A	Adult Pro		rollment)		43 21	3 -13	1 0	42 21	
										nrollmen			23088	-73	-132	23220]

Agenda Item: Legislative Report

Meeting Date: February 1, 2016

Department External Affairs

Title and Brief

Description: Legislative Report

Action Desired: Information Only

Background: The purpose of this report is to share introduced legislation

impacting Millard Public Schools.

Options/Alternatives

Considered: None

Recommendations: None

Responsible

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

Jin July

Affairs

Superintendent's Signature:

						MPS
	Senator	Commitee	Hearing		Summary	Stance
LB18	Krist	Education		Groene AM143 pending Date: 01/20/2016 Groene AM143 Tost Date: 01/20/2016 Groene MO163 Reconsider the vote on AM143 filed Date: 01/20/2016 Groene MO163 pending Date: 01/20/2016 Krist MO162 Invoke cloture filed Date: 01/20/2016 Krist MO162 failed Date: 01/20/2016 TTI, 1/19 FATT withdrawn, 1/19 AM143 pending	LB 18 Required Immunization: Would require every student entering the seventh grade and entering the academic year following attainment of 16 years of age to have immunizations containing the CDC recommended meningitis vaccine.	
LB668	Bloomfield	Transportation & Telecommunications	2/2/2016		Require all examinations and test of applicants under the Motor Vehicle Operator's License Act be in English	
LB691	Morfeld	Education	1/25/2016		Adopt the Teacher Education and Health Care Professions Student Grant Program Act	Neutral
LB692	Morfeld	Education	1/19/2016		Adopt the Student Online Personal Protection Act. Would prohibit the operator of an educational website from using Morfeld personally identifiable information provided by a student, student's parent or legal guardian or school from engaging in targeted advertising. It would also prohibit selling or renting the student's information or using any of the information except as specifically provided in the act. It includes language that allows use of the data in furtherance of the elementary, middle school, or high school purpose of the site.	Support
LB693	Morfeld	Judiciary	1/28/2016		Change limitation of action provisions under the Political Subdivisions Tort Claims. Would change from one year to two years the period within which a claimant must file his or herinitial claim with the clerk of the governing body. It would not change the two-year statute of limitations.	
LB694	Crawford	Gov., Military, & Veterans Affairs			Change provisions relating to exempt contracts under the Taxpayer Transparency Act	
LB709	Howard	Judiciary	1/20/2016		Provide for an alternative to detention for juveniles	
LB710	Hughes	Judiciary			Change provisions relating to hazing	Support

LB713	Stinner	Appropriations	2/2/2016	State intent relating to appropriations for the Access College Early Scholarship Program. Would appropriate \$2.8 million to be used for the Access College Early Scholarship Program to enable low income students to take dual credit classes while still attending high school.	
LB717	Groene	Revenue		Change provisions relating to the assessment and valuation of real property	
LB739	Smith	Education	2/22/2016	Eliminate certain taxing authority of learning communities. Would eliminate the common levy and the learning community levy for special building funds.	Oppose
LB752	Crawford	Education	1/25/2016	Create the Adult Career Pathways Task Force	
LB769	Garrett	Judiciary		Change provisions relating to firearms	
LB773	Stinner	Education	1/19/2016	Create the Early Childhood Workforce Development Task Force. Would create a 21 member task force to develop a report to include a description of the statewide needs for early childhood care and education professionals; the program environments and professional competencies necessary to close the achievement gap for children at risk; an evaluation of the sufficiency of current state systems to meet the needs of early childhood care and education professionals; a comprehensive statewide plan for preparation and training of early childhood care and education professionals; and any recommendations for changes in early childhood care and education programs, policies, legislation, and funding. The report would be required prior to December 1, 2017.	Support
LB781_	Schumacher	Education Appropriations	1/26/2016	Require school districts to prepare for closure of nonpublic schools. Would require that, every three years, each school district having one or more accredited nonpublic schools within its boundaries estimate the cost per student to the school district for each of the ensuing three years to absorb students enrolled in such nonpublic schools in the event the closure of such nonpublic schools. Such preparation would include (a) adding sufficient capacity to the district's physical facilities to immediately absorb such students; (b) placing in reserves sufficient funds to cover 75% of the anticipated operating costs of absorbing such students; or (c) contracting with the operating entity of each nonpublic school to have the nonpublic school continue in operation, in which case the school district would pay to the operating entity of the nonpublic school a sum equal to 10% of the cost per year of absorbing the nonpublic school's students. The state would contribute 50% of the cost incurred by the district in subsection (c) were implemented State intent relating to an appropriation to the State Department of Education for job-driven training and education. Would appropriate \$1.5 million for the purpose of implementing job driven training and education components of the federal Workforce Innovation and Opportunity Act including college and career readiness initiatives, college and career readiness curriculum alignment, support of partnerships with American Job Centers, staff development, instructional capacity, outreach, and technology.	Oppose

	1	T			1
LB814	Friesen	Transportation & Telecommunications	1/25/2016	Change a requirement for issuance of a school permit	
LB821	Larson	Business & Labor		Adopt the Workplace Privacy Act	
LB825	Davis	Revenue		Provide reporting requirements for tax-exempt property	
LB826	Davis	Education	1/26/2016	Change provisions relating to reimbursement under the Special Education Act. Under current law, the Legislature determines an amount to be appropriated for special education and NDE distributes such special education funding on a pro rata basis. This bill would require that NDE reimburse each school district for at least 80% of the total excess allowable costs for all special education programs and support	Support
LB838	Campbell	Appropriations		State intent relating to an appropriation to the State Department of Education for an educational specialist. Would appropriate funds to the Department of Education for an educational specialist to provide technical assistance on behavioral and mental health needs.	
LB851	McCollister	Gov., Military, & Veterans Affairs		Change the Taxpayer Transparency Act	
LB868	Krist	Education	2/16/2016	Require successful completion of a civics examination as a prerequisite to high school graduation. Would require that each high school student obtain a 70% on a civics test as a prerequisite to graduation. The civics test would be the civics portion of the naturalization test used by the United States Bureau of Citizenship and Immigration Services.	
LB874	Murante	Gov., Military, & Veterans Affairs	1/28/2016	Change procedures for filling vacancies on school boards. Would provide that, if a vacancy occurs on a school board, remaining board members would fill the vacancy for the Remainder of the unexpired term, regardless of when the vacancy occurs	
LB876	Murante	Gov., Military, & Veterans Affairs	1/21/2016	Authorize electronic voting devices for public bodies in public meetings	
LB881	Schilz	Natural Resources	1/28/2016	Change provisions relating to energy financing contracts	
LB882	Scheer	Education	2/9/2016	Change provisions relating to school budgeting. Under current law, a school district may exceed the budget lid by up to 1% upon a vote of 75% of the school board. This bill would limit that to the lesser of 1% or the amount necessary to meet a budgeting shortfall. It would exclude from basic allowable growth expenditures made to cash reserves. Finally, it would prohibit carryover of the unused budget authority.	Oppose
LB883	Scheer	Education	2/9/2016	Provide for foundation aid pursuant to the Tax Equity and Educational Opportunities Support Act. Would phase in foundation aid over five years starting at \$1500 per student and increasing to \$3000 per student. The bill would include a "hold harmless" provision starting at 100% and decreasing to 0%. The bill would eliminate options funding, summer school allowance, elementary site allowance, and averaging adjustment. Foundation aid would be included in the school districts' formula resources when calculating	Oppose
LB889	Mello	Revenue		Adopt the School Readiness Tax Credit Act	
	1	1		1 ^	

LB903	Baker	Education	2/22/2016	Change and eliminate provisions relating to learning communities. Would implement the superintendents' plan as it has evolved over the past several months. The bill would eliminate the common levy and restore core services dollars to ESU 3 and ESU 19. Districts within the LC would have state aid calculated independently rather than as a learning community. The bill would maintain two sets of LC levy authority for elementary learning centers (with a limitation of 10% to be used for ELC employees), early childhood education, Coordinating Council expenses, juvenile justice and attendance issues and for pilot projects. It would create an "extreme poverty adjustment" when a school district reaches the 40% free lunch level. It would allow LC districts to agree to boundary changes. It would reduce the Learning Community Coordinating Council from 18 members to 12 members by eliminating the current voting school board members. It would also eliminate the nonvoting school board members. The bill would return the LC districts to option enrollment from the current open enrollment and would grandfather transportation services through the end of the student's current level (elementary, middle or high school). It would eliminate the current priority for students who contribute to the socioeconomic diversity of enrollment. It would eliminate the requirement for diversity plans.	e Support
LB904	Baker	Education	2/22/2016	Provide for school districts to opt out of a learning community. Would permit a school district with a population of 12,000 or fewer residents to opt out of the learning community upon a majority vote of the members of the district's school board. The district would be required to rejoin the learning community when its population exceeds 12,000	Oppose
LB930	Scheer	Education	1/25/2016	Change provisions relating to statewide assessments and college admission testing as prescribed	Support
LB935	Schilz	Gov., Military, & Veterans Affairs		Change provisions relating to the Auditor of Public Accounts	
LB940	Johnson	Revenue		Adopt the Tax Stabilization Act	
LB958	Gloor	Revenue		Change provisions relating to budgets, the valuation of agricultural land, and levy limitations	Oppose
LB959	Sullivan	Educaton	2/9/2016	Change and eliminate provisions relating to school funding, budgets, and levy authority	
LB967	Kitner	Education	2/22/2016	Change learning community provisions relating to enrollment and levies. Abolishes the common levy and eliminates open enrollment	Oppose
LB992	Ebke	Gov., Military, & Veterans Affairs		Provide a restriction on installment contracts for the purchase of real or personal property by political subdivisions	
LB995	Davis	Revenue		Repeal provisions relating to the special valuation of agricultural land and provide for the agricultural value of agricultural land	
LB1002	Baker	Educaton	2/2/2016	Permit educational service unit boards to pay membership dues to associations of school boards	
LB1004	Cook	Education	2/8/2016	Change provisions relating to the Community Eligibility Provision and provide duties for the State Department of Education	
LB1017	Lindstrom	Appropriations		Eliminate a residency requirement for student interns under a grant program and transfer funds as prescribed	

2016 Legislative Summary Sheet

LB1026	Morfeld	Education	2/1/2016	Change provisions relating to education technology	
LB1044	Groene	Business & Labor		Terminate the Commission of Industrial Relations	
LB1049	Harr	Education	2/8/2016	Redefine terms to include students in virtual schools in the state aid formula	
LB1052	Harr	Education	2/2/2016	State intent relating to appropriations for the Nebraska Whole Child Project and change provisions relating to school funding	
LB1053	Harr	Appropriations		Appropriate funds to the State Department of Education	
LB1062	Krist	Education	2/16/2016	Provide for waiver of a certificate to administer as prescribed	
LB1063	Sullivan	Education	2/9/2016	Change provisions relating to state aid to schools	
LB1064	Sullivan	Education	2/1/2016	Change option enrollment and student fee provisions as prescribed	
LB1065	Sullivan	Education	2/8/2016	Change school provisions relating to the community eligibility provision	
LB1066	Sullivan	Education	2/1/2016	Change provisions relating to education	
LB1067	Sullivan	Educaton	2/22/2016	Change provisions relating to learning communities	Monitor
LB1074	Kolowski	Appropriations		Appropriate funds to the State Department of Education	
LB1078		Gov., Military, & Veterans Affairs		Provide and change certain conflict of interest statement requirements under the Nebraska Political Accountability and Disclosure Act	
LB1086	Davis	Education	2/2/2016	Change provisions relating to student self-management of asthma or anaphylaxis	
LR380C <i>A</i>	Bloomfield	General Affairs	1/25/2016	Constitutional amendment to change the distribution of state lottery proceeds. Would place on the ballot a constitutional amendment to reduce the amount of lottery proceeds paid to the Nebraska Environmental Trust from 44 1/2% to 26 1/2%; to reduce the amount paid to the Nebraska State Fair from 10% to 7 1/2%; to increase the amount used for education from 44 1/2% to 65%.	Support

EDUCATION COMMITTEE Hearing Schedule 2016

*subject to change

Tuesday, January 19

LB 734 (Watermeier) Change residency provisions relating to Nebraska National Guard members for college tuition purposes

LB 773 (Stinner) Create the Early Childhood Workforce Development Task Force

LB 692 (Morfeld) Adopt the Student Online Personal Protection Act

LB 726 (Sullivan) Require information relating to federal student loans as prescribed

Monday, January 25

LB 691 (Morfeld) Adopt the Teacher Education and Health Care Professions Student Grant Program Act

LB 752 (Crawford) Create the Adult Career Pathways Task Force

LB 906 (Lindstrom) Adopt the Law Enforcement Education Act authorizing tuition waivers

LB 930 (Scheer) Change provisions relating to statewide assessments and college admission testing as prescribed

Tuesday, January 26

APPT Stan Carpenter – Nebraska Educational Telecommunications Commission

LB 781 (Schumacher) Require school districts to prepare for closure of nonpublic schools

LB 826 (Davis) Change provisions relating to reimbursement under the Special Education Act

Monday, February 1

LB 1026 (Morfeld) Change provisions relating to education technology

LB 1064 (Sullivan) Change option enrollment and student fee provisions as prescribed

LB 1066 (Sullivan) Change provisions relating to education

<u>Tuesday, February 2</u>

LB 1086 (Davis) Change provisions relating to student self-management of asthma or anaphylaxis

LB 1052 (Harr) State intent relating to appropriations for the Nebraska Whole Child Project and change provisions relating to school funding

LB 1002 (Baker) Permit educational service unit boards to pay membership dues to associations of school boards

Monday, February 8

LB 1049 (Harr) Redefine terms to include students in virtual schools in the state aid formula

LB 1004 (Cook) Change provisions relating to the Community Eligibility Provision and provide duties for the State Department of Education

LB 1065 (Sullivan) Change school provisions relating to the community eligibility provision

Tuesday, February 9

LB 959 (Sullivan) Change and eliminate provisions relating to school funding, budgets, and levy authority

LB 882 (Scheer) Change provisions relating to school budgeting

LB 883 (Scheer) Provide for foundation aid pursuant to the Tax Equity and Educational Opportunities Support Act

LB 1063 (Sullivan) Change provisions relating to state aid to schools

Tuesday, February 16

APPT Charles Ward, Board of Educational Lands and Funds

LB 868 (Krist) Require successful completion of a civics examination as a prerequisite to high school graduation

LB 1062 (Krist) Provide for waiver of a certificate to administer as prescribed

Monday, February 22

LB 1067 (Sullivan) Change provisions relating to learning communities

LB 903 (Baker) Change and eliminate provisions relating to learning communities

LB 904 (Baker) Provide for school districts to opt out of a learning community

LB 739 (Smith) Eliminate certain taxing authority of learning communities

LB 967 (Kintner) Change learning community provisions relating to enrollment and levies

Tuesday, February 23

EXECUTIVE SESSION

Monday, February 29

EXECUTIVE SESSION

Tuesday, March 1

EXECUTIVE SESSION

AGENDA ITEM:	Selective Abandonment Report & Program Study—Ombudsman Continuation					
MEETING DATE:	February 1, 2016					
DEPARTMENT:	Multiple Departments					
TITLE & BRIEF DESCRIPTION:		Ionment Report & Program Study—Ombudsman Continuation: A report eas studied for possible reduction or modification.				
ACTION DESIRED:	Approval	Discussion Information Onlyx				
BACKGROUND:	Pursuant to provisions in its Strategic Plan, the District has engaged in a process of reviewing existing programs and services for possible reductions or modifications. The process is being referred to as the Selective Abandonment Process.					
	One of the programs or services studied in the Selective Abandonment Process was the one noted in the Title above. For additional information, see the attached Report.					
OPTIONS AND ALTERNATIVES:	n/a					
RECOMMENDATION:	n/a					
STRATEGIC PLAN REFERENCE:	Parameter:	No existing program, course, and/or service will be maintained unless it: - meets a clearly demonstrated mission-related need and - survives a cost-benefit analysis and periodic evaluation.				
IMPLICATIONS OF ADOPTION/REJECTION:	n/a					
TIMELINE:	n/a					
RESPONSIBLE PERSON:	Mark Feldhausen (Assoc. Supt. Ed Services) and the Executive Committee					
SUPERINTENDENT'S APPROVAL:	Jin	Suff.				

MILLARD PUBLIC SCHOOLS

STUDY REPORT

Ombudsman Continuation

(February, 2016)

I. INTRODUCTION

A. Planning & Budgeting

For over 25 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

Although most of the action plans from the strategic planning process result in additions to the District's existing programs and services, one of the strategic planning parameters provides that:

No existing program, course, and/or service will be maintained unless it:

- meets a clearly demonstrated mission-related need and
- survives a cost-benefit analysis and periodic evaluation.

During the District's rapid growth days, the energies of school personnel were focused on the unrelenting challenges created by enrollment growth (e.g., conducting bond issues, constructing new buildings, modifying attendance boundaries, etc.). As a result, very few of the existing programs, courses, and services provided by the District during that period of time were studied for possible modifications or reductions.

Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property taxes are the largest single source of revenue for the District, the stagnation of property values translated into budgeting challenges for the District as well. (For more information, see "FINANCIAL OVERVIEW" attached hereto as Exhibit #1.)

The continuing (but slowing) growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the "selective abandonment process." The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study or has subsequently been added.

B. Abstract of Study

The purpose of this study is to examine the impact, if any, the District would experience if it were to terminate the Ombudsman program.

II. FACTS

A. Courses/Program Description:

Ombudsman is a contracted services off-campus program that provides expelled students, students suspended for ten (10) school days or more, and/or students who have discontinued their enrollment without completing the District's graduation requirements, with opportunities that might allow them to acquire sufficient credits so as to stay on track for graduation. Ombudsman also provides night school services. The program offers 60 student slots, 30 in the a.m. and 30 in the p.m. Night school slots are created by adjusting the 60 and their am/pm utilization. Notification of program continuance is needed by March 30th of each year.

B. Enrollment

Enrollment in Ombudsman began in the second semester of 2009-2010. The chart below divides the yearly enrollments into the categories of Long-Term Suspension, Expulsion, Restart (students who have withdrawn from school and are unable/unwilling to re-enroll in a traditional high school, Special Circumstances (Student Services determined), and Mandatory Reassignments.

	09-10 (2nd Sem. Only)	10-11	11-12	12-13	13-14	14-15	15-16 (1st Sem. Only)	Total
LT Susp.	67	122	106	121	117	103	59	695
Expulsion	48	73	57	67	61	53	27	386
Restart	11	24	31	32	25	32	13	168
Spec. Circ.	2	7	8	6	11	10	11	55
Reassign	2	0	0	0	0	0	1	3
Total	130	226	202	226	214	198	111	1307
Credits Earned	N/A	N/A	N/A	2,895	3,055	2,595	1,170	9,715
Students Graduate from Program	2	7	3	6	5	9	5	37

Night School utilizes Ombudsman slots so that over two evenings a week for 15 weeks each semester 22 students per evening are taking Night School high school credit. This amounts to 88 students per year.

C. Staffing

Facility, staffing, and online curriculum are provided under the contract.

D. Ancillary Costs

District support and coordination is provided by personnel in Educational Services. Student placement is facilitated by Student Services.

E. Education Continuity Impact

As a result of the educational continuity provided by this program students have been able to continue their education in a manner that allowed 37 of them to graduate on time. Others have been able to return to school and finish their graduation requirements. As a result of the program students have earned 9,715 transferrable credits over the last 3.5 years.

III. RECOMMENDATION(S)

The Administration makes the following recommendations:

- 1. That the three year contract with Ombudsman Educational Services, Ltd. not be renewed,
- 2. That a one year extension of the contract at the same cost as 2015-2016 be signed, and
- 3. That the following be reviewed during the first semester of 2016-2017 for final disposition:
 - a. policy and rule be reviewed relative to programming options for expelled and long-term suspended students,
 - b. provisions for such students be reduced so that expelled students only receive programming for educational continuity through a mechanism that incorporates the use of independent online learning at a location to be determined,
 - c. restart students would be referred to Horizon High School or some other program location as yet to be determined, and
 - d. Night School be reconfigured in a manner consistent with needs and the District's ability to provide.

IV. FISCAL NOTE

Impact on Budget:

- The Ombudsman program is in its third year of a three year contract with Ombudsman Educational Services, Ltd. in the amount of \$472,680 for the current fiscal year. A one year extension has been offered under the current contract's conditions at the 2016FY costs.
- A number of options are being considered by which educational continuity might be provided these students. The following are examples:
 - Expelled Students: Using last years total number of expulsions of 48 (or 24 per semester) provide licenses for online access to curriculum/courses.

\$ 15,600

Odysseyware costs are \$800 per license. Expenses for expelled students would approximate:

Costs for Licenses \$ 19,200Cost for teacher's after school contract

(four days / week, 2 hrs./day).

- Night School: Using last years total number of Night School students of 88
 (22 each semester/Monday & Tuesday evenings), each high school could offer a
 Night School program after school for 2 hours one day per week, each semester
 while utilizing Odysseyware licenses. Utilizing current licenses and those noted
 above, the additional cost would be for one teacher at each site (30 nights/4
 teachers/\$31.25 per hour)
 \$ 7,500
- Use \$30,000 of savings to support other alternative education needs including staffing and resilience education program for at-risk youth (e.g., Why Try program costs \$25,000 per year).
- The resulting savings would equal approximately \$400,000.

Another option would replicate the existing program in part at an off campus site and only result in a savings of approximately \$200,000.

Other options are dependent upon the implementation of the One-to-One Initiative at the high schools.

Finally, Ombudsman is open to a contract with fewer seats/slots and a reduced program scope.

V. DISCUSSION

Impact on Students:

- Educational continuity would be limited for suspended and expelled students to those adjustments described above. Number of high school credits achieved would decrease.
- Short-term and long-term suspension students would need to be provided assignments as if they were an excused absence with assignments being provided in keeping with Rule 6235.1.
- A Restart Program for dropouts would need to be restructured and utilize Horizon High School and online resources such as Odysseyware.
- Night School would return to being a student pay program as authorized within District Policy/Rule 6750.1 or could be accommodated by providing program options as described elsewhere in this report.
- Expelled students would receive programming for educational continuity through a
 mechanism that incorporates the use of independent online learning, e.g. Odysseyware
 accounts. Support for expelled students would be provided in an after school

- environment at a site to be determined (i.e., Horizon). Access to online programs would be the responsibility of the expelled student.
- The presence of Ombudsman has resulted in an increase in suspensions and expulsions, especially the use of 10 day suspensions so students have the opportunity to attend the center.
- Initially, there would be no Restart Program. Students who have not yet attained the age
 of 21 may re-enroll in their home high school or attend Horizon High School and enroll in
 the Credit Recovery Program.

Impact on Buildings and Student Services:

- Special placement at Ombudsman, as determined by Student Services and the Office of Secondary Education, for special circumstances would no longer be an option.
- Long-term suspensions and associated instructional continuity would be the responsibility of the school and teachers.

What do other Districts Do?

Lincoln:

Use a separate Middle and High program for expelled students. They are housed in the same location but the APEX coursework is different. If a Senior is expelled they may work with the teachers to attain grad requirements depending on the timing of the expulsion. APEX focuses on the core classes only. Long Term suspended students go home and are provided work by staff.

Both LT and EX students go through a "Why Try" curriculum social emotional and behavioral modification. Each student must also complete a transition plan back into the school.

Gretna:

- 1. Gretna uses Metro Intervention Center, JJC or have students attend school for part of the days to make sure work completion and instruction continues.
- 2. We provide the coursework so students remain on track in each class.
- 3. Occasionally, a student will be required to get counseling depending on the reason for the LTS or Ex. Gretna will pay for this counseling if parents cannot afford to pay. All students are required to have the work completed or in school suspension is provided until the student is caught up.

Bellevue & Papillion:

1. Where are you currently having your LT & EX student go when they are out of school? (i.e Home, Boys Town, and external program like Ombudsman)

If ticketed on a 5+day recommend for expulsion, they may be reassigned to SCEP or brought back on contract to the school/or night school only. We normally do not do LT suspensions over 5 days.

2. For LT/EX students, do you provide alternative coursework or do current teachers provide work to be completed?

We provide homework for the 5 days they are OSS. If reassigned to SCEP, they work on APEX.

3. Do you require any behavior remediation for any students who are LT or EX? (i.e. behavior counseling, behavior literature and work completion)

Depends on student and situation but nothing universal.

Elkhorn:

1. Where are you currently having your LT & EX student go when they are out of school? (i.e Home, Boys Town, and external program like Ombudsman)

Metro Intervention Center, home school with online classes or correspondence with ESHS for longer suspensions

- 2. For LT/EX students, do you provide alternative coursework or do current teachers provide work to be completed? *MIC does ESHS curriculum*
- 3. Do you require any behavior remediation for any students who are LT or EX? (i.e. behavior counseling, behavior literature and work completion)

 No

Springfield:

We have very few long term suspensions, but would like to utilize the new Boys Town Intervention Program if/when that happens. We have not had an opportunity to try it this year. If a student is only suspended for 1 to 5 days, we try to do in school suspension. With iPads and Schoology, we can continue working with students to keep up with their coursework during in school suspension or from their home.

Expelled students go to SCEP and they have an online academic program.

We have only required a drug and alcohol evaluation if that was the infraction that caused the discipline. For suspended students we do require that all work be completed and up to date before they resume attending classes.

In terms of keeping suspended students caught up, a lot depends on where we are in the school year and whether or not they have an IEP

Council Bluffs:

We have very few long term suspensions, but would like to utilize the new Boys Town Intervention Program if/when that happens. We have not had an opportunity to try it this year. If a student is only suspended for 1 to 5 days, we try to do in school suspension

With iPads and Schoology, we can continue working with students to keep up with their coursework during in school suspension or from their home.

Expelled students go to SCEP and they have an online academic program.

We have only required a drug and alcohol evaluation if that was the infraction that caused the discipline. For suspended students we do require that all work be completed and up to date before they resume attending classes.

In terms of keeping suspended students caught up, a lot depends on where we are in the school year and whether or not they have an IEP

Bennington:

Students out of school suspended both short and long term are at home. If they are expelled they are at home as well.

If students are short or long term suspended, they are responsible for contacting teachers via email to get work assigned. They have one day for each day suspended to complete work for full credit. If they are in need of tutoring or help, we will set up a school tutor to meet with the child at the district office.

Depending where they are at academically, we may move them into Odysseyware if needed. If they are expelled, they are set up with a staff member to educate them at the district office. The time, day, and frequency are determined by the student, staff member, and principal.

No formal behavior remediation is provided. We do offer Arbor Family, as well as drug and alcohol counseling if the child will attend. At times I will amend the suspension of a student if he or she is willing to do research, write reports, or provide a demonstration congruent with the infraction for his or her consequences.

Ralston:

1. Where are you currently having your LT & EX student go when they are out of school? (i.e Home, Boys Town, and external program like Ombudsman)

WE have done some LT students attend our alternative school to work on A+ credit recovery. Others, depending on behavior, we have brought in a teacher to do 1:1 course work at our admin office. These can be either LT or EX. For significant violations on expelled students we have paid for Triage (ReConnect) program run by Lavonn Stennis Williams located at the Center Mall. We have also offered D2 center as an option for credit recovery, but more as a support, not an educational placement.

2. For LT/EX students, do you provide alternative coursework or do current teachers provide work to be completed?

Triage (ReConnect Inc.) requires that we provide curriculum.

Do you require any behavior remediation for any students who are LT or EX? (i.e. behavior counseling, behavior literature and work completion)
 Also nothing universal.

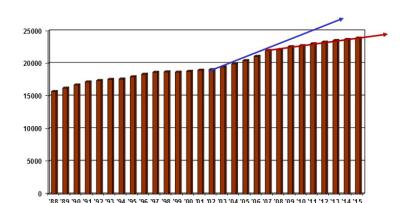
FINANCIAL OVERVIEW

Student Enrollment

The student enrollment in the District continues to grow, but the growth has moderated from the rapid pace of the past. (See Chart 1.)

Chart 1
PK-12 STUDENT ENROLLMENT

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



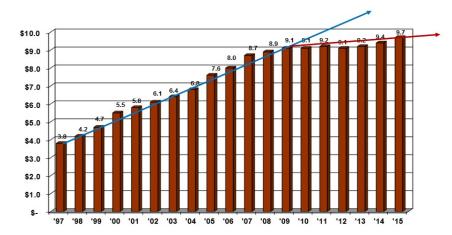
Tax Levies & Property Values

The State of Nebraska has a statutory "levy lid" that provides a maximum property tax levy that school districts are permitted to adopt (without a special election). The District is currently levying at that maximum.

In the past, when the property values in the District were growing rapidly, a fixed tax rate continued to provide the District with increased revenue each year. Recently, however, the property values have "flattened." (See, Chart 2.) This has resulted in "flattened" revenue for the District as well.

Chart 2 ASSESSED VALUE

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



State Aid

The Nebraska Legislature changes the state aid formula on an almost annual basis. The most recent major changes made in the formula affects the District in two ways (both negative). First there will be an elimination of the Instructional Time Allowance. Second, there will be the elimination of the Teacher Education Allowance. The total amount that Millard receives for these allowances is \$5.6 million. The allowances were phased out over two years, so half was lost in the FYE16 state aid and the remainder was lost in the FYE17.

Based upon the information above, it would be easy to conclude that the District will be losing about \$5.6m in state aid due to the phase-out of the two allowances.¹ This conclusion, however, would not be entirely correct. Under the workings of the state aid formula, when an allowance is removed, the amount of money previously distributed through that allowance is thrown back into the "pot" of money that funds the statewide formula.

To make a long story short, the net loss the District expects as a result of the elimination of the Teacher Education Allowance and the Instructional Time Allowance is about \$4.0 million (i.e., \$2.0 million in FYE16 and the other \$2.0 million in FYE17.

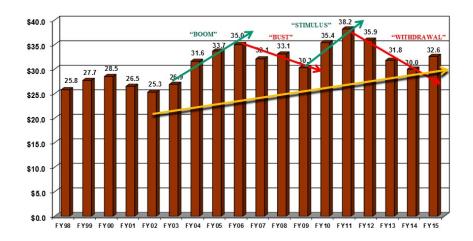
¹ The total amount of the "allowances" is about \$11.2 million. However, one-half of that amount is paid out as "aid" which is considered as a "resource." It appears confusing when the formula is presented in words only, but the net result is that the District receives about half of the \$11.2 million – i.e., \$5.6 million.

Notwithstanding the above reductions in state aid, there are some increases in the formula that the District expects to provide some offset to the losses.

In early January, 2016 the Nebraska Department of Education (NDE) distributed its first "run" of the state aid formula for FYE17. This information assumed that the existing state aid formula would not be changed by the Legislature. This first "run" indicated that state aid to the Millard Public Schools will be decreased by about \$200,000 from what it was in the previous year. This decrease was related to: (1) the elimination of the Instructional Time Allowance, (2) the elimination of the Teacher Education Allowance, and (3) the slowing of the growth of student enrollment.²

CASH RESERVE

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



Cash Reserve

The year-end cash reserve is one of the better ways of evaluating the financial health of a school district when there are multiple changes occurring at the same time.

The cash reserve for the school district has been on a seesaw in the past few years. (See Chart 3.) When the real estate values declined and the "great recession" began, the District's cash reserve went down with

² There is a provision in the state aid formula that provides increased state aid for school districts that are expected to increase their enrollment by 1% or more in the coming school year. Millard's enrollment growth has slipped under that threshold in recent years.

it.³ When the stimulus moneys came into play, the cash reserve increased. When the stimulus moneys ceased (and the supplanted state aid was not replaced), the cash reserve returned to its downward trend.

The District has a Board Rule that provides for a budgeted year-end cash reserve of between 4% and $16\%^4$ of the budget of expenditures. The District's practice has been to keep the reserve at or near the high end of the range in order to avoid having to borrow funds⁵ during the year to meet its cash flow needs. During the past fiscal year, the year-end cash reserve required (at the end of one year) to meet its cash-flow needs (in the following year) was about 15%. The precise percentage needed for a year-end cash reserve will vary from year to year, but it will generally fall within 13%-16% range. If the District's year-end cash reserve falls below that level, there will be times during the following year when the District will need to borrow money for its general fund in order to meet its payroll and other expenses. The money borrowed would be repaid when property tax receipts arrived later in the year.

³ The reason for the decline in the reserve was related primarily to the fixed tax levy combined with the continued increase in operating expenses. Property taxes are the largest revenue source for the District.

⁴ In informal discussions with other larger districts, it appears that Millard's practices are consistent with those of the larger schools. The smaller, rural schools often carry a higher cash reserve since they receive little state aid (which comes in monthly payments) and are more reliant on property taxes (which mostly come in two big payments during the year). Further, state statutes provide caps on budgeted cash reserves. For large schools the cap is 20%. For the smallest schools it's 50%.

⁵ The District has the statutory authority to do inter-fund borrowing. So, if needed, the General Fund could temporarily borrow funds from the Building Fund (or other District funds).

AGENDA SUMMARY SHEET

AGENDA ITEM: Selective Abandonment Report – Middle School Football

MEETING DATE: February 1, 2016

DEPARTMENT: Activities/Athletics & External Affairs

TITLE & BRIEF DESCRIPTION: Selective Abandonment Report – Middle School Football. A report on

one of the areas studied for possible reduction or modification.

ACTION DESIRED: Information Only

BACKGROUND: Pursuant to provisions in its Strategic Plan, the District has engaged in

> a process of reviewing existing programs and services for possible reductions or modifications. The process is being referred to as the Selective Abandonment Process. One of the programs or services studied in the Selective Abandonment Process was the one noted in the

Title above. For additional information, see the attached Report.

OPTIONS AND

ALTERNATIVES: n/a

RECOMMENDATION: n/a

RESPONSIBLE PERSON: Nolan Beyer (Director Activities/Athletics & External Affairs) and

the Executive Committee.

SUPERINTENDENT'S APPROVAL:

Jin Dutter

MILLARD PUBLIC SCHOOLS

Selective Abandonment Study Re: Middle School Football

(February, 2016)

I. INTRODUCTION

A. Planning & Budgeting

For over 25 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

Although most of the action plans from the strategic planning process result in additions to the District's existing programs and services, one of the strategic planning parameters provides that:

No existing program, course, and/or service will be maintained unless it:

- meets a clearly demonstrated mission-related need and
- survives a cost-benefit analysis and periodic evaluation.

During the District's rapid growth days, the energies of school personnel were focused on the unrelenting challenges created by enrollment growth (e.g., conducting bond issues, constructing new buildings, modifying attendance boundaries, etc.). As a result, very few of the existing programs, courses, and services provided by the District during that period of time were studied for possible modifications or reductions.

Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property taxes are the largest single source of revenue for the District, the stagnation of property values

translated into budgeting challenges for the District as well. (For more information, see "FINANCIAL OVERVIEW" attached hereto as Exhibit #1.)

The continuing growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the "selective abandonment process." The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Study Abstract

In the 2014-2015 school year, middle school football was identified as an area to be studied in the current school year. The following is a summary of facts and a recommendation for the Millard Public Schools Middle School Football Program.

II. FACTS

A. Presentation of Facts

Summary of Overall Costs

The following chart is an overall summary of both the cost and income associated with middle school football. (The information used to complete the chart can be found in the charts below the summary.)

Building Costs (total for all buildings)	Transportation Costs	\$ 3,561.11
	Equipment Costs	\$16,287.33
	Officials Costs	\$ 4,429.99
	Other Expenses	\$ 3,192.13
District Cost Totals	Coaching Stipends	\$31,783.33

Total Cost		\$59,253.89
Total Income	Participation Fees	\$16,210.00
Net Cost Per Year		\$43,043.89

Breakdown of Building Costs

Each building submitted the costs associated with middle school football for three years. The three-year averages can be found below.

Building Costs				
School	Transportatio n (3 year average)	Equipment (3 year average)	Officials (3 year average)	Other Expenses (3 year average)
Andersen	\$692.16	\$2,343.67	\$563.33	\$611.33
Beadle	\$631.33	\$1,780.11	\$785.00	\$1,157.75
Central	\$572.50	\$4,793.30	\$510.00	\$0.00
Kiewit	\$191.37	\$2,084.27	\$963.33	\$235.06
North	\$780.00	\$1,814.48	\$900.00	\$1,000.00
Russell	\$693.75	\$3,471.50	\$708.33	\$187.99
Total Building Cost	\$3,561.11	\$16,287.33	\$4,429.99	\$3,192.13

Breakdown of District Costs

The District provides a stipends for middle school football coaches as determined by the negotiated agreement. The stipend amounts for three years are included and averaged below.

District Costs			
Year	Stipend amount	# of Stipends	Total Cost
2012-13	\$1,800.00	17	\$30,600.00
2013-14	\$1,850.00	17	\$31,450.00
2014-15	\$1,850.00	18	\$33,300.00
3 year Average	\$1,833.33		\$31,783.33

Breakdown of Income

Each student is charged a participation fee per Rule 6750.1. The associated fees for three years are included below along with the number of students participating each year by school and the total fees collected.

Participation Fee By Year		
2012-2013	\$40.00	
2013-2014	\$45.00	
2014-2015	\$45.00	
3 year Average	\$43.33	

Football Participation Numbers By School and Year				
	2012-13	2013-14	2014-15	
Andersen Middle	59	55	44	
Beadle Middle	59	47	59	
Central Middle	63	68	69	
Kiewit Middle	70	69	75	
North Middle	66	77	67	
Russell Middle	55	58	62	
District Wide Total	372	374	376	

Football Participation Fees Collected				
	2012-13	2013-14	2014-15	
Andersen Middle	\$2,360	\$2,475	\$1,980	
Beadle Middle	\$2,360	\$2,115	\$2,655	
Central Middle	\$2,520	\$3,060	\$3,105	
Kiewit Middle	\$2,800	\$3,105	\$3,375	
North Middle	\$2,640	\$3,465	\$3,015	
Russell Middle	\$2,200	\$2,610	\$2,790	
District Wide Total	\$14,880	\$16,830	\$16,920	

B. Additional Information Regarding Middle School Football in the Metro Area

The schools in the Learning Community were surveyed in regards to whether or not they offer tackle football. Each school does currently offer middle school tackle football.

Learning Community School	Offer Middle School Tackle Football
Bellevue Public Schools	Yes
Bennington Public Schools	Yes
DC West Schools	Yes
Elkhorn Public Schools	Yes
Gretna Public Schools	Yes
Omaha Public Schools	Yes
Papillion La Vista Community Schools	Yes
Ralston Public Schools	Yes
Springfield Platteview Community Schools	Yes

Note: Lincoln Public Schools is the only district known in the state not to offer middle school tackle football if enrollment allows.

Learning Community School	Middle School Football Fee
Bellevue Public Schools	No Fee
Bennington Public Schools	No Fee
DC West Schools	\$30. annual (covers all sports)
Elkhorn Public Schools	\$30. annual (covers all sports)
Gretna Public Schools	No Fee
Millard Public Schools	\$45. football only
Omaha Public Schools	\$15. annual (covers all sports)
Papillion La Vista Community Schools	No Fee
Ralston Public Schools	\$20. annual (covers all sports)
Springfield Platteview Community Schools	No Fee
Westside Community Schools	\$25. annual (covers all sports)

III. RECOMMENDATIONS

A. Description of Proposed Change(s), if any

The Administration makes the following recommendation:

- 1. That no changes be made to the current Middle School Football Program.
- 2. That through the program budgeting progress we determine potential reductions in high school reserve and freshman B levels of play.
- 3. That through the program budgeting process we examine the overall fee structure associated with athletic participation to potentially increase building level revenue.

B. Proposal Impacts

Impact on Students

- Over 370 students participate annually in the middle school football program, more than any other middle school sport with the exception of track.
- Our middle school program provides a cost-effective alternative, or additional option, to club programs for students interested in the sport.
- Students we have studied in the Millard Public Schools who are involved in extracurricular activities consistently have higher grade point averages (GPA) than those not involved in extracurricular activities.

IV. FISCAL NOTE

There would be no financial impact because there would be no change to the middle school football program.

V. RATIONALE FOR RECOMMENDATION

Three years ago the middle school football program underwent changes based on revisions to Rule 10. The number of games increased from four to six providing more opportunity for students with little financial impact to the District.

The current middle school football program attracts a large number of students each year-second only to track. Our middle school students frequently go on to compete at the high school level where Millard has a highly competitive and successful program.

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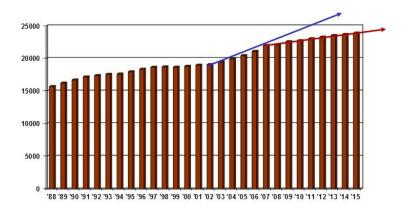
EXHIBIT #1 FINANCIAL OVERVIEW

Student Enrollment

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Chart 1
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[Source: Fall Enrollment Report - Last Friday in September]



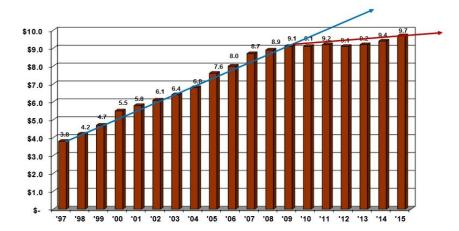
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State Aid

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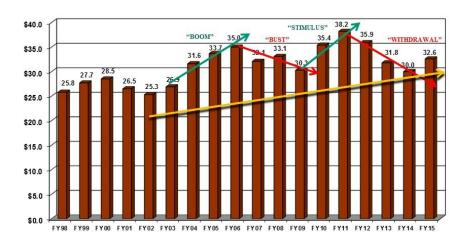
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AGENDA SUMMARY SHEET

AGENDA ITEM:	Selective Aban	donment & Program Review Report – District Teacher-Leader Positions		
MEETING DATE:	February 1, 2016			
DEPARTMENT:	Multiple Departments			
TITLE & BRIEF DESCRIPTION:		donment Report – District Teacher-Leader Positions: A report on one of thor possible reduction or modification.		
ACTION DESIRED:	Approval	Discussion Information Onlyx		
BACKGROUND:	reviewing exist	ovisions in its Strategic Plan, the District has engaged in a process of ting programs and services for possible reductions or modifications. The g referred to as the Selective Abandonment Process.		
		grams or services studied in the Selective Abandonment Process was the one tle above. For additional information, see the attached Report.		
OPTIONS AND ALTERNATIVES:	n/a			
RECOMMENDATION:	n/a			
STRATEGIC PLAN REFERENCE:	Parameter:	No existing program, course, and/or service will be maintained unless it - meets a clearly demonstrated mission-related need and - survives a cost-benefit analysis and periodic evaluation.		
IMPLICATIONS OF ADOPTION/REJECTION:	n/a			
TIMELINE:	n/a			
RESPONSIBLE PERSON:		-Mills, Nolan Beyer, Kevin Chick, Dr. Mark Feldhausen, Ken Fossen, ston, and Rebecca Kleeman		
SUPERINTENDENT'S APPROVAL:		Jin Duffir		

MILLARD PUBLIC SCHOOLS

Teacher Leader Position Study

(February 2016)

I. INTRODUCTION

A. Planning & Budgeting

For over 26 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

Although most of the action plans from the strategic planning process result in additions to the District's existing programs and services, one of the strategic planning parameters provides that:

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During the District's rapid growth days, the energies of school personnel were focused on the unrelenting challenges created by enrollment growth (e.g., conducting bond issues, constructing new buildings, modifying attendance boundaries, etc.). As a result, very few of the existing programs, courses, and services provided by the District during that period of time were studied for possible modifications or reductions.

Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property taxes are the largest single source of revenue for the District, the stagnation of property values translated into budgeting challenges for the District as well. (For more information, see "FINANCIAL OVERVIEW" attached hereto as Exhibit #1.)

The continuing (but slowing) growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the "selective abandonment process." The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Abstract of Study

The 2nd year of this DLL qualitative study examines the different roles of District teacher leaders and the potential for reducing and/or redesigning roles to save budget.

Study Actions

- 1) Reviewed current job descriptions and determined if changes need to be made to job descriptions based on current roles. (Exhibit #2)
- 2) Conducted survey with Benchmark School Districts to determine FTE and description of FTE allotted for district support.
- 3) Reviewed the proposed qualitative study with Superintendent on 11/10/2015 and with the Executive Cabinet on 11/16/15.
- 4) Facilitated two different informational meeting with district level leaders (DLL) and direct supervisors to explain the purpose of this Selective Abandonment Study and to explain the process of the surveys.
- 5) Reviewed survey results, determined themes and created recommendations with supervisors of the DLL supervisors. This group included Kevin Chick, Dr. Mark Feldhausen, Dr. Kent Kingston, and Dr. Kim Saum-Mills.

II. FACTS

- A. In 2015-2016 there are 32 District teacher leader positions: Special Education Program Facilitators, Interventionists, Facilitators, Technology Staff Developer, and District Department Heads.
- B. In 2014-2015 there were 34 District teacher leader positions. Two District teacher leaders retired at the end of 2014-2015 and these two positions were not filled. Two departments reorganized to accommodate the loss of FTE.
- C. In 2014-2015 the District Department Head for Music was a classroom teaching position that had a reduced teaching load and received an additional stipend. The person who filled this role for a couple decades retired at the end of 2014-2015. The responsibilities of this position was absorbed by Secondary Education team members and the stipend was cut.
- D. In 2014-2015 the person who filled the non-administrative Grant Coordinator retired and the duties of her position was absorbed by a professional technical position in Educational Services.
- E. District teacher leaders were asked to review 4 consecutive weeks of their schedules during October November and to list the major tasks they were involved in during those 4 weeks. Based on 100% of their time each week over 4 consecutive weeks, they answered 10 questions so their answers added up to 100%. The average response from the 32 District teacher leaders is listed on the next page.

	131
% of my time is spent in meetings with district administrators.	9%
% of my time is spent in meetings with building administrators or school teams.	9%
% of my time is spent in meetings with other district teacher leaders.	10%
% of my time is spent prepping for meetings / professional development that I facilitate.	12%
% of my time is spent facilitating meetings / professional development.	11%
% of my time is spent working on reports / email / other administrative tasks.	13%
% of my time is spent in classrooms assisting staff. (e.g. instructional coaching, modeling, etc.)	12%
% of my time is spent on learning a new skill.	7%
% of my time is spent traveling.	4%
% of my time is spent on other.	13%

III. RECOMMENDATION(S)

- A. By December 2017, the District teacher leader supervisors of Technology, Educational Services & Leadership & Learning should make recommendations for revised job descriptions of current District teacher leaders to include more digital learning support.
- B. By December 2016, the District teacher leader supervisors of Student Services and Educational Services should make recommendations for revised job descriptions of current District teacher leaders to include more RtI+I Behavior support.
- C. By August 2016, all District teacher leader supervisors should analyze their system processes and meeting structures to create opportunities for District teacher leaders to spend less time in meetings, less time doing clerical work and more time in classrooms. This restructure should include more clerical responsibilities being placed with classified support staff. This process should be a consultative process with the supervisors getting input from District teacher leaders. The revised system processes and meeting structures should be approved by the Executive Director or Associate Superintendent supervising each department.
- D. As District teacher leader positions become open based on staff movement or retirements, administration may consider not filling positions.

IV. FISCAL NOTES

A. \$82,906.33 is the approximate salary and benefits of a District teacher leader with 20 extra contract days.

V. DISCUSSION

- A. District teacher leaders provide an array of job responsibilities to the District including but not limited to the following:
 - 1. Facilitates curriculum development cycle and instructional support.
 - 2. Develops and facilitates certificated and hourly staff development and new staff orientation.
 - 3. Provides instructional coaching to all staff and intensive support to those struggling.
 - 4. Facilitates site planning process.
 - 5. Facilitates assessment program.
 - 6. Assists staff with the implementation of the RtI+I model.
 - 7. Serves on committee to evaluate textbooks, instruction, assessments, staff evaluation, etc.
 - 8. Supports District website, database, software, apps, and other digital learning.
 - 9. Serves as a liaison for District administration to building staff, parents, and vendors.
- B. It was determined after an analysis of the Benchmark Survey responses that there are several differences between what each district considered an administrator and a district level leader. Due to these discrepancies, the Benchmark Survey responses are not helpful in comparing the number of District teacher leaders or District administrators.
- C. There were three themes that emerged from the District teacher leaders and supervisors' responses of this qualitative District teacher leader study.

Theme One - Digital Learning is seen as a needed increased responsibility of District teacher leaders from Technology, Educational Services and Leadership & Learning. In January 2017, high schools will be 1:1 and in August 2018, middle schools will be 1:1. Based on the digital learning changes happening in education, it was determined that current District teacher leader job descriptions could be adjusted to include a great role of support for digital learning and our classroom teachers.

Theme Two - Student Behavior is seen as a needed increased responsibility of District teacher leaders from Educational Services and Student Services. Based on the following planned changes, it was determined that current District teacher leader job descriptions could be adjusted to include student behavior support. Beginning in January 2016 through May 2017 there is additional planned professional development for administrators, psychologists, counselors, social workers and teachers in the area of RtI+I Behavior. In January 2016, MPS contracted with Boys Town to support buildings with non-verified special education student temporary behavior placement. In 2016-2017, anticipated changes will be made to academic interventions and assessments.

Theme Three - The third theme was a request for more clerical support (data entry, inventory, etc.) and less time in meetings so our District teacher leaders are able to focus on getting into the classroom more frequently to better support teachers.

D. Impact on Organization:

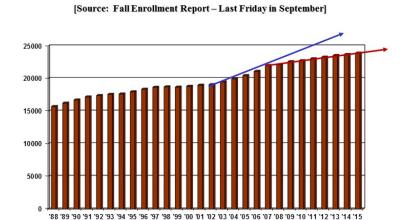
Allowing direct supervisors of District teacher leaders to adjust job descriptions and to determine system processes to provide for more support in the classrooms should be on-going and determined by District needs. The consultative leadership style will allow for input from District teacher leaders.

Exhibit #1 - FINANCIAL OVERVIEW

Student Enrollment

The student enrollment in the District continues to grow, but the growth has moderated from the rapid pace of the past. (See Chart 1.)

Chart 1
PK-12 STUDENT ENROLLMENT



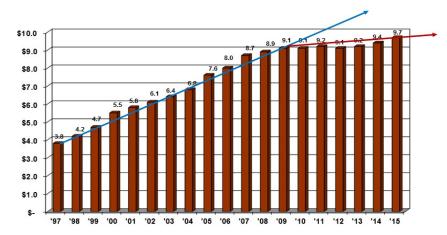
Tax Levies & Property Values

The State of Nebraska has a statutory "levy lid" that provides a maximum property tax levy that school districts are permitted to adopt (without a special election). The District is currently levying at that maximum.

In the past, when the property values in the District were growing rapidly, a fixed tax rate continued to provide the District with increased revenue each year. Recently, however, the property values have "flattened." (See, Chart 2.) This has resulted in "flattened" revenue for the District as well.

Chart 2 ASSESSED VALUE

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



State Aid

The Nebraska Legislature changes the state aid formula on an almost annual basis. The most recent major changes made in the formula affects the District in two ways (both negative). First there will be an elimination of the Instructional Time Allowance. Second, there will be the elimination of the Teacher Education Allowance. The total amount that Millard receives for these allowances is \$5.6 million. The allowances were phased out over two years, so half was lost in the FYE16 state aid and the remainder was lost in the FYE17.

Based upon the information above, it would be easy to conclude that the District will be losing about \$5.6m in state aid due to the phase-out of the two allowances.¹ This conclusion, however, would not be entirely correct. Under the workings of the state aid formula, when an allowance is removed, the amount of money previously distributed through that allowance is thrown back into the "pot" of money that funds the statewide formula.

To make a long story short, the net loss the District expects as a result of the elimination of the Teacher Education Allowance and the Instructional Time Allowance is about \$4.0 million (i.e., \$2.0 million in FYE16 and the other \$2.0 million in FYE17.

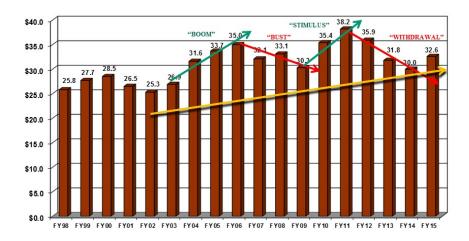
¹ The total amount of the "allowances" is about \$11.2 million. However, one-half of that amount is paid out as "aid" which is considered as a "resource." It appears confusing when the formula is presented in words only, but the net result is that the District receives about half of the \$11.2 million – i.e., \$5.6 million.

Notwithstanding the above reductions in state aid, there are some increases in the formula that the District expects to provide some offset to the losses.

In early January, 2016 the Nebraska Department of Education (NDE) distributed its first "run" of the state aid formula for FYE17. This information assumed that the existing state aid formula would not be changed by the Legislature. This first "run" indicated that state aid to the Millard Public Schools will be decreased by about \$200,000 from what it was in the previous year. This decrease was related to: (1) the elimination of the Instructional Time Allowance, (2) the elimination of the Teacher Education Allowance, and (3) the slowing of the growth of student enrollment.²

CASH RESERVE

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



Cash Reserve

The year-end cash reserve is one of the better ways of evaluating the financial health of a school district when there are multiple changes occurring at the same time.

The cash reserve for the school district has been on a seesaw in the past few years. (See Chart 3.) When the real estate values declined and the "great recession" began, the District's cash reserve went down with it.³ When the stimulus moneys came into play, the cash reserve increased. When the stimulus moneys ceased (and the supplanted state aid was not replaced), the cash reserve returned to its downward trend.

² There is a provision in the state aid formula that provides increased state aid for school districts that are expected to increase their enrollment by 1% or more in the coming school year. Millard's enrollment growth has slipped under that threshold in recent years.

³ The reason for the decline in the reserve was related primarily to the fixed tax levy combined with the continued increase in operating expenses. Property taxes are the largest revenue source for the District.

The District has a Board Rule that provides for a budgeted year-end cash reserve of between 4% and $16\%^4$ of the budget of expenditures. The District's practice has been to keep the reserve at or near the high end of the range in order to avoid having to borrow funds⁵ during the year to meet its cash flow needs. During the past fiscal year, the year-end cash reserve required (at the end of one year) to meet its cash-flow needs (in the following year) was about 15%. The precise percentage needed for a year-end cash reserve will vary from year to year, but it will generally fall within 13%-16% range. If the District's year-end cash reserve falls below that level, there will be times during the following year when the District will need to borrow money for its general fund in order to meet its payroll and other expenses. The money borrowed would be repaid when property tax receipts arrived later in the year.

⁴ In informal discussions with other larger districts, it appears that Millard's practices are consistent with those of the larger schools. The smaller, rural schools often carry a higher cash reserve since they receive little state aid (which comes in monthly payments) and are more reliant on property taxes (which mostly come in two big payments during the year). Further, state statutes provide caps on budgeted cash reserves. For large schools the cap is 20%. For the smallest schools it's 50%.

⁵ The District has the statutory authority to do inter-fund borrowing. So, if needed, the General Fund could temporarily borrow funds from the Building Fund (or other District funds).

Job Description

Title: Assessment, Research, & Evaluation MEP (Millard Education Program) Facilitator

Reports to: Director of Assessment, Research, & Evaluation

General Summary: MEP Facilitators support implementation of the District Strategic Plan by ensuring that

the elements of the district assessment and evaluation process are utilized to provide critical assessment, survey and demographic information to administrators, instructional staff and the Board to be used in the decision making process. MEP Facilitators demonstrate the ability to work with a variety of people in multiple settings by working effectively with adult learners, applying appropriate facilitation techniques.

Essential Functions:

- 1. Deliver assessment-related staff development to teachers and administrators. This includes but is not limited to formative & summative assessments, data to improve instruction, common assessments, quality assessment indicators. (25%)
- 2. Manage NeSA district testing logistics, including Check 4 Learning, and assist the District Assessment Contact in NeSA functions. (15%)
- 3. Oversee Demonstration of Proficiency and Lowered Cut Score indication in student information system. (5%)
- 4. Ensure test administration of all students and oversee test administration of students testing off-site. (5%)
- 5. Manage real-time, problem solving assessment questions with building administrators. (15%)
- 6. Collaboratively manage Site Plan Data Retreats. (15%)
- 7. Manage Gallup surveys and collaboratively oversee district Engagement staff development. (5%)
- 8. Assist with Quality Assurance such as assessment document quality and data verification prior to publication. (5%)
- 9. Participate in meetings and trainings as requested, reacts to change productively, and performs other duties as assigned. (10%)

Length of Contract: Teacher contract, plus 20 additional days

Salary: Teacher Salary Schedule

Qualifications:

1. <u>Education Level:</u> Master's Degree or equivalent

2. <u>Certification or Licensure:</u> Valid Nebraska teaching certificate.

3. <u>Experience desired:</u> Successful K-12 teaching experience.

4. Other requirements: Strong computer skills with the ability to learn new computer programs quickly.

Demonstrated ability to work with a variety of people in varying settings. Strong communication skills, oral and written. Excellent team collaboration.

Sp	ecial Requirements:	Occasional 1-32%	Frequent 33-66%	Constant 67%+
1.	Standing		X	
2.	Walking			X
3.	Sitting	X		
4.	Lifting: 50 lb maximum	X		
5.	Carrying: 50 feet	X		
6.	Pushing/Pulling: 70 lbs of force		X	
7.	Climbing/Balancing	X		
8.	Stooping/Kneeling/Crouching/Crawling		X	
9.	Reaching/Handling		X	
10.	Speaking/Hearing			X
11.	Seeing/Depth Perception/Color			X

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

Employee Signature:	Date:		
Supervisor Signature:	Date:		
Millard Public Schools	Revised: June 17, 2009		
	Revised: February 3, 2014		

Title: Curriculum and Instruction MEP (Millard Education Program) Facilitator

Reports to: Director of Elementary and Early Childhood Education

Director of Secondary Education

General Summary:

Curriculum and Instruction MEP Facilitators support implementation of the District Strategic Plan by ensuring that the elements of the curriculum development process are utilized to formulate, implement and upgrade quality curriculum Frameworks using student assessment data to make sound instructional and educational decisions. Curriculum and Instruction MEP Facilitators demonstrate strong instructional leadership and facilitation qualities while collaborating with a variety of people in multiple settings, work effectively with adult learners, and utilize conflict resolution and problem-solving skills and strategies. Curriculum and Instruction Facilitators MEP work with a variety of teams; therefore, the ability to work with multiple grade levels, multiple disciplines, and building/district administrators is critical.

Essential Functions:

- 1. Facilitates Millard Education Program (MEP) Cycle Procedures planning (30%)
 - Establishes curriculum and instruction groups
 - Guides groups to completion in a timely manner
 - Consults with administrators, department heads, initiators, and other stakeholders throughout the MEP Cycle phases
 - Develops task timelines and project evaluation
- 2. Communicates Millard Education Program (MEP) Cycle Procedures planning and results (15%)
 - Remains current in assigned subject disciplines and those closely associated for integration purposes
 - Researches and advocates for curriculum advancement and improved instructional practices
 - Participates in processes to improve district endeavors
 - Acts as liaison to Associate Superintendent and Directors of Elementary and Early Childhood Education and Secondary Education
 - Confers and collaborates with administrators, department heads, initiators, teachers and other stakeholders
 - Confers with parents, business leaders and the community
 - Collaborates with PreK-12 MEPs and other District Level Leaders across instructional levels
- 3. Develops budgets for MEP phases (5%)
 - Projects staff development needs, curriculum writing, adoption, assessment, and other needed curricular modifications
 - Monitors allocated funds to ensure programs and resources are purchased and utilized as expected
- 4. Manages and supervises implementation (30%)
 - Serves as a facilitator and leader of staff development related to curriculum and instruction
 - Facilitates materials acquisition
 - Ensures appropriate usage of Frameworks, course guides, and materials/resources
 - Assists building administration and teachers with specific solutions to implementation questions
 - Demonstrates knowledge of differentiation of instruction for a variety of learners by teaching, modeling, and collaborating with staff
 - Serves as an instructional resource for teachers and administrators throughout the District
- 5. Analyzes assessment data and facilitates instructional improvement to support student achievement (15%)
 - Consults and collaborates with staff
 - Collaborates with other District Level Leaders to assist teachers and administrators in meeting student needs
 - Recommends modifications for curriculum and materials
- 6. Participates in meetings as requested, reacts to change productively, and performs other duties as assigned (5%)

Le	ength of Contract:	Teacher Contract p	lus 20 additional	days		
Sa	lary:	Teacher Salary Sch	nedule			
Qı	ualifications:					
1.	Education Level:	Master's Degree or	equivalent			
2.	Certification or Licensure:	Valid Nebraska tea	ching certificate			
3.	Experience desired:	Successful PreK-12	2 teaching experi	ence		
4.	Other requirements:	Knowledgeable abo Demonstrated abili				
Sp	ecial Requirements:			Occasional 1-32%	Frequent 33-66%	Constant 67% +
3. 4. 5. 6. 7. 8. 9. 10 1 The ass	Standing Walking Sitting Lifting: 25 lb maximum Carrying: 100 feet Pushing/pulling Climbing/Balancing Stooping/Kneeling/Crouching Reaching/Handling D. Speaking/Hearing I. Seeing/Depth Perception/Cole e statements herein are intended igned to this classification. The content of the person of the content of	or d to describe the gen	to be construed	x x x x x x x x a	x x eing performed ive list of all	x x d by employees responsibilities,
-	aployee Signature:			T.	ate:	
	pervisor Signature:				oate:	

Millard Public Schools Revised: January 31, 2014

JOB DESCRIPTION DEPARTMENT HEAD FOR INFORMATION

Reports to: Associate Superintendent for Educational Services

Qualifications:

- 1. A Master's Degree from an approved institution with hours in education and appropriate library media preparation courses.
- 2. Appropriate Nebraska certification and endorsements.
- 3. Demonstrated aptitude for operating functional library media programs.
- 4. Ability to provide appropriate leadership to the information department.

Essential functions in addition to teaching assignment:

- 1. Develop and manage the budget for district resources that support Information Centers.
- 2. Perform and supervise cataloging and processing services provided at Support Services.
- 3. Assist in developing and coordinating a program of centralized ordering, receiving and processing of media materials.
- 4. Supervise the processing staff in Support services, allocating job responsibilities, and maintaining the flow of work.
- 5. Assist in developing appropriate in-service programs for library media personnel.
- 6. Work cooperatively with library vendors in arranging for opportunities to preview and examine instructional materials.
- 7. Complete necessary reports as requested by administrative officials.
- 8. Serve as a consultant to staff in the development of teaching strategies and instructional design.
- 9. Advise staff as to the services, materials, and equipment available from the distribution center and how they may be utilized.
- 10. Keep informed of new developments and trends in the field of library media.
- 11. Conduct appropriate orientation sessions for new media personnel.
- 12. Coordinate meetings with media specialists for the purpose of sharing, integrating information skills with curriculum, etc.
- 13. Provide library media consultative services to building level library media specialists.
- 14. Assist with the conduct in-services relating to the Horizon library systems.
- 15. Assists curriculum directors with district-wide support materials and related MEP duties.
- 16. Serves as facilitator of committees for district review of challenged materials.
- 17. Works closely with principals in the supervision of Information Specialists.
- 18. Assists with development and support to technology hardware and software.
- 19. Other duties as assigned.

Contract:

- 1. The department head is a full-time Information Specialist assigned to Support Services.
- 2. Six extended contract days are required for the department head.
- 3. An extra duty stipend will be paid based upon the current department head index formula and base.

Special Requirements:

				Occasional	Frequent	Constant
				1 - 32%	<u>33 - 66%</u>	<u>67% +</u>
1.	Standing					
2.	Walking					X
3	Sitting					X
4.	Lifting	10 lb max		X		
5.	Carrying	<u>30</u> feet		X		
6.	Pushing / Pu	lling		X		
7.	Climbing / B	Balancing		X		
8.	Stooping / K	Ineeling / Crouching / Cra	wling	X		
9.	Reaching / H	Handling		X		
10.	Speaking / H	Iearing				X
11.		th perception / color				
emplo all re	oyees assigned sponsibilities,	rein are intended to descr d to this classification. T , duties, and skills requi discretion of the supervis	They are not intended intended of personnel	ded to be constr so classified.	rued, as an exha Responsibilities	ustive list of
Emplo	oyee Signatur	e:			Date:	
Super	visor Signatu	re:			_Date:	

Millard Public Schools

Approved: December 21, 1990 Revised: June 2003

JOB DESCRIPTION DEPARTMENT HEAD FOR SPEECH-LANGUAGE PATHOLOGISTS

REPORTS TO: Coordinator of Speech-Language Pathology and Director of Special Education

QUALIFICATIONS:

- 1. Masters degree. Appropriate Endorsement.
- 2. Experience as a Speech/Language Pathologist in a school setting.
- 3. I.T.I.P. training is desirable.

RESPONSIBILITIES IN ADDITION TO SPEECH PATHOLOGY ASSIGNMENT:

- 1. Assists in reviewing all multidisciplinary team report and verification forms and team placement recommendation forms.
- 2. Assists in chairing district speech/language department meetings and accomplishes preparatory planning and subsequent follow-up as needed.
- 3. Assists in answering questions and addresses problems generated from staff involving diagnostic and/or therapeutic decisions related to professional and ethical issues in the area of speech and language pathology.
- 4. Assists in planning and coordination of inservice and meetings which involve persons or organizations outside the District.
- 5. Assists in the supervision of speech/language pathologists who are involved in the acquisition of the Certificate of Clinical Competence (C.C.C.) through the American Speech, Language and Hearing Association.
- 6. Assists in supervision and evaluation of all speech/language pathologists in cooperation with the coordinator.
- 7. Carries out duties assigned by the coordinator.
- 8. Consults with the coordinator regarding issues which require immediate attention.
- 9. Assists in scheduling staff and arranging building assignments.
- 10. Coordinates periodic updating of forms, procedures, protocols, etc.
- 11. Orders new diagnostic and therapeutic materials for speech/ language pathologists with approval of coordinator.
- 12. Attends meetings and workshops outside the District as requested.
- 13. Assists speech/language pathologists with diagnostic evaluations, staffings and therapeutic interventions as needed.
- 14. Assists with other responsibilities as need arises and as requested by the coordinator.

CONTRACT:

Salary is based upon the current department head index formula and base.

Length:

- 1. Three extra duty days are required.
- 2. The Department Head assignment is an annual appointment.

Classroom Teaching:

1. The department head is a half-time teacher in speech-language pathology and a half-time department head.

Title: District English Language Learner (ELL) Support Specialist

Reports to: Coordinator of ELL, Poverty and Federal Programs

General Summary: The District ELL Support Specialist works collaboratively with other instructional personnel, including classroom and ELL teachers, teacher leaders, and principals to promote and support English Language Development instruction and assessment of identified English Language Learners. The ELL Support Specialist may also provide direct services to students. Activities include collaborating with classroom teachers, ELL teachers and other specialists to plan and deliver lessons, coordinating and administering formative and summative assessments, supporting the development and implementation of the ELL Program Standards and curriculum, coordinating parent engagement activities, providing professional development, completing documentation required for compliance with NCLB Title III and NDE Rule 15, and attending district ELL meetings and professional development offerings.

Essential Functions May Include:

- 1. Demonstrates the leadership skills necessary to work collaboratively and effectively with instructional personnel and promote the written, taught and assessed English Language Development curriculum.
- 2. Demonstrates knowledge of first and second language acquisition theory.
- 3. Demonstrates knowledge of second language learning patterns and best practices in English language development.
- 4. Demonstrates the knowledge and skill necessary in evaluating individual learning styles and needs, which results in planning for an appropriate course of study for individual students.
- 5. Demonstrates the knowledge and skills necessary to plan and deliver lessons in English Language Development.
- 6. Collaborates with classroom teachers and specialists to ensure achievement of ELLs across content areas.
- 7. Administers formative and summative assessments to monitor progress and ensure student achievement.
- 8. Reflects an awareness and acceptance of cultural differences exhibited by the students and their families.
- 9. Possesses those characteristics necessary for acting as an advocate for limited English speaking students within the school system.
- 10. Coordinates parent engagement activities.
- 11. Provides professional development activities which promote understanding of best instructional practices for English Language Learners.
- 12. Completes documentation required for compliance with NCLB Title III and NDE Rule 15.
- 13. Attends district ELL meetings and professional development offerings.
- 14. Performs other duties as assigned.

LENGTH OF CONTRACT: Teacher's contract

SALARY: Teachers' Salary Schedule

Qualifications:

- 1. <u>Education Level</u>: Bachelor's Degree required.
- 2. <u>Certification or Licensure</u>: Valid Nebraska Teaching Certificate. It is preferred that the teacher be endorsed by the State of Nebraska to teach the particular subject of the assignment.
- 3. <u>Experience desired</u>: Teaching experience preferred.
- 4. Other requirements: Possess skills that will enable the teacher to perform the required responsibilities. Physically able to perform required responsibilities. Must be fluent in English (NCLB Title III § 1414(c)(19).

Special Requirements:	Special Requirement	s:
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Spec	ciai requii cinciics.			
		Occasional	Frequent	Constant
		<u>1 - 32%</u>	<u>33 - 66%</u>	67% +
1.	Standing		X	
2.	Walking		X	
3	Sitting		X	
4.	Lifting <u>25</u> lb max			
5.	Carrying 100 feet	X		
6.	Pushing / Pulling	X		
7.	Climbing / Balancing	X		
8.	Stooping / Kneeling / Crouching / Crawling	X		
9.	Reaching / Handling	X		
10.	Speaking / Hearing			X
11.	Seeing / depth perception / color			X
assign duties	statements herein are intended to describe the gerned to this classification. They are not intended s, and skills required of personnel so classified. Revisor and building principal (or superintendent).	d to be construed as an exhaus	tive list of all re	esponsibilities,
Empl	loyee Signature:	Date:		
Super	rvisor Signature:		Date:	
Revis	sed: 3/16/2015		Millard F	Public Schools

Title: District Level Interventionist

Reports to: Director of Elementary and Early Childhood Education

Director of Secondary Education

General Summary:

Work with staff to implement and apply the MPS Practices that Promote Successful Student Learning and the Millard Public Schools RtI+I Model for the purpose of promoting student learning and achievement. District Level Interventionists use student data to assist in making sound instructional and educational decisions. District Level Interventionists demonstrate strong instructional leadership and facilitation qualities while collaborating with a variety of people in multiple settings, work effectively with adult learners, and are able to assist with modeling strategies, skills, and/or programs within classrooms. District Level Interventionists are assigned to focus on a specific grade level, content area, and/or identified groups of students.

Essential Functions:

- 1. Assists in the development and implementation of the MPS RtI+I model to increase student achievement. (10%)
- 2. Works with District and building staff to identify and select appropriate scientific, research-based instructional strategies and interventions to support individual student needs. (10%)
- 3. Assists staff with coordination and alignment of student needs to appropriate interventions and resources, recognizing classroom and building considerations. (10%)
- 4. Assists staff in implementing scientific, research-based strategies in classrooms with integrity and fidelity. (8%)
- 5. Assists staff with the problem-solving process within the RtI+I model by analyzing data and identifying intervention strategies and materials for struggling students. (10%)
- 6. Assists staff in identifying appropriate assessment instruments, diagnostic, formative, and/or summative. (6%)
- 7. Assists staff with progress monitoring measures to inform instructional decision-making. (10%)
- 8. Develops and delivers targeted training to individuals and groups, including, but not limited to, modeling specific steps of identified interventions and strategies. (10%)
- 9. Assists in the evaluation and selection of intervention programs to identify those most effective at increasing student achievement. (8%)
- 10. Assists staff in recognizing cultural, social and economic variables and their potential impact on student learning and apply appropriate strategies and interventions. (8%)
- 11. Participates in and/or facilitates meetings as requested, reacts to change productively, and performs other duties as assigned. (10%)

Length of Contract: Teacher contract, plus 20 additional days

Salary: Teacher Salary Schedule

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Qu	amicanons.				
1.	Education Level:	from an approved in	nstitution wit (i.e., reading	th endorsement or g, special education	ist's Degree (preferred) emphasis in programming n, ELL, etc.). Leadership
2.	Certification or Licensure:	Valid Nebraska Tea	ching Certif	icate	
3.	Experience desired:	Successful teaching comparable experie	_	(5 years preferred)) with at-risk learners and/or
4.	Other requirements:	=	ough classroo	om instruction, edu	ppropriate programs for acational programming evelopment.
		Model; RtI+I Mode	l and scienti	fic, research-based	iculum; Millard Instructional I strategies and programs and vels and with identified groups
		accelerate student le	earning. Den	nonstrate strong or	nd strategies to support and ganizational, communication dividual and small-group
Sne	ecial Requirements:				
БРС	cear requirements.	0	ccasional	Frequent	Constant
			1 - 32%	33 - 66%	67% +
1.	Standing			X	
2.	Walking			X	
3	Sitting			X	
4.	Lifting 25 lb max		X		
	Carrying 100 feet				
	Pushing/Pulling				
	Climbing/Balancing				
	Stooping/Kneeling/Crouching/C				
	Reaching/Handling				
	Speaking/Hearing				
11.	Seeing/depth perception/color			•••••	X
assi; and	statements herein are intended to gned to this classification. They skills required of personnel so c building principal (or superinter	are not intended to be classified. Responsibilit	construed as	an exhaustive list	of all responsibilities, duties,
Emp	ployee Signature:			Date:	
Sup	ervisor Signature:			Date:	
Mill	ard Public Schools				Revised: January 31, 2014

Title: Instructional Technology MEP (Millard Education Program) Facilitator

Reports to: Director of Elementary & Early Childhood Education

Director of Secondary Education

General Summary:

Supports implementation of the District Strategic Plan, specifically the Millard Education Program, site-based planning, and strategies related to instructional technology. Provides research and development into the innovative uses of educational technology. Serves as an instructional leader in all areas related to technology while working with administrators, classroom teachers, and students in order to integrate technology tools at all levels to enhance student learning.

Essential Functions:

- 1. Facilitates technology integration within curriculum development (25%)
 - Participates in the Millard Education Program (MEP) curriculum cycle as assigned
 - Works with appropriate stakeholders regarding curriculum development and technology integration
 - Assists with identifying technical solutions to classroom instruction; i.e., instructional technology, multimedia
 - Serves as a liaison between the Educational Services and Technology departments
- 2. Coordinates the implementation of instructional technology services, including but not limited to the student information database, in the school district. (30%)
 - Works with appropriate stakeholders regarding instructional technology uses in the district
 - Creates staff development opportunities regarding instructional technology
 - Infuses instructional technology into curricular activities
 - Facilitates and supports instructional technology usage by students and staff
 - Supports district web pages
 - Actively participates in planning; i.e., timelines and project evaluation
 - Consults with administrators, district level leaders, department heads, initiators, teachers, and other stakeholders
 - Communicates internally and externally regarding the development of instructional technology within the district
- 3. Creates staff development opportunities in uses of technology (18%)
 - Develops and provide training materials and opportunities to support curriculum implementation for student achievement
 - Collaborates with Office of Staff Development as needed to provide instructional technology training
 - Assists with staff development opportunities related to approved instructional hardware systems, software purchases, and applications.
 - Assists with building-level offerings as needed.
- 4. Facilitates the implementation of course management systems in the school district. (10%)
 - Designs, implements, and evaluates various technology based projects.
 - Acts as Millard liaison to other educational institutions
 - Coordinates district initiatives
 - Communicates with other technology personnel regarding the continuing development of said systems within the school district and beyond
- 5. Consultant to schools for instructional technology in their building planning process (4%)
 - Supports building plan implementation and acts as a resource to buildings

Revised: January 31, 2014

- Provides advice to buildings regarding hardware and software solutions
- 6. Communicates with all district technology support personnel (4%)
- 7. Communicates with vendors and external organizations as required based on curriculum and technology needs. (4%)
- 8. Participates in meetings as requested, reacts to change productively, and performs other duties as assigned. (5%)

Le	ength of Contract:	Teacher Contract plus 20 additional days			
Salary:		Teacher Salary Schedule			
Qı	ualifications:				
1.	Education Level:	Master's Degree or equivalent preferred			
2.	Certification or Licensure:	Valid Nebraska teaching certificate			
3.	Experience desired:	Successful K-12 teaching experience			
4.	Other requirements:	Knowledge about instructional technology Knowledge about the curriculum development process and suitable software, programs, applications, etc.			

Special Requirements:	Occasional 1-32%	Frequent 33-66%	Constant 67% +
1 Standing	1-3270	X	0770 +
1. Standing		Λ	
2. Walking			X
3. Sitting	X		
4. Lifting: 50 lb maximum	X		
5. Carrying: 50 feet	X		
6. Pushing/pulling: 70 lbs of force		X	
7. Climbing/Balancing	X		
8. Stooping/Kneeling/Crouching/Crawling		X	
9. Reaching/Handling		X	
10. Speaking/Hearing			X
11. Seeing/Depth Perception/Color			X

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

Employee Signature:	 Date:	
Supervisor Signature:	Date:	

Millard Public Schools

Title: Leadership & Learning Facilitator

Reports to: Executive Director of Leadership & Strategic Planning or Director of Staff Development & Instructional Improvement

General Summary: Supports the educational programs and services of the District by working with new teachers, serving as staff developer, facilitating Strategic Planning, serving in unique District-appointed role(s), and/or by performing university-related work. The Facilitator demonstrates the ability to work with a variety of people in multiple settings by working effectively with adult learners, applying appropriate facilitation techniques, using conflict resolution skills and consensus building strategies. An additional 20 contract days are flexed to include days in June & July.

Essential Functions: Specific responsibilities are divided among the following categories:

- 1. Coordinates District Staff Development
 - a. Coordinates staff development offerings for salaried and hourly staff.
 - b. Assesses staff development needs to support the implementation of the District Strategic Plan.
 - c. Coordinates Building Staff Development Facilitator Meetings.
 - d. Supports building principals and District departments in staff development planning.
 - e. Facilitates MPS Co-teaching Student Teaching Model training.
- 2. Coordinates District Strategic Planning and Building Site Planning
 - a. Coordinates Site Planning Process.
 - b. Addresses critical issues and major staff development initiatives within the Site Planning Process.
 - c. Serves as an Internal Facilitator for the District Strategic Planning Rewrites and/or Updates.
 - d. Serves as a District Action Team Leader.
 - e. Assists in the marketing and promotion of the District Strategic Plan.
- 3. Coordinates MPS 3 Year New Staff Induction Program
 - a. Implements MPS Mentor Program.
 - b. Facilitates 3 separate Year One extended orientation/staff development sessions.
 - c. Facilitates MPS Peer Coaching.
 - d. Facilitates MPS Extended Professional Experiences.
- 4. Coordinates MPS Instructional Coaching Project
 - a. Facilitates Building Instructional Coach professional development and informational administrator meetings.
 - b. Maintains Instructional Coach records.
 - c. Delivers Intensive Assistance Plans as requested.
- 5. UNO CADRE Duties As Assigned
- 6. Other Duties as Assigned

Qualifications:

1. Education Level: Master's Degree

2. <u>Certification or Licensure</u>: Valid Nebraska Teaching Certificate with appropriate

endorsements

3. <u>Experience desired</u>: 3 years successful teaching experience

Special Requirements:

		Occasional	Frequent	Constant
		1 - 32%	33 - 66%	67% +
1.	Standing		X	
2.	Walking		X	
3	Sitting	X		
4.	Lifting 25 lb. max.	X		
5.	Carrying 100 feet	X		
6.	Pushing / Pulling	X		
7.	Climbing / Balancing	X		
8.	Stooping / Kneeling / Crouching / Crawling	X		
9.	Reaching / Handling	X		
10.	Speaking / Hearing			X
11.	Seeing / depth perception / color			X

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

Employee Signature: _	Date: _	
Supervisor Signature: _	Date: _	

Created: March 2015 Millard Public Schools

Title: Special Education Program Facilitator

Reports to: Director of Special Education

General Summary: The Special Education Program Facilitator is responsible for assisting with the implementation of district special education programs and procedures at the building level, including observance of department procedures to assure compliance with state and federal regulations. The Special Education Program Facilitator has an identified area of specialized expertise, i.e., behavior disorders, mental retardation, autism, etc., and is responsible for program leadership in the identified area of specialization.

Essential Functions:

- 1. Acts as a liaison between the District Special Education office and the special education teachers and building principals.
- 2. Assists special education teachers and works with building and department administrators to facilitate appropriate IEP development and placement decisions.
- 3. Supports special education teachers in designing appropriate special education programs for students; including assistance with data collection, review of records, diagnostic procedures, program modifications, designing and implementing behavior management programs, and identifying and tracking assessment accommodations for district/state assessments as identified in students' IEPs, etc.
- 4. Assists in the selection of and coordinates program requests for instructional materials and equipment.
- 5. Assists with implementation and tracking of assessment accommodations for district/state assessments as identified in students' IEPs.
- 6. Assists teachers new to the program to become familiar with program components and district practices and procedures, including issues of compliance.
- 7. Assists in planning and presenting program staff development, parent meetings, and other meetings as necessary.
- 8. Participates in department efforts to develop and implement an articulated curriculum that is aligned with the general education curriculum for students with disabilities of diverse ability levels.
- 9. Assists with other management tasks as requested or assigned, including procedural and compliance training, etc.
- 10. Participates in and assumes responsibility for own professional growth and development/refinement of leadership skills.

Contract:

- Additional days at the days at the employee's per diem rate may be required. The number of days will be determined annually.
- The Program Facilitator with work with his/her supervisor to establish an agreed upon schedule for working the additional days; the schedule will include days before the start of each school year, as well as after the end of the regular school year and during summer school. Other non-teacher contract dates may be approved and scheduled.

Qualifications :	:
-------------------------	---

1.	Education Le	<u>evel</u> :	Minimum: Bachelor's Degree Preferred: Master's Degree			
2.	Certification	or Licensure	e: Minimum: Valid Nebraska De Special Education endorsemen Preferred: Valid Nebraska De Special Education endorsemen	nt partment of Educatio	n teaching certific	
3.	Experience desired:		Minimum: Three years teaching experience in special education Preferred: Five years teaching experience in special education, at least two years of which are in the required area of specialization			
4.	Other require	ements:	Evidence of leadership experie	ence and professiona	l development	
1.	_					Constant <u>67% +</u>
2. 3	Sitting					
4. 5.	Lifting Carrying		nax			
<i>5</i> . 6.						
7.	Climbing / Balancing					
8.			ching / Crawling			
9.						
10.	10. Speaking / Hearing X					
11.	Seeing / depth	perception /	color			X
The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. Responsibilities and duties assigned are at the discretion of the supervisor and building principal (or superintendent).						
Employee Signature: Date				Date:		
Supervisor Signature:					Date:	

03/05/12

Millard Public Schools

Title: Student Services Facilitator

Reports to: Director of Student Services

General Summary:

The Student Services Facilitator supports the implementation of the District Strategic Plan by planning, coordinating and supporting Student Service led initiatives. The Student Services Facilitator must demonstrate the ability to work with a variety of people in multiple settings by working effectively with adult learners, applying appropriate facilitation techniques, understanding and using conflict resolution skills and using consensus building strategies. The Student Services Facilitator may be assigned to work in areas involving multiple grade levels.

Essential Functions:

- 1. Facilitates planning, implementation, and ongoing support (60%)
 - Facilitates regularly scheduled meetings with Counselors, Nurses, and Social Workers
 - Consults with District RtI+I Committee on alignment of District wide RTI+I Behavior Management Framework with District RtI+I Model
 - Coordinates 40 Developmental Assets Framework
 - Supports implementation of District Restraint and Seclusion
 - Oversees the implementation and ongoing support of a District wide Drug and Alcohol Prevention Program
 - Collaborate with Educational Services to support the planning and implementation of the counseling curriculum
- 2. Communicates planning and results (20%)
 - Acts as liaison to Director of Student Services
 - Confers with administrators, department heads, initiators, teachers and other stakeholders
 - Confers with parents, business leaders and the community
- 3. Manages and supervises implementation (20%)
 - Develops project planning and implementation timelines and evaluation criteria
 - In cooperation with the Office of Staff Development and Educational Services, oversees the planning, scheduling and assignment of necessary staff development activities
 - Facilitates materials acquisition
 - Assists building administration with specific solutions to implementation questions
 - Assists in the evaluation and provide recommendations for improvement
 - Assists in the management of other duties as assigned.

Extended Days Contract (213 total days)

Qualifications:

1. Education Level: Master's Degree or equivalent

2. <u>Certification or Licensure</u>: Valid Nebraska teaching certificate

3. Experience desired: Successful K-12 teaching/counseling experience

4. Other requirements: Demonstrated ability to work with a variety of people in a variety of settings

Special Requirements:	Occasional 1-32%	Frequently 33-66%	Constant 67% +
1. Standing	X		
2. Walking		X	
3. Sitting		X	
4. Lifting 20 lb maximum	X		
5. Carrying <u>50</u> feet	X		
6. Pushing/pulling <u>20</u> lbs of force	X		
7. Climbing/Balancing	X		
8. Stooping/Kneeling/Crouching/Crawling	X		•
9. Reaching/Handling	X		
10. Speaking/Hearing			X
11. Seeing/Depth Perception/Color		·	X

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

Millard Public Schools		Pavisad 5/22/1
Supervisor Signature:	Date:	
Employee Signature.	 Date	
Employee Signature:	Date:	

Revised 5/22/13 Millard Public Schools

Title: Technology Staff Developer

Reports to: Millard Public Schools Director of Staff Development & Instructional Improvement

General Summary:

The Technology Staff Developer is an ESU#3 employee who works all 214 days in Millard Public Schools. The Technology Staff Developer supports the implementation of the District Strategic Plan by coordinating the technology training and learning needs of hourly and salaried staff. The Technology Staff Developer coordinates District technology offerings, oversees the online staff development registration system and conducts research and development to help Millard Public Schools move forward in the ever changing world of technology. The Technology Staff Developer demonstrates the ability to work with a variety of people in multiple settings by working effectively with adult learners and applying effective facilitation techniques. The Technology Staff Developer works closely with several District departments, building staff development facilitators, and building and District administrators. Workdays are flexed to include several days in June & July.

Essential Functions:

Under the supervision of the Director of Staff Development & Instructional Improvement:

- 1. Assesses technology staff development needs to support the implementation of the District strategic plan
- 2. Plans, coordinates and facilitates technology staff development offerings for hourly and salaried staff
- 3. Coordinates District curriculum writing RE: technology staff development
- 4. Organizes and coordinates labs and instructors for District offerings
- 5. Provides leadership to the planning and facilitation of Staff Induction
- 6. Supports building administration by providing "just in time" training
- 7. Investigates, initiates, and coordinates online learning offerings
- 8. Helps to support and develop various District systems (including web sites, learning management systems, registration systems, etc.)
- 9. Supports the planning and implementation of Building Staff Development Facilitator Meetings
- 10. Contributes to the monthly Leadership & Learning Newsletter, Website and Social Media vehicles
- 11. Serves as a liaison to the Technology Division and supports the Tech Initiators and laptop deployment to new staff and student teachers as directed by the Executive Director of Technology
- 12. Other duties as assigned

CONTRACT: 214 days

Qualifications:

1. Education Level: Master's Degree or equivalent

2. Certification or Licensure: Valid Nebraska teaching certificate

3. Experience desired: Successful K-12 teaching experience

4. <u>Other requirements</u>:

Strong instructional practices

Strong oral and written communication skills

Strong interpersonal skills Strong technology skills

Special Requirements:

		Occasional	Frequent	Constant
		1 - 32%	33 - 66%	67% +
1.	Standing	X		
2.	Walking		X	
3	Sitting		X	
4.	Lifting 20 lb max.	X		
5.	Carrying 50 feet	X		
6.	Pushing / Pulling	X		
7.	Climbing / Balancing	X		
8.	Stooping / Kneeling / Crouching / Crawling	X		
9.	Reaching / Handling	X		
10.	Speaking / Hearing			X
11.	Seeing / depth perception / color			X

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

Employee Signature:	Date:		
Supervisor Signature:	Date:		

Millard Public Schools & Educational Services Unit #3 Initiated June 2000; Revised October 2000, Revised April 2005, Revised May 2009, Revised March 2015

AGENDA SUMMARY SHEET

	Selective Abandonment Report & Program Study—Gallup Engagement Continuation			
MEETING DATE:	February 1, 2016			
DEPARTMENT:	Multiple Depart	tments		
TITLE & BRIEF DESCRIPTION:		donment Report & Program Study—Gallup Engagement Continuation: A f the areas studied for possible reduction or modification.		
ACTION DESIRED:	Approval	Discussion Information Onlyx		
BACKGROUND:	visions in its Strategic Plan, the District has engaged in a process of ing programs and services for possible reductions or modifications. The referred to as the Selective Abandonment Process.			
		rams or services studied in the Selective Abandonment Process was the one le above. For additional information, see the attached Report.		
OPTIONS AND ALTERNATIVES:	n/a			
RECOMMENDATION:	n/a			
STRATEGIC PLAN REFERENCE:	Parameter:	No existing program, course, and/or service will be maintained unless it: - meets a clearly demonstrated mission-related need and - survives a cost-benefit analysis and periodic evaluation.		
IMPLICATIONS OF ADOPTION/REJECTION:	n/a			
TIMELINE:	n/a			
RESPONSIBLE PERSON:	Mark Feldhause	en (Assoc. Supt. Ed Services) and the Executive Committee		
SUPERINTENDENT'S APPROVAL:	Jin Dulfor			

MILLARD PUBLIC SCHOOLS

STUDY REPORT

Gallup Engagement Survey Continuation

(February, 2016)

I. INTRODUCTION

A. Planning & Budgeting

For over 25 years, the Millard Public Schools has been engaged in an ongoing strategic planning process. This process involves the participation of 30-40 students, parents, teachers, administrators, and board members in a very time intensive process of examining how well the District is currently performing and developing a collective vision for the District's path to the future.

Although most of the action plans from the strategic planning process result in additions to the District's existing programs and services, one of the strategic planning parameters provides that:

No existing program, course, and/or service will be maintained unless it:

- meets a clearly demonstrated mission-related need and
- survives a cost-benefit analysis and periodic evaluation.

During the District's rapid growth days, the energies of school personnel were focused on the unrelenting challenges created by enrollment growth (e.g., conducting bond issues, constructing new buildings, modifying attendance boundaries, etc.). As a result, very few of the existing programs, courses, and services provided by the District during that period of time were studied for possible modifications or reductions.

Today, the growth in student enrollment has moderated and the District is "maturing" -- especially in those areas farthest to the north and to the east. There is still some land in the southern and western portions of the District that has development potential, but that area is rapidly diminishing.

In addition to the moderation in student enrollment growth, the District has experienced a "flattening" of its property values. This flattening commenced with the nationwide "bust" that occurred in the real estate market. Along with the flattening property values came a corresponding stagnation of property tax revenues coming to the school district. Since property taxes are the largest single source of revenue for the District, the stagnation of property values translated into budgeting challenges for the District as well. (For more information, see "FINANCIAL OVERVIEW" attached hereto as Exhibit #1.)

The continuing (but slowing) growth in student enrollment, the stagnation of revenues, and the increase in the cost of operations are all making it incumbent upon the District to examine its existing programs and services more closely.

In light of the above challenges, the District has developed a process for more thoroughly examining its existing programs and services -- the process is being referred to as the "selective abandonment process." The first step of that process was to provide the opportunity for students, parents, employees, administrators, and board members to suggest possible areas for study. The list of suggestions was lengthy and was reduced to a manageable number by the administration and board of education.

The subject of this report was one of the programs or services that remained on the final list for study.

B. Abstract of Study

The purpose of this study is to examine the impact, if any, the District would experience if it were to end use of the Gallup Engagement Survey program for parents and staff..

II. FACTS

A. Courses/Program Description:

The Gallup Engagement Survey is given to students, grades 5-12, every year. Parent and staff Engagement Surveys occur every other year. The student survey is free. The parent and staff survey contract cost \$125,000 with an additional \$4,000 for Spanish and Vietnamese language translations of survey material.

B. Enrollment

During the fall of 2015, 12,022 students, 2,445 staff members across eight work groups, and 5,689 parents were surveyed.

C. Staffing

None

D. Ancillary Costs

District support and coordination is provided by personnel in Educational Services--Assessment, Research, and Evaluation.

III. RECOMMENDATION(S)

The Administration makes the following recommendations:

- 1. Continue to utilize the free Student Engagement Survey,
- 2. Discontinue contracting for staff and parent engagement surveys with Gallup or move to an every five years schedule, and/or
- 3. Review and implement an alternative survey tool to address District Strategic Plan parameters and accreditation requirements.

IV. FISCAL NOTE

Impact on Budget: For budgeting purposes, the Gallup contract is paid for out of two consecutive budget years to soften the yearly fiscal impact and maintain consistency and continuity within program budgeting. The annual cost is \$64,500.

V. DISCUSSION

Impact on District Strategic Plan and Building Site Plans:

- The Gallup Engagement survey measures have been used to address Strategic Plan Parameters:
 - "Communicate and maintain high levels of student staff, and community support." An alternative measure and/or timeline to address would need to be found. Moving to an every five years schedule would coincide with District Strategic Planning schedule for review and new action plans.
- Gallup Engagement survey information on staff and parents would either be limited to
 every five years or would be replaced by an alternative tool at a significantly reduced
 price.
- Measures of engagement and action plans based on said data would need to be altered.
- An alternative measurement tool that would meet accreditation requirements would need to be identified and ready to implement for the 2017-2018 school year.

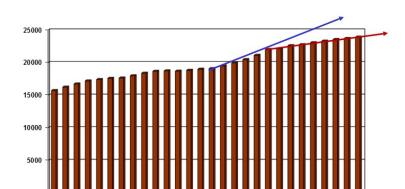
FINANCIAL OVERVIEW

Student Enrollment

The student enrollment in the District continues to grow, but the growth has moderated from the rapid pace of the past. (See Chart 1.)

Chart 1
PK-12 STUDENT ENROLLMENT

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



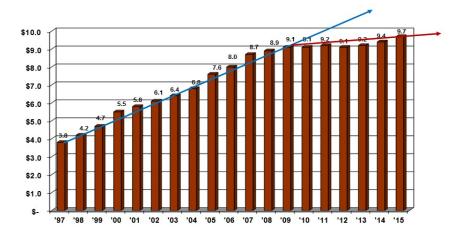
Tax Levies & Property Values

The State of Nebraska has a statutory "levy lid" that provides a maximum property tax levy that school districts are permitted to adopt (without a special election). The District is currently levying at that maximum.

In the past, when the property values in the District were growing rapidly, a fixed tax rate continued to provide the District with increased revenue each year. Recently, however, the property values have "flattened." (See, Chart 2.) This has resulted in "flattened" revenue for the District as well.

Chart 2 ASSESSED VALUE

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



State Aid

The Nebraska Legislature changes the state aid formula on an almost annual basis. The most recent major changes made in the formula affects the District in two ways (both negative). First there will be an elimination of the Instructional Time Allowance. Second, there will be the elimination of the Teacher Education Allowance. The total amount that Millard receives for these allowances is \$5.6 million. The allowances were phased out over two years, so half was lost in the FYE16 state aid and the remainder was lost in the FYE17.

Based upon the information above, it would be easy to conclude that the District will be losing about \$5.6m in state aid due to the phase-out of the two allowances. This conclusion, however, would not be entirely correct. Under the workings of the state aid formula, when an allowance is removed, the amount of money previously distributed through that allowance is thrown back into the "pot" of money that funds the statewide formula.

To make a long story short, the net loss the District expects as a result of the elimination of the Teacher Education Allowance and the Instructional Time Allowance is about \$4.0 million (i.e., \$2.0 million in FYE16 and the other \$2.0 million in FYE17.

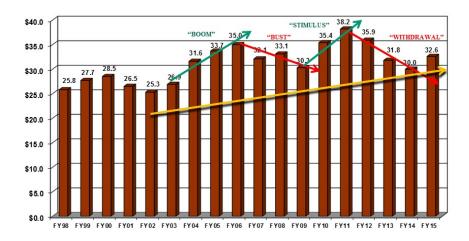
¹ The total amount of the "allowances" is about \$11.2 million. However, one-half of that amount is paid out as "aid" which is considered as a "resource." It appears confusing when the formula is presented in words only, but the net result is that the District receives about half of the \$11.2 million – i.e., \$5.6 million.

Notwithstanding the above reductions in state aid, there are some increases in the formula that the District expects to provide some offset to the losses.

In early January, 2016 the Nebraska Department of Education (NDE) distributed its first "run" of the state aid formula for FYE17. This information assumed that the existing state aid formula would not be changed by the Legislature. This first "run" indicated that state aid to the Millard Public Schools will be decreased by about \$200,000 from what it was in the previous year. This decrease was related to: (1) the elimination of the Instructional Time Allowance, (2) the elimination of the Teacher Education Allowance, and (3) the slowing of the growth of student enrollment.²

CASH RESERVE

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



Cash Reserve

The year-end cash reserve is one of the better ways of evaluating the financial health of a school district when there are multiple changes occurring at the same time.

The cash reserve for the school district has been on a seesaw in the past few years. (See Chart 3.) When the real estate values declined and the "great recession" began, the District's cash reserve went down with

² There is a provision in the state aid formula that provides increased state aid for school districts that are expected to increase their enrollment by 1% or more in the coming school year. Millard's enrollment growth has slipped under that threshold in recent years.

it.³ When the stimulus moneys came into play, the cash reserve increased. When the stimulus moneys ceased (and the supplanted state aid was not replaced), the cash reserve returned to its downward trend.

The District has a Board Rule that provides for a budgeted year-end cash reserve of between 4% and 16% of the budget of expenditures. The District's practice has been to keep the reserve at or near the high end of the range in order to avoid having to borrow funds during the year to meet its cash flow needs. During the past fiscal year, the year-end cash reserve required (at the end of one year) to meet its cash-flow needs (in the following year) was about 15%. The precise percentage needed for a year-end cash reserve will vary from year to year, but it will generally fall within 13%-16% range. If the District's year-end cash reserve falls below that level, there will be times during the following year when the District will need to borrow money for its general fund in order to meet its payroll and other expenses. The money borrowed would be repaid when property tax receipts arrived later in the year.

³ The reason for the decline in the reserve was related primarily to the fixed tax levy combined with the continued increase in operating expenses. Property taxes are the largest revenue source for the District.

⁴ In informal discussions with other larger districts, it appears that Millard's practices are consistent with those of the larger schools. The smaller, rural schools often carry a higher cash reserve since they receive little state aid (which comes in monthly payments) and are more reliant on property taxes (which mostly come in two big payments during the year). Further, state statutes provide caps on budgeted cash reserves. For large schools the cap is 20%. For the smallest schools it's 50%.

⁵ The District has the statutory authority to do inter-fund borrowing. So, if needed, the General Fund could temporarily borrow funds from the Building Fund (or other District funds).