

MILLARD PUBLIC SCHOOLS
BOARD MEETING NOTICE

A Board Committee of the Whole meeting will be held on Monday, February 13, 2006, at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

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

A G E N D A

1. Rule 1310.1 – Community - Complaints
2. Policy 10000 – Shared Decision Making
 - Rule 10000.1 – Site-Based Planning and Shared Decision-Making

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

**Enclosure E.4.
February 20, 2006**

Minutes
Committee of the Whole
February 13, 2006

The members of the Board of Education met for a Committee Meeting on Monday, February 13, 2006 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The agenda items included Rule 1310.1 – Community – Complaints and Policy 10000 – Shared Decision Making.

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

Others in attendance were Keith Lutz, Kirby Eltiste, Duncan Young, Angelo Passarelli, and other administrators.

Kirby Eltiste and Duncan Young discussed Rule 1310.1 with the board of education. It was stated that in reviewing Rule 1310.1 the intent was to have a procedure which would keep a concern/complaint, and the remedy handled at the building level to everyone's agreement. And, only if the concern/complaint couldn't be agreed upon by all of those involved the parents would be notified they do have the opportunity to make a formal written complaint to the next level.

Additional language will be inserted at the informal level, which allows the administrator of the building to become involved at anytime to resolve a concern or complaint in their building.

Rule 1310.1 will be brought back to the board for their approval with the changes suggested.

Angelo Passarelli led the review of Policy 10000 – Shared Decision Making and Rule 10000.1 – Site Based Planning. Modifications were made to make the policy and rule consistent with current practices. Most of the changes in the policy and rule reflect new descriptions for the makeup of school improvement teams and site-based planning teams. The policy and rule still require that major site-based decisions be discussed with the school improvement teams. As in the past, the consensus method will be used by the teams with an appeal process in place when consensus can not be achieved.

The policy will be on the next board agenda for the first reading with approval of the policy and rule concluded at the first board meeting in March.



CHAIRMAN

AGENDA SUMMARY SHEET

Agenda Item: Board Rule 1310.1 Community Complaints

Meeting Date: February 13, 2006

Department: Human Resources

Title and Brief Description: Community Rule 1310.1.

Action Desired: Report Only

Background: This rule was revised on January 16, 2006. However, during the recent teacher cancellation hearing, this rule was discussed throughout the proceedings. Duncan Young and I will talk with you to see if you feel there is a need for further clarification. I have attached the policy (1310) and the rule (1310.1) for your convenience.

Options/Alternatives Considered: N/A

Recommendations: Report Only

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: February 2006

Responsible Persons: Dr. Kirby Eltiste

Superintendent's Signature: _____

Community

**Complaints: School Personnel/Instructional
Materials**

1310

The school district welcomes constructive criticism when such criticism is motivated by a sincere desire to improve the quality of education in the district.

Channels of communication as defined in the rules adopted by the Board will be utilized in the handling of complaints.

Legal Reference: Neb. Rev. Stat. §79-101, 79-526

Related Rules: [1310R1](#), [1310R2](#)

Policy Adopted: February 17, 1975

Revised: March 16, 1998

Reaffirmed: February 17, 2003

Millard Public Schools

Omaha, NE

Community Complaints

1310.1

The following procedures have been established to provide a system for receiving, considering and acting upon complaints regarding school personnel.

I. INFORMAL RESOLUTION

- A. Reasonable efforts shall be made to address the concerns and issues raised in any complaint regarding school personnel at the earliest stage, and to reach an acceptable resolution through the informal process.
- B. In an effort to resolve all issues/complaints at the earliest stage and through informal methods and procedures, any complaint regarding a certificated staff member shall be first referred to the certificated staff member. Complaints regarding any classified staff shall be presented to the supervising certificated staff member, if any, or to the building principal.
- C. When a certificated staff member receives a complaint, he/she will immediately address the concerns and/or issues by initiating an informal conference with the complainant, thereby providing an opportunity for a discussion and informal resolution of the concerns or issues raised in the complaint.
- D. When a complaint concerning school personnel is made directly to the Board as a whole, the complaint shall be referred to the Superintendent.
- E. When a complaint concerning school personnel is made to an individual Board member, the Board member may explain the process for complaints regarding school personnel as provided herein, or refer the complaint to the Superintendent.

II. FORMAL RESOLUTION

- A. In the event that the initial informal conference is unsuccessful in satisfactorily addressing and resolving the concerns and/or issues of the complainant, the complainant may pursue formal complaint procedures by submitting the complaint in writing to the building principal. Failure to submit the complaint in writing shall constitute an abandonment of the complaint.
- B. When a building principal receives a written complaint, the building principal will promptly schedule a formal conference with the certificated staff member and complainant at which time the complainant's concerns and/or issues shall be discussed and addressed. Failure of the complainant

to participate in a formal conference will result in the abandonment of the complaint procedure.

- C. If the complainant's concerns and/or issues are not resolved at the formal conference, the building principal will notify the building principal's supervisor, and will forward the written complaint and a written report of the formal conference. The building principal's supervisor shall address the concerns and/or issues raised in the complaint and may schedule a meeting with the complainant, if advisable. If the complainant's concerns and/or issues are not resolved by the building principals' supervisor, the supervisor will notify the Associate Superintendent of Human Resources and will forward the written complaint, the report of the building principal, and a written summary of the issues and proposed resolutions.
 - D. Upon receipt of a written complaint and the building principal's and building principal's supervisor's summary, the Associate Superintendent of Human Resources may schedule a formal conference with all or any of the following: the certificated staff member, the building principal, the building principal's supervisor, and the complainant, at which time the complainant's concerns and/or issues shall be discussed. The Associate Superintendent of Human Resources may undertake any needed investigation relating to the complaint and will thereafter render a written final disposition of the complaint within ten (10) school days of the formal conference.
 - E. If the complainant desires to have the disposition of the Associate Superintendent of Human Resources reviewed by the Superintendent, then the complainant must submit a written request for review within five (5) school days of receipt of the disposition by the Associate Superintendent of Human Resources. The written request for review shall be submitted to the Associate Superintendent of Human Resources who will forward to the Superintendent the complaint, the building principal's report, the building principal's supervisor's summary, the Associate Superintendent of Human Resources written disposition, and the request for review.
 - F. Upon receipt of a request for review, the Superintendent will review the complaint, the building principal's report, the building principal's supervisor's summary, and the written disposition of the Associate Superintendent of Human Resources, and the Superintendent may undertake any such investigation deemed appropriate. Thereafter, the Superintendent will render a written disposition of the complaint within ten (10) school days of his/her receipt of the request for review. The decision and disposition by the superintendent shall be final and binding.
12. Complaints regarding instructional materials shall follow the procedures of District Rule 1310.2. Complaints regarding inappropriate conduct by school personnel or regarding child abuse or neglect as a result

of the conduct of school personnel, shall follow the procedures of District Rule 4163.3.

Related Policies & Rules: [1310P](#), [1310R2](#), [1125P](#), [4163R3](#)

Rule Approved: February 17, 1975

Revised: March 3, 2003; January 16, 2006

Millard Public Schools

Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM:

MEETING DATE: February 13, 2006

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Policy 10,000 and Rule 10,000.1

ACTION DESIRED: APPROVAL ____ DISCUSSION ____ INFORMATION ONLY XX

BACKGROUND:

A large committee of teachers, administrators, a community representative, and a board representative met to discuss necessary changes to update Policy 10,000 and related rule 10,000.1. Modifications were made to make the policy and rule consistent with our current practices. Most of the changes in the policy and rule reflect new descriptions for the makeup of school improvement teams and site-based planning teams. The policy and rule still require that major site-based decisions be discussed with school improvement teams. Examples of those issues include calendars, scheduling, staffing, and Career Compensation Model plans.

STRATEGIC PLAN:

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT’S APPROVAL: _____
(Signature)

BOARD ACTION:

Shared Decision-Making

10000

The Board of Education of the Millard Public Schools No. 17, supports the philosophy of shared decision-making as called for in the District Strategic Plan. Shared decision-making shall support increased student achievement and improvement in the education process. The philosophy of shared decision-making shall be evident in the Millard School District through the opportunity for personnel, parents, community members, and students, when appropriate, to collaborate in the design and implementation of (1) mission statements, (2) objectives, (3) strategies and action plans, ~~(4) other areas selected from the Scope of Decision Areas,~~ (5) 4 evaluation methods, (6) 5 responses to results of evaluation, and (7) 6 reporting activities.

While fully supporting these collaborative efforts, the board recognizes its ultimate authority and responsibility for decisions which impact the direction of education in the Millard Schools.

This policy and related Rule will be reviewed by the Board of Education on an annual basis.

Related Rule 10,000 R1
Policy Adopted: December 7, 1992
Revised: January 13, 1997
Reviewed: August 3, 1998; August 23, 1999
Reviewed: February 6, 2006

Millard Public Schools
Omaha, NE

Millard Public Schools Shared Decision Making

DRAFT

Site-Based Planning and Shared Decision-Making

10000.1

Introduction

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

I. Shared Decision-Making

Millard Public Schools (MPS) uses a blend of centralized and decentralized decision making. The following chart illustrates decisions that are made at the district and building level and are provided as examples only. All decisions must be consistent with district policies and regulations, collective bargaining agreements, and state and federal mandates and laws.

Educational Services

District	Building
<ul style="list-style-type: none"> • Oversee compliance of NDE Rule 10 • Provide and direct system-wide planning for curriculum instruction, assessment, and staff development (6005) • Provide comparable curriculum resources, instructional resources and assessment resources (6010) • Develop and maintain the written curriculum using Academic Skills & Applications and Life Skills & Performances (6110), through curriculum phases (6120, 6610) • Develop curriculum frameworks and guides (6130) • Develop and revise Indicators of Effective Teaching (6200) • Ensure principals monitor curriculum and evaluate staff (6201) • Develop and support the instructional program (6220), SPED Procedures (6635), ELL, Media Centers (6625), Summer School (6655), Night School, Homebound (6670), Choice Programs (10,001), Federal Programs, Early Childhood Programs, Alternative Programs, and High Ability Learner Programs • Establish accountabilities for guidance in relation to curriculum issues • Develop guidelines for controversial issues (6240) • Provide guidelines and staff development on copyright procedures (6265) • Implement textbook loan (6295) • Assist in the development and implementation of comprehensive district student assessment system (6300) • Develop District Assessment Procedures Manual (6301) • Identify credit requirements for graduation (6320) • Develop grading guidelines (6330) and district report cards • Identify, implement, and monitor district staff development initiative (6400) 	<ul style="list-style-type: none"> • Encourage staff to participate in development of written curriculum and assessment • Supervise teachers according to Indicators of Effective Teaching (6200) • Monitor taught curriculum according to written curriculum (6201) • Monitor lesson plans (6203) • Administer instructional program and support programs (6220), including building schedules, grouping practices, and class size within district parameters, identify and approve supplemental materials that align with the written curriculum • Develop and monitor homework and make up homework guidelines (6230 & 6235) • Implement and monitor guidelines for controversial issues (6240) • Identify and approve appropriate field trips (6262) • Enforce and monitor copyright procedures (6265) • Monitor student production of services and materials (6270) • Develop and implement classroom assessments (6300) • Implement ELO assessments according to District Assessment Procedures (6301) • Identify awards, recognition programs and graduation exercises (6320), credit for transfer students, and grade level placement • Implement grading procedures (6330), including communicating student progress to parents (6340) • Ensure staff participation in district staff development initiatives (6400) • Oversee building student organizations • Facilitate building level professional development

<ul style="list-style-type: none"> Identify and apply for appropriate grants to support district programs and initiatives 	
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PUPIL SERVICES

District	Building
<ul style="list-style-type: none"> Establish policies for safety and security Supervise student record keeping Establish student attendance procedures Establish policies for student conduct Establish accountabilities for guidance in relation to response services (6628) Facilitate health service delivery strategies (6615) Supervise option enrollment/intra-district transfer requests and student placement 	<ul style="list-style-type: none"> Implement safety procedures, drills, and building security Supervise students Maintain student discipline and records related to student discipline Facilitate student referrals to community agencies Implement student social activities Implement guidance services delivery system Decide grade level placement Decide credit for transfer students Conduct safety procedures, drills and building security

HUMAN RESOURCES

District	Building
<ul style="list-style-type: none"> Develop and implement new teacher induction plan (6440) Direct staffing allocation procedures Implement building assignments and transfers Direct advertising/recruiting/selecting/hiring Direct the development of job descriptions Support district professional development programs Ensure the use of the performance appraisal process Direct employee discipline practices Monitor policies for safety and security Direct employee services Direct administrative hiring procedures 	<ul style="list-style-type: none"> Monitor new teacher induction (6440), identify and recommend mentors, match peer coaches, and communication expectations Direct intra-school staff assignments and transfers Conduct interviews/review recommendations Conduct performance appraisal Develop staffing recommendations

GENERAL ADMINISTRATION

District	Building
<ul style="list-style-type: none"> Research, write, administer, and conduct the financial accounting and reporting related to district-level (or multi-building level) grants Conduct collective bargaining with all employee unions/associations Schedule and administer district-wide contracted transportation services Provide custodial, maintenance, and grounds services to all facilities in the District Conduct all construction and renovation projects in the District Provide food service programs throughout the District Provide intra-district mail delivery services Provide district-wide large volume printing services (including providing one high-volume copier for each school) Provide all budgeting, accounting, and finance services (including payroll) related to all funds except the building activity fund 	<ul style="list-style-type: none"> Research, write, administer, and conduct the financial accounting and reporting related to building-level grants (subject to district approval related to accounting and reporting) Schedule and administer building activity transportation services and conduct student disciplinary activities related for both building and district-wide transportation Communicate custodial, maintenance, and grounds needs and deficiencies to the appropriate supervisor Recommend building renovation projects (subject to review, approval, and supervision by the District) Schedule serving times for breakfast and lunch programs Supervise the distribution of mail within the building Provide any small copiers desired by the buildings and provide all personnel for copying conducted in the buildings Manage all aspects of the building's activity fund

	(subject to the District’s procedures), manage the building’s general fund line items, and participate in the District’s budgeting process
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GOVERNANCE

District	Building
<ul style="list-style-type: none"> • Develop and implement the strategic plan • Develop the academic calendar • Schedule and approve community use of school facilities and conduct the related accounting • Develop and implement policies, procedures and rules • Oversee assessment of student achievement • Develop yearly and long-range budgets • Determine emergency closing procedures 	<ul style="list-style-type: none"> • Develop and implement the school site plan • Develop the school activities calendar including parent/teacher conference schedules • Develop and implement school procedures and rules • Develop the school schedule • Oversee assessment schedules, retakes, security and remediation • Allocate the budget • Schedule and approve school activity use of school facilities

TECHNOLOGY

District	Building
<ul style="list-style-type: none"> • Provide network operations • Provide email • Establish hardware and software standards • Provide Helpdesk & desktop support • Facilitate donations approval • Provide platform decisions • Establish web page guidelines • Develop technology standards for students and staff • Provide Internet filtering • Evaluate curriculum software 	<ul style="list-style-type: none"> • Provide for integrating technology into instruction • Provide technology staff development • Develop and maintain building web pages • Budget for hardware purchases with approval • Budget for curriculum software with approval • Assign technology initiator • Develop building technology action plans

II. District Strategic Planning Team

The Superintendent or designee will appoint a team consisting of administrators, teachers, board members, and community members to serve as the District strategic planning team. The strategic planning team will

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

III. Site-Based Planning Team

Each school in the Millard Public School District shall have a site-based planning team that meets every other year to write or update the school site plan as needed. The team will be responsible for long-range site planning including the development of the school mission, objectives, and strategies. The team will also approve action plans and make a recommendation for implementation of action plans. Each principal’s supervisor will assist the principal and team in the development of the site plan, the implementation of strategies, the collection and analysis of data to evaluate action plans, the relationship of the site-plan to the District’s plan, and compliance with district policies. The team will also meet as needed to comply with the NCA process of school improvement. The team will follow the district guidelines and established process for site planning and include administrators, teachers, staff, parents, and/or community members. High schools and middle schools may choose to involve students. Staff members on the team are volunteers and will serve at will. The team will be approved by the Superintendent or designee.

IV. School Improvement Team (SIT)

Each school in the Millard Public School District shall have a School Improvement Team that meets once each quarter (minimum). The SIT will monitor progress on the school site plan and make recommendations on pertinent issues including calendar, schedules, CCM I & II, re-teaching plans, and staffing. It may be necessary for ad hoc teams to form and meet to develop programs or further develop action plans for implementation. The ad hoc team will then report to the SIT for consideration. The SIT will also meet as needed to comply with the NCA process of school improvement. The SIT will include administrators, teachers, staff, parents, and/or community members.

High school and middle schools may choose to involve students. Each site will develop a process to ensure genuine participation and develop the rules for determining who will serve on these teams including the term of office. Meetings will be open to all. Agendas, attendees and minutes of the meetings will be communicated and made available. In most cases the SIT members will also serve on the site-based planning team. Staff members on the team are volunteers and will serve at will. The SIT members will be approved by the Superintendent or designee. A report on activities of the SIT will be completed by June 1st each year and copies will be sent to the staff, building supervisor and the Director of Administrative Affairs.

Consensus Method for School Improvement Teams

Strategic Planning Teams, Site-based Planning Teams and School Improvement Teams will seek consensus in an affirming environment marked by mutual support and respect. Consensus exists when participants whose support is needed to implement a decision, agree with the decision and express a commitment to support its implementation. If consensus cannot be achieved on a specific issue the administrator may make the necessary interim decisions as they continue to work for sufficient consensus.

Appeals

In the event the SIT is unable to function effectively the principal (or any three team members) shall report the situation to the building supervisor. The building supervisor will attempt to resolve the situation. In the event the situation is not resolved a written report shall be presented to the Superintendent. If the issues cannot be resolved, by the Superintendent, the dispute shall be submitted in writing to the Board of Education through the Superintendent.

Rule Adopted: December 7, 1992

Revised: January 3, 1994; December 19, 1994; January 13, 1997;

August 3, 1998; August 23, 1999; June 19, 2000, February 2006

Millard Public Schools
Omaha, NE

Site-based Planning Teams and School Improvement Teams

(Information for the Intranet)

Site-Based Planning Teams

Each school in the Millard Public School District shall have a site-based planning team that meets every other year to write or update the school site plan as needed. The team will be responsible for long-range site planning including the development of the school mission, objectives, and strategies. The team will also approve action plans and make a recommendation for implementation of action plans. Each principal's supervisor will assist the principal and team in the development of the site plan, the implementation of strategies, the collection and analysis of data to evaluate action plans, the relationship of the site-plan to the District's plan, and compliance with district policies. The team will follow the district guidelines and established process for site planning and include administrators, teachers, staff, parents, and/or community members. High schools and middle schools may choose to involve students. Staff members on the team are volunteers and will serve at will. The team will be approved by the Superintendent or designee.

This team will include at a minimum	Elementary	Secondary
School administrator	1	2
Teachers	6	6
Parents (or PAYBAC partners)	6	6
Support staff	1	1
Students	-	2

Administrators are expected to expand this team to include additional parents/community members when the school is writing a new plan or update. Teams should have approximately an equal number of teachers and parents/community members.

Action Planning Teams

Each school will form action planning teams each time they rewrite or update their site plan. There will be a separate action team formed for each strategy in the draft plan. Action teams will meet to develop specific results with suggested activities. The administrator will select a chair(s) for the committee who will be trained, using the district process, to lead the team. The teams will be made up of parents, community members and staff members and will meet as necessary to develop the specific recommendations. Staff members on the team are volunteers and will serve at will.

School Improvement Teams

Each school in the Millard Public School District shall have a School Improvement Team that meets once each quarter (minimum). The SIT will monitor progress on the school site plan and make recommendations on pertinent issues including calendar, schedules, CCM I & II, re-teaching plans, and staffing. It may be necessary for ad hoc teams to form and meet to develop programs or further develop action plans for implementation. The ad hoc team will then report to the SIT for consideration. The SIT will also meet as needed to comply with the NCA process of school improvement. The SIT will include administrators, teachers, staff, parents, and/or community members. High school and middle schools may choose to involve students. Each site will develop a process to ensure genuine participation and develop the rules for determining who will serve on these teams including the term of office. Meetings will be open to all. Agendas, attendees and minutes of the meetings will be communicated and made available. In most cases the SIT members will also serve on the site-based planning team. Staff members on the team are volunteers and will serve at will. The SIT members will be approved by the Superintendent or designee. A report on activities of the SIT will be completed by June 1st each year and copies will be sent to the staff, building supervisor and the Director of Administrative Affairs. In most instances school improvement team members will also serve on the site-based planning team. This team will include:

	Elementary	Secondary
School administrator	1	1
Teachers	4	4
Parents (or PAYBAC partners)	4	4
Support staff	1	1

A report on activities of the SIT will be completed each year and copies will be sent to the staff, building supervisor and the Director of Administrative Affairs by June 1st of each year.

**All Stars Elementary School
2005-2006**

Sample Form

Report due June 1

School Improvement Team members

Jane Wisewoman, principal
Mary Helpful, PTA president
Jeff Helper, parent
Kim Knowledge, Media

Joe Helper, paraprofessional
Amy Concerned, parent
Nick Confident, 5th grade

Vickie Wise, 1st grade
Sue Active, parent
Shirley Will, 2nd grade

Building Mission

The Mission of All Stars Elementary School is to ensure that each student achieves his/her academic and personal potential in a safe caring environment.

Building Objectives

1. Each student will exceed district and state standards and overall performance on standards will improve annually.
2. Each student will participate in setting and will achieve challenging educational goals.
3. The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.

Building Strategies and Specific Results

1. We will develop and implement an array of diverse opportunities that challenge each student to exceed academic standards.
We implemented 5 specific results aimed at challenging our students to stretch and achieve high goals. Our trend line is positive.
2. We will develop and implement plans to effectively analyze student performance data and use the data to drive instruction to improve student performance.
PLC groups are utilizing the Terra Nova data to determine the sequence in teaching math skills. We have seen an improvement in that area on our Terra Nova scores.
3. We will develop plans to ensure students make successful transitions from level to level.
The transitional plan has reduced the numbers of parent issues from 10-2 this year.
4. We will develop and implement plans to ensure that the percentage of students in the top three quartiles of reading achievement increases annually.
ELO data indicates that we are making progress in this area. We are not satisfied with our success at this point.

Consensus on major decisions

1. It was decided to utilize any additional staffing allocation for more reading staff.
2. It was decided to hold parent conferences at the end of the 1st and 2nd quarters.
3. It was decided that all proceeds from fundraising will be utilized for extra-curricular field trips.

School Improvement Team Meeting Dates

September 25, 2005
May 16, 2006

November 30, 2005

January 25, 2006

April 15, 2006

Building principal

date

Building supervisor

date

School Improvement Team meeting agendas, attendees and meeting minutes are kept on file in the building.