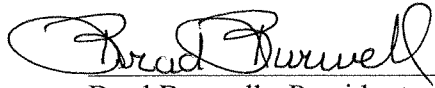


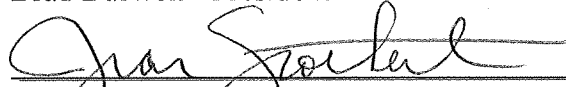
**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**

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 August 7, 2006, at Don Stroh Administrative Center 5606 South 147th Street Omaha, NE 68137

Dated this 7th day of August, 2006.

  
\_\_\_\_\_

Brad Burwell - President

  
\_\_\_\_\_

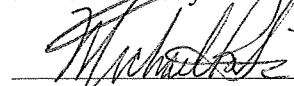
Jean Stothert - Vice President

  
\_\_\_\_\_

Julie Johnson - Secretary

  
\_\_\_\_\_

Mike Kennedy - Treasurer

  
\_\_\_\_\_

Mike Bate, Member

  
\_\_\_\_\_

Linda Poole, Member

**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, August 7, 2006** 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.

JULIE JOHNSON,  
Secretary

8-4-06

**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, }

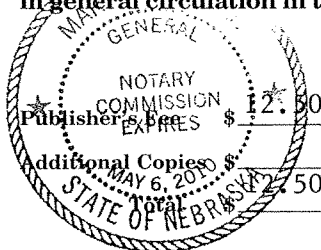
J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

of THE DAILY RECORD, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in THE DAILY RECORD, of Omaha, on \_\_\_\_\_  
August 4, 2006

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



Subscribed in my presence and sworn to before  
me this 4th day of  
August 2006

Notary Public in and for Douglas County,  
State of Nebraska

BOARD OF EDUCATION MEETING – AUGUST 7, 2006

NAME:

REPRESENTING:

Jesse Rothgeb

Troop 331

David Rasmussen

Troop 331

Richard Kruse

Troop 331

Paul Vandyne

Troop 331

Doug Rothgeb

Troop 331



*BOARD OF EDUCATION*  
MEETING



*AUGUST 7, 2006*



BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

2

BUSINESS MEETING  
7:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147th STREET  
AUGUST 7, 2006

AGENDA

A. Call to Order

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

B. Pledge of Allegiance

C. Roll Call

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

E. Routine Matters\*

1. \*Approval of Board of Education Minutes – July 10, 2006
2. \*Approval of Special Board Meeting Minutes – July 25, 2006
3. \*Approval of Bills
4. \*Receive the Treasurer's Report and Place on File

F. Information Items

1. Superintendent's Report
2. Board Comments/Announcement

G. Unfinished Business:

H. New Business

1. Approval of 5400.2 – Pupil Services – Discipline of Students with Disabilities
2. Approval of Rule 5400.3 – Pupil Services – Discipline of Students under Section 504 of the Rehabilitation Act of 1973
3. Approval of Rule 5600.2 – Pupil Services – Student Health – Possession and Use of Medication
4. Approval of Rule 5600.6 – Pupil Services – Procedures for Use of Automated External Defibrillators
5. Approval of Staff Development Report – Teacher Evaluation
6. Approval of Personnel Actions: Resignation(s), Amendment to Contracts, and New Hire(s)
7. Pupil Services – Enrollment Request per Neb. Rev. Stat. 79-266.01 (Executive Session)

I. Reports

1. Quarterly Food Service Report
2. Pupil Services Year-End Report
3. Quarterly Investment Report

4. Bond Construction Report
5. Non-Bond Construction Report

J. Future Agenda Items/Board Calendar

1. Fall Workshop Kick-Off on Thursday, August 10, 2006 at Holiday Inn Central at 8:30 a.m.
2. Committee of the Whole Meeting on Monday, August 14, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
3. Board of Education Meeting on Monday, August 21, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. At 4:00 p.m. there will be a public hearing on the 2006-2007 Budget.
4. PAYBAC Planning on Monday August 28, 2006 at 4:00 – 5:30 p.m. at Millard South High School
5. Board of Education Meeting on Tuesday, September 5, 2006 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, September 11, 2006 at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
7. Board of Education Meeting on Monday, September 18, 2006 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  
AUGUST 7, 2006

ADMINISTRATIVE MEMORANDUM

A. Call to Order

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

B. Pledge of Allegiance

C. Roll Call

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

\*E.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Board of Education Minutes – July 10, 2006. (See enclosure.)

\*E.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Special Board of Education Minutes – July 25, 2006.

\*E.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills. (See Enclosures.)

\*E.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to receive the Treasurer’s Report and Place on File. (See enclosure.)

F.1. Superintendent’s Comments

F.2. Board Comments/Announcements

H.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve 5400.2 – Pupil Services – Discipline of Students with Disabilities. (See enclosure.)

H.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5400.3 – Pupil Services – Discipline of Students under Section 504 of the Rehabilitation Act of 1973. (See enclosure.)

H.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5600.2 – Pupil Services – Student Health – Possession and Use of Medication. (See enclosure.)

H.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5600.6 - Pupil Services – Procedures for Use of Automated External Defibrillators. (See enclosure.)

August 7, 2006

Page 2

- H.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Staff Development Report – Teacher Evaluation Documents. (See enclosure.)
- H.6. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Actions: Resignation(s), Amendment to Contracts, and New Hire(s). (See enclosure.)
- H.7. Pupil Services – Enrollment Request per Neb. Rev. Stat. 79-266.01 (Executive Session)

I. Reports:

1. Quarterly Food Service Report
2. Pupil Services Year-End Report
3. Quarterly Investment Report
4. Bond Construction Report
5. Non-Bond Construction Report

J. Future Agenda Items/Board Calendar

1. Fall Workshop Kick-Off on Thursday, August 10, 2006 at Holiday Inn Central at 8:30 a.m.
2. Committee of the Whole Meeting on Monday, August 14, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
3. Board of Education Meeting on Monday, August 21, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. At 4:00 p.m. there will be a public hearing on the 2006-2007 Budget.
4. PAYBAC Planning on Monday August 28, 2006 at 4:00 – 5:30 p.m. at Millard South High School
5. Board of Education Meeting on Tuesday, September 5, 2006 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, September 11, 2006 at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
7. Board of Education Meeting on Monday, September 18, 2006 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.

MILLARD PUBLIC SCHOOLS  
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 7:00 p.m., Monday, July 10, 2006, at the Don Stroh Administration Center, 5606 South 147th Street.

PRESENT: Mike Pate, Jean Stothert, Julie Johnson, and Mike Kennedy

ABSENT: Brad Burwell and Linda Poole

Notice of this meeting was given in advance thereof by publication in the Daily Record on, July 7, 2006; 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.

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

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

Motion by Julie Johnson, seconded by Mike Kennedy, to excuse Brad Burwell and Linda Poole from the meeting. Upon roll call vote, all members voted aye. Motion carried.

Motion by, Mike Kennedy, seconded by Mike Pate, to approve the Board of Education Minutes June 19, 2006, to approve the 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. The Learning Community Superintendents will be meeting at the end of July. There will be reports from two committees and will also go over a draft of recommended bylaws. Dr. Lutz is chairing the committee on developing a constitution. This has been sent to the other members of the committee, but there has not been any feedback sent back at this time.
2. Dr. Lutz may have conflicts that will prevent him from being at the regular meeting scheduled on August 7 and the Committee meeting on August 14. There is a regular meeting scheduled for August 21, 2006. A new teacher breakfast will be held on Monday, August 7 at 7:45 a.m. at Millard West High School. The Fall Kick Off will be held on Thursday, August 10, 2006 at the Holiday Inn Central.

Board of Education Minutes  
July 10, 2006  
Page 2

Comments from the Board:

Mike Pate thanked John Crawford for his work and the years of service to the Millard Public Schools.

Mike Kennedy reported he will be working on an article that will be in Sunday's newspaper on vocational education for high schools and community colleges.

Mr. Kennedy also thanked Dr. Crawford for his years of service to Millard.

Jean Stothert reported she was unable to attend the Healthy Schools meeting last week. However, the minutes indicated that most of the discussion was on soda manufactures and distributors, and the move to improve what is sold in vending machines in schools. There was discussion also on obesity, and as a result of all of the push towards healthy schools there is an increase awareness countrywide of obesity. They also talked about a push to support an increase of the curriculum for Physical Education.

Mrs. Stothert has been asked to speak at the Summer School graduation at the end of the week, which she will do.

Mrs. Stothert expressed her appreciation for all of Dr. Crawford's work, and told him he certainly would be missed.

Dr. Lutz told Board members he placed at their seat a copy of the NSBA Council of Urban Boards of Education Conference, and pointed out the session the Omaha Public Schools will be presenting in regards to LB 1024.

Motion by Mike Kennedy, seconded by Julie Johnson, to approve the NASB Resolution. After some discussion Mike Pate moved, and Mike Kennedy seconded, to amend the motion to remove the words "these independent" in the resolution and replace with "school." Upon roll call vote, all members voted aye. Motion carried. Upon roll call vote, on the amended motion, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Julie Johnson, approved the Middle School and High School Guidelines for 2006-2007. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Mike Kennedy, adopted the proposed assignments for #24 and #25 elementary schools; reassign Stonecrest from Rohwer to Rockwell, with busing. Upon roll call vote, all members voted aye. Motion carried.

Board of Education Minutes  
July 10, 2006  
Page 3

Motion by Mike Pate, seconded by Mike Kennedy, approved the 2006-2007 Professional/Technical Salary Schedule and Benefit Package. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Mike Pate, approved the recommended changes to the Food Service Wage and Benefit Package. Upon roll call vote, all members voted aye. Motion carried.

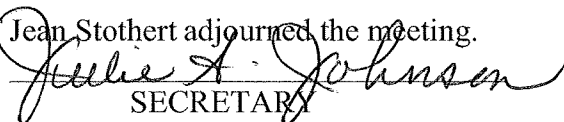
Motion by Mike Pate, seconded by Julie Johnson, approved Personnel Actions: Resignations: Laura Thoreen, Tracy Harrington, and Linda Kolbusz; Leave of Absence: Christin Stalder; Amendment to Contracts: Rebecca Jones and Elizabeth Schmidt; and New Hires: Jacqueline Gruber, JoAnn Lutz, Jaclyn Stewart, Nicholas Kintzle, Kelli Krause, Kimberly Denton, Cynthia Murcek, Brooke Morton, Karen Marble, Nichole Christie, Jodi Stroburg, Katie Lathrop, Paula Wenberg, Cheris Harrington, Laurie Stackhouse, Holly Baumert, and Sarah Menghini. Upon roll call vote, all members voted aye. Motion carried.

Reports provided include a Bond Construction Report, a Non-Bond Construction Report, the Educational Services Year-End Report, a Quarterly Operation and Maintenance Report, Student Performance on Science ELO Assessments, and a Re-Teaching Evaluation.

Future Agenda Items/Board Calendar: A Special Board Meeting for Bond Sale will be held on Tuesday, July 25, 2006 at 12:00 Noon. A New Teacher Breakfast will be held on Monday, August 7, 2006 at 7:45 a.m. – 9:30 a.m. at Millard West High School. A Board of Education Meeting will be held on Monday, August 7, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The Fall Workshop Kick-Off will be held on Thursday, August 10, 2006 at Holiday Inn Central at 8:30 a.m. A Committee of the Whole Meeting will be held on Monday, August 14, 2006 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, August 21, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The PAYBAC Planning will be held on Monday August 28, 2006 at 4:00 – 5:30 p.m. at Millard South High School. A Board of Education Meeting will be held on Tuesday, September 5, 2006 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, September 11, 2006 at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, September 18, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street

Duncan Young, attorney for the District, announced that the poster in regards to the new Open Meeting Law is posted in Room B.

Jean Stothert adjourned the meeting.

  
SECRETARY

## MILLARD PUBLIC SCHOOLS

## SCHOOL DISTRICT NO 17

A special 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 12:00 Noon p.m., Monday, July 25, 2006, at the Don Stroh Administration Center, 5606 South 147th Street.

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

Notice of this meeting was given in advance thereof by publication in the Daily Record on, July 21, 2006; 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 12:00 Noon p.m. Brad Burwell called the meeting to order and board members present included: Brad Burwell, Jean Stothert, Mike Pate, Mike Kennedy and Linda Poole, which constitutes a quorum.

Motion by Mike Kennedy, seconded by Mike Pate, to approve a RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF \$48,000,000 GENERAL OBLIGATION BONDS, OF DOUGLAS COUNTY SCHOOL DISTRICT 017, IN THE STATE OF NEBRASKA, ALSO KNOWN AS MILLARD PUBLIC SCHOOLS; APPOINTING A PAYING AGENT AND REGISTRAR; AND RELATED MATTERS. Upon roll call vote, all members voted aye. Motion carried.

The firm of Prager, Sealy & Company, LLC was the successful bidder with the Best Interest Rate of 4.5695%.

Mr. Burwell adjourned the meeting.

  
SECRETARY



**Millard Public Schools**  
**August 7, 2006**

# Millard Public Schools

## Check Register

11

Prepared for the Board Meeting of August 7, 2006

Check No	Vend No	Vendor Name	Amount
263539	012989	APPLE COMPUTER, INC.	71.00
263540	106773	FIRST NATIONAL BANK VISA	13,291.28
263541	133227	PETTY CASH/TECHNOLOGY	157.01
263545	095674	XEROX CORPORATION (LEASES)	108,035.03
263546	134715	ALEGENT HEALTH IMMANUEL MEDICAL CTR	4,677.44
263547	109079	ALLTEL CORPORATION	54.47
263548	107651	AMAZON.COM INC	260.45
263549	012450	AMERICAN RED CROSS HEARTLAND	3,677.84
263550	065425	ANDERSEN MIDDLE SCHOOL	1,172.00
263552	012989	APPLE COMPUTER, INC.	317.90
263553	012507	AT&T	938.51
263554	012507	AT&T	117.21
263555	010083	ATS MOBILE TELEPHONE CO INC	131.42
263557	132405	BAG 'N SAVE	1,745.85
263560	019111	BISHOP BUSINESS EQUIPMENT	45.00
263561	131995	M MARTHA BRUCKNER	60.38
263562	134874	CHRISTI D BUELL	12.74
263565	133375	BUSINESS INTERIORS GROUP	149.80
263566	024260	CENTER TROPHY COMPANY	12.50
263567	133818	CONNECTIVITY SOLUTIONS	1,250.00
263568	133617	CONOCOPHILLIPS	9,068.90
263571	106893	CULLIGAN WATER CONDITIONING	39.76
263572	131003	DAILY RECORD	11.90
263573	132975	PRIORITY TRAINING & CONSULTING INC	1,500.00
263574	106713	ANDREW S DEFREECE	729.00
263575	099220	DICK BLICK CO	1,048.56
263576	033473	DIETZE MUSIC HOUSE INC	250.30
263577	135063	DL&A WEIGHT EQUIPMENT PARTS &	216.00
263579	108120	DOUGLAS COUNTY SHERIFF	1,334.80
263580	037525	EDUCATIONAL SERVICE UNIT #3	1,017.75
263583	135541	CONSTANCE M FRY	158.26
263584	107025	GALAXY CABLE INC	770.97
263587	130084	LISA M GROTH	152.58
263588	049075	HOLIDAY INN OF OMAHA-CENTRAL	7,045.73
263589	133397	HY-VEE FOOD STORE (WELCH PLAZA)	518.29
263590	135004	HY-VEE FOOD STORE (N 156TH)	85.98
263591	051549	INDUSTRIAL ARTS SUPPLY CO	273.11
263592	134795	INFINITE CAMPUS INC	2,972.81
263593	134151	SUSAN L JAVON	51.74
263594	058755	LAIDLAW TRANSIT INC	341.07
263598	133505	SUSAN N MARLATT	92.28
263600	133403	AMERICAN NATIONAL BANK	3,603.78
263601	064618	METROPOLITAN COMMUNITY COLLEGE	3,008.75
263602	064621	METROPOLITAN OMAHA EDUCATIONAL	1,405.40
263603	065233	MIDWEST TURF & IRRIGATION INC	3,336.90
263604	131192	NATIONAL FEDERATION OF URBAN-	3,000.00

Date: 8/2/06

# Millard Public Schools

## Check Register

12

Prepared for the Board Meeting of August 7, 2006

Check No	Vend No	Vendor Name	Amount
263605	068467	NEBRASKA NOTARY ASSOCIATION	139.15
263606	135379	HOLLY NGUYEN	336.96
263607	069776	NORTH AMERICAN ASSOCIATION	80.00
263608	069930	NOVA HEALTH EQUIPMENT COMPANY	284.74
263609	099567	NOVELL INC	40,938.00
263610	100013	OFFICE DEPOT BUS. SVCS. DIV.	23.19
263611	107192	OH-K FAST PRINT	1,543.46
263612	071 050	OMAHA WORLD HERALD CO	72.80
263615	072382	SHEILA M PHELPS	24.36
263616	090673	QWEST	43.81
263617	134858	JENNIFER L REID	8.04
263618	109192	KIMBERLI R RICE	46.23
263621	081884	ROBERT J SCHIERMEYER	8.51
263622	135542	AMY A SCHROER	40.90
263624	132590	SILVERSTONE GROUP INC	10,000.00
263625	101 476	SODEXHO MARRIOTT INC	90,673.08
263626	130722	LYON FINANCIAL SERVICES	300.70
263627	135543	DELORA K SORENSON	11.08
263628	13091 1	SWANDA BUSINESS FORMS	1,671.60
263629	107497	DIANE M SWEETMAN	283.24
263631	131446	TOSHIBA AMERICA INFO SYS INC	96.00
263633	092600	VOSS ELECTRIC CO	2,323.00
263635	093978	BECKY S WEGNER	10.72
263636	095674	XEROX CORPORATION (LEASES)	28,098.50
263730	1341 76	LINDA S BRABLEC	2,131.61
263731	107595	STEPHANIE A BURDIC	137.86
263733	130931	EPPLEY EXPRESS	100.00
263738	135548	LECTURE MANAGEMENT INC.	2,250.00
263741	135550	NEBRASKA ASSOC OF SUPERVISION	5,362.00
263742	135068	OK ELECTRIC CO INC	2,789.10
263744	134575	ANN L SCHMIDT	136.45
263745	134389	JULIANNE SVINGEN	388.77
263746	132593	LORI A TRITZ	35.00
263823	108394	MARJORIE E ALFIERI	34.66
263825	134873	JOHN M BECKER	40.89
263826	131 158	CURTIS R CASE	252.96
263828	133815	DENNIS F FLOOD	269.80
263829	10701 5	GEORGETOWNE CLUB	200.00
263830	101 032	HUSKER MIDWEST PRINTING	562.06
263831	10791 7	AMANDA J LINK	61.81
263832	109784	JUDITH A NANCE	41.95
263833	135552	KRISTEN PEDERSEN	210.00
263834	072382	SHEILA M PHELPS	23.70
263835	133191	MATTHEW K REGA	98.44
263836	081725	KIMBERLEY K SAUM-MILLS	161.14
263837	135553	SUSAN SEVENER	76.38

Date: 8/2/06

# Millard Public Schools

## Check Register

13

Prepared for the Board Meeting of August 7, 2006

Check No	Vend No	Vendor Name	Amount
263839	084959	JAMES V SUTFIN	449.57
263840	131446	TOSHIBA AMERICA INFO SYS INC	550.01
263842	131955	WILLIAM G WITTE	439.50
263843	135554	MARY WIXSON-MASS	76.50
263844	135555	SUZANNE M WOLFF	75.00
263845	134775	MARILYN R YECK	57.35
263855	133909	SARAH ALFIERI	402.50
263856	011651	AMERICAN EXPRESS	3,069.16
263860	130646	COMMONWEALTH ELECTRIC	370.00
263862	038025	MARY L EHLERS	636.58
263863	135581	HENRY P MEURER	513.00
263866	048920	METLIFE	7,464.77
263867	064980	MIDWEST SOUND & LIGHTING INC	1,898.00
263868	132258	PETTY CASH/DSAC	0.00
263869	135580	RBD KANSAS CITY LLC	129.00
263870	135577	GUY ROBERTS	2,050.00
263871	107286	ST PAUL TRAVELERS	196,811.00
263874	131446	TOSHIBA AMERICA INFO SYS INC	1,311.01
263875	133826	MIRIAM R TREDWAY	1,058.71
263876	068840	UNIVERSITY OF NEBRASKA AT OMAHA	330.00
263877	135579	ADAM J VRANA	180.00
263878	132260	INTERNAL REVENUE SERVICE CENTER	500.00
263940	133403	AMERICAN NATIONAL BANK	4,698.26
263949	010037	ABC SCHOOL SUPPLY COMPANY	126.53
263950	134773	TIMOTHY M ABTS	57.37
263951	135407	ACCESS TO RECREATION INC	563.89
263952	010298	ACCU CUT SYSTEMS	1,303.97
263953	010300	ACCURATE LOCKSMITHS, INC	125.25
263954	010003	ACT INC	825.00
263955	010383	ACTION BATTERIES UNLIMITED INC	92.54
263956	102832	ADVANCED OFFICE INTERIORS CORP	12,675.32
263957	010808	AIR-SIDE COMPONENTS, INC.	273.00
263958	010809	AIRCAD INC	60.00
263959	108351	AIRGAS NORTH CENTRAL INC	412.12
263960	010884	FRANCE ALBANESI	219.65
263961	108394	MARJORIE E ALFIERI	182.27
263962	011051	ALL MAKES OFFICE EQUIPMENT	6,538.00
263963	011185	ALLIED OIL & SUPPLY, INC.	515.61
263964	107651	AMAZON.COM INC	2,102.46
263965	102051	AMERICAN MUSIC COMPANY INC	578.45
263966	133174	AMERICAN SECURITY SERVICES INC	115.00
263967	102430	AMI GROUP INC	8,250.00
263968	012590	AMSTERDAM PRINTING & LITHO	353.88
263969	010112	ANDERSON ELECTRIC	293.00
263970	132880	MARILYN L ANTLEY	30.73
263971	012989	APPLE COMPUTER, INC.	71.00

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Check No	Vend No	Vendor Name	Amount
263972	135051	APPLES & MORE A TEACHERS STORE	305.31
263973	106889	APPLIED INDUSTRIAL TECHNOLOGIES	366.08
263974	134826	APROPOS CONSULTING LLC	8,383.50
263975	108092	MERRILL COMPANY	667.00
263976	106436	AQUA-CHEM INC	391.50
263977	102150	ARMAND HAMMER UNITED WORLD COLLEGE	969.00
263978	01 3209	ART STUDIO CLAY COMPANY	1,669.86
263979	013496	ASCD	397.90
263980	01 0070	ASHA DISTRIBUTING INC.	55.19
263981	102840	ASSOCIATED FIRE PROTECTION	4,439.10
263982	012507	AT&T	83.69
263983	135329	ATC ASSOCIATES INC	592.50
263984	100014	ATLAS PEN & PENCIL CORPORATION	130.67
263985	102237	AUTO STATION	1,844.38
263986	072090	AW PELLER AND ASSOCIATES INC	168.94
263987	102727	B & H PHOTO	2,001.45
263989	109852	BAER SUPPLY	551.33
263992	131496	MICHELLE BALDWIN	200.48
263993	017876	BARCLAY SCHOOL SUPPLIES INC	1,379.13
263994	017900	BARCO MUNICIPAL PRODUCTS, INC.	1,340.75
263995	099646	BARNES & NOBLE BOOKSTORE	2,110.45
263996	132608	BARNES DISTRIBUTION	688.06
263997	01 7925	GARY BARTA	88.00
263998	099749	BAUDVILLE INC	374.28
263999	01 8240	CAROL A BEATY	91.00
264000	018280	JEANINE C BEAUDIN	502.80
264002	132222	BEHAVIOR ANALYSTS INC.	116.90
264004	131 31 4	KYLE T BENHAM	855.74
264005	107322	BERENS-TATE CONSULTING GROUP INC	2,500.00
264007	01 8650	PAMELA R BERKI	93.45
264008	01 8705	BERNINA SEWING CENTER	88,439.96
264010	134945	NOLAN J BEYER	282.06
264011	130683	BEYOND PLAY	67.08
264012	072250	BG PETERSON COMPANY	125.00
264013	135573	CHRISTINE M BIERMAN	48.45
264014	01 91 11	BISHOP BUSINESS EQUIPMENT	620.00
264015	135014	JAIME A BIZAL	337.20
264016	133364	DEWALT INC	162.38
264017	01 5800	BMI EDUCATIONAL SERVICES	686.45
264018	130899	KIMBERLY M BOLAN	91.89
264019	135539	SHEILA F BOLMEIER	14.33
264020	101582	BOOKSOURCE	445.26
264021	134352	BOS PAINTING INC	5,675.00
264022	019559	BOUND TO STAY BOUND BOOKS INC	1,307.35
264023	01 9835	BOYS TOWN NATIONAL	853.40
264024	1341 76	LINDA S BRABLEC	55.75

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264025	130303	BRODHEAD GARRETT	97.74
264026	134173	ANGELA J BROOKS	68.67
264027	131995	M MARTHA BRUCKNER	159.76
264028	106466	BRUINS MONTESSORI INTERNATIONAL	692.53
264029	106815	NANCY J BUDA	120.13
264030	134874	<b>CHRISTI D BUELL</b>	47.75
264031	133375	BUSINESS INTERIORS GROUP	707.00
264032	099431	BUSINESS MEDIA INC	2,933.55
264033	023831	CALLOWAY HOUSE INC	142.50
264035	134360	BARBARA STUCKEY	3,430.00
264036	133246	RALPH CAREY	88.17
264037	054237	PIONEER LOCK CO INC	19.15
264038	109117	VICKI R CARLSON	30.97
264039	023970	CAROLINA BIOLOGICAL SUPPLY CO	160.53
264041	024067	CARSON DELLOSA PUBLISHING	171.47
264042	131158	CURTIS R CASE	207.95
264043	134194	CASTLE ROCK INDUSTRIES	748.99
264044	133508	AMERICAN FUTURE SYSTEMS INC	164.00
264045	024260	CENTER TROPHY COMPANY	7,543.00
264046	024425	CENTRAL STATES INDUSTRIAL SUPPLY	86.43
264047	132206	NCH CORPORATION	346.41
264048	018865	<b>CHANNING BETE COMPANY INC</b>	1,437.28
264049	106836	KEVIN J CHICK	195.00
264050	133107	NICOLE M CHUDOMELKA	76.78
264051	025197	CITY OF OMAHA	45,555.02
264052	132581	<b>CLARITUS</b>	23.50
264054	099222	CLASSROOMDIRECT.COM	243.90
264055	025235	DALE CLAUSEN	300.38
264056	133862	TYLER JAMES COFFEY	69.65
264057	108093	COMFORT PRODUCTS DISTRIBUTING	89.99
264058	022701	SHARON R COMISAR-LANGDON	141.51
264059	109867	COMMERCIAL AIR MANAGEMENT INC	154.00
264060	025689	COMPUTER CABLE CONNECTION INC	4,108.00
264061	135082	CONCENTRA MEDICAL CENTERS	287.50
264062	133617	<b>CONCOPHILLIPS</b>	109.44
264063	026057	CONTROL MASTERS INC	7,899.38
264064	132720	CONTROLTEMP INC	99.00
264066	108436	<b>COX COMMUNICATIONS INC</b>	31,362.39
264067	131506	CP RECOVERY	12,210.05
264068	026660	WILLIAM J CRAWFORD	24.70
264070	026998	<b>CRIZMAC</b>	295.24
264072	135575	WAYNE A CRUMBLEY	675.58
264073	027130	CRYSTAL PRODUCTIONS	69.14
264074	099957	CRYSTAL SPRINGS BOOKS	2,754.08
264075	027240	CUBS DISTRIBUTING INC	15.47
264076	134679	JULIE R CULLER	36.53

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Check No	Vend No	Vendor Name	Amount
264077	106893	CULLIGAN WATER CONDITIONING	63.76
264079	131 003	DAILY RECORD	25.60
264080	0321 40	DALTILE CORPORATION	905.20
264083	133820	DATA MANAGEMENT INC	374.85
264084	135563	DATASTOR INC	4,397.50
264085	032255	DAVIS PUBLICATIONS INC	129.49
264087	107469	DEFFENBAUGH INDUSTRIES	2,502.00
264088	099249	DELTA EDUCATION LLC	340.42
264089	032800	DEMCO INC	41 4.35
264090	032872	DENNIS SUPPLY COMPANY	1,412.30
264091	109850	DEX MEDIA EAST LLC	1,301.06
264092	102435	DIAMOND VOGEL PAINTS	83.54
264093	099220	DICK BLICK CO	4,164.58
264094	132750	JOHN D DICKEY	41.39
264097	106194	DISCIPLINE WITH PURPOSE INC	51 7.93
264100	134086	AMBER J DOOLITTLE	105.25
264105	0341 09	DRUMMOND AMERICAN CORPORATION	263.45
264106	134338	DEAN LOFTUS	5,600.00
264107	0341 20	DULTMEIER SALES LLC	362.54
264108	100951	DYNA-KLEEN SERVICES, INC.	4,930.00
264109	131 740	EAGLE SOFTWARE INC,	17,322.50
264110	052370	ECHO ELECTRIC SUPPLY CO	41 3.75
264111	131566	ECHO MOTORS & CONTROLS INC	2,371.57
264112	132827	EDDY CONTRACTING	2,610.38
264113	037525	EDUCATIONAL SERVICE UNIT #3	51,005.23
264114	107980	EHLI'S DECORATING, INC.	633.60
264115	133823	REBECCA S EHRHORN	78.50
264118	038100	ELECTRIC FIXTURE & SUPPLY	952.03
264120	038140	ELECTRONIC SOUND INC.	168.00
264121	102286	ELECTRONIX EXPRESS	37.00
264122	131 007	ELMAN & CO INC	645.60
264123	038217	WARREN K ELTISTE	1 10.58
264124	135583	LEANNE M ENGSTROM	639.15
264126	109066	TED H ESSER	571.75
264127	035610	ETAICUISENAIRE	140.95
264128	130644	EVENFLO COMPANY INC	6,711.32
264129	038468	EVERBIND	1,800.95
264130	038475	EXCEL ELECTRIC INC	1,345.00
264131	107729	EZ WAY INC	459.95
264132	134722	JODI L FAWCETT	100.10
264133	040450	FEDERAL EXPRESS	125.88
264134	134227	ANDREA J FELTZ	332.86
264135	040537	FERGUSON ENTERPRISES INC	659.00
264136	109069	ELIZABETH A FIALA	144.18
264137	040830	FILMS FOR THE HUMANITIES & SCIENCES	1,716.07
264138	133919	FILTER SHOP INC	2,057.50

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Check No	Vend No	Vendor Name	Amount
264139	134304	FIRST BANK RICHMOND, NA	1,824.10
264140	040902	FIRST NATIONAL BANK TRUST DEPT	900.00
264142	101070	FLUKE ELECTRONICS CORPORATION	187.25
264143	041100	FOLLETT LIBRARY RESOURCES	9,298.74
264144	041146	KENNETH J FOSSEN	198.56
264146	041461	SHARON A FREEMAN	18.69
264147	041543	AMY J FRIEDMAN	2,159.27
264149	135031	FSH COMMUNICATIONS LLC	788.00
264151	135504	FUTUREWARE DISTRIBUTING INC	1,123.50
264152	043760	GALLUP ORGANIZATION	18,120.00
264153	102294	<b>GAMETIME</b>	1,933.49
264154	131565	GARTNER & ASSOCIATES CO, INC.	88.57
264155	135431	NICOLE N GERHARD	30.26
264156	106660	GLASSMASTERS INC	4,207.92
264157	044887	GOODHEART-WLCOX PUBLISHER	2,601.92
264158	044891	<b>GOPHER/PLAY WITH A PURPOSE</b>	459.90
264159	043609	GP DIRECT	379.87
264160	044950	<b>GRAINGER INDUSTRIAL SUPPLY</b>	3,070.19
264161	044965	KATHERINE A GRAY	200.70
264163	044976	GREAT EXTENSIONS	305.00
264164	135582	<b>LISA L GREEN</b>	947.48
264165	131937	GLS (GREG LARSON SPORTS)	407.52
264167	134751	ANGELA M GRIGGS	100.69
264168	130083	HARRY S GRIMMINGER	46.73
264169	135574	MICHAEL G GUNTER	103.11
264170	020255	DESIGN CONCEPTS INC	1,200.00
264171	045317	GYM CLOSET	255.08
264173	047800	HAMMOND & STEPHENS	46.43
264174	102563	HAMPTON BROWN CO INC	2,149.12
264175	101931	HANCOCK FABRICS	199.82
264176	131067	HANDWRITING WITHOUT TEARS	588.50
264177	135536	JEFFREY S HANKS	48.06
264178	134470	BETTY A HANSEN	40.22
264179	047853	HAPPY CAB COMPANY INC	1,681.60
264180	047855	HARCOURT INC	0.00
264181	047855	HARCOURT INC	59,092.49
264182	047856	HARCOURT OUTLINES INC	519.87
264183	056820	HARRY A KOCH COMPANY	14,988.56
264184	099396	HARRY K WONG PUBLICATIONS INC	4,169.00
264186	048270	HAWTHORNE EDUCATIONAL SERVICES INC	110.00
264187	130609	HAYDEN-MCNEILL SPECIALTY	1,972.03
264188	100782	HEARTLAND SCENIC STUDIO INC	3,191.00
264189	048517	GREENWOOD PUBLISHING GROUP INC	119.42
264190	048515	HELGET SAFETY SUPPLY INC	56.90
264191	134455	ROBERT J HETTINGER	198.92
264192	132423	HEWLETT PACKARD CO	2,420.60

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Check No	Vend No	Vendor Name	Amount
264193	048710	HIGHSMITH COMPANY INC	340.11
264194	134441	ELAINE HILL	277.44
264195	048840	SUZANNE J HINMAN	88.11
264196	045329	HMS BROWN BAGGERS	43.11
264197	132872	HOPE FOUNDATION INC	458.20
264199	095520	LINDA D HORTON	69.42
264201	049440	HOSIER REFRIGERATION SUPPLY INC	333.94
264202	049650	HOUGHTON MIFFLIN COMPANY	2,480.89
264203	108153	CHRISTOPHER M HUGHES	20.47
264204	101032	HUSKER MIDWEST PRINTING	549.10
264206	133942	IN TUNE MONTHLY	19.95
264207	102826	INSTRUCTIVISION	4,331.80
264208	102451	INTERNATIONAL BACCALAUREATE	5,031.00
264209	102958	INTERSTATE ALL BATTERY CENTER	32.48
264210	131061	IOWA PAINT MFG. CO. INC.	399.60
264211	101991	J.A. SEXAUER	91.10
264212	100928	J.W. PEPPER & SON INC.	52.24
264213	102287	JAMECO ELECTRONICS	136.84
264214	054240	HANNELORE W JASA	74.32
264215	133037	JENSEN TIRE COMPANY	2,631.54
264216	130834	JANET L JIZBA	42.89
264217	131367	AMANDA J JOHNSON	116.00
264218	054630	JOHNSTONE SUPPLY	298.27
264220	054768	JUDAH CASTER COMPANY	246.92
264221	132965	K-LOG INC	337.50
264224	056215	KAPLAN EARLY LEARNING CO	749.32
264225	133121	LAURA A KAZMIERSKI	45.55
264228	056724	KINKO'S	55.90
264229	135514	JOHN R KIRKE	838.36
264230	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	500.00
264235	135101	LINDA M KOLBUSZ	82.10
264236	056913	RICHARD L KOLOWSKI	199.81
264239	109033	AMANDA J KUNES	333.47
264240	058755	LIDLAW TRANSIT INC	13,885.97
264241	099217	LAKESHORE LEARNING MATERIALS	1,440.42
264244	135257	LANGUAGE LINE SERVICES	54.69
264245	135571	STEFANIE L LARSEN	54.47
264246	130326	LEARNING LINKS	21.95
264247	059100	JEFFREY SCHRANK	3,597.00
264249	102496	LEARNING ZONE EXPRESS	2,416.33
264250	134023	LEVENSONS INDUSTRIAL SUPPLY INC	152.28
264251	059470	LIEN TERMITE & PEST CONTROL INC	1,243.00
264252	131472	LINES OF COMMUNICATION	7,020.00
264253	107917	AMANDA J LINK	121.60
264254	131922	DANYA A LINNEMAN	52.94
264255	059560	LINWELD INC	311.54

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Check No	Vend No	Vendor Name	Amount
264256	135596	ANGELA M LOBERG	125.74
264257	133027	TRACY LOGAN	46.28
264258	135149	ANNA L LORSBACH	67.61
264259	060111	LOVELESS MACHINE & GRINDING	122.00
264260	131397	LOWE'S HOME CENTERS INC	488.41
264263	131586	LYMM CONSTRUCTION CO.	37,708.02
264264	108106	LEANNA MACDONALD	1,932.00
264265	099321	<b>MACKIN</b> BOOK COMPANY	273.72
264266	133505	SUSAN N MARLATT	197.99
264267	102274	MATH TEACHERS PRESS INC	146.60
264268	108052	MAX I WALKER	239.52
264269	107123	SUSAN P MCADAM	261.73
264270	130467	MCCALL PATTERN COMPANY	75.00
264272	063339	HOUGHTON MIFFLIN COMPANY	0.00
264273	063349	MCGRAW-HILL COMPANIES	15,334.53
264274	064260	MECHANICAL SALES INC.	117.07
264275	101274	MEDICAL TECHNOLOGIES INC	11,092.00
264276	121126	PATRICIA A MEEKER	59.55
264277	064413	<b>MENARDS</b> INC	39.60
264278	135331	<b>MENTORING</b> MINDS LP	227.20
264279	017611	ANGELA R MERCIER	405.44
264282	132807	MONTESSORI EDUCATIONAL CENTERS INC	0.00
264283	102870	MIDLAND COMPUTER INC	6,867.63
264285	065200	MIDWEST TECHNOLOGY PRODUCTS & SERV	56.64
264286	132332	MIDWEST TILE, MARBLE & GRANITE INC	20.32
264287	065233	MIDWEST TURF & IRRIGATION INC	2,016.07
264288	065300	MILLARD DRYWALL SERVICES, INC.	338.86
264289	065382	MILLARD LIONS CLUB	160.00
264290	065400	MILLARD LUMBER INC	361.02
264291	107560	MILLARD METAL SERVICES INC.	110.00
264292	107993	MILLARD PUBLIC SCHOOLS SUMMER	400.00
264293	065410	MILLARD SCHOOLS ADMINISTRATIVE	40.00
264294	131328	MILLER ELECTRIC COMPANY	521.00
264296	099352	MINNESOTA CLAY CO	146.24
264297	065810	MIRACLE RECREATION	828.23
264298	065844	LEAGUE OF HUMAN DIGNITY <b>INC</b>	379.39
264299	065891	MODERN METHODS INC	21,600.00
264300	133962	LINDA K MOHLMAN	16.07
264301	066078	MONTESSORI SERVICES	881.07
264302	135538	ANDREW M MOORE	66.31
264304	135572	<b>ASHLEIGH</b> D MORRIS	153.67
264305	066137	JUNE E <b>MORRISSEY</b>	119.63
264306	135134	MICHELLE D MORSE	117.81
264309	135592	JENNIFER J MYERS	499.20
264311	099662	NAESP	172.36
264312	109784	JUDITH A NANCE	95.87

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264313	066996	NAPA/GENUINE PARTS COMPANY	8.88
264314	067000	NASCO	513.38
264315	067850	NATIONAL PAPER COMPANY INC	352.96
264316	067996	JOHN C NOWELL	101.17
264317	134162	NATIONAL STAFF DEVELOPMENT COUNCIL	26.50
264318	108416	WILLIAM B NATTERMANN	17.80
264319	130548	NCS PEARSON INC	5,092.12
264320	130548	NCS PEARSON INC	324.00
264321	068334	NEBRASKA AIR FILTER INC	1,998.29
264322	068445	NEBRASKA FURNITURE MART INC	5,638.05
264323	068463	NEBRASKA MUSIC EDUCATORS ASSOC	60.00
264324	134231	NEBRASKA SAFETY CENTER	75.00
264325	068737	NEBRASKA SPEECH LANGUAGE & HEARING	70.00
264326	131476	NEBRASKA TURF PRODUCTS	1,379.41
264327	068801	NEBRASKA WORKFORCE DEVELOPMENT	13,467.29
264328	133989	NEBRASKA WORKFORCE DEVELOPMENT	675.00
264332	069099	CAROL C NEWTON	92.12
264333	109843	NEXTEL PARTNERS INC	15,165.96
264335	134472	NICOLE L NIELSEN	97.11
264336	106326	NILA J NIELSEN	195.00
264337	069576	NIENHUIS MONTESSORI USA INC	470.34
264338	069689	AMSAN LLC	837.71
264339	135570	JONATHAN L NORD	91.59
264340	069805	NORTHWEST REGIONAL ED LABORATORY	122.30
264341	010345	NATIONAL SCIENCE TEACHER ASSOC.	136.40
264342	069945	NUTS & BOLTS INC	393.10
264343	099235	HERFF JONES INC	89.43
264345	100013	OFFICE DEPOT BUS. SVCS. DIV.	7,983.62
264347	107192	OH-K FAST PRINT	1,476.71
264348	070245	OHARCO DISTRIBUTORS	639.07
264350	071024	OMAHA TRACTOR, INCORPORATED	83.12
264352	071050	OMAHA WORLD HERALD CO	2,297.32
264353	133850	ONE SOURCE	1,792.00
264354	071138	ORIENTAL TRADING COMPANY	411.13
264355	107193	OTIS ELEVATOR COMPANY	737.68
264361	134958	PAPIO VALLEY NURSERY INC	1,146.40
264362	071675	NIS INC	124.60
264363	108098	ANGELO D PASSARELLI	134.84
264364	071760	PATTON EQUIPMENT COMPANY INC	10.80
264366	071891	PAYFLEX SYSTEMS USA INC	5,368.20
264367	102047	PAYLESS OFFICE PRODUCTS INC	1,720.00
264368	135238	PC WORLD	12.00
264369	071947	PAULA A PEAL	41.83
264370	102699	PEARSON EDUCATION	1,766.48
264371	109027	PEARSON EDUCATION	120.09
264377	082652	PEARSON EDUCATION	437,185.95

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264381	072200	PERFECTION LEARNING CORP.	3,207.75
264382	071368	PETTY CASH/MILLARD NORTH	247.31
264383	134301	BRDA INC	35.70
264384	072468	PHYSICIAN SALES & SERVICE	198.83
264385	134428	ELIZABETH A PIERCE	80.15
264387	072760	PITSCO INC	22,393.19
264388	036944	PLANWARE SYSTEMS, LLC	5,624.00
264391	130332	SHARON L POISEL	642.58
264393	073010	PORTER TRUSTIN CARLSON	2,021.00
264394	073011	JUDITH E PORTER	38.01
264395	079051	POSITIVE PROMOTIONS INC	378.71
264396	131835	PRAIRIE MECHANICAL CORP	3,582.00
264397	073220	PRATT AUDIO VISUAL & VIDEO CORP	1,358.87
264398	132337	PRE-OWNED ELECTRONICS, INC.	185.64
264400	073231	PRECISION INDUSTRIES, INC.	1,234.23
264401	072349	PREMIER AGENDAS INC	616.00
264402	135569	CYNTHIA L PRESTON	34.27
264403	101663	PRESTWICK HOUSE INC	982.61
264404	109845	CHRISTINA PREUSS	440.85
264405	101892	PRIDE HOME SERVICES INC.	5,359.00
264407	134744	R & F HOBBIES INC	488.75
264408	073610	PROGRESS PUBLICATIONS	1,039.22
264409	132713	PROTEX CENTRAL INC	2,279.15
264410	073040	PSI GROUP-OMAHA	10,000.00
264411	073840	PSYCHOLOGICAL ASSESSMENT	831.60
264412	077750	QUILL CORP	154.64
264413	090673	QWEST	30,077.06
264414	099219	RADIOSHACK CORP	41.96
264416	078420	RAWSON & SONS ROOFING, INC.	900.00
264418	103030	RAYMOND GEDDES	1,790.35
264419	100642	REALLY GOOD STUFF INC	572.33
264420	078670	REAMS SPRINKLER SUPPLY COMPANY INC	2,505.46
264421	078674	RECORDED BOOKS LLC	98.25
264422	133191	MATTHEW K REGA	19.81
264423	079106	PATRICIA W RHODES	195.00
264425	079162	KAREN RICHTER	17.67
264426	079179	RIEKES EQUIPMENT COMPANY	459.00
264427	132095	CHARLOTTE A RIEWER	190.46
264428	135282	DIANNA L RINGLEB	62.35
264429	079310	ROCKBROOK CAMERA CENTER	776.00
264430	135564	ROCKY MOUNTAIN CFC EQPT SVC INC	166.00
264431	134081	EILEEN A RONCI	82.77
264432	079440	ROSENBAUM ELECTRIC INC	714.06
264433	134651	JEANNENE M ROSSITTO	85.62
264434	107539	RUTH MUELLER ROBAK LLC	164.25
264435	130477	KATHRYN I RYAN	27.59

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264436	101101	SAFETY KLEEN SYSTEMS INC	207.00
264437	081491	SAGE PUBLICATIONS, INC.	310.96
264438	081630	SAM'S CLUB DIRECT	1,173.24
264439	041500	SAMUEL FRENCH INC	17.05
264440	081725	KIMBERLEY K SAUM-MILLS	43.17
264442	109806	BRENT J SCHADE	44.95
264446	082100	SCHOLASTIC INC	5,040.27
264447	082140	SCHOLASTIC MAGAZINES	664.08
264448	082179	ROBERT ANDREWS	372.00
264449	101165	SCHOOL MATE	742.50
264450	082350	SCHOOL SPECIALTY INC	2,681.22
264451	082460	MARK M SCHULTZE	548.00
264452	130851	SEARCH INSTITUTE	596.65
264453	135102	SEAT SACK INC	451.33
264454	082910	SECURITY EQUIPMENT INC	3,229.43
264455	082941	KELLY M SELTING	142.40
264457	130645	SHERWIN-WILLIAMS	3,186.23
264458	083219	SHOPKO STORE #056	479.94
264459	083400	SIMPLEXGRINNELL	752.07
264463	134865	BRADLEY S SLOMINSKI	36.94
264464	083753	SMITH SYSTEM MANUFACTURING CO INC	1,399.40
264466	107093	CHARLENE S SNYDER	86.08
264467	102264	SOFTWARE PLUS	781.22
264468	067688	SOLUTION TREE LLC	390.58
264469	130722	LYON FINANCIAL SERVICES	193.96
264470	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	1,436.20
264471	084326	SPORTIME	507.32
264472	135584	LAURIE L STACKHOUSE	75.00
264473	101378	STAFF DEVELOPMENT FOR EDUCATORS	665.00
264474	100584	STAHL'S LETTERING INC	329.60
264475	084415	STANDARD STATIONERY SUPPLY CO	14,743.35
264479	131099	STENHOUSE PUBLISHERS	286.08
264480	130787	SUBURBAN SCHOOL SUPERINTENDENTS	500.00
264482	084781	SUMMIT LEARNING	564.45
264483	084930	SUPER DUPER INC	62.00
264484	084959	JAMES V SUTFIN	159.80
264485	135546	ZACHERY T SWEENEY	173.55
264486	133300	JAMES E FRICK INC	605.49
264487	088654	TARGET	650.42
264488	103050	REPRINT/DRAPHIX, LLC	73.37
264489	132962	CHILDCRAFT EDUCATION CORPORATION	104.95
264490	088709	AMERICAN EAGLE COMPANY INC	890.32
264491	101393	GLOBAL VIDEO LLC	371.62
264493	132974	TEACHING STRATEGIES INC	191.05
264494	133969	TENNANT SALES & SERVICE COMPANY	1,700.13
264496	049700	TERRY HUGHES TREE SERVICE	800.00

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264498	103114	TEXAS EDUCATIONAL PAPERBACKS	262.44
264499	089130	THACKER ELECTRIC	102.21
264501	051572	THOMSON LEARNING	14,998.20
264502	135006	STEVE D THRONE	122.82
264503	131446	<b>TOSHIBA</b> AMERICA INFO SYS INC	10,298.14
264504	089574	TOTAL MARKETING INC	160.00
264505	132138	TOYOTA FINANCIAL SERVICES	463.42
264506	135576	HEATHER A <b>TRAYNOR</b>	38.00
264509	106493	<b>TRITZ</b> PLUMBING, INC.	10,684.65
264510	134054	DAVIS EQUIPMENT CORPORATION	24.55
264512	135505	TY'S OUTDOOR POWER & SERVICE INC	16,344.38
264513	131819	JEAN R <b>UBBELOHDE</b>	58.30
264514	102846	ULTIMATE OFFICE INC	190.04
264515	107968	LORI E <b>UMSTEAD</b>	19.14
264516	090678	<b>UNISOURCE</b>	1,349.20
264517	090214	UNITED ELECTRIC SUPPLY CO INC	559.29
264518	109861	UNITED EQUIPMENT SERVICES CO INC	10,930.00
264519	090242	UNITED PARCEL SERVICE	250.56
264521	090900	UNIVERSITY PUB, INC.	1,237.90
264522	090973	UPSTART	125.38
264523	090406	US ASPHALT COMPANY	7,950.00
264524	106917	US POSTAL SERVICE ( <b>BOYSTOWN</b> )	109.02
264525	103095	USI INC.	276.22
264526	091060	ROSEMARIE VAN NORMAN	60.00
264527	135547	JEFFREY B VAN <b>PUTTEN</b>	36.05
264528	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	209.00
264529	092323	<b>VIRCO</b> MANUFACTURING CORP	287.00
264530	092791	WALCH PUBLISHING	18.99
264531	092786	WALCRO <b>INC</b>	236.00
264532	092834	WALKER TIRE INC	386.12
264533	093650	WARD'S NATURAL SCIENCE INC	540.96
264534	093765	WATER ENGINEERING, INC.	1,850.00
264535	093978	BECKY S <b>WEGNER</b>	52.51
264540	094130	WENGER CORPORATION	2,704.00
264541	131998	RICHARD M <b>WERKHEISER</b>	30.71
264542	094174	WEST MUSIC COMPANY	125.60
264543	105619	WESTERN TRAILER LEASING INC	1,485.00
264545	094245	<b>WESTLAKE</b> ACE HARDWARE INC	770.10
264548	133061	JACKIE L <b>WHISENHUNT</b>	218.94
264549	094820	WHOLESALE HEATING & COOLING	882.11
264550	019459	<b>WIESE</b> RESEARCH ASSOCIATES INC.	10,600.00
264551	079693	WILLIAM H <b>SADLIER</b> INC	8,217.83
264552	102785	WILLIAM V <b>MACGILL</b> & CO	8,430.40
264553	095157	JOAN C <b>WILSON</b>	1,084.45
264554	135587	JOHN A <b>WILSON</b>	240.00
264557	109073	CRAIG J <b>WOLF</b>	51.62

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Check No	Vend No	Vendor Name	Amount
264558	095349	WOODWIND & BRASSWIND OF SO BEND LLC	235.00
264559	095371	WORLD ALMANAC EDUCATION	285.95
264560	109043	WORTHINGTON DIRECT HOLDINGS	418.21
264561	096200	YOUNG & WHITE	11,492.53
264563	099212	ZANER BLOSER INC	1,176.42
<b>Total for GENERAL FUND</b>			<b>2,098,567.83</b>
19828	106893	CULLIGAN WATER CONDITIONING	11.24
19829	102237	AUTO STATION	469.72
19830	133617	CONOCOPHILLIPS	163.20
19831	038100	ELECTRIC FIXTURE & SUPPLY	0.42
19832	040537	FERGUSON ENTERPRISES INC	28.31
19833	010670	GOODWIN TUCKER GROUP	415.35
19834	010250	GREATER OMAHA REFRIGERATION	90.82
19835	132938	GUSTAVE A LARSON COMPANY	221.56
19836	054630	JOHNSTONE SUPPLY	166.87
19837	056111	K MART STORE #7493	1.34
19838	131970	LITHIA FORD OF OMAHA	53.48
19839	106493	TRITZ PLUMBING, INC.	888.00
19840	131507	SCHOOL LINK TECHNOLOGIES	475.56
19841	133502	ARAMARK	485,434.07
19842	134002	JESSE ROBERT PENTON	159.99
19843	010144	ABBOTT ELEMENTARY SCHOOL	72.59
19844	135033	ACKERMAN ELEMENTARY	399.40
19845	135034	ALDRICH ELEMENTARY	147.69
19846	065425	ANDERSEN MIDDLE SCHOOL	1,514.89
19847	130674	BEADLE MIDDLE SCHOOL	665.56
19848	135035	BLACK ELK ELEMENTARY	177.73
19849	135036	BRYAN ELEMENTARY	162.98
19850	135037	CATHER ELEMENTARY	162.71
19851	065420	CENTRAL MIDDLE SCHOOL	1,643.01
19852	135038	CODY ELEMENTARY	212.73
19853	133178	COTTONWOOD ELEMENTARY	120.16
19854	135039	DISNEY ELEMENTARY	247.26
19855	132591	EZRA ELEMENTARY	260.32
19856	135040	HARVEY OAKS ELEMENTARY	167.71
19857	135041	HITCHCOCK ELEMENTARY	197.73
19858	131694	HOLLING HEIGHTS ELEMENTARY	280.36
19859	134284	KIEWIT MIDDLE SCHOOL	1,045.00
19860	135050	MILLARD LEARNING CENTER	804.33
19861	065438	MILLARD NORTH HIGH SCHOOL	14,034.22
19862	065410	MILLARD SCHOOLS ADMINISTRATIVE	432.43
19863	065440	MILLARD SOUTH HIGH SCHOOL	11,994.67
19864	065443	MILLARD WEST HIGH SCHOOL	11,370.67
19865	135042	MONTCLAIR ELEMENTARY	453.07
19866	133370	MORTON ELEMENTARY	215.26
19867	132398	NEIHARDT ELEMENTARY SCHOOL	282.87

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Check No	Vend No	Vendor Name	Amount
19868	135043	NORRIS ELEMENTARY	227.79
19869	130091	NORTH MIDDLE SCHOOL	866.11
19870	135044	REEDER ELEMENTARY	160.71
19871	135045	ROCKWELL ELEMENTARY	137.67
19872	135046	ROHWER ELEMENTARY	155.20
19873	131615	RUSSELL MIDDLE SCHOOL	862.67
19874	135047	SANDOZ ELEMENTARY	171.18
19875	135048	WHEELER ELEMENTARY	212.77
19876	135049	WILLOWDALE ELEMENTARY	540.70
19877	102832	ADVANCED OFFICE INTERIORS CORP	606.62
19878	106893	CULLIGAN WATER CONDITIONING	19.24
19879	032872	DENNIS SUPPLY COMPANY	263.44
19880	010375	DONNA R KOSIBA	36.32
19881	102229	ROWAN W LANG	411.01
19882	109843	NEXTEL PARTNERS INC	183.64
19883	071050	OMAHA WORLD HERALD CO	366.42
19884	102445	EDRIE K PEARCE	174.44
19885	135057	KATHERINE L SIX	18.82
19886	092323	VIRCO MANUFACTURING CORP	10,976.00
<b>Total for FOOD SERVICE</b>			<b>552,036.03</b>
263558	135245	BAHR VERMEER HAECKER ARCHITECTS	1,895.25
263559	133480	BERINGER CIACCIO DENNELL MABREY	14,334.20
263578	107232	DLR GROUP INC	1,220.00
263581	132066	ENGINEERED CONTROLS INC	24,000.00
263595	131472	LINES OF COMMUNICATION	11,978.51
263614	071760	PATTON EQUIPMENT COMPANY INC	576.00
263620	081880	SCHEMMER ASSOCIATES INC	5,137.11
263623	131699	SCOTT ENTERPRISES, INC.	123,841.80
263747	108045	WEATHERCRAFT ENTERPRISES, INC.	109,161.36
263827	132066	ENGINEERED CONTROLS INC	96,000.00
263857	135375	DOODAD INC.	18,318.00
263858	133503	ROBERT E BERRY	1,500.00
263859	133375	BUSINESS INTERIORS GROUP	289.00
263988	015805	B & R BLEACHERS INC	34,695.00
263990	135245	BAHR VERMEER HAECKER ARCHITECTS	1,173.25
264006	133480	BERINGER CIACCIO DENNELL MABREY	4,566.00
264054	099222	CLASSROOMDIRECT.COM	816.48
264060	025689	COMPUTER CABLE CONNECTION INC	30,853.00
264063	026057	CONTROL MASTERS INC	198.00
264065	132170	CORMACI CONSTRUCTION INC	23,570.19
264071	134039	CROUCH RECREATIONAL DESIGN INC	19,695.00
264078	134721	CYC CONSTRUCTION INC	68,036.10
264079	131003	DAILY RECORD	11.30
264081	134768	DARDEN-GLOEB-REEDER, INC.	8,339.00
264082	132975	PRIORITY TRAINING & CONSULTING INC	9,425.00
264087	107469	DEFFENBAUGH INDUSTRIES	525.00

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Check No	Vend No	Vendor Name	Amount
264141	131555	FLOORS INC	23,596.20
264233	133837	KLEINFELDER INC	1,538.05
264242	058775	LAMP RYNEARSON ASSOCIATES INC	6,719.41
264252	131472	LINES OF COMMUNICATION	14,378.92
264284	135586	MIDWEST FLOOR COVERING INC	61,964.10
264364	071760	PATTON EQUIPMENT COMPANY INC	766.82
264396	131835	PRAIRIE MECHANICAL CORP	52,194.00
264416	078420	RAWSON & SONS ROOFING, INC.	20,290.00
264417	132369	RAY MARTIN COMPANY	63,900.00
264443	081880	SCHEMMER ASSOCATES INC	22,506.24
264500	108099	THIELE GEOTECH INC	2,575.50
264509	106493	TRITZ PLUMBING, INC.	2,609.40
264523	090406	US ASPHALT COMPANY	80,191.92
<b>Total for SPECIAL BUILDING</b>			<b>963,385.11</b>
263539	012989	APPLE COMPUTER, INC.	640,773.60
263552	012989	APPLE COMPUTER, INC.	2,994.00
263563	133503	ROBERT E BERRY	3,000.00
263569	135287	CONSTRUCT INC	694,703.00
263570	108436	COX COMMUNICATIONS INC	179.56
263578	107232	DLR GROUP INC	31,506.00
263585	131565	GARTNER & ASSOCIATES CO, INC.	49,160.70
263596	060136	LUEDER CONSTRUCTION COMPANY	804,470.40
263597	134668	MAGNUM RESOURCES INC	55,593.00
263599	107298	MECO-HENNE CONTRACTING, INC.	283,950.00
263620	081880	SCHEMMER ASSOCATES INC	52,093.72
263630	132452	TERRACON INC	3,947.71
263634	054657	W BOYD JONES CONSTRUCTION CO	604,405.70
263736	100782	HEARTLAND SCENIC STUDIO INC	2,945.00
263739	107298	MECO-HENNE CONTRACTING, INC.	89,100.00
263865	064600	METAL DOORS & HARDWARE COMPANY INC	13,860.00
263872	132452	TERRACON INC	2,413.25
263873	108099	THIELE GEOTECH INC	2,435.00
264078	134721	CYC CONSTRUCTION INC	11,101.50
264087	107469	DEFFENBAUGH INDUSTRIES	350.00
264099	107232	DLR GROUP INC	9,227.20
264109	131740	EAGLE SOFTWARE INC,	4,231.00
264151	135504	FUTUREWARE DISTRIBUTING INC	19,099.50
264162	099888	GRAYBAR ELECTRIC COMPANY INC	936.05
264192	132423	HEWLETT PACKARD CO	40,398.00
264252	131472	LINES OF COMMUNICATION	67,084.78
264260	131397	LOWE'S HOME CENTERS INC	248.28
264261	060136	LUEDER CONSTRUCTION COMPANY	1,662,174.00
264283	102870	MIDLAND COMPUTER INC	5,660.44
264331	134798	NEW VISION COMUNICATIONS INC	79,304.94
264338	069689	AMSAN LLC	8,948.00
264443	081880	SCHEMMER ASSOCATES INC	46,175.72

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264467	102264	SOFTWARE PLUS	2,124.39
264495	132452	<b>TERRACON INC</b>	9,710.50
264516	090678	<b>UNISOURCE</b>	3,235.75
264543	105619	WESTERN TRAILER LEASING INC	185.00
<b>Total for CONSTRUCTION</b>			<b>5,307,725.69</b>
263540	106773	FIRST NATIONAL BANK VISA	2,499.70
263549	012450	AMERICAN RED CROSS HEARTLAND	136.00
263551	135545	JULIE R ANTHONY-NABER	91.80
263564	020550	BUREAU OF EDUCATION & RESEARCH	295.00
263580	037525	EDUCATIONAL SERVICE UNIT #3	4,752.00
263582	135544	GREG W FEARDAY	169.83
263613	106559	DAVID L PATTEN	282.65
263632	068840	UNIVERSITY OF NEBRASKA AT OMAHA	5,807.97
263732	135201	DOANE COLLEGE	615.00
263737	107970	THERESA M HOVORKA	450.00
263740	065410	MILLARD SCHOOLS ADMINISTRATIVE	500.00
263743	135551	JACQUELINE R POLACEK	263.01
263824	131881	KIM D. BAINBRIDGE	100.00
263838	133023	<b>JANELL SIME</b>	100.00
263841	135556	LISA A UNGER	91.72
263854	134815	CORNHUSKER MOTOR CLUB	1,800.00
263864	133639	KATHERINE A KEBER	13.97
264001	133131	RONALD D BEERNINK	322.00
264003	134681	BELLEVUE PUBLIC SCHOOLS	8,795.49
264032	099431	BUSINESS MEDIA INC	1,518.54
264040	135595	CAROL JO CARPENTER	96.39
264054	099222	CLASSROOMDIRECT.COM	1,792.30
264069	026950	<b>CREIGHTON UNIVERSITY</b>	330.00
264089	032800	DEMCO INC	552.11
264093	099220	<b>DICK BLICK CO</b>	584.67
264096	131797	DIRECT ADVANTAGE	113.55
264098	099552	DISCOUNT SCHOOL SUPPLY	177.85
264113	037525	EDUCATIONAL SERVICE UNIT #3	146.00
264116	135487	TERRY K EICHER	389.03
264119	135500	ELECTRONIC PRODUCTS INC	458.70
264127	035610	<b>ETA/CUISENAIRE</b>	1,479.76
264150	133779	FAMILY TIME COMPUTING	263.80
264172	135588	DANIEL T HALL	97.27
264192	132423	HEWLETT PACKARD CO	7,950.24
264200	135589	LLOYD M HOSHAW	94.21
264223	135591	CHRISTINE M KALDAHL	83.10
264226	132786	DAVID J KEBER	42.77
264227	135594	MARK A KEVAN	117.46
264228	056724	KINKO'S	51.60
264234	133965	KAREN K KNEIFL	288.90
264237	109835	MAUREEN KONWINSKI	459.78

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264243	130462	WENDY H LANGER	742.60
264248	101723	LEARNING TOOLS	67.49
264278	135331	MENTORING MINDS LP	1,546.02
264283	102870	MIDLAND COMPUTER INC	852.12
264306	135134	MICHELLE D MORSE	45.00
264322	068445	NEBRASKA FURNITURE MART INC	556.00
264329	068951	MICHAEL L NEEMANN	267.86
264330	131083	R KEITH NETH	45.00
264340	069805	NORTHWEST REGIONAL ED LABORATORY	199.40
264345	100013	OFFICE DEPOT BUS. SVCS. DIV.	2,640.08
264346	101147	OFFICE MAX #521	215.76
264360	071566	PAPILLION-LAVISTAPUBLIC SCHOOLS	538.24
264365	020175	PAUL H BROOKES PUBLISHING CO	436.13
264377	082652	PEARSON EDUCATION	662.13
264389	131823	PLASMAMAC CUTTING SYSTEM	9,637.61
264390	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	591.28
264414	099219	RADIOSHACK CORP	134.80
264441	131556	PATRICIA A SCALISE	14.08
264445	132597	SCHOLASTIC BOOK FAIRS	66.00
264446	082100	SCHOLASTIC INC	3,457.08
264452	130851	SEARCH INSTITUTE	26.95
264481	135590	AMBER D SUHR	51.39
264487	088654	TARGET	180.13
264488	103050	REPRINT/DRAPHIX, LLC	1,480.12
264492	101257	TEACHERS' CURRICULUM INSTITUTE	1,080.00
264497	132419	JACQUES L TETRAULT	269.67
264520	131612	UNIVERSITY OF IOWA	1,185.00
264542	094174	WEST MUSIC COMPANY	556.18
264546	094650	WESTSIDE COMMUNITY SCHOOLS	6,764.34
264547	134027	DAN A WHIPKEY	2,800.00
264555	135593	TREVOR M WILTSE	91.16
264556	135585	CHARLES R WOLATZ	178.45
<b>Total for GRANT FUND</b>			<b>81,552.24</b>
263538	131060	ADOLPH KIEFER AND ASSOCIATES	301.48
263573	132975	PRIORITY TRAINING & CONSULTING INC	9,000.00
263576	033473	DIETZE MUSIC HOUSE INC	120.00
263620	081880	SCHEMMER ASSOCATES INC	100.00
263861	033901	DOUGLAS COUNTY TREASURER	15.00
264033	023831	CALLOWAY HOUSE INC	1,299.75
264241	099217	LAKESHORE LEARNING MATERIALS	3,606.40
264290	065400	MILLARD LUMBER INC	52.49
264322	068445	NEBRASKA FURNITURE MART INC	352.00
264345	100013	OFFICE DEPOT BUS. SVCS. DIV.	1,169.95
264351	071025	OMAHA TRUCK CENTER INC	42,836.00
264406	133745	PRIMEX WIRELESS INC	7,898.55
264450	082350	SCHOOL SPECIALTY INC	56,281.13

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## Check Register

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Prepared for the Board Meeting of August 7, 2006

Check No	Vend No	Vendor Name	Amount
264521	090900	UNIVERSITY PUB, INC.	3,832.00
264529	092323	<b>VIRCO</b> MANUFACTURING CORP	7,378.58
<b>Total for DEPRECIATION</b>			134,243.33
264104	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	262,725.01
<b>Total for INTERLOCAL FUND</b>			262,725.01
263586	043609	GP DIRECT	438.53
263734	134902	TOM <b>GERKING</b>	424.38
263735	135549	SCOTT S HARVEY	111.70
263991	132765	KYLE <b>BAINBRIDGE</b>	680.00
264009	134693	JADE BERTSCH	680.00
264034	132982	ANNA CAMPBELL	720.00
264053	135530	CARA CLARK	216.00
264095	033473	<b>DIETZE</b> MUSIC HOUSE INC	85.50
264112	132827	EDDY CONTRACTING	558.62
264117	135531	<b>KIANNA ELAHI</b>	512.00
264125	135523	JONATHAN SCOTT <b>ERIKSON</b>	160.00
264145	134496	TORY FOX	444.00
264148	135393	KRISTEN <b>FRIESEN</b>	540.00
264166	134553	CAITLIN GRIEVE	312.00
264185	134695	<b>HALEY HATTER</b>	320.00
264198	132592	WILLIAM SPRAGUE, JR.	7,288.00
264205	134557	ELLEN <b>R ILLG</b>	284.00
264219	134980	ABIGAIL C JORGENSEN	56.00
264222	132329	SOPHIE KAETER	635.00
264231	135079	CHRISTIAN <b>KLAIBER</b>	216.00
264232	132358	DAWN <b>KLAIBER</b>	35.00
264238	135525	SARAH KRUGER	64.00
264262	135526	DUONG LY	480.00
264271	133864	SEAN SAWYER MCCLAY	196.00
264280	134995	ALYSSA MERKEL	64.00
264281	134982	LYDIA ANN MERKEL	56.00
264295	135568	<b>KIRSTEN</b> MILLER	216.00
264303	133858	TESSA MORFORD	472.00
264307	134099	CAITLIN MURPHY	608.00
264308	130934	MEGHAN A. MURPHY	90.00
264310	135567	EMILY <b>NACHREINER</b>	268.00
264334	069578	N CHRIS <b>NIELSEN</b>	90.00
264349	133857	ELIZABETH KALEN OHRT	522.50
264356	071515	<b>PAINTIN</b> PLACE CERAMICS INC	550.14
264357	135566	MEGAN <b>PALIK</b>	216.00
264358	134702	REBECCA ANN PALMER	288.00
264359	135518	MEAGAN <b>PAPATYI</b>	580.00
264378	135080	JULIE PENGILLY	512.00
264379	134555	MOLLY PENGILLY	485.00
264380	133625	TERESA PENGILLY	420.00

Date: 8/2/06

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of August 7, 2006

Check No	Vend No	Vendor Name	Amount
264386	134697	SARAH PIERSON	556.00
264387	072760	PITSCO INC	1,297.44
264392	135527	MONICA POLAK	36.00
264413	090673	QWEST	427.90
264415	135324	ADAM RAFFERTY	96.00
264424	134996	BECCA RICE	432.00
264444	081891	SCHMITT MUSIC CENTER	1,217.00
264460	133628	EMILY SIROTKIN	180.00
264461	134998	SARAH SIROTKIN	320.00
264462	132994	BRITTANY ANNE SLINGWINE	680.00
264465	134211	JENNIFER SMUTNY	612.00
264476	132328	KAYLA STAUFFER	580.00
264477	132984	MARIAH STAUFFER	720.00
264478	109821	SETHSTAUFFER	765.00
264479	131099	STENHOUSE PUBLISHERS	78.82
264507	135325	JEFFERY TRICKLER	608.00
264511	135565	DANIEL TWIGHT	240.00
264536	135522	AMANDA WEIHL	580.00
264537	134999	FAWN WEIHL	488.00
264538	135327	KARI WEIHL	765.00
264539	133330	LORIN WELCH	345.00
264562	135529	JANELLE ZACH	472.00
<b>Total for ACTIVITY FUND</b>			<b>32,390.53</b>
263870	135577	GUY ROBERTS	-80.00
<b>Total for</b>			<b>-80.00</b>
<b>Report Total</b>			<b>9,432,545.77</b>

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Rule 5400.2, Discipline of Students with Disabilities

**MEETING DATE:** August 7, 2006

**DEPARTMENT:** Pupil Services

**TITLE AND BRIEF DESCRIPTION:** Discipline of Students with Disabilities: Students who have been, or are in the process of being verified as having a disability are afforded certain procedural safeguards in concordance with state and federal law. These safeguards help determine whether a student's behavior is a manifestation of his/her disability. Discipline is then handled accordingly.

**ACTION DESIRED:** Information Only \_\_\_\_\_ Approval   X  

**BACKGROUND:** Due to changes in the federal law governing special education, commonly known as the Individuals with Disabilities Act (IDEA), periodic changes need to be made to ensure all students are afforded specific procedural safeguards so they are not disciplined for having a disability.

**OPTIONS AND ALTERNATIVE CONSIDERED:** N/A

**RECOMMENDATIONS:** Adoption of proposed rule.

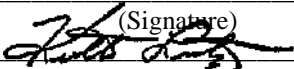
**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** Failure to adopt this rule would place Millard Public Schools out of compliance with the Individual's with Disabilities Act as well as Nebraska's Rule 51.

**TIMELINE:** Immediate

**RESPONSIBLE PERSON(S):** Kraig J. Lofquist

**ASSISTANT SUPERINTENDENT:** \_\_\_\_\_

**SUPERINTENDENT APPROVAL:**  \_\_\_\_\_  
(Signature)

**BOARD ACTION:**

## Pupil Services

## Student Discipline: Discipline of Students with Disabilities

5400.2

- I. **General Statement.** The suspension and expulsion of students with disabilities for disciplinary purposes, shall be in accordance with District procedures and state and federal law.
- II. **Students with Disabilities.**
- A. Students with disabilities are those students who have been verified by a multidisciplinary team as having autism, behavior disorders, deaf-blindness, **developmental delay**, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury, ~~developmental delay~~, or visual impairments, and who because of these impairments need special education and related services.
- B. Students who have not ~~yet~~ been determined to be eligible for special education and related services and who have engaged in behavior that violates any rule or code of conduct of the District, may, as hereinafter provided in Section VI of this Rule, assert any of the protections provided for students with disabilities under Section III of this Rule, if the District had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
- III. **Suspension, Expulsion and Emergency Exclusion Of Students With Disabilities.**
- A. **Suspension For Ten (10) Days Or Less.** To the extent that suspension would be applied to a student without disabilities, a student with disabilities may be suspended for ten (10) consecutive school days or less, and even if the student's misconduct is a manifestation of the student's disability.
1. Services shall not be provided to a student with a disability who has been suspended for ten (10) school days or less in the school year if services are not provided to a student without disabilities who has been similarly suspended.
  2. A suspension of five (5) school days or less shall follow the procedures for a short term suspension set forth in District Rule 5400.1, A suspension of more than five (5) school days, but for not more than ten (10) school days, shall follow the procedures for a long term suspension set forth in District Rule 5400.1.
- B. **Additional Suspensions For Ten (10) Days Or Less.** To the extent that suspension would be applied to a student without disabilities, a student with disabilities may be subjected to additional suspensions for ten (10) consecutive school days or less in the same school year for separate incidents of misconduct, and even if the student's misconduct is a manifestation of the student's disability, just as long as the suspensions do not constitute a pattern of suspensions.
1. Suspensions may constitute a pattern of suspensions if they cumulate to more than ten (10) school days in a school year, and because of factors such as the length of each suspension, the total amount of time the student is suspended, and the proximity of the suspensions to each other.
  2. The student's IEP Team shall determine whether a pattern of suspensions exists.

3. If the IEP Team determines that a pattern of suspensions does not exist, then the student may be subjected to additional suspensions.
  4. If the IEP Team determines that a pattern of suspensions does exist, then the student may not be subjected to additional suspensions unless:
    - a. The student's IEP Team determines for each additional suspension that the student's misconduct was not a manifestation of the student's disability; and
    - b. The procedures for a change in placement set forth in Section III (F) hereinafter are complied with.
    - c. If the student's IEP Team determines for any additional suspension that the student's misconduct was a manifestation of the student's disability, then the student cannot be subjected to the additional suspension.
  5. After a student with a disability has been suspended for more than ten (10) school days in the same school year, then the District shall provide special education services during any subsequent suspensions to the extent required by Title 92, Nebraska Administrative Code, Chapter 51-004.
  6. After a student with a disability has been suspended for more than ten (10) school days in the same school year, then the procedures in Section IV (D) hereinafter regarding a functional behavioral assessment and intervention plan shall be followed.
- C. Suspension For More Than Ten (10) Days. To the extent that suspension would be applied to a student without disabilities, a student with disabilities may be suspended for more than ten (10) school days and for ~~not more~~ less than twenty (20) school days, but only if:
1. The District, parent, and relevant members of the student's IEP Team determines that the student's misconduct was not a manifestation of the student's disability;
  2. The procedures for a long term suspension set forth in District Rule 5400.1 are complied with; and
  3. The procedures for a change in placement set forth in Section III (F) hereinafter are complied with.
  4. If the District, parent, and relevant members of the student's IEP Team determines that the student's misconduct was a manifestation of the student's disability, then the student cannot be suspended for more than ten (10) school days.
  5. The District shall provide special education services during a suspension for more than ten (10) school days to the extent required by Title 92, Nebraska Administrative Code, Chapter 51-004.
  6. Either before or not later than ten (10) ~~business~~ school days after implementing a suspension for more than ten (10) school days, the procedures in Section IV (D) hereinafter regarding a functional behavioral assessment and intervention plan shall be followed.
- D. Expulsion. To the extent that expulsion would be applied to a student without disabilities, a student with disabilities may be expelled, but only if:



1. The District, parent, and relevant members of the student's IEP Team determines that the student's misconduct was not a manifestation of the student's disability;
  2. The procedures for an expulsion set forth in District Rule 5400.1 are complied with; and
  3. The procedures for a change in placement set forth in Section III (F) hereinafter are complied with.
  4. The District shall provide special education services during the expulsion to the extent required by Title 92, Nebraska Administrative Code, Chapter 51-004. Alternative schools, classes, or programs pursuant to District Rule 5400.65 shall also be available to students with disabilities who are expelled.
  5. Either before or not later than ten (10) ~~business~~ school days after implementing an expulsion, the procedures in Section IV (D) hereinafter regarding a functional behavioral assessment and intervention plan shall be followed.
- E. Emergency Exclusion. A student with disabilities may be subject to emergency exclusion for the reasons and pursuant to the procedures set forth in District Rule 5400.1.
- F. Change Of Placement Procedures. If a student with a disability is to be suspended for more than ten (10) school days in accordance with Section III (C) above, or is to be expelled in accordance with Section III (D) above, or a pattern of suspension is determined to exist in accordance with Section III (B) (4) above, then the procedures required for a change in placement must be complied with before the suspension or expulsion, including:
1. Written notification to the parents, in accordance with Title 92, Nebraska Administrative Code, Chapter 51-009.03C, of the intended suspension or expulsion; and
  2. Providing the parents with a copy of the District's Parental Rights In Special Education booklet.
  3. District personnel may consider any unique circumstances on a case-by-case basis when determining whether to order the change in placement for a student with a disability who violates any rule or code of conduct of the District.

**IV. Placement in Alternative Educational Settings for Disciplinary Reasons.**

- A. The District may order a change in the placement of a student with a disability:
1. To an appropriate interim alternative educational setting or another setting for not more than ten (10) school days, to the extent such alternatives would be applied to students without disabilities; or
  2. To an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but not for more than forty-five (45) days if:
    - a. The student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency; or
    - b. The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school or a school function under the jurisdiction of the State or a local educational agency; or
    - c. The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a

State or local educational agency. Serious bodily injury shall have the meaning given that term in 18 United States Code Section 1365(h)(3).

- B. The interim alternative educational setting shall be determined by the student's IEP Team.
- C. Any interim alternative educational setting in which a student is placed shall:
  - 1. Be selected so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to progress toward meeting the goals set out in that IEP; and
  - 2. Include, as appropriate, a functional behavior assessment, behavior intervention services and modifications that are designed to address the behavior so that it does not recur.
- D. Either before or not later than ten (10) ~~business~~ school days after taking a disciplinary action described in Sections III (B), III (0), III (D), or IV (A) (2):
  - 1. If the District did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the student before the behavior that resulted in the disciplinary action, the District shall convene an IEP Team meeting to ~~develop an assessment plan to address~~ conduct a functional behavioral assessment and implement a behavioral intervention plan to address that behavior, or
  - 2. If the student already has a behavioral intervention plan, then the IEP Team shall review the plan and modify it, as necessary, to address the behavior.
  - 3. If a student with a disability is suspended for ten (10) school days or less in a given school year and no further suspension or disciplinary action is contemplated, then the functional behavioral assessment need not be conducted.

**V. Manifestation Determination Process.**

- A. Manifestation Determination Review. If a student with a disability is to be suspended for more than ten (10) school days in accordance with Section III (C) above, or is to be expelled in accordance with Section III (D) above, or a pattern of suspensions is determined to exist in accordance with Section III (B) (4) above, then not later than the date on which the decision to take such disciplinary action is made, the parents shall be notified of such disciplinary decision and of all procedural safeguards, and immediately if possible, but in no case later than ten (10) school days after the date on which the decision to take disciplinary action is made, a review shall be conducted by the IEP Team and other qualified personnel, of the relationship between the student's disability and the behavior which is subject to the disciplinary action.
  - 1. ~~IEP Team Review. In carrying out a manifestation determination review, the IEP Team may determine that the behavior of the student was not a manifestation of the student's disability only if:~~
    - The IEP Team and other qualified personnel first considers, in terms of the behavior subject to the disciplinary action, all relevant information including:
      - a. ~~Evaluation and diagnostic results, including such results or other relevant information supplied by the parents of the student;~~
      - b. ~~Observations of the student; and~~

~~c. The student's IEP and placement.~~

~~2. The IEP Team and other qualified personnel then determine that:~~

~~a. In relationship to the behavior subject to disciplinary action, the student's IEP and placement were appropriate and the special education services, supplementary aids and services and behavior intervention strategies were provided consistent with the student's IEP and placement;~~

~~b. The student's disability did not impair the ability of the student to understand the impact and consequences of the behavior subject to the disciplinary action; and~~

~~c. The student's disability did not impair the ability of the student to control the behavior subject to the disciplinary action.~~

1. The manifestation determination review shall be conducted by the District, parent, and relevant members of the student's IEP Team (as determined by the parent and the District), and shall consist of a review of all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent to determine:

a. If the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or

b. If the conduct in question was the direct result of the District's failure to implement the student's IEP.

2. If it is determined that either Section V(A)(1)(a) or (b) is applicable, then the conduct shall be determined to be a manifestation of the student's disability.

~~3. If the IEP Team and other qualified personnel determine that any of the standards in the immediately preceding Section V (A) (2) were not met, then the behavior must be considered a manifestation of the student's disability.~~

4.3. Determination That Behavior Was Not A Manifestation Of Disability.

a. If as a result of the manifestation determination review, the behavior of the student with a disability was not a manifestation of the student's disability, then the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that a free appropriate public education must be available.

b. If the District initiates disciplinary procedures applicable to all students, then the District shall ensure that the special education and disciplinary records of the student with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

c. If a parent requests a hearing to challenge the manifestation determination that the behavior of the student was not a manifestation of the student's disability, the stay-put provision of Title 92, Nebraska Administrative Code, Chapter 55 applies.

B. Parent Appeal. If the student's parent disagrees with a determination that the student's behavior was not a manifestation of the student's disability or with any decision regarding placement, the parent may request a due process hearing under Title 92, Nebraska Administrative Code, Chapter

55.

- C. Manifestation Determination Review Not Required. If ~~the~~ a student with disabilities is suspended for ten (10) school days or less in a given school year and no further disciplinary action is contemplated, then a manifestation determination review need not be conducted.

**VI. Protections For Students Not Yet Eligible For Special Education And Related Services.**

- A. A student who has not ~~yet~~ been determined to be eligible for special education and related services and who has engaged in behavior that violated any rule or code of conduct of the District, may assert any of the protections provided for students with disabilities in this Rule, if the District had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
- B. The District shall be deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:
1. The parent of the student has expressed concern in writing ~~(or orally if the parent does not know how to write or has a disability that prevents a written statement)~~ to supervisory or administrative personnel of the District, or to a teacher of the student, that the student is in need of special education and related services;
  - ~~2. The behavior or performance of the student demonstrates the need for such services;~~
  - ~~3.2.~~ 2. The parent of the student has requested an evaluation of the student pursuant to Title 92, Nebraska Administrative Code, Chapter 51-006.02A; or
  - ~~4.3.~~ 3. The teacher of the student, or other personnel of the District, have expressed specific concerns about ~~the~~ a pattern of behavior ~~or performance of~~ demonstrated by the student, directly to the District's Director of Special Education or to other supervisory personnel of the District ~~in accordance with the District's established child find or special education referral system.~~
- C. The District will not be deemed to have knowledge that a student is a student with a disability if; ~~as a result of having received the information specified in Section VI (B) above, the District either:~~
1. The District ~~conducted~~ a Multidisciplinary Team evaluation and determined that the student was not a student with a disability under Title 92, Nebraska Administrative Code, Chapter 51; or
  2. ~~Determined that a Multidisciplinary Team evaluation was not necessary and provided notice to the student's parents of the Multidisciplinary Team determination in accordance with the procedural safeguards required in Title 92, Nebraska Administrative Code, Chapter 51.~~ The parent of the student has not allowed an evaluation of the student pursuant to Title 92, Nebraska Administrative Code, Chapter 51-006, or the parent has refused services under Title 92, Nebraska Administrative Code, Chapter 51.
- D. If the District does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, then the student may be subjected to the same disciplinary measures as ~~measures~~ applied to students without disabilities who engage in comparable behaviors, subject to the following:
1. If a request is made for an evaluation of a student during the time period during which the student is subjected to disciplinary measures, the ~~multi~~ Multidisciplinary Team evaluation must be conducted in an expedited manner.
  2. Until the ~~Multidisciplinary Team~~ evaluation is completed, the student shall remain in the

educational placement determined by school authorities, which can include suspension or expulsion without educational services.

3. If the student is determined to be a student with a disability, taking into consideration information from the ~~Multidisciplinary Team~~ evaluation conducted by the District and information provided by the parents, the District shall provide special education and related services in accordance with the provisions of Title 92, Nebraska Administrative Code, Chapter 51.

**Legal Reference:**

Individuals With Disabilities Education Act, 42 U.S.C. § 1400 et seq.

34 C.F.R. § 300.1 et seq.

Neb. Rev. Stat. § 79-1110 et seq.

Title 92, Nebraska Administrative Code, Chapter 51

Title 92, Nebraska Administrative Code, Chapter 55

*Related Policy and Rules:* 5400, 5400.1, ~~5400.2~~-5400.3, 5400.4, 5400.5, 5400.6

*Date of Revision:* June 15, 1998; September 25, 2000; August 7, 2006

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Rule 5400.3, Discipline of Students under Section 504 of the Rehabilitation Act of 1973.

**MEETING DATE:** August 7, 2006

**DEPARTMENT:** Pupil Services

**TITLE AND BRIEF DESCRIPTION:** Discipline of Students under Section 504 of the Rehabilitation Act of 1973: Students who have been, or are in the process of being verified as having an impairment that “substantially limits a major life activity” are afforded certain procedures to help determine whether a student’s behavior is a manifestation of his/her impairment. Discipline is then handled accordingly.

**ACTION DESIRED:** Information Only \_\_\_\_\_ Approval   X  

**BACKGROUND:** Section 504 of the Rehabilitation Act and the Individual with Disabilities Education Act (IDEA) have a great deal in common, but at the same time they have many differences. Due to recent changes in the federal law governing the IDEA, periodic adjustments need to be made to ensure all students including those covered under Section 504 are disciplined within the parameters of the law. Therefore, these adjustments have been made to this rule.

**OPTIONS AND ALTERNATIVE CONSIDERED:**N/A

**RECOMMENDATIONS:** Adoption of proposed rule.

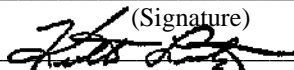
**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** Failure to adopt this rule would place Millard Public Schools out of compliance with certain sections of the law.

**TIMELINE:** Immediate

**RESPONSIBLE PERSON(S):** Kraig J. Lofquist

**ASSISTANT SUPERINTENDENT:** \_\_\_\_\_

**SUPERINTENDENT APPROVAL:**  \_\_\_\_\_  
(Signature)

**BOARD ACTION:**

**Pupil Services****Student Discipline: Discipline of Students under Section 504 of the Rehabilitation Act of 1973****5400.3**

- I. **General Statement.** Suspension and expulsion of eligible disabled students under Section 504 of the Rehabilitation Act of 1973 shall comply with District procedures and federal and state statutes, regulations, and rules.
- II. **Eligible Disabled Students.**
  - A. Eligible disabled students defined. An eligible disabled student is any student between the ages of five (5) and twenty-one (21) who has not graduated, and who has a physical or mental impairment which substantially limits one or more major life activities, or has a record of such an impairment, or is regarded as having such an impairment.
  - B. Physical or mental impairment defined. Physical or mental impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
  - C. Substantially limits defined. Substantially limits is not defined by Section 504 nor Title II and is subject to interpretation on a case-by-case basis. Title II provides three factors which characterize the term "substantially limits": the nature and severity, the duration or expected duration, and the permanent or long-term impact of the impairment.
  - D. Major life activities defined. Major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.
  - E. Has a record of such impairment defined. Has a record of such an impairment means has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities.
  - F. Regarded as having an impairment defined. Regarded as having an impairment means has a physical or mental impairment that does not substantially limit major life activities but that is treated by the District as constituting such a limitation; has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or has none of the impairments defined in paragraph B above but is treated by the District as having such an impairment.
- III. **Expulsion.**
  - A. Expulsion defined. For the purposes of this Rule, any exclusion from school for more than ten (10) school days at one time shall be deemed an expulsion from school and a significant change in placement.
  - B. Section 504 Committee manifestation determination. Before a disabled student is expelled from school, the student's 504 Committee will convene to determine whether the student's misconduct was a manifestation of the student's disability.

- C. Manifestation determination. In carrying out a manifestation determination, the 504 Committee may determine that the misconduct of the student was not a manifestation of the student's disability only if:
1. The 504 Committee first considers, in terms of the misconduct which is the subject of the disciplinary action, all relevant information ~~including: evaluation and diagnostic results, including such results or other~~ in the student's file, any teacher observations, any relevant information supplied by the parents of the student, ~~observations of the student,~~ and the student's Individual Accommodation Plan (IAP) and placement.
  2. The 504 Committee then determines ~~that: in relationship to the misconduct which is the subject of disciplinary action, the student's IAP and placement were appropriate and the education services, supplementary aids and services, and behavior intervention strategies were provided consistent with student's IAP and placement; the student's disability did not impair the ability of the student to understand the impact and consequences of the misconduct which is the subject of the disciplinary action; and the student's disability did not impair the ability of the student to control the misconduct which is the subject of the disciplinary action~~ if the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or if the conduct in question was the direct result of the District's failure to implement the student's IAP.
  3. If the 504 Committee determines that any of the standards in the immediately preceding paragraph C (2) were not met, then the misconduct must be considered a manifestation of the student's disability.
- D. Behavior not a manifestation of the disability. If the 504 Committee determines that the misconduct is not a manifestation of the student's disability, then the student may be excluded from school pursuant to the procedures set forth herein and in District Rule 5400.1. If a student is excluded pursuant to District Rule 5400.1, then the student shall be eligible for academic credit upon successful participation in and completion of alternative school, classes, or programs pursuant to District Rule 5400.6. When a student so participates in alternative school, classes, or programs pursuant to District Rule 5400.56, the student's 504 Committee shall convene to consider appropriate changes to the student's IAP.
- E. Behavior which is a manifestation of the disability. If the 504 Committee determines that the misconduct is a manifestation of the student's disability, then the student may not be excluded for more than ten (10) school days. The 504 Committee will determine whether the student's current educational placement and related aids and services contained in the student's current IAP are appropriate. If deemed inappropriate, then changes to the IAP will be considered by the 504 Committee.
- F. Expulsion procedures. When a disabled student is excluded from school for more than ten (10) school days, the student and the student's parent are entitled to Section 504's procedural rights including an opportunity for the examination of records, an impartial hearing (with participation of parents and opportunity for counsel), and review by ~~the District's Director of Pupil Services and a court of competent jurisdiction~~ an independent reviewer. In those cases where parents disagree with the manifestation determination, or with the subsequent placement and related aids and services decisions (in those cases where the misconduct is determined to be a manifestation of the disability), they may then request an informal conference or due process hearing and review as set forth in Sections VII through XI below.

#### IV. **Drugs and Alcohol**

The District shall take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the illegal use or possession of drugs or in the use or possession of alcohol, to the same extent that such disciplinary action is taken against students who are not individuals with disabilities. The procedural safeguards provided in 34 C.F.R. § 104.36 and in Section III (F) above and Sections VII through XI below, shall not apply to such



disciplinary actions.

**V. Suspension.**

- A. Behavior which is a manifestation of the disability. A student may be suspended from school for ten (10) school days or less, even if the student's misconduct is a manifestation of the student's disability.
- B. Suspension not a change in placement. A suspension of ten (10) school days or less at one time does not constitute a change of placement; however, if a student is suspended for more than ten (10) cumulative school days during the school year, then the 504 Committee shall convene for each subsequent suspension to review and determine the appropriateness of the student's IAP.
- C. Suspension conditions and procedures. A suspension of five (5) school days or less shall follow the conditions and procedures for a short-term suspension set forth in District Rule 5400.1. A suspension of more than five (5) school days, but not more than ten (10) school days, shall follow the conditions and procedures for a long-term suspension set forth in District Rule 5400.1.

**VI. Emergency Exclusion.**

A disabled student may be subject to emergency exclusion for the reasons and pursuant to the procedures set forth in District Rule 5400.1.

**VII. Informal Conference.**

Parents and students of majority age may file with the school principal a written request for an informal conference to discuss suspension, expulsion, or the manifestation determination. Within ten (10) school days of the receipt of the request, the principal will convene an informal conference team consisting of the parents, school administrators, and the student's 504 Committee to attempt to resolve any disagreements.

**VIII. Preliminary Procedures for Formal Hearings.**

The following rules apply for formal hearings:

- A. The student's parents must file a written request with the District's Director of Pupil Services for a formal due process hearing with respect to the suspension or expulsion of their child, or the manifestation determination. The written request must include an explanation of the parents' concern related to the suspension, expulsion, or manifestation determination.
- B. If a formal hearing is requested, the Director of Pupil Services will appoint an impartial hearing officer. The hearing officer shall not be a witness at the hearing, must have no involvement in the case, must not be a District employee, and must be available to answer any questions relative to the hearing. The District, however, may pay the hearing officer as an independent contractor.
- C. The hearing must be held within twenty (20) school days after a parent's initial request for a hearing, but cannot be held without providing the principal and the student's parents at least five (5) school days prior notice.
- D. The student's parents or representative shall have the right to examine the records and written statements (including the statements of any witnesses for the District) at a reasonable time prior to the hearing.
- E. The hearing officer will also be available preceding the hearing to answer questions concerning the nature and conduct of the hearing.

**IX. ~~F.~~ Formal Hearings.**

The following rules apply when a formal hearing is conducted:

- A. The following shall attend the hearing; the hearing officer,; the principal (or designee),; the student's parents,; and the student's representative (if any). The principal and Board may also have counsel present.
  - B. Witnesses may be present only when giving information at the hearing.
  - C. The hearing shall be closed to the public. The decision shall be treated as a record of the student, and will not be made available to the public.
  - D. The student may be present if requested by the parents; however, the hearing officer may exclude the student at times when the student's psychological evaluation or emotional problems are being discussed.
  - E. The principal shall present statements, in affidavit form, to the hearing officer of anyone having information pertinent to the case only if the affidavits have been made available to the student's parents or representative prior to the hearing.
  - F. The hearing officer is not bound by the rules of evidence or other rules of courtroom procedure.
  - G. The following persons may ask persons to testify at the hearing: the student,; the student's parents or representative,; the principal (or designee),; and the hearing officer.
  - H. The persons listed in the preceding paragraph shall have the right to question any witness giving information at the hearing.
  - I. The testimony shall be under oath and the hearing officer shall administer the oath.
  - J. Any person giving testimony is given the same immunity from liability as a person testifying in a court case.
  - K. The hearing shall be recorded at District expense.
- X. ~~G.~~ **Decision of the Hearing Officer.**
- A. The decision of the hearing officer shall conform with the following:
    1. It shall be issued within ten (10) school days after the hearing. It will contain findings of fact, a ~~recommendation~~ decision of the action(s) to be taken, and the reasons ~~therefor~~therefor. The decision will be based solely upon the evidence presented at the hearing.
    2. Written notice of ~~T~~the decision ~~will be reviewed by the Director of Pupil Services who may accept, change, or reject the recommendations of the hearing officer~~of the hearing officer shall be sent by the Director of Pupil Services, by registered or certified mail, or by personal delivery, to the student's parents.
    3. ~~Written notice of the decision and the Director of Pupil Services' determination shall be sent by registered or certified mail, or by personal delivery to the student's parents.~~

- B. Upon receipt of the written notice, the ~~Director of Pupil Services' determination~~ hearing officer's decision shall take effect.

XI. ~~H.~~ **Review Procedure.**

~~If the student or parents disagree with the Director of Pupil Services' determination, then they may seek judicial review by a court of competent jurisdiction.~~

- A. Either the complainant or the school may appeal the decision of the hearing officer to an independent reviewer appointed by the Director of Pupil Services. The independent reviewer must not be a witness at the hearing, must have no involvement in the case, and must be available to answer any questions relative to the hearing. The independent reviewer cannot be an employee of, or under contract with the District. Payment to the independent reviewer for his/her services does not make the reviewer an employee of, or under contract with the District.
- B. A written request for appeal must be filed with the Director of Pupil Services within five (5) days of the receipt of the written notice of the decision of the hearing officer. A request for appeal must be based on an alleged error of fact or law, and the written request must explain the reasons for the appeal and the alleged error of fact or law.
- C. The non-appealing party may file a written response with the independent reviewer within five (5) school days of that party's receipt of the written request for appeal.
- D. The independent reviewer shall hold a hearing within twenty (20) school days of the filing of the written request for appeal, but such hearing cannot be held without providing all parties with at least five (5) school days notice. The proceedings of the hearing shall be limited to the presentation of oral arguments regarding the alleged errors of fact or law. The independent reviewer is not bound by the rules of evidence or other rules of courtroom procedure.
- E. The independent reviewer will complete the review and issue a written decision within ten (10) school days of the hearing. The independent reviewer has the authority to revise the findings and decision of the hearing officer and the decision of the independent reviewer will be final.

**Legal Reference:**

Section 504 of the Rehabilitation Act of 1973

34 C.F.R. § 104.1 through 104.10


34 C.F.R. § 104.31 through 104.39

*Related Policy and Rules: 5400, 5400.1, 5400.2, 5400.4, 5400.5, 5400.6*

*Date of Adoption: December 6, 1993*

*Date of Revision: June 15, 1998; September 25, 2000; August 7, 2006*

## AGENDA SUMMARY SHEET

<b>AGENDA ITEM:</b>	5600.2
<b>MEETING DATE:</b>	August 7, 2006
<b>DEPARTMENT:</b>	Pupil Services
<b>TITLE AND BRIEF DESCRIPTION:</b>	Possession and Use of Medication
<b>ACTION DESIRED:</b>	Approval
<b>BACKGROUND:</b>	This rule covers "possession of medications." The Nebraska Legislature adopted LB 1107 & LB 1148 which changed provisions relating to asthma and diabetes management at school. Specifically, students may carry epi-pens and inhalers on school grounds and at school activities.
<b>OPTIONAL/ALTERNATIVE CONSIDERATIONS:</b>	
<b>RECOMMENDATIONS:</b>	Approval
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>IMPLICATIONS OF ADOPTION OR REJECTION:</b>	Not changing the rule would make MPS non-compliant with the new Nebraska Law.
<b>TIMELINE:</b>	Immediately
<b>PERSONS RESPONSIBLE:</b>	Kraig J. Lofquist, Director of Pupil Services
<b>ASST. SUPERINTENDENT:</b>	_____
<b>SUPERINTENDENT APPROVAL:</b>	_____ 

## Pupil Services

### Student Health

5600.2

#### Possession and Use of Medication

- I. General Statement. Prescribed medication shall not be brought to school unless the written directions of a physician, physician assistant, or advanced practice registered nurse state that the prescribed medication must be taken during school hours or during school activities.
- II. Rules for all Medications.
  - A. Preschool, Elementary and Middle School Levels. The following rules shall apply to the use, application, and transportation of all medications at the preschool, elementary school, and middle school levels.
    1. Non-Prescribed Medication. A written authorization must be signed by the student's parents or guardian and filed with the school nurse or principal permitting the use of non-prescribed medication.
    2. Prescribed Medication. The student or the student's parents or guardian must provide the school nurse or principal with a written order of a physician, physician assistant, or advanced practice registered nurse that prescribes the type and amount of medication. A current prescription label will satisfy the requirements of this paragraph. In addition, a written authorization permitting the use of medication must be signed by the student's parents or guardian and filed with the school nurse or principal.
    3. Taking of Non-Prescribed and Prescribed Medication. The ingestion, taking, or application of non-prescribed and prescribed medications, including nebulizers, shall be performed under the direct supervision and observation of the school nurse, principal, or principal's designee, who shall have successfully completed a District competency assessment pursuant to the Medication Aide Act and applicable state rules and regulations, will be administered as directed on the manufacture's label, as directed by the student's physician, physician assistant, or advanced practice registered nurse. The school nurse or health room paraprofessional may assist a student with eye drops or ear drops if the school nurse or health room paraprofessional deems it appropriate or the student is unable to effectively administer such. If the student's parents or guardian have given written authorization, students will be allowed to possess and/or ingest glucose tablets as needed anywhere on school grounds.
    4. Homeopathic Substances, Herbs, and Vitamins. Homeopathic substances, herbs, and vitamins shall not be administered by school staff unless prescribed by a physician, physician assistant, or advanced practice registered nurse and dispensed by a pharmacist or other person authorized by law. Homeopathic substances, herbs and vitamins, whether prescribed or non-prescribed, shall be subject to the same restrictions and requirements as prescribed medications.
    5. Transporting Medications to and from School.
      - a. Preschool and Elementary Schools. In the preschool and elementary schools, students shall not be allowed to transport non-prescribed or prescribed medications to and from school with the exception of glucose tablets. Elementary school students may possess and use inhalers according to the provisions of Section II(F). Non-prescribed or prescribed medications must be

transported by the student's parents or guardian or by an adult designated in writing by the parents or guardian, and must be delivered to the school nurse, principal, or the principal's designee.

- b. Middle School. Middle school students will not be allowed to transport prescribed medications to and from school with the exception of glucose tablets. Middle school students may possess and use inhalers according to the provisions of Section II(F). Prescribed medications must be transported by the student's parents or guardian or by an adult designated in writing by the parents or guardian. Non-prescribed medications may be transported by middle school students to and from school but must be delivered to the school nurse, principal, or the principal's designee.

B. High School. The following rules shall apply to the use and application of medications at the high school level.

1. Non-Prescribed Medication. No written authorization shall be required for non-prescribed medication. However, if a teacher, principal or school nurse observes frequent or inappropriate use by a student of non-prescribed medication, the school may require the following:
  - a. Written authorization by the student's parents or guardian permitting the possession and use of the non-prescribed medication; and
  - b. A written statement signed by a physician, physician assistant, or advanced practice registered nurse permitting the use of the non-prescribed medication.
2. Prescribed Medication. If prescribed medication is to be ingested, taken or applied, the following shall be required:
  - a. The medication shall be delivered to the school nurse, principal, or principal's designee;
  - b. A written authorization signed by the student's parents or guardian permitting the possession and use of the medication shall be filed with the school nurse or principal;
  - c. The school nurse or principal shall be provided with the written order of a physician, physician assistant, or advanced practice registered nurse prescribing the medication, and its dosage; and
  - d. The ingestion, taking or application of prescribed medication, including nebulizers, shall be performed under the direct supervision and observation of the school nurse, principal, or principal's designee, who shall have successfully completed a District competency assessment pursuant to the Medication Aide Act and applicable state rules and regulations, and as directed by the physician, physician assistant, or advanced practice registered nurse. If the student's parents or guardian have given written authorization, students will be allowed to possess and/or ingest glucose tablets as needed anywhere on school grounds and to possess and administer inhalers according to the provisions of Section II(F.1).

3. Homeopathic Substances, Herbs, and Vitamins. Homeopathic substances, herbs, and vitamins shall not be administered by school staff unless prescribed by a physician, physician assistant, or advanced practice registered nurse and dispensed by a pharmacist or other person authorized by law. Homeopathic substances, herbs and vitamins, whether prescribed or non-prescribed, shall be subject to the same restrictions and requirements as prescribed medications.

C. Administration of Injections. Only school nurses and school personnel who have been trained to administer the Epi-Pen or Glucagon and are giving injections in emergency life-saving situations may administer injections at school.

1. Glucagon Injections. If a student requires administration of Glucagon in an emergency diabetic attack, school personnel will call 911. The Glucagon will be provided by the student's parents or guardian. School personnel other than the school nurse may administer Glucagon injections only in emergency situations if they are trained by qualified personnel.
2. Epi-pen Injections. ~~Epi-pen injections may be given by health room paraprofessionals trained to administer such injections.~~ Students may use/carry Epi-Pens without supervision or monitoring by the school nurse or principal. The Epi-Pen must be prescribed medication and the school nurse or principal shall have received written permission from the student's parents or guardian as well as a physician, physician assistant, or advance practice registered nurse. All other injections that are given in response to an emergency should be given by a school nurse if available. An emergency medical unit and the student's parents or guardian shall be called.
3. Other Injection. If a student requires any injections during the school day, students may administer injections in the nurse's office or an area designated by the principal or the principal's designee. Parents may request that a school nurse administer injections if the student is incapable of self-administration. Parents shall submit requests to the Director of Pupil Services.

D. Record Keeping.

1. Authorization and Medical Directions File. The school nurse, principal, or principal's designee for each school shall keep a file which shall contain the following:
  - a. All authorizations required under this Rule;
  - b. All orders or instructions from a physician, physician assistant, or advanced practice registered nurse;
  - c. The dates that authorizations and/or orders of a physician, physician assistant, or advanced practice registered nurse are received; and
  - d. The date that medication is delivered to the nurse, principal, or principal's designee.
2. Daily Medication Log. In each school, a daily medication log shall be kept which shall contain the following:
  - a. The student's name;
  - b. The type of medication the student is authorized to have;

- c. The dosage or directions for ingestion, taking, or application of the medication;
- d. The name of the person supervising the student who is taking the medication;
- e. The time the medication is administered; and
- f. Any refusal by the student to take and/or receive the medication.

E. Medical Information to be Provided to the District.

1. Medical Allergies, Seizures, and Susceptibility to Illness. If a student is either allergic to a certain medication or is prone to seizure or other illness, the student's parents, guardian, physician, physician assistant, or advanced practice registered nurse shall provide the District, in writing, with the following information on or by the first day of school:
  - a. The name of the medications to which the student is allergic;
  - b. The serious illnesses to which the student is susceptible; and
  - c. If the student is susceptible to an illness, what steps are to be taken by school personnel in the event the illness occurs.
2. Injections for Medical Emergencies. If a student is required to receive an injection for a medical emergency, the student's parents, guardian, physician, physician assistant, or advanced practice registered nurse shall notify the school, in writing, and provide the following information on or by the first day of school:
  - a. The name of the medication and its dosage; and
  - b. The method of administration (subcutaneous, intramuscular, intravenous, etc.).

F. Miscellaneous Provisions.

1. Inhalers. Students may use/carry inhalers without supervision or monitoring by the school nurse or principal. The inhaler must be a prescribed medication and the school nurse or principal shall have received written permission from the student's parents or guardian as well as a physician, physician assistant, or advanced practice registered nurse. This statement shall also include directions of appropriate inhaler useage.~~inhalers without supervision or monitoring by the school nurse or principal provided, however, if the inhaler is a prescribed medication, the school nurse or principal will have been advised by the student's parents, guardian, or a physician, physician assistant, or advanced practice registered nurse in writing of the inhaler's frequency of use.~~ If school personnel observe a student using an inhaler in excess of the directions on the inhaler or with a frequency which would be considered unreasonable, it shall be reported to the school nurse or principal in which case the student's use of the inhaler shall be supervised by the school nurse or principal.
2. Containers. All medication shall be kept in its original container with its original label which describes the ingredients of the contents, recommends dosages, and provides appropriate warnings. The label must be legible and be written in English, or provide English translations.
3. Custody and Storage. All medication delivered to the school nurse or principal shall be stored in a container or refrigerator in the nurse's office, principal's office, or other area



designated by the school principal. The storage area shall either be locked or under the control of a designated school employee.

4. Quantity. No more than a thirty (30) day supply of prescribed medication shall be provided and delivered to the school by the student, student's parents or guardian, unless there is a written order by a physician, physician assistant, or advanced practice registered nurse requiring a greater supply.
5. Transfer to Other Students. Students are prohibited from transferring, delivering, or receiving any medication to or from other students. Violation of this subsection will authorize the confiscation of the medication by the District, and subject the students to discipline.
6. Finger Stick Blood Test. Students who have been taught finger stick blood tests shall follow those procedures that they have been taught. Parents of students who have diabetes, and students who have diabetes, should notify the school nurse or principal at the beginning of the school year that the student is diabetic, and should provide the school nurse or principal with all information required under this Rule. Students may administer the finger stick blood test in the nurse's office or in another area designated by the principal or the principal's designee.

III. Student Discipline. If a student violates a provision of this Rule, the student shall be subject to discipline.

- A. In addition, where appropriate, the following people shall be immediately notified of a violation of this Rule:
  1. The school nurse, principal, or principal's designee; and
  2. The student's parents or guardian; and
  3. The physician, physician assistant, or advanced practice registered nurse prescribing the medication if deemed necessary.
- B. While notifications are being given, the student shall remain in the custody of the school nurse, principal, or principal's designee until necessary notifications have been made and until actions have been taken to eliminate any possible threat to the student or other students.
  1. If medications have been improperly dispensed or ingested by the student or other students, the student's physician, physician assistant, or advanced practice registered nurse shall be requested to give the proper medical directions to be followed by the school staff. Unless otherwise directed by the physician, physician assistant, or advanced practice registered nurse, the school nurse, and principal or principal's designee shall determine what action if any shall be followed to insure the student(s)' safety.
  2. If the physician, physician assistant, or advanced practice registered nurse cannot be reached and the school nurse or principal determines that an emergency exists, emergency medical personnel shall be immediately called. The parents or guardian shall be notified of any action being taken.

IV. Definitions.

- A. Emergency medical personnel. Emergency medical personnel shall mean medical personnel that can respond to a medical emergency.
- B. Medication. Medication shall be broadly defined and shall include:


1. All prescribed medications, over the counter and other non-prescribed medications, and all chemical substances, compounds, homeopathic substances, herbs, vitamins, and/or devices, which purport to aid in a person's health or well-being or are intended for use in the diagnoses, cure, mitigation, treatment, or prevention of diseases, or are intended to affect the structure or any function of the body; and
  2. Any device, instrument, apparatus, implement, machine, contrivance, implant, or other similar or related article, including any component part or accessory, which is prescribed by a physician, physician assistant, or advanced practice registered nurse and dispensed by a pharmacist or other person authorized by law.
- C. Physician. Physician shall mean individuals who are licensed by the Department of Health and Human Services Regulations and Licensure as:
1. Medical Doctors (M.D.) who practice medicine and/or surgery; or
  2. Osteopathic Physicians (D.O.), who are also authorized to prescribe medications.
- D. Advanced practice registered nurse. Advanced practice registered nurse shall mean individuals who are licensed and practicing under and in accordance with the Advanced Practice Registered Nurse Act.
- E. Physician assistant. Physician assistant shall mean individuals who are licensed under Neb. Rev. Stat. Sections 71-1, 107.15 through 71-1, 107.30 to perform medical services under the supervision of a licensed physician.
- F. Qualified personnel. Shall mean people who have met an educational or legal requirement necessary to administer emergency injections.

Legal References: Neb. Rev. Stat. § 71-6718 *et seq.*  
 Title 92, Nebraska Administrative Code, Chapter 59  
 Title 172, Nebraska Administrative Code, Chapter 95

Rule Approved: February 5, 1990  
 Revised: November 20, 1995; December 4, 2000; March 3, 2003; April 21, 2003;  
 December 15, 2003; October 3, 2005: **August 7, 2006**

Millard Public Schools  
 Omaha, NE

## AGENDA SUMMARY SHEET

<b>AGENDA ITEM:</b>	5600.6
<b>MEETING DATE:</b>	August 7, 2006
<b>DEPARTMENT:</b>	Pupil Services
<b>TITLE AND BRIEF DESCRIPTION:</b>	Procedures for Use of Automatic External Defibrillators.
<b>ACTION DESIRED:</b>	Approval
<b>BACKGROUND:</b>	This rule covers "Distribution for use of automated external defibrillators." The Nebraska Department of Education recently made changes to Rule 11 (Early Childhood) that mandates a person from each Early Childhood classroom be trained to use an AED.
<b>OPTIONAL/ALTERNATIVE CONSIDERATIONS:</b>	
<b>RECOMMENDATIONS:</b>	Approval
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>IMPLICATIONS OF ADOPTION OR REJECTION:</b>	Not changing the rule would make MPS non-compliant with Nebraska's Rule 11.
<b>TIMELINE:</b>	Immediately
<b>PERSONS RESPONSIBLE:</b>	Kraig J. Lofquist, Director of Pupil Services
<b>ASST. SUPERINTENDENT:</b>	_____
<b>SUPERINTENDENT APPROVAL:</b>	_____  _____

## Pupil Services

### Student Health

5600.6

#### Procedures for Use of Automated External Defibrillators

##### I. Distribution and Placement of Automated External Defibrillators.

- A. Introduction. Cardiac arrest is always a threat for students, staff, or visitors to our schools and when it occurs, can leave only minutes to save a life. To maximize the chances that emergency response will result in full recovery, Automated External Defibrillators (AEDs) will be placed in each school, and trained designated school personnel will use AEDs according to procedures that have been approved by the Director of Pupil Services or designee.
- B. AEDs will be distributed to every school within the District:
1. Each District high school will have, at minimum, three (3) AEDs readily accessible in designated area(s) where they are available for all students, staff and visitors.
  2. Each District middle school will have, at minimum, two (2) AEDs readily accessible in designated area(s) where they are available for all students, staff and visitors.
  3. Each District elementary school and the Millard Learning Center will have, at minimum, one (1) AED readily accessible in designated area(s) where they are available for all students, staff and visitors.
  4. The placement of AEDs will be determined by the principal. The principal will take into consideration that coverage must be provided for all activities and school functions that occur not only during the school day, but after school hours for school related activities.
    - a. AEDs will be placed in supervised areas where they can be observed by supervisory personnel or by surveillance cameras.
    - b. Each AED will be secured by an alarm device.
    - c. AEDs will not be placed in locked rooms or areas that limit availability after school hours.
    - d. Signs will be posted in each classroom, commons area, the office, and other areas of the building where students or staff congregate telling where the nearest AED is located.
  5. AEDs will not be taken on field trips or other activities away from the school building unless an extra AED is solely dedicated for that purpose, the AEDs absence does not affect coverage at school, and the AED is under the constant direct supervision of a staff member trained in its use.
  6. Groups, organizations, or individuals renting or using school facilities when school personnel are not present will be informed of the requirements for use of AEDs.
- C. Designated school personnel will be trained by qualified personnel to administer AEDs.

- D. Parents, guardians, and emancipated students will be notified on the District's Emergency Health Card that in case of cardiac arrest, an AED may be administered to students for life-saving purposes.

II. AED Maintenance and Use. The following will govern the maintenance and use of the same:

- A. AEDs will be maintained and tested in accordance with the operational guidelines of the manufacturer and monitored by personnel designated by the principal.
- B. AEDs will be stored with carrying case, one (1) set of pads, razor, latex or vinyl gloves, mouth barrier, and three (3) towelettes designed for use with the AED.
- C. All AED pads that have exceeded the manufacturer's recommended shelf life will be replaced.
- D. Each AED will be inspected, at a minimum, weekly by the principal or designee to assure it is in proper working order and ready for immediate use. The AED will be inspected after each use to ensure that the equipment is in proper working order and is ready for the next usage.
- E. Each AED will be marked with a Millard Public Schools identification number.
- F. The school nurse will maintain an inventory list which includes an identification number of the AED, its location, and when it was last inspected.

III. Operating Procedures

- A. Unless the subject's medical conditions and/or circumstances dictate otherwise, the following standing procedures for emergency response cardiac arrest will be followed.
  - 1. Call 911.
  - 2. AED. Administer the AED following the instructions on the AED.
  - 3. CPR. Administer CPR as directed by the AED.
- B. Notify Parents or Guardians. Notify the parents or guardians immediately at the first sign of a cardiac arrest. If trained designated staff members are involved in life-saving procedures, personnel not administering emergency treatment should provide the notice to the parents or guardians.
- C. The AED will be administered by trained personnel to students, staff members, or visitors only when emergency life threatening events occur resulting from cardiac arrest.

IV. AED Training and Implementation.

- A. The following people will be trained in each school that houses one (1) or more AED(s):
  - 1. School nurses,
  - 2. Health paraprofessionals,
  - 3. One staff member from each Early Childhood classroom.
  - 4. All coaches,
  - 5. Assistant coaches,
  - 6. Athletic trainers,
  - 7. Extra curricular supervisors who supervise physical activities, and
  - 8. A minimum of three (3) additional designated staff members from each school.
- B. Designated staff members from each school will be appointed by the building principal or

designee.

- C. Training of the designated staff members will be conducted and completed prior to the distribution of AEDs within the schools.
  - D. Designated and trained staff members must maintain current CPR/AED American Heart Association or American Red Cross certification in order to continue serving as a designated staff member.
  - E. Training for the administration of AEDs will be provided by a certified CPR instructor.
- V. Purchase of AEDs.
- A. All AEDs will be purchased through the District purchasing agent.
  - B. All AEDs will meet District specifications, and
  - C. All AEDs will be of the same model and manufacturer.
  - D. Additional AEDs may be purchased and placed at any time by the individual school, if all of the requirements of this Rule are met.
- VI. Post-Use Record. As soon as reasonably practical following the emergency administration of an AED, the designated staff members shall provide the Director of Pupil Services with a written report that should include, at a minimum, the following:
- A. The circumstances giving rise to the administration of AED;
  - B. The results; and
  - C. The recommended changes in the procedures or forms used by the District in its administration of AED, if any.
- VII. Annual Review. On an annual basis, the Director of Pupil Services or designee will conduct a review of the effectiveness of this Rule, procedures utilized, forms adopted pursuant to this Rule, the post-use records of the District's designated staff members, and any other materials relevant to improving the District's use of AEDs. The review will include, if practicable, the following:
- A. The results of the use;
  - B. The recommendations from the District's Medical Advisory Committee or other qualified organization as it pertains to AEDs; and
  - C. Upon the completion of the review, the Director of Pupil Services shall provide the Board with the Director's findings and recommendations.
- VIII. Definitions.
- A. AED. AED shall mean Automated External Defibrillator.
  - B. CPR. CPR shall mean cardiopulmonary resuscitation.
  - C. Qualified Personnel. Qualified personnel shall mean people who have met an educational and/or legal requirement necessary to provide instruction on the use of the AEDs.

Rule Approved: April 21, 2003

Revised: November 17, 2003, December 15, 2003, August 7, 2006

Millard Public Schools

Omaha, NE

**AGENDA SUMMARY SHEET****AGENDA ITEM:** Staff Development Report: Teacher Evaluation**MEETING DATE:** 7 August 2006**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION: Teacher Evaluation Report** – The Millard Public Schools Teacher Evaluation Handbook has been changed to reflect the implementation of the revised Millard Instructional Model. The Teacher Evaluation “process” has not been changed. We will still implement an Appraisal, Support and Continued Growth Phase for all teachers and counselors.

**ACTION DESIRED: APPROVAL  DISCUSSION  INFORMATION ONLY** 

**BACKGROUND:** In the summer of 2005, a group of Millard educators came together for a two day summer retreat to reflect on the following questions:

- What does an effective teacher do to increase student achievement?
- What are important decisions teachers must make to effectively instruct?
- Why is successful classroom management vital to improved student achievement?
- Can a district model of instruction increase student achievement?
- Do building administrators modeling effective instruction increase student achievement?

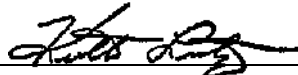
Based on this retreat and several meetings during the 2005-2006 school year, the Millard Instructional Model was revised to place more emphasis on “student learning”. “Indicators of Effective Teaching” became “Practices That Promote Successful Student Learning”.

Four important questions continue to surface that we believe all teachers should consider: **1) What will students know and be able to do?; 2) How will students learn it?; 3) How do we know if students learned it?; 4) What happens if students don’t learn it or already know it?**

The following educators served on the 2005-2006 MIM (Millard Instructional Model) Committee and contributed to the 2006 Revision of the Millard Instructional Model. Deb Ady, Dr. Carol Beaty, Dr. Martha Bruckner, Dr. Christi Buell, Sharon Comisar-Langdon, Molly Erickson, Nancy Johnston, Linda Kolbusz-Kosan, Dr. Carol Newton, Heather Phipps, Dr. Judy Porter, Dr. Kim Saum-Mills, Nancy Thornblad, Barb Waller, Jerri Wesley, and Marge Welch.

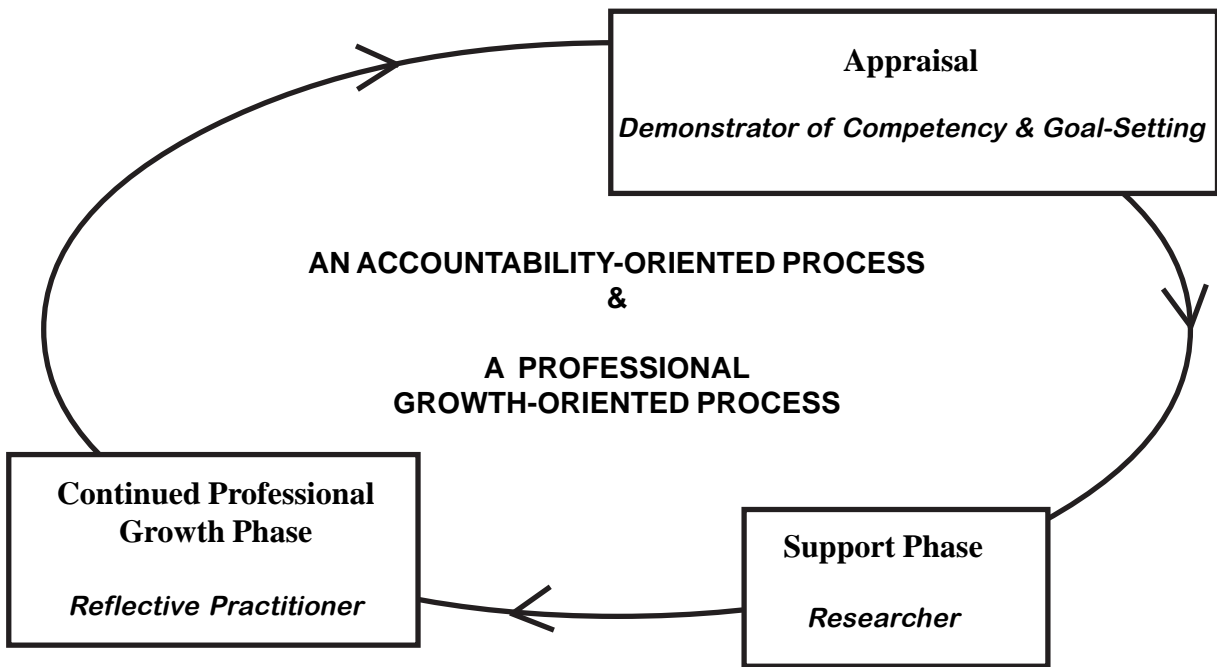
**RECOMMENDATIONS:** Continue to support District Staff Development.

**STRATEGIC PLAN REFERENCE:** Strategy (Implemented 1990) – We will develop and implement plans to ensure the highest quality of staff.

**IMPLICATIONS OF ADOPTION OR REJECTION:** NA**PERSON(S) RESPONSIBLE:** Dr. Martha Bruckner & Dr. Kim Saum-Mills**SUPERINTENDENT’S APPROVAL:**  \_\_\_\_\_**BOARD ACTION:**



# The Teacher Evaluation and Professional Growth Cycle



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**Millard Public Schools**  
**Teacher Evaluation and Professional Growth Cycle**

**Dr. Penny Kowal, Original Team Leader (1993-1995)**  
**Dr. Donna Flood, Update Team Leader (2002-2003)**  
**Dr. Kim Saum-Mills, Update Team Leader (2005-2006)**

**Acknowledgements**

Many thanks to the following members who worked to develop the original **Teacher Evaluation and Professional Growth Cycle** in 1993-94:

Dr. Gary Barta, Dr. Carol Beaty, Dr. Bill DeLoach, Ms. Paula Ellis, Ms. Lynne Elwood, Ms. Paulette Freis, Mr. Dennis Gehringer, Ms. Ellen Hartfield, Ms. Lori Jasa, Dr. Jed Johnston, Ms. Deb Kolc, Ms. Marsha Krabbenhoft, Ms. Nancy Lindahl, Mr. Bob Lykke, Ms. Helen Lykke-Wisler, Ms. Annette Mahoney, Dr. Carol Newton, Dr. Marie Trayer, and Dr. Dick Wollman

Special thanks to the administrators and staff members who participated as the Step-Ahead schools during our three year implementation process starting in 1994-95:

Cottonwood Elementary School, Ezra Millard Elementary School, Neihardt Elementary School, Millard North Middle School and Millard South High School

During the 2002-2003 school year, the **Teacher Evaluation and Professional Growth Cycle** was updated to reflect language related to the infusion of technology into instruction. We extend our appreciation to the following staff members who contributed to this process:

Ms. Michelle Baldwin, Ms. Peggy Brendel, Dr. Martha Bruckner, Mr. Chuck Burney, Mr. Kevin Chick, Dr. Mark Feldhausen, Mr. Terry Houlton, Ms. Chris Ingram, Ms. Lori Jasa, Dr. Jed Johnston, Ms. Nancy Johnston, Ms. Vicki Kaspar, Mr. Tony Levy, Ms. Susan Livingston, Mr. Norm Melichar, Dr. Carol Newton, Dr. Nila Nielsen, Ms. Paula Peal, Dr. Judy Porter, Mr. Len Sagenbrecht, Dr. Kim Saum-Mills, Ms. Charlene Snyder, Dr. Jim Sutfin, Ms. Cali Watton, Ms. Jerri Wesley, Dr. Rick Werkheiser, and Ms. Joan Wilson

The 2002-2003 Teacher Evaluation Update Committee accepted the following definitions for “technology” and “technology integration”:

**Technology** – Electronic tools used to facilitate teaching and learning that include but are not limited to desktop computers, laptops, tablets, handhelds, projection systems, DVD/VHS/Laser disk players, overhead projectors, whiteboard display systems, calculators, scanners, printers, digital (video) cameras, etc.

**Technology Integration** – The effective application of electronic tools, beyond basic operations and concepts, by students to access knowledge, collaborate with peers, engage in higher-order thinking, and solve meaningful, real-life problems, and by teachers to plan learning experiences, manage resources and the learning environment, provide appropriate instruction, and facilitate the assessment of student learning.

A great deal of appreciation is extended to the following educators who served on the 2005-2006 MIM (Millard Instructional Model) Committee and contributed to the 2006 Revision of the Millard Instructional Model.

Ms. Deb Ady, Dr. Carol Beaty, Dr. Martha Bruckner, Dr. Christi Buell, Ms. Sharon Comisar-Langdon, Ms. Molly Erickson, Ms. Nancy Johnston, Ms. Linda Kolbusz-Kosan, Dr. Carol Newton, Ms. Heather Phipps, Dr. Judy Porter, Dr. Kim Saum-Mills, Ms. Nancy Thornblad, Ms. Barb Waller, Ms. Marge Welch, and Ms. Jerri Wesley.

## **Introduction**

The teacher evaluation process described in this handbook was developed *and reaffirmed* by Teacher Evaluation Development and Update Teams to support the mission of the Millard Public Schools:

*The mission of the Millard Public Schools is to guarantee all students learn the academic and life skills necessary for personal success and responsible citizenship in a global society by creating a world-class educational system characterized by innovative and diverse opportunities designed to challenge each student.*

## **Purposes of Teacher Evaluation**

The purposes for teacher evaluation within the Millard Public Schools are as follows:

1. **Accountability:**
  - to ensure all students learn the academic and life skills necessary for responsible living
  - to ensure that only effective teaching practices continue in the classroom
2. **Professional Growth:**
  - to foster the continuous improvement of teaching and learning by teachers
3. **School Improvement:**
  - to promote the integration of site-based plans and district strategic planning with instructional improvement through staff development

## **Overview**

All teachers will be assessed each year through the teacher evaluation and professional growth cycle. Teachers who have completed their probationary period in the Millard Public Schools will participate in a three-phase cycle (normally taking three years) consisting of **Appraisal, Support, and Continued Professional Growth**. The cycle is initiated with the more accountability-oriented phase, **Appraisal**. Several options exist for observations and data collection for use in the **Appraisal Phase**.

When the evidence collected through **Appraisal** indicates that the teacher is performing effectively in the classroom, then the teacher becomes involved in the more professional growth-oriented phases of the cycle, **Support and Continued Professional Growth**, during which the teacher gathers evidence of growth and change. Although the evaluator continues to monitor the teacher's classroom performance during the next two phases of the cycle, the primary focus is on working with the teacher to enhance the student learning experience through the professional growth process.

Teachers who have not completed their probationary period will take part in the **Appraisal Phase**. They will move to the more professional growth-oriented phases of the cycle when they have completed the probationary period and when they successfully demonstrate the competencies in the **Millard Instructional Model**.

## **Intensive Assistance Program**

When the standards for performance in the **Millard Instructional Model** are not met, teachers may be placed in the **Intensive Assistance Program**. The determination for placement in the **Intensive Assistance Program** is made through the **Appraisal Phase**. Teachers may move to the **Appraisal Phase** at any point in the evaluation process.

### **Teacher Performance Criteria**

Teachers will be evaluated with respect to the *Millard Instructional Model: Practices That Promote Successful Student Learning*. The defining attributes for evaluating teaching with respect to each of these practices are presented in this handbook. These practices and their defining attributes are supported through professional consensus and the research on effective teaching.

It is essential that teachers review the rationale for these practices and their defining attributes to develop a clear understanding of the criteria, which serve as the basis of the teacher evaluation process. The practices and defining attributes used to evaluate teaching in Millard Public Schools include a broad range of behaviors. They are used to guide teacher growth and development beyond competency to higher levels of proficiency.

**The**

**Instructional Model**

**for**

**Millard Public Schools**  
(Revised 2006)

**5606 South 147<sup>th</sup> Street**  
**Omaha, Nebraska**  
**68137**

## Development of the Millard Instructional Model

The Millard Strategic Plan called for the development of an **Instructional Model** representing research on effective teaching. The first draft of the model was developed by a team of administrators and teachers in 1992. This draft was a hybrid of the staff development programs offered in Millard in the past ten years: Cooperative Learning, Thinking Skills, Learning Styles, ITIP, Advanced ITIP, Developing Independent Learners, Reading-Writing In-services.

Another charge from the Millard Strategic Plan was to create a new teacher evaluation process. A team of teachers and administrators was established to develop a new system. An important element of that system was the **Instructional Model**. Using the work of Dr. Ed Iwanicki from the University of Connecticut and the 1992 draft of the **Instructional Model**, a writing team of administrators and teachers formed the **Indicators of Effective Teaching**.

The Teacher Evaluation Team used a consensus process to complete and approve the final product. The Millard Education Association was involved in the creation of the Teacher Evaluation System and assured that the product met criteria for teacher evaluation established through state and national resolutions. The MEA Board of Directors, the Human Resources Division, the Curriculum Division, and the building principals reviewed the final document. The Millard Board of Education approved the plan for teacher evaluation on March 7, 1994.

The Teacher Evaluation System was updated in 2001 to reflect the District's staff development initiative in differentiated instruction and updated again in 2003 to reflect the district's growth in the integration of technology into instruction. The Millard Board of Education approved the updated Teacher Evaluation System in July 2001 and in June 2003.

In the summer of 2005, a group of Millard educators came together for a two day summer retreat to reflect on the following questions:

- What does an effective teacher do to increase student achievement?
- What are important decisions teachers must make to effectively instruct?
- Why is successful classroom management vital to improved student achievement?
- Can a district model of instruction increase student achievement?
- Does student achievement increase when building administrators model effective instruction?

Based on this retreat and several meetings during the 2005-2006 school year, the Millard Instructional Model was revised to place more emphasis on "student learning". "Indicators of Effective Teaching" became "Practices That Promote Successful Student Learning".

We believe all teachers should consider the following four important questions:

- 1) **What will students know and be able to do?**
- 2) **How will students learn it?**
- 3) **How do we know if students learned it?**
- 4) **What happens if students don't learn it or already know it?**

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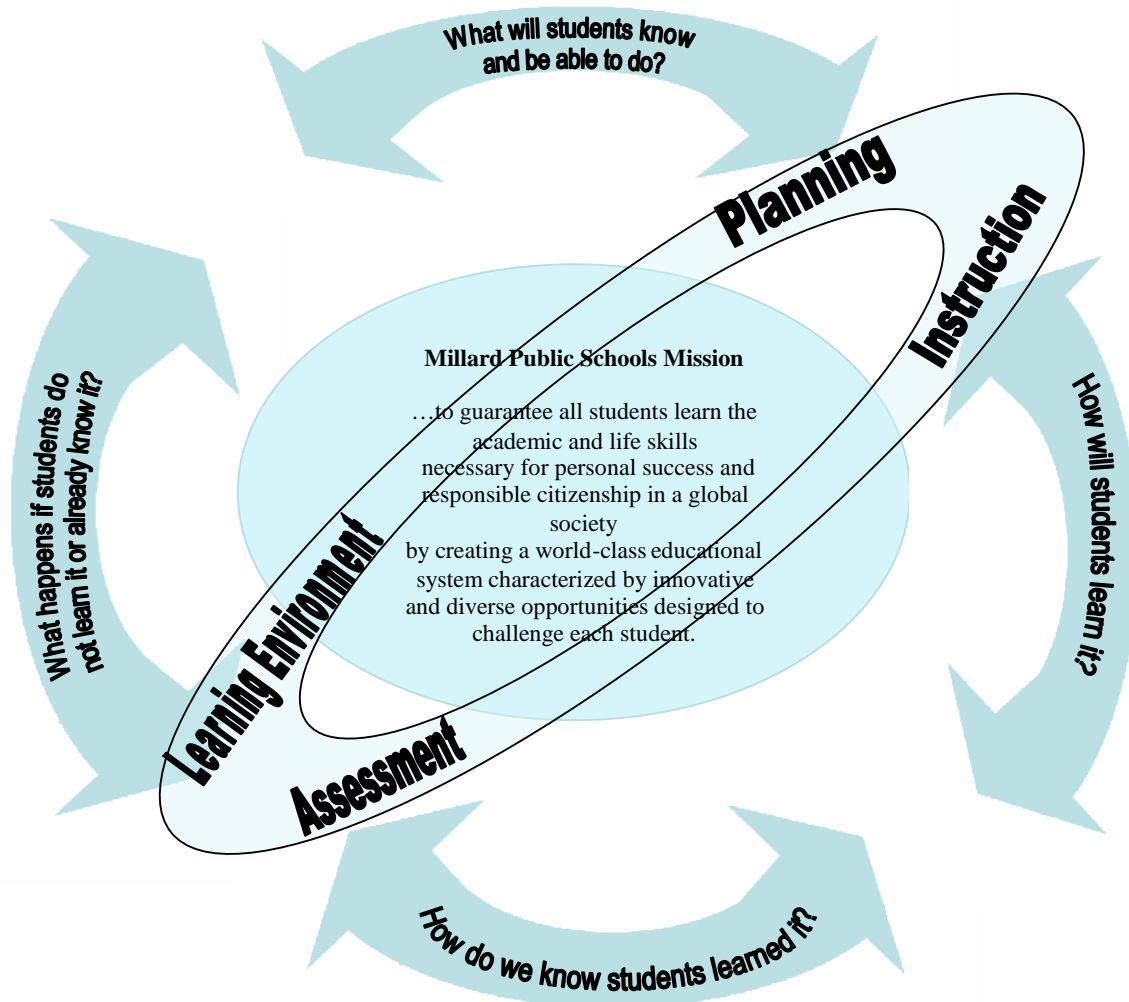


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## Millard Instructional Model (MIM)

The Mission of MIM is to ensure that each student understands, knows, and is able to demonstrate the learning specified in the Millard Educational Program so that students meet the guarantee of the Millard Public Schools' Mission. The Millard Instructional Model is divided into five domains of learning that are interdependent. They are Planning, Instruction, Assessment, Learning Environment, and Professional Responsibilities.



## **MILLARD INSTRUCTIONAL MODEL: PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING**

### **Domain 1: Planning**

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

### **Domain 2: Instruction**

- II. Students achieve desired learning results from effective participation in well-designed and executed units and lessons.
- III. Students are given many opportunities to learn the prescribed curriculum of the Millard Education Program.
- IV. Students develop the capacity to understand and apply knowledge in meaningful ways.

### **Domain 3: Assessment**

- V. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.
- VI. Students who are not meeting individual learning goals are supported by proactive intervention.
- VII. Student grades reflect evidence of learning.

### **Domain 4: Learning Environment**

- VIII. Students are engaged in a positive, productive environment established by the teacher.
- IX. Student behavior expectations that comply with Millard policy are clearly taught and effectively implemented.
- X. Students are expected to meet challenging and differentiated learning goals.

### **Domain 5: Professional Responsibilities**

- XI. Teaching professionals initiate meaningful professional growth and contribute to school and district improvement.
- XII. Teaching professionals perform school-related responsibilities.

## PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING QUICK REFERENCE

### Domain 1: Planning

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

- A. The teacher utilizes the Millard Educational Program in planning essential learning outcomes in each area of study.
- B. Individualized assessment data are used to determine learning objectives for each student.
- C. Students are appropriately involved in teacher planning decisions.
- D. The teacher utilizes effective principles of learning in planning the unit and lessons.

### Domain 2: Instruction

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

- A. Students understand daily, weekly and unit learning goals and objectives.
- B. Students are “hooked into learning” by appropriate anticipatory sets and effective motivational strategies.
- C. Students are actively engaged during the full instructional period.
- D. Students learn as a result of effective teacher input and modeling.
- E. Preferred student learning styles and effective pedagogy are integral components of instruction.
- F. Student success results from ongoing checking for understanding and guided practice that incorporate planning, instruction and assessment in a continuous learning loop.
- G. High-quality practice tasks for students are motivating so that learning is engaging and meaningful.
- H. Students are given opportunities to use technology as a tool in learning.

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

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

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

- A. Students are helped to link new learning to past learning so that transfer will occur.
- B. Students acquire skills to allow them to function productively and independently of direct teacher supervision.

### Domain 3: Assessment

#### V. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.

- A. Effective assessment practices allow students to demonstrate learning and teachers to diagnose difficulties.
- B. Pre-assessment data is used to set goals and objectives.
- C. Assessment data is used during instruction to monitor understanding and adjust instruction.
- D. Technology resources support assessment of student learning.

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

- A. Effective intervention plans are designed according to district guidelines.
- B. Students, parents, teachers and administrators implement an effective intervention plan.
- C. Intervention plans are monitored to assure their effectiveness.

#### VII. Student grades reflect evidence of learning.

- A. Grades are fair, consistent, timely and clearly reported to students and parents.
- B. Grading procedures of teachers are based on student achievement of performance standards.
- C. Student involvement in grading includes understanding of grade determination and responsible communication with teachers and parents regarding progress.

### Domain 4: Learning Environment

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

- A. A supportive culture for successful learning is evident.
- B. Students know and follow the procedures for the class.
- C. Physical space is safe and organized for learning.
- D. Students and teacher share mutual rapport and respect.

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

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

#### X. Students are expected to meet challenging and differentiated learning goals.

- A. Goals are set at least annually.
- B. Students understand and are actively involved in their personal progress.
- C. Goals push students toward continual growth.

**Domain 5: Professional Responsibilities****XI. Teaching professionals initiate meaningful professional growth and contribute to school and district improvement.**

- A. Teaching professionals pursue professional development to improve instruction.
- B. Teaching professionals assume responsibility for school and district improvement.

**XII. Teaching professionals perform school-related responsibilities.**

- A. Teaching professionals comply with rules and regulations to provide a safe and orderly school environment.
- B. Teaching professionals contribute to a positive school climate.
- C. Teaching professionals initiate parental involvement and support.
- D. Teaching professionals use a variety of educational tools, including technology, to enhance professional practice.

## PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING

### In-depth Explanation

#### Domain 1: Planning

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

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

## Domain 2: Instruction

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

- A. Students understand daily, weekly and unit learning goals and objectives.
  1. The teacher designs and shares daily learning objectives for student reference.
  2. Instructional strategies and learning activities correlate to the achievement of the stated objective.
  3. Students understand the relevance and expectations inherent in achieving objectives.
  
- B. Students are “hooked into learning” by appropriate anticipatory sets and effective motivational strategies.
  1. The teacher leads students to review past learning as a connection to current lessons.
  2. The teacher uses the appropriate level of concern and feeling tone to encourage students to participate in the lesson.
  3. The teacher plans activities to generate student interest in the learning.
  4. The teacher provides knowledge of results of learning to guide student efforts.
  5. The teacher designs lessons to motivate students intrinsically and extrinsically as needed.
  
- C. Students are actively engaged during the full instructional period.
  1. The teacher designs the start of each class as prime time for learning.
  2. The teacher uses sponge activities, anticipatory sets and shared objectives to focus students.
  
- D. Students learn as a result of effective teacher input and modeling.
  1. The teacher selects and organizes basic information so students have a foundation of concepts and generalizations on which to increase understanding.
  2. The teacher organizes instruction so students understand and see the relationship of the parts to the whole.
  3. The teacher uses modeling to help students understand.
  4. The teacher uses visuals and/or technology to enhance learning.
  
- E. Preferred student learning styles and effective pedagogy are integral components of instruction.
  1. The teacher uses effective instructional strategies, including the following (from Marzano’s work):
    - a. Comparing and contrasting
    - b. Summarizing and note taking
    - c. Reinforcing efforts and providing recognition
    - d. Designing appropriate homework and practice
    - e. Providing and encouraging non-linguistic representations of key points
    - f. Cooperative learning
    - g. Setting goals and providing feedback
    - h. Generating and testing hypotheses
    - i. Using cues, questions and advance organizers.



- F. Student success results from ongoing checking for understanding and guided practice that incorporate planning, instruction and assessment in a continuous learning loop.
  1. Pre-assessments indicate knowledge transfer from past learning by each student.
  2. Students have opportunity to demonstrate knowledge as teachers check for understanding during instruction.
  3. Instruction is monitored and adjusted continually based on student demonstrations of knowledge and understanding.
  
- G. High-quality practice tasks for students are motivating so that learning is engaging and meaningful.
  1. Students are actively engaged in meaningful guided practice.
  2. Varied types of responses allow students to demonstrate understanding after initial teacher-guided practice.
  3. Guided practice is short in duration and includes smaller chunks of content.
  4. Students exert intense effort in their intent to learn.
  5. Students receive immediate formative feedback.
  6. As practice progresses, teachers include students as models.
  7. Students are guided to effective independent practice.
  8. Type and amount of practice is differentiated for each student.
    - a. Initial independent practice is formative in nature.
    - b. Independent practice is engaging and challenging.
  9. Students receive timely formative feedback from the teacher.
  
- H. Students are given opportunities to use technology as a tool in learning.
  1. The teacher uses technology that is appropriate to the task or instruction.
  2. Students have sufficient access to and training in appropriate technology.

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

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

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

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

### Domain 3: Assessment

#### V. Student progress is continually monitored, and teaching is adjusted to optimize individual learning.

- A. Effective assessment practices allow students to demonstrate learning and allow teachers to diagnose difficulties.
- B. Pre-assessment data is used to set goals and objectives.
- C. Assessment data during instruction is used to monitor understanding and adjust instruction.
- D. Technology resources support assessment of student learning.

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

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

#### VII. Student grades reflect evidence of learning.

- A. Grades are fair, consistent, timely and clearly reported to students and parents.
  - 1. Reports differentiate between the formative and summative assessment categories.
  - 2. Students have assessment choices.
  - 3. Students have ample opportunity to demonstrate achievement.
  - 4. Students are accountable for their work.
  - 5. Teachers post grades in a timely and accurate manner.
  - 6. Teachers update reports as students improve achievement.
  - 7. Students have several opportunities (method and number) to demonstrate mastery.
  - 8. The teacher provides quality assessments.
  - 9. The teacher accurately records evidence of student need and achievement.

- B. Grading procedures of teachers are based on student achievement of performance standards.
  1. Grades relate directly to identified learning goals.
  2. Performance standards are used to determine grades.
  3. Professional judgment and evidence of student learning determines grades.
- C. Student involvement in grading includes understanding of grade determination and responsible communication with teachers and parents regarding progress.
  1. Feedback is given separately for formative assessments.
  2. Grades relate directly to individual student achievement through summative assessments.

#### Domain 4: Learning Environment

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

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

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

- A. Students and teacher establish behavior guidelines appropriate for the developmental level of student and classroom setting.
  1. Appropriate limits for unacceptable behavior and resulting consequences are established and followed.
  2. Acceptable behavior is acknowledged and reinforced.
- B. Students understand and follow established behavior guidelines.
  1. Bullying or exclusion is not tolerated.
  2. Teacher anticipates problems and reacts immediately.
  3. Effective procedures for record keeping are followed.

**X. Students are expected to meet challenging and differentiated learning goals.**

- A. Goals are set at least annually.
- B. Students understand and are actively involved in their personal progress.
  1. Assessment reports provide appropriate information to support the student.
  2. Student/parent/teacher conferences and communications focus on individual student learning and achievement.
  3. Students are involved in self reflection about their learning.
  4. Learning goals are reviewed and revised as appropriate.
- C. Goals push students toward continued growth.

**Domain 5: Professional Responsibilities**

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

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

**XII. Teaching professionals perform school-related responsibilities.**

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

## Teacher Self-Assessment

Teacher self-assessment is an essential, critical aspect of the evaluation and professional growth process. Reviewing the new **Practices That Promote Successful Student Learning** will be beneficial in a variety of ways:

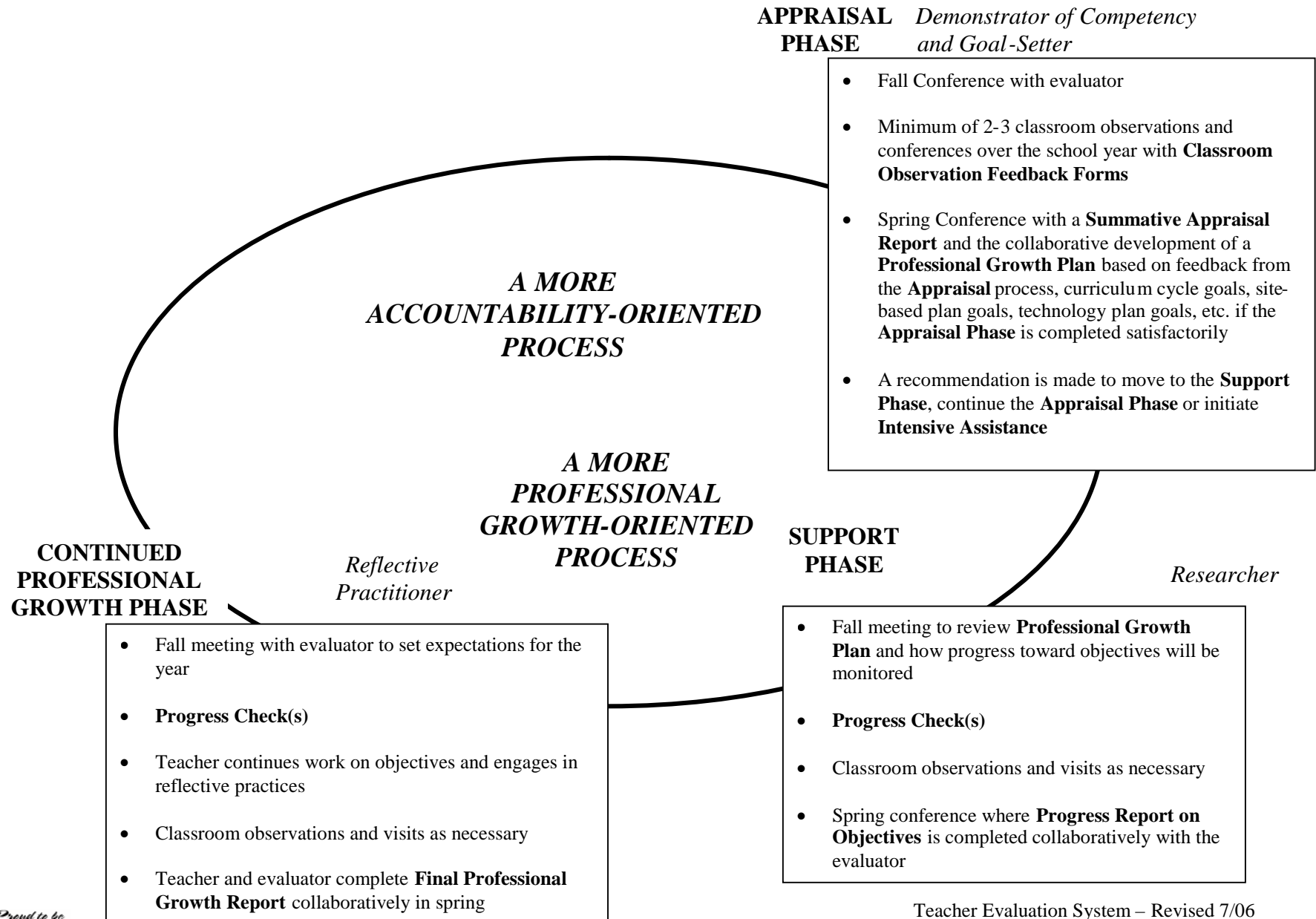
- familiarize oneself with **Practices That Promote Successful Student Learning**;
- give ideas for focus during the **Appraisal Phase**;
- provide basis for **Professional Growth Plan** goals.

**Directions:** When you review the **Practices That Promote Successful Student Learning** consider the description of each defining attribute. In the space below, please list those aspects of your performance that you believe need to be strengthened, as well as your reasons for wanting to strengthen these areas. Then reflect on this list and identify those aspects to which you would like to give priority attention as you strengthen your teaching over the next few years.

Areas which need to be strengthened:

Reasons for strengthening these areas:

# THE TEACHER EVALUATION AND PROFESSIONAL GROWTH CYCLE



## APPRAISAL PHASE OVERVIEW

Evaluator	Teacher and Evaluator	Teacher
<p><b>To prepare for the fall conference</b></p> <ul style="list-style-type: none"> <li>Becomes familiar with the <b>Practices That Promote Successful Student Learning</b></li> <li>Reviews teacher's performance in light of the <b>Practices That Promote Successful Student Learning</b></li> <li>Identifies a focus for <b>Appraisal (A1)</b></li> </ul>	<p style="text-align: center;"><b>Fall Conference</b> (by Oct 1)</p> <ul style="list-style-type: none"> <li>Mutually decide on a focus for <b>Appraisal</b> based on the <b>Practices That Promote Successful Student Learning</b></li> <li>Mutually agree on a plan for classroom observations</li> </ul>	<p><b>To prepare for the fall conference</b></p> <ul style="list-style-type: none"> <li>Becomes familiar with the <b>Practices That Promote Successful Student Learning</b></li> <li>Completes the <b>Teacher Evaluation Self-Assessment Guide</b></li> <li>Reflects on instructional strength/weaknesses</li> </ul>
<p><b>To prepare for a classroom observation</b></p> <ul style="list-style-type: none"> <li>Reviews the outcomes of prior observations and conferences to set a focus for the observation</li> <li>Schedules observations with the teacher unless observations will be unannounced</li> </ul> <p><b>To prepare for an observation conference</b></p> <ul style="list-style-type: none"> <li>Assesses the teacher's performance by reviewing observation notes</li> <li>Develops a conference plan</li> </ul> <p><b>As a result of the conference</b></p> <ul style="list-style-type: none"> <li>Prepares <b>Classroom Observation Feedback Form (A3)</b></li> <li>Gives two copies of this report to the teacher for signature</li> <li>Places one signed copy in the evaluator's file</li> </ul>	<p style="text-align: center;"><b>Classroom Observations and Conferences</b></p> <ul style="list-style-type: none"> <li>Deadline for Observations <ul style="list-style-type: none"> <li>Observation by Oct. 30 (1<sup>st</sup> yr probationary)</li> <li>Observation by Dec. 23 (all teachers)</li> <li>Observation by Feb. 15 (Probationary)</li> <li>Observation by Mar. 15 (Non-Probationary)</li> </ul> </li> <li>Classroom observations may be preceded with a pre-conference</li> <li>Feedback conferences are held within three school days of the observation</li> <li>Classroom observations and conferences provide the teacher and the evaluator with the opportunity to mutually assess and strengthen teaching</li> </ul>	<p><b>To prepare for a classroom observation</b></p> <ul style="list-style-type: none"> <li>Reflects on his/her performance by reviewing the outcomes of prior observations and conferences</li> <li>Plans the class lesson or activity</li> <li>Completes <b>Preconference Form (A2)</b></li> </ul> <p><b>To prepare for an observation conference</b></p> <ul style="list-style-type: none"> <li>Reflects on his/her performance in light of the lesson/activity observed (optional Post-Observation Reflection Form)</li> <li>Identifies the pluses/minuses of the lesson/activity for discussion in the conference</li> </ul> <p><b>As a result of the conference</b></p> <ul style="list-style-type: none"> <li>Receives two copies of the <b>Classroom Observation Feedback Form (A3)</b></li> <li>Returns a signed copy of this report to the evaluator</li> </ul>
<p><b>To prepare for the Appraisal Conference</b></p> <ul style="list-style-type: none"> <li>Assesses the teacher's performance by reviewing <b>Classroom Observation Forms (A3)</b></li> <li>Drafts <b>Summative Appraisal Report (A4)</b> that includes directions for the teacher's professional growth</li> <li>Schedules the conference with the teacher</li> </ul> <p><b>As a result of the conference</b></p> <ul style="list-style-type: none"> <li>Prepares <b>Summative Appraisal Report (A4)</b></li> <li>Gives three copies of this report to the teacher for signature</li> <li>Places one signed copy in the evaluator's file and the other at the central office</li> </ul>	<p style="text-align: center;"><b>Spring Appraisal Conference</b> (by April 15 – Probationary) (by May 1 – Non-Probationary)</p> <ul style="list-style-type: none"> <li>Arrive at an assessment of teacher performance with respect to the <b>Practices That Promote Successful Student Learning</b></li> <li>Agree upon objectives for the <b>Professional Growth Plan</b> (teachers moving to <b>Support Phase</b>)</li> </ul>	<p><b>To prepare for the Appraisal Conference</b></p> <ul style="list-style-type: none"> <li>Assesses own performance by reviewing <b>Classroom Observation Forms (A3)</b></li> <li>Considers objectives for a <b>Professional Growth Plan (S)</b></li> </ul> <p><b>As a result of the conference</b></p> <ul style="list-style-type: none"> <li>Receives three copies of the <b>Summative Appraisal Report (A4)</b></li> <li>Returns two signed copies of this report to the evaluator</li> <li>Discusses the <b>Professional Growth Plan (S)</b></li> </ul>



## Appraisal Phase Narrative

The focus of the **Appraisal Phase** of the teacher evaluation process is for the teacher to demonstrate competence in relation to the **Practices That Promote Successful Student Learning**. Evidence is collected during the **Appraisal Phase** that indicates that the teacher is performing effectively in the classroom.

- ***Fall Conference (by October 1)***

A conference between the evaluator and the teacher is held early in the fall to discuss and initiate the appraisal process. Prior to the conference, the teacher and evaluator should become familiar with the **Practices That Promote Successful Student Learning**. The teacher is encouraged to complete the **Teacher Evaluation Self-Assessment Guide** to assist in self-reflection of instructional strengths and weaknesses. The **Practices That Promote Successful Student Learning** are reviewed at the conference. Although the teacher and evaluator need to consider all the indicators, some may be specifically identified for focus during the year.

A general plan for classroom observations should be agreed upon by the teacher and evaluator. This plan should include consideration of subject areas to be observed, time, focus on the observations, and whether the observations will be announced or unannounced. **Plan of Focus (A1)** should be used to complete a record of the **Practices That Promote Successful Student Learning** chosen for focus, the plan for observation and any other elements necessary.

- ***Classroom Observations (by December 23 and March 15)***

A minimum of 2-3 classroom observations and conferences must be completed. Classroom observations may be announced or unannounced as determined in the fall conference and must include the entire instructional period.

Announced classroom observations could include a pre-conference between the teacher and evaluator to discuss the time of the observation, the objectives of the class to be observed, the instructional strategies to be used, and other issues necessary for a good understanding of what could occur in the class (e.g., students with particular learning needs or behavior problems, new techniques being utilized, etc.). The agreed upon focus of the observation should be reviewed. An optional **Pre-Conference Form (A2)** may be used to facilitate a pre-conference.

A conference is being held following a classroom observation or a series of focused classroom visits. The conference will focus on a discussion between the teacher and evaluator on the performance of the teacher in light of the **Practices That Promote Successful Student Learning**. Every effort should be made to hold this conference within two school days after the observation. Teacher input about his/her performance should be included in the conference, as well as the evaluator's assessment.

Following the conference, the evaluator completes the **Classroom Observation Feedback Form (A3)**. This form is prepared after the conference so that thoughts or ideas shared by the teacher can be included in the written report. The evaluator gives two copies of the report to the teacher. The teacher will keep one copy and return one signed copy to the evaluator for the evaluator’s file at the building level. The signature indicates that the teacher has seen and discussed the **Classroom Observation Feedback Form**. If the teacher has any concerns about the content of the form, he/she should meet with the evaluator to discuss and resolve these concerns.

- **Spring Appraisal Conference (by April 15 - Probationary & May 1 - Non-Probationary)**

A spring conference between the teacher and the evaluator will be held to review the teacher’s performance in light of the observations that have been completed throughout the year. The purpose of the conference will be to arrive at an assessment of the teacher’s performance with respect to the **Practices That Promote Successful Student Learning**. Teacher input is a valuable component of this conference.

At the conclusion of the conference, the evaluator will develop the **Summative Appraisal Report (A4)**. The report will include a summary of the overall performance with respect to the **Practices That Promote Successful Student Learning**, commendations and recommendations. The evaluator will indicate:

- Whether the teacher should move to the **Support Phase**, continue in the **Appraisal Phase**, or move to **Intensive Assistance** and provide a rationale statement if **Appraisal** or **Intensive Assistance** is checked.
- The dates of all observations
- The recommendation for re-election, conditional re-election, or dismissal

The teacher will receive three copies of the **Summative Appraisal Report**. The teacher will keep one copy and return two copies signed, one for the evaluator’s files at the building level and one for the central office file. The signature indicates that the teacher has seen and discussed the **Summative Appraisal Report**.

For teachers moving to the **Support Phase**, the teacher and evaluator will discuss objectives that will serve as the basis of the **Professional Growth Plan(s)** that the teacher will pursue during the next two years.

<b>Appraisal Phase Time Line for Non-Probationary Teachers:</b>	
By October 1.....	Conduct fall conference
By December 23.....	Conduct first classroom observation and conference
By March 15.....	Conduct second classroom observation and conference
By May 1.....	<b>Spring Appraisal Conference and Summative Appraisal Report</b>
By Next November 1.....	Teacher develops a <b>Professional Growth Plan</b> for the next two years of the evaluation cycle

## Appraisal Phase-Probationary Teacher Narrative

Probationary Teachers will be evaluated using the procedures described in the **Appraisal Phase** of the teacher evaluation cycle. During the first year a teacher is with Millard Public Schools, three observations that include the entire instructional period are the required minimum with at least one occurring each semester. During subsequent years of probationary status, two to three observations are the required minimum with at least one occurring each semester. During the final year of probationary status, the teacher will prepare to move to the **Support Phase** by considering objectives for a **Professional Growth Plan(s)**. The focus of evaluation for probationary teachers is for teachers to develop and demonstrate competency in relation to the **Practices That Promote Successful Student Learning**. The responsibility of the evaluator is to assist teachers in learning and developing those competencies.

<b>Appraisal Phase for <i>Probationary Teachers</i></b>					
<b>First Year in District</b>		<b>Interim Years</b>		<b>Final Year of Probation</b>	
<u>Evaluator</u>	<u>Teacher</u>	<u>Evaluator</u>	<u>Teacher</u>	<u>Evaluator</u>	<u>Teacher</u>
Observer Recorder Analyzer	Share lesson objective	same as first year in district		Observer Classroom Obs Feedback form	Demonstrates competencies in Millard Instructional Model
Conference Leader in Process	Learn and demonstrate competencies in Millard			Write Summative Appraisal Report	Participates in Analysis and Conferences
Writer of Classroom Obs Feedback Form	Instructional Model			Cooperatively develop Professional Growth Plan	
Writer of Summative Report	Participate in Analysis and Conference				
<b>3 observations</b>		<b>2-3 observations</b>		<b>2-3 observations</b>	

## Appraisal Phase Time Lines for *Probationary* Teachers

### The Time Line for the Appraisal Phase for Probationary Teachers (First year in district)

By October 1.....Conduct fall conference

By October 30.....Conduct first classroom observation and conference

By December 23.....Conduct second classroom observation and conference

By February 15.....Conduct third classroom observation and conference

By April 15.....**Spring Appraisal Conference and Summative Appraisal Report**

### The Time Line for the Appraisal Phase for Probationary Teachers (Subsequent years in the district)

By October 1.....Conduct fall conference

By December 23.....Conduct first classroom observation and conference

By February 15.....Conduct second classroom observation and conference

By April 15.....**Spring Appraisal Conference and Summative Appraisal Report**

### Appraisal Phase Fall Conference Plan of Focus

Teacher's Name \_\_\_\_\_

Date of conference \_\_\_\_\_

I. **Practices That Promote Successful Student Learning** chosen for focus:

II. Classroom Observation Plan:

- Subject Areas chosen; include focus from **Practices That Promote Successful Student Learning**
  
- Times, dates, and duration of observations (announced or unannounced?)

A2

III. Other:

### Pre-Conference Information Form

Date \_\_\_\_\_

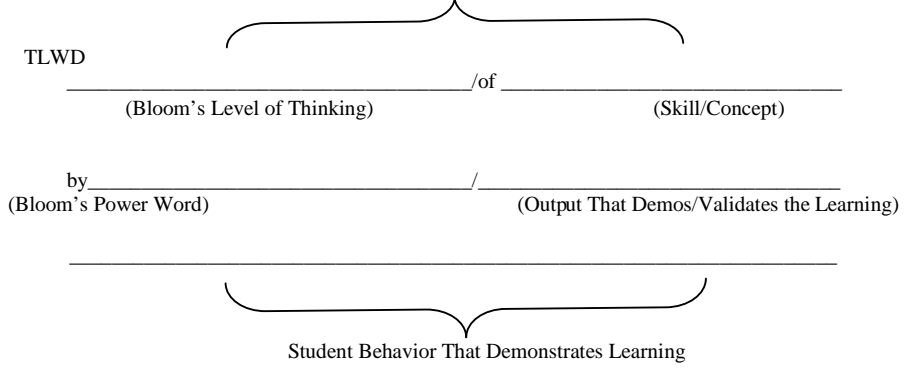
Teacher's Name: \_\_\_\_\_ Subject \_\_\_\_\_ Grade(s) \_\_\_\_\_

Observation Date: \_\_\_\_\_ Time: \_\_\_\_\_ (Entire instructional period)

I. What are the objectives of this lesson?

**OPTIONAL FORMAT**

**Formulate Outcome Objective Learning**



II. What teaching strategies/learning activities do you plan to use?

*Continued on the next page*

### Pre-Conference Information Form (continued)

III. What will students know and be able to do?

IV. How will students learn it?

V. How do you know students learned it?

VI. What happens if students do not learn it or already know it?

VII. Are there any unusual circumstances or special considerations that the evaluator should be aware of when observing this lesson?

## Classroom Observation Feedback Form

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_

Position/Subject \_\_\_\_\_ Grade(s) \_\_\_\_\_

Observation Date \_\_\_\_\_ Day \_\_\_\_\_ Time Period \_\_\_\_\_

Time In : \_\_\_\_\_ Time Out: \_\_\_\_\_

I. Activities observed:

II. Comments on teacher performance with respect to the **Practices That Promote Successful Student Learning:** (Planning, Instruction, Assessment, Learning Environment, Professional Responsibilities)

*Continued on the next page*



### Classroom Observation Feedback Form (continued)

III. Commendations:

IV. Recommendations and/or Reflective Questions:

V. Deficiencies Noted in Work Performance with Suggestions for Improvement:

The classroom observation was for: (check one)       an entire instructional period.

a partial instructional period.

\_\_\_\_\_  
*Evaluator's Signature*

\_\_\_\_\_  
*Position*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Teacher's Signature*

\_\_\_\_\_  
*Date*

\_\_\_I concur with the analysis and recommendations.    \_\_\_I do not concur and I have a right to respond in writing.

## Millard Public Schools Post-Observation Reflection Form

The purpose of this reflection form is to help you reflect on the lesson before you meet with your evaluator. It is a formative reflection for the purpose of improvement—to get you to think about the lesson, what went well, and what you might consider changing.

Teacher's Name: \_\_\_\_\_ Date/hour of lesson: \_\_\_\_\_ Topic of lesson: \_\_\_\_\_

List several positives/strengths from the lesson:

How do you know if your lesson objective was met? (e.g. What were students supposed to know and be able to do? How do you know if your students learned it? What did you do to account for students who already knew it or did not learn it in today's lesson?)

What, if anything, would you change about the lesson? Why?

**Please fill this form out prior to the post-observation conference with your evaluator.**

## Summative Appraisal Report

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

Position/Subject \_\_\_\_\_ Grade(s) \_\_\_\_\_

- I. Summary of overall performance with respect to the **Practices That Promote Successful Student Learning:** (Planning, Instruction, Assessment, Learning Environment, Professional Responsibilities)

*Continued on the next page*



## Professional Responsibilities

**Practices That Promote Successful Student Learning:** (Planning, Instruction, Assessment, Learning Environment, Professional Responsibilities)

Teacher's Name \_\_\_\_\_

List the professional growth, college classes and conferences you have attended during this school year.

List in-service(s) you have presented this school year.

List building responsibilities that you have had this school year.

## Professional Growth Plans

Each teacher's **Professional Growth Plan** should have from 2 to 4 objectives. The objectives should be practical, useful, and aligned with classroom, building, and district goals. The objectives can be derived from a variety of sources including, but not limited to:

- feedback from the **Appraisal Phase**
- curriculum cycle goals
- site-based plan goals
- technology plan goals

Numerous sample plans can be found on the Staff Development INTRANET page. These are suggestions for teachers to use as a source for ideas. All **Professional Growth Plans** are intended to be used for research and reflection during the **Support Phase** and **Continued Professional Growth Phase**.

### • *Professional Growth Plan*

For teachers moving to the **Support Phase**, the teacher will develop a **Professional Growth Plan (S)**. Discussion of the objectives for the plan will occur during the spring appraisal conference with the evaluator. Priority consideration should be given to developing objectives to strengthen teaching with respect to the **Practices That Promote Successful Student Learning**. Objectives may also be related to school improvement and professional growth needs. The **Professional Growth Plan** may include up to four different objectives.

There are four components to the **Professional Growth Plan**:

1. Objective – the area to be strengthened
2. Rationale – why this area needs attention
3. Plan of Action – the steps that will be followed, time lines, resources needed
4. Criteria for Evaluation – means by which achievement of the objective will be evaluated

A **Professional Growth Plan** form should be completed for each objective. As the **Professional Growth Plan** is developed, the following should be considered:

1. How is the plan related to the **Practices That Promote Successful Student Learning**?
2. Is the plan based on a specific objective with outcomes that can be observed or measured?
3. Does the objective lead to strengthened professional performance and improved student learning?
4. Does the plan contain a time line for accomplishing the objective?
5. Does the plan conflict with any system, building and/or departmental objectives?
6. Is the plan realistic and challenging?
7. Is the plan consistent with available and anticipated resources?
8. Does the plan include the means and criteria by which the objective will be evaluated?

## SUPPORT PHASE OVERVIEW

Evaluator	Teacher and Evaluator	Teacher
<p><b>To prepare for the fall conference</b></p> <ul style="list-style-type: none"> <li>Reviews teacher's performance in light of the <b>Practices That Promote Successful Student Learning</b> in the <b>Summative Appraisal Report (A4)</b></li> </ul> <p><b>As a result of the conference</b></p> <ul style="list-style-type: none"> <li>Receives 2 copies of <b>Professional Growth Plan (S)</b> from the teacher</li> <li>Places 1 signed copy in the evaluator's file and 1 copy at the central office</li> <li>Supports the teacher in implementing the <b>Professional Growth Plan (S)</b></li> </ul>	<p style="text-align: center;"><b>Fall Conference</b> (by Sept 15)</p> <ul style="list-style-type: none"> <li>Discuss the proposed <b>Professional Growth Plan (S)</b> with a focus on responses to the 8 questions</li> <li>Mutually agree upon <b>Professional Growth Plan (S)</b></li> <li>Determine the type and level of support needed for implementation of the <b>Professional Growth Plan (S)</b></li> <li>Discuss how the <b>Professional Growth Plan (S)</b> will be monitored</li> </ul>	<p><b>To prepare for the fall conference</b></p> <ul style="list-style-type: none"> <li>Reviews performance in respect to the <b>Practices That Promote Successful Student Learning</b> in the <b>Summative Appraisal Report (A4)</b></li> <li>Drafts a <b>Professional Growth Plan (S)</b> using the 8 questions as a guide</li> </ul> <p><b>As a result of the conference</b></p> <ul style="list-style-type: none"> <li>Revises the <b>Professional Growth Plan (S)</b></li> <li>Submits 2 signed copies of the <b>Professional Growth Plan (S)</b> to the evaluator</li> <li>Begins implementation of the <b>Professional Growth Plan (S)</b></li> </ul>
<p><b>To prepare for a Progress Check</b></p> <ul style="list-style-type: none"> <li>Reviews the <b>Professional Growth Plan (S)</b> submitted by the teacher</li> </ul> <p><b>As a result of the Progress Check</b></p> <ul style="list-style-type: none"> <li>Completes a <b>Progress Check form (PC)</b></li> <li>Gives 2 copies of <b>Progress Check form (PC)</b> to the teacher for signature</li> <li>Places 1 signed copy in the evaluator's file</li> <li>Supports the teacher in implementing the <b>Professional Growth Plan (S)</b></li> </ul>	<p style="text-align: center;"><b>Progress Checks</b> (in January)</p> <ul style="list-style-type: none"> <li>Review evidence/data presented by the teacher</li> <li>Discuss progress made toward objectives</li> <li>Determine if progress made is appropriate</li> <li>Determine if there is a need to adjust or modify the <b>Professional Growth Plan (S)</b></li> </ul>	<p><b>To prepare for a Progress Check</b></p> <ul style="list-style-type: none"> <li>Reflects on progress toward <b>Professional Growth Plan (S)</b> objectives</li> <li>Collects evidence/data of accomplishments to date</li> </ul> <p><b>As a result of the Progress Check</b></p> <ul style="list-style-type: none"> <li>Receives two copies of the <b>Progress Check Form (PC)</b></li> <li>Returns a signed copy of this report to the evaluator</li> <li>Proceeds with implementation of the <b>Professional Growth Plan (S)</b></li> </ul>
<p><b>To prepare for the Spring Conference</b></p> <ul style="list-style-type: none"> <li>Reviews the <b>Professional Growth Plan (S)</b> submitted by the teacher</li> </ul> <p><b>As a result of the conference</b></p> <ul style="list-style-type: none"> <li>Determines the most appropriate phase of the evaluation cycle for the following year</li> <li>Prepares <b>Progress Report on Objectives (S2)</b></li> <li>Gives 3 copies of this report to the teacher for signature</li> <li>Places 1 signed copy in the evaluator's file and 1 copy at the central office</li> </ul>	<p style="text-align: center;"><b>Spring Support Conference</b> (by April 15)</p> <ul style="list-style-type: none"> <li>Refer to the Evaluation Criteria in the <b>Professional Growth Plan (S)</b></li> <li>Examine the evidence/data presented by the teacher</li> <li>Discuss progress made toward objectives</li> <li>Determine if there is a need to adjust or modify the <b>Professional Growth Plan (S)</b></li> </ul>	<p><b>To prepare for the Spring Conference</b></p> <ul style="list-style-type: none"> <li>Reviews the <b>Professional Growth Plan (S)</b></li> <li>Reflects on progress toward <b>Professional Growth Plan (S)</b> objectives</li> <li>Collects evidence/data of accomplishments to date</li> </ul> <p><b>As a result of the conference</b></p> <ul style="list-style-type: none"> <li>Receives three copies of the <b>Progress Report on Objectives (S2)</b></li> <li>Returns two signed copies of this report to the evaluator</li> </ul>

## Support Phase Narrative

The focus of the **Support Phase** of the teacher evaluation process is to support the teacher as researcher. The teacher will work on the objectives which serve as the basis of his/her **Professional Growth Plan** and will monitor progress toward those objectives. A major component of the **Professional Growth Plan** is the evaluation criteria which describes the data/evidence that will indicate successful completion of the objectives. The **Support Phase** is initiated through a conference that occurs by September 15.

The conference between the evaluator and the teacher is held to discuss the **Professional Growth Plan (S)**. Priority consideration should be given to developing objectives to strengthen teaching with respect to the **Practices That Promote Successful Student Learning**. Objectives may also be related to school improvement and professional growth needs. The **Professional Growth Plan** may include up to four different objectives. **Action Research** (see pages 47-50) is a useful tool that could be considered in the development of **Professional Growth Plans**.

There are four components to the **Professional Growth Plan**:

1. Objective – the area to be strengthened
2. Rationale – why this area needs attention
3. Plan of Action – the steps that will be followed, time lines, resources needed
4. Criteria for Evaluation – means by which achievement of the objective will be evaluated

A **Professional Growth Plan** form should be completed for each objective. As the **Professional Growth Plan** is developed, the following should be considered:

1. How is the plan related to the **Practices That Promote Successful Student Learning**?
2. Is the plan based on a specific objective with outcomes that can be observed or measured?
3. Does the objective lead to strengthened professional performance and improved student learning?
4. Does the plan contain a time line for accomplishing the objective?
5. Does the plan conflict with any system, building and/or departmental objectives?
6. Is the plan realistic and challenging?
7. Is the plan consistent with available and anticipated resources?
8. Does the plan include the means and criteria by which the objective will be evaluated?

The teacher and evaluator will discuss the responses to the eight questions being careful that the 4 components are aligned. Both the evaluator and the teacher will work in a collegial partnership to review objectives and decide how the teacher's progress will be supported and monitored. Following the fall conference, the teacher revises the plan, keeps a copy, and submits two signed copies to the evaluator by November. The evaluator keeps one copy and sends the second copy to the central office evaluation file.

- ***Progress Check(s) (by January)***

During December-January, the teacher and the evaluator will confer to assess the teacher's progress toward his/her objectives. Prior to the **Progress Check(s)**, the teacher should reflect on the progress



made and collect data/evidence to support the accomplishments to date. The conference will focus on a discussion of the following questions:

- What has the teacher accomplished to date?
- Is this progress appropriate? Why or why not?
- Is there any need to modify or adjust the objective or any other aspect of the teacher's **Professional Growth Plan**?

At the end of each conference, the evaluator will complete a **Progress Check (PC)**, which will be in a narrative format highlighting thoughts shared during the conference while discussing the above questions. Two copies of this report will be prepared. The teacher will keep one copy and return the other signed copy to the evaluator to be included in the evaluator's file at the building level.

The signature indicates the teacher has seen and discussed the **Progress Check**. If a teacher has any concerns about the content of the **Progress Check**, he/she should meet with the evaluator and resolve these concerns.

- ***Classroom Observations and Visits (as needed)***

Announced and/or unannounced classroom observations or visits are completed as needed in order to provide support during the **Support Phase**. These may be completed at the request of the teacher or at the discretion of the evaluator. If a classroom observation is conducted, a conference will be held to discuss the teacher's performance. After this conference, a **Classroom Observation Feedback Form (A3)** will be completed and shared with the teacher.

- ***Spring Conference (by April 15)***

A spring conference between the teacher and the evaluator will be held to review the teacher's progress toward his/her objectives. Prior to the spring conference, the teacher should reflect on the progress made and collect data/evidence to support the accomplishments to date. Discussion during this conference should focus on the following:

- Evaluation criteria as specified in the **Professional Growth Plan**
- Evidence/data presented by the teacher
- Progress made toward the objectives

Based on the discussion during the conference, the evaluator determines and documents whether the objective(s) have been met or surpassed, partially attained, or not attained. The teacher and evaluator should refer to the evaluation criteria as specified in the **Professional Growth Plan**. At the conclusion of this conference, the evaluator will complete a **Progress Report on Objectives (S2)**, which will be used to determine whether the teacher will move into the final phase of the evaluation cycle. The dates of the **Progress Checks** completed during the year will be indicated on the form.

If the teacher has partially attained, met or surpassed the objectives, he/she moves to the **Continued Professional Growth Phase**. It is anticipated that most teachers will demonstrate appropriate progress toward achieving their objectives during the **Support Phase** of the evaluation cycle and will move into the final phase of the cycle.

Teachers who have partially attained or not attained their objective(s) may need to remain in the **Support Phase**. The need for such support should not be viewed negatively.

Three copies of the **Progress Report on Objectives (S2)** will be prepared by the evaluator. The teacher will keep one copy and return two signed copies to the evaluator. One of the two-signed copies will be placed in the evaluator's file at the building level and the other will be placed in the central office file.

A teacher in the **Support Phase** may be placed in the **Appraisal Phase** if, through formal observations, there is reason to believe that the staff member's performance needs to be strengthened substantially with respect to the **Practices That Promote Successful Student Learning**. In this situation, the teacher would be informed of this decision during the spring appraisal conference.

#### Support Phase Time Line

By September 15.....	Conduct fall conference
By November 1.....	Teacher submits final <b>Professional Growth Plan</b>
In January.....	Conduct Progress Check(s) and conference
By April 15.....	Spring conference and Progress Report on Objectives

## Professional Growth Plan

Teacher's Name \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

As you create your Professional Growth Plan, please consider the *Questions to be used with the Development of Professional Growth Plans* in addition to the following four questions:

1) What will students know and be able to do?; 2) How will students learn it?; 3) How do we know students learned it?; and 4) What happens if students do not learn it or already know it?

I. Objective: What area do you want to strengthen?

II. Rationale: Why do you want to strengthen this area?

III. What is your plan of action?

*Continued on next page*

### Professional Growth Plan (continued)

VI. What are the criteria for evaluation?

\_\_\_\_\_  
*Evaluator's Signature*

\_\_\_\_\_  
*Position*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Teacher's Signature*

\_\_\_\_\_  
*Date*

*Questions to be used  
with Development of Professional Growth Plans*

1. How is the plan related to the **Practices That Promote Successful Student Learning**?
2. Is the plan based on a specific objective with outcomes that can be observed or measured?
3. Does the objective lead to strengthened professional performance and improved student learning?
4. Does the plan include a time line for accomplishing the objective?
5. Does the plan conflict with any system, building, and/or departmental objectives?
6. Is the plan realistic and challenging?
7. Is the plan consistent with available and anticipated resources?
8. Does the plan include the means and criteria by which the objective will be evaluated?

## Progress Check

\_\_\_\_\_

*Date*

\_\_\_\_\_

*School*

\_\_\_\_\_

*Teacher's Name*

Discussions will be guided by these questions:

<b>Support Phase</b>	<b>Professional Growth Phase</b>
*What has the teacher accomplished to date?	*What are the results of my accomplishments?
*Is this progress appropriate? Why or Why not?	*What data exists to evaluate the accomplishments?
*Is there any need to modify or adjust the objective or any other aspect of the teacher's <b>Professional Growth Plan</b> ?	*What are the new learnings that have been acquired? What ideas, strategies, activities, or resources held the most meaning and why?

**Notes:**

\_\_\_\_\_

*Teacher's Signature*

\_\_\_\_\_

*Date*

\_\_\_\_\_

*Evaluator's Signature*

### Progress Report on Objectives

Teacher's Name \_\_\_\_\_ Position \_\_\_\_\_

Objective:

This objective has been

Met or surpassed       Partially attained       Not attained

Comments:

Progress check(s) was/were held on: \_\_\_\_\_

Recommendation:

Professional Growth Phase       Remaining on Support Phase       Appraisal Phase

*Provide a rationale if remaining on Support Phase or Appraisal Phase is checked*

\_\_\_\_\_  
Evaluators Signature                      Position                      Date

\_\_\_\_\_  
Teacher's Signature                      Date

## Professional Responsibilities

**Practices That Promote Successful Student Learning:** (Planning, Instruction, Assessment, Learning Environment, Professional Responsibilities)

**Teacher's Name** \_\_\_\_\_

List the professional growth, college classes and conferences you have attended during this school year.

List in-service(s) you have presented this school year.

List building responsibilities that you have had this school year.



## **Action Research: A Tool for Improvement**

Action Research can be incorporated into a **Professional Growth Plan**.

**Question:** *What is Action Research?*

**Answer:** “*Action Research* is the empowering of educators to do their own research where it has the greatest chance of validity and promoting change in their own schools.” (Middle School Teacher/Peter Holly). *Action Research* is characterized by collecting data which can improve teaching and learning in school. There are three main purposes for using *Action Research* as part of a **Professional Growth Plan**:

- understanding and providing a focus for the **Professional Growth Plan**
- monitoring and collecting data
- evaluating the **Professional Growth Plan** and its impact on student learning in the classroom

**Question:** *What are the steps in Action Research?*

**Answer:** The steps are:

1. Formulate a **question** to research based upon your professional growth plan.
2. List changes you hope to see as an end result of your growth plan. (**outcomes**)
3. Brainstorm ways to **gather data that reflect your end results**. Documentation could be materials, students’ work and portfolios, journal, video/photographs, or reports.
4. Decide on **strategies to implement your plan**.
5. Determine **resources for implementing your plan**. These resources could include people, staff development opportunities, and reading materials.
6. **Implement your plan**.
7. **Gather and evaluate data**.
8. **Draw instructional conclusions and make decisions** from the data.

**Question:** *How does Action Research correlate with the Professional Growth Plan?*

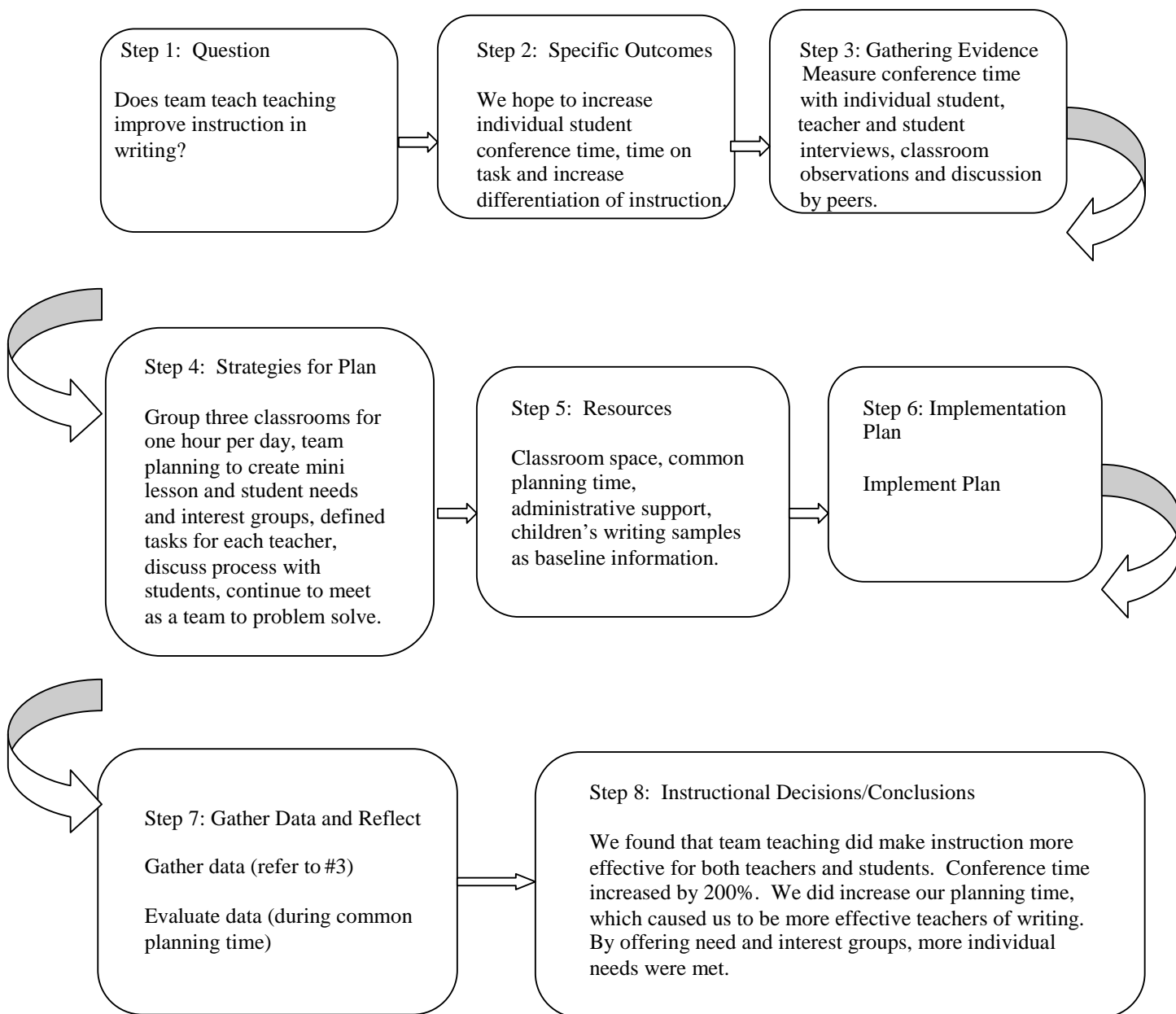
**Answer:**

Action Research	Professional Growth Plan
*Questions and Outcomes	*Objectives and Rationale
*Gathering data that reflect your end result	*Criteria for Evaluation
*Strategies to implement your plan, Resources; Implement your plan	*Plan of Action
*Gather and evaluate data Draw conclusions	*Criteria for Evaluation

Action Research	Professional Growth Plan
*Questions and Outcomes	*Objectives and Rationale
*Gathering data that reflect your end result	*Criteria for Evaluation
*Strategies to implement your plan, Resources; Implement your plan	*Plan of Action
*Gather and evaluate data Draw conclusions	*Criteria for Evaluation

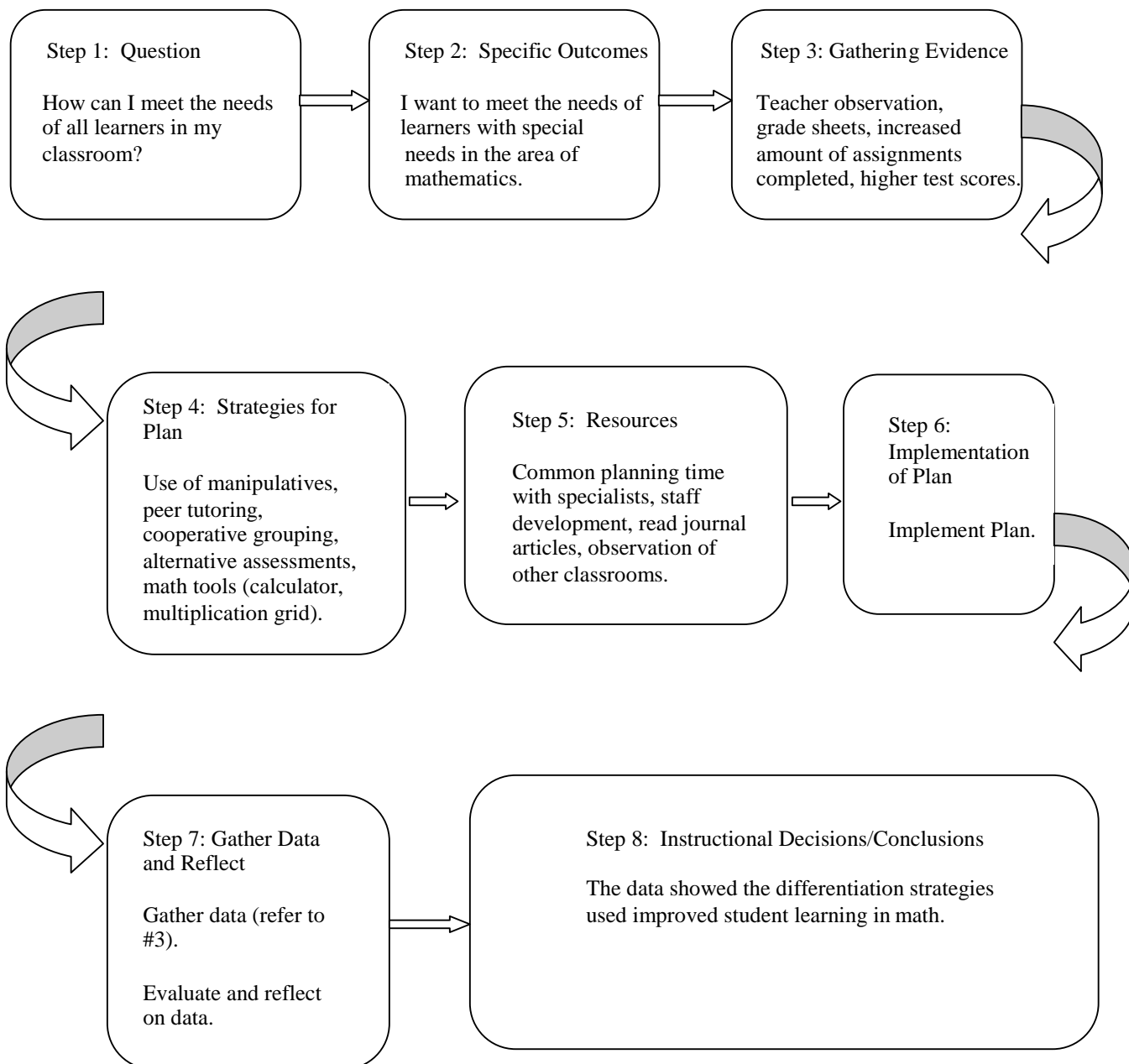
**Question:** *What are some examples?*

**Plan 1**



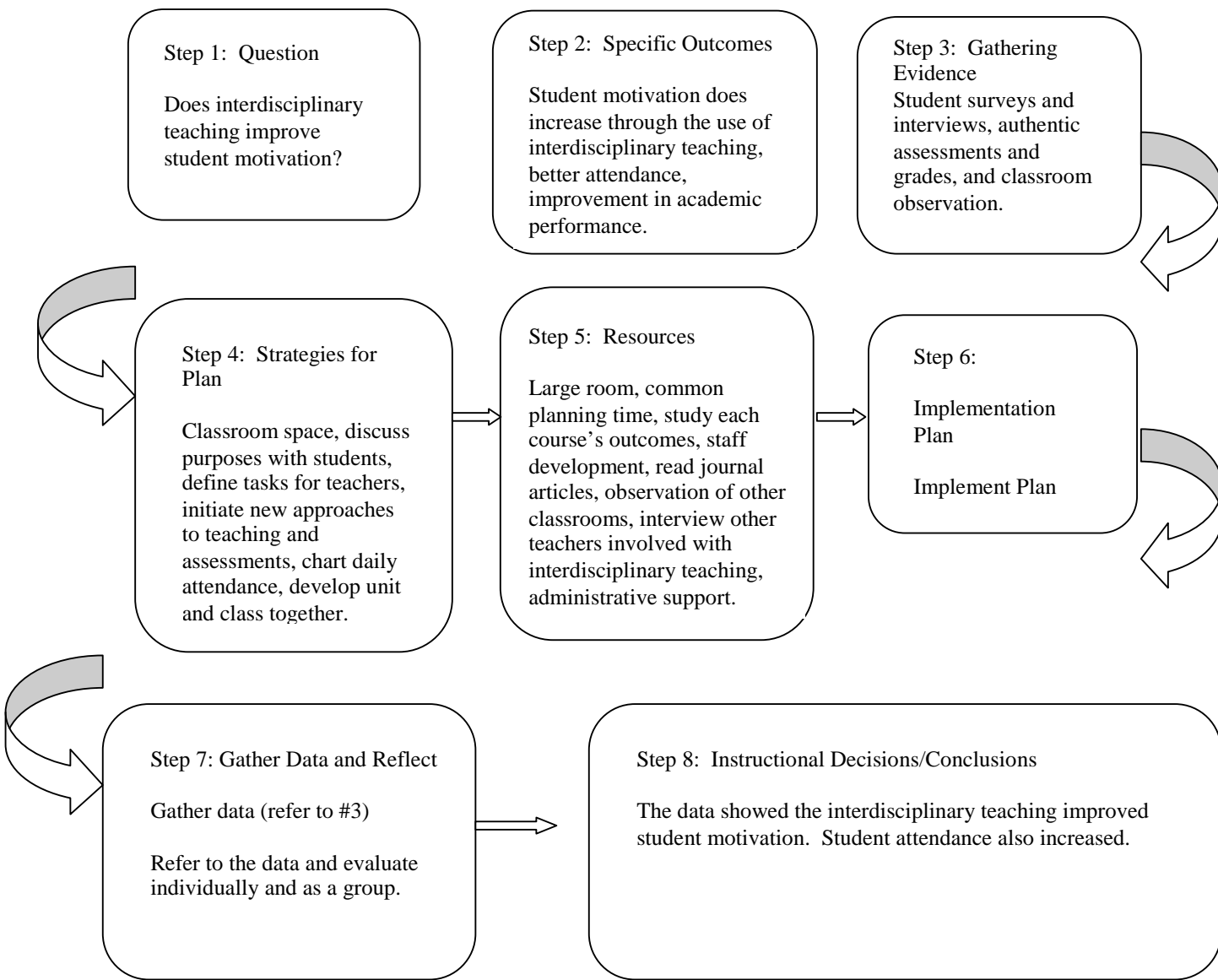
**Question:** *What are some examples?*

**Plan 2**



**Question:** *What are some examples?*

**Plan 3**



## CONTINUED PROFESSIONAL GROWTH PHASE OVERVIEW

Evaluator	Teacher and Evaluator	Teacher
<p><b>To prepare for the fall conference</b></p> <ul style="list-style-type: none"> <li>Reviews the <b>Professional Growth Plan (S)</b> and the <b>Progress Checks (PC)</b> from the previous year</li> </ul> <p><b>As a result of the conference</b></p> <ul style="list-style-type: none"> <li>Supports the teacher in implementing the <b>Professional Growth Plan (S)</b></li> </ul>	<p style="text-align: center;"><b>Fall Conference</b> (by Sept 15)</p> <ul style="list-style-type: none"> <li>Discuss the <b>Professional Growth Plan (S)</b> and determines what needs to be done to achieve the objectives.</li> <li>Agree upon the data/evidence that will be used to verify completion of the <b>Professional Growth Plan (S)</b></li> <li>Discuss how the teacher can use self assessment and reflection to enhance growth as an educator</li> </ul>	<p><b>To prepare for the fall conference</b></p> <ul style="list-style-type: none"> <li>Reviews the <b>Professional Growth Plan (S)</b> and <b>Progress Checks (PC)</b> from the previous year</li> </ul> <p><b>As a result of the conference</b></p> <ul style="list-style-type: none"> <li>Continues implementation of the <b>Professional Growth Plan (S)</b></li> <li>Reflects on experience and performance (may use <b>Teacher Self-Assessment Guide</b>)</li> </ul>
<p><b>To prepare for a Progress Check</b></p> <ul style="list-style-type: none"> <li>Reviews the <b>Professional Growth Plan (S)</b></li> </ul> <p><b>As a result of the Progress Check</b></p> <ul style="list-style-type: none"> <li>Completes a <b>Progress Check form (PC)</b></li> <li>Gives two copies of <b>Progress Check form (PC)</b> to the teacher for signature</li> <li>Places one signed copy in the evaluator's file</li> <li>Supports the teacher in implementing the <b>Professional Growth Plan (S)</b></li> </ul>	<p style="text-align: center;"><b>Progress Check(s)</b> (in January)</p> <ul style="list-style-type: none"> <li>Review evidence/data presented by the teacher</li> <li>Discuss progress made toward objectives</li> </ul>	<p><b>To prepare for a Progress Check</b></p> <ul style="list-style-type: none"> <li>Reflects on progress toward <b>Professional Growth Plan (S)</b> objectives</li> <li>Collects evidence/data of accomplishments to date</li> </ul> <p><b>As a result of a Progress Check</b></p> <ul style="list-style-type: none"> <li>Receives two copies of the <b>Progress Check (PC)</b></li> <li>Returns a signed copy of this form to the evaluator</li> <li>Proceeds with implementation of the <b>Professional Growth Plan (S)</b></li> </ul>
<p><b>To prepare for the Spring Conference</b></p> <ul style="list-style-type: none"> <li>Reviews the <b>Professional Growth Plan (S)</b> submitted by the teacher</li> </ul> <p><b>As a result of the conference</b></p> <ul style="list-style-type: none"> <li>Receives three signed copies of the <b>Final Professional Growth Report (G2)</b> from the teacher</li> <li>Places one signed copy in the evaluator's file, one copy at the central office, and returns one to the teacher</li> </ul>	<p style="text-align: center;"><b>Spring Appraisal Conference</b> (by April 15)</p> <ul style="list-style-type: none"> <li>Refer to the Evaluation Criteria in the <b>Professional Growth Plan (S)</b></li> <li>Examine the evidence/data presented by the teacher</li> <li>Discuss progress made toward objectives</li> <li>Determine directions for future professional development in the <b>Appraisal</b></li> </ul>	<p><b>To prepare for the Spring Conference</b></p> <ul style="list-style-type: none"> <li>Reviews the <b>Professional Growth Plan (S)</b></li> <li>Reflects on progress toward <b>Professional Growth Plan (S)</b> objectives</li> <li>Collects evidence/data of accomplishments to date</li> <li>Reflects on experience and performance (may use <b>Teacher Self-Assessment Guide</b>)</li> </ul> <p><b>As a result of the conference</b></p> <ul style="list-style-type: none"> <li>Completes the <b>Final Professional Growth Report (G2)</b></li> <li>Submits three signed copies of this report to the evaluator</li> </ul>

## Continued Professional Growth Phase Narrative

The focus of the **Continued Professional Growth Phase** of the teacher evaluation process is to support the teacher with the opportunity to pursue what needs to be done to achieve the objectives that serve as the basis of his/her **Professional Growth Plan** and become a more reflective practitioner. The **Continued Professional Growth Phase** is initiated through a fall conference.

- ***Fall Conference (by September 15)***

A conference between the evaluator and the teacher is held early in the fall to review what the teacher needs to do to achieve his/her objectives, to discuss what strategies the teacher might use to conduct a self-assessment, and to reflect upon his/her performance at a variety of levels. The evaluator and the teacher should agree on the data that is to be used to verify the completion of the **Professional Growth Plan (S)**.

- ***Reflection***

Several levels exist at which the teacher can reflect on his/her daily experiences, his/her performance in light of the **Practices That Promote Successful Student Learning** and of his/her career goals. The **Teacher Self-Appraisal Guide** can be used for this purpose. Teachers and evaluators are encouraged to share perceptions derived from this reflective activity in the spring conference.

- ***Progress Check(s) (by January)***

During the months of December-January, the teacher and the evaluator will confer to assess the teacher's progress toward his/her objectives, as well as discussing the understanding gained during reflection of the teacher. This time will focus on a discussion not limited to the following questions:

- What are the results of my accomplishments?
- What data exists to evaluate the accomplishments?
- What are the new learnings that have been acquired? What ideas, strategies, activities, or resources held the most meaning and why?

At the end of the conference(s), the evaluator will complete a **Progress Check (PC)**, which will be in a narrative format highlighting thoughts shared during the conferences while discussing the above questions. Two copies of this report will be prepared. The teacher will keep one copy and return the other signed copy to the evaluator to be included in the evaluator's file at the building level. The signature indicates the teacher has seen and discussed the **Progress Check**. If a teacher has any concerns about the content of the **Progress Check**, he/she should meet with the evaluator to discuss and resolve these concerns.

- ***Classroom Observations and Visits (as needed)***

Announced and/or unannounced classroom observations or visits are completed as needed during the **Continued Professional Growth Phase**. These may be completed at the request of the teacher or at the discretion of the evaluator. If a classroom observation is conducted, a conference will be held to discuss the teacher’s performance. After this conference, a **Classroom Observation Feedback Form (A3)** will be completed and shared with the teacher.

- ***Spring Conference (by April 15)***

A spring conference between the teacher and the evaluator will be held by to review the extent to which the teacher’s objectives have been achieved and to collaboratively decide on those **Practices That Promote Successful Student Learning**, which will provide the focus for his/her future professional development in the upcoming **Appraisal Phase**. The teacher should prepare at this time to write the **Final Professional Growth Report (G2)** by using the following focus questions:

- What are the results of my accomplishments?
- What data exists to evaluate the accomplishments?
- What are the new learnings that have been acquired? What ideas, strategies, activities, or resources held the most meaning for me?
- What are the directions for future professional development in preparation for the **Appraisal Phase**?

Teachers are encouraged to use information derived from the **Teacher Self-Appraisal Guide** as they set direction for the **Appraisal Phase**.

- ***Final Professional Growth Report***

The teacher is responsible for the completion of **Final Professional Growth Report (G2)** and will submit three copies to his/her evaluator. A copy of this report will be placed in the teacher’s personnel file at the central office, one copy will be kept by the evaluator, and the teacher will keep one copy.

The Time Line for the Continued Professional Growth Phase	
By September 15.....	Conduct fall conference
In January.....	Conduct Progress Check(s) and conference
By April 15.....	Conduct spring conference

## Progress Check

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*School*

\_\_\_\_\_  
*Teacher's Name*

Discussions will be guided by these questions:

<b>Support Phase</b>	<b>Professional Growth Phase</b>
*What has the teacher accomplished to date?	*What are the results of my accomplishments?
*Is this progress appropriate? Why or Why not?	*What data exists to evaluate the accomplishments?
*Is there any need to modify or adjust the objective or any other aspect of the teacher's <b>Professional Growth Plan</b> ?	*What are the new learnings that have been acquired? What ideas, strategies, activities, or resources held the most meaning and why?

**Notes:**

\_\_\_\_\_  
*Teacher's Signature*

\_\_\_\_\_  
*Evaluator's Signature*

\_\_\_\_\_  
*Date of Check*



## Teacher Final Professional Growth Report

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_

Position/Subject \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

### I. Summary of Professional Growth Plan

**Objective:**

Summarize what you have done to work on this objective. Describe how the students benefited from this objective.

This objective has been

Met or surpassed       Partially attained       Not attained

**Objective:**

Summarize what you have done to work on this objective. Describe what you have learned. Describe how the students have benefited from this objective.

This objective has been

Met or surpassed       Partially attained       Not attained

*Continued on next page*

## Teacher Final Professional Growth Report (continued)

- II. Review the **Practices That Promote Successful Student Learning** by taking the **Teacher Self-Assessment**. Indicate the **Practices That Promote Successful Student Learning**, which will provide the focus for the **Appraisal Phase**, including the rationale for why these particular **Practices** are critical:

Supervisor Comments:

This teacher will move to the **Appraisal Phase** the following year.

\_\_\_\_\_  
*Evaluator's Signature*

\_\_\_\_\_  
*Position*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Teacher's Signature*

\_\_\_\_\_  
*Date*

*I concur with the analysis and recommendation.*

*I do not concur and I have a right to respond in writing.*

## Professional Responsibilities

**Practices That Promote Successful Student Learning:** (Planning, Instruction, Assessment, Learning Environment, Professional Responsibilities)

**Teacher's Name** \_\_\_\_\_

List the professional growth, college classes and conferences you have attended during this school year.

List in-service(s) you have presented this school year.

List building responsibilities that you have had this school year.

## Summary of Forms Used in the Teacher Evaluation and Professional Growth Cycle

*Appraisal Phase*

*Support Phase*

*Continued Professional  
Growth Phase*

### Forms used and included in the principal's building file

Fall Conference Form (A1)	Professional Growth Plan (S)	Professional Growth Plan (S)
Pre-Conference Form (A2)	Progress Check (PC)	Progress Check (PC)
Classroom Observation Feedback Form (A3)	Summative Report (S2)	Summative Report (G2)
Summative Report (A4)		

### Forms used and placed in the teacher's file in central office

Summative Report (A4)	Professional Growth Plan (S)	Professional Growth Plan (S)
	Progress Check (PC)	Progress Check (PC)
	Summative Report (S2)	Summative Report (G2)

### Forms used in Intensive Assistance and filed at the building and central office

**Recommendation for  
Intensive Assistance (1A1)**

**Plan for Improvement (1A2)**

**Feedback Intensive Assistance (1A3)**

## Summary of Timelines

<u>Deadline</u>	<u>Category</u>	<u>Task</u>
By September 15	Support Phase	Fall conference
By November 15	Continued Professional Growth	Fall conference
By October 1	Appraisal Phase Staff	Fall focus conference (A1)
By October 1	Probationary Staff	Fall focus conference (A1)
By October 30	1 <sup>st</sup> Year Probationary	1 <sup>st</sup> classroom observation and conference (A2, A3)
By November 1	Support Phase	Teacher develops a <b>Professional Growth Plan (S)</b> to use next 2 years
By January	Support Phase	<b>Progress Check(s)</b> and conference (PC)
By January	Continued Professional Growth	<b>Progress Check(s)</b> and conference (PC)
By December 23	Appraisal Phase Staff	1 <sup>st</sup> classroom observation and conference (A2, A3)
By December 23	1 <sup>st</sup> year Probationary	2 <sup>nd</sup> classroom observation and conference (A2, A3)
By December 23	Subsequent Year Probationary	1 <sup>st</sup> classroom observation and conference (A2, A3)
By February 15	Subsequent Year Probationary	2 <sup>nd</sup> classroom observation and conference (A2, A3)
By February 15	1 <sup>st</sup> Year Probationary	3 <sup>rd</sup> classroom observation and conference (A2, A3)
By March 15	Appraisal Phase Staff	2 <sup>nd</sup> classroom observation and conference (A2, A3)
By April 15	Continued Professional Growth	Conduct spring conference (PC, G2)
By April 15	1 <sup>st</sup> Year Probationary	Spring Appraisal conference and <b>Summative Appraisal Report (A4)</b>
By April 15	Subsequent Year Probationary	Spring Appraisal conference and <b>Summative Appraisal Report (A4)</b>
By April 15	Support Phase	Spring conference and <b>Progress Report on Objectives (S2)</b>
By May 1	Appraisal Phase Staff	Spring conference (A4)
By May 15	All evaluations completed	Principal sends copies of all evaluations to Human Resources

**The**

**Intensive Assistance Program**

**For**

**Millard Public Schools**

**5606 South 147<sup>th</sup> Street  
Omaha, Nebraska  
68137**

## Intensive Assistance Overview

A major focus of the Millard Public School's teacher evaluation process is to ensure that only effective teaching practices continue in the classroom. The **Practices That Promote Successful Student Learning** have been developed to define these effective teaching practices. If it is determined that a teacher in the Millard Public Schools is not meeting these standards, the **Intensive Assistance Program** will be used to assist the teacher in improving teaching practices to ensure that the standards are met. It is the teacher's responsibility to show improvement.

Concerns about teacher performance will be investigated and a determination made regarding the need for **Intensive Assistance**. Examples of such concerns include, but are not limited to the following:

- Coaching in prior phases of teacher evaluation that has not resolved the problem
- A pattern over time of insufficient student learning
- A classroom environment that is detrimental to student learning
- A classroom that is unsafe for student

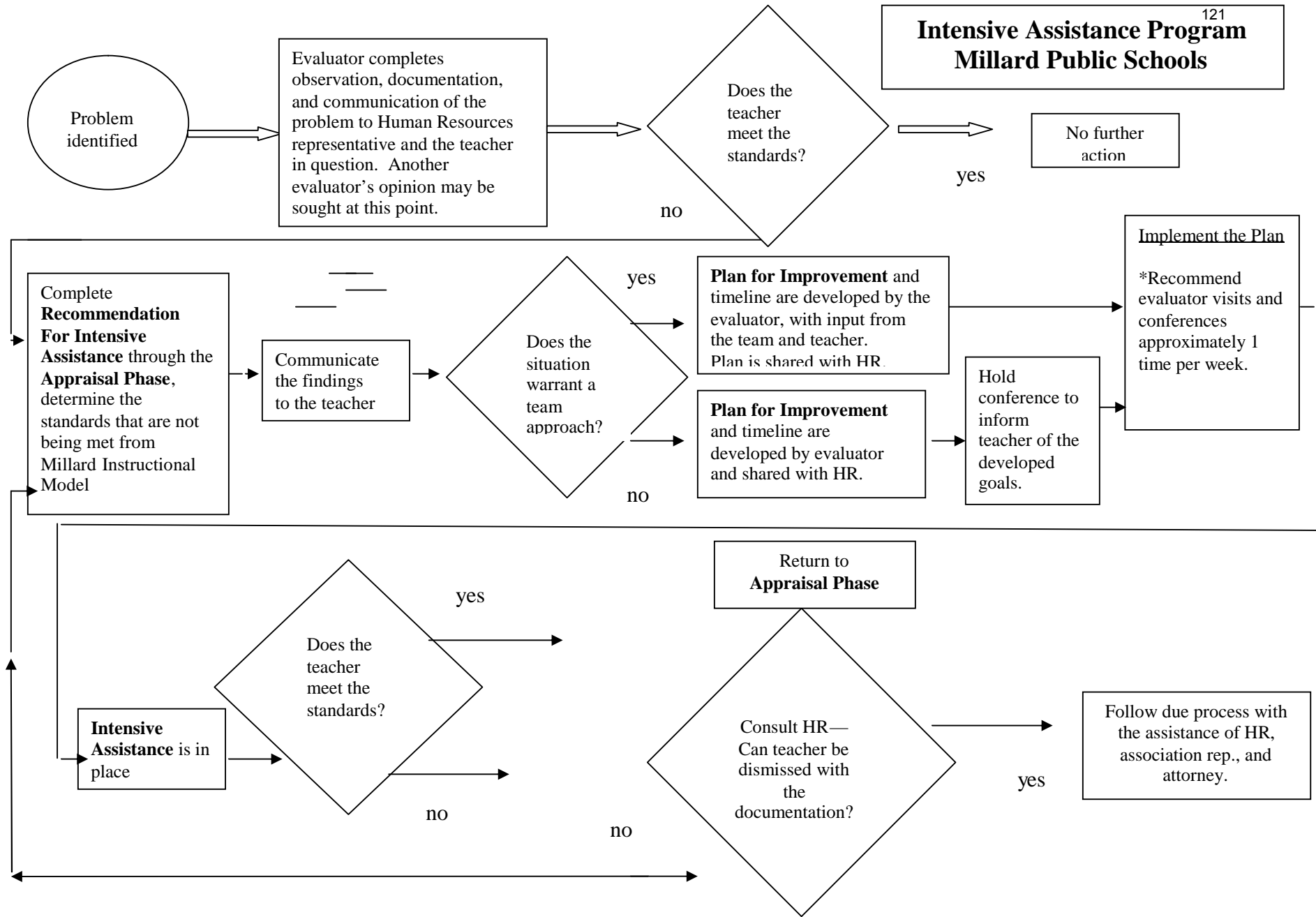
**Intensive Assistance** is part of the **Appraisal Phase** of the evaluation process. If **Intensive Assistance** is indicated, teachers currently in the **Appraisal Phase** can be placed directly in **Intensive Assistance**. Teachers currently in the **Support or Professional Growth Phase** will be moved to the **Appraisal Phase** at the time **Intensive Assistance** is initiated.

While in **Intensive Assistance** the teacher will be informed of the concerns with performance and be an active participant in the development and implementation of the **Plan for Improvement**. **Intensive Assistance** will consist of a **Plan for Improvement** that is developed by the evaluator and may include the teacher with optional participation by a team. The **Plan for Improvement** will include the objective(s) to be accomplished, action steps for achieving the objectives, a description of the assistance that will be provided, a time line for implementation, the type and frequency of feedback, and the evaluation criteria and date of evaluation.

When the date for evaluation of the **Plan for Improvement** is reached, a determination is made by the evaluator regarding the successful accomplishment of the objectives. The **Intensive Assistance Program** is intended to assist teachers who are not meeting performance standards with respect to the **Practices That Promote Successful Student Learning**. Teachers who continue to perform unsatisfactorily according to the performance standards in the **Practices That Promote Successful Student Learning** after **Intensive Assistance** has been employed may be subject to dismissal or non-renewal of contract. Failure to institute an **Intensive Assistance Plan** shall not prevent the district from terminating, canceling, or non-renewing a teacher's contract. There also may be other grounds for non-renewal of contract or dismissal that are made independently of the teacher evaluation process.

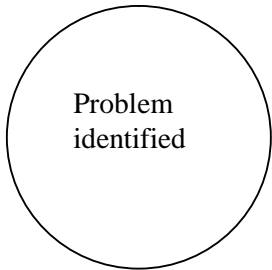
**PLEASE NOTE: SAMPLE Intensive Assistance Plans can be found on the Staff Development INTRANET page.**

# Intensive Assistance Program Millard Public Schools





**Intensive Assistance Narrative**



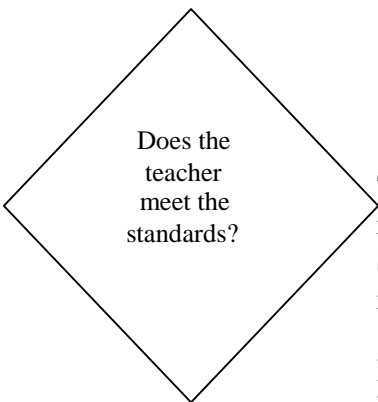
The **Intensive Assistance Program** will be initiated when it has been determined that a teacher is not performing satisfactorily with respect to the **Practices That Promote Successful Student Learning** that serve as a basis for the teacher evaluation process. A problem can be identified in a variety of ways, including but not limited to: concerns expressed by students, parents, or peers, student assessment data, formal or informal observations, etc. Examples include:

- coaching in prior phases of teacher evaluation that has not resolved the problem
- a pattern over time of insufficient student learning
- a classroom environment that is detrimental to student learning
- a classroom that is unsafe for students

Evaluator completes observation, documentation, and communication of the problem to Human Resources representative and the teacher in question. Another evaluator's opinion may be sought at this point.

The evaluator completes an investigation of any concerns expressed by others including students, parents, or peers. The evaluator completes observations and collects data to document concerns with performance that relate to the **Practices That Promote Successful Student Learning**. The evaluator should consult with other evaluators and other support personnel such as department heads, curriculum specialists, pupil services personnel, special education personnel as appropriate to determine the significance of the concerns.

Concerns with performance must be verbally shared and discussed with the teacher.



The evaluator must confer with Human Resources about the concerns with teacher performance in meeting the **Practices That Promote Successful Student Learning**.

The evaluator considers the evidence collected and makes a determination regarding whether the teacher satisfactorily meets the **Practices That Promote Successful Student Learning**. Communication with Human Resources regarding the determination should be made by the evaluator.

No further action

If the determination is made that the teacher is satisfactorily meeting the **Practices That Promote Successful Student Learning**, there will be no further action. The teacher will continue to be evaluated in his/her current phase of the evaluation process.

Complete **Recommendation for Intensive Assistance** through the **Appraisal Phase**, determine the standards that are not being met from Millard Instructional Model.

If the determination is made that the teacher is not satisfactorily meeting the **Practices That Promote Successful Student Learning**, a **Recommendation for Intensive Assistance** will be made through the **Appraisal Phase**.

**Appraisal Phase**

If the teacher is currently in the **Appraisal Phase**, the recommendation for **Intensive Assistance (1A1)** should be completed. Indicators that are not being met must be specified and documentation provided.

**Support Phase or Professional Growth Phase**

If the teacher is currently in the **Support Phase** or the **Professional Growth Phase**, the teacher must be moved to the **Appraisal Phase** to focus directly on the **Practices That Promote Successful Student Learning**. The **Recommendation for Intensive Assistance (1A1)** should be completed. Practices that are not being met must be specified and documentation provided. Direct classroom observations and documentation provided. Direct classroom observations and conferences (**Appraisal Phase**) should be reinitiated and should focus on the concerns with the specified indicators. **Classroom Feedback Observation Form (A3)** must be completed for each observation.

The evaluator shares the **Recommendation for Intensive Assistance (1A1)** with the teacher. A conference is held to discuss the recommendation, and the teacher receives and signs the **Recommendation for Intensive Assistance**. The teacher can request MEA representation at this conference. The evaluator can request a representative from Human Resources at this conference. As a courtesy, the evaluator and teacher should be informed if representatives from MEA or Human Resources will be at the conference.

Communicate the findings to the teacher.

Does the situation warrant a team approach?

At the initial **Intensive Assistance** conference, the involvement of a team to assist in developing and implementing a plan for improvement will be determined. Both the teacher and evaluator must reach consensus about the involvement and make up of a team. Team membership should include educators with expertise in the areas needing improvement. If teams are utilized, expectations for team members including confidentiality will be emphasized. Evaluators are encouraged to use teams if the teacher desires that approach. Teachers are encouraged to accept a team approach if evaluators feel it would be of assistance to the teacher.

**Plan for Improvement** and timeline are developed by the evaluator with input from the team and teacher. Plan is shared with HR.

A written **Plan for Improvement (1A2)** must be developed by the evaluator with input from the teacher and team (if one is utilized). The plan must include the objective(s) to be accomplished, action steps for achieving the objectives, a description of the assistance that will be provided (what, who, when), a time for implementation, the type and frequency of feedback that will be provided the teacher, and the evaluation criteria and date. This plan must be shared with Human Resources.

**Plan for Improvement** and timeline are developed by evaluator and shared with HR.

Hold conference to inform teacher of the developed goals

A conference will be held to review the completed **Plan for Improvement (1A2)**. Both teacher and evaluator will sign and date the **Plan for Improvement**.

Implement the Plan  
\*Recommended evaluator visits and conferences approximately 1 time per week

The **Plan for Improvement** will be implemented following the time line and recommended action steps making sure that the specified assistance is provided. Regular feedback to the teacher is expected. Observations, visits, conferences, or other contact to the evaluator and teacher should occur approximately one time per week or as specified in the plan.

**Intensive Assistance** is in place

Adhering to the elements of the **Plan for Improvement** and monitoring those elements constitutes **Intensive Assistance** being in place.

Does the teacher meet the standards?

When the date for evaluation as specified in the **Plan for Improvement** is reached, a determination will be made by the evaluator regarding whether the teacher is meeting the specified **Practices That Promote Successful Student Learning**. Evaluation criteria, as specified in the **Plan for Improvement**, should be a major part of this determination.

Remain in **Appraisal Phase**

If the teacher is meeting the standards, the placement in the **Intensive Assistance** program is completed. The teacher will remain in the **Appraisal Phase** of the evaluation cycle for the current year and the following year. Placement in **Intensive Assistance** will be reinitiated if concerns resurface.

Consult HR – can teacher be dismissed with the documentation?

If the teacher is not meeting the standards and sufficient documentation for dismissal does not exist, the evaluator will reexamine the **Recommendation for Intensive Assistance**, the **Plan for Improvement**, and review the documentation. The **Recommendation for Intensive Assistance** will be rewritten and a new plan developed. Care will be taken to align the concerns with the most appropriate indicators and to develop specificity in the plan and the evaluation criteria.

Follow Due Process with the assistance of HR, association, rep., and attorney.

If sufficient documentation for dismissal exists, due process will be followed with involvement of Human Resources, the MEA and legal representation.

## Recommendation for Intensive Assistance

Teacher's Name \_\_\_\_\_

Date \_\_\_\_\_

1. List the **Practices That Promote Successful Student Learning** not being met from the **Millard Instructional Model**:

2. Documentation:

\_\_\_\_\_  
*Evaluator's Signature*

\_\_\_\_\_  
*Position*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Teacher's Signature*

\_\_\_\_\_  
*Date*

**Plan for Improvement  
Intensive Assistance Program**

\_\_\_\_\_  
Teacher's Name

\_\_\_\_\_  
School

\_\_\_\_\_  
Position

Date\_\_\_\_\_

1. Objective(s) to be accomplished:

2. Action Steps for achieving the objectives:

3. Assistance that will be provided (who, what, when, how):

*Continued on next page*

4. Time line for achieving objectives:

5. Type and frequency of feedback:

6. Evaluation Criteria:

\_\_\_\_\_  
*Evaluator's Signature*

\_\_\_\_\_  
*Position*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Teacher's Signature*

\_\_\_\_\_  
*Date*

I concur with these comments and recommendations.  I do not concur and I have a right to respond in writing

### Feedback Intensive Assistance Program Report of Progress

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_

Position \_\_\_\_\_ Date \_\_\_\_\_

Objective 1:

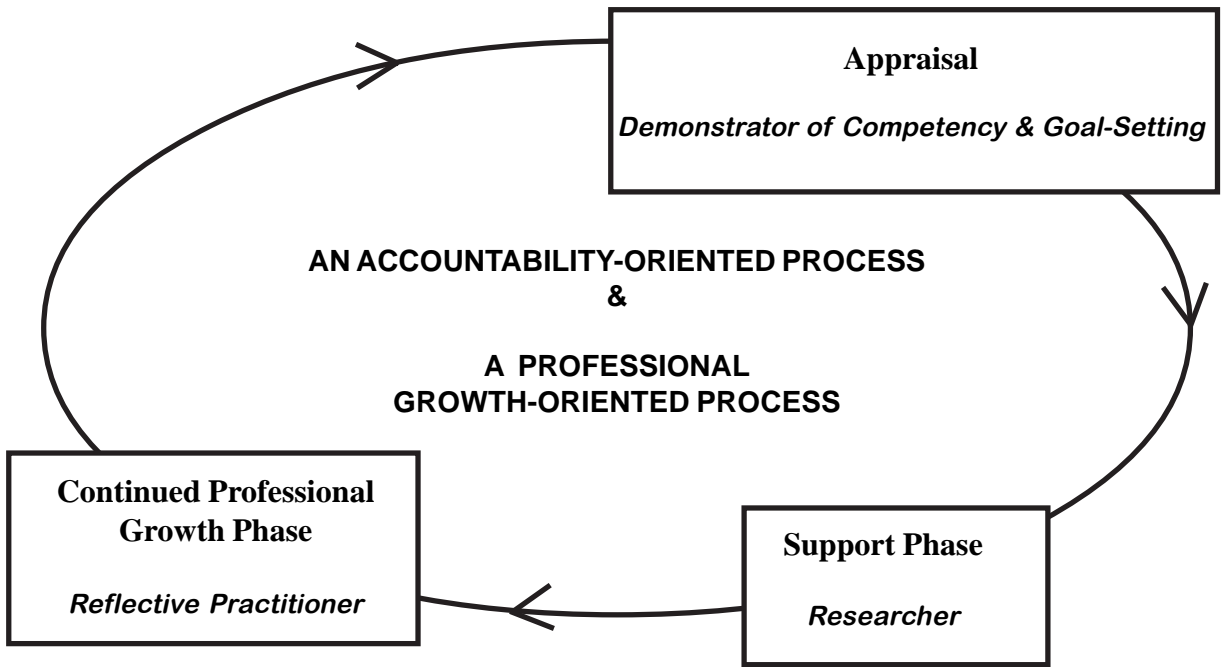
Objective 2:

Objective 3:

# The Teacher Evaluation and Professional Growth Cycle

## Supplemental Forms and Information

Counselors, School Social Workers, ELL Teachers,  
High-Ability Learner Facilitators, Information Specialists,  
Nurses, Psychologists, and Special Education Itinerant Staff





**TEACHER EVALUATION AND PROFESSIONAL GROWTH CYCLE  
SUPPLEMENTAL FORMS AND INFORMATION**

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## OVERVIEW AND INTRODUCTION

### Standard Use of Teacher Evaluation and Professional Growth Cycle

Title I teachers, E.L.I. teachers, READ teachers, special education teachers, and speech/language pathologists are to be evaluated by the building principal using the standard procedures outlined in the District Handbook, **Teacher Evaluation and Professional Growth Cycle**.

### Variations in the Standard Process

- Counselors and School Social Workers will use the **Three Phase Professional Growth Cycle**. In the **Appraisal Phase**, principals will make observations using the **Indicators of Effective Counseling** (Supplemental Forms). All required evaluation forms for counselors are included in this supplemental booklet.
- E.L.L. Teachers will use the **Three Phase Professional Growth Cycle**. In the **Appraisal Phase**, principals will make observations including the **Practices That Promote Successful Student Learning** in conjunction with the **Indicators of Effective ELL Teaching** (Supplemental Forms).
- Information Specialists will use the **Three Phase Professional Growth Cycle**. In the **Appraisal Phase**, principals will make observations including the **Indicators of Effective Information Specialists** (Supplemental Forms).
- Middle School High-Ability Learner Facilitators will use the **Three Phase Professional Growth Cycle**. In the **Appraisal Phase**, principals will make observations including the **Indicators of Effective Middle School High-Ability Learner Facilitator** (Supplemental Forms) in conjunction with the **Practices That Promote Successful Student Learning** when appropriate.
- Nurses will use only the **Appraisal Phase** of the **Professional Growth Cycle**. Principals will make observations using the **Indicators of Effective School Nursing** (Supplemental Forms).
- School Psychologists will use the **Three Phase Professional Growth Cycle**. In the **Appraisal Phase**, principals will make observations using the **Indicators of Effective School Psychology** (Supplemental Forms) and the Director of Pupil Services will complete **Form A4** with principal input. School Psychologists will complete a **Professional Growth Plan** with input from the Director of Pupil Services and principals. The Director of Pupil Services will complete **Forms S1 and S2** in the **Support Phase** as well as **Forms G1 and G2** in the **Continued Professional Growth Phase** with principal input.
- Special Education Itinerant Staff will use the **Three Phase Professional Growth Cycle**. In the **Appraisal Phase**, principals will make observations including the **Indicators of Effective Special Education Itinerant Staff** (Supplemental Forms) in conjunction with the **Practices That Promote Successful Student Learning** when appropriate.

## PROCESS CHART BY TEACHER GROUP

Counselors and School Social Workers - Place on **Three Phase Professional Growth Cycle** using **Indicators of Effective Counseling** (Supplemental Forms)

E.L.L. Teachers - Place on **Three Phase Professional Growth Cycle** using **Practices That Promote Successful Student Learning** and **Indicators of Effective ELL Teaching** (Supplemental Forms) for **Appraisal Phase**

Instructional Facilitators - Place on **Three Phase Professional Growth Cycle** using **Practices That Promote Successful Student Learning** for **Appraisal Phase**

Information Specialists - Place on **Three Phase Professional Growth Cycle** using **Indicators of Effective Information Specialists** (Supplemental Forms) for **Appraisal Phase**

Middle School High-Ability Learner Facilitators - Place on **Three Phase Professional Growth Cycle** using **Indicators of Effective Middle School High-Ability Learner Facilitator** (Supplemental Forms) and **Practices That Promote Successful Student Learning** when appropriate for **Appraisal Phase**

Nurses - Place in **Appraisal Phase** each year using **Indicators of Effective School Nursing** (Supplemental Forms)

READ Teachers and READ Assistants - Place on **Three Phase Professional Growth Cycle** using **Practices That Promote Successful Student Learning** for **Appraisal Phase**

School Psychologists - Place on **Three Phase Professional Growth Cycle** using **Indicators of Effective School Psychology** (Supplemental Forms) for **Appraisal Phase**

Special Education Itinerant Staff - Place on the **Three Phase Professional Growth Cycle** using the **Indicators of Effective Special Education Itinerant Staff** (Supplemental Forms) and **Practices That Promote Successful Student Learning** when appropriate for **Appraisal Phase**

Title I/ELI Teachers - Place on **Three Phase Professional Growth Cycle** using **Practices That Promote Successful Student Learning** for **Appraisal Phase**

## THE INDICATORS OF EFFECTIVE COUNSELING

### In-Depth Explanation

*The following Indicators should be referenced when completing Counselor Staff Evaluation Forms.*

#### I. **COMPETENCY 1: PROFESSIONAL AND PERSONAL QUALITIES**

- A. Demonstrates rapport in working with others
  1. Is respectful and sensitive to the needs of all students
  2. Initiates parent/guardian contacts and maintains good relationships to facilitate problem solving
  3. Works cooperatively with school and district personnel
  
- B. Uses effective communication skills
  1. Speaks and writes clearly and effectively
  2. Maintains and utilizes appropriate records
  3. Shares information as appropriate regarding district and community resources
  4. Demonstrates diplomacy and sensitivity when dealing with others
  
- C. Demonstrates appropriate judgment
  1. Makes insightful and appropriate decisions
  2. Is non-judgmental toward students from all backgrounds
  3. Respects diversity of all people
  4. Refrains from imposing personal values on others
  
- D. Models dependability
  1. Is responsible, reliable, and self-motivated
  2. Participates in school and district activities
  3. Is regularly present and available to meet job expectations
  4. Supports teamwork
  
- E. Demonstrates professionalism
  1. Participates in professional development activities
  2. Observes professional ethics
  3. Complies with district policies and legal practices
  4. Dresses appropriately
  
- F. Shows flexibility
  1. Demonstrates ability to initiate varied counseling strategies to facilitate positive attitude and behavior change
  2. Demonstrates ability to shift priorities based on response needs
  3. Is able to adjust counseling strategies based on cultural diversity

#### II. **COMPETENCY 2: COUNSELING CURRICULUM**

- A. Utilizes the adopted counseling curriculum to plan the school counseling program
  1. Assesses student needs and utilizes data to implement the school counseling program
  2. Coordinates timeline of curriculum delivery with appropriate staff members

- B. Develops instructional material to meet competencies
  1. Utilizes material that is relevant to student population
  2. Determines the congruency of material with goals and objectives of counseling curriculum
  3. Manages equipment, facilities, and budgets effectively

### III. COMPETENCY 3: INDIVIDUAL PLANNING

- A. Consults with others to meet the developmental needs of students
  1. Communicates with parents and teachers to enhance student academic success
  2. Helps teachers recognize and provide for different learning styles
  3. Conducts effective conferences
  4. Provides relevant information to parents and staff
  
- B. Utilizes appropriate small group counseling activities to enhance student learning
  1. Teaches students effective study skills and test taking techniques
  2. Offers counseling information to accommodate different learning styles and needs
  
- C. Accurately interprets test results to students, families, and staff
  1. Familiarizes students, staff, and parents with assessments
  2. Assists individuals with interpretation of test results
  3. Takes steps to ensure that test information remains confidential
  4. Makes effective use of test data
  
- D. Helps students and families transition to next grade level or career level
  1. Provides needed information to students/families
  2. Consults with appropriate professional staff to assist students with transitional needs
  3. Assists students and staff with course selection and registration
  4. Assists with career planning
  5. Assists with scholarship application
  
- E. Employs appropriate counseling strategies to facilitate positive attitude and behavior change
  1. Follows up on MIT recommendations
  2. Helps students explore alternatives and possible consequences
  3. Uses open-ended questions, prompts and reflective listening
  
- F. Demonstrates appropriate group counseling techniques
  1. Organizes and facilitates groups as necessary
  2. Keeps groups on task
  3. Encourages participation of each group member
  4. Utilizes appropriate small group counseling activities to enhance student learning

### IV. COMPETENCY 4: RESPONSE SERVICES

- A. Responds appropriately to requests for information
  1. Acquires and communicates information to parents, staff, and others in a timely manner
  2. Observes the ethics of confidentiality
  3. Matches technology tools to learning activities and environment

- B. Uses counseling activities and techniques appropriate to the topic and to the students' needs and abilities
  1. Encourages students to accept responsibility for own behaviors, choices, and relationships
  2. Exhibits sensitivity, empathy, and acceptance necessary for establishing rapport
  3. Provides theoretically based personal counseling to students
  4. Provides small group counseling as necessary
- C. Consults with parents, educators, and community agencies regarding strategies to help students
  1. Exhibits sensitivity, empathy, and credibility necessary for team problem-solving
  2. Uses discretion in handling confidential information
  3. Demonstrates professional knowledge and judgment
- D. Utilizes district and community resources to meet the needs of students, families, and staff
  1. Serves as a liaison between school, district and community service agencies
  2. Demonstrates knowledge of community resources
  3. Refers students and families to appropriate school, district, and community service agencies
- E. Provides counseling support to students and their families in emergency situations
  1. Assesses crisis situations and responds appropriately
  2. Follows appropriate district procedures in emergency situations and subsequent follow-up
  3. Displays self-assurance

## V. **COMPETENCY 5: SYSTEM SUPPORT**

- A. Collaborates with others toward a common purpose
  1. Works with school administrators to garner support for the counseling program and school-wide goals
  2. Works as a team member with teachers, administrators, and other counseling staff
  3. Actively contributes to district and building initiatives
- B. Effectively monitors and manages counseling related programs
  1. Selects program activities which meet identified student needs and are consistent with building and district goals
  2. Collects evidence to determine if students achieve competencies identified in the Frameworks
- C. Provides professional expertise when collaborating with others
  1. Helps teachers to develop, identify, and use counseling related material
  2. Participates in MIT, MDT, and Parent conferences
  3. Provides relevant information about student needs/concerns
- D. Advocates for students
  1. Facilitates communication among students, teachers, parents, and administrators
  2. Represents needs of individual students to staff
  3. Provides equal opportunities for all students

NOTE: *The Indicators of Effective Counseling reflect the academic, career, and personal/social components of the program that counselors are responsible to deliver. The counselor's self-reflection should help identify counselors' strengths and weaknesses in order to make good decisions about professional development and program improvement. The process enables the school to demonstrate that the comprehensive counseling program serves all students and supports the Millard Education Program and Life Skills.*

## Appraisal Phase Fall Conference For Counselors Plan of Focus

Name \_\_\_\_\_

Date of conference \_\_\_\_\_

I. **Indicators of Effective Counseling** chosen for focus:

II. Observation Plan:

- Areas chosen; include focus from **Indicators of Effective Counseling**
  
- Times, dates, and duration of observations (announced or unannounced?)

III. Other:

### Pre-Conference Information Form for Counselors

DATE \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Subject \_\_\_\_\_ Grade(s) \_\_\_\_\_

Observation Date: \_\_\_\_\_ Time: \_\_\_\_\_ (Entire instructional period.)

I. What are the objectives of this lesson?

OPTIONAL FORMAT

### Formulate Outcome Objective

Learning

TLWD \_\_\_\_\_ /of \_\_\_\_\_

(Bloom's Level of Thinking) (Skill/Concept)

by \_\_\_\_\_ / \_\_\_\_\_

(Bloom's Power Word) (Output that demos/validates the learning)

Student Behavior That Demonstrates Learning

II. What teaching strategies/learning activities do you plan to use?

*Continued on the next page*



### Pre-Conference Information Form (continued)

III. What will students know and be able to do

IV. How will students learn it?

V. How do you know students learned it?

VI. What happens if students do not learn it or already know it?

VII. Are there any unusual circumstances or special considerations that the evaluator should be aware of when observing this lesson?

## THE INDICATORS OF EFFECTIVE COUNSELING FEEDBACK AND SELF-REFLECTION

Staff Member \_\_\_\_\_ Time In \_\_\_\_\_ Time Out \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Activity Observed \_\_\_\_\_ School \_\_\_\_\_

*The following Indicators characterize the role of Counselors and School Social Workers. This form should be used for self-reflection by staff and as a source of evaluator feedback. Please read each statement and mark the appropriate response. This form replaces the teacher's A3 form and should be used with each observation.*

**When assessing the Indicators of Effective Counseling, use the following scale:**

- 1 - Proficient (*The staff member consistently does this well.*)
  - 2 - Progressing (*The staff member usually accomplishes this professional skill well; however, there is a need to continue to improve this area.*)
  - 3 - Needs Improvement (*The staff member needs to improve in this area.*)
- NA - Not Applicable or Not Observed

**I. COMPETENCY 1: PROFESSIONAL AND PERSONAL QUALITIES**

- |  |   |   |   |    |
|--|---|---|---|----|
| A. Demonstrates rapport in working with others | 1 | 2 | 3 | NA |
| B. Uses effective communication skills         | 1 | 2 | 3 | NA |
| C. Demonstrates appropriate judgment           | 1 | 2 | 3 | NA |
| D. Models dependability                        | 1 | 2 | 3 | NA |
| E. Demonstrates professionalism                | 1 | 2 | 3 | NA |
| F. Shows flexibility                           | 1 | 2 | 3 | NA |

**II. COMPETENCY 2: PLAN, ORGANIZE, AND DELIVER THE COUNSELING CURRICULUM**

- |   |   |   |   |    |
|---|---|---|---|----|
| A. Utilizes the adopted counseling curriculum to plan the school counseling program | 1 | 2 | 3 | NA |
| B. Develops and uses instructional material to meet competencies                    | 1 | 2 | 3 | NA |

**III. COMPETENCY 3: INDIVIDUAL PLANNING**

- |   |   |   |   |    |
|---|---|---|---|----|
| A. Consults with others to meet the developmental needs of students                   | 1 | 2 | 3 | NA |
| B. Utilizes appropriate small group counseling activities to enhance student learning | 1 | 2 | 3 | NA |
| C. Accurately interprets test results to students, families, and staff                | 1 | 2 | 3 | NA |
| D. Helps students and families transition to next grade or career level               | 1 | 2 | 3 | NA |

- E. Employs appropriate counseling strategies to facilitate positive attitude and behavior change 1 2 3 NA
- F. Demonstrates appropriate group counseling techniques 1 2 3 NA

**IV. COMPETENCY 4: RESPONSE SERVICES**

- A. Responds appropriately to requests for information 1 2 3 NA
- B. Uses counseling activities and techniques appropriate to the topic and to the students’ needs and abilities 1 2 3 NA
- C. Consults with parents, educators, and community agencies regarding strategies to help students 1 2 3 NA
- D. Utilizes district and community resources to meet the needs of students, families, and staff 1 2 3 NA
- E. Provides counseling support to students and their families in emergency situations 1 2 3 NA

**V. COMPETENCY 5: SYSTEM SUPPORT**

- A. Collaborates with others toward a common purpose 1 2 3 NA
- B. Effectively monitors and manages counseling related programs 1 2 3 NA
- C. Provides professional expertise when collaborating with others 1 2 3 NA
- D. Advocates for students 1 2 3 NA

**COMMENDATIONS:**

**RECOMMENDATIONS:**

The observation was for:  the entire activity  a partial activity

---

*Evaluator Signature* *Position* *Date*

---

*Counselor Signature* *Date*

\_\_\_ I concur with the analysis and recommendations      \_\_\_ I do not concur and I have a right to respond in writing.

## Summative Appraisal Report for Counselors

Counselor \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

- I. Summary of overall performance with respect to the **Indicators of Effective Counseling:** (Professional and Personal Qualities; Plan, Organize and Deliver the Counseling Curriculum; Individual Planning; Response Services; and System Support)

*Continued on the next page*

## Summative Appraisal Report (continued)

II. Commendations:

III. Recommendations and Reflective Questions:

IV. Deficiencies Noted in Work Performance with Suggestions for Improvement:

V. Next year's Phase, check one:

**Support Phase**

**Appraisal (continued)**

**Intensive Assistance**

*Provide a rationale statement if Appraisal or Intensive Assistance is checked for non-probationary counselors.*

VI. Observations:

Date \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

*NOTE: Each probationary counselor must be observed for at least one entire instructional period each semester.*

VII. Recommended for:

re-election

conditional re-election

dismissal

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor's Signature

\_\_\_\_\_  
Date

I concur with the analysis and recommendations.  I do not concur and I have a right to respond in writing.

## INDICATORS OF EFFECTIVE ELL TEACHING

### In-Depth Explanation

*The following Indicators should be referenced when completing ELL Staff Evaluation Forms.*

#### **I. KNOWLEDGE SPECIFIC TO THE FIELD/PROCEDURES**

- A. Demonstrates a high degree of knowledge, understanding, and skill with respect to ELL.  
-Applies theories and exhibits knowledge of the identified area of specialization, including child development, educational theory, and learning style.
- B. Demonstrates proficiency in using technology specific to ELL.  
-Is able to utilize technological advances to enhance instruction and learning for students.
- C. Demonstrates a general knowledge of cultural characteristics.  
-Is able to locate, interpret, and share information related to characteristics of specific cultures to understand that impact on student learning and socialization.
- D. Follows procedures outlined by the district for identification/dismissal of students requiring services.  
-Is able to determine initial/continuing services in the program through appropriate assessment tools.
- E. Assesses and interprets student language proficiency levels accurately.

#### **II. COLLABORATION**

- A. Collaborates with parents, teachers, and other school staff regarding ways to facilitate student learning.  
-Is able to collaborate with parents and other staff to plan programs and services for students.
- B. Interprets district and departmental policies, procedures, and programs to parents and teachers.  
-Is able to explain district and department policies, procedures, and programs to parents and teachers in a manner that is informative and understandable.
- C. Acts as a resource to parents, teachers, and other staff.  
-Is able to establish and nurture relationships with others that support effective collaborative efforts on behalf of students.
- D. Conducts staff development sessions for staff and parents to disseminate information and facilitate the application of strategies.  
-Is able to develop and present meaningful staff development sessions as requested or directed.

#### **III. EFFECTIVE TIME MANAGEMENT**

- A. Establishes routines that ensure that work-related time is used appropriately and effectively.  
-Is able to prioritize responsibilities and manage personal schedule to maximize effectiveness.
- B. Is available to staff and parents.  
-Is able to prioritize time and tasks so that he/she is available to consult with parents and staff members as requested or necessary.

- C. Carries out job responsibilities within assigned time limits.
  - Is able to organize and manage time and tasks so as to fulfill all job responsibilities efficiently and within required timelines.
  
- D. Demonstrates flexibility in program design to meet the needs of student(s) and staff.
  - Is able to adjust instructional strategies and mode of delivery to support student need.

## INDICATORS OF EFFECTIVE ELL TEACHING FEEDBACK AND SELF-REFLECTION

Staff Member \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Activity Observed \_\_\_\_\_ School \_\_\_\_\_

*The following Indicators characterize the role of ELL Teaching Staff. This form can be used for self-reflection by staff and as a source of evaluator feedback. Please read each statement and mark the appropriate response. This form replaces A3 and should be used with each observation. The evaluator should continue to use Form A1 to set the Focus for the Year, Form A2 as an optional Pre-Conference Form, and A4 as the Summative, Year-End Evaluation.*

**When assessing the Indicators of Effective ELL Teaching, use the following scale:**

- 1 - Proficient (*The staff member consistently does this well.*)
- 2 - Progressing (*The staff member usually accomplishes this professional skill well; however, there is a need to continue to improve this area.*)
- 3 - Needs Improvement (*The staff member needs to improve in this area.*)
- NA - Not Applicable

**I. KNOWLEDGE SPECIFIC TO THE FIELD/PROCEDURES**

- |   |   |   |   |    |
|---|---|---|---|----|
| A. Demonstrates a high degree of knowledge, understanding, and skill with respect to ELL.                   | 1 | 2 | 3 | NA |
| B. Demonstrates proficiency in using technology specific to ELL.  | 1 | 2 | 3 | NA |
| C. Demonstrates a general knowledge of cultural characteristics.  | 1 | 2 | 3 | NA |
| D. Follows procedures outlined by the district for identification/dismissal of students requiring services. | 1 | 2 | 3 | NA |
| E. Assesses and interprets student language proficiency levels accurately.                                  | 1 | 2 | 3 | NA |

**II. COLLABORATION**

- |   |   |   |   |    |
|---|---|---|---|----|
| A. Collaborates with parents, teachers and other school staff regarding ways to facilitate student learning.                          | 1 | 2 | 3 | NA |
| B. Interprets district and departmental policies, procedures, and programs to parents and teachers                                    | 1 | 2 | 3 | NA |
| C. Acts as a resource to parents, teachers, and other staff.  | 1 | 2 | 3 | NA |
| D. Conducts staff development sessions for staff and parents to disseminate information and facilitate the application of strategies. | 1 | 2 | 3 | NA |



**III. EFFECTIVE TIME MANAGEMENT**

A. Establishes routines that ensure that work-related time is used appropriately and effectively.	1	2	3	NA
B. Is available to staff and parents.	1	2	3	NA
C. Carries out job responsibilities within assigned time limits.	1	2	3	NA
D. Demonstrates flexibility in program design to meet the needs of student(s) and staff.	1	2	3	NA

**COMMENDATIONS:****RECOMMENDATIONS:**


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Evaluator Signature	Position	Date
---------------------	----------	------

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ELL Teacher Signature	Date
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\_\_\_\_ *I concur with the analysis and recommendations*      \_\_\_\_ *I do not concur and I have a right to respond in writing.*

A3

## INDICATORS OF EFFECTIVE INFORMATION SPECIALIST FEEDBACK AND SELF-REFLECTION

Information Specialist \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Activity Observed \_\_\_\_\_ School \_\_\_\_\_

*The following Indicators characterize the role of Information Specialist Staff. This form can be used for self-reflection by staff and as a source of evaluator feedback. Please read each statement and mark the appropriate response. This form replaces A3 and should be used with each observation. The evaluator should continue to use Form A1 to set the Focus for the Year, Form A2 as an optional Pre-Conference Form, and A4 as the Summative, Year-End Evaluation.*

**When assessing the Indicators of Effective Information Specialists, use the following scale:**

- 1 - Proficient (*The staff member consistently does this well.*)
- 2 - Progressing (*The staff member usually accomplishes this professional skill well; however, there is a need to continue to improve this area.*)
- 3 - Needs Improvement (*The staff member needs to improve in this area.*)
- NA - Not Applicable

### I. PLANNING

- |  |          |
|--|----------|
| A. Works with classroom teacher and administrators to plan integrated information literacy instruction.        | 1 2 3 NA |
| B. Seeks input from students and staff when planning collection purchases.                                     | 1 2 3 NA |
| C. Follows building and district guidelines for purchasing.  | 1 2 3 NA |
| E. Assists teachers in the preview and selection of information materials and tools for classroom instruction. | 1 2 3 NA |

### II. MANAGEMENT

- |  |          |
|--|----------|
| A. Trains, collaborates with, and supervises paraprofessionals assigned to the Information Center. | 1 2 3 NA |
| B. Maintains a balanced collection of print and electronic resources.                              | 1 2 3 NA |
| C. Provides timely and accurate inventories, reports, and information.                             | 1 2 3 NA |
| D. Supervises care of equipment and repair procedures.   | 1 2 3 NA |
| E. Manages time efficiently and maintains a flexible schedule in a business-like manner.           | 1 2 3 NA |
| F. Uses effective skills of communication in relating to parents, volunteers and staff.            | 1 2 3 NA |

- G. Provides leadership in technology integration. 1 2 3 NA
- H. Follows district selection policy which includes procedures for reconsideration of materials. 1 2 3 NA
- I. Exhibits a pleasant, friendly, and cooperative attitude toward staff and students. 1 2 3 NA
- J. Develops and maintains effective working relationships among school staff. 1 2 3 NA

### III. INSTRUCTION

- A. Provides systematic instruction in information literacy skills. 1 2 3 NA
- B. Communicates instructional objectives to students. 1 2 3 NA
- C. Shows how present topic is related to topics that have been taught or will be taught. 1 2 3 NA
- D. Relates subject topics to existing student experiences. 1 2 3 NA
- E. Uses responses, questioning techniques, and/or guided practices to involve all students. 1 2 3 NA
- F. Uses signaled responses, questioning techniques, and/or guided practices to involve all students. 1 2 3 NA
- G. Teaches the instructional or learning objectives through a variety of methods. 1 2 3 NA
- H. Gives directions that are clearly stated and related to the learning objectives. 1 2 3 NA
- I. Demonstrates the desired skill or process. 1 2 3 NA
- J. Checks to determine if students are progressing toward stated objectives. 1 2 3 NA
- K. Uses principles of differentiation in instruction. 1 2 3 NA
- L. Summarizes or identifies a context about what has been taught. 1 2 3 NA
- M. Clearly defines expected student behavior. 1 2 3 NA
- N. Treats students with respect and dignity. 1 2 3 NA

### IV. ENVIRONMENT

- A. Establishes and maintains a pleasant, safe, and orderly climate conducive to learning. 1 2 3 NA
- B. Encourages students to develop life-long reading, listening, and thinking skills. 1 2 3 NA

C. Publicizes programs, services and materials through newsletters, announcements, and/or web pages.	1	2	3	NA
<b>V. ASSESSMENT</b>				
A. Evaluates media program effectiveness.	1	2	3	NA
<b>VI. PROFESSIONAL RESPONSIBILITIES</b>				
A. Supports professional organizations.	1	2	3	NA
B. Provides staff development in the area of technology/information integration.	1	2	3	NA
C. Serves on building and district committees for curriculum development and implementation.	1	2	3	NA
D. Adheres to district, department, and building policies.	1	2	3	NA
<b>VII. TECHNOLOGY SUPPORT</b>				
A. Provides input to and assists in the implementation of technology at the building and district level.	1	2	3	NA
B. Assists in the selection of appropriate materials, media, and supplies that support student learning and district curriculum.	1	2	3	NA
C. Assists in the planning, implementation and evaluation of staff development for technology at the building level.	1	2	3	NA
D. Serves as a liaison between the building, staff community, and technology division.	1	2	3	NA
E. Is knowledgeable about copyright, software licensing, and Internet filtering.	1	2	3	NA
F. Assists with technology set-ups, inventories, and troubleshoots technical problems.	1	2	3	NA
G. Is knowledgeable in the use and backup of the building fileserver.	1	2	3	NA
H. Is knowledgeable in the use of the district's WAN and the Internet.	1	2	3	NA
I. Assists in problem-solving appropriate uses of technology in an educational setting.	1	2	3	NA
J. Collaborates with staff in the appropriate integration of technology into curriculum, instruction, and assessment to improve teaching and student learning.	1	2	3	NA
K. Works with site and district planning/advisory teams as requested.	1	2	3	NA
L. Attends monthly meetings and training sessions as requested.	1	2	3	NA

M. Remains current in appropriate technology knowledge.

1 2 3 NA

**COMMENDATIONS:**

**RECOMMENDATIONS:**

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date

\_\_\_\_\_  
Staff Member Signature

\_\_\_\_\_  
Date

\_\_\_\_ *I concur with the analysis and recommendations.*

\_\_\_\_ *I do not concur and have a right to respond in writing.*

## INDICATORS OF EFFECTIVE MIDDLE SCHOOL HIGH ABILITY LEARNER FACILITATOR FEEDBACK AND SELF-REFLECTION

Staff Member \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Activity Observed \_\_\_\_\_ School \_\_\_\_\_

*The following Indicators characterize the role of the Middle School HAL Facilitator. This form can be used for self-reflection by staff and as a source of evaluator feedback. Please read each statement and mark the appropriate response. This form replaces A3 and should be used with each observation. The evaluator should continue to use Form A1 to set the Focus for the Year, Form A2 as an optional Pre-Conference Form, and A4 as the Summative, Year-End Evaluation.*

**When assessing the Indicators Effective HAL Facilitators, use the following scale:**

- 1 - Proficient (*The staff member consistently does this well.*)
- 2 - Progressing (*The staff member usually accomplishes this professional skill well; however, he/she needs to continue to improve this area.*)
- 3 - Needs Improvement (*The staff member needs to improve in this area.*)
- NA - Not Applicable

**I. GENERAL RESPONSIBILITIES**

- |   |   |   |   |    |
|---|---|---|---|----|
| A. Initiates parent/guardian contacts and maintains good relationships to facilitate problem solving. | 1 | 2 | 3 | NA |
| B. Works cooperatively with school and district personnel.  | 1 | 2 | 3 | NA |
| C. Speaks and writes clearly and effectively.   | 1 | 2 | 3 | NA |
| D. Maintains and utilizes adequate records.   | 1 | 2 | 3 | NA |
| E. Shares information about district and community resources.   | 1 | 2 | 3 | NA |
| F. Is responsible.  | 1 | 2 | 3 | NA |
| G. Is reliable.   | 1 | 2 | 3 | NA |
| H. Is self-motivated.   | 1 | 2 | 3 | NA |
| I. Participates in school and district activities.  | 1 | 2 | 3 | NA |
| J. Complies with district attendance requirements.  | 1 | 2 | 3 | NA |
| K. Supports teamwork.   | 1 | 2 | 3 | NA |
| L. Participates in professional development activities.   | 1 | 2 | 3 | NA |
| M. Observes professional ethics.  | 1 | 2 | 3 | NA |

- N. Supports district policies. 1 2 3 NA
- O. Dresses appropriately. 1 2 3 NA
- P. Demonstrates ability to shift priorities based on response needs. 1 2 3 NA

## II. SPECIFIC HAL RELATED RESPONSIBILITIES

- A. Works with identified students or groups of students to enhance student learning. 1 2 3 NA
- B. Partners with Millard Public Schools HAL building representatives and others to develop and implement HAL seminars. 1 2 3 NA
- C. Facilitates and documents student participation in district-sponsored special opportunities for High Ability Learners; including HAL seminars, field trips, speakers, and student mentors. 1 2 3 NA
- D. Remains current in knowledge of philosophies and best practices in working with High Ability Learners. 1 2 3 NA
- E. Contacts internal and external resources and coordinates identified activities. 1 2 3 NA
- F. Develops and assists with staff development activities related to serving High Ability Learners. 1 2 3 NA
- G. Confers with parents, students, teachers, and/or administrators as needed, to discuss High Ability Learners or programs. 1 2 3 NA
- H. Provides indirect services to High Ability Learners by working with their teachers in delivery of appropriate instructional programming (differentiation). 1 2 3 NA
- I. Facilitates student participation in special opportunities for High Ability Learners; such as Duke Talent Search, Nebraska Scholars' Academy, AD Astra, District Spelling Bee, and other activities as approved by the principal. 1 2 3 NA
- J. Assists MEP math facilitators with district testing of 5<sup>th</sup> graders for middle school math acceleration. 1 2 3 NA
- K. Implements and monitors assessments and identification of High Ability assessments and identification of High Ability Learners as directed by district criteria. 1 2 3 NA
- L. Works with building principals to insure the understanding and maintenance of the High Ability Learner program. 1 2 3 NA
- M. Participates in planning and implementing district staff development related to implementation of the High Ability Learner program. 1 2 3 NA

N. Submits an end-of-the-year report and documented student activities to the building principal, Director of Secondary Education, and the District HAL Facilitator.	1	2	3	NA
O. Meets periodically with administrators to advise them of projects and progress of High Ability Learners and their activities.	1	2	3	NA
P. Develops and submits to the principal a monthly plan and schedule of activities.	1	2	3	NA
Q. Establishes goals and objectives for the middle level High Ability Learner program and helps staff select materials and activities suitable to learning objectives.	1	2	3	NA
R. Collaborates with teachers in planning instructional goals, objectives, assessments and appropriate differentiation activities including higher level thinking skills, multiple intelligences, curriculum compacting, and other methods as appropriate.	1	2	3	NA
S. Collaborates with staff in the selection of books, equipment, and other instructional materials suggesting needed modifications.	1	2	3	NA
T. Maintains accurate and complete records as needed for meeting the needs of Higher Ability Learners.	1	2	3	NA
U. Completes other responsibilities as assigned by administrator.	1	2	3	NA

#### COMMENDATIONS:

#### RECOMMENDATIONS:

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date

\_\_\_\_\_  
Staff Member Signature

\_\_\_\_\_  
Date

\_\_\_\_ *I concur with the analysis and recommendations.*

\_\_\_\_ *I do not concur and I have a right to respond in writing.*



## INDICATORS OF EFFECTIVE SCHOOL NURSING

School Nurse \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Activity Observed \_\_\_\_\_ School \_\_\_\_\_

*Please read each statement and mark the appropriate response. This form replaces A3 and should be used with each observation and Year-End Evaluation.*

### Assess the Indicators of Effective School Nursing using the following scale:

1 - Proficient (*The staff member consistently does this well.*)

2 - Progressing (*The staff member usually accomplishes this professional skill well; however, there is a need to continue to improve this area.*)

3 - Needs Improvement (*The staff member needs to improve in this area.*)

NA - Not Applicable

### I. PERSONAL-PROFESSIONAL PREPAREDNESS

A. Reflects professional leadership abilities in mature self-directed goal-setting, decision-making, and action-taking activities. 1 2 3 NA

B. Participates in self-directed, ongoing learning activities for acquisition of new knowledge and skills for upgrading school nurse practice. 1 2 3 NA

### II. HEALTH ROOM MANAGEMENT

A. Creates an emotional and physical environment conducive to the maintenance of a safe, orderly, and attractive work area. 1 2 3 NA

B. Anticipates supply and equipment needs appropriate for maintaining a continuous, functional school health program. 1 2 3 NA

C. Develops a program that assures safe ongoing emergency health care in the absence of the nurse. 1 2 3 NA

D. Initiates planning for appropriate communication with principal and faculty to ensure an ongoing health program. 1 2 3 NA

E. Maintains accurate, updated records of health information on all students and makes provision for the timely and accurate management of incoming and outgoing records and reports. 1 2 3 NA

F. Initiates referrals and follow-up relevant to unmet health needs of students and makes appropriate distribution of health information to necessary staff. 1 2 3 NA

### III. PUPIL-NURSE RELATIONSHIPS

A. Demonstrates an honest, caring attitude that invites student trust. 1 2 3 NA

- |   |   |   |   |    |
|---|---|---|---|----|
| B. Demonstrates a capacity to see student as a total person rather than a physical, social, or educational problem. | 1 | 2 | 3 | NA |
| C. Demonstrates consistent behavior in assisting students with management of health problems.                       | 1 | 2 | 3 | NA |
| D. Possesses resourcefulness and skill in assisting students with health maintenance needs.                         | 1 | 2 | 3 | NA |
| E. Respects human need to treat personal health problems as a very private affair.                                  | 1 | 2 | 3 | NA |

#### IV. PRACTICE SKILLS AND KNOWLEDGE

##### A. Health Service

- |  |   |   |   |    |
|--|---|---|---|----|
| 1. Provides nursing services within the defined limits of school district policy.  | 1 | 2 | 3 | NA |
| 2. Possesses skills appropriate for meeting school health emergencies.   | 1 | 2 | 3 | NA |
| 3. Demonstrates full range of knowledge and skills in health appraisal techniques.   | 1 | 2 | 3 | NA |
| 4. Allocates appropriate job function to support personnel.  | 1 | 2 | 3 | NA |
| 5. Utilizes appropriate resources within the school and community to promote optimum delivery of health care services.   | 1 | 2 | 3 | NA |
| 6. Anticipates building-level health maintenance needs and serves as health team leader in school-community activities for communicable disease control and pre-kindergarten health screening. | 1 | 2 | 3 | NA |

##### B. Health Counseling

- |  |   |   |   |    |
|--|---|---|---|----|
| 1. Demonstrates a sensitivity to students' need to be heard as well as to be helped.   | 1 | 2 | 3 | NA |
| 2. Interprets and utilizes health information with good judgment and professional skill.   | 1 | 2 | 3 | NA |
| 3. Assists students, parents, and school facility in exploring alternate approaches to meeting health care needs.                                  | 1 | 2 | 3 | NA |
| 4. Participates in a helping relationship with individuals or families in crisis intervention.   | 1 | 2 | 3 | NA |
| 5. Initiates planning for teacher-nurse conferences at appropriate intervals to consider the physical, social, and emotional health of each child. | 1 | 2 | 3 | NA |

**C. Health Education**

- 1. Utilizes health room service as a vehicle for direct and indirect health teaching. 1 2 3 NA
- 2. Serves as resource person to school faculty and nurse staff in special areas of expertise. 1 2 3 NA
- 3. Provides creative, individual learning experiences relevant to health information needs to equip students to make constructive decisions regarding health behavior. 1 2 3 NA

**V. PUBLIC RELATIONS**

- A. Assists in establishing and maintaining a positive school-community relationship. 1 2 3 NA
- B. Demonstrates a capacity for responding to the public in a positive and constructive manner. 1 2 3 NA
- C. Interprets and conducts school health program in a manner that elicits positive support from students, parents, school, and community. 1 2 3 NA
- D. Recognizes the parent to be an extension of the school health program and invites parent involvement in health care planning. 1 2 3 NA

**VI. HEALTH APPEARANCE**

- A. Keeps grooming and personal attire appropriate to professional duties of school nurse practice. 1 2 3 NA
- B. Maintains poise and stability in students, parents, and peer relationship. 1 2 3 NA
- C. Demonstrates a positive attitude in the performance of duties. 1 2 3 NA

**COMMENDATIONS:**

**RECOMMENDATIONS:**

\_\_\_\_\_  
 Evaluator Signature Position Date

\_\_\_\_\_  
 Nurse Signature Date

\_\_\_ *I concur with the analysis and recommendations.*      \_\_\_ *I do not concur and I have a right to respond in writing.*

## INDICATORS OF EFFECTIVE SCHOOL PSYCHOLOGISTS FEEDBACK AND SELF-REFLECTION

School Psychologist \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Activity Observed \_\_\_\_\_ School \_\_\_\_\_

*The following Indicators characterize the role of the School Psychologist. This form can be used as a self-reflection by school psychologists and as a source of input to the Director of Pupil Services. Please read each statement and mark the appropriate response. This form replaces A3 and should be used with each observation. The evaluator should continue to use Form A1 to set the Focus for the Year, Form A2 as an optional Pre-Conference Form, and A4 as the Summative, Year-End Evaluation.*

**When assessing the Indicators of Effective School Psychologists, use the following scale:**

- 1 - Proficient (*The staff member consistently does this well.*)
- 2 - Progressing (*The staff member usually accomplishes this professional skill well; however, there is a need to continue to improve this area.*)
- 3 - Needs Improvement (*The staff member needs to improve in this area.*)
- NA - Not Applicable

### I. PERSONAL QUALITIES

- |   |          |
|---|----------|
| A. Flexibility: Adjusts to sudden changes in a situation with a minimum loss of efficiency.   | 1 2 3 NA |
| B. Dependability: Follows through with the service or referrals necessary to complete a task.   | 1 2 3 NA |
| C. Sincerity: Exhibits a genuine interest in the experiences and plans of the students and staff.   | 1 2 3 NA |
| D. Judgment: Assesses situations and makes sound decisions for a future course of activities.   | 1 2 3 NA |
| E. Resourcefulness: Adapts with effectiveness and purpose to situations. Experiments with techniques and materials that are in harmony with school policy.                | 1 2 3 NA |
| F. Effective Time Management: Prioritizes time to meet the needs of situations and is efficient and effective in managing time in performing school psychology functions. | 1 2 3 NA |
| G. Rapport With Professional Personnel: Has ability to develop staff relations which will promote sound school psychology practices and implement programs effectively.   | 1 2 3 NA |

### II. CONSULTS WITH SCHOOL ADMINISTRATORS

- |  |          |
|--|----------|
| A. Helps develop appropriate learning objectives for students. | 1 2 3 NA |
|--|----------|

- |   |   |   |   |   |    |
|---|---|---|---|---|----|
| B.  | Assists in the planning of developmental and remedial programs for students in regular and special school programs.   | 1 | 2 | 3 | NA |
| C.  | Helps establish time priorities for the delivery of school psychological services within each building.   | 1 | 2 | 3 | NA |
| D.  | Assists in improving learning and in facilitating better conditions within the school.  | 1 | 2 | 3 | NA |
| <br>  |   |   |   |   |    |
| <b>III. CONSULTS WITH PROFESSIONAL STAFF</b>  |   |   |   |   |    |
| A.  | Helps in development and implementation of classroom methods and procedures designed to facilitate student learning.  | 1 | 2 | 3 | NA |
| B.  | Helps in development and implementation of techniques for appropriate remediation and management of students with learning and behavior disorders.  | 1 | 2 | 3 | NA |
| C.  | Communicate the results of psychological assessments in a way that is meaningful to the professional staff and will be of maximum help to the student.  | 1 | 2 | 3 | NA |
| <br>  |   |   |   |   |    |
| <b>IV. CONSULTS WITH PARENTS</b>  |   |   |   |   |    |
| A.  | Assists in understanding the learning and adjustment processes of their children.   | 1 | 2 | 3 | NA |
| B.  | Interprets results of psychological assessments.  | 1 | 2 | 3 | NA |
| C.  | Recommends, when appropriate, behavior management programs.   | 1 | 2 | 3 | NA |
| D.  | Suggests methods to directly assist their children educationally.   | 1 | 2 | 3 | NA |
| <br>  |   |   |   |   |    |
| <b>V. DEMONSTRATES KNOWLEDGE OF THE FIELD</b> (including the administration and interpretation of all psychological measures when the assessment of individual learning and adjustment is indicated): |   |   |   |   |    |
| A.  | Demonstrates competence in administration and interpretation of psychological measures used for evaluating, re-evaluating, and assisting in program planning for students in the school district. | 1 | 2 | 3 | NA |
| B.  | Demonstrates understanding of criteria for verification of handicapping conditions of pre-school and school age children with educational, mental, physical, and/or emotional handicaps.          | 1 | 2 | 3 | NA |
| C.  | Determines the eligibility of students for early entrance into kindergarten in accordance with Nebraska state criteria and school board policy.   | 1 | 2 | 3 | NA |
| D.  | Assists in the identification of planning for academically gifted and talented students.  | 1 | 2 | 3 | NA |

E. Demonstrates knowledge of psychological theory as applied to school psychology and keeping informed on developments in school psychology theory and practices. 1 2 3 NA

**VI. FUNCTIONS EFFECTIVELY AS A MEMBER OF THE MULTIDISCIPLINARY TEAM**

A. Arrives promptly at multidisciplinary team meeting. 1 2 3 NA

B. Is prepared for each team meeting. 1 2 3 NA

C. Demonstrates effective communication skills in interactions with other team members. 1 2 3 NA

E. Promotes good staff relations. 1 2 3 NA

F. Prepares written reports in a timely manner. 1 2 3 NA

**V. EFFECTIVELY CARRIES OUT DEPARTMENTAL FUNCTIONS WITHIN ASSIGNED TIME LIMITS.** 1 2 3 NA

**VI. CONDUCTS RESEARCH APPROPRIATE TO SCHOOL DISTRICT GOALS.** 1 2 3 NA

**VII. CONDUCTS INSERVICE EDUCATION FOR PROFESSIONAL STAFF CONCERNING PSYCHOLOGICAL CONCEPTS APPLICABLE TO THE SCHOOL SETTING.** 1 2 3 NA

**VIII. CONSULTS WITH PROFESSIONAL PERSONNEL WITHIN THE COMMUNITY, ACTS AS A LIAISON BETWEEN COMMUNITY RESOURCES AND THE SCHOOL, AND MAKES REFERRALS TO APPROPRIATE RESOURCES WITHIN THE COMMUNITY.** 1 2 3 NA

**COMMENDATIONS:**

**RECOMMENDATIONS:**

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Evaluator Signature Position Date

---

Psychologist Signature Date

I concur with the analysis and recommendations  I do not concur and I have a right to respond in writing.

## INDICATORS OF EFFECTIVE SPECIAL EDUCATION ITINERANT INSTRUCTION

### In-Depth Explanation

*Performance evaluations for itinerant staff members in special education are to be based on the following Indicators of Effective Itinerant Instruction. The following Indicators should be referenced when completing the Special Education Itinerant Staff Evaluation Form.*

#### I. PERSONAL SKILLS

- A. Shows flexibility
  - Is able to adjust to sudden changes in a situation with minimum loss of efficiency.
- B. Models dependability
  - Is able to follow through on tasks, attend meetings, provide information, etc. as agreed to or requested.
- C. Demonstrates professionalism
  - Is able to conduct him/herself verbally and non-verbally in a manner that conveys professionalism.
- D. Demonstrates appropriate judgment
  - Is able to appropriately assess a situation and make a sound decision regarding future action.
- E. Demonstrates resourcefulness
  - Is able to adapt effectively to situations, utilizing a variety of materials, sources of information, etc. that are in harmony with District policy.
- F. Exhibits a positive, respectful and cooperative attitude when working with students, parents, colleagues and administrators
  - Is able to interact with others in a manner that is positive and enthusiastic and conveys a genuine interest in the other person and their circumstances or contributions.
- G. Expresses and deals with concerns in a constructive manner
  - Is able to use established and appropriate communication channels to convey concerns and maintain confidentiality.
- H. Communication is clear and uses precise and understandable language and acceptable oral expressions
  - Is able to communicate in oral and written form in a manner appropriate to the situation and individuals involved.

#### II. EFFECTIVE TIME MANAGEMENT

- A. Allocates time appropriate to the situation
  - Is able to establish priorities and allocate time accordingly.
- B. Establishes routines that ensure that work-related time is used appropriately
  - Is able to prioritize responsibilities and manage personal schedule to maximize effectiveness.

- C. Is available to staff and parents
  - Is able to prioritize time and tasks so that he/she is available to consult with parents and staff members as requested or necessary.
- D. Demonstrates proficiency at managing personal calendar
  - Demonstrates organization and management of time and responsibilities so as to fulfill all job responsibilities effectively.
- E. Carries out job responsibilities within assigned time limits
  - Is able to organize and manage time and tasks so as to fulfill all job responsibilities efficiently and within required timelines.
- F. Observes departmental guidelines and timelines in planning purchases and expending funds
  - Is able to operate within budgetary guidelines and timelines to recommend the purchase of materials to support the educational program for students.

### **III. KNOWLEDGE OF THE FIELD**

- A. Demonstrates a high degree of knowledge, understanding, and skill with respect to the identified field of specialization
  - Applies theories and exhibits knowledge of the identified area of specialization, including child development, educational theory, and learning styles.
- B. Demonstrates proficiency in using equipment and technology specific to the identified field of specialization
  - Is able to utilize technological advances to enhance programs and services for students and the delivery of services to students by teachers.
- C. Keeps abreast of developments within the identified field of specialization
  - Demonstrates continued growth in the identified area of specialization through reading professional literature, participating in continuing education activities and professional organizations, and exploring new and improved methods of providing services to students.

### **IV. RELATIONSHIP WITH STUDENTS**

- A. Maintains control and demonstrates self-confidence in working with students
  - Is able to work with students in a manner that is self-assured and communicates clearly defined expectations.
- B. Establishes rapport through positive verbal and non-verbal exchanges
  - Is able to use language appropriate to the student, maintaining appropriately defined boundaries.
- C. Demonstrates patience, acceptance, empathy and interest
  - Is able to interact with students in a manner that is sensitive to and consistent with the students' needs and that promotes the students' feelings of self-worth and self-esteem.



## V. COLLABORATION

- A. Collaborates with parents, teachers, and other school staff regarding ways to facilitate student learning  
-Is able to collaborate with parents and other staff to plan programs and services for students.
- B. Demonstrates effective consultative behaviors  
-Is able to apply knowledge of effective consultative practices in working with parents, teachers, administrators, and other school district personnel.
- C. Interprets district and departmental policies, procedures and programs to parents and teachers  
-Is able to explain district and department policies, procedures, and programs to parents and teachers in a manner that is informative and understandable.
- D. Acts as a resource to parents, teachers and other staff  
-Is able to establish and nurture relationships with others that support effective collaborative efforts on behalf of students.
- E. Conducts in-service sessions for staff and parents to disseminate information and facilitate the application of strategies  
-Is able to develop and present meaningful in-service sessions as requested or directed.
- F. Initiates communication, planning and other activities that assure effective services to students  
-Is able to collaborate in developing and implementing intervention strategies based on knowledge and understanding of the student and his/her strengths and needs.

## VI. INTERVENTION/DIRECT SERVICES AND ASSESSMENT/EVALUATION

- A. Identifies appropriate learning objectives and recommends effective intervention strategies for individual students  
-Is able to provide relevant and useful information for educational programming and realistic intervention strategies for teachers to use with students.
- B. Conducts valid assessments within the identified field of specialization in accordance with professional standards  
-Is able to conduct assessments and integrate data from a variety of assessment sources to prepare thorough and accurate reports.
- C. Analyzes and interprets information to make recommendations regarding the educational needs of students  
-Is able to use assessment results and other information to assist in the development of educational programs for students.
- D. Effectively communicates student progress to parents and teachers  
-Is able to communicate student performance and progress to parents and teachers verbally and in written form.
- E. Functions effectively as a member of Multidisciplinary and IEP teams  
-Is able to provide information and assistance in developing instructional programs for students.

**VII. PROFESSIONAL RESPONSIBILITIES AND PERSONAL DEVELOPMENT**

- A. Adheres to established laws, policies, rules and regulations
  - Is able to follow district procedures and comply with established laws, policies, rules, and regulations.
- B. Exhibits a 'team' attitude when working with colleagues and administrators
  - Is able to work with others in a manner that promotes collegiality and teamwork.
- C. Accepts responsibility for and participates in work-related and other professional activities
  - Demonstrates responsibility for personal and professional development, including membership in professional organizations, conference attendance, professional reading, and other professional activities.
- D. Attends department and district meetings as scheduled
  - Is able to manage time and responsibilities to ensure attendance at required meetings.
- E. Participates in committee activities related to department priorities and concerns or district pursuits
  - Is able to demonstrate active and effective participation on professional committees.
- F. Manages information related to the school, district, students and their families so that confidentiality is maintained and respected
  - Is able to demonstrate appropriate respect for the confidential nature of professional information.

## INDICATORS OF EFFECTIVE SPECIAL EDUCATION ITINERANT INSTRUCTION FEEDBACK AND SELF-REFLECTION

Staff Member \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Activity Observed \_\_\_\_\_ School \_\_\_\_\_

*The following Indicators characterize the role of Special Education Itinerant Staff. This form can be used for self-reflection by staff and as a source of evaluator feedback. Please read each statement and check the appropriate response. This form replaces A3 and should be used with each observation. The evaluator should continue to use Form A1 to set the Focus for the Year, Form A2 as an optional Pre-Conference Form, and A4 as the Summative, Year-End Evaluation.*

**When assessing the Indicators of Effective Itinerant Staff, use the following scale:**

- 1 - Proficient (*The staff member consistently does this well.*)
- 2 - Progressing (*The staff member usually accomplishes this professional skill well; however, there is a need to continue to improve this area.*)
- 3 - Needs Improvement (*The staff member needs to improve in this area.*)
- NA - Not Applicable

**I. PERSONAL SKILLS**

- |  |   |   |   |    |
|--|---|---|---|----|
| A. Shows flexibility   | 1 | 2 | 3 | NA |
| B. Models dependability  | 1 | 2 | 3 | NA |
| C. Demonstrates professionalism  | 1 | 2 | 3 | NA |
| D. Demonstrates appropriate judgment   | 1 | 2 | 3 | NA |
| E. Demonstrates resourcefulness  | 1 | 2 | 3 | NA |
| F. Exhibits a positive, respectful and cooperative attitude when working with students, parents, colleagues and administrators | 1 | 2 | 3 | NA |
| G. Expresses and deals with concerns in a constructive manner  | 1 | 2 | 3 | NA |
| H. Communication is clear and uses precise and understandable language and acceptable oral expressions                         | 1 | 2 | 3 | NA |

**II. EFFECTIVE TIME MANAGEMENT**

- |  |   |   |   |    |
|--|---|---|---|----|
| A. Allocates time appropriate to the situation                                   | 1 | 2 | 3 | NA |
| B. Establishes routines that ensure that work-related time is used appropriately | 1 | 2 | 3 | NA |
| C. Is available to staff and parents   | 1 | 2 | 3 | NA |
| D. Demonstrates proficiency at managing personal calendar                        | 1 | 2 | 3 | NA |

- |   |   |   |   |    |
|---|---|---|---|----|
| E. Carries out job responsibilities within assigned time limits                             | 1 | 2 | 3 | NA |
| F. Observes departmental guidelines and timelines in planning purchases and expending funds | 1 | 2 | 3 | NA |

## II. KNOWLEDGE OF THE FIELD

- |  |   |   |   |    |
|--|---|---|---|----|
| A. Demonstrates a high degree of knowledge, understanding and skill with respect to the identified field of specialization | 1 | 2 | 3 | NA |
| B. Demonstrates proficiency in using equipment and technology specific to the identified field of specialization           | 1 | 2 | 3 | NA |
| C. Keeps abreast of developments within the identified field of specialization   | 1 | 2 | 3 | NA |

## III. RELATIONSHIP WITH STUDENTS

- |  |   |   |   |    |
|--|---|---|---|----|
| A. Maintains control and demonstrates self-confidence in working with students | 1 | 2 | 3 | NA |
| B. Establishes rapport through positive verbal and non-verbal exchanges        | 1 | 2 | 3 | NA |
| C. Demonstrates patience, acceptance, empathy, and interest                    | 1 | 2 | 3 | NA |

## IV. COLLABORATION

- |   |   |   |   |    |
|---|---|---|---|----|
| A. Consults with parents, teachers and other school staff regarding ways to facilitate student learning                       | 1 | 2 | 3 | NA |
| B. Demonstrates effective consultative behaviors  | 1 | 2 | 3 | NA |
| C. Interprets district and departmental policies, procedures and programs to parents and teachers                             | 1 | 2 | 3 | NA |
| D. Acts as a resource to parents, teachers, and other staff   | 1 | 2 | 3 | NA |
| E. Conducts in-service sessions for staff and parents to disseminate information and facilitate the application of strategies | 1 | 2 | 3 | NA |
| F. Initiates communication, planning and other activities that assure effective services to students                          | 1 | 2 | 3 | NA |

## V. INTERVENTION/DIRECT SERVICES AND ASSESSMENT/EVALUATION

- |  |   |   |   |    |
|--|---|---|---|----|
| A. Identifies appropriate learning objectives and recommends effective intervention strategies for individual students | 1 | 2 | 3 | NA |
| B. Conducts valid assessments within the identified field of specialization in accordance with professional standards  | 1 | 2 | 3 | NA |

- C. Analyzes and interprets information to make recommendations regarding the educational needs of students 1 2 3 NA
- D. Effectively communicates student progress to parents and teachers 1 2 3 NA
- E. Functions effectively as a member of Multidisciplinary and IEP Teams 1 2 3 NA

**VI. PROFESSIONAL RESPONSIBILITIES AND PERSONAL DEVELOPMENT**

- A. Adheres to established laws, policies, rules and regulations 1 2 3 NA
- B. Exhibits a ‘team’ attitude when working with colleagues and administrators 1 2 3 NA
- C. Accepts responsibility for and participates in work-related and other professional activities 1 2 3 NA
- D. Attends department and district meetings as scheduled 1 2 3 NA
- E. Participates in committee activities related to department priorities and concerns or district pursuits 1 2 3 NA
- F. Manages information related to the school, district, students and their families so that confidentiality is maintained and respected 1 2 3 NA

**COMMENDATIONS:**

**RECOMMENDATIONS:**

\_\_\_\_\_  
 Evaluator Signature

\_\_\_\_\_  
 Position

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Special Education Teacher Signature

\_\_\_\_\_  
 Date

\_\_\_ *I concur with the analysis and recommendations*

\_\_\_ *I do not concur and I have a right to respond in writing.*

**AGENDA SUMMARY SHEET**

MEETING DATE: August 7, 2006

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) Hires, (2) Amended Contract, (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:  \_\_\_\_\_

August 7, 2006

## **AMENDMENT TO CONTINUING CONTRACTS**

### **Recommend: amendment to the following contracts:**

1. Terry Dischler – Counselor (.6) and PE (.4) at Montclair Elementary School. Amend contract from 70% to 100%.
2. Julie Barnes – Preschool teacher at Rockwell Elementary School. Amend contract from 50% to 90%.
3. Karen Marble – Vocal Music teacher at Neihardt (50%) and Ackerman (25%) Elementary Schools. Amend contract from 50% to 75%.
4. Bobbi Hinrichs – ELI teacher at Reeder Elementary School. Amend contract from 50% to 100%.

August 7, 2006

## RESIGNATIONS

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

1. Lesley Dickey – Foreign Language teacher at Central Middle School for the 2006/07 school year. She resigned effective immediately due to relocation.
2. Shannon Jones – Industrial Tech teacher at North High School. She is resigning due to employment outside education. Resignation is effective immediately.
3. Megan Howell – Kindergarten teacher at Hitchcock Elementary School. She is resigning due to relocation. Resignation is effective immediately.
4. Kathleen Tims – Vocal Music teacher at Andersen Middle School. She is resigning due to another job in education. Resignation is effective immediately.
5. Courtney Northrop – Fifth grade teacher at Rohwer Elementary School. She is resigning due to relocation. Resignation is effective immediately.
6. Krista Chaput – Third grade teacher at Reeder Elementary School. She is resigning due to relocation. Resignation is effective immediately.



August 7, 2006

### **TEACHERS RECOMMENDED FOR HIRE**

**Recommend: the following teachers be hired for the 2006/07 school year:**

1. Sarah Anderson – BA – University of Nebraska at Lincoln. Kindergarten teacher at Hitchcock Elementary School.
2. Nathan Auman – BA – University of Nebraska at Lincoln. Instrumental Music teacher at Central Middle School and Holling Heights Elementary School. Previous Exp: Trinity Christian School, Omaha, NE (1999/2006).
3. Kelly Berg – MA+36 – University of Missouri. Fifth grade teacher at Abbott Elementary School. Previous Exp: Parkhill School District, Kansas City, MO (1997/2006).
4. Nicole Berryman – BA+13 – University of Nebraska at Lincoln. Sixth grade teacher at North Middle School. Previous Exp: Omaha Public Schools, Omaha, NE (2004/2006); Colorado Springs D-11, Colorado Springs, CO (2001/2004).
5. Diane Berzina – MA+30 – University of Nebraska at Omaha. Language Arts teacher at Central Middle School. Previous Exp: Metro Community College, Omaha, NE (2004/2006); Omaha Public Schools, Omaha, NE (1985/2004).
6. Grant Brassette – BA – University of Nebraska at Lincoln. Industrial Tech teacher at North High School.
7. Anne Marie Boose – MA+36 – Northwestern University, IL. Special Ed Vocational Special Needs teacher at the Young Adult Program. Previous Exp: Garden Grove Unified School District, Garden Grove, CA (2000/2006); Millard Public Schools, Omaha, NE (1999/2000); Case School, Elkhorn, NE (1998/1999); Lakeshore Neurological Services, Highland Park, IL (1997/1998); Chicago Public Schools, Chicago, IL (1995/1997).
8. Kay Brown – BA+36 – University of Wyoming, Laramie, WY. Media Specialist at Norris Elementary School. Previous Exp: Carbon City School District #2, Hanna, WY (2002/2006); Albany City School District #1, Laramie, WY (1994/2002).
9. Mary (Kate) Hough – MA – University of Nebraska at Lincoln. Speech Pathologist (40%) at Wheeler Elementary School. Previous Exp: Millard Public Schools, Omaha, NE (1997/2004).
10. Thomas Campbell – MA+4 – University of Nebraska at Omaha. Fourth grade teacher at Ackerman Elementary School. Previous Exp: Omaha Public Schools, Omaha, NE (1974/2006).
11. Scott Dugdale – BA – Dana College, Blair, NE. Vocal Music teacher (50%) at Russell Middle School. Previous Exp: Griswold School District, Griswold, IA (1999/2006); Sacred Heart School, Falls City, NE (1995/1999).
12. Ann Grill – MA+36 – University of Nebraska at Lincoln. Special Ed Resource teacher at West High School. Previous Exp: Omaha Public Schools, Omaha, NE (1986/2005).
13. Suzanne Heffron – MA – University of Nebraska at Omaha. ELL teacher (50%) at South High School. Previous Exp: Littlest Angels Preschool, Omaha, NE (2004/2006); Preschool Inc.,

- Helena, MT (1989/1991); Millard Public Schools, Omaha, NE (1987/1989); Missouri Valley School District, Houston, TX (1985/1987); St. James Seton, Omaha, NE (1984/1985).
14. Toni Henry – BA+27 – University of Nebraska at Lincoln. Science teacher at Andersen Middle School. Previous Exp: Omaha Public Schools, Omaha, NE (1996/2006).
  15. Jeff Kerns – MA – University of Nebraska at Lincoln. Fifth grade teacher at Rohwer Elementary School. Previous Exp: South Sioux City School District, South Sioux City, NE (2000/2006).
  16. Gregg Learned – BA – University of Nebraska at Lincoln. Vocal Music teacher (50%) at North Middle School. Previous Exp: St. Robert Bellarmine, Omaha, NE (1996/2006); Omaha Public Schools, Omaha, NE (1980/1995); Fremont Bergan Catholic School, Fremont, NE (1975/1977).
  17. Cathy Marutzky – BA+36 – University of Colorado. Elementary Counselor at Abbott (50%) and at Aldrich (50%) Elementary Schools. Previous Exp: Slavens Elementary School, Denver, CO (2006); Herbert Marcus Elementary School, Dallas, TX (2005/2006).
  18. Martha Medina – MA+36 – National Louis University. Fifth grade teacher at Rockwell Elementary School. Previous Exp: Rockford Board of Education, Rockford, IL (1996/2006).
  19. Matthew Naylor – BA – University of Nebraska at Omaha. Third grade teacher @ Reeder Elementary School.
  20. Bonnie Newgard – BA – Wayne State College, Wayne, NE. Language Arts teacher at Kiewit Middle School. Previous Exp: Diagonal Community Schools, Diagonal, IA (2002/2006).
  21. Leigh Officer – MA – Creighton University, Omaha, NE. Foreign Language teacher at Russell Middle School. Previous Exp: College of St. Mary, Omaha, NE (2003/2006); Creighton University, Omaha, NE (1999/2003); Millard Public Schools, Omaha, NE (1991/1999).
  22. Van Ruggeri – MA+10 – National Louis University. Third grade teacher at Black Elk Elementary School. Previous Exp: Avoca School District #37, Glenview, IL (2003/2006); Prospect Heights School District #23, Prospect Heights, IL (1999/2003); Glenview School District #34, Glenview, IL (1998/1999).
  23. Patricia Sears – BA+18 – University of Kansas. Foreign Language teacher at Central Middle School. Previous Exp: Bonner Springs High School, Bonner Springs, KS (1974/1981).
  24. Julia Shipp – MA – Minnesota. Speech Pathologist (70%) at Wheeler Elementary School. Previous Exp: Valley Public Schools, Valley, NE (1996/2001); Society for Crippled Children, Bakersfield, CA (1994/1995); Kern County Schools, Bakersfield, CA (1989/1996).
  25. Nicole Weideman – BA+17 – Iowa State University, Ames, IA. Preschool teacher at Holling Heights Elementary School. Previous Exp: South Sioux City Schools (2001/2006); Bronson Elementary, Bronson, IA (1999/2000).
  26. Sherise Wichman – BA+15 – Doane College, Crete, NE. Special Ed Resource teacher at Montclair Elementary School. Previous Exp: Desert View Elementary School, Page, AZ (2005/2006).

**The following individuals were employed with Millard Public Schools during the 2005/06 school year on a short term contract. They are now being offered a regular contract for the 2006/07 school year.**

1. Anna Lorschach – Language Arts teacher at North Middle School.
2. Matthew Beiriger – Social Studies teacher at South High School.

**The following individuals were employed with Millard Public Schools during the 2005/06 school year on a job share contract. They are now being offered another job share contract for the 2006/07 school year.**

1. Christina Wilcoxon – Fourth grade teacher at Willowdale Elementary School.
2. Rachelle Pechacek – First grade teacher at Ackerman Elementary School.
3. Kim Baker – First grade teacher at Rockwell Elementary School.
4. Karen Wagner – Kindergarten teacher at Harvey Oaks Elementary School.
5. Lori Haller – First grade teacher at Ackerman Elementary School.
6. Kim Anderson – Third grade teacher at Ackerman Elementary School.

**AGENDA SUMMARY SHEET**

**MEETING DATE:** August 7, 2006

**DEPARTMENT:** General Administration

**TITLE AND BRIEF DESCRIPTION:** Quarterly Food Service Report – A report on the District’s Food Service program managed by ARAMARK.

**ACTION DESIRED:** Information Only XX

**BACKGROUND:** N/A

**OPTIONS/ALTERNATIVE CONSIDERATIONS:** N/A

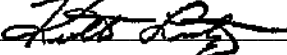
**RECOMMENDATIONS:** N/A

**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** N/A

**TIME LINE:** N/A

**PERSONS RESPONSIBLE:** Ken Fossen, Associate Superintendent (General Administration)  
and Jim Stilwell (ARAMARK’s General Manager)

**SUPERINTENDENT’S APPROVAL:**  \_\_\_\_\_

ARAMARK  
SCHOOL SUPPORT SERVICES



**JAMES STILWELL**  
GENERAL MANAGER  
MILLARD PUBLIC SCHOOLS

**Dr. Ken Fossen**  
Associate Superintendent  
Millard Public Schools  
5606 South 147<sup>th</sup> Street  
Omaha, NE 68137

Dear Dr. Fossen,

A summary of Millard Food Service’s financial performance, participation and operational highlights follows. If you need any further detail regarding our department, please ask.

**Financial Performance**

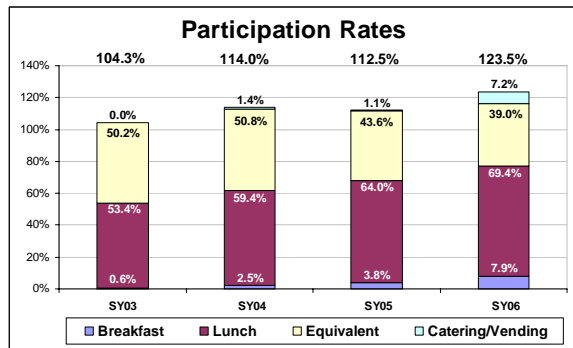
During the 4<sup>th</sup> Quarter, continued strong program participation led to a quarterly gross return of \$144.2k. The department transferred \$95.4k of this return back to the buildings for a net return of \$48.8k. Department income grew by 8% over the same quarter last year while our net return grew by 32.4%. Strong program participation in the secondary buildings highlighted the quarter’s performance. The end of the year is often a difficult time for the department. Seniors will graduate early and there are a large number of field trips. Our building level staff did an out standing job of keeping the menus exciting and offering to cater qualifying lunches for field trips and other off-premise events. Participation historically drops as the year comes to an end. This year, that drop was not as apparent as in previous years.

	4th Quarter (\$)	
	SY2006	SY2005
<b>Total Income</b>	<b>\$ 1,662,499.55</b>	<b>\$ 1,539,719.04</b>
<b>ARAMARK Expenditure</b>	<b>\$ 822,714.16</b>	<b>\$ 814,551.92</b>
Cost of Sales	\$ 613,997.59	\$ 582,001.76
Management Labor	\$ 33,482.86	\$ 33,350.84
Direct Expenses	\$ 142,526.71	\$ 169,647.88
Management Fees	\$ 32,707.00	\$ 29,551.44
<b>District Expenditures</b>	<b>\$ 695,549.07</b>	<b>\$ 650,524.98</b>
LABOR: Salary Accrual	\$ 26,752.52	\$ 25,703.26
LABOR: Wages and Benefits	\$ 561,273.60	\$ 543,292.12
TRANSFER: Custodial	\$ 31,402.88	\$ 29,251.60
TRANSFER: Paraprofessional	\$ 39,088.78	\$ 35,394.48
Other District Expense	\$ 21,172.44	\$ 16,883.52
Merchant Fees	\$ 15,858.85	\$ -
<b>GROSS RETURN</b>	<b>\$ 144,236.32</b>	<b>\$ 74,642.14</b>
<b>Building Transfers</b>	<b>\$ 95,427.68</b>	<b>\$ 37,777.84</b>
<b>NET RETURN</b>	<b>\$ 48,808.64</b>	<b>\$ 36,864.30</b>

Ending SY06, Millard Food Service has shown an estimated gross return of \$614.6k. After building allocations of \$418.7k, the department’s net return is \$195.9k. In comparison with SY05, department income grew by 14% and the net return grew by 435%. A detailed operating report is attached for your review (attachment A). Final reconciliation occurs at the end of the District’s fiscal year. At that time, final numbers will appear in the annual auditor’s report.

**Meals and Participation**

The graph below shows the District-wide participation growth over the last three years. The largest gains have been in the qualifying breakfast and lunch programs. This is not by accident. Increased participation leads to more government subsidies and a higher commodity allotment. More importantly, it is an inherent responsibility of our role within the educational process. Decreased participation in equivalent meals is reduced amounts of a la carte and snack sales. Healthier choices lead to healthier students that studies indicate make more attentive learners. The graph displays a continuing displacement of student purchasing preferences from a la carte to complete meals. Qualify lunch participation grew



7.2% over last year while equivalent meals dropped (2.3%). Nonexistent in SY03, our catering and vending programs have grown considerably over the course of this year. For a more detailed look at meals and participation, the participation dashboard is included at the end of this report.

## **OTHER HIGHLIGHTS OF SY06**

**HACCP:** Millard Food Service began its implementation of HACCP (Hazard Analysis and Critical Control Points). Traditionally, our industry had depended on spot-checks of production conditions and random samplings of final food products to ensure safe food. This new approach is preventive rather than reactive and much more efficient than the old system. The State of NE will require implementation during the SY07 school year. However, because of the resources afforded by ARAMARK, our food safety plan is in place one year ahead of schedule.

**Safety Initiative:** Employee safety also received a considerable amount of attention during SY06. Our safety plan and the design of the subsequent standard operating procedures that ensure compliance were formally adopted at the building level. Multiple ARAMARK resources helped draft our expectations and then provided the opening training.

**Wellness Policy:** Millard Food Service began operating under the District's Wellness Policy. From the first day of school, all secondary buildings had new fruit and vegetable areas that allowed the students to choose their individual combination of items to make a balanced meal. By January 1st, breakfast programs were opened in all District buildings. Middle schools began the transition into the 35% rule where lower fat items replaced traditional offerings. Also beginning the first day of school, Middle School students must first buy a qualifying lunch before a la carte and snack items are available.

**Middle School Marketing:** Our marketing and merchandising in the middle schools was redesigned. Each building received a customized look that incorporated their school's colors and mascot. What proved to be well-received at Central Middle proved successful in the other middle schools as well.



**Management Training Program:** There never existed a formalized manager training program. Starting with the SY06 new managers, the training process became standardized. For our managers to be effective, they need to possess a broad combination of skills in order to successfully manage the employees and services in their respective buildings. From motivation skills to organizational skills, from customer management to self management, our department's managers benefited from the training that prepared them to execute the most difficult and important aspects of their job.

**ARAMARK Fresh Eyes:** During this process a group of ARAMARK front-line managers tour and survey our buildings. They look at the department operationally and financially to uncover with their “fresh eyes” opportunities for improvement that may have been missed. They offered wonderful suggestions, but also left very impressed with what we have accomplished.

**Adult Menu:** We know that our lunch service can be difficult for adults at the elementary level. In order to achieve our high rates of student participation, our offerings have to be “kid-friendly” and we know that adults and children have different meal preferences. Our management team felt that our elementary kitchen staffs were ready for the added responsibility of new adult menued entrées. We started with an attractive collection of salads that were designed by our catering manager. Under the direction and organization of Chef Ray, the program successfully piloted at Reeder with others following. Throughout the spring months, over 2,100 salads were prepared in the elementary buildings.

**Vending Program:** Millard Food Service took operational responsibilities of the snack vending machines. Outside full-service vendors were removed and new, District-owned, vending machines were purchased with ARAMARK’s capital investment money. Special education classes began working directly with our department in the management of the vending programs. All procedures were written with the student’s capabilities in mind. When necessary, picture “pull-sheets” are used. Simple inventory organization and other business principals are experienced. As the student’s proficiency develops, our involvement in their IEP increases. Financially, it has made great sense. SY06 saw income of \$48.7k with \$70k forecasted in SY07.

## LOOKING AHEAD

**SY07 Budget:** On income of \$8.6 million, next year’s budget looks for a gross return of \$593k and a net return of \$113.9k. This amount remains well within the guidelines of covering our direct cost. Within our budget we anticipate allocating \$450k to the building activity funds and well as allocating \$160k to the custodial department. Discounting these transfers, our indirect return is anticipated to be near \$724k. Budget highlights:

- We expect fuel prices to increase the cost of goods sold by upwards of 4%
- We are conscious of the increasing participation in our web-based payment system, mylunchmoney.com, and the increasing amount of merchant fees associated with the service
- We did not raise the price of qualifying meals
- Building allocations may increase by up to \$31k depending upon the official building enrollments
- Added a Food Service Director back into the budget
- We anticipate growing participation by a modest 2% across the board
- Lunch service will open at the Alternative High School for the first time
- Food Service enrollment is expected to increase
- We will strengthen our partnership with Kids Network by providing summer breakfast and possibly lunch service.
- Government commodity allotments will grow 7% (based upon last year’s qualifying lunch increases)
- Government reimbursement rates will grow by 3.4%

**mpsfoodservice.org:** During the fall months we will launch a website dedicated to Millard Food Service. We have partnered with CaterTrax with design and software capabilities. Parents will be able to view menu, nutritional information and news using a range of multimedia outlets. Administrators and District organizations will be able to log into a catering account to view, order and pay for catered services. We anticipate a five month return on investment from clerical time saved in our offices.

**Mylunchmoney.com:** Our premier online payment gateway will get a major enhancement within a couple of weeks. Presently parents are able to view account balances, setup budgets and generally fund a lunch account. At the start of this coming school year, account history will be available to view and download. Payment history as well as account purchases will be a few key stokes away.

**Elementary Marketing:** Throughout the school year we will begin installing location-based marketing that will incorporate school colors and mascots. We hope to mirror the school spirit atmosphere that has proven successful at the middle school level. Our nutrition mascot, Spike™, will still be featured.

**Wellness Policy Updates:** During this coming school year, we will be meeting with our Nutrition Advisory Committee. Of central concern will be a determination of how to proceed once the District's contract with Coca-Cola has expired. Coca-Cola has partnered with the *Alliance for a Healthier Generation* to severely limit school sales of carbonated and high calorie beverages. After the contract expires, Coke (as well as Pepsi) will no longer be able to distribute many of these products for use in school food service departments.

As always, your support of ARAMARK and Millard's Child Nutrition Programs is greatly appreciated. If you have any questions or require any additional information, please do not hesitate to ask.

Most Cordially,

**Jim Stilwell**  
ARAMARK  
General Manager  
Millard Food Service



# Millard Food Service

# Financial Summary

Year to Date

SY2006

SY2005

DIFFERENCE

GROWTH

	SY2006	SY2005	DIFFERENCE	GROWTH
<b>1 Total Income</b>	<b>\$ 7,958,148.41</b>	<b>\$ 6,983,242.51</b>	<b>\$ 974,905.90</b>	<b>14.0%</b>
1A Cash Income (WinSnap)	\$ 6,290,180.40	\$ 5,899,283.93	\$ 390,896.47	6.6%
1B Federal Reimbursement Income	\$ 1,190,163.48	\$ 1,007,669.10	\$ 182,494.38	18.1%
1C State Reimbursement Income	\$ 39,116.93	\$ 16,418.15	\$ 22,698.78	138.3%
1D Contract Catering Sales	\$ 124,260.00	\$ 25,513.24	\$ 98,746.76	387.0%
1E Ad Hoc Catering Sales	\$ 56,687.50	\$ 34,358.09	\$ 22,329.40	65.0%
1F Vending Commissions	\$ 192,986.43	\$ -	\$ 192,986.43	n/a
1G Full Serve Vending	\$ 48,761.08	\$ -	\$ 48,761.08	n/a
1H Earned Interest/Rebates	\$ 15,992.59	\$ -	\$ 15,992.59	n/a
<b>2 ARAMARK Expenditures</b>	<b>\$ 4,069,521.51</b>	<b>\$ 3,762,420.87</b>	<b>\$ 307,100.64</b>	<b>8.2%</b>
2A Cost Of Sales	\$ 3,065,134.36	\$ 2,788,557.75	\$ 276,576.61	9.9%
2B Management Labor	\$ 126,854.75	\$ 148,825.00	\$ (21,970.25)	-14.8%
2C Direct Expenses	\$ 721,697.54	\$ 678,761.35	\$ 42,936.19	6.3%
312.00 Paper and Plastics	\$ 271,496.54	\$ 247,862.13	\$ 23,634.41	9.5%
313.11 Waste Removal	\$ 1,227.47	\$ 1,104.24	\$ 123.23	11.2%
314.22 Equipment Repairs	\$ 6,439.34	\$ 2,082.50	\$ 4,356.84	209.2%
314.99 Repair & Maint - Other	\$ 20,816.60	\$ 1,705.78	\$ 19,110.82	1120.4%
315.19 Taxes and Licenses	\$ 7,059.47	\$ 17,993.86	\$ (10,934.39)	-60.8%
316.01 Empl Veh-Opr+Rental	\$ 443.22	\$ (249.55)	\$ 692.77	-277.6%
317.00 General Insurance	\$ 8,432.58	\$ 7,169.27	\$ 1,263.31	17.6%
326.02 Telephone Expense	\$ 2,528.73	\$ 1,935.99	\$ 592.74	30.6%
329.04 Management Meeting	\$ 6,086.09	\$ 1,787.66	\$ 4,298.43	240.5%
331.00 Office Supplies	\$ 5,031.27	\$ 2,017.95	\$ 3,013.32	149.3%
331.02 Postage Expense	\$ 270.01	\$ 135.01	\$ 135.00	100.0%
331.04 EDP Supplies	\$ 5,941.45	\$ 4,846.23	\$ 1,095.22	22.6%
331.21 Freight Expenses	\$ 2,374.11	\$ 476.12	\$ 1,897.99	398.6%
331.31 Airborne Air Freight	\$ 247.80	\$ 317.34	\$ (69.54)	-21.9%
331.75 Technology Cost - Software	\$ 14,754.95	\$ 305.00	\$ 14,449.95	4737.7%
332.00 Adv & Promotion	\$ 13,714.50	\$ 3,269.07	\$ 10,445.43	319.5%
332.10 Flowers & Decorations	\$ 915.80	\$ 604.17	\$ 311.63	51.6%
335.00 Professional Service	\$ 973.51	\$ 162.00	\$ 811.51	500.9%
344.95 Security Services	\$ 33,925.50	\$ 53,597.70	\$ (19,672.20)	-36.7%
345.01 Uniforms and Laundry	\$ 51,407.25	\$ 45,006.84	\$ 6,400.41	14.2%
345.10 Replacements	\$ 53,178.54	\$ 7,528.50	\$ 45,650.04	606.4%
345.13 Delivery Expense	\$ 207,184.77	\$ 279,455.95	\$ (72,271.18)	-25.9%
345.99 Other Operating Exp	\$ 5,908.04	\$ 5,714.99	\$ 193.05	3.4%
346.16 PC Deployment - Equipment	\$ 1,340.00	\$ 387.95	\$ 952.05	n/a
<b>Management Fees</b>	<b>\$ 155,834.86</b>	<b>\$ 132,727.68</b>	<b>\$ 23,107.18</b>	<b>17.4%</b>
<b>3 District Expenditures</b>	<b>\$ 3,274,005.40</b>	<b>\$ 3,014,179.60</b>	<b>\$ 259,825.80</b>	<b>8.6%</b>
3A LABOR: Salary Accrual	\$ 128,701.29	\$ 139,998.77	\$ (11,297.48)	-8.1%
3B LABOR: Wages and Benefits	\$ 2,723,567.86	\$ 2,518,021.61	\$ 205,546.25	8.2%
3C TRANSFER: Custodial	\$ 141,312.96	\$ 131,632.20	\$ 9,680.76	7.4%
3D TRANSFER: Paraprofessional	\$ 175,899.51	\$ 159,275.16	\$ 16,624.35	10.4%
3E Other District Expense	\$ 73,119.41	\$ 65,251.86	\$ 7,867.55	12.1%
3F Merchant Fees	\$ 31,404.37	\$ -	\$ 31,404.37	n/a
<b>4 GROSS RETURN</b>	<b>\$ 614,621.50</b>	<b>\$ 206,642.04</b>	<b>\$ 407,979.46</b>	<b>197.4%</b>
<b>5 Building Transfers</b>	<b>\$ 418,724.62</b>	<b>\$ 170,000.00</b>	<b>\$ 248,724.62</b>	<b>146.3%</b>
<b>6 NET RETURN</b>	<b>\$ 195,896.88</b>	<b>\$ 36,642.04</b>	<b>\$ 159,254.84</b>	<b>434.6%</b>



**AGENDA SUMMARY SHEET**

**MEETING DATE:** August 7, 2006

**DEPARTMENT:** Pupil Services

**TITLE AND BRIEF DESCRIPTION:** Pupil Services Year End Report for 2005-2006. The Pupil Services Year End Report is designed to provide an overview of the various services and functions provided within Pupil Services.

**ACTION DESIRED:** Information Only XX

**BACKGROUND:** The report summarizes activities that take place within Pupil Services such as within-district transfers, disciplinary actions, option enrollment students, foreign exchange students, health services, psychological services, crisis team activities, and students at risk.

**OPTIONS/ALTERNATIVE CONSIDERATIONS:** N/A

**RECOMMENDATIONS:** N/A

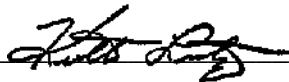
**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** N/A

**TIME LINE:** N/A

**PERSONS RESPONSIBLE:** Kraig J. Lofquist, Ed.S.

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



***PUPIL SERVICES  
YEAR END REPORT***

**2005/2006**



*Submitted by:*

*Kraig J. Lofquist*

*Pupil Services Director*

## Executive Summary

The executive summary contains an overview of the main topics and related statistics contained in the 2005/06 Pupil Services Year End Report. The comparative statistics for each area are contained below:

<b>Student Attendance/Enrollment</b>	<b>2004/05</b>	<b>2005/06</b>
1. Attendance rates at Millard continue to be high	96%	96%
2. Dropout rates for 2004/2005 (Reported one year in arrears)	0.88%	0.79%
3. Cohort Graduation/Drop Out Rate (first year reported)		92.42%
4. The percentage of MPS students attending private schools	12.8%	11.3%
5. The percentage of MPS exempt school students remained practically the same this year and continues to be a small percentage of the District population	1.1%	1.2%
6. In 2005/06, MPS gained more students under the Nebraska Enrollment Option Program than it lost:		
Left the District	133	186
Entered the District	397	429
7. Within District Transfers	1,232	1,275
8. Wards of the State/Court	85	103
9. The number of Foreign Exchange Students	12	16
<b>Student Discipline</b>		
10. Student Events	13,750	16,123
11. Curtailment of extracurricular activities	13	33
12. Disciplinary hearings	16	6
13. Breath Testing Device utilization	9	18
<b>Student Health</b>		
14. The number of contacts relating to student health	262,013	248,564
15. Health screenings by nurse	49,578	58,181
16. Nurse interventions	60,570	60,079
<b>Students At-Risk and Student Assistance Programs</b>		
17. The number of known student pregnancies	16	17
18. The number of Section 504 students	35	32
19. The number of MIT Referrals	2,420	2,190
20. The number of Crisis Team responses	3	3
21. Crisis Interventions by all school personnel	196	168
22. Hotline calls	21	26
23. Suspected Child Abuse and Neglect	80	74
24. SCIP Team referrals	202	235
<b>Scholarships</b>		
25. Number of scholarships accepted	838	855
26. Scholarship dollars awarded to students	\$27.296m	\$26.165m
27. Value of scholarships accepted by students	\$10.804m	\$10.944m
28. Percentage of grads awarded scholarships	34.56%	34.88%
<b>Psychological Services</b>		
29. Psychological testing	1,235	1,270
30. The number of consultations by psychologists	1,619	1,481

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## STUDENT ATTENDANCE/ENROLLMENT

### Attendance

Attendance rates continue to be high at Millard Public Schools (see Table 1). The percentage of students in attendance, based on the average daily attendance and average daily membership, was 96%. This figure is equal to last year. There was not a significant difference in the attendance rate at any of the schools when compared to the 2004/05 statistics.

The Millard Learning Center (MLC), the MS Alternative Center and the Young Adult Program attendance rates changed little since last year. The MLC continues to be significantly lower than the other schools. Poor attendance in high school is often a factor in assigning students to the MLC.

**Table 1**  
**Percent of Students in Attendance—2005/06**

High Schools		Middle Schools	
2 Schools	95%	3 Schools	95%
1 School	93%	3 Schools	96%
Elementary Schools		Alternative Schools	
8 Schools	96%	Millard Learning Center	83%
14 Schools	97%	MS Alternative Center	91%
		Young Adult Program	91%
<b>District Total</b>		<b>96%</b>	

### Nebraska Department of Education Dropout Statistics

The Nebraska Department of Education (NDE) requires a particular reporting period for students who have dropped out of school. This procedure includes the time frame from the beginning of one school year to the beginning of the next, instead of the beginning to the end of the school year. As a result, dropout reporting is always one year in arrears.

**Table 2**  
**Student Dropout Information Reported to NDE—2002/03 to 2004/05**

Grade	7	8	9	10	11	12	Total
<b>2002/03</b>							
Enrollment	1616	1478	1514	1523	1454	1384	<b>8969</b>
Number Dropped	0	0	0	19	23	43	<b>85</b>
Percentage	0.00%	0.00%	0.00%	1.25%	1.58%	3.11%	<b>0.95%</b>
<b>2003/04</b>							
Enrollment	1544	1640	1520	1533	1506	1331	<b>9074</b>
Number Dropped	0	0	1	8	32	39	<b>80</b>
Percentage	0.00%	0.00%	0.07%	0.52%	2.12%	2.93%	<b>0.88%</b>
<b>2004/05</b>							
Enrollment	1529	1569	1661	1697	1541	1455	<b>9452</b>
Number Dropped	0	0	0	6	24	45	<b>75</b>
Percentage	0.00%	0.00%	0.00%	0.35%	1.56%	3.09%	<b>0.79%</b>

As stated, dropout information in Table 2 is based on the fall-to-fall reporting year required by NDE. A total of 75 students dropped out of school during the 2004/05 school year. This was a decrease of .09 % over the 2003/04 school year. The dropout rate continues to be the highest in the 12<sup>th</sup> grade.

Millard North High School (MNHS) reported 20 dropouts (.9%), Millard South High School (MSHS) reported 26 dropouts (1.3%), Millard West High School (MWHS) reported 2 dropouts (.01%), and the MLC reported 27 dropouts (35.5%). (See Table 3)

**Table 3**  
**Student Dropouts by High School Reported to NDE—2004/05**

Grade	9	10	11	12	Total
<b>MNHS</b>					
School Enrollment	619	572	605	491	<b>2,287</b>
Number Dropped	0	1	7	12	<b>20</b>
Percentage	0.0%	0.2%	1.2%	2.4%	<b>0.9%</b>
<b>MSHS</b>					
School Enrollment	554	512	486	393	<b>1,945</b>
Number Dropped	0	4	8	14	<b>26</b>
Percentage	0.0%	0.8%	1.6%	3.6%	<b>1.3%</b>
<b>MWHS</b>					
School Enrollment	532	468	464	383	<b>1,847</b>
Number Dropped	0	1	0	1	<b>2</b>
Percentage	0.0%	0.2%	0.0%	0.3%	<b>0.1%</b>
<b>MLC</b>					
School Enrollment	0	0	28	48	<b>76</b>
Number Dropped	0	0	9	18	<b>27</b>
Percentage	0.0%	0.0%	32.1%	37.5%	<b>35.5%</b>
<b>Total Enrollment</b>	<b>1,705</b>	<b>1,552</b>	<b>1,583</b>	<b>1,315</b>	<b>6,155</b>
<b>Total Dropped</b>	<b>0</b>	<b>6</b>	<b>24</b>	<b>45</b>	<b>75</b>
<b>Percentage</b>	<b>0.0%</b>	<b>0.4%</b>	<b>1.5%</b>	<b>3.4%</b>	<b>1.2%</b>

#### Unofficial Dropout Statistics for 2005/06

Although the official reporting period for NDE is fall-to-fall, students who dropped during 2005/06 at the three Millard High Schools and the Millard Learning Center were examined. This analysis included all students who dropped out regardless of grade at the high school level.

*It is important to note that the district changed the dropout codes it uses to compliment the new requirements of the Nebraska Department of Education. The reason for students leaving school was entered by each building into Infinite Campus (IC). Two reasons were given by students for dropping out. These included “withdrew for personal/academic reasons” and “status unknown.”*

Although unofficial, the students who dropped out and did not return increased by 18% when compared to last years figures. The most common reason given for dropping out of school was “withdrew for personal/academic reasons.” There were 89 students who cited this code and did not return during the 2005/06 school year. Millard North High School and Millard South High School had the highest number of students who dropped out. A large number (29) of the Millard Learning Center students dropped out due to “personal/academic reasons” or “status unknown.” Millard North High School decreased their dropout total by (1) student. Millard South High School increased theirs by (20) and Millard West High School decreased their total by (1) when compared to last year’s data.

**Table 4**  
**Dropouts Who Did Not Return and Reasons for Dropping by High School—2005/06**

Code	Reason	MNHS	MSHS	MWHS	MLC	Total
3A	Withdrew for personal/academic reasons	20	49	1	19	<b>89</b>
3E	Status Unknown	5	2	0	10	<b>17</b>
	<b>Total</b>	<b>25</b>	<b>51</b>	<b>1</b>	<b>29</b>	<b>106</b>



**Table 5**  
**Cohort Graduation/Drop Out Rate**

Building	9th Grade	10th Grade	11th Grade	12th Grade	Graduated	DO Total	% DO	Grad Rate	DO Rate
	dropouts 02-03	dropout 03-04	dropouts 04-05	dropouts 05-06					
<b>MLC</b>	0	0	9	20	42	29	40.85%	59.15%	0.4085
<b>South</b>	0	3	8	53	404	64	13.68%	86.32%	0.1368
<b>North</b>	0	4	7	11	539	22	3.92%	96.08%	0.0392
<b>West</b>	0	1	0	1	443	2	0.45%	99.55%	0.0045

Table 5 also includes data required by the Nebraska Department of Education. It specifically addresses “Dropout Rate” at each Millard High School. The data is compiled using a “cohort” method. Specifically, a freshman class is “tracked” by using a formula including dropouts and the number of graduates that the “freshman cohort” produces. The rate is determined by the number of students who graduate divided by those that dropped out of the cohort during their freshman, sophomore, junior and senior year (plus the number of graduating seniors). Example, MNHS:  $539 / ((0+4+7+11)+539)=0.0392$

### High School Graduates - 2005/06

In the past years, we have reported only the graduated and non-graduated students from Millard North, South, and West and the Millard Learning Center. This year we are including junior grads, other completers, the Young Adult Program, and students who graduated at 5, 6, or 7 years of attendance. These are the numbers that are reported to the Nebraska Department of Education regarding “district completers.”

**Table 6**  
**High School Completer Report —2005/06**

<b>MNHS</b>	<b>Total</b>	<b>MSHS</b>	<b>Total</b>	<b>MWHS</b>	<b>Total</b>
Senior Graduate	<b>534</b>	Senior Graduate	<b>399</b>	Senior Graduate	<b>441</b>
Other Completer	<b>4</b>	Other Completer	<b>6</b>	Other Completer	<b>4</b>
Junior Graduate	<b>3</b>	Junior Graduate	<b>5</b>	Junior Graduate	<b>6</b>
5th Year Senior	<b>3</b>	5th Year Senior	<b>5</b>	5th Year Senior	<b>2</b>
6th Year Senior	<b>1</b>	6th Year Senior	<b>0</b>	6th Year Senior	<b>0</b>
7th Year Senior	<b>1</b>	7th Year Senior	<b>0</b>	7th Year Senior	<b>0</b>
<b>Total</b>	<b>546</b>	<b>Total</b>	<b>415</b>	<b>Total</b>	<b>453</b>
<b>MLC</b>	<b>Total</b>	<b>YAP</b>	<b>Total</b>	<b>District</b>	<b>Total</b>
Senior Graduate	<b>26</b>	Senior Graduate	<b>0</b>	Senior Graduate	<b>1400</b>
Other Completer	<b>0</b>	Other Completer	<b>14</b>	Other Completer	<b>28</b>
Junior Graduate	<b>0</b>	Junior Graduate	<b>0</b>	Junior Graduate	<b>14</b>
5th Year Senior	<b>13</b>	5th Year Senior	<b>0</b>	5th Year Senior	<b>23</b>
6th Year Senior	<b>2</b>	6th Year Senior	<b>0</b>	6th Year Senior	<b>3</b>
7th Year Senior	<b>1</b>	7th Year Senior	<b>0</b>	7th Year Senior	<b>2</b>
<b>Total</b>	<b>42</b>	<b>Total</b>	<b>14</b>	<b>Total</b>	<b>1470</b>

### Millard Students Attending Private Schools

The number of Millard students attending private schools decreased a little in 2005/06 when compare to last year (see Table 7). Even though the total District student population increased, the number of the total District population attending private schools for 2005/06 decreased slightly. In 2005/06, the number of secondary students attending private schools decreased by 145 students and the number of elementary students attending private schools decreased by 171 students.

**Table 7**  
**Millard Students Attending Private Schools—2000/01 to 2005/06**

	03/04	%	04/05	%	05/06	%
<b>K-5</b>	1408	6.23%	1358	5.88%	1187	5.10%
<b>6-12</b>	1467	6.49%	1592	6.90%	1447	6.22%
<b>Total</b>	<b>2875</b>	<b>12.7%</b>	<b>2950</b>	<b>12.8%</b>	<b>2634</b>	<b>11.3%</b>
<b>Total Millard Student Population</b>	<b>22,605</b>		<b>23,076</b>		<b>23,256</b>	

\* Percentages were calculated from the total Millard School District K-12 student population for each year. The total Millard School District K-12 population includes: Millard Public Schools, Private Schools and Exempt Schools.

### Millard Exempt School Students

The number of Millard Exempt School students has increased every year for the past three years (see Table 8). The total number of Exempt School Students is a fairly insignificant percentage of the total Millard School District student population. They comprised approximately 1% of the total District population this school year.

Millard Public Schools Policy 6675 and the accompanying Rules 6675.1 and 6675.2 pertaining to Exempt School Students were revised in February 2000, which outlines those areas of cooperation between Exempt Schools and Millard Public Schools.

**Table 8**  
**Millard Exempt School Students - 2000/01 to 2005/06**

	03/04	%	04/05	%	05/06	%
<b>K-5</b>	120	0.53%	121	0.52%	139	0.60%
<b>6-12</b>	113	0.50%	132	0.57%	138	0.59%
<b>Total</b>	<b>233</b>	<b>1.0%</b>	<b>253</b>	<b>1.1%</b>	<b>277</b>	<b>1.2%</b>
<b>Total Millard Student Population</b>	<b>22,605</b>		<b>23,076</b>		<b>23,256</b>	

\* Percentages were calculated from the total Millard School District K-12 student population for each year. The total Millard School District K-12 population includes: Millard Public Schools, Private Schools and Exempt Schools.

### Enrollment Option Students

The Nebraska Enrollment Option Program started with the 1990/91 school year. Nebraska law enables any Nebraska students, K-12, to option out of the district where they reside and attend a school in a Nebraska public school district in which students do not reside. This option is only available once to each student prior to graduation unless the student relocates to a different resident school district, the option school district merges with another district, or the option school district is a Class I district.

For the 2005/06 school year, the following Millard schools and programs were closed to enrollment option students: Abbott Elementary, Ackerman Elementary, Black Elk Elementary, Ezra Elementary, Neihardt Elementary, Rohwer Elementary, Wheeler Elementary, Beadle Middle School, Millard West High School, the Montclair Montessori Program, the Middle School Montessori Program, Millard Learning Center, Millard Core Program, English Language Learners, and all Special Education Programs.

Including this year and all of the previous years, there are currently 645 students who have optioned out to attend a district other than Millard and 1,421 students who have optioned into Millard from other school districts.

### Option Out

For the 2005/06 school year, a total of 263 Millard resident students opted to attend another public school district. Of those 263 students, 186 students are currently attending another school district, 16 students cancelled their option, 40 students withdrew their application, and 21 students were denied entrance to the option district.

Of the 186 students currently attending another school district, 50 (27%) are attending Westside, 63 (34 %) are attending Omaha Public Schools, and 22 (12%) are attending Ralston. Thirty-three (18%) of the students are in kindergarten, while 22 (12%) are in the 9<sup>th</sup> grade, 18 (10%) are in the 10<sup>th</sup> grade, 19 (10%) in the 11<sup>th</sup> grade, and 18 (10%) are in the 12<sup>th</sup> grade (see Table 9).

**Table 9**  
**Millard Students Optioning to Other Districts in 2005/06**

Option District	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
Bellevue	2				1					1	1	1	2	8	4%
DC West										1				1	0%
Elkhorn	1				2			1		1		1	2	8	4%
Fremont									1					1	0%
Gretna	2	1			1				1		1	2	1	9	5%
OPS	7	4	7	1	2	7	1	5	4	9	5	7	4	63	34%
Pap/LaVista	2									3	1	2	3	11	6%
Ralston	3	1	2				1	3	1	4	1	4	2	22	12%
So. Sarpy	3			2	1		2		1		2		1	12	6%
Westside	12	5	1	2	2	4	5	3	1	3	7	2	3	50	27%
Yutan	1													1	0%
<b>Total</b>	<b>33</b>	<b>11</b>	<b>10</b>	<b>5</b>	<b>9</b>	<b>11</b>	<b>9</b>	<b>12</b>	<b>9</b>	<b>22</b>	<b>18</b>	<b>19</b>	<b>18</b>	<b>186</b>	<b>100%</b>
<b>Percentages</b>	<b>18%</b>	<b>6%</b>	<b>5%</b>	<b>3%</b>	<b>5%</b>	<b>6%</b>	<b>5%</b>	<b>6%</b>	<b>5%</b>	<b>12%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>100%</b>	

### Option In

Five hundred ninety-eight (598) students applied for enrollment option into the Millard School District from their resident school districts for the 2005/06 school year. Of the 598 students, 20 students cancelled, 135 withdrew their applications before attending, and 14 were denied either by their resident district or by the Millard School District because of the capacity standards for specific schools or programs.

Of the 598 students who applied during the 2005/06 school year, 429 students are currently attending a Millard school. Of the 429 current students, 262 (61%) reside in the Omaha School District. The remaining students come from 13 other school districts. The largest percentage of students were in kindergarten, 98 (23%) and in the 9<sup>th</sup> grade 65 (15 %). Overall, 188 (44%) students are elementary, 68 (16%) are middle school, and 173 (40%) are high school (see Table 10).

**Table 10**  
**Millard Students Optioning into Millard in 2005/06**

Resident District	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
Arlington			1											1	0%
Bellevue	1				1									2	0%
Bennington			3				2	1	2	3	1	3	3	18	4%
Blair									1	1	1			3	1%
DC West	2			1	1			1	2		2	2	2	13	3%
Elkhorn	3	5	3	1	7	3	2	2	4	9	8	11	4	62	14%
Gretna	6		1		1		1	1	2			2	2	16	4%
Louisville	1		1											2	0%
OPS	75	6	14	8	9	10	15	14	9	49	19	20	14	262	61%
Papillion/LaVista	2	1	1				2	1		1		1	1	10	2%
Plattsmouth	1													1	0%
Ralston	7	3	4		1	1	1	5		1	2	1	2	28	7%
Westside		1		1	1					1	2	1	3	10	2%
Yutan												1		1	0%
<b>Total</b>	<b>98</b>	<b>16</b>	<b>28</b>	<b>11</b>	<b>21</b>	<b>14</b>	<b>23</b>	<b>25</b>	<b>20</b>	<b>65</b>	<b>35</b>	<b>42</b>	<b>31</b>	<b>429</b>	<b>100%</b>
<b>Percentages</b>	<b>23%</b>	<b>4%</b>	<b>7%</b>	<b>3%</b>	<b>5%</b>	<b>3%</b>	<b>5%</b>	<b>6%</b>	<b>5%</b>	<b>15%</b>	<b>8%</b>	<b>10%</b>	<b>7%</b>	<b>100%</b>	

**Table 10A**  
**Enrollment Option Students Into Millard-2003/04-2005/06**

District	03/04	04/05	05/06	Total
Ashland/Greenwood		1		1
Arlington			1	1
Bellevue	4		2	6
Bennington	16	10	18	44
Blair	3		3	6
DC West			13	13
Elkhorn	34	46	62	142
Elmwood/Murdoch		1		1
Fort Calhoun		4		4
Gretna	12	18	16	46
Logan View	2			2
Louisville	2		2	4
OPS	294	260	262	816
Papillion/LaVista	6	8	10	24
Plattsmouth	2		1	3
Ralston	21	24	28	73
So. Sarpy	12	4		16
Tekamah/Herman	1			1
Valley (DC West eff. 05/06)		3		3
Wahoo	1	1		2
Waterloo (DC West eff. 05/06)	10	8		18
Westside	10	9	10	29
Yutan			1	1
<b>TOTALS</b>	<b>430</b>	<b>397</b>	<b>429</b>	<b>1256</b>

**Table 10B**  
**Enrollment Option Students Out of Millard-2003/2004-2005/06**

<b>District</b>	<b>03/04</b>	<b>04/05</b>	<b>05/06</b>	<b>Total</b>
Bellevue	6	4	8	18
DC West			1	1
Elkhorn	8	5	8	21
Fremont			1	1
Gretna	9	2	9	20
Lincoln	1			1
Louisville		2		2
OPS	65	27	63	155
Papillion/LaVista	9	14	11	34
Plattsmouth		1		1
Ralston	39	34	22	95
So. Sarpy	4	3	12	19
Waterloo (DC West eff. 05/06)	1			1
Westside	51	41	50	142
Yutan			1	1
<b>TOTALS</b>	<b>193</b>	<b>133</b>	<b>186</b>	<b>512</b>

### **Summary of Enrollment Option Since Its Inception**

There are 630 students residing in Millard who attend another public school district under the Nebraska Enrollment Option Program. Of these 630 students, 245 (39%) are attending school in Westside, 151 (24%) are attending school in Omaha Public Schools, and 126 (20%) are attending school in Ralston. Of the 630 students, 303 (48%) are in high school, 118 (19%) are in middle school, and 209 (33%) are in elementary school.

There are currently 1,422 students attending the Millard Public School District under the Enrollment Option Program. Of those attending Millard from other districts, 950 (67%) of the students reside in the Omaha Public School District, while 185 (13%) reside in the Elkhorn School District. Of the 1,422 current students, 569 (40%) are in high school, 274 (19%) are in middle school, and 579 (41%) are in elementary school.

Since the beginning of the Nebraska Enrollment Option Program, Millard has processed 5,652 applications. Of the 5,652 applications, 2,068 are still active, 2,190 cancelled their application, 875 withdrew their application before attending, 234 were denied, and 285 students graduated.

### **Conclusion of Enrollment Option**

Summarizing the 2005/2006 school year, 186 Millard students are currently optioned out to attend another public school district, and 429 students are currently optioned into Millard from their resident districts.

The State provides state aid for educating an option student, just as it does for educating a resident student. For the 2005/06 school year, the state aid formula provided approximately \$5,665 for each weighted student. Kindergarten through 6<sup>th</sup> grade are weighted at 1 FTE, 7<sup>th</sup> and 8<sup>th</sup> grade are weighted at 1.2 FTE, and the 9<sup>th</sup> through 12<sup>th</sup> grades are weighted at 1.4 FTE.

### **Within District Transfers**

According to District policy, parents may request a transfer to a school other than their assigned school. These requests are generally approved if there is space available in the requested school.

For the 2003/04 school year, there were 1,154 transfer requests processed. Of the 1,154 requests, 1,101 were approved, 15 were denied and 38 were cancelled by the parent. Of the 1,101 approved transfers, 257 (23.3%) were for high schools, 241 (21.9%) were for middle schools, and 603 (54.8%) were for elementary schools. The number of within district transfer requests for the 2003/04 school year increased by 1.3% over the 2002/03 school year (see Table 11).

For the 2004/05 school year, there were 1,232 transfer requests processed. Of the 1,232 requests, 1,125 were approved, 19 were denied and 88 were cancelled by the parent. Of the 1,125 approved transfers, 302 (24.5%) were for high schools, 316 (25.6%) were for middle schools, and 507 (41.2%) were for elementary schools. The number of within district transfer requests for the 2005/06 school year increased by 1.1% over the 2003/04 school year (see Table 11).

For the 2005/2006 school year, there were 1,275 transfer requests processed. Of the 1,275 requests, 1,177 were approved, 37 were denied, and 61 were cancelled by the parent. Of the 1,177 approved transfers, 314 (24.6%) were for high schools, 271 (21.3%) were for middle schools, and 592 (46.4%) were for elementary schools. The number of within district transfer requests for the 2005/2006 school year increased by 1% over the 2004/2005 school year.

The number of transfer requests approved increased by 1% over last year. There was a decrease in the number of secondary transfers and an increase in the number of elementary transfers. Reasons for transfer are widely varied. Some of the most common reasons for transfer requests are: special programs, day-care in area, needs a new start, and transportation.

The district form now includes a section which asks applicants to check if they are transferring for the IB program, Montessori, or Core, and the second section asked for the applicant's date of birth. Applicants are also asked to indicate if they require ELL or Special Education Programs. This additional information allows better placement recommendations and helps to track which programs are drawing students to another school within the District.

**Table 11**  
**Within District Transfer Requests 2003/04 – 2005/06**

	Approved	Denied	Cancellations	% of Total Requests Approved	Total Requests
<b>2003/04</b>					
<b>High School</b>	257	4	10	22.3%	<b>271</b>
<b>Middle School</b>	241	1	12	20.9%	<b>254</b>
<b>Elementary School</b>	603	10	16	52.3%	<b>629</b>
<b>All Schools</b>	<b>1101</b>	<b>15</b>	<b>38</b>	95.4%	<b>1154</b>
<b>% of Requests</b>	95.4%	1.3%	3.3%		
<b>2004/05</b>					
<b>High School</b>	302	11	23	24.5%	<b>336</b>
<b>Middle School</b>	316	3	19	25.6%	<b>338</b>
<b>Elementary School</b>	507	5	46	41.2%	<b>558</b>
<b>All Schools</b>	<b>1125</b>	<b>19</b>	<b>88</b>	91.3%	<b>1232</b>
<b>% of Requests</b>	91.3%	1.5%	7.1%		
<b>2005/06</b>					
<b>High School</b>	314	4	25	24.6%	<b>343</b>
<b>Middle School</b>	271	10	11	21.3%	<b>292</b>
<b>Elementary School</b>	592	23	25	46.4%	<b>640</b>
<b>All Schools</b>	<b>1177</b>	<b>37</b>	<b>61</b>	92.3%	<b>1275</b>
<b>% of Requests</b>	92.3%	2.9%	4.8%		

### Wards of the State/Court

The number of students who were Wards of the State/Court in 2005/06 school year increased by 18 from last year. The largest percentage of students who were Wards of the State/Court was concentrated at the secondary level. While the total number of students who were Wards of the State/Court has fluctuated over the past three years, there has not been a significant impact on instructional resources (see Table 12). Teaching staff and counselors focus on the individual needs of students who are Wards of the State/Court while working with the appointed guardians and the families when appropriate.

**Table 12**  
**Wards of the State/Court—2003/04 to 2005/06**

Grades	03/04	%	04/05	%	05/06	%
K-5	20	0.09%	27	0.12%	32	0.14%
6-12	47	0.21%	58	0.25%	71	0.31%
<b>Total</b>	<b>67</b>	<b>0.30%</b>	<b>85</b>	<b>0.37%</b>	<b>103</b>	<b>0.44%</b>
<b>Total MPS Student Pop.</b>	<b>22,605</b>		<b>23,076</b>		<b>23,256</b>	

### Foreign Exchange Students

Millard Public Schools hosted 16 foreign exchange students from 11 countries during the 2005/06 school year. There were six (6) foreign exchange students from Germany; one (1) each from Armenia, Azerbaijan, China, Costa Rica, Georgia, Japan, Korea, Russia, Ukraine, and Thailand. Of the 16 students, twelve (12) were female and four (4) were male (see Table 13). Millard North High School hosted eight (8) foreign exchange students, Millard South High School hosted five (5) foreign exchange students, and Millard West High School hosted three (3) foreign exchange students.

**Table 13**  
**Foreign Exchange Students—2005/06**

School Attended	Gender		County of Origin
<b>Millard North High</b>	Female - 6	Male - 2	Azerbaijan (1), Germany (4), Georgia (1), Japan (1), Russia (1)
<b>Millard South High</b>	Female - 3	Male - 2	Armenia (1), China (1), Germany (2), Ukraine (1)
<b>Millard West High</b>	Female - 3	Male - 0	Costa Rica (1), Korea (1), Thailand (1)

According to District Policy, nine (9) foreign exchange students are allowed District-wide. At Superintendent or Board discretion, the number of foreign exchange students can be changed for extenuating circumstances, which accounts for the fluctuation in the total number over the years.

**Table 14**  
**Number of Foreign Exchange Students—2003/04 to 2005/06**

Year	No. of Students
2003/04	11
2004/05	12
2005/06	16

## **STUDENT DISCIPLINE**

### **Introduction**

Student discipline is an essential element in maintaining safe schools. The District has well-defined policies, rules and procedures that clearly state the expected student conduct. The following section on student discipline contains the statistics accumulated during the 2005/06 school year. These statistics are disaggregated to show which areas of student discipline may be of concern and which areas indicate positive gains.

### **Student Rule Events**

The Standards for Student Conduct (Rule 5400.6) is a document that defines the disciplinary rules for the Millard School District. These rules are uniform across the District and are approved by the Board of Education each school year. The Standards for Student Conduct is published in the student handbook in each building and in District Rule 5400.6 and is distributed to every student. All students are required to sign a receipt that they have received and understand the Standards for Student Conduct.

The Standards for Student Conduct defines each behavior that is a violation of the District Policy, Rules, Procedures as well as state and federal law. Such rule violations are called "events." For each "event" the Standards for Student Conduct lists a sanction that defines the parameters administrators can use to respond to the student violation. In response to events, administrators may then choose from up to 53 "resolutions" involving such major responses such as expulsion, suspension, mandatory reassignment, detention, and relatively minor responses such as administrative conference or peer mediation. One resolution may be assigned to one or more events. During the 2005/06 school year, administrators were encouraged to record all disciplinary referrals, events, and resolutions into the District computerized database called Infinite Campus (IC).

Table 15 provides a list of events and resolution computer codes for the 2005/06 school year that lists the codes for easy reference when examining the tables that follow.



**Table 15**  
**Events and Resolution Codes – 2005-06**

Event Code	Code Description	Event Code	Code Description
1	Physical Assault	70	Exposure to Bodily Fluids
2	Fighting	71	Cheating or Plagiarism
3	Pushing and Shoving	72	Excessively Tardy
4	Threats - Level One	<b>Resolution Code</b>	<b>Code Description</b>
5	Threats - Level Two		
6	Threats - Level Three		
7	Bomb Threat		
8	Physical Injury	2	Mandatory Reassignment
9	Guns	3	Long Term Suspension (6-19 Days)
10	Other Weapons	4	Emergency Exclusion
11	Possession of Certain Prohibited Objects	5	Short Term Suspension (5 Days or less)
12	Extortion	6	In-School Suspension
13	Sexual Assault	7	Saturday School
14	Sexual Harassment	8	After School
15	Harassment	9	Detention (1)
16	Bullying	10	Detention (2)
17	Drugs - Possession of	11	Detention (3)
18	Drugs - Use of or Under the Influence	12	Detention (4)
19	Distribution of - Drugs	13	Removal From Class (Class Exclusion)
20	Distribution of - Alcohol	14	Dropped From Class/Attendance
21	Alcohol - Possession of	15	Loss of Privileges
22	Alcohol - Use of or Under the Influence	16	Revoke Open Campus Privileges
25	Tobacco - Possession of	17	Bus Suspension
26	Tobacco - Use of	18	Parent/Guardian Called
27	Fireworks - Possession of	19	Parent/Guardian Conference
28	Fireworks - Use of	20	Administrative Conference with Student
29	Public Indecency	21	Restitution/Fine Paid
30	Profanity and Obscenity	22	Assigned Student Report
31	Disparaging Language / Symbolism	23	No Recess
32	Damage to Property (Vandalism)	24	Note Home to Parents
33	Larceny (Theft)	25	Referral to SCIP
34	Arson or False Fire Alarm	26	Peer Mediation
35	False Alarm or Report	27	Building Community Service
36	Computers/Internet - Misuse of	28	Combined with Other Action
37	Truant-All Day	29	Police Notified
38	Gambling	30	Youth Diversion Program
39	Dishonesty	31	Manifestation Determination - Yes
40	Insubordination	32	Manifestation Determination - No
41	Disruptive Behavior	101	Referred for Tutoring
42	Unlawful Activity	102	Referred to Building Counselor
43	False Complaints	103	Referred to Counseling Group
44	Repeated Offenses	104	Referred to or Consultation with Outside Agency
45	Tardy to school	105	Referred to a Community Counselor
47	Nuisance Items	106	Referred to Administration
52	Tardy to Class 6 Times	107	Referred to MIT
53	Tardy to Class 9 Times	108	Conflict Resolution
54	Tardy to Class 12 Times	109	Teacher Conference
55	Tardy to Class 15 Times	110	Follow-up Conference
58	Possession of Medications	111	Credits Checked
59	Use of Medications	112	Course Registration/Schedule Change (drop & add)
60	Transportation of Medications	113	Recommendation Letter Written
61	Distribution of Prescribed Medications	114	Interest Inventory Administered
62	Distribution of Non-Prescribed Medications	115	504 Meeting Held
64	Sexual Contact	116	Search (car, locker or student)
65	Noncompliance with Code Yellow/Red	117	Student Restrained
66	Truant from Class (90%) or more of the class	118	Home Visit
67	Threatening with an Object	119	Classroom Observation
68	Possession of Look-a-like Weapon	120	Refer to the Building Learning Center
69	Receiving Non-prescription Medications	121	Test Scores Interpreted

## Events

### Elementary Schools

In all of the elementary schools, there were 3,262 events compared to 2,431 events last year. The highest number of events at the elementary level was for being tardy to school. Elementary schools reported zero (0) expulsions, three (3) long-term suspensions and eighty-nine (89) short-term suspensions during the 2005/06 school year. Each category of resolution listed above was a reduction from last year and the second year in a row that each has declined.

There was a 34% increase in events for the elementary schools compared to last year's figures. It is important to note that this figure tends to be cyclical. The smallest number of events reported in any of the elementary schools was forty-four (44). The highest number of events reported by an elementary school was 446. There is more allowance made for "events" at the elementary level. This is due to the developmental age of this student population. Additionally, the significance of rule violations at the elementary level tends to be less. Finally, behavior at the elementary level tends to be handled in the classroom and not referred to the office. At the secondary level, most rule events are more likely to be referred to the office for disposition.

The most frequent event in the elementary schools continues to be "tardy to school." There were 2,058 tardies during the 05-06 school year. Emphasis was placed on the consistency of reporting this type of event. Monthly audits were conducted to ensure reporting compliance. It was clearly beneficial.

The other most frequently occurring events were as follows: physical assault (142), pushing and shoving (150), insubordination (186) and disruptive behavior (292). Again, it should be reiterated that the data kept on this type of activity continues to be cyclical. While there are minor increases in the aforementioned categories, they were lower in occurrence last year.

Although there are some differences between elementary schools in the number of events reported, it should be noted that school size, the discipline program used, the number of exceptional students, teacher attitudes toward handling their own discipline, number of split families and custody issues, school climate, parental support, facilities, and instruction all impact how students behave. Some of these factors are not easily controlled and consequently, there will always be some fluctuation between schools.

In conclusion, the elementary schools have experienced an increase in overall "events." This is due mostly in part to consistent reporting of students who are "tardy to school."

**Table 16**  
**Events by Elementary Schools—2005/06**

Code	Events	Abb	Ack	Ald	Blk	Bry	Cat	Cod	Cot	Dis	Ezr	HO	Hit	HH	Mon	Mor	Nei	Nor	Ree	Roc	Roh	San	Whe	Wil	Total
1	Physical Assault					3		27		10	3	3		2	21		20	22	1	4				26	142
2	Fighting		2		1	6		4				6	6	4	4	1	12	11	1				3	7	68
3	Pushing and Shoving	5	4	4	4	11	2				1	20	12	13	1	1	21	1	3	11	9	1	8	18	150
4	Threats - Level One	2	8	1	2	2	2		3	1		3	3		1	1		1	3	1		3	3	2	42
5	Threats - Level Two		2						1					1		2	1					1			8
8	Physical Injury				1	1			1					1	1		3	1	3				1	2	15
14	Sexual Harassment	4			1	1					1						4				1				12
15	Harassment	2			1	4		2					2	3	3		3		3					3	26
16	Bullying	2	8	1	1	12		1	1	1			1		2	1	5	4	1	4			2	2	49
27	Fireworks - Poss of		1																						1
29	Public Indecency														1			12	1						14
30	Profan and Obs			1			2	1		1		4		12	3	3	1	8				3			39
31	Disparaging Lang	3	1		2						1	2	1		1		5	1						5	22
32	Damage to Property	2								2							1	4						1	10
33	Larceny (Theft)	2				1	2							2				1		2	1	2		3	16
34	Arson-False Fire Alarm																				1				1
37	Truant-all day					3														65					68
39	Dishonest	3				4							1		2			1					1	1	13
40	Insubordination	11	1			29		17	7	14	1	8	4	2	8	1	7	41		2	3	6	19	5	186
41	Disruptive Behavior	2	10	2	9	33	2	15	16			32	4	13	11		11	49	8	3	16	10	19	27	292
42	Unlawful Activity					1																			1
43	False Complaints	1																							1
45	Tardy to School	59	105	34	59	238	138	41	120	53	52	68	35	67	49	51	144	276	35	196	25	50	78	85	2058
47	Nuisance Items													1	1				1						3
64	Sexual Contact																	1							1
66	Truant from Class																				1				1
67	Threaten with Object		1														1	12						1	15
69	Rec Non-pres Meds			1																					1
70	Expose to Bodily Fluids												1											3	4
71	Cheating													2			1								3
	<b>Total</b>	<b>98</b>	<b>143</b>	<b>44</b>	<b>81</b>	<b>349</b>	<b>148</b>	<b>108</b>	<b>149</b>	<b>82</b>	<b>59</b>	<b>146</b>	<b>70</b>	<b>123</b>	<b>109</b>	<b>61</b>	<b>240</b>	<b>446</b>	<b>60</b>	<b>289</b>	<b>56</b>	<b>76</b>	<b>134</b>	<b>191</b>	<b>3262</b>

## Secondary Schools

During the 2003/04 school year, guidelines were developed to achieve greater consistency in reporting events at the secondary level. One of the biggest discrepancies in the past was the issue of reporting truancy. It was decided that students would not be counted truant if they were late to class and a new code called “excessively tardy” was developed for students who were more than 10 minutes late to class. High schools were also to report students as late to class and not late to school. Students would be counted as truant to class if they missed 90% or more of the class.

**Middle School.** At the Middle School level, there were 3,668 events, an increase of 11% over last years 3,315. The largest number of events at a school was 1,077 and the least number was 330 not counting the Middle School Alternative Program which had 66 events.

**High School.** At the High School level, there were 8,953 events, an increase of 12% over last year. The largest number of events at a high school was 5,819 and the smallest number of events was 1,085. The main reason for the large discrepancy between the high schools was the number of “truant from class” reported by Millard South High School. The discrepancy was supplemented by differences reported in “nuisance items”, “disruptive behavior” and “insubordination.” For the past three years, Millard South High School has reported a higher number of events for “truant from class.” The figure continues to be monitored during the year and the administration confirms that it was being reported correctly.

The overall data from the high schools is as follows: Millard North High School reported 1,706 events in 2005/06 and 1,820 events in 2004/05, 6.6% less this year than last year. Millard South High School reported 5,819 events in 2005/06 and 4,037 events in 2004/05, 44% more this year when compared to last year. Millard West High School reported 1,085 events in 2005/06 and 2,050 events in 2004/05, a 35% decrease. The Millard Learning Center reported 343 events. This was a significant increase when compared to last year's figure of 97 which had some discrepancies, especially with the reporting of tardies. This has been corrected.

In conclusion, there are agreed upon discipline reporting procedures. This helps improve consistency in secondary reporting. It is worth noting that there are still a number of variables that can affect the number of events occurring in a school besides differences in reporting.

**Table 17**  
**Number of Student Events by Secondary School and District—2005/06**

Code	Events	AMS	BMS	CMS	KMS	NMS	RMS	MSAP	MNHS	MSHS	MWHS	MLC	Total
1	Physical Assault	2		1	2		3		2	9	6		25
2	Fighting	17	7	25	1	16	3	1	17	28	14		129
3	Pushing and Shoving	62	25	91	54	35	33	2	16	53	16		387
4	Threats - Level One	1	7	17	2	4	3	2	7	11			54
5	Threats - Level Two	3		4	3	4	2	1	7	14	4	1	43
6	Threats - Level Three									6	1	1	8
8	Physical Injury		1	1					1	4			7
9	Guns									1			1
10	Other Weapons								2	1			3
11	Poss Prohib Objects	4	2	3	3		2	1	3	9	4		31
13	Sexual Assault			1						1			2
14	Sexual Harassment	9	1	6	2	3	1		1	5	2		30
15	Harassment	33	6	13	36	4	23		8	12			135
16	Bullying	11	1	20	9	1	5		5	16	2		70
17	Drugs - Poss of					2			14	24	16	2	58
18	Drugs - Use/Under Infl								9	16	8	1	34
19	Dist of - Drugs									3	3		6
21	Alcohol - Poss of								4	25	2	1	32
22	Alcohol - Use/Under Infl								15	2	1	3	21
25	Tobacco - Poss of			1			1		10	39	6		57
26	Tobacco - Use of								3	11	3		17
29	Public Indecency	2				1			1				4
30	Profan and Obs	56	7	11	7	18	5	1	42	179	15	1	342
31	Disparaging Lang	21	4	28	39	6	16	2	28	106	24	8	282
32	Damage to Property	8		6	4	5	1	6	8	13	1	2	54
33	Larceny (Theft)	9	1	8	3	5	2		10	32	7	1	78
34	Arson-False Fire Alarm	2				1		3		1	2		9
35	False Alarm or Report	1			3		4			1			9
36	Computers-Misuse of	4		2	4		4		6	18			38
37	Truant-all day	1		27	6	4	4	1	107	253	50		453
39	Dishonest	17	3	6	10	2	14		34	130	6		222
40	Insubordination	166	23	192	81	34	48	30	246	802	81	9	1712
41	Disruptive Behavior	299	76	347	251	46	178	14	251	860	134	5	2461
42	Unlawful Activity		1	1						4			6
43	False Complaints			1						1	1		3
45	Tardy to School	50	160	209	56	139	50	2					666
47	Nuisance Items	2	4	8	6	2	10		26	526	15		599
52	Tardy Class-6 Times	4		28		1			332	429	214	128	1136
53	Tardy Class-9 Times	8		7					79	146	63	88	391
54	Tardy Class-12 Times	1		4	1				13	183	15	53	270
55	Tardy Class-15 Times	5		2		1			1	167	12	34	222
58	Poss of Med				2	1			1	3	1	1	9
60	Trans of Med									1			1
61	Dist Prescribed Meds									2			2
62	Dist Non-Presc Meds			3									3
64	Sexual Contact				2					1			3
65	Non. Code Yellow/Red									1			1
66	Truant from Class	15	1	2	7	2	5		337	1219	147	4	1739
70	Expose to Bodily Fluids			1	2		1		2	2			8
71	Cheating	2		1	3		2		2	23	39		72
72	Excessive Tardy	7			14		3		56	426	170		676
	<b>Total</b>	<b>822</b>	<b>330</b>	<b>1077</b>	<b>613</b>	<b>337</b>	<b>423</b>	<b>66</b>	<b>1706</b>	<b>5819</b>	<b>1085</b>	<b>343</b>	<b>12621</b>

**Resolutions Assigned for Events**

Tables 18, 19 and 20 reflect the number of out of school suspensions and expulsions for each type of “event” by school. These tables only reflect events where students were given one of the following actions: expulsion, long-term suspension, short-term suspension, or mandatory reassignment.

**Elementary Resolutions**

Table 18 shows that elementary buildings most frequently assign short-term suspension for the most serious events. There were no expulsions in the elementary this year and three (3) long-term suspensions. There were 89 short-term suspensions. Although, the elementary schools occasionally assign short-term suspension to events that require mandatory long-term suspension, the Standards for Student Conduct allow exceptions for students under grade five. As mentioned before, allowances are made for a student’s age, the level of disruption, and the threat to safety the student poses due to his/her size. The number of long-term suspensions decreased from seven (7) last year to three (3) this year. The number of short-term suspension decreased from 106 last year to 89 this year.

**Table 18  
Number of Resolutions Assigned for Events at Elementary Schools—2005/06**

Event	Resolution	Abb	Ack	Ald	Blk	Bry	Cat	Cod	Cot	Dis	Ezr	HO	Hit	HH	Mon	Mor	Nei	Nor	Ree	Roc	Roh	San	Whe	Wil	Total
Phys Assault	ST Sus							3		1	3	1			1		1	2	1	1				2	16
Fighting	Man Rea																	1							1
	ST Sus																	3						3	6
Push/Shoving	ST Sus						1					1					1		1			1			5
Threats-Lev I	ST Sus		1			1																1			3
Threats-Lev II	ST Sus		1																						1
Physical Injury	ST Sus												1												1
Sexual Har	ST Sus																					1			1
Bullying	ST Sus		1			1																			2
Profanity	LT Sus							1																	1
	ST Sus													2	1										3
Disp Lang	ST Sus		1												1										2
Prop Damage	ST Sus									2															2
Larceny	Emer Ex																				1				1
	ST Sus					1	2														1	2	1		7
Insubordination	Man Rea																	1							1
	ST Sus		1			3			3		1	1			1				2						12
Disr Behav	LT Sus												1						1						2
	ST Sus		2			5	2		5			1					1	6	2						24
Unlawful Act	ST Sus					1																			1
Body Fluid	ST Sus												1												1
Cheating	ST Sus													2											2
<b>Total ST Sus</b>		<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>13</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>6</b>	<b>89</b>
<b>Total LT Sus</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Total Mand Reassign</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Total Emerg Exclus</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Total Resolutions</b>		<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>5</b>	<b>4</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>16</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>6</b>	<b>95</b>

**Secondary Resolutions**

Table 20 shows secondary buildings and the number of expulsions, long-term suspensions, short-term suspensions, and mandatory reassignments. For all of the secondary buildings, there were 7 expulsions, 172 long-term suspensions, 937 short-term suspensions, and no mandatory reassignments. Since last year expulsions decreased by 56%, long-term suspension increased by 32%, short-term suspensions increased by 27% and mandatory reassignments went from one (1) last year to zero (0) this year.

**Middle Schools.** At the middle school level, there were zero (0) expulsions, 26 long-term suspensions, 315 short-term suspensions, and no mandatory reassignments. The largest number of out-of-school exclusions were assigned for the following events: insubordination -71, fighting - 54, and disruptive behavior - 42. As stated, there were zero (0) expulsions this year. This was a decrease from the six (6) that occurred last year.

**High Schools.** At the high school level, there were 7 expulsions, 146 long-term suspensions, 622 short-term suspensions, and no mandatory reassignments. Since last year at the high school level, expulsions decreased by 43%, long-term suspensions decreased by 27%, short-term suspensions increased by 31%, and mandatory reassignments decreased from one (1) event to zero (0). The largest number of out-of-school exclusions were assigned for the following events: insubordination - 153, disruptive behavior - 105, and fighting - 54.

### Conclusion

In conclusion, Table 19 below shows the number of actions taken for all of the schools over the past three (3) years. The Standards for Student Conduct require minimum sanctions for the most serious offenses, and therefore, many of the out-of-school exclusions were assigned because building administrators were given no latitude in making other choices.

**Table 19**  
**Out of School Disciplinary Resolutions 2003/04-2005/06**

	School Year			Change from Last Year
	03/04	04/05	05/06	
Expulsion	28	16	7	-56.3%
Mandatory Reassignment	2	1	2	100.0%
Long-Term Suspension	158	137	175	27.7%
Short-Term Suspension	1122	842	1026	21.9%
Emergency Exclusion	0	0	2	200.0%
<b>Total</b>	<b>1310</b>	<b>996</b>	<b>1212</b>	<b>21.7%</b>

**Table 20**  
**Number of Resolutions Assigned for Events at Secondary Schools—2005/06**

Event	Resolution	AMS	BMS	CMS	KMS	NMS	RMS	MSA	MNH	MSH	MWH	MLC	Total
Physical Assault	LT Sus	1		1	2		3		2	6	6		21
	ST Sus	1								2			3
Fighting	LT Sus					1				4			5
	ST Sus	4	7	24		15	3	1	17	23	14		108
Push/Shoving	LT Sus									1			1
	ST Sus	1	7	35	1	1	7	1	8	23	7		91
Threats-Lev I	Emerg Exc									1			1
	ST Sus		1	2	1		1			7			12
Threats-Lev II	LT Sus				1					1	1		3
	ST Sus	2		3	2	4	2		5	12	3	1	34
Threats-Lev III	Expul									1			1
	LT Sus									2	1	1	4
	ST Sus									2			2
Physical Injury	LT Sus									1			1
	ST Sus		1						1	1			3
Guns	Expul									1			1
Other Weapons	ST Sus								2	1			3
Prohibited Objects	LT Sus										2		2
	ST Sus	3	2	3	2				3	3	2		18
Sexual Assault	Expul									1			1
Sexual Harassment	LT Sus										1		1
	ST Sus	1		3		3			1	4	1		13
Harassment	ST Sus	2		1	4	1	5		1	4			18
Bullying	LT Sus			1			1			1			3
	ST Sus			1			3		1	6			11
Drug Poss	Expul								2				2
	LT Sus					2			12	17	7	2	40
	ST Sus										1		1
Drug Use	LT Sus							9	15	7	1		32
Drug Distribution	Expul									1	1		2
	LT Sus									2	2		4
Alcohol Poss	LT Sus									5	1	1	7
Alcohol Use	LT Sus								15	2	1	3	21
Tobacco Poss	ST Sus									1			1
Tobacco Use	ST Sus									1			1
Profanity	ST Sus	1			1	3	3	1	2	11	4	1	27
Disparaging Language	LT Sus										1		1
	ST Sus	1	1	2	4	1		1	2	12	9	7	40
Vandalism	LT Sus							3				2	5
	ST Sus			1		1		3	2	4	1		12
Larceny	LT Sus						1			2		1	4
	ST Sus	2		1		2			9	21	2		37
Arson	LT Sus	2				1		3					6
	ST Sus										2		2
False Alarm	LT Sus									1			1
	ST Sus	1			2		2						5
Truant	ST Sus					1			5	13			19
Dishonesty	ST Sus						1		1	1	2		5
Insubordination	LT Sus					1				2		1	4
	ST Sus	15	2	16	6	8	14	10	18	122	5	8	224
Disruptive Behavior	LT Sus			1						2			3
	ST Sus	5	1	23	1	5	4	3		91	11	3	147
Unlawful Activity	LT Sus		1										1
	ST Sus			1						2			3
False Compl	ST Sus										1		1
Nuisance Item	ST Sus									1			1
Tardy Class- 9 times	ST Sus								45				45
Tardy Class-15 times	ST Sus									3			3
Poss Medications	ST Sus				1	1			1	2	1	1	7
Transp Meds	ST Sus									1			1
Dist Presc Meds	LT Sus									2			2
Truant from Class	ST Sus								11	20			31
Exposure Body Fluids	ST Sus			1			1		1				3
Cheating	ST Sus									1			1
Excess Tardy	ST Sus								1	3			4
<b>Total Expulsions</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>7</b>
<b>Total LT Sus</b>		<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>38</b>	<b>66</b>	<b>30</b>	<b>12</b>	<b>172</b>
<b>Total ST Sus</b>		<b>39</b>	<b>22</b>	<b>117</b>	<b>25</b>	<b>46</b>	<b>46</b>	<b>20</b>	<b>137</b>	<b>398</b>	<b>66</b>	<b>21</b>	<b>937</b>
<b>Total Emerg Exclusion</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Total Resolutions</b>		<b>42</b>	<b>23</b>	<b>120</b>	<b>28</b>	<b>52</b>	<b>50</b>	<b>26</b>	<b>177</b>	<b>469</b>	<b>97</b>	<b>33</b>	<b>1117</b>



### Student Offender Summary

One student may violate more than one event so the number of unduplicated student events were analyzed. There were 4,864 student offenders, an increase of 8.3% from last year. Male offenders comprised 63.6 % of the total offenders, down 1.9% from last year (see Table 21). Over the 3 year period covered in Table 22, an average of 27.4% of the total secondary student population were offenders. Of the 20,265 students enrolled in Millard Public Schools, only 24.0% had reported violations (See Table 21A). This means that 76% of the students had no reported violations. The twelfth grade had the highest percentage of offenders and offenders to total school enrollment this year. Table 21A also reflects event information for the elementary level.

**Table 21**  
**Offenders by School and Gender—2005/06**

School	Abb	Ack	Ald	Blk E	Bry	Cat	Cod	Cot	Dis	Ez	HO
Female	24	23	13	20	43	35	20	19	20	20	25
Male	37	46	18	30	70	38	22	29	32	25	24
<b>Total</b>	<b>61</b>	<b>69</b>	<b>31</b>	<b>50</b>	<b>113</b>	<b>73</b>	<b>42</b>	<b>48</b>	<b>52</b>	<b>45</b>	<b>49</b>
School	Hit	HH	Mon	Mor	Nei	Nor	Ree	Roc	Roh	San	Whe
Female	14	13	25	21	40	47	8	42	13	10	29
Male	21	50	47	24	71	76	24	57	21	19	32
<b>Total</b>	<b>35</b>	<b>63</b>	<b>72</b>	<b>45</b>	<b>111</b>	<b>123</b>	<b>32</b>	<b>99</b>	<b>34</b>	<b>29</b>	<b>61</b>
School	Wil	MSAP	AMS	BMS	CMS	KMS	NMS	RMS	NHS	SHS	WHS
Female	28	6	86	57	103	53	78	39	209	356	205
Male	58	18	174	101	176	169	107	120	366	622	308
<b>Total</b>	<b>86</b>	<b>24</b>	<b>260</b>	<b>158</b>	<b>279</b>	<b>222</b>	<b>185</b>	<b>159</b>	<b>575</b>	<b>978</b>	<b>513</b>
School	MLC	Total Elementary				Total Secondary				District Total	
Female	24	Female 552				Female 1,216				Female 1,768	
Male	64	Male 871				Male 2,225				Male 3,096	
<b>Total</b>	<b>88</b>	<b>Total 1,423</b>				<b>Total 3,441</b>				<b>Total 4,864</b>	

**Table 21A**  
**Offenders and Events by School Enrollment and Grade—2005/06**

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Offenders Female	102	86	92	122	82	67	118	149	155	168	219	224	183	1767
Offenders Male	115	169	152	133	152	146	266	274	325	277	354	357	373	3093
<b>Total Offenders</b>	<b>217</b>	<b>255</b>	<b>244</b>	<b>255</b>	<b>234</b>	<b>213</b>	<b>384</b>	<b>423</b>	<b>480</b>	<b>445</b>	<b>573</b>	<b>581</b>	<b>556</b>	<b>4860</b>
Events	525	593	618	535	558	424	1028	1142	1498	1596	2653	2412	2301	15883
Enrollment	1611	1543	1568	1515	1563	1513	1500	1529	1569	1661	1697	1541	1455	20265
% Infract to Enroll	32.6%	38.4%	39.4%	35.3%	35.7%	28.0%	68.5%	74.7%	95.5%	96.1%	156.3%	156.5%	158.1%	78.4%
% Offend to Enroll	13.5%	16.5%	15.6%	16.8%	15.0%	14.1%	25.6%	27.7%	30.6%	26.8%	33.8%	37.7%	38.2%	24.0%

**Table 22**  
**Secondary Offenders and Events by School Enrollment—2003/04 to 2005/06**

School Year	03/04	04/05	05/06	10 Yr Av
Students	3,231	3,304	2,335	2956.7
Events	12,009	11,319	12,630	11986.0
Enrollments	10,718	10,767	10,952	10812.3
% Offenders per Enroll	30.1%	30.7%	21.3%	27.4%
% Infractions per Enroll	112.0%	105.1%	115.3%	110.8%

## Repeat Student Offenders

Of the students who violated school rules, 6% of them had five (5) or more events (see Table 23).

There were 298 students who had more than five (5) events. When repeat events were disaggregated, it was found that 219 students had from 5-9 events, a decrease of 58% from last year. There were 54 students with 10-14 events, a 64% decrease; 14 students with 15-19, a 73% decrease; nine (9) students with 20-24 events, a 65% decrease; two (2) students with 25-29 events, a 83% decrease; 0 students with 30-34 events, down 8 events from last year's total; 0 students with 35-39 events, down from 3 students from last year, and 0 students with 40-44 events, down (2) from last years data. Finally, there was 1 student with more than 45 events last year, and there are also zero (0) for this category this year.

Buildings have made an effort to work with repeat offenders by taking decisive action after the first five events. All schools have reduced repeat events considerably.

**Table 23**  
**Student Offenders with Five or More Repeat Events—2005/06**

Infractions Repeated more than 5 Times - 2005/06										
	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45+	Total
Abbott	1									1
Ackerman	3	2								5
Aldrich	1									1
Bryan	21	4	1							26
Cather	4									4
Cody	3	2								5
Cottonwood	7	2	1							10
Disney	2									2
Harvey Oaks	6		1	1						8
Hitchcock	3									3
Holling Hts	4									4
Montclair	2									2
Neihardt	10	2								12
Norris	30	1	1	2						34
Reeder	2									2
Rockwell	8	4			2					14
Rohwer	1									1
Sandoz	2	1	1							4
Wheeler	7	1								8
Willowdale	5	1								6
AMS	40	12	2	3						57
CMS	44	20	7	3						74
BMS										0
KMS										0
NMS	8	1								9
RMS										0
MSAP	5	1								6
MNHS										0
MSHS										0
MWHS										0
MLC										0
<b>Total</b>	<b>219</b>	<b>54</b>	<b>14</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>298</b>

## Drug and Violence Infraction Summary

### Events Associated with Violence

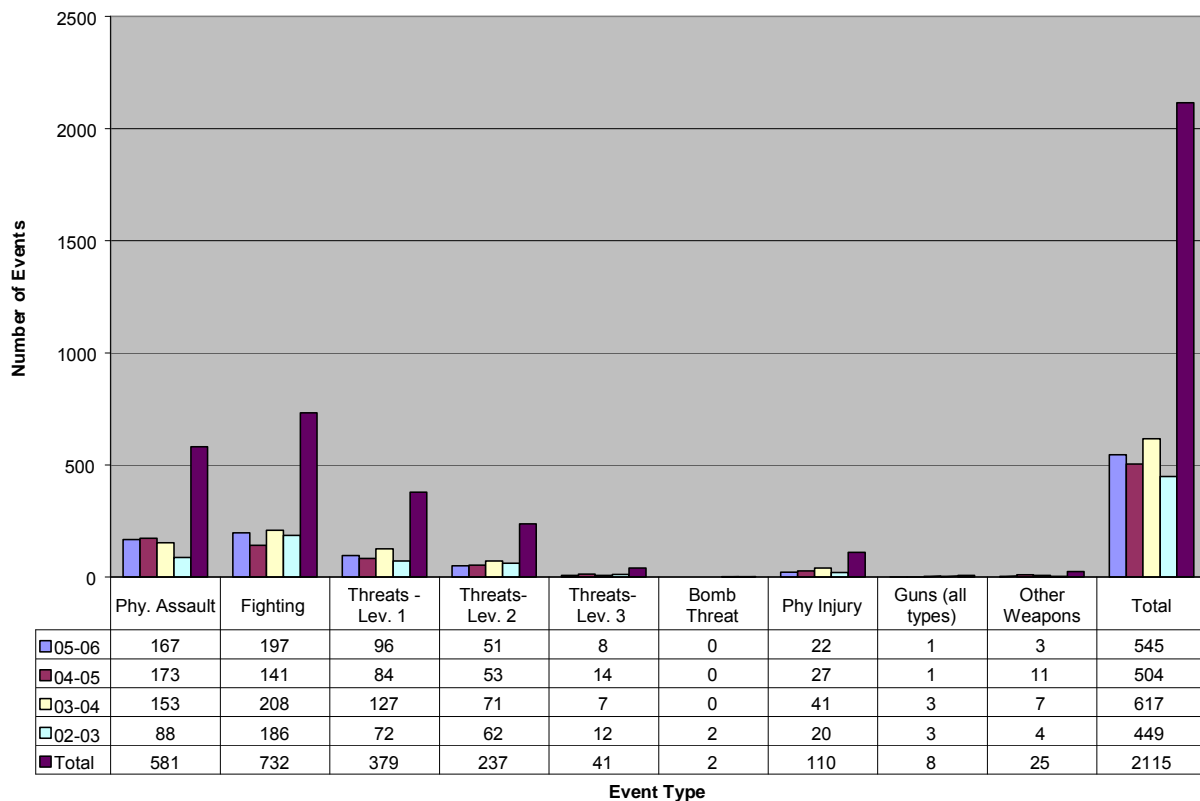
The event categories were disaggregated for violence indicators which include: physical assault, fighting, threats-level one, threats-level two, threats-level three, bomb threat, physical injury, guns, and other weapons. “Guns” refers to all types of guns including pellet, paint ball, stun guns, and BB guns.

Events relating to violence increased by 7.5% after experiencing an 18.3% decrease last year. In 2005/06, physical assaults decreased by 3.6 % from last year. Physical injuries were also reduced. Events relating to threats were almost identical to last year’s data. The difference in this year’s data can be attributed to the category of “fighting” where there was a 68% increase.

It is important to remember that violent events are generated by a small percentage of the student population. However, these students can have a significant impact on school climate and feelings of safety. Acts of violence directly impact school safety and must be addressed by District safety programs. Early identification of students who have violent tendencies are monitored and placed in appropriate educational programs as needed.

### Chart 1

Events Associated with Violence Against Others—2002/03 to 2005/06



### Events Associated with Drugs and Alcohol

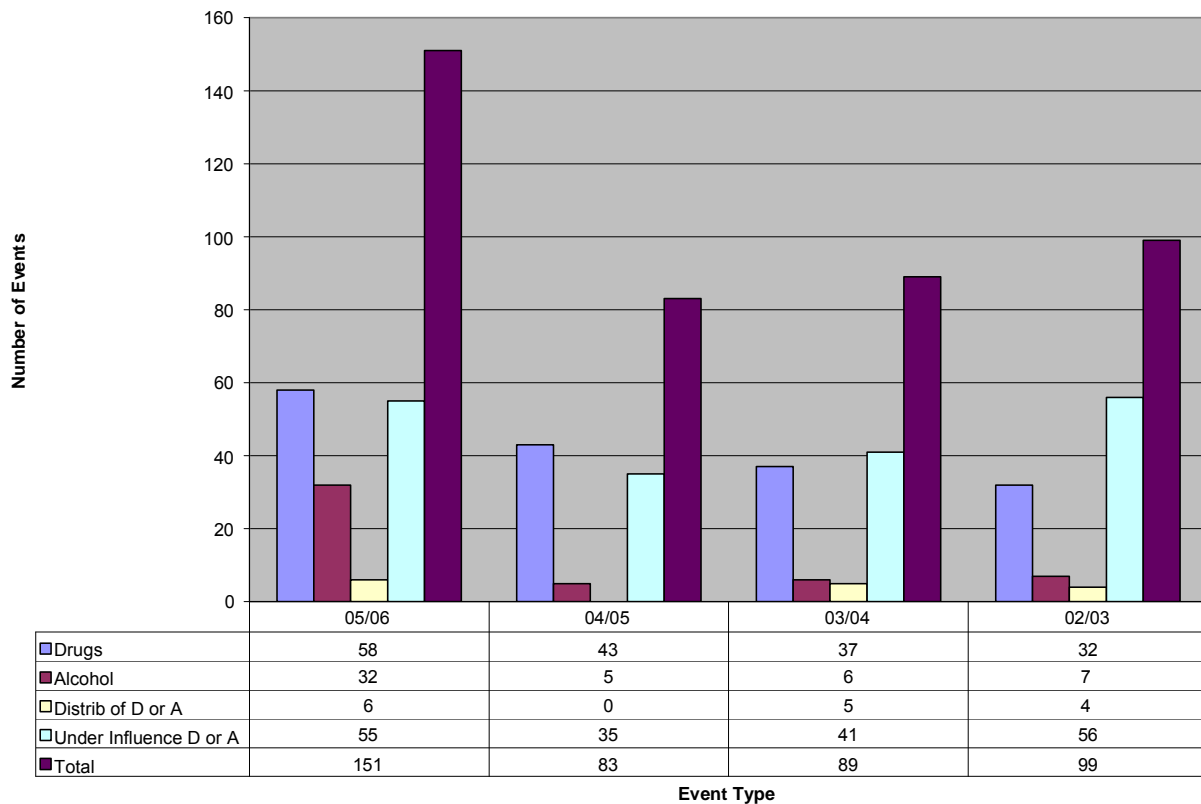
The total “events” associated with drugs and alcohol in 2005/06 increased by an alarming 82%. After a two year decline, events for being under the influence of drugs or alcohol increased by 57%. Student events for distribution of drugs or alcohol increased by six (6) events up from last year’s total of zero (0). Additionally, there was a 35% increase in possession of drugs. The largest increase of this type

of event, as well as percentage, was “alcohol possession.” Events increased from five (5) in 2004/2005 to 32 in 2005/2006. The percentage increase was equal to 540%.

The district is redoubling its effort to have a safe, drug free school system. The Student Code of Conduct was changed to create a more consistent plan when dealing with those involved in alcohol and drug related events. The district is also attempting to address the issue through Strategy #7 of the district’s strategic plan. A comprehensive review of drug prevention curriculum as well as parental involvement has been suggested in this strategy.

In summary, events for the possession or use of drugs or alcohol increased significantly after decreases that were reported during the prior two years.

**Chart 2**  
**Events Associated with Drugs and Alcohol—2002/03 to 2005/06**



**Exclusion from Extracurricular Activities  
 For Off-Campus Conduct**

Millard policy requires that students who admit to or are convicted of drug or alcohol offenses, causing injury to any District employee or student, sexual assault, use or possession of weapons, or burglary or theft which occurs off-campus during the calendar school year may be excluded from participating in extracurricular activities.

Thirty-three (33) students were excluded from extracurricular activities during the 2005/06 school year for off-campus conduct which violated Millard Public School Policy (see Table 24). The number of exclusions increased by 154% over last year’s figures.

**Table 24**  
**Exclusion from Extracurricular Activities for Off-Campus Conduct—2005/06**

Event Code	Description	Gender	Total
17	Drugs	Male	7
17	Drugs	Female	2
21	Alcohol	Male	17
21	Alcohol	Female	7
<b>Total Exclusions</b>			<b>33</b>

### Discipline Hearings

There were 6 disciplinary hearings held during the 2005/06 school year. Each hearing was held for high school level students. Six (6) requests were made by parents of male students at this grade level. (see Table 25). Parents may request a hearing for the following disciplinary actions: long-term suspension, expulsion, or mandatory reassignment. Parents or students may not request a disciplinary hearing for short-term suspensions. Mr. Steve Baker was the Hearing Examiner for 5 of the hearings and Mr. David Probst was the Hearing Examiner for the other one (1) hearing.

**Table 25**  
**Student Discipline Hearings by Grade and Gender—2005/06**

Grade	Pre-5	6-8	9-12	Total
Female	0	0	0	0
Male	0	0	6	6
<b>Total</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>6</b>

### Breath Testing Device Utilization Report

The use of breath testing devices is sanctioned by Policy 5490 and related Rule 5490.1. The breath testing device is used to measure alcohol levels in students at the high school and middle school levels. The results of any such test are to be used only to exonerate the student(s). The District has four breath testing devices with trained staff that operate them. Rule 5490.1 provides that the Board of Education be given annual reports of the utilization of the breath testing devices. The number of students offered the breath test increased from eleven (11) in 2004/05 to eighteen (18) during 2005/06. The number of students who tested positive for drinking alcohol who were tested was equal to 78%. There were ten (10) students who agreed to take the breath test during the first semester and eight (8) agreed during the second semester (see Table 26).

**Table 26**  
**Breath Testing Device Utilization—2005/06**

Summary	First Semester				Totals	Second Semester					Totals	Yrly Totals
	MNHS	MSHS	MWHS	MLC		AMS	MNHS	MSHS	MWHS	MLC		
Number of students offered the breath test	5	4	0	1	10	1	1	3	3	0	8	18
Number of students who agreed to take breath test	5	4	0	1	10	1	1	3	3	0	8	18
Number of students who declined to take breath test	0	0	0	0	0	0	0	0	0	0	0	0
Number of students tested who HAD been drinking	5	4	0	1	10	0	1	2	1	0	4	14

### Discipline Conclusion

The number of student offenders and the number of events increased when compared to last year's numbers. This follows a slight reduction in numbers experienced at this time last year. The total percentage of student offenders equals 24.0% of the student population. This means that 76% of the student population was "event" free. That equates to about 15,401 students.

Repeated offenses committed by student offenders decreased for the third year in a row. However, there was an increase in violent events after a drop in the category last year. There was an alarming increase in the number of alcohol and drug related events. Changes to the Student Code of Conduct and the district's strategic plan will address this issue.

The district continues to strive for consistency in discipline reporting procedures. It is clear that training regarding the reporting of discipline must be continued in order to maintain the success we are experiencing at this point in time.

Finally, it is worth reiterating that we often times focus on student misdeeds but should be remembered that 76% of our student body were not reported as having violated a single "event" in 2005/06. This statistic is a testament to the good behavior in the district. This number should also be celebrated because the student population at Millard Public Schools continues to grow significantly.

### STUDENT HEALTH Health Services

During the 2005/06 school year, health paraprofessionals had 123,206 contacts with students, a 4.5% decrease over last year, and nurses had 90,245 contacts, an amount almost equal to 2004/05 data. Parent conferences by health paraprofessionals and nurses decreased by 22% this year (see Table 27). Total health contacts decreased by 5% from last year.

**Table 27**  
**Number of Health Contacts—2005/06**

Description of Contact	2003/04	2004/05	2005/06
Students Seen by Health Assistant	197,357	128,820	123,206
Students Seen by School Nurse	99,418	90,202	90,245
Parent and Health Assistant Contacts	16,710	18,985	17,772
Parent and School Nurse Contacts	18,406	24,006	17,341
<b>Total Health Contacts</b>	<b>331,891</b>	<b>262,013</b>	<b>248,564</b>

Health services not only take place in the health room, they also take place in other areas that include attending to emergency situations as well as the training of staff and classroom instruction. Table 28 disaggregates these health related responsibilities.

**Table 28**  
**Other Health Related Services**

	Elem	M.S.	H.S.	TOTAL
Health Related Instruction	485	106	862	1,453
Tending to medical emergencies outside of the health room	245	40	346	631
Other Interventions (Head Lice, etc.)	1,945	73	20	2,038
<b>Total</b>	<b>2,675</b>	<b>219</b>	<b>1,228</b>	<b>4,122</b>

There were 4,841 students in Millard Schools with special health needs in 2005/06. The total number of students with special health needs decreased 9% from last year. Asthma was the highest area of incidence (see Table 29). The most prevalent special need continues to be “asthma” where there were 1,931 students identified, a 13% increase from last year.

**Table 29**  
**Number of Students with Special Health Needs—2005/06**

	<b>Elem</b>	<b>M.S.</b>	<b>H.S.</b>	<b>TOTAL</b>
Allergies (Requiring Use of Emergency Medication)	122	65	28	215
Asthma/Reactive Airway Disease	667	500	764	1,931
Autism	23	16	11	50
Cancer	8	5	9	22
Cardiac Disease	58	17	27	102
Cerebral Palsy	16	6	13	35
Cystic Fibrosis	1	4	2	7
Depression	23	65	139	227
Diabetes Mellitus	14	15	27	56
Eating Disorder	2	4	9	15
Hearing Impaired Requiring Hearing Aid	22	9	12	43
Migraines	69	74	107	250
Muscular Dystrophy	4	1	0	5
Orthopedic Problems	58	42	40	140
Pregnancy	0	0	17	17
Psychological Diagnosis	259	270	483	1,012
Seizure Disorder - Active Seizures at School	84	20	14	118
Substance Abuse	0	2	542	544
Vision Impaired/Legally Blind	8	9	35	52
<b>Total</b>	<b>1,438</b>	<b>1,124</b>	<b>2,279</b>	<b>4,841</b>

### Nursing Care Procedures

There were 538 students in Millard Schools requiring special nursing care procedures during 2005/06 (see Table 30). Students requiring the Monitoring of Vital Signs, Nebulizer Usage and Seizure Management top the list.

Special training for staff was often required to perform procedures for medically fragile students. Nurses not only administer these procedures, but also train other staff to assist.

**Table 30**  
**Number of Students Requiring Special Nursing Care Procedures—2005/06**

	<b>Elem</b>	<b>M.S.</b>	<b>H.S.</b>	<b>TOTAL</b>
Gastric Feedings	6	0	2	8
Nebulizer Usage	164	5	22	191
Seizure Management - Actual Seizure at School	97	2	28	127
Shunt Monitoring	10	2	2	14
Vital Signs (Monitoring of)	90	87	21	198
<b>Total</b>	<b>367</b>	<b>96</b>	<b>75</b>	<b>538</b>

### Health Screenings

Nurses are required by Nebraska Statutes to perform certain “screenings.” Traditionally, these screenings have included “hearing”, “vision” and “dental.” Starting in 2006/07, the state law will require a physician

to conduct a vision screening before a student attends Kindergarten. Therefore, in the future, this number will go down (see Table 31). Health screenings by nurses in 2005/06 increased by 17% when compared to last year's data. Referrals from nurses to physicians in 2005/06 decreased by 19% from last year.

**Table 31**  
**Number of Health Screenings Performed by Nurses—2005/06**

TYPE OF SCREENING	Screenings	Referrals
Audiometer Tests (K, 1, 2, 5, 8)	10,342	291
Diabetic Screenings	16,532	257
Vision Screening	16,227	945
Oral Screening	15,080	268
<b>2005/06 Total</b>	<b>58,181</b>	<b>1,761</b>
<b>2004/05 Total</b>	<b>49,578</b>	<b>2,175</b>
<b>2003/04 Total</b>	<b>50,125</b>	<b>1,361</b>

#### Other Nurse Interventions

Nurse interventions decreased less than 1% from last year. This was mostly due to a drop in communicable diseases. Nurses dispensed 54,691 medications, an increase of less than 1% from last year. (see Table 32). Nurse treatments for accident victims increased by 44%. Last year "Staff Members Seen" was added to this Table. This figure remains relatively unchanged.

**Table 32**  
**Number of Nurse Interventions in 2005/06**

	No. of Students
Students reporting contracting communicable diseases	1,406
Accidents - Requiring MD/ER assistance	735
Medications Dispensed	54,691
Staff Members Seen	3,247
<b>TOTAL</b>	<b>60,079</b>

Student pregnancies reported during the 2005/06 school year increased by one (1) student from last year (see Table 33). There has been little fluctuation in the number of student pregnancies over the past three years. No pregnancies have been reported at the middle school level since the 1995/96 school year. There has been an average of 17 student pregnancies each year over the past three years.

**Table 33**  
**Number of Known Pregnancies Reported by Nurses—2003/04 to 2005/06**

	M.S.	H.S.	Total
<b>2003/04</b>	0	18	<b>18</b>
<b>2004/05</b>	0	16	<b>16</b>
<b>2005/06</b>	0	17	<b>17</b>
<b>Three Year Average</b>	<b>0</b>	<b>17</b>	<b>17</b>

Six (6) students received an emergency nebulizer treatment under the Emergency Asthma and Allergic Reaction Rule 5600.5 in 2005/06. This figure is an increase of 2 from the amount administered last year. Epi-Pens were administered six (6) times during the 2005/06 school year which was also an increase of 2 from last year's total. Annual training of emergency staff in each building has been provided by the school nurses and the National Safety Council. The National Safety Council teaches CPR and the



defibrillator training using the method recommended by the American Heart Association. The American Heart Association training provides certification for two (2) years. The Medical Advisory Committee has been a valuable resource in monitoring the emergency asthma policy and in making recommendations.

**Table 34 A**  
**Number of Emergency Nebulizer Interventions – 2005/06**

	<b>Elem</b>	<b>M.S.</b>	<b>H.S.</b>	<b>Total</b>
Elementary	1	0	0	<b>1</b>
Middle School	0	2	0	<b>2</b>
High School	0	0	3	<b>3</b>
<b>Total</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>6</b>

**Table 34B**  
**Number of Emergency Epi-Pen Interventions – 2005/06**

	<b>Elem</b>	<b>M.S.</b>	<b>H.S.</b>	<b>Total</b>
Elementary	1	0	0	<b>1</b>
Middle School	0	2		<b>2</b>
High School	0	0	3	<b>3</b>
<b>Total</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>6</b>

## **STUDENTS AT-RISK AND STUDENT ASSISTANCE PROGRAMS**

### **Number of Verified Section 504 Eligible Students**

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against any person with a disability in any program receiving federal financial assistance. The District is required to identify students who have disabilities that substantially interfere with their learning and do not qualify for special education services. Once students are identified as Section 504 eligible, Individual Accommodation Plans are developed by a team of the student's teacher, counselors, and administrators. Section 504 procedures were changed in 2006 to reflect court decisions and OCR interpretation of the law. Copies of Section 504 Accommodation Plans were sent to Pupil Services for monitoring purposes. During the 2005/06 school year, the number of 504 eligible students decreased by 8% from last year. (See Table 35)

**Table 35**  
**Number of Students on 504 Plans—2003/04 to 2005/06**

	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>
<b>Elementary</b>	6	6	6
<b>Middle School</b>	10	6	4
<b>High School</b>	30	23	22
<b>Total</b>	<b>46</b>	<b>35</b>	<b>32</b>

### **MIT Activities**

The Millard Intervention Team (MIT) identifies pre-referral procedures for students in Millard. MIT is a data driven fact-based problem-solving process that relies on trained consultants to help teachers solve learning problems for students. If strategies that are implemented do not solve the student's learning problems, the student may be referred for testing to determine if they have a disability. The number of referrals decreased by 10% from last year. Last year 16% of the referred students were identified for special education as compared to 18% this year. (See Table 36)

**Table 36**  
**Number of MIT Referrals for 2005/06**

Educational Level	No. Referrals	Disposition of Referral		
		Goal Achieved	Continuing	Sped
Elementary	1,516	243	691	342
Middle School	369	70	195	40
High School	305	71	104	20
<b>Total</b>	<b>2,190</b>	<b>384</b>	<b>990</b>	<b>402</b>

### Crisis Team Activities

Sudden death can have a devastating impact on the schools and the community. The district's crisis team can assist staff members working with a crisis situation so they can, in turn, support students and other staff members in coping with the loss. The Millard Crisis Team responded to three (3) requests for assistance in 2005/06 (see Table 37). There were three (3) student deaths during the school year. The Millard Crisis Team implemented post-intervention plans to assist teachers, students, and parents in coping with the aftermath of sudden deaths.

**Table 37**  
**Number of Crisis Team Responses—2005/06**

Response Type	Number	Response Type	Number
Staff Deaths	0	Student Deaths	3
<b>Total</b>	<b>0</b>	<b>Total</b>	<b>3</b>

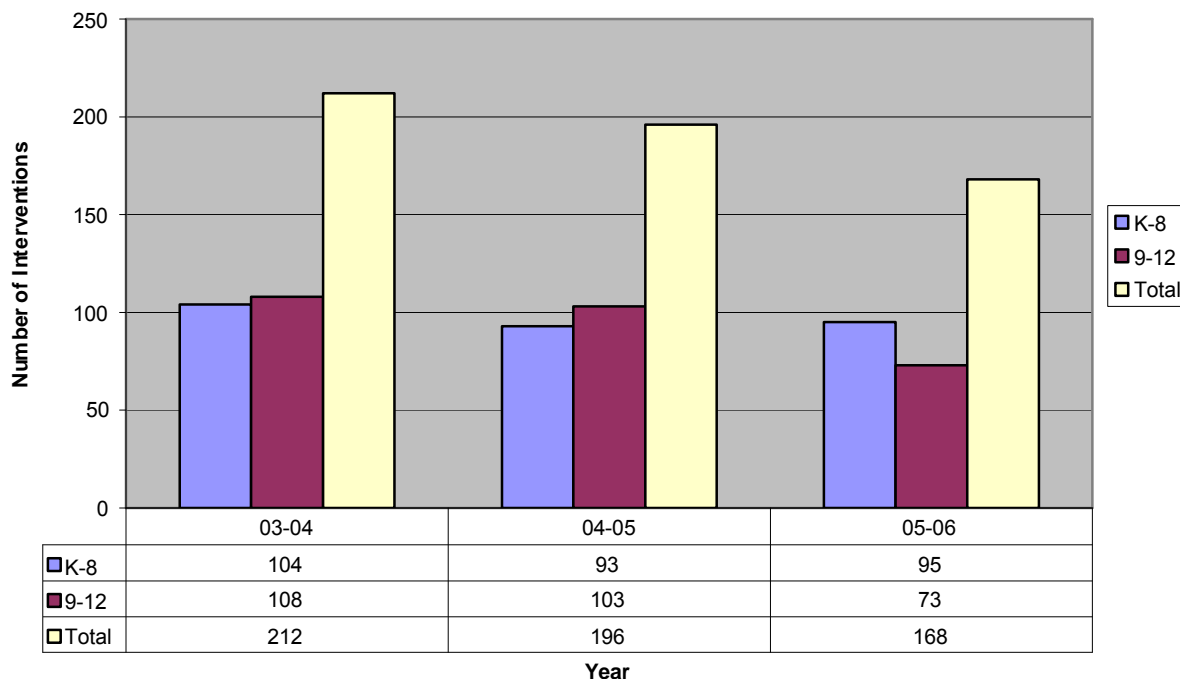
### Crisis Interventions for Students At-Risk

Counselors and school psychologists identify and intervene with students who are considered to be at-risk and require crisis intervention. Following departmental guidelines, counselors, other building staff and Pupil Services staff identify student's who are potentially suicidal. According to the data there was a decrease of 17% pertaining to interventions provided when compared to last year. In all cases, parents were contacted and given guidelines for specific procedures as well as resources they can employ for short-term and long-term intervention. The number of interventions were similar when compared between males and females in grades 6 through 12. Each grade level and gender across the board experienced a decrease when compared to last year's figures.

**Table 38**  
**Crisis Interventions for Students At-Risk by Gender and Grade Level—2005/06**

Student Interventions	P-5	6-8	9-12	Total
Female	5	34	41	<b>80</b>
Male	17	39	32	<b>88</b>
<b>Total</b>	<b>22</b>	<b>73</b>	<b>73</b>	<b>168</b>

**Chart 3**  
**Crisis Interventions for Students At-Risk by School Year—2003/04 to 2005/06**



### Hotline Activities

A 24-hour seven-day-a-week hotline is maintained for use by Millard students and parents. Students and parents can anonymously call on any subject and every call is investigated. During the 2005/06 school year, 26 calls were received on the Safe Schools Hotline. Of the 26 calls, all calls were resolved after investigation. Table 39 shows the subject of the hotline call as well as the gender and grade level the person called about. The largest number of calls pertained to bullying and harassment. The next highest number of calls pertained to drugs. Some of the calls resulted in disciplinary actions by the school staff or law enforcement referrals. No prank calls were received this year. Although there is not a large volume of calls to the hotline, it remains an important tool for the district. Student billfold sized cards will be distributed to all students in the fall of 2006. The card promotes the Hotline and provides the toll-free number. The reverse side of the card contains discounts from Millard Pay BAC Partners.

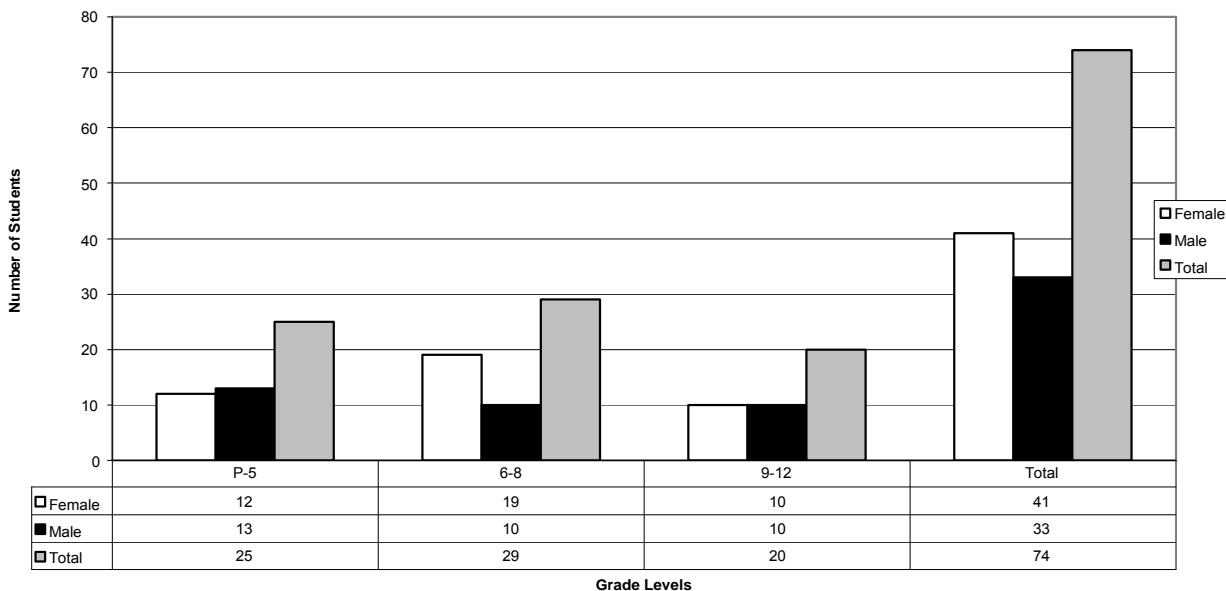
**Table 39**  
**Number of Safe Schools Hotline Calls—2005/06**

Nature of Call	No. Calls Relating to Students by Level and Gender						Total
	Elementary		Middle School		High School		
	M	F	M	F	M	F	
Drugs			1		6		7
Suicide				2		1	3
Bullying & Harassment		1			6	2	9
Threats				1	1		2
Guns			1		2		3
Gangs						1	1
Other	1						1
<b>Total Calls</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>15</b>	<b>4</b>	<b>26</b>

### Child Abuse and Neglect

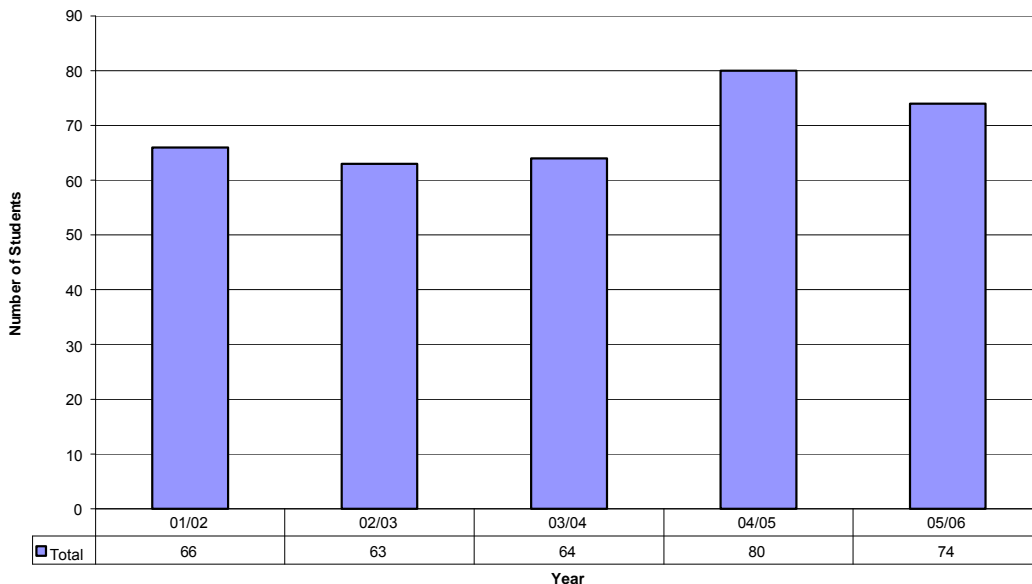
In 2005/06, the number of cases of suspected child abuse and neglect decreased by 8% from last year in grades pre-kindergarten through twelve (see Charts 4 and 5). There were 74 cases of suspected child abuse and neglect in 2005/06. All grade levels showed small decreases with the exception of 6-8 grade females. Grades 9-12 show data almost equal to last year.

**Chart 4**  
**Suspected Child Abuse and Neglect by Gender and Grade Level—2005/06**



**Chart 5**  
**Suspected Child Abuse and Neglect—2001/02 to 2005/06**

### Child Abuse and Neglect



### SCIP Team Activities

During the 2005/06 school year, most secondary schools had an active School/Community Intervention Program (SCIP) to assist students with potential drug/alcohol problems. The teams provided training to teachers to assist them in recognizing signs and symptoms of drug and alcohol abuse. Teachers were encouraged to refer students to their school's SCIP Team if they suspected a drug/alcohol-related problem.

Teams collected additional information on referred students to determine if there was reason to believe a student might have a drug/alcohol-related dependency. Other referrals came from parents or from the hotline which alerted SCIP leaders to potential drug problems. If it was determined that there was a potential problem, parents/guardians were contacted and encouraged to have their child take a drug/alcohol evaluation, get treatment, or take other steps to solve the problem.

Table 40 indicates that for the 2005/06 school year, 235 students were referred to SCIP Teams, and 155 referrals were made to local agencies. In contrast, during the 2004/05 school year, 202 students were referred to SCIP Teams and 65 referrals were made to local agencies.

Total SCIP referrals and interventions increased from last year. Every category including referrals, interventions and local agency referrals increased across the board for students in grades 10-12. The increase in referrals comes at a time when drug/alcohol events have increased by 82%.

**Table 40**  
**Number of SCIP Team Referrals—2005/06**

Grade	Referrals			Interventions			Local Agency Referrals		
	M	F	Total	M	F	Total	M	F	Total
6	0	0	0	0	0	0	0	0	0
7	3	0	3	2	0	2	0	0	0
8	0	1	1	0	1	1	0	0	0
9	21	19	40	16	15	31	9	3	12
10	39	24	63	38	20	58	25	7	32
11	56	19	75	55	18	73	39	22	61
12	42	11	53	59	21	80	29	21	50
<b>Total</b>	<b>161</b>	<b>74</b>	<b>235</b>	<b>170</b>	<b>75</b>	<b>245</b>	<b>102</b>	<b>53</b>	<b>155</b>

M=Male F=Female

## Scholarship Report

During the 2005/06 school year, scholarship dollars awarded to Millard graduates decreased by 9% while the number of students accepting scholarships increased by 3% (see Table 41). The amount of scholarship dollars accepted by students increase by <1%.

**Table 41**  
**Summary of Scholarship Awards—Class of 2002 to Class of 2006**

	Class of 06	Class of 05	Class of 04	Class of 03	Class of 02
No. of Millard North Grads.	574	574	517	526	543
No. of Millard South Grads.	425	433	444	480	465
No. of Millard West Grads.	466	431	418	435	424
<b>Total Millard Grads</b>	<b>1465</b>	<b>1438</b>	<b>1379</b>	<b>1441</b>	<b>1432</b>
No. of Millard North Grads. awarded scholarships	210	218	187	182	195
No. of Millard South Grads. awarded scholarships	143	141	143	158	149
No. of Millard West Grads. awarded scholarships	158	138	151	122	149
<b>Total Millard Grads Awarded Scholarships</b>	<b>511</b>	<b>497</b>	<b>481</b>	<b>462</b>	<b>493</b>
% of Millard North Grads. awarded scholarships	36.59%	37.72%	36.17%	34.60%	35.91%
% of Millard South Grads. awarded scholarships	33.65%	32.56%	32.21%	32.92%	32.04%
% of Millard West Grads. awarded scholarships	34.00%	32.00%	36.12%	28.05%	35.14%
<b>District % of Millard Grads Awarded Scholarships</b>	<b>34.88%</b>	<b>34.56%</b>	<b>34.88%</b>	<b>32.06%</b>	<b>34.43%</b>
No. of scholarship awards to Millard North Grads.	737	815	767	605	711
No. of scholarship awards to Millard South Grads.	462	570	478	530	520
No. of scholarship awards to Millard West Grads.	391	462	505	432	546
<b>Total Scholarships Awarded Millard Grads.</b>	<b>1590</b>	<b>1847</b>	<b>1750</b>	<b>1567</b>	<b>1777</b>
No. of Students Accepting Scholarships-Millard North	197	199	172	163	366
No. of Students Accepting Scholarships-Millard South	121	129	127	138	135
No. of Students Accepting Scholarships-Millard West	157	132	137	115	135
<b>Total No. of Students Accepting Scholarships</b>	<b>475</b>	<b>460</b>	<b>436</b>	<b>416</b>	<b>636</b>
% of Millard North Grads. accepting scholarships	34.32%	34.67%	33.27%	30.99%	67.40%
% of Millard South Grads. accepting scholarships	28.47%	29.80%	28.60%	28.75%	29.03%
% of Millard West Grads. accepting scholarships	31%	31.00%	32.78%	26.44%	31.84%
<b>District % of Millard Grads Accepting Scholarships</b>	<b>93.79%</b>	<b>95.47%</b>	<b>31.62%</b>	<b>28.87%</b>	<b>44.41%</b>
Total No. of scholarships accepted-Millard North	369	330	372	303	181
Total No. of scholarships accepted-Millard South	245	267	283	287	284
Total No. of scholarships accepted-Millard West	241	241	291	225	259
<b>Total No. of Scholarships Accepted</b>	<b>855</b>	<b>838</b>	<b>946</b>	<b>815</b>	<b>724</b>
Approximate total value of scholarships-Millard North	\$12,245,922.00	\$13,633,979.00	\$12,513,641.00	\$8,324,943.00	\$8,503,718.00
Approximate total value of scholarships-Millard South	\$6,892,320.00	\$8,030,314.00	\$5,668,024.00	\$7,112,895.00	\$6,041,368.00
Approximate total value of scholarships-Millard West	\$7,026,876.00	\$5,634,286.00	\$6,652,774.00	\$7,145,144.00	\$7,362,539.00
<b>Total Approx Value of Millard Scholarships</b>	<b>\$26,165,118.00</b>	<b>\$27,298,579.00</b>	<b>\$24,834,439.00</b>	<b>\$22,582,982.00</b>	<b>\$21,907,625.00</b>
Approximate total value of scholarships accepted-Millard North	\$4,922,844.00	\$5,520,378.00	\$5,524,174.00	\$3,699,771.00	\$3,593,945.00
Approximate total value of scholarships accepted-Millard South	\$2,687,508.00	\$2,862,376.00	\$2,622,916.00	\$2,768,472.00	\$2,354,394.00
Approximate total value of scholarships accepted-Millard West	\$3,334,492.00	\$2,421,369.00	\$3,509,439.00	\$2,776,625.00	\$3,156,079.00
<b>Total Approx Value of Millard Scholarships Accepted</b>	<b>\$10,944,844.00</b>	<b>\$10,804,123.00</b>	<b>\$11,656,529.00</b>	<b>\$9,244,868.00</b>	<b>\$9,104,418.00</b>
Average dollar value per scholarship-Millard North	\$13,341.00	\$16,729.00	\$16,315.00	\$13,806.00	\$11,960.00
Average dollar value per scholarship-Millard South	\$14,854.00	\$14,088.00	\$11,858.00	\$13,421.00	\$11,618.00
Average dollar value per scholarship-Millard West	\$18,838.00	\$18,190.00	\$13,174.00	\$16,540.00	\$13,485.00
<b>District Average Dollar Value per Scholarship</b>	<b>\$47,033.00</b>	<b>\$49,007.00</b>	<b>\$41,347.00</b>	<b>\$43,767.00</b>	<b>\$37,063.00</b>
No. of college bound students-Millard North	485	500	438	463	448
No. of college bound students-Millard South	320	322	338	374	404
No. of college bound students-Millard West	407	363	366	375	358
<b>Total No. of College Bound Students</b>	<b>1212</b>	<b>1185</b>	<b>1142</b>	<b>1212</b>	<b>1210</b>
No. of Athletic Scholarships-Millard North	43	43	72	35	46
No. of Athletic Scholarships-Millard South	41	34	31	57	36
No. of Athletic Scholarships-Millard West	18	14	23	23	32
<b>Total No. of Athletic Scholarships</b>	<b>102</b>	<b>91</b>	<b>126</b>	<b>115</b>	<b>114</b>
Approximate value of athletic awards-Millard North	\$1,453,943.00	\$1,970,267.00	\$3,279,754.00	\$1,388,905.00	\$1,350,760.00
Approximate value of athletic awards-Millard South	\$1,269,058.00	\$582,600.00	\$571,780.00	\$1,683,342.00	\$1,623,700.00
Approximate value of athletic awards-Millard West	\$429,696.00	\$158,464.00	\$335,788.00	\$845,886.00	\$898,399.00
<b>Total Approx Value of Athletic Awards</b>	<b>\$3,152,697.00</b>	<b>\$2,711,331.00</b>	<b>\$4,187,322.00</b>	<b>\$3,918,133.00</b>	<b>\$3,872,859.00</b>

## Psychological Services

Psychological services were provided by a staff of 17 school psychologists. These psychologists provided a full range of direct and indirect services to students, teaching staff, and parents.

Indirect services in 2005/06 involved consultation, in-service, referrals to community agencies, and research. Through consultation with teachers and administrators, psychologists developed and implemented classroom methods designed to facilitate learning and overcome behavior disorders. Consultation services also helped parents understand the learning and developmental processes of their children. Psychologists have acted as a liaison between the school and professionals outside the school to coordinate programs and meet special needs of children. Psychologists have also conducted research in school-related issues to evaluate and improve the educational process.

Direct services to children involved individual evaluations with subsequent follow-up. Referrals for evaluation came from parents, physicians, social agencies, private schools, and from exempt schools. These referrals were screened by the multidisciplinary team of the student's home school. If an individual psychological evaluation was recommended, the child's intellectual, academic, social, and emotional developments were assessed. Recommendations were made for academic programming, behavior management, and placement in special classes. The evaluation results were discussed with the child's parents and teachers. Psychological testing increased >1% and consultations decreased by 9% from last year.

Students in special education programs are evaluated every three years as required by law. These regularly scheduled evaluations are used to assess progress and to help plan future programs. **Table 42** summarizes the direct services provided by the Millard school psychologists during the 2005/06 school year.

An indicator of the effectiveness of MIT functioning within the buildings was the percentage of testing referrals that resulted in special education verification. The percentage of new students tested compared to those who were verified was comparable to last year's data.

The verification rate (78%) for new students tested increased slightly over last year's figure of 75%. This indicates that MITs are consistent with their pre-referral intervention strategies.

### Conclusion

The need for psychological services continues to grow. The number of consultations reflects the demand for such services by building staff and parents. Although it is difficult to isolate data which will prove that consultations can and do lower referrals, there is a belief among the Millard school psychologists and teaching staff that they do. The consistent number of students verified juxtaposed to those tested demonstrates MIT is working. It is desirable to have a high percentage of referred students qualify for services because this indicates valid referrals are being made. This statistic should continue to be closely monitored. Due to changes in the federal law, IDEA, the MIT leaders are addressing necessary changes for the following years to come.

**Table 42**  
**Summary of Psychological Assessments—2005/06**

Ackerman Elementary	25	22	88%	20	15	75%	57
Aldrich Elementary	2	2	100%	5	5	100%	23
Black Elk Elementary	12	9	75%	12	10	83%	53
Bryan Elementary	10	9	90%	11	10	91%	24
Cather Elementary	8	4	50%	7	7	100%	36
Cody Elementary	8	8	100%	17	16	94%	32
Cottonwood Elementary	13	9	69%	5	3	60%	17
Disney Elementary	16	15	94%	15	14	93%	36
Ezra Millard Elementary	12	6	50%	15	12	80%	77
Harvey Oaks Elementary	5	4	80%	4	4	100%	23
Hitchcock Elementary	8	8	100%	4	4	100%	12
Holling Heights Elementary	19	18	95%	13	13	100%	60
Montclair Elementary	23	17	74%	15	13	87%	42
Morton Elementary	12	6	50%	14	12	86%	22
Neihardt Elementary	42	34	81%	10	10	100%	68
Norris Elementary	15	15	100%	15	15	100%	45
Reeder Elementary	23	21	91%	12	11	92%	31
Rockwell Elementary	15	13	87%	7	7	100%	48
Rohwer Elementary	11	8	73%	7	6	86%	6
Sandoz Elementary	13	12	92%	13	12	92%	15
Wheeler Elementary	12	10	83%	23	16	70%	23
Willowdale Elementary	20	12	60%	7	5	71%	36
Andersen Middle School	30	22	73%	42	41	98%	48
Beadle Middle School	11	8	73%	21	19	90%	81
Central Middle School	16	14	88%	54	31	57%	51
Kiewit Middle School	5	4	80%	30	27	90%	38
North Middle School	12	6	50%	29	22	76%	11
Russell Middle School	5	5	100%	44	37	84%	14
Millard North High School	9	6	67%	67	63	94%	146
Millard South High School	9	6	67%	79	69	87%	51
Millard West High School	17	14	82%	56	40	71%	95
Preschool	29	21	72%	36	34	94%	81
Secondary MH Program	0	0	0%	36	36	100%	48
TEAM	5	5	100%	3	3	100%	4
Millard Learning Center	0	0	0%	16	14	88%	4
Young Adult Program	0	0	0%	15	15	100%	0
ELL MIT Advisement	0	0	0%	0	0	0%	27
<b>2005-2006 Total</b>	<b>484</b>	<b>379</b>	<b>78%</b>	<b>786</b>	<b>676</b>	<b>86%</b>	<b>1508</b>
<b>2004-2005 Total</b>	<b>483</b>	<b>364</b>	<b>75%</b>	<b>752</b>	<b>668</b>	<b>89%</b>	<b>1619</b>
<b>2003-2004 Total</b>	<b>492</b>	<b>369</b>	<b>75%</b>	<b>623</b>	<b>530</b>	<b>85%</b>	<b>1150</b>
*T - Tested	*V - Verified	*Consults=Consultations	- Includes ADHD Screenings				



## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Investment Report

**MEETING DATE:** August 7, 2006

**DEPARTMENT:** Business

**TITLE & BRIEF DESCRIPTION:** Investment Report – A report of the current investments and investment practices of the district.

**ACTION DESIRED:** Approval  Discussion  Information Only  .

**BACKGROUND:** Attached is the Quarterly Investment Report for the period ending June 30, 2006.

**OPTIONS AND ALTERNATIVES:** n/a

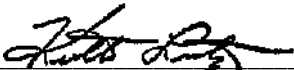
**RECOMMENDATION:** n/a

**STRATEGIC PLAN REFERENCE:** n/a

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

**TIMELINE:** n/a

**RESPONSIBLE PERSON:** Chris Hughes (Accounting Manager) & Ken Fossen (Assoc. Supt.)

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

Millard Public Schools  
Investment of Funds  
June 30, 2006

**Nebraska School District Liquid Asset Fund**

The Millard Public Schools utilizes the Nebraska School District Liquid Asset Fund (referred to as either NSDLAF or CADRE, the financial services firm which manages the fund) for day-to-day investing. NSDLAF was established in 1988. The fund is offered exclusively to Nebraska school districts, educational service units, and technical community colleges. The fund's objective is to allow school districts to pool their dollars for investment. The fund invests in items permitted by Nebraska law (i.e. repurchase agreements, U.S. Government Agency Obligations, U.S. Treasury Bills and Certificates of Deposit).

MPS maintains two liquid accounts that can be accessed daily. The General Fund, Food Service Fund, Administrative Activity Fund, Special Building Fund, Bond Fund, Depreciation Fund, Construction Fund and Employee Benefit Fund utilize one account. This account is used throughout the month as taxes, state aid, etc. are received and as bills or payroll are paid. The other account is utilized by the various middle schools. As of June 30, 2006, the 7-day current yield for these accounts was 4.76%. MPS also utilizes long term fixed investments (examples: 30, 60, 90 day US Government Securities, Certificates of Deposits, etc). The current rate of return depends on the term, with the district currently earning 4.05% to 5.65%.

**Sweep Account for General Checking Account**

Each day, any balance remaining in the District's main checking account above the level necessary to avoid service charges is invested in either U.S. Government agency backed repurchase agreements (amounts under \$25,000) or commercial paper notes (amounts over \$25,000). The interest rate for the sweep account is currently 4.20%.

**Bond Fund Trust Account at First National Bank of Omaha**

Taxes and other revenues received for the repayment of bond principal and interest are invested through the trust department at First National Bank of Omaha. The funds are invested in U.S. Treasury Bills, individual U.S. Government Agency backed securities, or a money market account which invests in U.S. Government backed agency securities, based on the funds available, the time line until the next debt service payment, and the available yields. The trust account balance as of June 30, 2006 was \$5,908,601.03.

**AGENDA SUMMARY SHEET**

**MEETING DATE:** August 7, 2006

**DEPARTMENT:** General Administration

**TITLE AND BRIEF DESCRIPTION:** Construction Report – A report from the District’s construction management firm with regard to the progress on projects related to the 2005 bond issue.

**ACTION DESIRED:** Information Only XX

**BACKGROUND:** The District has engaged the services of Magnum Resources, Inc. (RMI) to act as the construction manager for the District’s construction/renovation projects related to the 2005 bond issue.

Don Mohlman (RMI) will be present at the meeting to present the construction update (see attached) and to answer questions.

**OPTIONS/ALTERNATIVE CONSIDERATIONS:** N/A

**RECOMMENDATIONS:** N/A

**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** N/A

**TIME LINE:** N/A

**PERSONS RESPONSIBLE:** Don Mohlman (RMI) and Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT’S APPROVAL:**  \_\_\_\_\_



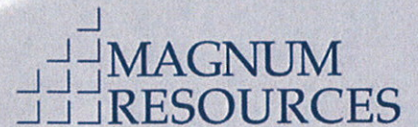


# MILLARD PUBLIC SCHOOLS



## CONSTRUCTION PROGRESS REPORT

August 2006  
Vol. 14 (Back to School)





***MPS BOND ISSUE PROJECTS***  
COMPLETION STATUS FOR START OF 2006-07 SCHOOL YEAR

**Ackerman Elementary (Lueder Construction)**

Summer 2006: Replace 25 classroom spaces; refurbish gym & multipurpose spaces.

<b><i>Issues for Start of School</i></b>	<b><i>Status August 8th (Teachers Arrive)</i></b>	<b><i>Status August 14th (Students Arrive)</i></b>
1.) <b>CASEWORK</b> shipment delay from supplier	Delivery and Installation of CASEWORK	Work completed



***Ackerman Elementary School - Typical classroom ready for Casework (7/31/2006)***

**Beadle Middle School (Meco-Henne)**

Summer 2006: Start construction on additions; remove existing windows in 12 classroom/lab spaces.

***Issues for Start of School***

1.) **NONE**

***Status August 8th  
(Teachers Arrive)***

Work completed

***Status August 14th  
(Students Arrive)***

Work completed



*Beadle Middle School - Addition (7/31/2006)*

**West High School (Meco-Henne)**

Summer 2006: Start construction on additions; remodel 2 classrooms and remove stair tower.

***Issues for Start of School***

1.) **NONE**

***Status August 8th  
(Teachers Arrive)***

Work completed

***Status August 14th  
(Students Arrive)***

Work completed



*West High School - Addition (7/31/2006)*



**North High School (W.Boyd Jones)**

Summer 2006: Start construction on addition; install Northwest parking lot; remodel 40 classrooms, corridors, and 2 restrooms.

**Issues for Start of School**

1.) **NONE**

**Status August 8th  
(Teachers Arrive)**

Work completed

**Status August 14th  
(Students Arrive)**

Work completed



North High School - Typical classroom (7/31/2006)

**South High School (Lueder Construction)**

Summer 2006: Replace east parking lot; modify north parking lot; complete entrance plaza; add retaining wall @ northeast corner of building; renovate 36 classrooms, corridors, and 2 restrooms; revise stairway, upgrade existing mechanical system.

**Issues for Start of School**

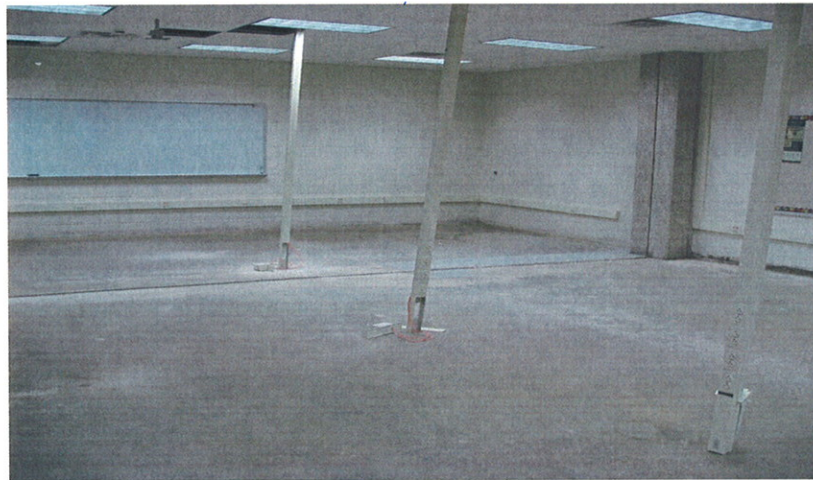
**Status August 8th  
(Teachers Arrive)**

**Status August 14th  
(Students Arrive)**

1.) **CARPET** in classrooms not completed.

Furniture & Technology will be operational on concrete floors.

No interruption to classes. Contractor will complete installation in 3-5 weekends. Contractor is responsible for any incurred expenses.



South High School - Classroom carpet missing (07/31/2006)

2.) **MARKER BOARDS** shipment delayed.

Delivery and Installation of MARKER BOARDS

Completed

3.) **QUARRY TILE (pre-cast stair treads and risers) not completed**

Delivery and potential commencement for Installation of QUARRY TILE.

No interruption to classes. Contractor will complete installation in 1-3 weekends. Contractor is responsible for any incurred expenses including temporary measures to maintain proper tread and riser dimensions.



South High School - Quarry Tile missing at treads and risers of new stairwell (7/31/2006)



4.) **RETAINING WALL**@ Northeast corner of building not complete.

Completion in progress (radius drive will be temporarily closed during construction).

Completed



South High School - Retaining Wall (7/31/2006)

5.) **HALLWAYS**@ 300 wing & Industrial Tech wing will not be completed.

Completion in progress (coordinated with staff activities)

Completed



South High School - Hallway (7/31/2006)



6.) **ENTRANCE PLAZA** drive-thru.

Planters will be installed by District at ramp between North and South radius drives. Fire marshal approved 80' vs. 100' turn-around radius; ramp allows handicap access and snow removal).

Completed



*South High School - Entrance Plaza (7/31/2006)*

**Elementary #24 (ConStruct Inc.)**

Summer 2006: Continued construction of new facility



***NOTE: Furnishings and Technology installation will be completed before August 14th at all schools.***

**AGENDA SUMMARY SHEET**

**MEETING DATE:** August 7, 2006

**DEPARTMENT:** General Administration

**TITLE AND BRIEF DESCRIPTION:** Quarterly Non-Bond Construction Report – A report of the on-going progress on significant construction projects (other than bond issue projects) in the District.

**ACTION DESIRED:** Information Only XX

**BACKGROUND:** N/A.

**OPTIONS/ALTERNATIVE CONSIDERATIONS:** N/A

**RECOMMENDATIONS:** N/A

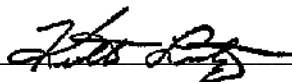
**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** N/A

**TIME LINE:** N/A

**PERSONS RESPONSIBLE:** Ken Fossen, Associate Superintendent (General Administration)  
and Ed Rockwell (General Manager for Support Services)

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



**Millard Public Schools**                      **Project Management**  
**Special Construction Report to the Board of Education**

*Board meeting date:* **August 7, 2006**

*For quarter ending:*    **na**

*Location:*                      **Beadle Middle School**  
*Project Title:*    **Running Track Renovation**  
*Architect / Engineer:*    **BCDM Architects**  
*General Contractor:* **Landscapes Unlimited**

*Project Manager:*        **Ed Rockwell**  
*Bid Award:*                **\$39,950**  
*Change Orders:*        **\$ 0,000** (0.0%)  
*Amended Contract:*     **\$39,950**

*Description of work:*

The resilient surfacing is being removed, the asphalt base will be prepped and coated and new striping will be applied. The drainage system is also being extended and improved. The work will align this track to the same standard specifications as all other middle school tracks in the District.

*Current Status of progress July 31st:*

The old surfacing was removed with unusual difficulty. The removal process damaged certain areas of the asphalt. As asphalt milling took place to remove and replace damaged asphalt, very soft sub-base conditions were encountered. An engineer has been engaged to advise proper methods to solidify the base, before asphalt can be restored.

*Expected Status of progress August 8th:*

We expect soil base and asphalt restoration to be underway, with remaining steps to follow in line soon after.

*Expected Status of progress August 14th:*

We expect seal coating and/or paint striping to be underway when students return, and we're hopeful that the track will be available for use not later than end of August.

*Location:* **Buell Stadium**  
*Project Title:* **Storage Building**  
*Architect / Engineer:* **DLR Group**  
*General Contractor:* **CYC / RemCon**

*Project Manager:* **Kim Thompson<sup>230</sup>**  
*Bid Award:* **\$195,077**  
*Change Orders:* **2** **\$ 23,247** (11.9%)  
*Amended Contract:* **\$218,324**

*Description of work:*

**A new 2,016 SF building is being constructed to provide storage for SHS track & field equipment, and the specialized equipment and materials needed to maintain the new artificial surface. The building has been designed to compliment the appearance and finishes of the existing buildings at the facility.**

*Expected Status of progress August 8th:*

**The contractor is fully complete (as of July 31) including working off all punch-list items. The District has already moved equipment into the building.**

*Expected Status of progress August 14th:*

**Complete.**

<i>Location:</i>	<b>All High Schools</b>	<i>Project Manager:</i>	<b>Kim Thompson<sup>231</sup></b>
<i>Project Title:</i>	<b><u>Irrigation Monitoring System</u></b>	<i>Bid Award:</i>	<b>\$ 42,157</b>
<i>Architect / Engineer:</i>	<b>none</b>	<i>Change Orders: 1</i>	<b>\$ <u>641</u> (1.5%)</b>
<i>General Contractor:</i>	<b>Midwest Turf &amp; Irrigation</b>	<i>Amended Contract:</i>	<b>\$ 42,798</b>

Description of work:

An irrigation management system has been installed at all three high schools. The system provides remote monitoring and control capabilities for maintenance managers, through data communications linked to Support Services from each site.

Expected Status of progress August 8th:

The contractor is fully completed (as of July 31) with all work. The new system is currently in use at all three sites.

Expected Status of progress August 14th:

**Complete.**

<i>Location:</i>	<b>Rohwer Elementary</b>	<i>Project Manager:</i>	<b>Ed Rockwell</b>
<i>Project Title:</i>	<b><u>Paving Replacements</u></b>	<i>Bid Award:</i>	<b>\$ 24,415</b>
<i>Architect / Engineer:</i>	<b>Schemmer Associates</b>	<i>Change Orders: 1</i>	<b>\$ 27,509</b> (112.6%)
<i>General Contractor:</i>	<b>CYC / Remcon</b>	<i>Amended Contract:</i>	<b>\$ 51,923</b>

*Description of work:*

**Significant areas of 7” concrete paving in the drives and parking lot are being replaced due to structural soil failure and surface corrosion. Large areas of 4” sidewalks are also being replaced, primarily near the front entrance to the building. Competitive unit pricing was established within the bidding, which was then used as predetermined change order pricing to expand the scope of work.**

*Expected Status of progress August 8th:*

**The paving replacement, sidewalk replacement, joint sealing, paint striping and soil backfilling are fully completed (as of July 31). A minor amount of turf restoration (seeding) remains, to be scheduled for cooler weather.**

*Expected Status of progress August 14th:*

**A minor amount of turf restoration (seeding) remains, to be scheduled for cooler weather.**

<i>Location:</i>	<b>Sandoz Elementary</b>	<i>Project Manager:</i>	<b>Ed Rockwell 233</b>
<i>Project Title:</i>	<b><u>Paving Improvements</u></b>	<i>Bid Award:</i>	<b>\$ 179,631</b>
<i>Architect / Engineer:</i>	<b>Lamp-Rynearson Associates</b>	<i>Change Orders:</i>	<b>0</b> (0.0%)
<i>General Contractor:</i>	<b>US Asphalt</b>	<i>Amended Contract:</i>	<b>\$ 179,631</b>

Description of work:

All of the existing hard-surfaced asphalt playground and approximately 70% of the existing asphalt drives and parking areas are being replaced with 7" concrete paving. Major underground and surface drainage systems are being provided for the first time on this site. 30 Additional parking stalls are being constructed to accommodate staff and visitor parking needs.

Expected Status of progress August 8th:

All paving is fully complete, sidewalks are 85% complete (as of July 31). Only seeding will remain to be completed, during cooler weather after September 1<sup>st</sup>.

Expected Status of progress August 14th:

Only seeding will remain to be completed, during cooler weather after September 1<sup>st</sup>.



*Location:* **West High School**  
*Project Title:* **Sidewalk Improvements**  
*Architect / Engineer:* **BCDM Architects**  
*General Contractor:* **Navarro Enterprises**

*Project Manager:* **Ed Rockwell 234**  
*Bid Award:* **\$ 82,900**  
*Change Orders:* **0 \$\_\_\_\_\_ (0.0%)**  
*Amended Contract:* **\$ 82,900**

*Description of work:*

**Sidewalks are being constructed for the first time along 176<sup>th</sup> Avenue, and along 180<sup>th</sup> Street. The 180<sup>th</sup> Street portion will meet the City-County trail standard at 7' wide and 5" thick. The extra cost associated with the additional width and thickness is being paid by Douglas County.**

*Expected Status of progress August 8th:*

**All sidewalks are fully constructed and soils have been backfilled, with the exception of additional fill needed along the 180<sup>th</sup> Street sidewalks (as of July 31<sup>st</sup>). Only sod and seeding will remain to be completed, to occur between August 15<sup>th</sup> and October 15<sup>th</sup>.**

*Expected Status of progress August 14th:*

**Only sod and seeding will remain to be completed, to occur between August 15<sup>th</sup> and October 15<sup>th</sup>.**

*Location:* **Multiple Locations**  
*Project Title:* **Hollow Metal Replacements**  
*Architect / Engineer:* **Schemmer Associates**  
*General Contractor:* **Rife Construction**

*Project Manager:* **Kim Thompson<sup>235</sup>**  
*Bid Award:* **\$123,466**  
*Change Orders: 0* **\$\_\_\_\_\_ (0.0%)**  
*Amended Contract:* **\$123,466**

*Description of work:*

**Exterior hollow metal doors, door frames and window frames in worst condition are being replaced at Ezra, Harvey Oaks, Holling Heights, Andersen Middle and North High.**

*Expected Status of progress August 8th:*

**All work is fully completed, with only punch list items remaining (as of July 31<sup>st</sup>). All work and all punch-list items will be fully completed.**

*Expected Status of progress August 14th:*

**All work and all punch-list items will be fully completed.**

*Location:* **Ezra Elementary**  
*Project Title:* **Carpet Replacement**  
*Architect / Engineer:* **BCDM Architects**  
*General Contractor:* **Commercial Flooring**

*Project Manager:* **Kim Thompson<sup>236</sup>**  
*Bid Award:* **\$ 78,313**  
*Change Orders:* **0** **\$\_\_\_\_\_ (0.0%)**  
*Amended Contract:* **\$ 78,313**

*Description of work:*

**All carpet throughout the building is being replaced. Wet areas under and near water fountains and wash fountains will feature ceramic floors for the first time.**

*Expected Status of progress August 8th:*

**Only punch-list items remain (as of July 31<sup>st</sup>). All work and all punch-list items will be fully completed.**

*Expected Status of progress August 14th:*

**All work and all punch-list items will be fully completed.**

*Location:* **Neihardt Elementary**  
*Project Title:* **Carpet Replacement**  
*Architect / Engineer:* **BCDM Architects**  
*General Contractor:* **Commercial Flooring**

*Project Manager:* **Kim Thompson<sup>237</sup>**  
*Bid Award:* **\$100,437**  
*Change Orders:* **1** **\$ 782** (0.8%)  
*Amended Contract:* **\$101,169**

*Description of work:*

**All carpet throughout the building is being replaced. Wet areas under and near water fountains and wash fountains will feature ceramic floors for the first time.**

*Expected Status of progress August 8th:*

**Only punch-list items remain (as of July 31<sup>st</sup>). All work and all punch-list items will be fully completed.**

*Expected Status of progress August 14th:*

**All work and all punch-list items will be fully completed.**

*Location:* **Willowdale Elementary**  
*Project Title:* **Carpet Replacement**  
*Architect / Engineer:* **BCDM Architects**  
*General Contractor:* **Floors, Inc.**

*Project Manager:* **Kim Thompson<sup>238</sup>**  
*Bid Award:* **\$ 83,686**  
*Change Orders:* **0** **\$\_\_\_\_\_ (0.0%)**  
*Amended Contract:* **\$ 83,686**

*Description of work:*

**All carpet throughout the building is being replaced. Wet areas under and near water fountains and wash fountains will feature ceramic floors for the first time.**

*Expected Status of progress August 8th:*

**Only punch-list items remain (as of July 31<sup>st</sup>). All work and all punch-list items will be fully completed.**

*Expected Status of progress August 14th:*

**All work and all punch-list items will be fully completed.**

*Location:* **Kiewit Middle School**  
*Project Title:* **Flooring Replacements**  
*Architect / Engineer:* **BCDM Architects**  
*General Contractor:* **Midwest Flooring**

*Project Manager:* **Kim Thompson<sup>239</sup>**  
*Bid Award:* **\$ 90,700**  
*Change Orders:* **0** **\$\_\_\_\_\_ (0.0%)**  
*Amended Contract:* **\$ 90,700**

*Description of work:*

**Carpet is being installed in academic area corridors, ramps and locker bays, over the existing floor tile. Wet areas under and near water fountains and wash fountains will continue to feature ceramic floors. The vinyl tile in the cafeteria and adjacent corridors is being replaced, along with extensive removal and upgraded replacement of the substrate under the tile.**

*Expected Status of progress August 8th:*

**Only punch-list items remain (as of July 31<sup>st</sup>). All work and all punch-list items will be fully completed.**

*Expected Status of progress August 14th:*

**All work and all punch-list items will be fully completed.**

Location: **Bryan & Cather**  
Project Title: **Gym Painting**  
Architect / Engineer: **BCDM Architects**  
General Contractor: **Darden-Gloeb-Reeder**

Project Manager: **Kim Thompson**<sup>240</sup>  
Combined Bid Award: **\$ 8,339**  
Change Orders: **0** **\$ \_\_\_\_\_** (0.0%)  
Amended Contract: **\$ 8,339**

Description of work:

**Interior walls and door frames in both gyms are being repainted. Older graphics are being painted over (by request from the buildings), not to be replaced. Colors and coatings will match our current interior specifications.**

Expected Status of progress August 8th:

**Contractor is fully completed at both sites, including all punch-list items (as of July 31<sup>st</sup>).**

Expected Status of progress August 14th:

**Contractor is fully completed at both sites, including all punch-list items.**

*Location:* **Bryan Elementary**  
*Project Title:* **Re-roof Phase I-06**  
*Roof Consultant:* **Roofing Solutions, Inc.**  
*Architect / Engineer:* **BVH Architects**  
*General Contractor:* **Scott Enterprises**

*Project Manager:* **Ed Rockwell** 241  
*Bid Award:* **\$ 80,169**  
*Change Orders:* **0** \$ \_\_\_\_\_ (0.0%)  
*Amended Contract:* **\$ 80,169**

*Description of work:*

**The north roof area over the media center, computer lab and several classrooms is being replaced. The affected roof area is approximately 12,000 SF.**

*Expected Status of progress August 8th:*

**All roofing work is completed (as of July 31<sup>st</sup>). Minor punch list items and remaining sheet metal work will be fully completed.**

*Expected Status of progress August 14th:*

**All work and all punch-list items will be fully completed.**



*Location:* **Central Middle School**  
*Project Title:* **Re-roof Phase I-06**  
*Roof Consultant:* **Roofing Solutions, Inc.**  
*Architect / Engineer:* **BVH Architects**  
*General Contractor:* **Scott Enterprises**

*Project Manager:* **Ed Rockwell 242**  
*Bid Award:* **\$443,580**  
*Change Orders:* **0** \$\_\_\_\_\_ (0.0%)  
*Amended Contract:* **\$443,580**

*Description of work:*

**A large area of existing roof over the 100, 200 and 300 wings, along with the roof area over the main corridor which connects the three wings is being replaced.**

*Current Status of progress July 31st:*

**10% of the existing roof is yet to be torn off. 90% of the roof area has been removed, insulation replaced, base sheet applied and is weather-tight. 80% of the roof area has received the top layer of TPO membrane. One-third of the roof area is 100% complete through all stages. 85% of the turf areas have been restored and re-sodded.**

*Expected Status of progress August 8th:*

**On August 8<sup>th</sup>, we expect that 100% of the roof area will be completed through the TPO membrane stage. We anticipate approximately 10% of the sheet metal work will remain. The tar kettle will be off-site, with all ground operations completed, including all turf areas restored.**

*Expected Status of progress August 14th:*

**We expect 100% of all work and all punch-list items will be fully completed, with contractor fully demobilized and off-site.**

<i>Location:</i>	<b>North Middle School</b>	<i>Project Manager:</i>	<b>Ed Rockwell</b> 243
<i>Project Title:</i>	<b><u>Re-roof Phase III of III</u></b>	<i>Bid Award:</i>	<b>\$227,000</b>
<i>Roof Consultant:</i>	<b>Roofing Solutions, Inc.</b>	<i>Change Orders: 0</i>	<b>\$_____ (0.0%)</b>
<i>Architect / Engineer:</i>	<b>BVH Architects</b>	<i>Amended Contract:</i>	<b>\$227,000</b>
<i>General Contractor:</i>	<b>Weathercraft</b>		

*Description of work:*

**In this final phase of a 3-phase project to replace the entire roof, the north areas over the main office, kitchen, cafeteria, music, stage, gym and locker rooms is affected.**

*Expected Status of progress August 8th:*

**The entire roof is completed through the TPO stage, with only 30% of the detailing remaining. The tar kettle has been removed from the site. About 20% of the sheet metal work is completed (as of July 31).**

**On August 8<sup>th</sup>, we expect all work to be completed, with only punch-list items remaining.**

*Expected Status of progress August 14th:*

**All work and all punch-list items will be fully completed.**

<i>Location:</i>	<b>Andersen Middle School</b>	<i>Project Manager:</i>	<b>Kim Thompson<sup>244</sup></b>
<i>Project Title:</i>	<b><u>Wash Fountain Replacements</u></b>	<i>Bid Award:</i>	<b>\$ 22,700</b>
<i>Architect / Engineer:</i>	<b>Morrissey Engineering</b>	<i>Change Orders: 0</i>	<b>\$ 1,855 (8.2%)</b>
<i>General Contractor:</i>	<b>Prairie Construction</b>	<i>Amended Contract:</i>	<b>\$ 24,555</b>

*Description of work:*

**The wash fountains at all major student restrooms are being replaced with modern, solid-surface wash fountains. The existing ceramic flooring under these wet areas is being upgraded and extended in certain corridor locations.**

*Expected Status of progress August 8th:*

**All work and all punch-list items are fully completed (as of July 31<sup>st</sup>).**

*Expected Status of progress August 14th:*

**All work and all punch-list items are fully completed.**

<i>Location:</i>	<b>Andersen Middle School</b>	<i>Project Manager:</i>	<b>Kim Thompson<sup>245</sup></b>
<i>Project Title:</i>	<b><u>HVAC Improvements Phase I</u></b>	<i>Total Awards:</i>	<b>\$</b>
<i>HVAC Consultant:</i>	<b>Siemens Technologies</b>	<i>Change Orders: 0</i>	<b>\$_____ (0.0%)</b>
<i>Architect / Engineer:</i>	<b>Morrissey Engineering</b>	<i>Amended Awards:</i>	<b>\$</b>
<i>Contractors:</i>	<b>Prairie Mechanical, BalCon, Control Masters</b>		

*Description of work:*

**This first phase of the project will address the existing HVAC equipment, DDC controls and HVAC balancing, in an effort to improve indoor air quality and comfort. Once the performance of the existing equipment has been proven against original design specifications, a thorough evaluation of effectiveness will be undertaken. The evaluation will determine if a second phase of work is required for 2007, which would provide replacement of and/or improvements to, original HVAC equipment.**

*Current Status of progress July 31st:*

**Installation of DDC controls 98% completed. All known mechanical deficiencies have been addressed and corrected. Software installation for DDC controls is 50% completed, and one training session has been conducted. Balancing and re-commissioning is 80% completed, overall.**

*Expected Status of progress August 8th:*

**DDC control installation will be 100% completed, with software and graphics at 75%. Balancing and re-commissioning is 90% completed, overall.**

*Expected Status of progress August 14th:*

**DDC software and graphics 95% completed. Balancing and re-commissioning is 99% completed, overall. Minor work remaining should not affect operations or instruction.**

*Location:* **Cottonwood Elementary**  
*Project Title:* **DDC Control Improvements**  
*Architect / Engineer:* **N/A**  
*Contractor:* **Control Masters**

*Project Manager:* **Kim Thompson<sup>246</sup>**  
*Bid Award:* **\$ 24,332**  
*Change Orders:* **0** **\$\_\_\_\_\_ (0.0%)**  
*Amended Contract:* **\$ 24,332**

*Description of work:*

**Direct Digital Controls (DDC) are being installed on the HVAC roof-top units to replace the original pneumatic controls. The DDC controls enable on-line remote monitoring of HVAC system settings and performance, allowing improvements to indoor air quality, comfort and energy use.**

*Expected Status of progress August 8th:*

**All work and all punch-list items are fully completed (as of July 31<sup>st</sup>). The new system is currently in use.**

*Expected Status of progress August 14th:*

**All work and all punch-list items are fully completed.**

<i>Location:</i>	<b>Rockwell Elementary</b>	<i>Project Manager:</i>	<b>Kim Thompson<sup>247</sup></b>
<i>Project Title:</i>	<b><u>HVAC Improvements Phase II</u></b>	<i>Bid Award:</i>	<b>\$142,300</b>
<i>HVAC Consultant:</i>	<b>Building Commissioning</b>	<i>Change Orders: 0</i>	<b>\$_____ (0.0%)</b>
<i>Architect / Engineer:</i>	<b>Morrissey Engineering</b>	<i>Amended Contract:</i>	<b>\$142,300</b>
<i>General Contractor:</i>	<b>Ray Martin Mechanical</b>		

Description of work:

**In this final phase of a two-phase project to improve indoor air quality and comfort, the media center, kindergartens, music, main office, kitchen and gymnasium are affected. Plastic hydronic piping serving the cooling and heating water loop system is being replaced, along with all of the original heat pumps. The HVAC system is also undergoing a complete re-balance and re-commissioning.**

Expected Status of progress August 8th:

**All sheet metal and mechanical work is completed, with minor punch items remaining (as of July 31<sup>st</sup>). Some balancing work may remain in progress but will not affect access for staff.**

Expected Status of progress August 14th:

**We expect all work and all punch-list items to be fully completed, with only minor balancing possibly remaining. If balancing work remains, it will not affect instruction or operations.**

<i>Location:</i>	<b>Morton Elementary</b>	<i>Project Manager:</i>	<b>Kim Thompson<sup>248</sup></b>
<i>Project Title:</i>	<b><u>Fire Alarm System Replacement</u></b>	<i>Bid Award:</i>	<b>\$ 27,825</b>
<i>Architect / Engineer:</i>	<b>Schemmer Associates</b>	<i>Change Orders: 0</i>	<b>\$ _____ (0.0%)</b>
<i>Contractor:</i>	<b>Rosenbaum Electric</b>	<i>Amended Contract:</i>	<b>\$ 27,825</b>

Description of work:

The original fire alarm system is being completely replaced with a modern, digital system. The scope of work includes all detection and A.V. warning devices, along with replacement of the main and annunciator fire-control panels.

Expected Status of progress August 8th:

All work is expected to be completed August 5<sup>th</sup>. The Fire Marshal's inspection will be scheduled as soon as possible after August 5<sup>th</sup>. If the final Certificate of Occupancy (C.O.) is not received before all staff returns, the contractor will provide a fire watch in lieu of the C.O.

Expected Status of progress August 14th:

We expect that all work, including all punch-list items, will be fully completed. We are hopeful that a C.O. can also be obtained before students return, dependent upon the Fire Marshal's schedule. In the event that the C.O. is not obtained in time, the contractor will provide a fire watch in lieu of the C.O.

# Capital Improvement Projects 2006

## Current Control Budget

Location	Project Description	A-E Firm	Sub-total Soft Costs (A-E, Survey, Soils, Geotech, Testing)	Contractor Awarded	Original Contract Award	Net Change Orders	Current Construction Contract	Current Project Cost Sub Total	Amount Originally Budgeted (incl all fees & costs)	Budget Variance
Beadle M S	Running track: Remove & recondition remaining asphalt surface, re-stripe	BCDM	9,355	Landscapes Unlimited	39,950		39,950	49,305	21,645	-27,660
Buell Stadium	Construct storage building for turf maintenance and SHS track equipment	DLR	35,500	CYC / RemCon	195,077	18,913.40	213,990	249,490	252,646	3,156
High Schools (all)	Irrigation systems: Remote monitoring and management	na	0	Midwest Turf & Irrigation	42,157	641.00	42,798	42,798	50,310	7,512
Rohwer	Replace 3,690 SF paving & curb at main drive, rout and seal all joints	TSA	7,445	CYC Construction	24,415	27,508.50	51,923	59,368	49,916	-9,452
Sandoz	Remove and replace paving at HS playground, dock & west drive/parking	LRA	26,100	US Asphalt	179,631		179,631	205,731	315,353	109,622
West H S	Construct 4,240 LF of sidewalk along 176th Ave., Y St. & 180th St.	BCDM	18,265	Navarro Enterprises	82,900		82,900	101,165	136,130	34,965
Multiple Locations	Replace rusted window frames, door frames and doors	TSA	19,000	Rife Construction	123,466		123,466	142,466	150,000	7,534
Ezra	Carpeting: Replace throughout building	BCDM	13,200	Commercial Flooring	78,313		78,313	91,513	107,402	15,889
Kiewit M S	Vinyl floor tile: Replace w/carpet in all corridors, repair tile in cafeteria			Midwest Flooring	90,700	630.00	91,330	91,330	120,590	29,260
Neihardt	Carpeting: Replace throughout building			Commercial Flooring	100,387	782.00	101,169	101,169	154,131	52,962
Willowdale	Carpeting: Replace throughout building			Floors Inc.	83,686		83,686	83,686	103,497	19,811
Bryan	Repaint CMU walls in gym floor to ceiling, block graphics	BCDM	3,300						5,265	5,265
Cather	Repaint CMU walls in gym floor to ceiling, block graphics									5,265
Central M S	Re-roof: Phase I-06 of multiple	BVH	39,250	Scott Enterprises	443,580		443,580	482,830	538,200	55,370
North M S	Re-roof: Phase III of III		35,450	Weathercraft of Lincoln	227,000		227,000	262,450	319,900	57,450
Andersen M S	Wash fountains (6): Replace with solid-surface at all student restrooms	MEI	2,000	Prairie Construction	22,700	1,855.00	24,555	26,555	25,740	-815
Andersen M S	HVAC Improvements & Re-commissioning Phase I of II	MEI	55,800	Engineered Controls	140,313		140,313	196,113	250,000	53,887
Cottonwood	Convert roof top units from pneumatic to DDC	na	na	Control Masters (CSI)	24,332		24,332	24,332	29,250	4,918
Rockwell	Heat pumps, controls and piping improvements Phase II of II	MEI	21,316	Ray Martin	142,300		142,300	163,616	159,237	-4,379
Morton	Replace all fire detection and notification devices throughout building	TSA	6,200	Rosenbaum Electric	27,825		27,825	34,025	28,665	-5,360
			<b>292,351</b>		<b>2,068,731</b>	<b>50,330</b>	<b>2,119,061</b>	<b>2,407,942</b>	<b>2,823,142</b>	<b>415,200</b>

**Change Order Summary:** Of the total change orders shown at \$50,330, two were most significant; 1) Buell Storage Building Project (\$18,913.40) was built on a site where many underground utilities were buried, serving original 1970 buildings and more recent buildings. The change order covered costs to demolish and/or relocate water, sanitary sewer, electrical and storm drains. 2) Rohwer Paving Replacements (\$27,508.50) were needed due to structural soil failure and water erosion under concrete, and surface deterioration at tooled joints. Between October 2005 when the project was first estimated and June 2006 when work began, the extent of repairs needed due to deterioration had increased significantly. Unit pricing obtained within the bids provided efficient costs to address the additional scope.

**Overall Budget Summary:** On November 14, 2005 the Board approved construction projects totaling \$3,114,677 + 10% contingency = total approved \$3,426,145. Since that meeting, significant reductions in projects included: Russell MS sidewalks delayed until 2007 to become a joint project with the City, and Andersen MS HVAC Improvements were split into the current Phase I and potential future Phase II, for 2007. Accounting for total current change orders of \$50,330, our current overall budget balance is + \$415,200.