


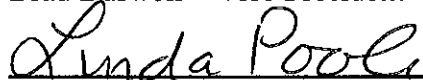
**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**

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 7:00 P.M. on March 7, 2005, at Don Stroh Administrative Center  
5606 South 147th Street


Dated this 7th day of March, 2005.

  
\_\_\_\_\_  
Julie A. Johnson - President

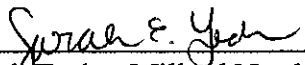
  
\_\_\_\_\_  
Brad Burwell - Vice President

  
\_\_\_\_\_  
Linda Poole - Secretary


\_\_\_\_\_  
Jean Stothert - Treasurer

  
\_\_\_\_\_  
Mike Pate, Member

  
\_\_\_\_\_  
Mike Kennedy, Member

  
\_\_\_\_\_  
Sarah Fech - Millard North High

  
\_\_\_\_\_  
Elise Devaux - Millard South High

  
\_\_\_\_\_  
Chelsea Adams - Millard West High

**NOTICE OF MEETING  
SCHOOL DISTRICT NO. 17**

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 7:00 p.m. on **Monday, March 7, 2005** at 5606 South 147th Street, Omaha, Nebraska.

An agenda for such meetings, kept continuously current are available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

LINDA POOLE,  
Secretary

3-4-05

**THE DAILY RECORD  
OF OMAHA**

**RONALD A. HENNINGSEN, Publisher  
PROOF OF PUBLICATION**

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

**LYNDA K. HENNINGSEN**

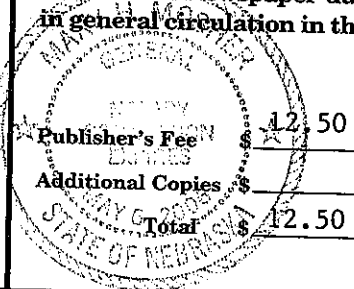
being duly sworn, deposes and says that she is

**ASSOCIATE PUBLISHER**

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 \_\_\_\_\_

March 4, 2005

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



Publisher's Fee \$ 12.50  
Additional Copies \$ \_\_\_\_\_  
Total \$ 12.50

*Lynnda K. Henningsen*  
Subscribed in my presence and sworn to before

me this 4th day of  
March 2005

*[Signature]*  
Notary Public in and for Douglas County,  
State of Nebraska

BOARD OF EDUCATION MEETING - MARCH 7, 2005

NAME:

REPRESENTING:

Shirley K. Baugman	Millard El Music Teachers
Susie Wooster	" " "
Sharon Millsap	MEP Language Arts
Suzanne Herman	Morton/Reeder
Nancy Hornblow	Cottonwood
Carla & Norm Brown & Ling	Rohwer
Mary Keefner	Bryan Elem
Kathy Lehman	Xenia
Shirley Marank	Ezra/CADRE/MEA
Dawn Sellin	Ezra/CADRE
Andrew Thompson	Millard South
Tracy Babin	NMS
Jane Pelli	CADRE
Deb Gidg	CADRE
Brad Sullivan	Rohwer
Lori Graves	Rohwer
Connie Vleck	DSAC
Vicki Carlson	DSAC
Courtney Notthorp	Rohwer
Jennifer Gabrielson	Rohwer
Amy Stenger	Rohwer
Jess Wells	ONO
Tom Wh. Sinner	Rohwer
Craig Boukal	Millard South

BOARD OF EDUCATION MEETING - MARCH 7, 2005

NAME:

REPRESENTING:

Mary Beth Runge

UNO

Fran Lenz

UNO

Carol Davis

UNO - CADRE

Barbara Carlson

Millard Music Teacher

Linda Elliott

Helling Heights

Peggy Brendel

Norris

Melissa Burdess

Rockwell

Nancy Robson

Black Elk

D. Hattie Zepfgruft

Merton





*BOARD OF EDUCATION*  
MEETING



*MARCH 7, 2005*

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BUSINESS MEETING  
7:00 P.M.

DON STROH ADMINISTRATION CENTER  
5606 SOUTH 147<sup>TH</sup> STREET  
MARCH 7, 2005

**AGENDA**

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.
- E. Routine Matters
  - \*1. Approval of Board of Education Minutes – February 21, 2005
  - \*2. Approval of Bills
  - \*3. Receive the Treasurer’s Report and Place on File
- F. Information Items
  - 1. Employees of the Month
  - 2. Superintendent’s Report
  - 3. Board Comments/Announcement
  - 4. Report from Student Representatives
- G. Unfinished Business
  - 1. Approval of Policy 4405 – Personnel – Payroll Deductions – Health, Dental, Life, Long-term Disability & Section 125
- H. New Business
  - 1. Approval of Rule 4405.1 – Personnel – Payroll Deductions – Health, Dental, Life, Long-term Disability & Section 125
  - 2. Approval of Rule 4405.2 – Personnel – Payroll Deductions – U.S. Savings Bonds
  - 3. Approval of Rule 4405.3 – Personnel – Payroll Deductions – 403(b) Tax Sheltered Annuities and Custodial Accounts
  - 4. Approval of Rule 4405.4 – Personnel – Payroll Deductions – United Way of the Midlands
  - 5. Approval of Rule 4405.5 – Personnel – Payroll Deductions - Professional or Union Dues
  - 6. Approval of Rule 4405.6 – Personnel – Payroll Deductions – Credit Union
  - 7. Approval of Rule 4405.7 – Personnel – Payroll Deductions – Millard Public Schools Foundation
  - 8. First Reading of Policy 7400 – Technology – Telephone Equipment and Telephone Systems: Acceptable Use

Agenda  
 March 7, 2005  
 Page 2

9. Approval of Administrative Job Description Deletion, Changes and Additions
10. Approval to Enter into Collective Bargaining with Service Employees International, Local 226
11. Approval of Elementary General Music Framework
12. Approval of Selection of Project Manager
13. Administrators for Hire
14. Approval of Personnel Action(s): Resignations, Leaves of Absence, and New Hires
15. Negotiations (Executive Session)
16. Land Acquisition (Executive Session)
17. Approval of Land Acquisition

**I. Reports**

1. Enrollment Report
2. CADRE Program Report
3. Legislative Update
4. Professional Development: Update on Recent Activities
5. HVAC Summer Project at MSHS

**J. Future Agenda Items/Board Calendar**

1. Committee of the Whole Meeting on Monday, March 14, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
2. Board of Education Meeting on Monday, March 21, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
3. Board of Education Meeting on Monday, April 4 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
4. Committee of the Whole Meeting on Monday, April 11, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
5. Board of Education Meeting on Monday, May 2, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
6. Committee of the Whole Meeting on Monday, May 9, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
7. Board of Education Meeting on Monday, May 16, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street

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

**L. Adjournment**

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

.BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BUSINESS MEETING  
7:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147TH STREET  
MARCH 7, 2005

ADMINISTRATIVE MEMORANDUM

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President prior to the meeting.
- \*E.1. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve the Board of Education Minutes – February 21, 2005. (See enclosure.)
- \*E.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills. (See Enclosures.)
- \*E.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to receive the Treasurer’s Report and Place on File. (See enclosure.)
- F.1. Employees of the Month
- F.2. Superintendent’s Report
- F.3. Board Comments/Announcements
- F.4. Report from Student Representative
- G.1. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Policy 4405 – Personnel – Payroll Deductions – Health, Dental, Life, Long-term Disability & Section 125
- H.1. H.2. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Rule 4405.1 – Personnel – Payroll Deductions – Health, Dental, Life, Long-term Disability & Section 125. (See enclosure.)
- H.2. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, to approval of Rule 4405.2 – Personnel – Payroll Deductions – U.S. Savings Bonds. (See enclosure.)
- H.3. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Rule 4405.3 – Personnel – Payroll Deductions – 403(b) Tax Sheltered Annuities and Custodial Accounts. (See enclosure.)

Administrative Memorandum

March 7, 2005

Page 2

- H.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 4405.4 – Personnel – Payroll Deductions – United Way of the Midlands. (See enclosure.)
- H.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 4405.5 – Personnel – Payroll Deductions – Professional or Union Dues. (See enclosure.)
- H.6. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 4405.6 – Personnel – Payroll Deductions – Credit Union. (See enclosure.)
- H.7. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 4405.7 Personnel – Payroll Deductions - Millard Public Schools Foundation. (See enclosure.)
- H.8. First Reading of Policy 7400 – Technology – Telephone Equipment and Telephone Systems: Acceptable Use. (See enclosure.)
- H.9. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to delete Job Description 2100.22 – Administrator for Special Programs & Compliance, and approve Job Descriptions 2100.22 – Administrator for Special Education Programs and Compliance, Job Description 2100.23 – Coordinator of Elementary Special Education, Job Description 2100.24 – Coordinator of Secondary Special Education, Job Description 2100.14 – Director of Pupil Services, Job Description 2100.16 – Director of Secondary Education, Job Description 2100.35 – Coordinator of Special Projects, Job Description 2100.13 – Director of Activities and Athletics. (See enclosure.)
- H.10. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to enter into collective bargaining with SEIU, Local 226 for the 2005-2006 school year and appoint Steve Moore, Ken Fossen, and Duncan Young to represent the district in the collective bargaining sessions. (See enclosure.)
- H.11. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Elementary General Music Framework. (See enclosure.)
- H.12. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, it is recommended that the firm of Magnum Resources be employed for \$941,100 to provide management services for the 2005 bond issue projects pursuant to the District's RFP and that the Associate Superintendent for General Administration be authorized and directed to negotiate and execute the contract with said firm. (See enclosure.)
- H.13. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Administrators for Hire: Christi Buell, Principal at Neihardt Elementary and Nolan Beyer, Assistant High School Principal, Activities Director at Millard South High School. (See enclosure.)
- H.14. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Actions: Resignations, Leaves of Absence and New Hires. (See enclosure.)
- H.15. Negotiations (Executive Session)

H.16. Land Acquisition (Executive Session)

H.17. Approval of Land Acquisition

I. Reports

1. Enrollment Report
2. CADRE Program Report
3. Legislative Update
4. Professional Development: Update on Recent Activities
5. HVAC Summer Project at MSHS

J. Future Agenda Items/Board Calendar

1. Committee of the Whole Meeting on Monday, March 14, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
2. Board of Education Meeting on Monday, March 21, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
3. Board of Education Meeting on Monday, April 4 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
4. Committee of the Whole Meeting on Monday, April 11, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
5. Board of Education Meeting on Monday, May 2, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
6. Committee of the Whole Meeting on Monday, May 9, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
7. Board of Education Meeting on Monday, May 16, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street

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

L. Adjournment

All items indicated by an asterisk (\*) will comprise the Consent Agenda and may be acted on in 9a single motion. Items may be deleted from the Consent Agenda by request of any board member.









## SCHOOL DISTRICT NO 17

A meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. This meeting was convened in open and public session at 6:30 p.m., Monday, February 21, 2005, at the Don Stroh Administration Center, 5606 South 147th Street.

**PRESENT:** Jean Stothert, Mike Pate, Linda Poole, Brad Burwell, and Mike Kennedy

**ABSENT:** Julie Johnson

Notice of this meeting was given in advance thereof by publication in the Daily Record on February 18, 2005; 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.

-----

At 7:00 p.m. Brad Burwell called the meeting to order and asked everyone to say the Pledge of Allegiance.

Roll call was taken and members present were Brad Burwell, Jean Stothert, Mike Pate, Linda Poole, and Mike Kennedy. Absent was Julie Johnson.

Motion by Linda Poole, seconded by Jean Stothert, to excuse Julie Johnson from the meeting. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Jean Stothert, to approve the Board of Education Minutes of Monday, February 7, 2005, to approve bills, and to receive the treasurer's report and place on file. Upon roll call vote, all members voted aye. Motion carried.

### Superintendent's Report:

1. There will be no meeting on February 28, 2005, so the next Board of Education meeting will be on Monday, March 7, 2005.
2. Important facts to remember about the bond issue was that the first priority was to select a construction management firm. This was on the street on February 17, 2005. This will be brought to the board at the March 7, 2005 Board of Education meeting. A day after the bond issue was approved, the turf was on the street because the plans had been done from a couple of years ago. This will be coming to the board at a future meeting. The Request for Proposals are out for the architects. It will only take a couple of weeks to select architects. Approval of the architect(s) will probably come to the board on March 21, 2005 with design and priorities will take place after the selection of the architect.
3. At the Committee meeting in March there will be discussion on construction issues.

Mike Kennedy has had opponents and proponents of the bond issue contact him and he said it was a consensus of the groups that they wanted their tax dollars spend wisely. He said he respects their concern. He agreed that the first things that should be done by the board is to hire the construction management firm. He said that the second thing, for those people who were against the bond issue, the last bond issue that was passed was 52%, and the approval rating has gone up to 57%. He thought the board will keep the publics trust and keep the projects on time and under budget, and now things will move forward. The results, he noted, is in the education that is provided for the students.

Mr. Kennedy also thanked Dr. Lutz, Amy Friedman, the staff, and the teachers for the last seven years making the record that the schools are worth investing in and that the board kept it's word to the taxpayers.

Jean Stothert attended the Metropolitan Area Board of Education meeting was held in Millard last week. They discussed the superintendent's evaluation process and the penmanship programs. The new member from Elkhorn, Ann Long, also attended. The next meeting will be on March 9, 2005 at Westside Community Schools. Topics to be discussed will be teacher negotiations and facility usage.

Mrs. Stothert said she will be doing some PAYBAC interviews at Millard South High School. Mrs. Stothert congratulated Millard South for being state champs in wrestling.

Mrs. Stothert thanked all of the voters who saw that Millard is a sound and progressive school district, and it will be kept in that direction. She said to the opponents that she welcomes anyone to monitor how wisely the money will be spent.

Linda Poole congratulated Millard South on their wrestling championship.

Mrs. Poole said she was glad that in March there will be a committee meeting where discussion will be about the construction issues now facing the school district.

Mrs. Poole thanked Dave Anderson and his committee for all of their hard work in getting the bond issue pasted. They did a great job in such a short time period.

Mrs. Poole also thanked the community for their support for the bond issue. The community knows the importance of having great public schools and it was evident in the bond issue vote, and Mrs. Poole thanked them.

Mrs. Poole will be attending the Teacher Recognition Breakfast. She will also be attending the Legislative Issues Conference on Sunday and Monday, February 27 and 28 respectively.

Mike Pate he thanked everyone, both sides, on the bond issue. He said he thought the community respected what was going to be done in Millard, with educating the students. He assured everyone that this bond issue was certainly for the kids, and the investment that everyone is making in the students. He said the process works as was evident by the 57% approval.

Mr. Pate thanked the administrators, teachers, staff, Dave Andersen and the Citizens for Millard Public Schools group. He said the purpose of the groups was to get the information out to the community, and was done in a professional manner, he said. He said he is looking forward to working on the bond issue projects in the future.

Brad Burwell said the reason this board and the community worked so hard in this effort is because everyone believes in the Millard community, students and staff. Great things have been done over the past several years, and this bond issue will allow them to move on. A good job has been done in educating the students, and even a better job can be done by all. Thanks to again to everyone.

Chelsea Adams, student representative from Millard West High School, Sarah Fech, student representative from Millard North High School, and Elise Devaux from Millard South High School, reported on the academic and athletic activities at their respective high schools.

Mike Kennedy provided the final reading to Policy 4140 – Personnel – Personnel – Responsibilities and Duties. Motion by Mike Kennedy, seconded by Jean Stothert, to approve Policy 4140 – Personnel – Responsibilities and Duties. Upon roll call vote, all members voted aye. Motion carried.

Jean Stothert provided the first reading of Policy 4405 – Personnel – Payroll Deduction – Health, Dental, Life, Long-term Disability & Section 125. This policy will be on the next board agenda for approval.

Motion by Jean Stothert, seconded by Mike Kennedy, to reaffirm Policy 4115 – Personnel – Access to Personnel Files. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Linda Poole, to approve Rule 4115.1 – Personnel – Access to Personnel Files. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Linda Poole, to approve Rule 4140.1 – Personnel – Responsibilities and Duties – Certificated. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Jean Stothert, to approve Rule 4140.2 – Personnel – Responsibilities and Duties. Non-Certificated. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded Mike Pate, to enter into Collective Bargaining with the Educational Paraprofessional Association of Millard for the 2005-2006 school year and appoint Steve Moore and Kirby Eltiste to represent the district in the collection bargaining sessions. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Linda Poole, to approve the Cellular Telephone Contract with Nextel. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Jean Stothert, to approve Administrator for Hire: Brian

Begley as principal at Russell Middle School. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Linda Poole,, to approve Personnel Actions: Resignations: Julie Kerkman, Elizabeth Wallace, Roxanne Wiles, Sherri Schumann, Carol Bowley, Joyce Milroy; Leaves of Absence: Marlo Chandler, Maja Caldwell, Erin Siebler, Julie McGee; and Voluntary Early Separation Program: Nancy Vanis, Thedora "Tedi" Lund, Hugh Johnson, Bonnie Kolowski, Sonya Stejskal, Kay Bowers, Mary Sayre, and Norine Nieman. Upon roll call vote, all members voted aye. Motion carried

The Attorney Evaluation was delayed to the end of the meeting for Executive Session.

A legislative update was given.

Future Agenda Items/Board Calendar: Teacher Recognition Breakfast will be held on Tuesday, March 1, 2005 at 7:15 a.m. at the Double Tree Hotel. A Board of Education Meeting will be held on Monday, March 7, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Committee of the Whole Meeting will be held on Monday, March 14, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, March 21, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, April 4, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Committee of the Whole Meeting will be held on Monday, April 11, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, May 2, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Committee of the Whole Meeting will be held on Monday May 9, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, May 16, 2005 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. On Sunday, May 29, 2005 is graduation for the three high schools at the Civic Auditorium: Millard North High School at 1 p.m., Millard South High School at 4 p.m. and Millard West High School will be held at 7 p.m.

Jean Stothert reported that she will be unable to attend the March 7, 2005 Board meeting.

At 7:35 p.m. a motion by Linda Poole, seconded by Jean Stothert, to go into Executive Session for the attorney evaluation. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Jean Stothert, to come out of Executive Session. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Linda Poole, to approve the firm of Young and White as the legal representation for the Millard Public Schools. Upon roll call vote, all members voted aye. Motion carried.

Mr. Burwell adjourned the meeting.









---

Don Stroh Administration Center • 5606 So. 147th Street • Omaha, NE 68137-2604 • (402) 895-8200 • Fax (402) 895-8409

**March 2, 2005**

**TO: Board Members**

**FROM: Amy Friedman**

**RE: Employees of the Month**

**The Employees of the Month for March are Carla Brown, special education teacher at Rohwer Elementary and Jan Kruger, Secretary in the Pupil Services Department.**

**AF:sp**







**AGENDA SUMMARY SHEET**

**Agenda Item:** Policy 4405; Rules 4405.1, 4405.2, 4405.3, 4405.4, 4405.5, 4405.6, 4405.7

**Meeting Date:** February 21, 2005

**Department:** Human Resources

**Title and Brief Description:** We are continuing the examination and updating of the policies and rules in the 4000 series.

**Action Desired:** Second Reading and Approval of Policy 4405  
Approval of Rules 4405.1 through 4405.7

**Background:** The policy and rules were last revised in 1997 through 1999. We have some language to cleanup regarding timelines, titles and deduction amounts.

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


**Recommendations:** Approval of Policy 4405  
Approval of rules 4405.1 through 4405.7

**Strategic Plan Reference:** N/A

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

**Timeline:** 2-21-2005 First Reading of 4405  
3-7-2005 Second Reading and approval of 4405  
Approval of rules 4405.1 through 4405.7

**Responsible Persons:** Steve Moore

**Superintendent's Signature:** 

## Personnel

### Payroll Deductions

4405

Payroll deductions will be allowed for the following: Health insurance premiums, dental insurance premiums, life insurance premiums, long-term disability insurance premiums, 403(b) ~~(tax sheltered annuity and/or custodial account)~~ plan contributions, 457(b) plan contributions, Section 125 plan contributions, United Way/~~CHAD~~ of the Midlands contributions, Millard ~~Education~~ Public Schools Foundation contributions, professional dues and/or Union dues, credit union deductions for deposit, United States Savings Bonds, and any other payroll deduction allowed by law and policy. Any income to be deferred under this Policy shall not exceed the total compensation to be paid the employee.

Nothing in this Policy shall conflict with any collective bargaining agreements or individual contracts between the District and its personnel. All authorizations for deductions shall be in writing.

Legal reference: Neb. Rev. Stat. §36-123; 44-1615; 44-1616; 48-1230; 48-1401; 79-872; 79-873; 79-874

Related Policies and Rules: 4320

Policy Adopted: August 18, 1980

Revised: 9/20/1982; 3/4/1991; 8/2/1993; January 18, 1999

Millard Public Schools  
Omaha, Nebraska









## AGENDA SUMMARY SHEET

**Agenda Item:** Policy 4405; Rules 4405.1, 4405.2, 4405.3, 4405.4, 4405.5, 4405.6, 4405.7

**Meeting Date:** February 21, 2005

**Department:** Human Resources

**Title and Brief Description:** We are continuing the examination and updating of the policies and rules in the 4000 series.

**Action Desired:** Second Reading and Approval of Policy 4405  
Approval of Rules 4405.1 through 4405.7

**Background:** The policy and rules were last revised in 1997 through 1999. We have some language to cleanup regarding timelines, titles and deduction amounts.

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


**Recommendations:** Approval of Policy 4405  
Approval of rules 4405.1 through 4405.7

**Strategic Plan Reference:** N/A

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

**Timeline:** 2-21-2005 First Reading of 4405  
3-7-2005 Second Reading and approval of 4405  
Approval of rules 4405.1 through 4405.7

**Responsible Persons:** Steve Moore

**Superintendent's Signature:** 

**Personnel**

**Payroll Deduction - Health, Dental, Life, Long-term Disability & Section 125 Insurance 4405.1**

The District provides eligible employees with the opportunity to participate in group health, dental, life and long-term disability insurance programs, and section 125 flexible spending accounts according to collective bargaining agreements between the District and the organizations representing each employee group, or as provided for by salary, wage and benefit plans adopted by the Board for employees not covered by a collective bargaining agreement.

When full premiums are not paid by the District, the employee shall pay his or her share of the premiums through payroll deduction in order to be eligible for the benefit.

Legal Reference: Neb. Rev. Stat. §36-213; 44-762; 44-1615

Rule Approved

Revised: September 4, 1984; February 3, 1992; January 18, 1999; \_\_\_\_\_

Millard Public Schools  
Omaha, Nebraska

**Personnel**

**Payroll Deductions - U.S. Savings Bonds**

**4405.2**

~~All full-time and part-time~~ Employees may participate in payroll deduction for the purchase of United States Savings Bonds. Enrollment forms are available from the district payroll office.

Legal Reference: Neb. Rev. Stat. §36-213

Rule Aproved:

Revised: February 3, 1992; January 18, 1999; \_\_\_\_\_

Millard Public Schools  
Omaha, Nebraska

## Personnel

### Payroll Deduction - 403(b) Tax Sheltered Annuities and Custodial Accounts 4405.3

1. ~~Employees now participating in a tax sheltered annuity or custodial account (403(b)) program who desire to amend their present contract or provider shall:~~
  - a. ~~Contact the company sponsoring the tax sheltered annuity policy or custodial account and complete the company's forms. Forms are available at the company or agent's office.~~
  - b. ~~Properly execute a salary reduction agreement form and have their agent return it to the payroll office not later than October 1, January 1, April 1 and/or July 1. Only these four opportunities are given during the year to amend the salary reduction agreement or change providers.~~
  - c. ~~Have the 403(b) sponsor file a Hold Harmless Agreement with the District (unless an executed Hold Harmless Agreement is already on file with the District).~~
  
2. ~~Present or new employees not now participating in the tax sheltered annuity program who desire to do so shall:~~
  - a. ~~Contact any company that sponsors the tax sheltered annuity or custodial account and complete the company's forms.~~
  - b. ~~Complete the District's salary reduction agreement form, available through the payroll office, not later than October 1, January 1, April 1, or July 1. The salary reduction agreement shall be effective as of the first payroll following the quarterly enrollment date.~~
  - c. ~~Have the 403(b) sponsor file a Hold Harmless Agreement with the District (unless an executed Hold Harmless Agreement is already on file with the District).~~
  
3. ~~New employees participating in a tax sheltered annuity program immediately prior to employment with the Millard Public Schools shall:~~
  - a. ~~Furnish a copy of the annuity contract or custodial account agreement to the payroll office not later than the first of the month following the employee's first day of work.~~
  - b. ~~Complete the District's salary reduction agreement form, available through the payroll office, not later than the first of the month following the employee's first day of work.~~
  - c. ~~Have the 403(b) sponsor file a Hold Harmless Agreement with the District (unless an executed Hold Harmless Agreement is already on file with the District).~~
  
4. ~~Each employee who initiates or changes contributions under the program shall, at such time, provide the District with a copy of his or her maximum exclusion allowance (hereinafter, MEA) as calculated by the Employee's chosen annuity or custodial account provider, or any other party acceptable to the District. For each Employee contributing \$10,000 or more or utilizing the "catch up provisions" or the "special elections" allowed by the Internal Revenue Code, an MEA calculation shall be required annually. A copy of such MEA shall be provided to the District by November 1 of each calendar year in which the "catch up provisions" or "special elections" are utilized.~~
  1. Employees desiring to participate in a tax sheltered annuity or custodial account 403(b) program shall have:
    - a. Selected a sponsoring company from the list of companies approved by the District;
    - b. Completed the sponsoring company's required forms;
    - c. Completed the District's salary reduction agreement available through the payroll office, at least 15 days prior to the scheduled payroll start date; and
    - d. Have the sponsoring company file a Hold Harmless Agreement with the District (unless an executed Hold Harmless Agreement is already on file with the District).

2. The District Payroll Office shall have available a list of companies through which employees currently have tax-sheltered annuities or custodial accounts. New companies may only be added if there are at least five (5) district employees desiring to utilize the company for their tax-sheltered annuity or custodial account. A company will not be added to the list unless it has executed and filed a Hold Harmless Agreement in the form required by the District. Payroll deductions will only be made to companies whose names appear on the list. A company will be removed from the sponsoring company list if it does not maintain at least five (5) district employees with active payroll deductions. Ninety (90) days prior to removal from the list, written notice will be provided to the sponsoring company and each district employee with an active payroll deduction to that company. The District will not select nor recommend nor provide any advice to employees with respect to an annuity contract or custodial account in which the employees' contributions are invested.
3. An employee who desires to contribute more than the maximum elective deferral (\$14,000 for the calendar year 2005), shall provide the District such information as is needed to ensure that the amounts contributed over \$14,000 will qualify under the Internal Revenue Service rules.
4. The employee and the service provider are responsible for determining that the salary reduction amount does not exceed the limits as set forth in applicable law. The employee must agree to indemnify and hold the District harmless against any and all actions, claims and demands whatsoever that may arise from the purchase of annuities or custodial accounts for employees in amounts in excess of contribution limits as defined under applicable law.
5. The employee must agree that the District shall have no liability whatsoever for any and all losses suffered by the employee with regard to his or her selection of the annuity and/or custodial account; its terms, the financial condition, operation of, administration of or benefits provided by the company providing the annuity and/or custodial account.
6. Insurance and/or investment agents may not solicit business on school property.
7. Any employee or provider who does not strictly comply with the requirements of this rule shall not participate in the program.

Legal References: Neb. Rev. Stat. §36-213; 48-1401; 79-8,100

Rule Approved: August 21, 1978

Revised: February 3, 1992; June 15, 1998; \_\_\_\_\_

Millard Public Schools  
Omaha, NE

**Personnel**

**Payroll Deduction - United Way / ~~CHAD~~ of the Midlands**

**4405.4**

Payroll deductions for the United Way / ~~CHAD~~ of the Midlands campaign are allowed. ~~will be distributed over an eight month period.~~ The employee's contribution must total at least \$~~8 (eight dollars, one dollar per month for eight months)~~ \$20 (twenty dollars) to qualify for payroll deduction. ~~Deductions begin with the November paycheck.~~ Payroll reduction agreements are due in the payroll office ~~by November 1~~ 15 days prior to the first deduction.

Legal Reference: Neb. Rev. Stat. §36-213

Rule Approved: October 7, 1974

Revised: February 3, 1992; January 18, 1999; \_\_\_\_\_

Millard Public Schools  
Omaha, Nebraska

**Personnel**

**Payroll Deduction - Professional or Union Dues**

**4405.5**

~~Payroll deductions for professional dues are distributed over a ten month period, beginning with the November paycheck. Payroll deduction agreements are due in the payroll office by the 1st day of the month in which the deduction is to commence.~~

~~The payroll deduction agreement for a non-certificated employee's union dues are due in the payroll office by the 1st day of the month in which the reduction is to commence.~~

Payroll deduction agreements for professional or union dues are due in the payroll office 15 (fifteen) days prior to the first deduction. The authorization form for the employee shall include a notice to the employee of the employee's right to refuse authorization. The authorization may also authorize the professional organization or union to certify annually the amount to be deducted from the employee's wages.

Legal Reference: Neb. Rev. Stat. §36-213

Rule Approved: October 7, 1974

Revised: February 3, 1992; January 18, 1999; \_\_\_\_\_

Millard Public Schools  
Omaha, Nebraska



**Personnel**

**Payroll Deductions - Credit Union**

**4405.6**

Payroll deductions for a credit union may be made for employees. Each employee organization will select a credit union to be used by their members. Written authorization must be submitted to payroll 15 days prior to the first deduction.

Legal Reference: Neb. Rev. Stat. §36-213

Rule Approved: September 2, 1980

Revised: November 17, 1997: \_\_\_\_\_

Millard Public Schools  
Omaha, Nebraska

**Personnel****Payroll Deduction - Millard ~~Education~~ Public Schools Foundation****4405.7**

Payroll deductions for contributions to the Millard ~~Education~~ Public Schools Foundation ~~will be distributed over a five month period~~ are allowed. The employee's contribution must total at least \$10 ~~(ten dollars, two dollars per month for five months)~~ \$20 (twenty dollars) to qualify for payroll deduction. ~~Deductions begin with the February paycheck. Payroll deduction forms are due in the payroll office by February 1.~~ Written authorization must be submitted to payroll 15 days prior to the first deduction.

Legal reference: Neb. Rev. Stat. §36-213

Rule Approved: March 4, 1991

Revised: January 18, 1999

Millard Public Schools

Omaha, Nebraska

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Policy 7500

**MEETING DATE:** March 7, 2005

**DEPARTMENT:** Technology Division

**TITLE AND BRIEF DESCRIPTION:** Policy 7500—Telephone Equipment and Telephone Systems

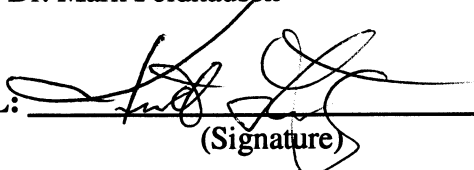
**ACTION DESIRED:** First Reading of New Policy

**BACKGROUND:** Policy 7500—Telephone Equipment and Telephone Systems and the accompanying Rule 7500.1 have been written to provide parameters for the use of telecommunications equipment and systems within the District.

**STRATEGIC PLAN REFERENCE:**

**RESPONSIBLE PERSON:** Dr. Mark Feldhausen

**SUPERINTENDENT APPROVAL:**

  
\_\_\_\_\_  
(Signature)

**BOARD ACTION:**

**Technology**

**Telephone Equipment and Telephone Systems:**

**Acceptable Use**

**7500**

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.

Policy Approved:

Millard Public Schools  
Omaha NE

## Technology

### 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 Millard Public Schools. District employees must comply with the following guidelines.

1. All telephones, cellular telephones, associated telephone and cellular equipment, faxes, pagers, voicemail, text messaging, and associated systems, and any messages contained therein hereinafter telephone equipment and systems are the property of Millard Public Schools.
2. All communications and records associated with the use of District telephone equipment or telephone systems may be public records and subject to review and audit. There is no individual right to privacy in the use of said telephone equipment or telephone systems.
3. The Technology Division is responsible for acquisition, installation, maintenance, and repair of all telephone equipment and the administration of all telephone and voicemail accounts.
4. Department supervisors are responsible for overseeing the use of the Districts telephone equipment and telephone systems and ensuring policy compliance. The Technology Division shall be notified by the Department Supervisors of any needed adds, moves, or changes required to telephone communication services.
5. Telephone communications should be limited in number and duration to those necessary to effectively conduct the business of the District.
6. All voicemail boxes will be protected with a PIN (personal identification number). PINs shall not be shared with others.
7. 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. If away from the office for more than one business day, the user is expected to change the voicemail greeting to reflect this fact and direct callers to alternate contacts if applicable.
8. Use of 411 directory assistance should be avoided since a fee is incurred with each use. Print or online telephone directories should be consulted first.

9. 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.

### **Unacceptable Use**

District telephone equipment and telephone systems shall not be used for the following:

1. Transmitting obscene, profane, or offensive messages or engaging in any illegal activity.
2. Transmitting communications that violate the District's harassment policy or create an intimidating or hostile work environment.
3. Any conduct including the unauthorized use of a PIN or other password.
4. Solicitation or proselytization for commercial, religious, political, personal or any other non-job-related activity.
5. Soliciting to buy or sell goods or services unrelated to the District.
6. Calling 1-900 and similar pay-for-service phone numbers.

### **Limited Personal Acceptable Use**

Personal use of telephone equipment or telephone systems is allowable, but must be limited in number and duration and must not interfere with the performance of District business.

Charges for long distance calls for personal reasons shall not be charged to the District. If a personal long-distance call must be made that will be billed to the District the employee should receive authorization from his/her supervisor to make the call first. Employees shall reimburse the District for the cost of any long-distance calls charged to the District.

### **Eligible Users**

Employees requesting the use of District-owned telephone equipment or systems must be approved by the Superintendent or designee. Requests must be approved by the employee's supervisor and the budget manager responsible for said expenditure. Completed requests are submitted to the Superintendent or designee for review and processing.

### **Monitoring**

The Millard Public Schools reserves the right to monitor District telephone equipment and telephone systems. The monitoring of such equipment or systems may be done for any reason.

### **Supported Services and Repair**

District telephone equipment that is damaged, lost, or stolen must be reported immediately to the Technology Division HelpDesk. If said equipment was damaged, lost, or stolen, through the acts or negligence of the authorized user, that individual will be responsible for reimbursing the District for all repair and/or replacement costs.

### **Compliance**

Users of District telephone equipment and telephone systems are expected to comply with Districts policies and rules, state and federal statutes, and communications guidelines. The District will provide all users with appropriate training for the use of such equipment.

Related Policies and Rules: 7500

Legal Reference: Neb. Rev. Stat. 81-1120.47; 41-14,101(4)

Rule Approved: \_\_\_\_\_ Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**Agenda Item:** Administrator Job Description Changes and Additions

**Meeting Date:** March 7, 2005

**Department:** Human Resources

**Title and Brief Description:** We are completing the examination and updating of the job descriptions (2000 series).

**Action Desired:** Delete Rule 2100.22, approve Rules 2100.22 (New), 2100.23 (Changes), 2100.24 (Changes), 2100.14 (Changes), 2100.16 (Changes), 2100.35 (Changes), and 2100.13 (New).

**Background:** These rules (job descriptions) need to be reviewed for changes and length of contract. Linda Horton currently is Administrator for Special Programs & Compliance (old 2100.22). We are recommending a change beginning 2005/06 school year to Administrator for Special Ed Programs and Compliance (new 2100.22). This change causes some adjustment to 2100.23 and 2100.24. In addition, we are bringing a new Rule 2100.13 Director of Activities/Athletics which causes changes to 2100.14, 2100.16 and 2100.35.

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

**Recommendations:** Delete Rule 2100.22 (Horton) and Approval of Rules 2100.22 Administrator for Special Education Programs and Compliance (Horton), 2100.23 Coordinator of Elementary Special Education (Hendrix-Wegner), and 2100.24 Coordinator of Secondary Special Education (Esser), 2100.14 Director of Pupil Services (Lofquist), 2100.16 Director of Secondary Education (Porter), 2100.35 Coordinator of Special Projects (Wise), and 2100.13 Director of Activities/Athletics (new).

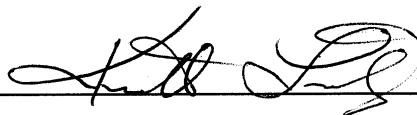
**Strategic Plan Reference:** N/A

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

**Timeline:** We will continue to bring job descriptions from the 2000 series to you this year.

**Responsible Persons:** Dr. Kirby Eltiste

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





**Administrator Job Description** **2100.22****Title: Administrator for Special Programs & Compliance****Reports to:** Associate Superintendent**General Summary:** Coordinates special assignments, including compliance issues for special education, Individual Learning Plans and documentation throughout the District, K-12 Summer School, and central organization of International Baccalaureate program, K-12.**Essential Functions:**

1. Conducts compliance efforts of special education preK-12 through age 21; completes reviews of all special education IEP/IFSP documents, ensuring compliance with District procedures, state, and federal laws; identifies areas of need, and works with Director of Special Education to develop and implement programs to address those needs. (50%)
2. Conducts compliance reviews for the District ILP process, K-12, ensuring alignment with District policy. (5%)
3. Directs the design and development of the District-wide International Baccalaureate program, K-12. (10%)
4. Directs K-12 Summer School. (10%)
5. Coordinates District-wide Mini Magnet development, facilitating the application process, budget development and program development adhering to the criteria in policy 10000.1. (5%)
6. Coordinates the Center development, K-12, to adhere to the criteria in policy 10000.2. (4%)
7. Monitors the Teammates program, ensuring adherence to the program goals and District participation criteria. (5%)
8. Assumes other special projects as assigned. (1%)
9. Directs Federal programs. (10%)

**Qualifications:**

1. Education Level: Masters' degree from an approved institution with a major in educational administration or the accepted equivalent. Course work or experience in high ability learner education desirable.
2. Certification or Licensure: Appropriate Nebraska administrative certificate.
3. Experience desired: Facilitation experience and/or administrative experience in curriculum, instruction and assessment related areas.
4. Other requirements: Skilled in the use of standard office applications of technology, able to maintain and apply approved budgets to identified programs, highly organized, and the ability to work harmoniously with others.

**Special Requirements:**

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

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

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved: August 5, 2002

Millard Public Schools  
Omaha NE

**ADMINISTRATOR JOB DESCRIPTION****Administrator for Special Education Programs and Compliance****2100.22**Reports to: Director of Special Education

**General Summary:** Coordinates special education compliance; assists in the design, development and delivery of special education programs and services appropriate for K-12 students with verified disabilities in the following categories: moderate/severe mental handicap and autism, K-12 programs for students with disabilities receiving homebound services and the K-12 general education and special education summer school program. The Administrator for Special Education Programs and compliance assists the Director of Special Education with staffing, budgeting, staff development, and program implementation and evaluation for identified special education programs.

**Performance Responsibilities:**

1. Conducts reviews of all special education IEP/IFSP documents so as to ensure compliance with district procedures, state, and federal laws; identifies areas of need and works with Director of Special Education to develop and implement programs to address those needs. (40%)
2. Collaborates with special education staff members, principals and other special education administrators to provide direction and assistance with the provision of special education and related services for students with moderate/severe mental handicaps and autism to assure that services are provided in the least restrictive environment; including. (20%)
3. Coordinates and supervises home instruction for homebound or hospitalized students. (8%)
4. Assists in communicating with parents and staff members regarding evaluation, programming, placement, services and rights of students with disabilities. (10%)
5. Coordinates the development of and supervises the implementation of the K-12 general and special education summer school program. (20%)
6. Assumes responsibility for own professional growth and development; for keeping current with the literature and new research findings; and for attending appropriate professional meetings and conferences. (2%)
7. Assumes other responsibilities as delegated and assigned.

Length of contract: 228 days

**Preferred Qualifications:**

1. A six-year Educational Specialist degree from an approved institution, with required course work in special education.
2. Appropriate Nebraska Administrative Certificate.
3. Four years of successful administrative experience in the area of special education.
4. Experience and leadership in special education administration.

**Required Qualifications:**

1. A Masters Degree from an approved institution with a major in special education.
2. Appropriate Nebraska Administrative Certificate.
3. Four years of successful teaching experience in the area of special education.
4. Experience and leadership abilities in appropriate facets of school administration; sensitivity to the needs and objectives of the District.

**Special Requirements:**

	Occasional 1 - 32%	Frequent 33 - 66%	Constant 67% +
1. Standing .....			X
2. Walking .....			X
3. Sitting .....		X	
4. Lifting 20 lb max.....	X		
5. Carrying 25 X 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 \_\_\_\_\_ Revised:

## Administrator Job Description

**Title: Coordinator of Elementary Special Education**

**2100.23**

**Reports to:** Director of Special Education

**General Summary:** Assists in the design, development and delivery of special education programs and services determined appropriate for elementary students with verified disabilities. The Coordinator of Elementary Special Education assists the Director of Special Education with staffing, budgeting, and program evaluation for elementary special education programs.

### Essential Functions:

#### Performance Responsibilities:

1. Collaborates with elementary principals and elementary special education teachers to provide direction and assistance to their programs.
2. Assists in the coordination and implementation of Multi-Disciplinary and Individual Education Program staffing procedures within each elementary building.
3. Monitors referral, evaluation and verification procedures used in each building to ensure appropriate placement and programming for students with disabilities.
4. Assists elementary special education teachers in developing and implementing appropriate individualized education programs for students with disabilities in their program.
5. Works with principals and other team members in facilitating the elementary special education program and in providing appropriate educational services for students with disabilities.
6. Works with the Multi-Disciplinary Team to assist in the coordination of related services.
7. Directs the ongoing staff development program made available to elementary special education teachers and assists the Director of Special Education with the total special education staff development program.
8. Assists elementary special education teachers in developing and presenting staff development for general education teachers and paraprofessionals within their assigned buildings.
9. Assists the Director of Special Education with budget development and implementation for the elementary special education program.
10. Assists with the recruitment, selection, assignment and evaluation of certified elementary special education staff members.
11. Assists in the preparation of federal, state and local reports on special education under the direction of the Director of Special Education.
12. Is responsible for maintaining a continuum of service delivery options within the elementary program for students with disabilities.
13. Assists in the articulation of preschool, elementary and secondary special education programs.
14. Acts as a materials and curriculum consultant to special education programs.
15. Assists in communicating with parents regarding evaluation, programming, placement, services and rights of students with disabilities.
- ~~16. Supervises and coordinates home instruction for elementary homebound or hospitalized students.~~
16. Arranges for transportation of elementary students with disabilities when required by their Individual Education Program.
- ~~17. Coordinates the development of the summer school program for elementary students with disabilities.~~
17. Assumes responsibility for own professional growth and development; for keeping current with the literature and new research findings; and for attending appropriate professional meetings and conferences.
18. Assumes other responsibilities as delegated and assigned.

**Length of contract: 218 days**

**Qualifications:**

1. Education Level: Preferred: A six-year Educational Specialist degree from an approved institution, with required course work in special education.  
Required: A Masters Degree from an approved institution, with a major in special education or the accepted equivalent.
2. Certification or Licensure: Preferred: Appropriate Nebraska Administrative Certificate.  
Required: Appropriate Nebraska Administrative Certificate.
2. Experience desired: Preferred: Four years of successful administrative experience in the area of special education.  
Required Four years of successful teaching experience in the area of special education.
4. Other requirements: Preferred: Experience and leadership in special education administration.  
Required: Experience and leadership abilities in appropriate facets of school administration; sensitivity to the needs and objectives of the District.

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

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

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Rule Approved: July 21, 1980  
Revised: February 19, 2001

Millard Public Schools  
Omaha, NE

## Administrator Job Description

**Title: Coordinator of Secondary Special Education**

**2100. 24**

**Reports to:** Director of Special Education

**General Summary:** Assists in the design, development and delivery of special education programs and services determined appropriate for secondary students with verified disabilities. The Coordinator of Secondary Special Education assists the Director of Special Education with staffing, budgeting, and program evaluation for secondary special education programs.

### Essential Functions:

#### Performance Responsibilities:

1. Collaborates with secondary principals in the supervision of secondary special education teachers to provide direction and assistance to their programs.
2. Assists in the coordination and implementation of Multi-Disciplinary and Individual Education Program staffing procedures within each secondary building.
3. Monitors referral, evaluation and verification procedures used in each building to ensure appropriate placement and programming for students with disabilities.
4. Assists secondary special education teachers in developing and implementing appropriate individualized education programs for students with disabilities in their program.
- ~~5. Coordinates the development of the summer school program for secondary students with disabilities.~~
5. Coordinates and supervises all aspects of the secondary transition programs, including the work-study components.
6. Works with principals, department heads, and other team members to facilitate the integration of all students into as many classes as possible so as to provide appropriate educational services to secondary students with disabilities.
7. Works with the Multi-Disciplinary Team to assist in the coordination of related services.
8. Directs the ongoing staff development program made available to secondary special education teachers and assists the Director of Special Education with the total special education staff development program.
9. Assists the Director of Special Education with budget development and implementation for the secondary special education department.
10. Assists with the recruitment, selection, assignment and evaluation of certified secondary special education staff members.
11. Assists in the preparation of federal, state and local reports on special education under the direction of the Director of Special Education.
12. Is responsible for maintaining a continuum of service delivery options within the secondary program for students with disabilities.
13. Acts as a materials and curriculum consultant to special education programs.
14. Assists in communicating with parents regarding evaluation, programming, placement services and rights of students with disabilities.
- ~~16. Supervises and coordinates home instruction for secondary homebound or hospitalized students.~~
16. Arranges for transportation of secondary students with disabilities when required by their Individual Education Program.
17. Assumes responsibility for own professional growth and development; for keeping current with the literature and new research findings; and for attending appropriate professional meetings and conferences.
18. Assumes other responsibilities as delegated and assigned.

**Length of contract: 218 days**

**Qualifications:**

1. Education Level: Preferred: A six-year Educational Specialist degree from an approved institution, with required course work in special education.  
Required: A Master's Degree from an approved institution, with a major in the area of special education or the accepted equivalent.
2. Certification or Licensure: Preferred: Appropriate Nebraska administrative certificate.  
Required: Appropriate Nebraska administrative certificate.
3. Experience desired: Preferred: Four years of successful administrative experience in the area of special education.  
Required: Four years of successful teaching experience in the area of special education.
4. Other requirements: Preferred: Experience and leadership special education administration.  
Required: Leadership abilities in the area of special education; sensitivity to the needs and objectives of the District.

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

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

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Rule Approved: July 21, 1980  
Revised: February 19, 2001

Millard Public Schools  
Omaha, NE



## Administrator Job Description

**Title: Director of Pupil Services**

**2100.14**

**Reports to:** Assistant Superintendent for Human Resources

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

### Essential Functions:

- A. Designs, directs, and evaluates those health services provided students. (10%)
- B. Directs the development and supervision of the district's psychological services and works with others to determine the appropriate level of service. (10%)
- C. Develops and coordinates and supervises response services counseling programs needed by the district. (10%)
- D. Administers and supervises procedures for enrollment, transfer and placement of students within the school system, as per law, regulation and/or board policy. (10%)
- E. Administers and supervises the student attendance policy and program. (1%)
- F. Directs the development and implementation of all procedures regarding the collection, maintenance and dissemination of student records. (5%)
- ~~G. Develops, directs, and implements the District safety program. (5%)~~
- H. Develops, directs, and implements procedures for student discipline within the district. (10%)
- I. Administers and supervises the District crisis team. (1%)
- J. Prepares budget requests for all of the pupil service areas and monitors budgetary expenditures. (2%)
- K. Maintains liaison with community organizations and agencies related to pupil services. (1%)
- L. Administers and supervises Section 504 programs. (5%)
- M. Recommends selection and assignment of pupil services staff. (1%)
- N. Administers and supervises Millard Intervention Team (MIT) procedures and activities. (2%)
- O. Works with others in the identification and provision of those staff development activities deemed appropriate. (1%)
- P. Evaluates pupil services staff in accord with district guidelines. (1%)
- ~~Q. Directs District Safety and Security Programs. (15%)~~

- R. Assists with the development of Board policies related to pupil services. (3%)
- S. Administers and supervises Millard Intervention Team (MIT) procedures and activities. (2%)
- T. Develops, directs, and implements District drug prevention programs. (1%)
- U. Attends all School Board and Cabinet meetings. (5%)
- V. Performs any other duties as assigned by the Assistant Superintendent for Human Resources. (1%).

**Length of contract: 12 Months**

**Qualifications:**

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

**Special Requirements:**

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

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

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Rule Approved: July 21, 1981  
 Revised: May 20, 1996; April 19, 2004

Millard Public Schools  
 Omaha NE

## Administrator Job Description

### Director of Secondary Education

2100.16

**Reports to:** Associate Superintendent for Educational Services

**General Summary:** Directs the planning, implementation, and evaluation of programming related to secondary education for students grade 6 through 12, and its accompanying routines and activities for the school district, under the direction of the Associate Superintendent for Educational Services.

#### Essential Functions:

1. Assists the Associate Superintendent in the development of the program model to be utilized in the planning, development and evaluation of curriculum in the district. (5%)
2. Develops and coordinates processes and procedures which will ensure the articulation of K-12 programming where possible and/or appropriate. (5%)
3. Coordinates the development and utilization of learner outcomes and assessment procedures in the secondary program. (5%)
4. Assists in the evaluation of the curricular program and materials and makes appropriate recommendations concerning their use. (3%)
5. Directs secondary ELL program. (3%)
6. Works with building administrators, the Director of Staff Development and Secondary Department Heads to coordinate the work of building instructional teams. (3%)
7. Assists in the development of a leadership-training program for secondary administrators, curriculum specialists, department heads, building level instructional teams and other fulfilling positions designed to further secondary education in the district. (1%)
8. Serves as a resource to secondary administrators in understanding and implementing the program components so that building-level (site-based) administration can assume responsibility for the programs in their respective buildings. (2%)
9. Serves as a resource to secondary administrators to ensure developmentally appropriate programming for all students. (1%)
10. Works cooperatively with other departments (i.e., personnel, business, planning and evaluation) to ensure the provision of both a comprehensive and effective educational program. (2%)
11. Directs coordination of special projects by working with department heads and building administrators in the designing, development, and maintenance of appropriate offerings for High Ability Learner students in the secondary schools. (3%)
12. Works with, and provides input to special program personnel (technology, media, pupil services, SPED, ESL, etc.) in issues related to secondary education. (3%)
13. Interprets, along with building personnel, the secondary program to staff, parents, community and the Board of Education. (3%)

14. Works with the Director of Staff Development and other appropriate personnel in designing appropriate programming for the professional growth of staff in the secondary schools. (3%)
15. Maintains knowledge of current educational issues through reading, conference attendance and other personal growth experiences. (3%)
16. Works closely with those who serve as content leaders for the district (i.e. curriculum specialists, department heads) or who provide support as a resource to the building program (i.e. grants writer, Coordinator of Special Projects) and evaluates accordingly. (21%)
17. Assists in the evaluation of secondary administrators as assigned by the Superintendent of Schools. (8%)
- ~~18. Serves as a liaison to those building administrators responsible for the operation of the co-curricular program. (3%)~~
19. Assists others in the design and development of those programs serving students outside of the normal school structure (i.e. night school, Millard Learning Center, school-community programs). (3%)
20. Serves as a resource to building-level administrators in areas identified by the Superintendent or designee. (2%)
21. Develops and recommends the budget necessary to operate the secondary education program. (5%)
22. Reports to the Associate Superintendent, the office of the Superintendent, and the Board of Education on a regular basis as it regards the progress or problems encountered at the secondary level. (3%)
23. Attends all School Board and Cabinet meetings. (5%)
24. Acts as curriculum department liaison with district, community, university systems, and state programs. (2%)
25. Assumes those other responsibilities relating to secondary education as assigned by the Associate Superintendent for Educational Services. (3%)

**Length of Contract: 12 Months**

### **Qualifications:**

1. Education Level: A doctoral degree from an approved institution with a major in educational administration or the accepted equivalent is preferred. A six-year specialist degree in educational administration or the accepted equivalent is required.
2. Certification or Licensure: Appropriate Nebraska Administrative Certificate.
3. Experience desired: Four years of successful administrative experience in the area of curriculum.
4. Other requirements: Strong leadership and planning skills. Possession of good oral and written communications skills.

**Special Requirements:**

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

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

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Rule approved: March 18, 1991  
Revised: May 20, 1996; May 21, 2001; April 19, 2004

Millard Public Schools  
Omaha, NE

**Administrator Job Description****2100.35****Title: Coordinator of Special Projects**

**Reports to:** Director of Elementary Education  
Director of Secondary Education

**General Summary:** Coordinates Educational Services special projects, including the program for high ability learners, the reteaching plans for students who have not yet met ELO performance standards, services to English language learners ~~the maintenance and development of current and new mini-magnet programs~~, exiting seniors and the post-graduate surveys; ~~facilitates~~ and state and federal grants as assigned.

**Essential Functions:**

1. Coordinates the development, monitors the implementation and gathers summary reports of school site plans for the purpose of reteaching students who have not yet met the ELO performance standards. (25%)
2. Coordinates the development, monitors the implementation and gathers summary reports of school site plans for high ability learners, including students with disabilities, according to district guidelines. (15%)
3. Coordinates the development of curriculum for high ability learners, including students with disabilities, which includes and addresses enrichment, acceleration, and social/emotional needs. (15%)
4. Coordinates the design of identification strategies for high ability learners, including students with disabilities. (10%)
5. Assists in the design, development and implementation of a program to train all staff in curricular and instructional strategies to meet the needs of high ability learners, including students with disabilities. (10%)
6. Coordinates the implementation and maintenance of specified grants; e.g., Title I, ~~EESA (Eisenhower Grant for Math and Science)~~, NCLB Title II, Part A, Textbook Loan. (10%)
- ~~7. Coordinates the development of new and maintenance of existing mini-magnet programs. (5%)~~
7. Coordinates the post-graduate survey and exiting senior survey; interprets data to make program decisions. (5%)
8. Assists with coordination of services to English language learners. (10%)
9. Assumes other special projects as assigned.

Length of Contract: 218 Days

**Qualifications:**

1. Education Level: Masters' degree from an approved institution with a major in educational administration or the accepted equivalent. Course work or experience in high ability learner education desirable.
2. Certification or Licensure: Appropriate Nebraska administrative certificate.
3. Experience desired: Facilitation experience and/or administrative experience in curriculum, instruction and assessment related areas.
4. Other requirements: Skilled in the use of standard office applications of technology, able to maintain and apply approved budgets to identified programs, highly organized, ability to work harmoniously with others, task and goal oriented. Valid drivers' license.

**Special Requirements:**

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

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

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Approved: July 12, 1999

Millard Public Schools  
Omaha, NE

**Administrative Job Description****2100.13****Director of Activities and Athletics****Reports to: Superintendent**

**General Summary: Directs and evaluates those programs and services in the areas of district activities and athletics and the District's safety program, and its accompanying routines for the school district, under the direction of the Superintendent.**

**Essential Functions:**

1. **Directs and evaluates all district drama, musical, athletic and school organization activities and contests. (10%)**
2. **Directs school-community use of facilities. (10%)**
3. **Assists in the selection, employment, assignment and evaluation of coaching personnel and activities sponsors. (10%)**
4. **Accounts for all monies handled in the district activities and athletic program in accordance with prescribed local and state procedures. (10%)**
5. **Cooperates with the Director of Communication in the dissemination of information to the public regarding athletics and activities programs. (10%)**
6. **Facilitates district communications among and between schools. (10%)**
7. **Develops, directs, and implements the District safety and security programs. (10%)**
8. **Assists in the development of Board policies related to district activities, athletics and safety. (5%)**
9. **Updates and maintains district activity and athletic guidelines. (5%)**
10. **Prepares budget request for all areas of the district activities and athletics. (5%)**
11. **Evaluates facilities, equipment and supplies and assists in purchasing and requisitioning. (5%)**
12. **Assists in establishing and maintaining positive relations with civic, professional, service, parents, and parent organizations and the community in general. (3%)**
13. **Serves as a liaison to those building administrators responsible for the operation of the co-curricular program. (3%)**
14. **Acts as official representative for Millard Public Schools with the Nebraska School Activities Association (NSAA). (1%)**
15. **Works with district maintenance representatives to assure appropriate maintenance of athletic facilities and fields. (1%)**



- 16. Attends all School Board and Cabinet meetings. (1%)
- 17. Performs other duties as assigned by the Superintendent. (1%)

Length of contract: 12 months

**Qualifications:**

- 1. A six year ed specialist degree from an approved institution with a major in educational administration or the accepted equivalent is preferred. A masters degree from an approved institution with a major in educational administration or the accepted equivalent required.
- 2. Appropriate Nebraska Administrative Certificate.
- 3. Four years of successful experience in administration with experience in directing athletics and activities preferred; three years of successful administration experience required.
- 4. Leadership skills in the area of administration, management and evaluation - sensitivity to the needs and objectives of the school and the district.

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

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: \_\_\_\_\_

Related Policy: 2100P

Rule Approved:

Millard Public Schools

Revised:

Omaha, NE

Reaffirmed:

**AGENDA SUMMARY SHEET**

**Agenda Item:** Collective Bargaining with Service Employees International, Local 226

**Meeting Date:** March 7, 2005

**Department:** Human Resources

**Title & Brief Description:** Service Employees International, Local 226 has written to request to enter into collective bargaining for the 2005-06 school year. The current bargaining agreement expires August 31, 2005. Local 226 represents full-time and part-time custodial & maintenance personnel.

**Action Desired:** Approval to enter into collective bargaining with SEIU, Local 226 for the 2005-06 school year and appointment of Steve Moore, Ken Fossen, and Duncan Young to represent the district in the collective bargaining sessions.


**Background:** Under Nebraska statutes, school employees have the right to organize and engage in collective bargaining with the school district on certain matters related to their employment. Local 226 represents custodial and maintenance employees of the district.

Collective bargaining formally commences when either the union or the school district submits written notice to the other party.

Previously, Steve Moore, Ken Fossen, and Duncan Young represented the district in collective bargaining with SEIU, Local 226.

**Options And Alternatives:**

**Responsible Person:** Steve Moore

**Superintendent's Approval:** 

**LOCAL 226****Stronger Together**

**Service Employees  
International Union  
Local 226  
AFL-CIO, CLC**

5418 S. 27th St., Suite 5  
Omaha, NE 68107

Office: 402-733-8775  
Fax: 402-731-3432  
E-mail: [local226@qwest.net](mailto:local226@qwest.net)  
[www.seiu226.org](http://www.seiu226.org)

Gary Golden  
President  
James Chapman  
Vice-President  
Marilyn Averill  
Recording Secretary  
Mike Swartzell  
Treasurer  
Tom Johnson  
Chief Steward  
Spencer Danner  
Asst. Chief Steward  
John Fortner  
Asst. Chief Steward  
Joe Rende  
Asst. Chief Steward  
Roy Bertch  
Trustee  
Pat Brey  
Trustee  
Chuck Schultz  
Trustee  
**Executive Board Representatives**  
Janine Burrow  
John Halliday  
Al King  
Sharon Knott  
Dori Larrew  
Roberta Oleson  
Lucinda Perez  
Mary Redding  
Jayne Royce  
Amy Samuelson  
Ron Weinand  
Claudette Wieseler  
Stephanie Williams

Steve Moore  
Millard Public Schools  
5606 S. 147<sup>th</sup> Street  
Omaha, NE 68137

Dear Mr. Moore,

SEIU Local 226 is ready to begin negotiations for Millard  
Operation Employees.

If you have any questions please call our office at 733-  
8775.

Thank you,

John Fortner  
Assistant Chief Steward  
SEIU Local 226

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:**

**MEETING DATE:** March 7, 2005

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** K-5 General Music Framework

The K-5 General Music Framework is being presented for approval. The attached Framework complies with Policy 6130. Included in the framework: Phase Activities, Philosophy, Elementary Standards, Grade 5-6 Skill Alignment, K-6 Enabling Skills, Primary Source Materials, Classroom Instrument List, Instructional Approaches, Assessment Opportunities, Differentiation Strategies, Technology Integration, Rule 10 Requirements of Singing Patriotic Songs (State Statute 79-724 American Citizenship, Survey of Metro Music Programs, Research Topics with Critical Attributes, Job Description, and Program Evaluation Results.

**ACTION DESIRED:** Approval  X

**BACKGROUND:**

The Elementary K-5 General Music Committee of 29 members completed Phases I & II of the Curriculum Cycle. They have reviewed the research and the National Music Standards, identified specific criteria based on best practices for elementary music education and evaluated four programs using the criteria. The unanimous selection was the 2005 Edition of the Macmillan Spotlight on Music.

**RECOMMENDATIONS:** Recommend approval of the K-5 General Music Framework

**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** Delay implementation

**TIMELINE:** Implementation August 2005

**RESPONSIBLE PERSON(S):** Carol Newton, Susie Wooster

**ASSOCIATE SUPERINTENDENT'S SIGNATURE:** Martha Bruckner

**SUPERINTENDENT'S APPROVAL:** [Signature]

**BOARD ACTION:**

# Elementary General Music Framework

February 2005



## Table of Contents

Committee Members . . . . .	3
Phase I – 2003-04 School Year . . . . .	4
Phase II – 2004-05 School Year . . . . .	5
Music Philosophy Statement K-12 . . . . .	6
Grades K-1-2 General Music Standards . . . . .	7
Grades 3-4-5 General Music Standards . . . . .	8
Grade 5 to 6 Skill Alignment . . . . .	9
Millard Essential Learner Outcomes (6110.1) . . . . .	10b
Grade Level Enabling Skills . . . . .	11
Primary Source Materials . . . . .	12
Instruction – Assessment – Differentiation . . . . .	14
Technology . . . . .	15
Multicultural – Patriotic Songs – Rule 10/State Statute 79-724 . . . . .	16
Appendix A – Elementary Vocal Music Survey – area districts . . . . .	17
Appendix B – Phase I Research Topics with Critical Attributes . . . . .	18
Appendix C – Job Description . . . . .	20
Appendix D – K-5 Music Evaluation Form . . . . .	22

## Elementary General Music Framework

### Committee Members

Terra Keiser-Marsden – Abbott music  
Lurene Bessebinders – Ackerman music  
Liz Schmitz – Ackerman music  
Eric Engstrom – Aldrich music  
Nancy Robson – Black Elk music  
Karyn Lawrence – Bryan music  
Nancy Patton – Cather music  
Karen Benson – Cody music  
Tami Zielke – Cottonwood music  
Denise Thomas – Disney music  
Devonye Mullins – Ezra music  
Jennifer Kolterman – Harvey Oaks music  
Tammy McCann – Hitchcock music  
Linda Elliott – Holling music  
Barb Carlsen – Montclair music  
Kim Wagner – Montclair music  
D’Nette Uptagraft – Morton music  
Shirley Borgum – Neihardt music  
Julie Sandene – Neihardt music  
Rick Jacobi – Norris music  
Mary Sayre – Rockwell music  
Tom Michalek – Rohwer music  
Nancy Vanis – Sandoz music  
Julie Anthony-Naber – Wheeler music  
Becky Noble – Willowdale music  
Monica Cox – Middle Level Representative  
Linda Shirck – Secondary Music MEP  
Denny Hanley – Technology Facilitator

Susan Wooster – Elementary Music MEP  
Tom Wise – Special Projects  
Carol Newton – Director of Elementary Education



**Phase I – 2003-04 School Year****September 25****Initial Planning**

Review Curriculum Phases and tasks  
 Federal/State/Local issues impacting elementary vocal music  
 Bridge to Middle Level  
 Review National Music Standards  
 Research Groups

**Critical Issues Identified by committee**

- Administrative support
- Parental support
- Curriculum/materials
- Scheduling
- Staff development
- Differentiation
- Performances/musical programs
- Resources
- Communication/ P.R.
- Class size
- Classroom facilities
- Collaboration
- Teaching strategies
- Budget constraints

**October 3****Elementary Vocal Music Survey of Area Districts**

Appendix A

**October 15****Identification of Research Groups**

- Music Literacy – reading music
- History & Culture of Music
- Aesthetics of Music
- Singing
- Movement
- Performance
- Listening

**November 4****Literacy**

Tom Michalek  
 Shirley Borgum  
 Ann Parker

**Research Group Work Session****Performance**

Becky Noble  
 D'Nette Uptagraft  
 Robyn Heyde

**Movement**

Denise Thomas  
 Devonye Mullins  
 Kim Wagner  
 Lurene Bessebinders

**Listening**

Nancy Vanis  
 Linda Elliott  
 Julie Sandene

**November 24****Culture**

Barb Carlsen  
 Julie Naber  
 Nancy Patton

**Research Group Work Session****Aesthetics**

Karen Benson  
 Terra Marsden  
 Karyn Lawrence

**Singing**

Rick Jacobi  
 Tami Zielke  
 Tammy McCann  
 Mary Sayre

**January 19****Identification of Critical Issues found in Research**

Appendix B

**February 27**

**Sharing Research Findings**

Refine Critical Attributes  
 Develop Vendor Evaluation Form  
 Report Card Indicators  
 Building Daily Class Schedule Review  
 Job Description Review – Appendix C

**Phase II – 2004-05 School Year**

**August 10**

**Fall Workshop**

K-5 Enabling Objectives completed

**September 17**

**Vendor Presentations**

Macmillian Publishers  
 Warner Brothers Publishers  
 Silver-Burdett Publishers

**October 21**

**Critical Skills and Grade Level Expectations**

Page 7 of Framework

**November 3**

**Updating Documents & Program Selection**

- Philosophy and Belief Statements
- Middle Level Outcomes
- K-5 Enabling Objectives Reviewed
- Instrument Inventory List

**Review Vendor Evaluation Data**

- Macmillan – program was selected
- Appendix D

**January 17**

**Finalize Framework & Identification of Materials**

**February 16**

**Presented/Discussed - Ed Services Cabinet**

**Feb 23**

**Presented/Discussed – District Cabinet**

**March 7**

**Presented for Board Approval**

## **Music Philosophy Statement K-12**

Music education is essential for every child. Music education provides unique aesthetic, creative, and academic experiences that integrate all areas of learning. The skills, knowledge, and habits acquired in the study of music develop important life skills, enriching student lives now and in their future personal and professional endeavors. Millard Public Schools will provide a comprehensive music curriculum, adequate instructional time, and qualified teachers to meet the needs and capacities of all students, at all grade levels.

### **K-5 General Music Teachers' Mission**

Music education is essential for every child. A comprehensive music curriculum will be provided through outstanding elementary music educators, substantial instructional time, and quality resources to meet the needs and capabilities of each student. We believe:

- 1 Music education is essential for every child.
- 2 The skills, knowledge, and habits acquired through music-making develop important life skills that enrich students' lives.
- 3 Music education provides unique aesthetic and creative experiences.
- 4 A quality music education program reflects and incorporates the National Music Content Standards, which are:
  - Singing, alone and with others, a varied repertoire of music.
  - Performing on instruments, alone and with others, a varied repertoire of music.
  - Improvising melodies, variations, and accompaniments.
  - Composing and arranging music within specified guidelines.
  - Reading and notating music.
  - Listening to, analyzing, and describing music.
  - Evaluating music and musical performances.
  - Understanding the relationship between music, the other arts, and disciplines outside of arts.
  - Understanding music in relation to culture and history.

## General Music National Standards/Millard Elementary Defined

### Grade K-1-2

**Singing alone and with others a varied repertoire of music** - Singing songs appropriate for the grade level, maintaining a tonal center. Singing songs (folk, patriotic, nursery rhymes, rounds singing games) alone and with a group, with appropriate tone, pitch, and rhythm, with and without accompaniment. Singing a culturally diverse repertoire of songs (some from memory) with appropriate tone, pitch, rhythm.

**Performing on instruments, alone and with others, a varied repertoire of music** – Performing independently simple patterns (ostinatis, borduns) and melodies on rhythmic & melodic classroom instruments (percussion, barred instruments) and maintaining a steady tempo. Performing expressively with appropriate dynamics and tempos on classroom and ethnic instruments.

**Improvising melodies, variations, and accompaniments** - Improvising appropriate "musical answers" (simple rhythmic variations) in the same style to given rhythmic phrases. Improvising simple rhythmic and melodic patterns and accompaniments.

**Composing and arranging music with specified guidelines** - Creating simple accompaniments with classroom instruments.

**Reading and notating music** - Reading simple rhythmic and melodic notation, using solfege and rhythmic syllables. Demonstrating pitch direction by using visual representation (steps and line drawings). Writing notation for simple melodic and rhythmic patterns.

**Listening to, analyzing, and describing music** - Knowing how to respond to selected characteristics of music (melodic phrase is the same or different, tempo is fast or slow, volume is loud or soft) through appropriate movement. Identifying, upon hearing, familiar instruments and voice types (trumpet, piano, child, adult). Knowing a simple music vocabulary (fast, slow, loud, soft) to describe what is heard in a variety of music styles. Understanding how music can communicate ideas suggesting events, feelings, moods, images

**Evaluating music and musical performances** - Identifying simple criteria for the evaluation of performances and compositions. Knowing how to offer simple, constructive suggestions for the improvement of his or her own and others' performances.

**Understanding the relationship between music, the other arts, and disciplines outside of arts** - Understanding how concepts within and between art forms are related. Understanding how music is related to other subjects.

**Understanding music in relation to culture and history** - Experiencing music from several different genre and cultures. Recognizing how rhythm and timbre are used in different types of music around the world. Experiencing the general cultural and/or historical settings of various types of music.

**Identifying and demonstrating movement elements and skills** - Improvising rhythmic movement to various styles of music. Demonstrating accuracy in moving to musical beat and responding to change in tempo. Performing folk dances from various cultures.

### **Grades 3-4-5**

**Singing alone and with others a varied repertoire of music** - Singing songs (descants, rounds, partner songs, and 2 and 3 part songs) maintaining their own part and using proper breathing techniques and a pleasing tone, with & without accompaniments. Singing music (some from memory) representing various cultures, genres, (march, work song, lullaby), and styles (of various cultures and composers). Using appropriate expressive and stylistic devices (dynamics, tone quality, phrasing, articulation, interpretation). Blending vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as a part of a group.

### **Performing on instruments, alone and with others, a varied repertoire of music** -

Independently performing melodies and patterns (ostinati, borduns) with various rhythmic, melodic, and harmonic classroom instruments (recorders, keyboards, barred instruments, autoharps) with appropriate instrumental techniques. Performing a variety of music genres and styles expressively on classroom and ethnic instruments (pop, folk, Caribbean, Polynesian, classical). Performing on classroom instruments and responding to tempo, balance, and blend cues of a conductor. Performing simple music phrases by ear.

**Improvising melodies, variations, and accompaniments** - Improvising "musical answers" (rhythmic variations and melodic embellishments) in the same style to given rhythmic and melodic phrases. Improvising through singing and playing simple rhythmic and melodic ostinati (repetitive, short music patterns) and variations on familiar melodies.

**Composing and arranging music with specified guidelines** - Knowing how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (voice, instruments, foot tapping, finger snapping) to express an idea or feeling. Understanding how composed music communicates text, ideas, meanings, emotion. Understanding the roles that regions, events, and historical contexts have in generating various types of music (Salsa, Appalachian). Knowing representative composers and musicians who influenced various types of music.

**Reading and notating music** - Reading simple melodies, by sight, from standard notation on the treble clef, 4/4, 3/4, 2/4, 6/8 meters, various major keys. Interpreting music symbols accurately and terms for dynamics, tempos, articulation, and expression when performing. Writing notation for simple melodic and rhythmic patterns.

**Listening to, analyzing, and describing music** - Knowing how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (ABA, verse, refrain). Identifying instruments and their "families" (violin as a string instrument; flute as a woodwind) and performance groups (band, chorus, string quartet). Using perceptual skills and appropriate terminology to describe aural examples of diverse music.

**Evaluating music and musical performances** - Knowing how to devise simple criteria to evaluate performances and compositions. Using specific criteria to identify strengths and weakness and to make suggestions for changes in his or her own and in others' performances.

**Understanding the relationship between music, the other arts, and disciplines outside of arts** - Knowing similarities and differences in artistic vocabulary. Understanding the relationship between music and other subjects (folk songs & historical events).

**Understanding music in relation to culture and history** - Experiencing music and composers that represent various historical periods and cultures (orchestral and band, Baroque and Handel, Villa-Lobos and Mariachi). Describing how basic elements of music (rhythm, melody, timbre, texture, dynamics) are used in different types of music around the world. Demonstrating audience behavior appropriate for the context and style of music performed.

**Identifying and demonstrating movement elements and skills** - Improvising rhythmic movement to various styles of music. Demonstrating accuracy in moving to musical beat and responding to changes in tempo. Performing folk dances from various cultures.

### Music Skills Alignment Grade 5 to Grade 6

5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
<b>Singing:</b>	
Two and three part singing	Sing music written in two or three parts
Sing music representing diverse genres, styles, and cultures	Sing music representing diverse genres, styles, and cultures with expression appropriate for the work being performed
Sing in small and large ensembles	Sing in small and large ensembles
Sing songs maintaining own part	Sing songs with technical accuracy
Sing some music from memory	Sing some songs performed from memory
Sing with appropriate dynamics, tone quality, phrasing, timbre, pitch, rhythm, breathing techniques and tempo	Sing accurately using correct pitch and rhythm, with appropriate timbre, diction, posture, breath control, while maintaining a steady tempo
<b>Performing on Instruments:</b>	
Perform independently with various rhythmic, melodic, and harmonic classroom instruments	Perform independently, with expression and technical accuracy, on at least one classroom instrument
<b>Improvising:</b>	
Improvise rhythmic variations and melodic embellishments in the same style as given rhythmic and melodic phrases	Improvise short melodies, unaccompanied or over given rhythmic accompaniments, each in consistent style, meter, tonality
<b>Composing/Arranging:</b>	
Compose short songs and instrumental pieces (within specified guidelines) to express an idea or feeling	Compose short pieces (within specified guidelines) demonstrating how the elements of music are used to achieve variety
Create and arrange an accompaniment for a familiar song, or arrange a scale by changing it in one or more ways	Arrange simple pieces for voices or instruments other than those for which the pieces were written
Compose with a variety of traditional and non-traditional sound sources to express and idea or feeling	Use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging
<b>Read and Notate Music:</b>	
Sight read simple melodies from standard notation on the treble clef	Read at sight simple melodies in treble clef
Accurately interpret half, whole, quarter, sixteenth, dotted half, and dotted eighth notes as well as half, whole, quarter and eighth rests in 4/4, 3/4, 2/4, and 6/8 meter signatures	Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in simple duple and simple triple meter signatures
Accurately interpret music symbols and terms for dynamics, tempos, articulation, and expression while performing	Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulations, and expression
<b>Listening, Analyzing, and Describing Music:</b>	
Use perception skills and appropriate terminology to describe aural examples of diverse music	Describe specific music events in a given aural example (representing diverse genres and cultures), using appropriate terminology
Know how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (ABA, verse, refrain)	Demonstrate knowledge of the basic principles of meter, rhythm, and tonality in their analyses of music
<b>Evaluating Music and Musical Performances:</b>	
Know how to devise simple criteria to evaluate performances and compositions	Develop criteria for evaluating the quality and effectiveness of music performances and

	compositions and apply criteria in personal listening and performing
Use specific criteria to identify strengths and weaknesses and to make suggestions for changes in his/her own and others' performances	Evaluate quality and effectiveness of their own and others' performances, compositions, arrangements, or improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
<b>Relationship Between Music, the Other Arts, and Disciplines Outside the Arts:</b>	
Know similarities and differences in artistic vocabulary	Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art
Understand relationship between music and the other subjects (folk songs and historical events—example)	Describe ways in which principles and subject matter of other disciplines taught in school are interrelated with those of music
<b>Music in Relation to Culture and History:</b>	
Describe how basic elements of music are used in different types of music around the world	Describe distinguishing characteristics of representative music genres and styles from a variety of cultures
Know music and composers that represent various historical periods and cultures around the world	Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary

The Essential Learner Outcomes of the Millard Public Schools are the following:

**MILLARD ESSENTIAL LEARNER OUTCOMES**

- CITIZENSHIP • CONSUMER ECONOMICS • FINE AND PERFORMING ARTS • HUMAN RELATIONS
- LITERACY AND COMMUNICATION • MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG LEARNING
- SCIENCE • SOCIAL STUDIES • TECHNOLOGY • WELLNESS

ACADEMIC SKILLS AND APPLICATIONS	LIFE SKILLS AND PERFORMANCES
<p>Students will demonstrate proficiency on these twelve indicators by meeting established standards on district-wide assessments. This proficiency, along with the successful completion of 225 credits for the class of 2004 and beyond, is used for diploma granting or denial. Students in the Millard Public Schools will:</p> <p><b><u>LITERACY AND COMMUNICATION</u></b></p> <ol style="list-style-type: none"> <li>1. Demonstrate competencies in reading to understand and evaluate a variety of texts.</li> <li>2. Demonstrate competencies in writing in a variety of modes.</li> </ol> <p><b><u>MATHEMATICS</u></b></p> <ol style="list-style-type: none"> <li>4. Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.</li> <li>5. Understand and use attributes of geometric figures and systems of measurement.</li> <li>6. Demonstrate knowledge of and use coordinate systems and algebraic concepts.</li> <li>7. Select, organize, display and analyze data.</li> <li>8. Apply appropriate mathematical strategies to solve problems.</li> </ol> <p><b><u>SCIENCE</u></b></p> <ol style="list-style-type: none"> <li>9. Use scientific processes to understand the unifying concepts of the natural world.</li> <li>10. Demonstrate understanding of life, physical, earth and space sciences.</li> </ol> <p><b><u>SOCIAL STUDIES</u></b></p> <ol style="list-style-type: none"> <li>11. Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.</li> <li>12. Demonstrate practical knowledge of history, economics and geography.</li> <li>13. Understand global interdependence.</li> </ol> <p>-----</p> <p>Course outcomes and assessments will determine program and building accountability in the areas of clarity (what is to be taught), competence (what is to be learned), consistency (among buildings), continuity (articulation) and communication (among teachers and with parents). The following indicators are not used for diploma-granting or denial.</p> <p><b><u>LITERACY AND COMMUNICATION</u></b></p> <ol style="list-style-type: none"> <li>3. Demonstrate appropriate speaking and listening skills for a variety of settings.</li> </ol> <p><b><u>CONSUMER ECONOMICS</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate skills in managing money.</li> <li>• Make sound financial choices by using appropriate resources.</li> </ul> <p><b><u>HUMAN RELATIONS</u></b></p> <ul style="list-style-type: none"> <li>• Understand ethnic and cultural differences.</li> <li>• Understand human differences.</li> </ul> <p><b><u>TECHNOLOGY</u></b></p> <ul style="list-style-type: none"> <li>• Obtain information electronically and organizes it successfully.</li> <li>• Convey information using technology.</li> <li>• Use a variety of technological resources to solve problems.</li> </ul> <p><b><u>FINE AND PERFORMING ARTS</u></b></p> <ol style="list-style-type: none"> <li>21. Experience and evaluate a variety of music, art, or drama.</li> </ol> <p><b><u>WELLNESS</u></b></p> <ul style="list-style-type: none"> <li>• Understand human growth and development.</li> <li>• Identify the values of good nutrition and physical activity.</li> <li>• Evaluate the impact of addictive substances and behaviors.</li> </ul>	<p>Within the school setting, students in the Millard Schools will:</p> <p><b><u>READINESS FOR WORK</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to manage time.</li> <li>• Demonstrate the ability to follow directions.</li> <li>• Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.</li> <li>• Develop ability to work with others to accomplish tasks/goals.</li> <li>• Demonstrate essential knowledge of good work habits.</li> <li>• Demonstrate responsibility.</li> </ul> <p><b><u>READINESS FOR LIFE-LONG LEARNING</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate ability to set and pursue short term and long term goals.</li> <li>• Obtain, organize and evaluate information successfully.</li> <li>• Develop the attributes of:             <ul style="list-style-type: none"> <li>-integrity,</li> <li>-self-discipline,</li> <li>-positive attitude,</li> <li>-perseverance.</li> </ul> </li> </ul> <p><b><u>CITIZENSHIP</u></b></p> <ul style="list-style-type: none"> <li>• Participate in community and/or school organization.</li> <li>• Acknowledge diversity of others.</li> <li>• Respect the rights of others.</li> <li>• Treat others in a considerate and non-demeaning manner.</li> </ul> <p>Revised: Strategic Planning December 5, 1996 T-Chart Approved: Millard Board of Education January 13, 1997</p> <p>Rule Adopted: May 3, 1999 Revised: June 18, 2001; July 21, 2003</p>



## Grade Level Enabling Skills

**Outcome 21 – Experiences and evaluates a variety of music, art, or drama. Student will demonstrate musical skills through singing, performing on instruments, composing/improvising, reading/notating, listening, evaluating, moving, and correlating to culture/history/other arts/other disciplines.**

	K	1	2	3	4	5	6
<b>21.1 Student will demonstrate rhythm/beat.</b>	-beat awareness -short/long	-steady beat -beat vs rhythm -strong/weak -ta/ti-ti/rest -exp. duple/triple	-half note -half rest -2/4 meter -measure -barline	-whole note -whole rest -dotted half -3/4 meter -4/4 meter	-sixteenth notes -ti-tiri-tiri-ti -single eighth note -anacrusis -syncopation -single 8th rest	-dotted quarter + eighth 6/8 meter	-rhythm -Notes – whole, half, dotted half, quarter, 2 8th quarter, 2 8th quarter -Rests – whole, half, quarter -4/4, 3/4, 2/4
<b>21.2 Student Will demonstrate melody/pitch.</b>	-vocal exploration -4 voice types simple -high/low -speech -tuneful singing (follows melodic contour) -pitch matching -sol-mi -folksong repertoire	-sol-mi-la -accompaniment -unison singing	-do re mi sol la -score/text reading -speech w/2 ostinati -singing w/2 ostinati	-low la -low sol -high do -3-5 line staff -layered ostinati	-fa (hexatonic) -pitch names	-ti -Ionian -diatonic -octavos	-pitch -improvise 5 note pentatonic melody -treble clef -notation symbols -notate direction -notate pitch, rhythm
<b>21.3 Student Will demonstrate musical form.</b>	-call response -same/different	-AB -ABA	-verse/refrain	-rondo	-theme/variation	-theme/variation	-compose ABA form -style, meter, tonally
<b>21.4 Student Will demonstrate texture/harmony concepts.</b>	-simple accompaniment while speaking, singing	-ostinato -chord bordun -level bordun -speech w/ostinato -singing w/ostinato	-broken bordun -2 part speech -partner songs	-2 part canon -arpeggiated bordun	-3 part canon -3 part speech -2 part singing -1 chord	-moving bordun -chords I-V	-I chord -V chord -unison -2 part
<b>21.5 Student will demonstrate dynamics</b>	-loud/soft	-f -p	-piano -forte -crescendo -decrescendo	-ff -pp-staccato	-marcato -fff -ppp	-legato -accent	-notate dynamics -tempo
<b>21.6 Student will demonstrate timbre.</b>	-awareness of same/different sounds, metals, woods, skins, shakers	-awareness of same/different sounds, metals, woods, skins, shakers	-instrument families	-specific instruments	-multicultural instruments	-electronic, computer generated music	-rhythm instruments -clapping -electronic media

## Primary Source Materials

### Spotlight on Music by Macmillan/McGraw-Hill @2005

Contains four sections that integrate Concepts; Music Reading; Performance; and Celebrations. Together these sections help students excel at acquiring music skills and understanding concepts, reading music notation, developing choral techniques, performing stories with music, and performing music for patriotic, seasonal, and holiday celebrations. Songs and listening selections include a variety of styles. Many performance opportunities exist, including Broadway for Kids musical theater productions.

- ❑ **Pupil Edition** – offers a wealth of songs, listening selections, movement, instrumental parts to play, and other music activities.
- ❑ **Audio CDs** – contains new song recordings, creative instrumental arrangements, pronunciation guides for non-English songs, listening selections, representations of culturally authentic instruments and vocal groups, and vocal-only practice tracks for every song.
- ❑ **Grade-level DVDs** – contain videos of choreography for Broadway for Kids musicals, videos of John Jacobson performing choreography for selected songs, videos of From the Top interviews, and signing videos for selected songs.
- ❑ **Teacher's Edition** – organized for flexibility and easy planning, incorporating Kodaly, Orff, and Dalcroze approaches. A unique learning sequence that helps the teacher plan when and how students will explore, label, and practice a music concepts. Organization features an abundance of teaching strategies for reaching special learners, curriculum links, movement extensions, program ideas, and in-depth lesson planners.
- ❑ **Resource Masters** – contain supplemental activities that reinforce or review concepts taught in the lesson, assessment rubrics, creative unit projects, listening maps, review questions, scripts and lyrics of the Broadway for Kids musical theater selections, sign language versions of selected songs using American Sign Language.
- ❑ **Piano Accompaniments** – provide for songs that replicate the vocal and instrumental arrangements used.
- ❑ **Listening Map Transparencies** – colored overhead transparencies that provide visual guidance for students as they listen to specific music selections
- ❑ **Spotlight on Reading Music Transparencies** – provide reading music section from the pupil edition in overhead transparency format.
- ❑ **Spotlight on Orff Orchestrations** – contain supplementary orchestrations written by Orff master teachers for songs in the program.
- ❑ **Spotlight on Recorder** – contains blackline masters for soprano recorder, correlated to songs in the program.
- ❑ **Master Index** – provides access to music, art, literature, themes, and activities correlated to the program.

Program Components	Kinder	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
Big Book/Flip Chart	X	X				
Pupil Edition			X	X	X	X
Teacher's Edition Includes DVD, Audio CD, Piano Acc.	X	X	X	X	X	X
Audio CD Package	X	X	X	X	X	X
Resource Masters	X	X	X	X	X	X
Listening Map Transparencies	X	X	X	X	X	X
Master Index	X	X	X	X	X	X
Spotlight on Orff Orchestrations		X	X	X	X	X
Spotlight on Reading Music Transparencies			X	X	X	X
Spotlight on Recorder				X	X	X

## Classroom Standard Instrument/Equipment List

### Orff Instrument

#### Xylophones

Bass (1)  
Alto (2)  
Soprano (2)

#### Glockenspiels

Alto (2)  
Soprano (2)

#### Metalophones

Bass (1)  
Alto (2)  
Soprano (2)

#### Contra-Bass Bars

C  
F  
G

### Percussion Instruments

Tambourines (5)  
Finger Cymbals (5 pair)  
Suspended Cymbal/brush (1)  
Shakers (6), metal, wood, egg head  
Log Drum (1)  
Slide Whistle (1)  
Horse Hooves (1)  
Ratchet (1)  
Sleigh Bell (1)  
Gong (1)  
Temple Blocks (1)  
Guiros (3-6)  
Castanets (2)  
Sand Blocks (2pair)  
Train Whistle (1)  
Kalima (1)  
Recorders

Cowbell (2)  
Agogo Bell (1)  
Jingle Bells/handles (5)  
Maracas (4 pair)  
Blocks (6), tone, wood, tick tock  
Autoharp (1)  
Vibra Slap  
Triangles – 4", 6", 7"  
Chime Tree (1)  
Cabasa, small, large  
Slap Stick (1)  
Rhythm Sticks (30)  
Claves (6)  
Bird Whistle (1)  
Rain Stick (1)  
Sleigh Bell (1)

### Recorders

### Technology Cart

E-MAC  
Projection system  
Music Keyboard  
DVD/VCR System  
Garage Band

### Chattervox

Portable voice amplifier system.

## **Instruction – Assessment – Differentiation**

### **Instructional Approaches**

The Spotlight on Vocal Music Program centers around four basic components: concepts, reading music, performance, and celebrations. The program defines these areas as:

- ❑ Spotlight on Concepts – provides grade-level appropriate music concepts for music instruction
- ❑ Spotlight on Music Reading – provides grade-level appropriate reading of musical notation
- ❑ Spotlight on Performance – provides grade-level appropriate performance experiences both in songs and stories
- ❑ Spotlight on Celebrations – provides grade-level appropriate selections of music for patriotic, seasonal and holiday celebrations
- ❑ Beside the Macmillan curriculum, other materials and methods will be utilized to enhance learning, such as Orff, Kodaly, and movement.

### **Assessment Opportunities**

Within each unit, three levels of assessment are used:

- 1 Selected Response – grade-level appropriate questions that check students’ basic comprehension of concepts in a multiple choice or yes/no format.
- 2 Constructed Response – grade-level appropriate questions and prompts that utilize higher-level thinking skills, such as summarize, compare/contrast, interpret, explain, and rephrase. Prompts also provide writing opportunities to further extend students’ thinking.
- 3 Creative/Performance Assessment – grade-level appropriate, performance-based tasks and projects that allow students to synthesize learned elements and evaluate the quality of work based on a set of criteria.

Within each lesson, there are assessment opportunities:

- ❑ Think! Questions – open-ended, utilizing higher-level thinking skills
- ❑ Informal Assessment – opportunities throughout each lesson for use with whole group, small groups, or individuals.
- ❑ Optional Reteaching – alternate teaching methods to reteach the concepts, skills, or behaviors that students had difficulty grasping.

### **Differentiation – Reaching All Learners**

Every lesson in each unit includes a section entitled, “Reaching All Learners”. Strategies are given to meet the needs of English Language Learners, Special Needs Learners, and High Ability Learners:

- ❑ Strategies for English Language Learners – provide direct teaching on language issues that are likely to be difficult, aspects of American life that could be taken for granted, and cultural background about the United States and other countries. Music makes it possible to learn another language in a way that is fun and memorable.
- ❑ Strategies for Special Needs Learners – provide guidance on options for participation, as well as to modify tasks, expectations, and types/methods of responses.
- ❑ Strategies for High Ability Learners – provide guidance on options to extend the concepts, skills, tasks, expectations, and types/methods of responses.

## Curriculum – Technology

### Integration with Elementary Curriculum – Curriculum Links

Provide teacher resource information matched to specific lessons that correlate with language arts, reading, math, science, health, art, fine arts, theater, physical education, social studies, history and culture.

### Integration with Technology

**Companion Website** – [www.mhschool.com](http://www.mhschool.com) features reference materials for teachers and students and articles on musicians, music styles and genres, and music instruments.

### Technology Cart

- E-MAC
- Projection system
- Music Keyboard
- DVD/VCR System
- Garage Band

### Chattervox

Portable voice amplifier system.

## Multicultural – Patriotic Songs

### Multicultural Connections

Songs, folktales, composers, and games are taught throughout the program related to various world cultures. The following countries/cultures are emphasized:

African	African American	Cajun
Caribbean	Creole	Latin America
Jamaican	West Indian	Asia
Asian American	Middle Eastern	Israeli
Polynesian	Pacific Islands	European
European American	Australian	Canadian
Russian	Ukrainian	Native American

### Singing of Patriotic Songs - Rule 10

Chapter 10 State Statute 79-724 American Citizenship

(3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose:

(a) American heroes;

**(b) The singing of patriotic songs and the insistence that every pupil memorize the Star-Spangled Banner and America;**

(c) Flag.

### Grade Level Patriotic Song Articulation:

Grade	Patriotic Song Emphasis
<b>K</b>	America Battle Hymn of the Republic Presidents You're a Grand Old Flag
<b>1</b>	America I Love My Country When the Flag Goes By There are Many Flags in Many Lands
<b>2</b>	America Yankee Doodle There are Many Flags in Many Lands
<b>3</b>	<b>America</b> Yankee Doodle There are Many Flags in Many Lands
<b>4</b>	<b>America the Beautiful</b> Stars & Stripes Forever Star-Spangled Banner This Land is Your Land We Remember Yankee Doodle
<b>5</b>	<b>Star Spangled Banner</b> America the Beautiful Battle Hymn of the Republic Dreamers Fifty Nifty United States Heartbeat of Democracy Liberty Bell March Patriotic Medley

## Appendix A

### Elementary Vocal Music Survey – area districts

10/03

Districts	Info from	Grades K-5	# sessions/week	#minutes/session	# night programs	Other duties
Millard	Tchrs	K-5	40-55, varies based on number of classrooms	25-30 minutes	Varies from 3 to 6 per year	Varies by bldg.
Papillion	Secretary	K-6 ½ hr every other day	50	30 minutes	They have combination grade level performances	None
Westside	Secretary	K-5 ½ hr 2 times a week and then rotates to another school	26 in 3 days and then rotates to another school	30 minutes	They have combination grade level performances	Playground duty
Ralston	Secretary	K-6 ½ hr every other day	46	30	Single and combination of grade levels	Lunch Duty
Bellevue	Secretary	K-5 25 minutes every other day	50	25	Combination grade level performances	Lunch and recess duty
Gretna	Secretary	K 2 – 20 min sessions a day Grades 1-4 2 or 3 40 minute sessions a day-rotating	12 classes per day-60 per week	K 2-20 minute Session every other day  Gr 1-4 40 minute session every other day	Single performance for each grade level	Safety Patrol Bus Monitor students
Elkhorn	Principal	30 minutes 2 times a week	26 sessions a week	30	Varies-mostly combination but they do single grade levels too	Recess duty
Lincoln	Secretary	K-3 25 Minutes Gr 4-5 50 Minutes	55	K-3 25 minutes Gr 4-5 50 minutes	Grades 4-5 Only	Lunch duty

## Appendix B

### Music Curriculum Phase I Research Topics With Critical Attributes

#### Movement

Group members: Devoyne, LuRene, Denise, Kim

Critical Attributes

- Identify and demonstrate movement elements and skills in performing dance.
- Understand choreographic principles, processes, and structures.
- Understand dance as a way to create and communicate meaning.
- Apply and demonstrate critical and creative thinking skills in dance.
- Demonstrate and understand dance in various cultures and historical periods and making connections between dance and other disciplines.

#### Performance

Group members: D'Nette, Becky, Robyn

Critical Attributes

- Offer performance opportunities within and outside the classroom.
- Encourage musicality-perform with expression and technical accuracy.
- Integrate all components of singing, playing, and listening to music.
- Exposure to, and understanding of, diverse genres and cultures.
- Promote interdisciplinary relationship between music and other fields of study.

#### Music Literacy

Group members: Shirley, Tom, Anne

Critical Attributes

- Implemented rhythmic system.
- Implemented melodic system.
- Ability to hear music internally when seen
- Ability to read music
- Ability to describe and discuss music in musical terms.

#### Multi-Cultural

Group members: Barb, Julie N., Nancy P.

Critical Attributes

- Multi-cultural music should facilitate an understanding of American music heritage as well as others within their community and beyond.
- The music should authentically represent the culture.
- It provides for the teaching of musical knowledge and skills.
- It should provide multi-learning styles (i.e. dance, listening, visual arts, instrumental).

#### Aesthetics

Group members: Karyn L., Karen B., Terra

Critical Attributes

- Students must be involved in the process; creative doers.
- Using high quality, beautiful, enriched literature and materials.
- Teachers must be well trained to give students aesthetic experiences.
- Aesthetic education calls us to discover what it is about music that makes it both valuable and unique; to understand that the emotions, the feeling and intuitive human reaction to music appear naturally as an essential part of the human condition.
- Arts enhance integrated sensory, attentional, cognitive, emotional and motor capacities, which are driving forces behind all learning.



**Listening**

Group members: Nancy V., Linda, Julie S.

**Critical Attributes**

- Identify simple music forms when presented aurally.
- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- Use appropriate terminology in explaining music notation, music instruments, voices, and music performances.
- Identify instrumental and vocal timbres-sounds of a variety of instruments including orchestra and band, and instruments from various cultures, as well as children's voices, and male and female adult.
- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

**Singing**

Group members: Mary, Tammy M., Rick, Tami Z.

**Critical Attributes**

- Sing independently.
- Sing expressively.
- Sing from memory a varied repertoire.
- Sing ostinatos, partner songs, and rounds.
- Sing in groups while responding to the cues of the conductor.

## Appendix C

### Job Description

**Title: Elementary Music Teacher**

**Reports to:** Building Principal

**General Summary:** Teaches students by effectively planning and conducting instruction, managing the classroom environment, assessing student learning, and performing other professional responsibilities as related to the vocal music program.

**Essential Functions:** (See the teacher evaluation manual for an in-depth explanation)

1. Effectively plans instruction.
2. Promotes a positive, productive learning environment.
3. Maintains appropriate standards of student behavior.
4. Engages the students in meeting the purposes of instruction.
5. Effectively manages classroom routines and transitions.
6. Develops effective learning experiences.
7. Uses appropriate curriculum content.
8. Facilitates student thinking.
9. Communicates clearly, using precise language and acceptable oral expressions.
10. Monitors student learning and adjusts teaching when appropriate.
11. Performs school-related responsibilities.
12. Assumes responsibility for meaningful professional growth.
13. Assumes leadership for school improvement and professional growth.
14. Keeps an up-to-date inventory, maintenance and replacement schedule of all music materials and instruments; arrange for tuning of all school pianos twice yearly.
15. Serves on curriculum committees as needed and participates in inservice programs offered by the building and the district.
16. Coordinates a maximum of two day and/or evening programs at the principal's request. Additional programs may be initiated by the music teacher with the approval of the principal. Program is defined as any student performance outside of the regularly scheduled music classroom (i.e. grade level program, school assembly, and community function). Programs are based on the objectives listed in the music curriculum.
17. Initiates choirs and extra curricular music groups with the mutual agreement of the building principal. Pay may be provided as a club sponsor under the provisions of the extra duty pay schedule.
18. Other duties as assigned by the principal.

#### Qualifications:

1. Education Level: Bachelor's degree is required, additional training and/or graduate hours and/or graduate degrees in education or subject area(s) is preferred.
2. Certification or Licensure: Valid Nebraska Teaching Certificate. It is preferred that the teacher endorsed by the State of Nebraska to teach the particular subjects of the assignment.
3. Experience desired: Classroom teaching experience is preferred.
4. Other requirements: Possess skills that will enable the teacher to perform the required responsibilities. Be physically able to perform required responsibilities.

**Special Requirements:**

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

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

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Revised: 9/14/1998 Millard

Public

Schools

## Appendix D

### Millard Public Schools K-5 Music Evaluation Form

#### **Textbook Selection Guidelines:**

The goal of elementary music instruction is to empower students to explore the aesthetic qualities of music, experience diverse cultures through music, identify and interpret a variety of music, and to express one's self through music. A textbook should contain materials for appropriate instruction and support so that all children will learn. With these goals in mind, rate the textbook on the following attributes.

<b>Part 1: General Format of Textbook</b>	2003	1998	2005	2005
	Warner Bros.	Old Mac	Macmillan	Silver B
1. Is the textbook/series user-friendly?	85	138	192	183
2. Does the textbook/series include relevant music topics?	126	159	192	186
3. Does the program consist of materials that are of high quality?	90	156	198	192
4. Does the program provide alternative strategies/activities to meet the needs of diverse learners?	67	162	177	144
5. Does the textbook/series offer teachers enough direction/support to deliver the music curriculum?	90	147	192	180
<u>Part 2: Music Literacy</u>				
1. Does the textbook/series provide opportunities to read music?	24	21	30	28
2. Does the textbook/series provide opportunities to describe and discuss music using musical terms?	30	24	30	30
3. Does the textbook/series provide opportunities for composing and/or improvising melodies, variations, movement, and accompaniments?	12	18	30	30
4. Does the textbook/series implement a rhythmic sequence?	30	24	30	30
5. Does the textbook/series implement a melodic system?	30	24	30	30
6. Does the textbook/series provide opportunities to identify, analyze, evaluate, and interpret a variety of music?	30	30	30	30
<u>Part 3: Music Aesthetics</u>				
1. Does the textbook/series provide opportunities for students to be creative "doers" of musical concepts?	12	18	18	18
2. Does the textbook/series provide activities whereby students are able to express themselves by creating and/or	12	18	18	18

performing musical works through a variety of techniques?				
3. Does the textbook/series contain activities that help students understand the value of music?	18	18	18	18
4. Does the textbook/series contain activities that integrate sensory, cognitive, emotional and motor capacities?	12	18	18	18
5. Does the textbook/series provide opportunities to explore and respond to aesthetic qualities of music?	18	18	18	18
Part 4: Singing				
1. Does the textbook/series provide opportunities for students to sing independently?	6	24	30	30
2. Does the textbook/series provide opportunities for students to sing expressively?	18	24	30	30
3. Does the textbook/series provide opportunities for students to sing from memory?	0	24	30	30
4. Does the textbook/series provide opportunities for students to sing a varied repertoire of music?	0	24	30	30
5. Does the textbook/series provide opportunities for students to sing harmonies, ostinatos, partner songs and rounds?	0	24	30	30
6. Does the textbook/series provide opportunities for students to sing in groups while responding to conductor's cues?	0	24	0	6
Part 5: Listening				
1. Does the textbook/series contain activities in which students identify simple music forms presented aurally?	12	24	29	30
2. Does the textbook contain activities in which students answer questions about, and describe aural examples of music representing diverse styles and cultures?	12	24	29	30
3. Does the textbook/series give students the opportunity to use appropriate terminology to explain music notation, music instruments, voices and music performances?	12	24	30	30
4. Does the textbook/series contain activities in which students identify instrumental and vocal timbres-sounds of a variety of instruments including orchestra and band, instruments from various cultures, children's voices as	12	24	30	30

well as voices of male and female adults?				
5. Does the textbook/series provide opportunities for students to respond to music through purposeful movement to selected prominent music characteristics, or to specific music events while listening to music?	12	24	30	24
<b>Part 6: Multi-Culturalism</b>				
1. Does the textbook/series include multi-cultural songs and activities? Do those songs and activities authentically represent the various cultures?	12	30	30	30
2. Does the textbook/series provide music and activities that facilitate an understanding of American music heritage?	6	30	30	21
3. Does the textbook/series provide music and activities that facilitate an understanding of various cultures?	15	24	30	30
4. Does the textbook/series provide opportunities and activities that help students experience multicultural music through a variety of learning styles?	12	24	30	30
5. Does the textbook/series provide opportunities to demonstrate musical skills and concepts within the context of multicultural music?	12	24	30	30
<b>Part 7: Movement</b>				
1. Does the textbook/series provide opportunities for students to identify and demonstrate movement elements and skills?	18	24	13	24
2. Does the textbook/series offer activities that aid students in using movement to connect and demonstrate musical elements and skills?	12	18	18	24
3. Does the textbook/series offer activities that aid students in understanding dance as a way to create and communicate meaning?	11	18	12	24
4. Does the textbook/series provide activities in which students apply and demonstrate critical and creative thinking skills through movement?	12	12	18	24
5. Does the textbook/series offer students an opportunity to demonstrate and understand dance of various cultures and historical periods?	6	24	24	24
6. Does the textbook/series provide activities/opportunities for students	12	6	12	12

to make connections between dance, music and other disciplines?				
<b>Part 8: Performance</b>				
1. Does the textbook/series offer performance opportunities within and outside the classroom?	18	18	30	24
2. Does the textbook/series incorporate activities that encourage musicality—performing with expression and technical accuracy?	24	24	30	30
3. Does the textbook/series provide activities that allow for the integration of all the components of singing, playing, and listening to music?	12	24	30	30
4. Does the textbook/series provide opportunities for the students to have exposure to and an understanding of diverse musical genres and cultures?	18	24	24	30
5. Does the textbook/series provide activities that promoter the interdisciplinary relationship between music and other fields of study?	6	18	24	30
<b>Totals</b>	<b>976</b>	<b>1599</b>	<b>1904</b>	<b>1870</b>

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Selection of Project Manager

**MEETING DATE:** March 7, 2005

**DEPARTMENT:** General Administration

**TITLE & BRIEF**

**DESCRIPTION:** Selection of Project Manager – The administration’s recommendation with regard to a project manager (a/k/a construction manager) for 2005 bond issue projects.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** After successful passage of the 2005 bond issue, the district developed and issued an RFP for project management (a/k/a construction management) services. In addition to informal channels, notice of the RFP was published in the newspaper.

Six project management firms responded with proposals to the RFP. A summary of the financial information related to the proposals is attached.

The four firms, which submitted the lowest cost proposals, are scheduled for interviews with a District committee. On Friday, the committee intends to complete its interviews and reference checks. It will then develop a recommendation which will be forwarded to board members via special courier or e-mail.

**OPTIONS AND ALTERNATIVES:** n/a

**RECOMMENDATION:** It is recommended that the firm of \_\_\_\_\_ be employed for \$\_\_\_\_\_ to provide project management services for 2005 bond issue projects pursuant to the District’s RFP and that the Associate Superintendent for General Administration be authorized and directed to negotiate and execute the contract with said firm.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate

**RESPONSIBLE PERSON:** Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT’S APPROVAL:** 



March 7, 2005

## MEMORANDUM

To: K. Lutz  
From: K. Fossen  
Re: Project Manager  
Date: March 4, 2005

On February 23<sup>rd</sup>, we received responses to the request for proposals (RFP) we issued regarding project management (a/k/a construction management) services. We received six proposals. The proposals were from:

CPMI (w/ Lund Ross)	\$1,197,000 (2.65% of Construction Est.)
EAD, Inc.	1,981,742 (4.38% of Construction Est.)
K Tech	854,157 (1.89% of Construction Est.)
Magnum Resources (w/ HDR)	941,100 (2.08% of Construction Est.)
R.L. Fauss	910,000 (2.01% of Construction Est.)
Sampson Construction	1,735,000 (3.83% of Construction Est.)

After the initial review of the proposals, the two highest cost proposals (i.e., Sampson Construction and EAD, Inc.) were eliminated and the other four firms were invited for interviews.

On March 3<sup>rd</sup>, the interview committee (composed of Nancy Johnston, Angelo Passarelli, Ed Rockwell, Duncan Young, and me) met with the four firms. Based upon these interviews and the proposals submitted, the committee proceeded through the elimination process.

K Tech was the third firm eliminated. K Tech is a one person firm. This person had an electrical engineering degree (and an MBA) and had been involved as an independent contractor working for the construction management company providing services to the Omaha Public Schools. K Tech submitted its proposal in conjunction with the Tempest Company (a cost estimating firm) and Batheja & Associates (an architectural firm). The K Tech proposal provided that the services of Tempest and Batheja would be used as needed by K Tech.

In addition to the fee noted above, the K Tech proposal stated that the District would need to provide K Tech with office space, equipment, furnishing, computer, printer, copy machine, telephone, postage, etc. at no charge to K Tech.

In light of the limited resources of K Tech and the magnitude of the MPS projects, the committee felt that K Tech proposal was not the best proposal for the District. So K Tech was eliminated from the field.

CPMI (w/ Lund Ross) was the fourth firm eliminated. CPMI is a Des Moines based firm. Lund Ross is Omaha based. The proposal generally called for CPMI to lead the project

with Lund Ross providing the on-site services. CPMI would communicate regularly with Lund Ross about the day-to-day issues. Additionally, CPMI would prepare and submit the reports to the board monthly. CPMI stated that their fee should be considered a guaranteed maximum fee. If the projects took less time, they would not charge the full fee.

With the fees of CPMI being a little higher than the others remaining in the field and with the principal-in-charge (or as one committee member put it, the “main brain”) located in Des Moines, the committee eliminated CPMI from the field.

With the field narrowed to two firms (i.e., R.L. Fauss and Magnum Resources), the elimination process became much more difficult.

R.L. Fauss is based in Fremont and recently served as the project manager for multiple projects with the Fremont Schools. They also provided construction management services for two other schools districts that we contacted. Additionally, the firm has provided services as a general contractor for school districts in the past.

The proposal and presentation made by R.L. Fauss to the committee were well received. Additionally, the recommendations from the schools which used the firm for construction management (or project management) services were also very positive. One of the schools which had experience with the firm as a general contractor was not as positive (but that project was over 10 years ago).

Magnum Resources is an Omaha firm that provides construction management and property management services in Omaha (and four other major cities in the Midwest). It was started 10 years ago by W. David Scott (and some other Omaha investors). Don Mohlman (who provided project management services to MPS in the past) is an employee of the firm and made the presentation on its behalf.

Magnum Resources partnered with HDR in submitting its proposal. HDR is an Omaha based architectural firm with offices in 90 cities around the country. Randy Schroeder (who also provided project management service to MPS in the past) is an employee of HDR and represented the firm at the committee presentation.

The committee was favorable to both the R.L. Fauss and Magnum Resources proposals and felt comfortable with the people from both firms who presented to the committee.

After considerable discussion, the deliberations of the committee came down to this basic questions: “With tens of millions of tax dollars on the line, do we select a firm that we think can do the job based upon what others have told us, or, do we select a firm that we know can do the job based upon what they’ve already done for us?”

In response to the above question, the committee selected the latter option and, therefore, is recommending that the District accept the proposal of Magnum Resources.

**RFP FOR MPS PROJECT MANAGEMENT**

**February 23, 2005 2:00 p.m. CST**

Bidder	New Elementary School 24	New Elementary School 25	New Alternative School	Ackerman Elem. Remodel	MNHS Various Listed Projects	MSHS Various Listed Projects	MMHS Various Listed Projects	Buell Stadium Synthetic Turf	Beadle MS Additions	Grand Total All Fees & Expenses	Fees % of Construction Estimates*	Programs & Concepts	Schematic Design	Design Develop.	Const. Docum.	Bidding & Award	Construction Phase	Acknowledged Addendum A	Acknowledged Addendum B	Number of Pages Submitted	Other	Other
** CPMI	181,000	177,000	187,000	84,000	160,000	157,000	157,000	48,000	90,000	\$1,197,000	2.65%	0.25	0.75	1	1.5	2.5	94	Yes	Yes	20		
EAD, INC.	305,505	300,412	320,180	112,464	259,865	251,086	254,013	61,218	116,999	\$1,981,742	4.38%	5	5	10	10	10	60	Yes	Yes	13		
K TECH	131,675	129,480	138,000	48,475	112,005	108,220	109,482	26,390	50,430	\$854,157	1.89%	2	8	12	25	5	48	Yes	Yes	17		
Magnum Resources	90,000	108,700	123,000	89,000	128,200	128,200	128,200	38,000	107,800	\$941,100	2.08%	10	10	10	10	5	55	Yes	Yes	19		
R. L. Fauss	140,285	137,947	147,024	51,642	119,328	115,297	116,641	28,111	53,725	\$910,000	2.01%	5	10	15	15	5	50	Yes	Yes	19		
Sampson Const.	294,950	294,950	329,650	69,400	190,850	190,850	190,850	52,050	121,450	\$1,735,000	3.83%	2	4	5	5	1	83	Yes	Yes	18		
CL Enterprises	No Bid																					
Hawkins	No Bid																					
Shive-Hattery	No Bid																					
W. Boyd Jones	No Response																					

\*Note: Construction costs include contingency.

\*\*Note: Grand total was reduced by approximately 3.5% for grouping all projects.

\*\*\*Note: Pages submitted do not include cover or owner-required documents. All other pages counted.

**AGENDA ITEM:** Administrator Recommended for Hire

**MEETING DATE:** March 7, 2005

**DEPARTMENT:** Human Resources

**TITLE & DESCRIPTION:** Elementary School Principal, Neihardt Elementary School

**ACTION DESIRED:** Approval

**BACKGROUND:** The position was advertised in Millard's job postings and the Omaha World Herald. Twenty-three applications were received from outside the district and seven from within the District. The applications were reviewed by Dr. Kirby Eltiste and Dr. Keith Lutz. Five applicants were interviewed by Dr. Kirby Eltiste, Dr. Keith Lutz, Charlene Snyder, Sharon Comisar-Langdon, George Conrad, Jeanine Beaudin, Peggy Brendel, Nitra Arlton-Doyle(Teacher), Angela Hathaway (Teacher), Mary Reynolds-East (Parent), Rhonda Richeson (Parent), Deb Shearer (Secretary), and Angelo Passarelli. I am recommending the following individual for the position.

**Christi Buell** Recommended for Elementary School Principal, Neihardt Elementary School. Christi is currently the principal at Franklin Special School District in Williamson County, Tennessee (2002-Present). Prior to that she served as Director of Training Design & Product Development at Modern Red Schoolhouse Institute, in Nashville, Tennessee (2001-02); Principal at Wylie Independent School District in Wylie, Texas (1999-2000); Assistant Principal at Garland Independent School District, Garland, Texas (1996-1999); teacher at Garland Independent School District in Garland, Texas (1993-1996); and Program Director at Kiddie Castle Learning Centers (1989-1993).

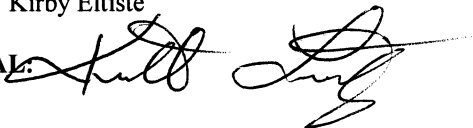
**Education:** BA – Education Curriculum & Instruction, Texas A&M University in 1993; MA – Educational Administration, East Texas State University in December 1995; Superintendent Certification from Texas A&M University-Commerce, May 1999; Doctor of Education – Education Administration, Texas A&M University-Commerce, August 2001.

**OPTIONS & ALTERNATIVES:** N/A

**RECOMMENDATION:** Approval

**PERSON RECOMMENDING:** Kirby Eltiste

**SUPERINTENDENT APPROVAL:**



**AGENDA ITEM:** Administrator Recommended for Hire

**MEETING DATE:** March 7, 2005

**DEPARTMENT:** Human Resources

**TITLE & DESCRIPTION:** Assistant High School Principal, Activities Director, South High School

**ACTION DESIRED:** Approval

**BACKGROUND:** The position was advertised in the Omaha World Herald, on CareerLink and in Millard's job postings. 51 applications were received (41 from outside the district and ten from within the district.) The applications were reviewed by Dr. Kirby Eltiste and Mr. Jon Lopez. Twenty-six applicants were screened by PrincipalInsight. Four applicants from outside the district were selected to interview for the position. The interview teams included Dr. Kirby Eltiste, Dr. Keith Lutz, Steve Moore, Angelo Passarelli, Dr. Judy Porter, Jon Lopez, Heidi Weaver, Laurie Seward (Teacher), Rob Wendstedt (Teacher), Dr. Vicki Kaspar, Shari Burrus (Parent), Mark Burrus (Activities Parent) and Amanda Burkhart (Student). I am recommending the following individual for the position:

**Nolan Beyer** Recommended for Assistant High School Principal, Activities Director, at South High School. Nolan has been the Assistant Principal, Activities Director at Boys Town since 2001. He was Activities Director at Boys Town (2000/01); Instructor/Assistant Football Coach at University of Nebraska at Kearney (1997/2000); Special Education Teacher/Football Coach at Papillion-LaVista (1993/1997); and Adaptive PE Consultant at Western Illinois Special Ed Cooperative (1993).

**Education:** Bachelor's Degree from University of Nebraska Kearney in 1992. Masters Education in Physical Education from University of Nebraska at Kearney in May 1999. Masters Education in Educational Administration from University of Nebraska at Omaha in August 2002.

**OPTIONS & ALTERNATIVES:** N/A

**RECOMMENDATION:** Approval

**PERSON RECOMMENDING:** Kirby Eltiste

**SUPERINTENDENT APPROVAL:**

**AGENDA SUMMARY SHEET**

MEETING DATE: March 7, 2005

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) New Hires, (2) Leaves of Absence,  
and (3) Resignations

OPTIONS & ALTERNATIVES: NA

RECOMMENDATION: Approval

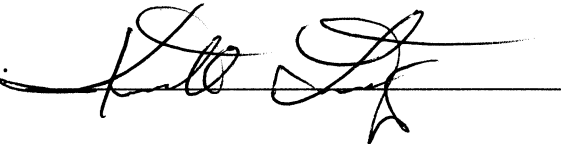
STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION  
OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL:

A handwritten signature in black ink, appearing to read "Kirby Eltiste", is written over a horizontal line. The signature is fluid and cursive.

March 7, 2005

## RESIGNATIONS

**Recommend: the following resignations be accepted:**

1. Philip Manley – Science (Physics) teacher at North High School. He is resigning to relocate and teach in the Philippines. Resignation is effective at the end of the 2004/05 school year.
2. Ann Cox – Currently on a Leave of Absence (Grade 3 teacher at Aldrich Elementary School). She is resigning due to family reasons. Resignation is effective at the end of the 2004/05 school year.
3. Rebecca Jasa – PE teacher at Kiewit Middle School. She is resigning to take a job outside of education. Resignation is effective at the end of the 2004/05 school year.

March 7, 2005

### **LEAVE OF ABSENCE REQUESTS**

**Recommend: the following extended leave without pay requests be approved:**

1. Mary Hough – Currently on a Leave of Absence (Speech Pathologist at Sandoz Elementary School). She is requesting that her leave be extended for the 2005/06 school year for family reasons.
2. Anne Parker – Currently on a Leave of Absence (Vocal Music teacher at Aldrich Elementary School). She is requesting that her leave be extended for the 2005/06 school year for family reasons.
3. Angela Lanoha – Currently on a Leave of Absence (Grade 1 teacher at Willowdale Elementary School). She is requesting that her leave be extended for the 2005/06 school year for family reasons.
4. Kathleen McKinney – Grade 6 teacher at Central Middle School. She is requesting a Leave of Absence for the 2005/06 school year for family reasons.



March 7, 2005

**TEACHERS RECOMMENDED FOR HIRE**

**Recommend: the following teachers be hired for the 2005-06 school year:**

1. Darcy Lippman – Step 5, BA+12 – Wayne State College, Wayne, NE. Special Ed Behavior Disorder Teacher at Ackerman Elementary School. Previous experience: Sacred Heart in Lincoln, NE (2000/03); Bellevue, NE (2003/04).
2. Daniel Allan – Step 1, BA – University of Nebraska at Omaha. Special Ed Resource Teacher at Central Middle School.

**The following individual is employed with Millard Public Schools during the 2004/05 school year on a short term contract. She is being offered a regular contract for the 2005/06 school year.**

1. Heather Foster – Step 12, BA+24 – Asbury College. Teacher at Reeder Elementary School with grade to be determined.

**The following individuals were CADRE teachers with Millard Public Schools during the 2004/05 school year. They are now being offered regular contracts for the 2005/06 school year.**

1. Amy Mannino – Step 2, BA – University of Nebraska at Omaha. Art Teacher at West High School.
2. Melissa Martinez – Step 2, BA – University of Nebraska at Lincoln. Grade 5 Teacher at Montclair Elementary School.
3. Amy Hines – Step 2, BA – College of St. Mary. Social Studies Teacher with location to be determined.
4. Rebecca Mertins – Step 2, BA – University of Nebraska at Omaha. Preschool Teacher at Neihardt Elementary School.
5. Kathryn Lackovic – Step 2, BA – Northwest Missouri State University. Grade 4 Teacher at Harvey Oaks Elementary School.
6. Lindsey Vogel – Step 2, BA – Midland Lutheran College. Grade 1 Teacher at Black Elk Elementary School.
7. Tom Whisinnand – Step 2, BA – Wayne State College. Teacher at Reeder Elementary School with grade to be determined.
8. Jamie Jarecki – Step 2, BA – University of Nebraska Kearney. Special Ed Resource Teacher at Neihardt Elementary School.
9. Amber Ripa – Step 2, BA – University of Nebraska Omaha. Language Arts Teacher with location to be determined.







Elementary		K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment
Abbott	(3 unit)	60	74	86	65	77	79		441	1	2	439
Ackerman	(4 unit)	101	94	120	100	105	100	14	634	2	5	629
Aldrich	(3 unit)	66	60	51	58	67	53		355	-1	0	355
Black Elk	(3 unit)	101	85	102	101	110	85		584	0	5	579
Bryan	(3 unit)	59	58	45	66	59	64		351	3	-5	356
Cather	(3 unit)	65	78	64	78	74	75		434	-4	0	434
Cody	(2 unit)	35	37	36	37	15	25	26	211	0	-7	218
Cottonwood	(3 unit)	69	51	39	52	61	72		344	-8	-10	354
Disney	(3 unit)	54	46	52	40	52	53	14	311	5	4	307
Ezra Millard	(3 unit)	72	81	65	70	68	73	13	442	3	-1	443
Harvey Oaks	(2 unit)	42	43	40	40	48	45		258	0	1	257
Hitchcock	(2 unit)	41	36	31	38	27	37		210	-3	-1	211
Holling Heights	(3 unit)	72	54	63	46	54	56		345	2	13	332
Montclair	(4 unit)	87	98	79	96	86	77		523	-1	-1	524
Morton	(3 unit)	45	58	58	68	69	42	25	365	1	4	361
Neihardt	(4 unit)	86	94	97	95	94	106		572	-4	-9	581
Norris	(3 unit)	58	63	55	42	47	29	19	313	-1	-2	315
Rockwell	(3 unit)	61	44	49	52	47	49	25	327	1	0	327
Rohwer	(3 unit)	117	112	118	101	104	88	15	655	7	29	626
Sandoz	(3 unit)	48	49	46	52	41	47		283	3	-3	286
Wheeler	(3 unit)	103	112	97	109	88	85	27	621	1	3	618
Willowdale	(3 unit)	60	73	61	73	73	74		414	0	16	398
<b>Totals</b>		<b>1502</b>	<b>1500</b>	<b>1454</b>	<b>1479</b>	<b>1466</b>	<b>1414</b>	<b>178</b>	<b>8993</b>	<b>7</b>	<b>43</b>	<b>8950</b>

Secondary		6	7	8	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment
Andersen MS		245	258	248	11	751	4	7	744
Beadle MS		224	210	229	17	663	1	5	658
Central MS		246	247	284	15	777	-6	-10	787
Kiewit MS		287	310	351	6	948	-2	-5	953
North MS		196	212	193	26	601	-1	5	596
Russell MS		263	286	243	4	792	1	8	784
MS Alternative		0	15	10		25	1	9	16
<b>Totals</b>		<b>1461</b>	<b>1538</b>	<b>1558</b>	<b>79</b>	<b>4557</b>	<b>-2</b>	<b>19</b>	<b>4538</b>

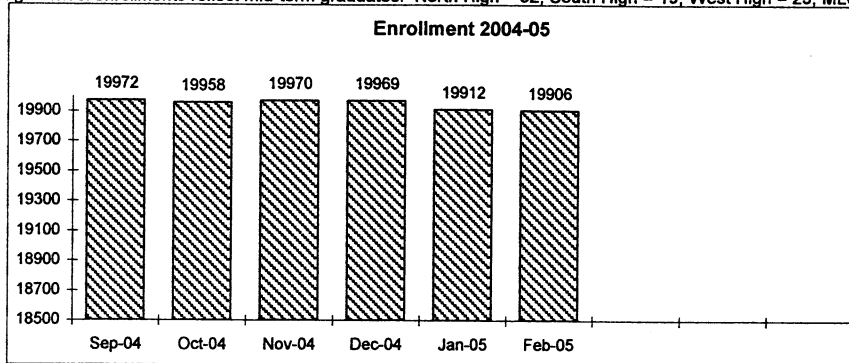
		9	10	11	12	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment
North HS		616	577	565	591	22	2349	-7	-60	2409
South HS		557	517	487	401	18	1962	-7	-52	2014
West HS		534	470	471	402	16	1877	5	-16	1893
Millard Learning Center		0	1	32	55		88	-3	-5	93
<b>Totals</b>		<b>1707</b>	<b>1565</b>	<b>1555</b>	<b>1449</b>	<b>56</b>	<b>6276</b>	<b>-12</b>	<b>-133</b>	<b>6409</b>

Preschool	
Disney	17
Cody	11
Neihardt	34
Rockwell	33
Bryan	32
Holling Hgts	31
Morton	34
Norris	15
Montessori - Montclair	74
Montessori - Norris	20
<b>Total</b>	<b>301</b>

Preschool SPED	
Cody	66
Sandoz	76
Montclair	39
Contracted	4
Infants	93
<b>Total</b>	<b>278</b>

Contracted SPED	46	1	4	42
Young Adult Program	34	0	1	33
<b>Total District K-12</b>	<b>19906</b>	<b>-6</b>	<b>-66</b>	<b>19972</b>
<b>Total District PreK-12</b>	<b>20485</b>	<b>-4</b>	<b>-7</b>	<b>20492</b>

High school enrollments reflect mid-term graduates: North High = 32, South High = 19, West High = 23, MLC = 15



9/24/2004	
Elementary	8950
Middle Sch	4538
High Sch	6409
Contracted	42
Young Adult	33
<b>Total</b>	<b>19972</b>
2/21/2005	
Elementary	8993
Middle Sch	4557
High Sch	6276
Contracted	46
Young Adult	34
<b>Total</b>	<b>19906</b>
Current Chg	-6
YTD Change	-66

Elementary Classroom Enrollment

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class
												Size W/out SPED
Abbott	21	19	21	21	26	27						
	20	18	21	22	25	26						
	19	19	21	22	26	26						
		18	23									
Total Students	60	74	86	65	77	79		441	1	2	439	441
Total Teachers	3.0	4	4	3	3	3		20.0				20.0
Classroom Avg	20.0	18.5	21.5	21.7	25.7	26.3		22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class
												Size W/out SPED
Ackerman	21	23	24	24	27	24	6					
	21	23	23	25	26	26	8					
	20	23	24	26	26	25						
	20	25	25	25	26	25						
	19		24									
Total Students	101	94	120	100	105	100	14	634	2	5	629	620
Total Teachers	5.0	4	5	4	4	4	2	28.0				26.0
Classroom Avg	20.2	23.5	23.7	24.5	26.3	25.0	7.0	23				24

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class
												Size W/out SPED
Aldrich	23	19	25	19	22	27						
	22	20	26	19	22	26						
	21	21		20	23							
Total Students	66	60	51	58	67	53		355	-1	0	355	355
Total Teachers	3	3	2	3.00	3	2		16.00				16
Classroom Avg	22.0	20.0	25.5	19.3	22.3	26.5		22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class
												Size W/out SPED
Black Elk	22	22	20	24	22	18						
	21	22	21	26	22	23						
	19	22	20	24	22	21						
	18	19	20	27	22	23						
	21		21									
Total Students	101	85	102	101	110	85		584	0	5	579	584
Total Teachers	5.0	4	5	4	5	4		27				27
Classroom Avg	20.2	21.3	20.4	25.3	22.0	21.3		22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class
												Size W/out SPED
Bryan	20	19	17	22	20	22						
	19	20	14	22	20	20						
	20	19	14	22	19	22						
Total Students	59	58	45	66	59	64		351	3	-5	356	351
Total Teachers	3	3	3	3	3	3		18				18
Classroom Avg	19.7	19.3	15.0	22.0	19.7	21.3		20				20

	K	1	2-3	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class
																	Size W/out SPED
Cather	20	15	16	20	26	14	23	24	24	25	24	24					
		14	8			14	22	25	24	25	24	23					
Total Students	20	29	24	20	26	28	45	49	48	50	48	47	434	-4	0	434	434
Total Teachers	1	2	1	1	1	2	2	2	2	2	2	2	20				20.0
Classroom Avg	20.0	14.5	24	20	26	14.0	22.5	24.5	24.0	25.0	24.0	23.5	22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class
												Size W/out SPED
Cody	18	12	20	18	15	13	8					
	17	13	16	19		12	8					
		12					10					
Total Students	35	37	36	37	15	25	26	211	0	-7	218	185
Total Teachers	2	3	2	2	1	2	3	15				12
Classroom Avg	17.5	12.3	18.0	18.5	15.0	12.5	8.7	14				15

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class
												Size W/out SPED
Cottonwood	19	26	21	27	20	24						
	16	25	18	25	22	25						
	17				19	23						
	17											
Total Students	69	51	39	52	61	72		344	-8	-10	354	344
Total Teachers	4.00	2	2	2	3	3		16				16
Classroom Avg	17.3	25.5	19.5	26.0	20.3	24.0		22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Disney	19	23	18	20	27	27	6					
	20	23	17	20	25	26	8					
	15		17									
Total Students	54	46	52	40	52	53	14	311	5	4	307	297
Total Teachers	3.0	2	3	2	2	2	2	16.0				14
Classroom Avg	18.0	23.0	17.3	20.0	26.0	26.5	7.0	19				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/04 Enrollment
Harvey Oaks	21	22	20	20	24	22				
	21	21	20	20	24	23				
Total Students	42	43	40	40	48	45	258	0	1	257
Total Teachers	2.0	2	2	2	2	2	12.0			
Classroom Avg	21.0	21.5	20.0	20.0	24.0	22.5	22			

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/04 Enrollment
Hitchcock	21	21	16	19	27	17				
	20	15	15	19		20				
Total Students	41	36	31	38	27	37	210	-3	-1	211
Total Teachers	2.0	2	2	2	1	2	11.0			
Classroom Avg	20.5	18.0	15.5	19.0	27.0	18.5	19			

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/04 Enrollment
Holling Heights	24	17	21	23	27	29				
	25	19	21	23	27	27				
	23	18	21							
Total Students	72	54	63	46	54	56	345	2	13	332
Total Teachers	3.0	3	3	2	2.5	2.5	16.0			
Classroom Avg	24.0	18.0	21.0	23.0	21.6	22.4	22			

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment
Ezra Millard	23	20	23	24	23	24	6				
	25	20	21	23	22	25	7				
	24	20	21	23	23	24					
	21										
Total Students	72	81	65	70	68	73	13	442	3	-1	443
Total Teachers	3.00	4	3	3	3	3	2	21			
Classroom Avg	24.0	20.3	21.7	23.3	22.7	24.3	7	21			

	K	1	2	3	4	5	M-K	M1-3	M4-5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment
Montclair	19	22	18	23	23	18	15	23	21					
	19	23	19	24	21	17	15	23	21					
							19	24	21					
							26	21						
							25							
							23							
Total Students	38	45	37	47	44	35	49	144	84		523	-1	-1	524
Total Teachers	2	2	2	2	2	2	2	6	4		24			24
Classroom Avg	19.0	22.5	18.5	23.5	22.0	17.5	24.5	24.0	21.0		22			22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment
Morton	22	19	20	23	23	21	12				
	23	19	20	23	24	21	13				
		20	18	22	22						
Total Students	45	58	58	68	69	42	25	365	1	4	361
Total Teachers	2	3	3	3	3	2	2	18			
Classroom Avg	22.5	19.3	19.3	22.7	23.0	21.0	12.5	20			

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/04 Enrollment
Neihardt	22	23	20	24	25	22				
	22	24	19	22	24	22				
	23	23	19	25	23	20				
	19	24	20	24	22	20				
			19			22				
Total Students	86	94	97	95	94	106	572	-4	-9	581
Total Teachers	4.0	4	5	4	4	5	26.0			
Classroom Avg	21.5	23.5	19.4	23.8	23.5	21.2	22			

	K	1	2	3	4	5	M-K	M1-2	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Norris	19	24	17	20	27	15	10	18	8					
	17	23	17	22	20	14	12	19	11					
Total Students	36	47	34	42	47	29	22	37	19	313	-1	-2	315	294
Total Teachers	2.0	2	2	2	2	2	1.00	2	2	17.0				15
Classroom Avg	18.0	23.5	17.0	21.0	23.5	14.5	22.0	18.5	9.5	18				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Rockwell	21	22	16	17	24	24	11					
	19	22	17	18	23	25	6					
	21		16	17			8					
Total Students	61	44	49	52	47	49	25	327	1	0	327	302
Total Teachers	3.0	2	3	3	2	2	3	18.0				15.0
Classroom Avg	20.3	22.0	16.3	17.3	23.5	24.5	8.3	18				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Rohwer	26	21	26	28	23	24	8					
	16	25	26	18	22	23	7					
	25	25	26	28	22	26						
	25	24	16	27	22	15						
	25	17	24		15							
Total Students	117	112	118	101	104	88	15	655	7	29	626	640
Total Teachers	5.0	5	5	4	5	4	2	30.0				28
Classroom Avg	23.4	22.4	23.6	25.3	20.8	22.0	7.5	22				23

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Sandoz	24	17	23	18	20	23						
	24	15	23	18	21	24						
		17		16								
Total Students	48	49	46	52	41	47		283	3	-3	286	283
Total Teachers	2	3	2	3	2	2		14				14
Classroom Avg	24.0	16.3	23.0	17.3	20.5	23.5		20				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Wheeler	21	24	21	23	18	22	13					
	22	23	20	22	25	23	14					
	21	24	20	23	23	23						
	19	24	18	18	22	17						
	20	17	18	23								
Total Students	103	112	97	109	88	85	27	621	1	3	618	594
Total Teachers	5	5	5	5	4	4	2	30				28
Classroom Avg	20.6	22.4	19.4	21.8	22.0	21.3	13.5	21				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Willowdale	21	25	20	24	25	25						
	19	24	20	24	24	24						
	20	24	21	25	24	25						
Total Students	60	73	61	73	73	74		414	0	16	398	414
Total Teachers	3.0	3	3	3	3	3		18.0				18
Classroom Avg	20.0	24.3	20.3	24.3	24.3	24.7		23				23

Elementary Totals	Grade	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Students		1502	1500	1454	1479	1466	1414	178	8993	7	43	8950	8815
Teachers		72.0	72.0	71.5	66.5	64.5	64.5	20.0	431.0				411.0
Classroom Avg		20.9	20.8	20.3	22.2	22.7	21.9	8.9	21				21

	6	7	8	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
Andersen MS	245	258	248	11	751	4	7	744	
Beadle MS	224	210	229	17	663	1	5	658	
Central MS	246	247	284	15	777	-6	-10	787	
Kiewit MS	287	310	351	6	948	-2	-5	953	
North MS	196	212	193	26	601	-1	5	596	
Russell MS	263	286	243	4	792	1	8	784	
MS Alternative	0	15	10		25	1	9	16	
Totals	1461	1538	1558	79	4557	-2	19	4538	

	9	10	11	12	Self Cont	Total	Current Change	YTD Change	Official 9/04 Enrollment	Class Size Size W/out SPED
North HS	616	577	565	591	22	2349	-7	-60	2409	
South HS	557	517	487	401	18	1962	-7	-52	2014	
West HS	534	470	471	402	16	1877	5	-16	1893	
Millard Learning Center	0	1	32	55		88	-3	-5	93	
Totals	1707	1565	1555	1449	56	6276	-12	-133	6409	

Contracted SPED	46	1	4	42
Young Adult Program	34	0	1	33
<b>Total District Enrollment</b>	<b>19906</b>	<b>-6</b>	<b>-66</b>	<b>19972</b>



**AGENDA SUMMARY SHEET**

**Enclosure I.2.  
March 7, 2005**

97

**AGENDA ITEM: Report on the CADRE Project**

**MEETING DATE:** March 7, 2005

**DEPARTMENT:** Office of the Superintendent

**TITLE AND BRIEF DESCRIPTION:** The CADRE Project

**ACTION DESIRED:** APPROVAL \_\_\_\_ DISCUSSION \_\_\_\_ INFORMATION ONLY XX

**BACKGROUND:**

Millard Public Schools has participated in the MOEC CADRE Project since 1995 (10 years). The goal of the program is to recruit outstanding teachers and build connections with UNO. The program has strong ties to our site and strategic planning process and also serves various functions in curriculum. The following report compiled by the CADRE Associates provides information about our program.

**OPTIONS AND ALTERNATIVES CONSIDERED:**

**RECOMMENDATION:**

**STRATEGIC PLAN REFERENCE:**

**IMPLICATIONS OF ADOPTION OR REJECTION:**

**TIMELINE:**

**RESPONSIBLE PERSON:** Angelo Passarelli

**SUPERINTENDENT'S APPROVAL:**

  
(Signature)

**BOARD ACTION:**

## **The CADRE Project Spring, 2005**

### **What is it?**

CADRE (Career Advancement and Development for Recruits and Experienced teachers) is a project coordinated through the University of Nebraska at Omaha and the Metropolitan Omaha Educational Consortium (MOEC).

CADRE is designed for elementary, middle level, secondary, or special education teachers. While in their first year of teaching, participants complete their Master's Degree coursework through UNO. During this time veteran mentor teachers and a cohort of first years teachers support them.

CADRE II: The Arts is another option for CADRE teachers. It provides graduate coursework that promotes the infusion of discipline-based arts into the classroom curriculum.

Goals of the CADRE Project are to:

- provide entry-year assistance to beginning teachers utilizing veteran teachers and university faculty,
- attain stronger connections between existing teacher preparation programs and the schools,
- provide incentives for professional growth and career options to veteran teachers, and
- provide networking opportunities for teachers, districts, and the university.

### **Benefits and Expectations**

One of the biggest benefits is that we get to hire great candidates with a proven record after they have finished their first year of teaching. These first year teachers are passionate about teaching, self-motivated, organized, and willing to balance the demands of being a first year teacher and a graduate student. Intangible benefits are the mentoring and growth of CADRE Teachers and Associates, the continued professional development of the CADRE Associates, the partnership with UNO, and the networking opportunities for all involved.

An expectation is that we hire high potential first year CADRE teachers who only get better and continue to grow professionally! We expect the program to continue to turn out top-notch second year teachers, who become leaders in our district.

## **CADRE History**

The UNO CADRE Project started in 1994. Millard joined in the '95-'96 school year, making this the 10<sup>th</sup> year of Millard's participation. During the past ten years, 74 teachers (64 past participants and 10 current participants) have been through the CADRE Project in Millard Public Schools. In addition, twelve teachers have had the experience of serving as CADRE Associates.

Currently, there are 53 CADRE teachers (43 past CADRE teachers and 10 current CADRE teachers) serving in the district. Approximately 95% of the teachers who have participated in the program as a Millard CADRE teacher, remain in the field of education. This far exceeds the national teacher retention average of approximately 50%.

The CADRE teachers currently serving in Millard have assumed varied roles in their buildings and in the district. Listed below are many of the leadership positions CADRE teachers have taken on:

- Building Initiators in the areas of language arts, math, science, social studies and art
- Coaches for forensics, soccer, track, football, and swimming
- Committee members on Instructional Teams, Social Committees, Calendar Committees, School Improvement Teams, Technology Teams, Student Management Teams, Staff Development Committees, and Safety Teams
- MIT consultants
- Volunteers to pilot new curriculum and/or to serve on AWA scoring teams
- Grant writers
- Training / In-Service facilitators
- District Action Team facilitators and members
- Building Action Team facilitators and members
- Club sponsors
- PAYBAC liaisons
- Cooperating Teachers
- Building Mentors
- District Mentors
- Peer Coaches
- Productive Approaches facilitators
- Leadership Academy participants
- CADRE Associates

- Team leaders
- Department heads
- Representatives for MEA, NSEA, PTO, United Way, and Corporate Cup
- Differentiation Point Persons
- Technology specialists
- High Ability Learner teachers
- Coordinators for Junior Achievement and/or Volunteer Program
- Board of Directors member for MEA
- Presenters at Millard's Excellence in Education Fair
- Presenters at Nebraska Dept. of Education's Nebraska Excellence in Education Fair
- Campaign chair for Millard Education Foundation
- Interview team members
- ProCom members

AGENDA SUMMARY SHEET

**AGENDA ITEM:** Legislative Update

**MEETING DATE:** March 7, 2005

**DEPARTMENT:** Office of the Superintendent

**TITLE AND BRIEF DESCRIPTION:** This is the third Legislative Update for the 99th Legislature.

**ACTION DESIRED:** APPROVAL \_\_\_\_ DISCUSSION \_\_\_\_ INFORMATION ONLY XX

**BACKGROUND:**

**Important Legislation we are tracking:**


- LB 126 – requires all property to be merged into K-12 districts. This bill is a priority for Senator Raikes. Senator Raikes has moved the bill for early debate but according to new rules it must have a committee priority. There was four full days of debate on this bill. Senator Brashear brokered a compromise to advance the bill and work off the floor to incorporate pending amendments.
- LB 129 – is a comprehensive school finance bill. Senator Raikes has indicated that this bill is also a priority. He has strong feelings that this legislation needs to be considered. He will likely move this bill after 126 is debated.
- LB 228 – allows for levy and spending lid exclusions for implementation of full-day kindergarten programs for poverty students. This includes building funds for construction necessary to implement the program.
- LB 347 - limits enrollment option in districts with socioeconomic integration plans. OPS and some of the other districts that are involved in the finance litigation testified in support of this bill. The supporters were highly critical of option legislation that provided state-sponsored segregation in their opinion.
- LB 350 - (this bill is similar to LB 347 and provides similar exclusions for programs for pre-kindergarten poverty students.
- LB 368 - will increase the rate of contribution to the Nebraska State Employees Retirement System for both the employee and employer. The rate is currently 7.25% and would move to 7.9% for a period of two years. The district contribution will increase to 8%. A recent amendment would increase the rate even more to allow for a September implementation instead of July. The amendment will allow districts to budget for the increase.
- LB 411 - changes the calculation for school employee retirement. This bill establishes a compensation cap of 7% for each of the last five years prior to retirement.

Let me know if you plan to attend either of the two luncheons I have scheduled with Millard area Senators to discuss issues. The first is set for March 23<sup>rd</sup> and the second in April 20<sup>th</sup>. We will plan to leave from DSAC at 11:00 and return by 2:00.

**STRATEGIC PLAN:** Implemented Strategies and Board Goals

**RESPONSIBLE PERSON:** Angelo Passarelli

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_

  
(Signature)

**BOARD ACTION:**

NINETY-NINTH LEGISLATURE  
FIRST SESSION  
*Revised March 2, 2005*

The following represent bills and constitutional amendments introduced during the 2005 First Session of the 99<sup>th</sup> Legislature that may affect **Millard Public Schools** or education in general. (“New” information will be in **boldface**.) “Hot bills” are shown with a border. Bills that have been passed, indefinitely postponed or withdrawn are listed last.

*“Hot” bills will be in a “hot box.”*

**Abbreviations Used for Status of Bills**

HC	Held in Committee	LIV	Line Item Veto
GF	General File	VO	Veto Overridden
SF	Select File	W	Withdrawn
FR	Final Reading	P	Passed
IPP	Indefinitely Postponed	S	Signed
V	Vetoed	*	Senator Priority Bill
<u>  </u> / <u>  </u> / <u>  </u>	Hearing Date	**	Committee Priority Bill
--LB	Amended into another bill	***	Speaker Priority Bill
CA	Constitutional Amendment	LR	Legislative Resolution

- **LR 1CA** (*Schrock*) Constitutional amendment to permit the Legislature to authorize spending part of the principal of the perpetual funds for the common schools (HD: 2/28)  
***MONITOR***
- **LR 3CA** (*Beutler*) Constitutional amendment to terminate term limit provisions for members of the Legislature (Referred to Executive Board) (HD: 2/9)
- **LR 4CA** (*Beutler*) Constitutional amendment to create the Ethics and Compensation Review Commission, change and eliminate compensation provisions for employees/members of the Legislative, provide for a legislative code of ethics (Referred to Executive Board) (HD: 2/17)
- **LR 5CA** (*Beutler*) Constitutional amendment to provide for recall of members of the Legislature and repeal term limits for such members (Referred to Executive Board) (HD: 2/9)
- **LR 14CA** (*Schimek*) Constitutional amendment to repeal term limit provisions for members of the Legislature (Referred to Executive Board) (HD: 2/9)
- **LR 16CA** (*Schrock*) Constitutional amendment to change term limit provisions for members of the Legislature (Referred to Executive Board)

- **LR 22CA** (*Brashear*) Constitutional amendment to change distribution of certain forfeited or seized money (Referred to Judiciary Committee)
- **LR 23** (*Howard*) Urge Congress to fully fund the No Child Left Behind Act (HD: 1/31)  
**SUPPORT**
- **LR 24CA** (*Raikes*) Constitutional amendment to permit the Legislature to direct fines, penalties, and license fees to the perpetual fund for common school purposes (HD: 2/28)  
**MONITOR**
- **LB 5** (*Thompson*) Change qualifications for membership on the State Board of Education (HD: 2/7)
- **LB 11** (*Landis*) Authorize the use of electronic postmarks by state agencies (*Government Affairs*) (HD: 1/21) (GF: 1/24-AM 53) (SF: 2/10) (FR: 2/25)  
**MONITOR**
- ~~**LB 35** (*Schimek*) Change absentee voting to early voting (*Government Affairs*) (HD: 1/20) (IPP 2/16)~~
- ~~**LB 36** (*Schimek*) Provide for voter registration on election day (*Government Affairs*) (HD: 1/26/05) (IPP 1/24/05)~~
- **LB 43** (*Redfield*) Provide immunity for employers for disclosure of certain employment information  
**MONITOR**
- **LB 77** (*Baker*) Change motor vehicle registration fee distribution (HD: 1/18)
- **LB 80** (*Baker*) Eliminate a school bus speed restriction and change provisions relating to lights on motor-driven cycles (*Transportation*) (HD: 1/18/05) (GF: 1/19/05) (SF: 1/26/05) (FR: 2/25)  
**MONITOR**
- **LB 87** (*Byars*) Change provisions relating to deaf and hard of hearing persons (HD: 1/19) (GF: 1/27)  
**MONITOR**
- **LB 95** (*Janssen*) Change school reorganization provisions (HD: 2/28)  
**MONITOR**
- **LB 98** (*Schimek*) Change provisions for special elections by mail (*Government Affairs*) (HD: 1/20/05) (GF: 1/24/05 – AM 57) (SF: 3/1)

- **LB 101** (*Byars, Connealy*) Provide for early intervention services for children with autism spectrum disorder (HD: 2/10)
- **LB 102** (*Natural Resources Committee*) Relating to storm water drainage, sewer system charges and fees (HD: 1/19)  
**OPPOSED**
- ~~**LB 109** (*Connealy*) Levy and spending lid exclusion for retirement contribution rate increases and health insurance cost increases (Referred to Revenue Committee) (HD: 2/3) (IPP: 3/2)~~  
**SUPPORT**
- **LB 110** (*Bourne*) Change a liability limitation for certain educational employees as prescribed (Referred to Judiciary Committee)(HD: 1/27) (GF 2/3)  
**SUPPORT**
- **LB 114** (*Byars*) Change eye examination provisions for kindergarten enrollment (HD: 2/1) (GF: 2/4 – AM247)  
**MONITOR**
- **LB 117** (*Bourne, Aguilar, Price, et al at the request of the Governor*) Change penalties for certain drug offences and provisions relating to ephedrine, pseudoephedrine, and phenylpropanolamine (Referred to Judiciary Committee) (HD: 2/4)  
**MONITOR**
- ~~**LB 124** (*Hudkins*) Provide for nonvoting representation of Class I school districts on the school boards of their primary high school districts (HD: 1/20/2005; IPP 1/20/2005)~~  
**MONITOR**
- ~~**LB 125** (*Hudkins*) Require training and instruction for school board members (HD: 1/20/2005) ( IPP 1/20/2005)~~  
**MONITOR**
- **\*\*LB 126** (*Raikes*) (Education Committee priority bill) Class I reorganization bill similar to LB 1048 (2004) (HD: 1/20/2005) (GF: 1/21/2005 – AM 41) (2/11: AM41 withdrawn – AM354 adopted) (SF: 2/22 - AM7018)  
**SUPPORT**
- **LB 127** (*Cunningham, Burling, Combs, et al*) Authorize the reporting of school bus safety violations as prescribed (Referred to Transportation Committee) (HD: 2/1)  
**MONITOR**



- **LB 129** (*Education Committee*) Comprehensive school finance bill similar to LB 698 (2004) (HD: 1/25)  
**SUPPORT**
- **LB 141** (*Price*) Eliminate school budget restrictions relating to allowable reserves (HD: 1/25)  
**SUPPORT**
- ~~**LB 142** (*Price*) Provide for a tax levy for school safety and security measures (HD: 2/15) (IPP: 2/16)  
**SUPPORT**~~
- **LB 144** (*Price*) Change requirements for modifying information statements under the School Employees Retirement Act (Referred to Retirement Committee) (HD: 2/10)  
**MONITOR**
- **LB 145** (*Price*) Provide for school bond state aid (HD: 2/15)  
**MONITOR**
- **LB 165** (*Synowiecki*) Change membership of the Public Employees Retirement Board (Referred to Retirement Committee) (HD:3/2)  
**MONITOR**
- **LB 176** (*Jensen*) Change provisions relating to automated external defibrillator use (HD: 1/19/05) (GF: 1/21/05) (SF: 2/4) (FR: 2/17)  
**MONITOR**
- **LB 197** (*Raikes*) Include funds received due to annexation or replatting in formula resources in the state aid formula (HD: 1/24)  
**MONITOR**
- **LB 198** (*Raikes*) Provide for state aid adjustments to reflect transfers of property (HD: 1/24/05) (GF: 1/25/05)  
**MONITOR**
- ~~**LB 199** (*Raikes*) Eliminate requirements for agreements between school districts affected by certain annexations (HD: 1/25) (IPP 1/25)  
**MONITOR**~~
- ~~**LB 203** (*Thompson*) Provide consumer protection regarding identifiable health information (Withdrawn 1/19)  
**MONITOR**~~

- **LB 204** (Thompson) Provide a rate of payment for certain medical services and emergency protective custody situations (Referred to Health Committee) (HD: 1/26)  
**MONITOR**
- **LB 216** (*Revenue Committee*) Change revenue provisions (HD: 1/20/05)  
(GF: 1/24/05 – AM 42) (GF: 2/2-AM416) (E & R: 2/4 – F11) (FR: 2/25)  
**MONITOR**
- **\*LB 217** (*Flood*) (*Senator Flood's priority bill*) Adopt the Public Facilities Construction and Finance Act (Referred to Government Committee) (HD: 1/26) (GF: 2/4 – AM278)  
**SUPPORT**
- **LB 223** (*Fischer*) Create the School Finance Review Committee (HD: 1/25)  
**MONITOR**
- **LB 228** (*Howard*) Provide tax levy and state aid increases for full-day kindergarten expenses as prescribed (HD: 2/1)  
**SUPPORT**
- **LB 229** (*Howard*) Change requirements for school district fall membership reports (HD: 1/25)  
**MONITOR**
- **LB 230** (*Redfield*) Require a nonunion employee to reimburse a union for legal services requested by such employee (Referred to Business and Labor Committee)  
**MONITOR**
- **LB 231** (*Heidemann*) Change the maximum school levy as prescribed (Referred to Revenue Committee)  
**MONITOR**
- ~~**LB 233** (*Pahls*) Change provisions relating to altering election precincts (Referred to Government Committee) (HD 2/9) (IPP: 2/16)  
**MONITOR**~~
- **LB 234** (*Connealy*) Change the authority of cities of the first class relating to storm sewers (Referred to Urban Affairs) (HD: 1/25) (GF: 1/31 – AM134)  
**MONITOR**
- **LB 239** (*Schimek*) Permit certain students who attended Nebraska high schools to establish residency (HD: 3/15)  
**MONITOR**

- **LB 248** (*Baker*) Change motor vehicle tax calculations (Referred to Revenue Committee (HD: 1/27) (GF: 1/31 – AM147)  
**MONITOR**
- **LB 263** (*Landis*) Change property tax provisions (HD: 1/19/05) (GF: 1/21/05 – AM33 lost) (SF: 2/10 – AM7009) (E & R: 2/22 – AM7009) (FR: 2/22 – AM450)  
**MONITOR**
- **LB 269** (*Erdman*) Provide a procedure for judicial emancipation for minors  
**MONITOR**
- ~~**LB 270** (*Erdman*) Provide for part time enrollment and extracurricular participation by exempt students (Referred to Judiciary Committee) (HD: 2/14) (IPP: 2/16)  
**MONITOR**~~
- **LB 281** (*Cornett*) Change limitation of action provisions under the Political Subdivisions Tort Claims Act (Referred to Judiciary Committee) (HD: 2/10)  
**MONITOR**
- **LB 283** (*Raikes*) Change property tax equalization timeframes ((Referred to Revenue Committee) HD: 1/19/05) (GF: 1/21/05 – AM31) (SF: 2/10) (FR: 2/25)  
**MONITOR**
- **LB 285** (*Stuthman*) Adopt the Nutrition in Schools Act (HD: 2/14)  
**MONITOR**
- **LB 289** (*Mines*) Change annexation provisions of cities of the first class (Referred to Urban Affairs) (HD: 2/22)  
**MONITOR**
- ~~**LB 290** (*Mines*) Authorize use of other locations for voting and counting votes (Referred to Government Committee) (HD: 2/9) (IPP: 2/16)  
**MONITOR**~~
- **LB 291** (*Baker*) Change provisions relating to state assumption of the property assessment function (Referred to Revenue Committee) (HD: 1/26)  
**MONITOR**
- **LB 304** (*Schrock*) Adopt the Education Buildings Review Commission Act (HD: 2/15)  
**MONITOR**
- **LB 305** (*Byars*) Prohibit use of tobacco products on public and private educational property (Referred to Health Committee) (HD: 2/3) (GF: 2/17 – AM374)  
**MONITOR**

- **LB 312** (*Landis*) Change provisions of the Employment and Investment Growth Act (Referred to Revenue Committee) (HD: 2/10)  
**MONITOR**
- **LB 313** (*Landis*) Change tax incentive provisions (Referred to Revenue Committee) (HD: 2/10)  
**MONITOR**
- **LB 314** (*Howard, Aguilar, Byars, et al*) Create a Nebraska Heritage Week (HD: 3/1)
- **LB 326** (*Raikes*) Change average daily membership requirements for freeholders' petitions (HD: 2/28)  
**MONITOR**
- **LB 327** (*Raikes*) Change school district average daily membership requirements for freeholder petitions (HD: 2/28)  
**MONITOR**
- **LB 329** (*Stuhr*) Authorize separation payments and retirement inducements for school employees (*NE Retirement*)(HD: 1/20) (GF: 1/21) (SF: 2/3) (FR: 2/17)
- **LB 333** (*Thompson*) Change provisions relating to holders of provisional operator's permits and school permits (Referred to Transportation Committee)  
**MONITOR**
- **LB 347** (*Bourne*) Provide for socioeconomic integration plans relating to the enrollment option program (HD: 2/1)  
**MONITOR**
- **LB 350** (*Bourne*) Provide for inclusion of prekindergarten programs in the state aid formula as prescribed (HD: 2/1)  
**MONITOR**
- **LB 352** (*Preister*) Provide that persons hired by a community college to replace an employee on a leave of absence not have certain employment rights (HD: 2/8)
- **LB 354** (*Preister*) Provide a service fee for employees who are not members of certain labor unions (Referred to Business & Labor Committee)  
**MONITOR**
- ~~**LB 356** (*Janssen*) Change tax levy provisions for cities, villages, and counties (Referred to Revenue Committee) (HD: 2/4) (IPP: 2/14)~~
- **LB 357** (*Raikes*) Change withdrawal and dissolution provisions for unified school systems (HD: 2/28)  
**MONITOR**

- **LB 358** (*Raikes*) Change tax levy provisions relating to judgments against unified school systems (Referred to Revenue Committee)  
**MONITOR**
- **LB 363** (*Bourne*) Change penalty provisions for criminal attempt (Referred to Judiciary Committee) (HD: 1/26)  
**MONITOR**
- **LB 364** (*Retirement Committee*) Change provisions relating to retirement for employees of Class V schools (HD: 2/22)  
**MONITOR**
- **LB 365** (*Retirement Committee*) Change membership on the Public Employees Retirement Board (HD: 3/2)  
**SUPPORT**
- **LB 367** (*Retirement Committee*) Authorize and change provisions relating to retirement late payment fees (HD: 2/16)  
**MONITOR**
- **LB 368** (*Retirement Committee*) Change the retirement contribution rate for school employees (HD: 1/20) (GF: 2/10 – AM179)
- **LB 378** (*Howard*) Create the Commission on School Finance and require a study (HD: 1/25)  
**MONITOR**
- **LB 380** (*Redfield, Bourne, Byars, et al*) Provide for insurance as a bond alternative for school district treasurers (HD: 3/1)
- ~~**LB 386** (*Kremer*) Change the definition of allowable growth for political subdivisions (Referred to Revenue Committee) (HD: 2/4) (IPP: 2/14) (Amended into LB 503)~~
- **LB 393** (*Smith*) Prohibit acts relating to electronic mail (Referred to Judiciary Committee)
- ~~**LB 408** (*Flood*) Provide for voter registration and voting by persons outside the country (Referred to Government Committee) (HD: 2/9) (IPP: 2/16)~~
- **LB 411** (*Stuhr, Erdman, Price, et al*) Change calculations for school employment retirement (Referred to Retirement Committee) (HD: 1/27) (GF: 2/10 – AM104)  
**MONITOR**
- **LB 416** (*Howard, Beutler, Combs, et al*) Change age limitations for state wards

- ~~LB 418 (Kremer) Require arbitration for the annexation of certain school district territory (HD: 1/25/05) (IPP: 1/25/05)~~

- **LB 425 (Speaker, at request of the Governor)** Appropriations for the expenses of Nebraska State Government for the biennium ending June 30, 2007 (*represents mainline budget bill*) (Referred to Appropriations Committee)

- **LB 467 (Byars)** Creating Essential Educational Opportunities for All Students Act (HD: 2/7)

### **MONITOR**

- ~~LB 477 (Schimek) Provide for replacement absentee ballots or provisional ballots (Referred to Government Committee) (HD: 2/9) (IPP: 2/16)~~

- **LB 493 (Stuhr)** Change provisions relating to school employee retirement statements (Referred to Retirement Committee) (HD: 2/10)

- **LB 495 (Stuhr)** Provide a medical cost-of-living adjustment for school employees (Referred to Retirement Committee) (HD: 3/2)

- **LB 502 (Stuhr)** Change provisions relating to average formula cost per student (HD: 1/31)

### **MONITOR**

- **\*\*LB 503 (Retirement Committee) (Retirement Committee Priority Bill)** Change provisions relating to the Nebraska Investment Council and the retirement systems (HD: 2/03) (GF: 2/14 – AM380) (SF: 2/16 – AM380) (LB 368 amended into this bill – 2/23) (SF: 2/23 – AM7019) (FR: 2/25 – AM380, AM575, AM7019)

### **MONITOR**

- **LB 505 (Erdman)** Change the age of majority in certain instances (Referred to Judiciary Committee)

- **LB 510 (Combs)** Provide for immunity relating to employment references (Referred to Judiciary Committee)

- ~~LB 513 (Thompson) Change provisions relating to school building levies (Referred to Revenue Committee) (HD: 2/3) (IPP: 2/14)~~

### **SUPPORT**

- **LB 519 (Brown)** Change conflict of interest provisions for certain officials (Referred to Government Committee)

- **LB 554 (Beutler)** Change minimum wage and training wage provisions (Referred to Business & Labor Committee) (HD: 2/14)

- **LB 556** (*Beutler*) Change provisions relating to financial aid for purchase of required textbooks and supplies (HD: 3/14)

- **LB 560** (*Wehrbein*) Change funding provisions relating to the Information Technology Infrastructure Fund (Referred to Appropriations Committee)

***MONITOR***

- **LB 561** (*Kopplin*) Provide free school meals for children of deployed military personnel (HD: 2/14)

- **LB 565** (*Wehrbein*) Adopt the Land Information System Program Act and provide funding (Referred to Government Committee)

- **LB 566** (*Schimek*) Change and eliminate provisions relating to voter registration and elections (Referred to Government Committee)

- **LB 569** (*Landis*) Prohibit certain ingredients in early childhood immunizations (Referred to Health Committee) (HD: 2/10)

- **LB 574** (*Kremer*) Change sibling provisions under the enrollment option program (HD: 2/1)

***MONITOR***

- **LB 576** (*Redfield, Mines*) Decrease the sales tax rate and tax certain services (Referred to Revenue Committee)

- **LB 577** (*Raikes*) Include early childhood education programs within the state aid formula as prescribed (HD: 2/1)

***SUPPORT***

- **LB 578** (*Raikes*) Change provisions relating to payment of property tax refunds (Referred to Revenue Committee) (HD: 2/17)

- **LB 579** (*Raikes*) Change provisions relating to schools (HD: 2/7)

- ~~**LB 581** (*Raikes*) Provide for certain records to be withheld from the public (Referred to Government Committee) (HD: 2/17) (IPP: 2/16)~~

- **LB 583** (*Dw. Pedersen*) Change minimum school term provisions (HD: 3/1)

- ~~**LB 591** (*Preister*) Change provisions relating to public records and open meetings law (Referred to Government Committee) (HD: 2/10) (IPP: 2/16)~~

- **LB 595** (*Kruse*) Change weighting of schools demographic factors within the state aid formula (HD: 1/31)

***OPPOSE***

- **LB 600** (*Louden*) Change provisions relating to use of comparable sales for property assessment purposes (Referred to Revenue Committee) (HD: 2/17)
- **LB 616** (*Howard*) Change reimbursement provisions under the Special Education Act (HD: 1/31)  
**MONITOR**
- **LB 627** (*Howard*) Require school boards to adopt a bullying policy (HD: 2/14)
- **LB 628** (*Howard*) Impose sales tax on snack foods and use the revenue for school facilities (Referred to Revenue Committee)
- **LB 629** (*Wehrbein*) Change provisions relating to annexation and disconnection by cities of the second class or villages (Referred to Urban Affairs Committee) (HD: 2/22)
- **LB 634** (*Raikes*) Change and eliminate certain school transportation provisions (HD: 1/31) (HD: 2/1)
- **LB 635** (*Raikes*) Change tax levy provisions relating to schools (Referred to Revenue Committee) (HD: 2/3)  
**MONITOR**
- **LB 636** (*Raikes*) Change cost calculations for wards' education and special education (HD: 2/14)
- **LB 637** (*Raikes*) Create and provide duties for the Educational Service Unit Coordinating Council (HD: 2/7)
- **LB 645** (*Brashear*) Prohibit an agency or political subdivision of the state from providing certain telecommunications services (Referred to Transportation Committee) (HD: 2/8)  
**MONITOR**
- **LB 661** (*Price*) Change employment provisions and adopt the Advocacy Leave Act (Referred to Business & Labor Committee)
- **LB 670** (*Landis*) Prohibit acts relating to computers and electronic mail (Referred to Judiciary Committee)
- **LB 671** (*Landis*) Provide county personnel policies for transferring employees from the state or other political subdivisions to a county at county request (Referred to Government Committee)
- **LB 675** (*Langemeier*) Change provisions relating to school permits and other motor vehicle operators' permits (Referred to Transportation Committee)



- **LB 681** (*Schimek, Combs, Stuthman*) Adopt the Physical Education in Schools Act (HD: 3/1)  
**OPPOSE**
- **LB 685** (*Smith*) Change provisions relating to public records (Referred to Government Committee) (HD: 2/10)
- **LB 689** (*Stuhr, Raikes*) Create and provide duties for the Distance Education Enhancement Task Force (HD: 2/7)
- **LB 690** (*Stuhr, Combs, Heidemann, et al*) Adopt the Career Education Partnership Act (HD: 3/1)
- **LB 691** (*Stuhr, D. Pederson*) Change provisions relating to cash balance and defined contribution benefits (Referred to Retirement Committee) (HD: 2/10)  
**MONITOR**
- **LB 699** (*Smith*) Change provisions relating to agricultural or horticultural land valuation (Referred to Revenue Committee) (HD: 2/17)
- **LB 704** (*McDonald, Burling, Kremer*) Change provisions relating to equalization aid to schools (HD: 1/31)
- **LB 717** (*Raikes*) Adopt the Reorganization Building Aid Act (HD: 2/15)
- **LB 718** (*Raikes*) Change educational service unit board provisions (HD: 2/7)  
**SUPPORT**
- **LB 732** (*Bourne*) Change state deposits for school retirement (Referred to Retirement Committee) (HD: 2/22)
- **LB 740** (*Schimek*) Change provisions relating to the limitation of actions for certain political subdivisions (Referred to Judiciary Committee)
- **LB 759** (*Chambers*) Prohibit employment discrimination based on sexual orientation (Referred to Judiciary Committee)

*Prepared by:*  
**Angelo D. Passarelli**  
**Director of Administrative Affairs**

*Approved by:*  
**Keith W. Lutz**  
**Superintendent of Schools**

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Professional Development: Update on Recent Activities

**MEETING DATE:** March 7, 2005

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** Professional Development: Professional Learning Communities and "Whatever It Takes" Focus

**ACTION DESIRED:** APPROVAL DISCUSSION      INFORMATION ONLY   X  

**BACKGROUND:** At the beginning of the 2003-2004 school year, Dr. Lutz suggested that author and speaker Richard DuFour would have a good message for Millard educators to hear. General administration meetings with principals this year have been focused on the concepts that principal and superintendent DuFour practiced at Adlai Stevenson High School (Illinois). Working with representatives at ESU 3, Millard representatives were able to help bring Drs. Richard and Rebecca DuFour to the Omaha area for a two-day presentation on February 8 and 9, 2005. Over 500 educators (140 from Millard) attended the two-day session. On Presidents' Day, elementary and secondary principals participated in three-hour sessions to plan for the future. Before and since the conference, enthusiastic conversations have occurred about the strength of Professional Learning Communities and about the concept of doing "Whatever It Takes" to help students achieve. The ideas will continue to shape our work with and for students. With this report is a two-page summary of the workshop, outlining important ideas of the sessions.

**OPTIONS AND ALTERNATIVES CONSIDERED:** Not applicable.

**RECOMMENDATIONS:** The Board accepts the report.

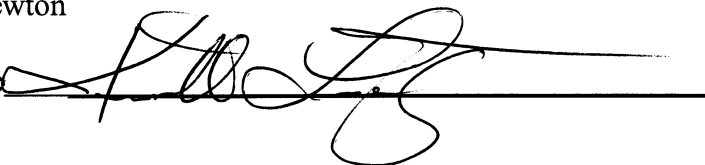
**STRATEGIC PLAN REFERENCE:**

**IMPLICATIONS OF ADOPTION OR REJECTION:** Not applicable.

**TIMELINE:** Not applicable

**RESPONSIBLE PERSON(S):** Martha Bruckner, Kim Saum-Mills, Judy Porter, Carol Newton

**SUPERINTENDENT'S APPROVAL:**



**BOARD ACTION:**

## **Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn**

Notes from Omaha DuFour Conference February 8-9, 2005

### **Characteristics of a Learning Community**

- Shared mission, vision, values, goals
- Collaborative teams focused on learning
- Collective inquiry into “best practice” and “current reality”
- Action orientation/experimentation
- Commitment to continuous improvement
- Results orientation

### **Critical Questions if we believe all kids can learn**

- What is it we expect all student to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?

### **Team Learning Process**

- Clarify 8-10 Essential Common Outcomes per semester by Course/Content Area
- Develop at least 4 Common Assessments per year
- Establish specific measurable standards or goals
- Analyze results
- Identify and implement Improvement strategies

### **Keys to Effective Teams**

- Collaboration embedded in routine practices
- Time for collaboration built in school day and school calendar
  - Can not keep the kids at home
  - Can not increase costs
  - Can not significantly impact instructional time
- Teams focus on key questions
- Products of collaboration are made explicit
- Team norms (protocols) guide collaboration
- Teams pursue specific and measurable performance goals
- Teams have access to relevant information

### **Assess your response to kids who are not learning**

- Is it **TIMELY**? How quickly are we able to identify the kids who need extra time and support? Does our response provide for **INTERVENTION** rather than remediation?
- Is it **DIRECTIVE** rather than invitational? Are kids invited to put in extra time or does the system ensure they put in extra time?
- Is it **SYSTEMATIC**? Do kids receive this intervention according to a school-wide plan rather than at the discretion of individual teachers?

**If the purpose of school is truly to ensure high levels of learning for all students, schools will:**

- Clarify what each student is expected to learn
- Monitor each student's learning on a timely basis
- Create systems to ensure students receive additional time and support if they are not learning.
- Align all resources to support student learning.
- Examine all of the practices, policies, and procedures of the school in light of their impact on student learning.

#### **Keys to Responding to Resisters**

- Assume good intentions
- Identify specific behaviors essential to success of the initiative.
- Focus on behavior, not attitude. Monitor behavior.
- Acknowledge and celebrate small victories.
- Confront incongruent behavior with specific concerns and communicate logical consequences.

#### **Concept of Consensus**

- We have arrived at consensus when all points of view have been heard, and the will of the group is evident even to those who most oppose it.
- Fist to Five:
  - 5 = I'll champion
  - 4 = I strongly agree
  - 3 = I agree
  - 2 = I have reservations
  - 1 = I oppose
  - Fist = I'd veto if I could

**TEAM identified:** A team is a group of people working interdependently toward a common goal.

Different idea of differentiation: Varying pacing is not as effective as varying support.

#### **The "Big Ideas" that should drive PLC efforts**

- We accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.
- We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high performing teams.
- We assess our effectiveness of the basis of results rather than intentions. Individuals, teams and schools seek relevant data and information and use that information to promote continuous improvement.

AGENDA SUMMARY SHEET

**AGENDA ITEM:** Report on MSHS Summer HVAC Project

**MEETING DATE:** March 7, 2005

**DEPARTMENT:** General Administration

**TITLE & BRIEF**

**DESCRIPTION:** MSHS Summer HVAC Project – A report informing the board that the previously discussed summer HVAC project at MSHS will be placed on hold for further review in the future.

**ACTION DESIRED:** Approval \_\_\_ Discussion \_\_\_ Information Only x

**BACKGROUND:** In December 2004, the board received a report on the summer projects planned for 2005. The total budget for all 2005 projects was estimated at about \$3.4m. [Note: We try to limit summer projects to about \$3.0m per year.]

One of the projects on the 2005 list was the MSHS HVAC project. This project carried a “guesstimated” budget of about \$1m. As the design engineers studied the issue and developed the specifications for the project, it became apparent that the final cost would be much greater than guessed. The latest (and best) estimate is that the project will cost about \$1.7m.

In light of the fact that the projected budget for 2005 summer projects was already over \$3.0m, the decision has been made to forgo this project for 2005 and revisit it next year when 2006 priorities are being established. [Note: In 2006, we will also be considering a proposal for an upgraded HVAC control system at MSHS for energy management (and cost control) purposes.]

**OPTIONS AND ALTERNATIVES:** n/a

**RECOMMENDATION:** n/a

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** n/a

**RESPONSIBLE PERSON:** Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT'S APPROVAL:** 