

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

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 7:00 p.m. on **Monday, March 3, 2008**, at 5606 South 147th Street, Omaha, Nebraska.

An agenda for such meeting, kept continuously current, is available for public inspection at the Office of the Superintendent at 5606 South 147th Street, Omaha, Nebraska.

MIKE KENNEDY,
Secretary

2-29-08

**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

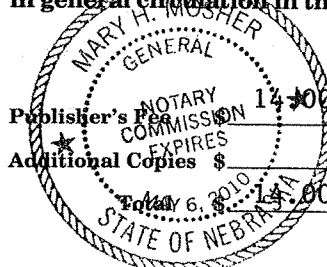
being duly sworn, deposes and says that she is

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 _____

February 29, 2008

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 _____ 29th _____ day of
February _____ 20 08

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

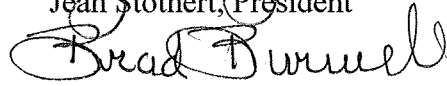
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 7:00 P.M. on March 3, 2008, at Don Stroh Administrative Center 5606 South 147th Street Omaha, NE 68137

Dated this 3rd day of March, 2008.




Jean Stothert, President



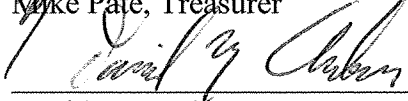
Brad Burwell, Vice President



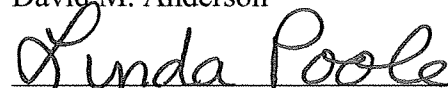
Mike Kennedy, Secretary



Mike Pate, Treasurer



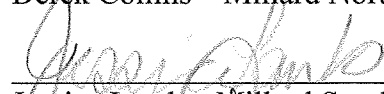
David M. Anderson




Linda Poole



Derek Collins – Millard North High School



Jessica Lamb – Millard South High School



Jill Hindmarsh – Millard West High School

BOARD OF EDUCATION MEETING

MARCH 3, 2008

NAME:

REPRESENTING:

Jaura Schutty	
Matt Rego	Montclair
Stephen K.	MWHS
Pam Davis	Disney
Date Retzoff	MWHS
Leslie Schultze	MWHS
Carol Brothers	Mainelli Mech. Contr. Inc.
Jamie Svatora	MSHS
Ben McLaughlin	MWHS
Kelly Ketcham	MWHS
Jared Wilmert	MWHS
Dustin Chambers	MWHS
Sam Bizzard	MWHS
Amanda Gunkus	MWHS
Jess Reilly	MWHS
Billie Wilson	MWHS
Danny Schatz	MWHS
Jerrod Lyon	MWHS
Lauren Grogan	MWHS
Kylie Koris	MWHS

BOARD OF EDUCATION MEETING

MARCH 3, 2008

NAME:

REPRESENTING:

Dan Johnson	MWHS
Marty Madsen	MWHS
Syler Arnes	MWHS
Sara Antonio	MWHS
Katie Shannon	MWHS
Alex McNamee	MWHS
K. VonDollen Peters	Montclair
Betty Woolbe	Montclair
Roxen Lyonda	
Tyler Todd	MWHS
Jordan Beculer	MWHS
Josh Bullock	MWHS
Rae Huffman	Montclair
Shelley Schmitz	Duney
Wrie Neubauer	MWHS
Clare Maakestad	Invisible children, Inc.
NELSON LINK	BCDM
Chris Grantham	MWHS
Zach Netzger	MWHS
Spencer Metzger	MWHS

BOARD OF EDUCATION MEETING

MARCH 3, 2008

NAME:

REPRESENTING:

Kawon Osborne	parent
Michelle Osborne	Millard West
Ron Feuerbach	MARLISSEY ENGLAND
James Holder	MWHS
Emily Smith	MWHS
Nick Richardson	MWHS
Kayla Kowalski	MSHS
MARY WALSH	MSHS
Brianna Cox	MWHS
Ben Nauyen	MWHS
Kim Trisler	Disney Elementary
Bill CRAMER	THE SCHEMMER ASSOC.
Danielle Cote	MSHS
Georgie Gidycz	Disney
Elm Karadottir	Millard South
Kleuse Thomas	Disney
Nicole Carroll	MWHS
Courtney Hayduk	MWHS
Jordan Reynolds	MSHS
David Schneider	CBRE

BOARD OF EDUCATION MEETING

MARCH 3, 2008

NAME:

REPRESENTING:

Martika Carrasquillo

MWHS

Meylin Carrasquillo

MWHS

ERIC JONES
Steve Math

MWHS
MWHS

Tom Heaven

MWHS

Zack Jones

MWHS

William Arzobal

MWHS

Sandra Heida

Eric Buggny

MWHS

Sarah Nichols

MNM

Adam Niclson

MWHS

Deborah Martin

MWHS

GEORGE MORRISSEY

Morrissey Engineering

Bob Walker

ME D

Sam Pettavina

MWHS



BOARD OF EDUCATION
MEETING



MARCH 3, 2008

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

2

BUSINESS MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
MARCH 3, 2008

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 Matter

1. *Approval of Board of Education Minutes – February 18, 2008
2. *Approval of Bills
3. *Receive the Treasurer’s Report and Place on File

F. Information Items

1. Employees of the Month
2. Superintendent’s Comments
3. Board Comments/Announcement
4. Report from Student Representatives

G. Unfinished Business:

H. New Business:

1. First Reading of Policy 3713 – Support Services – Food Service – Program – Committee
2. Rule 5100.2 – Pupil Services – Enrollment of Students – Kindergarten Age, Proof of Identity, Physical Examination and Immunization, Instruction Level Placement
3. Award Contract for Exterior Window and Door Replacements
4. Award Contract for Andersen Middle School Summer Project
5. Award Contract for Abbott Elementary Summer Project
6. Award Contract for Norris Elementary Summer Project
7. Award Contract for Russell Middle School Summer Project
8. Approval of Millard North High School Summer Piping Project
9. Approval of Sub-Division Agreement with City of Omaha (210th & Q St.)
10. Approval of Administrator for Hire
11. Approval of Personnel Actions: Leave(s) of Absence, Resignation(s), Voluntary Separation(s), New Hires
12. Land Negotiations (Executive Session)

I. Reports

1. Enrollment Report
2. Legislative Update
3. Re-teaching Program Evaluation
4. Comprehensive Staff Development Report

J. Future Agenda Items/Board Calendar

1. Town Hall Meeting on Monday, March 10, 2008, at 7 p.m. at Millard South High School
2. Board of Education Meeting on Monday, March 17, 2008, at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Town Hall Meeting on Monday, March 24, 2008 at 7 p.m. at Millard West High School
4. Board of Education Meeting on Monday, April 7, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Committee of the Whole Meeting on Monday, April 14, 2008, at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Board of Education Meeting on Monday, April 21, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Board of Education Meeting on Monday, May 5, 2008, at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Committee of the Whole Meeting on Monday, May 12, 2008, at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
9. Board of Education Meeting on Monday, May 19, 2008, at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

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

L. Adjournment

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

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BUSINESS MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
MARCH 3, 2008

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 – February 18, 2008. (See enclosure.)

*E.2. Motion by _____, seconded by _____, to approve the bills.

*E.3. Motion by _____, seconded by _____, to receive the Treasurer's Report and Place on File. (See enclosure.)

F.1. Employees of the Month

F.2. Superintendent's Comments

F.3. Board Comments/Announcements

F.4. Report from Student Representatives

H.1. First Reading of Policy 3713 – Support Services – Food Service – Program - Committee (See enclosure.)

H.2. Motion by _____, seconded by _____, to approve Rule 5100.2 – Pupil Services – Enrollment of Students – Kindergarten Age, Proof of Identity, Physical Examination and Immunization, Instruction Level Placement. (See enclosure.)

H.3. Motion by _____, seconded by _____, to approve the contract for the replacement of exterior doors and windows on various schools be awarded to Elkhorn West Construction in the amount of \$74,400 (with such amount including the base bid and Alternates #1, #2, and #3) and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project. (See enclosure.)

H.4. Motion by _____, seconded by _____, to approve the contract for the summer project at Andersen Middle School be awarded to Clairmont Construction in the amount of \$264,653 (with such amount including the Base Bid and Alternates #1, #2, and #3) and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project. (See enclosure.)

Administrative Memorandum
 March 3, 2008
 Page 2

- H.5. Motion by _____, seconded by, _____, to approve the contract for the summer HVAC project at Abbott Elementary School be awarded to Mechanical Systems in the amount of \$434,000, and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project. (See enclosure.)
- H.6. Motion by _____, seconded by, _____, to approve the contract for the summer project at Norris Elementary be awarded to Prairie Mechanical in the amount of \$40,450 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project. (See enclosure.)
- H.7. Motion by _____, seconded by, _____, to approve the contract for the summer HVAC project at Russell Middle School be awarded to Mechanical Systems in the amount of \$469,840 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to the project. (See enclosure.)
- H.8. Motion by _____, seconded by, _____, to approve the contract for the Millard North High School summer HVAC piping project be awarded to Ray Martin Company in the amount of \$227,300 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project. (See enclosure.)
- H.9. Motion by _____, seconded by, _____, that approval be given to the Subdivision Agreement for MPS 210th & Q Street Campus as submitted and that the associate superintendent for general administration be authorized and directed to execute the document on behalf of the District. (See enclosure.)
- H.10. Motion by _____, seconded by, _____, to approve administrator for hire: Barbara Waller, Coordinator of Career and Technical Education. (See enclosure.)
- H.11. Motion by _____, seconded by _____, to approve Personnel Actions: Leave(s) of Absence, Resignation(s), Voluntary Separation(s), and New Hires. (See enclosures.)
- H.12. Land Negotiations (Executive Session)

I. Report

1. Enrollment Report
2. Legislative Update
3. Re-teaching Program Evaluation
4. Comprehensive Staff Development Report

J. Future Agenda Items/Board Calendar.

1. Town Hall Meeting on Monday, March 10, 2008, at 7 p.m. at Millard South High School
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Administrative Memorandum

March 3, 2008

Page 3

6. Board of Education Meeting on Monday, April 21, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
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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

7

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, February 18, 2008, at the Don Stroh Administration Center, 5606 South 147th Street.

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

Notice of this meeting was given in advance thereof by publication in the Daily Record on, February 15, 2008; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

At 7:00 p.m. Jean Stothert called the meeting to order and announced that the public meeting act is posted on the wall and available for public inspection. Mrs. Stothert asked everyone to say the Pledge of Allegiance.

Roll call was taken and all members were present.

Motion by Linda Poole, seconded by Brad Burwell, to approve the Board of Education Minutes from February 4, 2008, to approve bills, and to receive the treasurer's report and place on file. Upon roll call vote, all members voted aye. Motion carried.

Superintendent's Report:

Dr. Lutz announced that there will be a Town Hall meeting on Monday, February 25, 2008 at 7 p.m. at Millard North High School. On Friday, February 22, 2008 will be the annual retired teacher and administrator luncheon, which will be held at the Stroh Administration Center beginning at 11:30 a.m.

Board Comments:

Linda Poole said she will not be at luncheon on Friday.

Mrs. Poole reported to the board that when she was in Washington D. C. a few weeks ago Senator Hagel was asked to be one of the keynote speakers on his pledge to fully fund IDEA. He did a great job.

In addition, NSBA has Congressman Young supporting and carrying NSBA's NCLB bill, and they approached Senator Ben Nelson from Nebraska to see if he would be the representative on the senate side to do that too. His office is taking it under consideration.

Mrs. Poole also suggested that a staff member from Millard call Senator Nelson to encourage him to support NSBA's NCLB bill.

Brad Burwell announced that he will be out of town on February 25, 2008, so he will not be at that Town Hall meeting, but he will be at both of the Town Hall meetings in March.

Dave Anderson commented on his attendance at Disney Elementary's One Disney One Night. Mark Schultze, principal, was dressed up as a Knight and was the greeter at the door. It was a cool event.

Mr. Anderson thanked the Millard South High School Boosters for their Patriot Pride night on February 9th, which he attended. It was a fundraiser for the booster club.

Mr. Anderson reported that he attended Millard South's 40 Assets Family Night. He said there were two interesting things that happened that evening and one was there was lots to eat, and there were students from the feeder middle schools who were the ones who talked about the 40 Assets. It was a great event, and the students did a great job.

Another event that Mr. Anderson will be attending is the mock interviews that will be held at Millard South on February 21st. On Friday, February 22, 2008 he will be attending the retired teacher/administrator luncheon. On Monday, February 25, 2008 he will be at the Town Hall meeting, and, will be reading at the Harvey Oaks event on February 27th.

Mr. Anderson commented about an article on advanced placement participation in Nebraska. Periodically, the board is presented with the report on class participation in advanced placement, and it has been one of the Strategic Planning initiatives. Millard has had significant increase in participation. However, the gist of the article is that Nebraska is second from the bottom for class participation and for students taking the advanced placement test.

Mike Kennedy agreed with Mr. Anderson's concern about AP testing. He said he was glad Millard's board and administration has shown leadership in strengthening the advanced placement program in Millard, and if the other district's would, Nebraska would be a little better in the rankings.

Jean Stothert said she will attend the retired teacher/administrator luncheon on Friday.

Mrs. Stothert said the dates that have been communicated to the board for Strategic Planning in the fall work for her.

Mrs. Stothert said she will be attending the speech interviews at Millard South on Thursday, February 21st.

Mrs. Stothert said she is attending the forum that will be held at the TAC building by the State Board of Education. If anyone else would like to go it may be a little interesting.

Mrs. Stothert reported that the Metropolitan Area Boards of Education did meet. They reviewed, changed and updated bylaws and their mission statement. All eleven districts have been invited to attend the meetings. Mrs. Stothert said she is chairing the group this year, and the vice chair is Nancy Kratzky from Omaha Public Schools.

Jean Stothert said she was not going to ask for a motion to approve the contract for an ambulance service, because there was a motion at the last meeting, which was tabled. There was additional discussion and clarification for Mike Pate and Linda Poole who were unable to attend the last meeting.

Brad Burwell and Dave Anderson withdrew their motion from the last meeting to award the contract with Midwest Medical Transport Company to provide EMP/Ambulance Coverage for Non-Varsity High School Football Games and Middle School Football Games during the 2008 season.

Motion by Mike Pate, seconded by Linda Poole, to postpone the agenda item on the ambulance contract until additional information from the proposed vendors for ambulance service can be obtained, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Dave Anderson, to approve the recommended Elementary Analytical Writing Assessment Cutscores as submitted, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell to approve administrators for hire: Anne Harvey, Assistant Principal at Ackerman Elementary, and Tracy Logan, Assistant Principal at Wheeler Elementary, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, to approve Personnel Actions: Association Leave of Absence: Molly Erickson; Leave(s) of Absence: Shannon Swaney, Kellie Webb, and Katherine Keber; Resignations: Robin Breedlove and Jamie Sindelar; Voluntary Separations: Sharron Rader, William Eidam III, and Karen Bender; Local Option Substitute for Hire: Karen Louise Redmond, and New Hires: Stacy Claybourne, George Parker, Chris Raabe, Elise Ludwick, Sara Bonn, Carmen Hippen, and Amanda Leuck, upon roll call vote, all members voted aye.

Land Negotiation was delayed at the end of the meeting for Executive Session.

Reports provided to the Board of Education included the Legislative Update and the Senior Status on ELO's.

Future Agenda Items/Board Calendar: A Town Hall Meeting will be held on Monday, February 25, 2008, at 7 p.m. at Millard North High School. A Board of Education Meeting will be held on Monday, March 3, 2008, at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Town Hall Meeting will be held on Monday, March 10, 2008, at 7 p.m. at Millard South High School. A Board of Education Meeting will be held on Monday, March 17, 2008, at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Town Hall Meeting will be held on Monday, March 24, 2008 at 7 p.m. at Millard West High School. A Board of Education Meeting will be held on Monday, April 7, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting will be held on Monday, April 14, 2008, at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, April 21, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

At 8:04 p.m. a motion by Brad Burwell, seconded by Linda Poole to go into Executive Session in regards to land negotiation, upon roll call vote, all members voted aye. Motion carried.

Dave Anderson was excused due to conflict of interest in regards to land negotiation.

Motion by Brad Burwell, seconded by Linda Poole, to come out of Executive Session, upon roll call vote, all members voted aye. Motion carried

Jean Stothert adjourned the meeting.

SECRETARY

Millard Public Schools
March 3, 2008

Millard Public Schools

Check Register

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Prepared for the Board Meeting of March 3, 2008

Check No	Vend No	Vendor Name	Amount
288140	103126	AMERICAN MONTESSORI SOCIETY	550.00
288141	135319	DONNA BARTEK	35.00
288142	136630	JACOB BARTMAN	80.00
288143	136539	NATHAN BEERNINK	53.04
288144	019559	BOUND TO STAY BOUND BOOKS INC	415.82
288145	135304	CONFERENCE INCLUSIVE COMMUNITIES	450.00
288146	133818	CONNECTIVITY SOLUTIONS MFG INC	122.32
288147	136628	MAURA K CORNELL	75.00
288148	033901	DOUGLAS COUNTY TREASURER	15.00
288149	033901	DOUGLAS COUNTY TREASURER	14.00
288150	136525	SCOTT GRACHEK	78.66
288151	100058	LINCOLN EAST HIGH SCHOOL	611.00
288152	100058	LINCOLN EAST HIGH SCHOOL	240.00
288153	100058	LINCOLN EAST HIGH SCHOOL	308.00
288154	100058	LINCOLN EAST HIGH SCHOOL	165.00
288155	134281	LINCOLN NORTH STAR HIGH SCHOOL	557.00
288156	100204	MARIAN HIGH SCHOOL	426.00
288158	106393	WALTER B MERTZ	503.03
288160	107732	BRIAN L NELSON	37.50
288161	079440	ROSENBAUM ELECTRIC INC	1,395.00
288162	067688	SOLUTION TREE LLC	2,200.00
288164	108167	US CITIZEN & IMMIGRATION SERVICES	320.00
288165	090630	US POSTMASTER	41.00
288166	134127	US POSTMASTER	10,000.00
288169	136630	JACOB BARTMAN	160.00
288170	136539	NATHAN BEERNINK	53.04
288171	136546	JONATHAN C BENJAMIN-ALVARADO	500.00
288173	019858	PEGGY A BRENDEL	279.00
288174	136645	ALAN C NOVEMBER	920.00
288175	107454	CHRISTOPHER COLLING	175.00
288177	109021	PATRICIA A CRUM	414.57
288178	133261	ANGELA M DIEHM	900.00
288179	136179	DIGITAL EXPRESS INC	7,685.00
288180	131179	GEOFFREY HAMILTON	53.04
288183	136639	MARIEL HOKE	100.00
288184	132167	IABC	50.00
288185	058755	LAIDLAW TRANSIT INC	50.00
288186	069785	NCA, CASI	700.00
288187	136575	NEBRASKA'S CREATIVE ASSN FOR	130.00
288188	100729	NSPRA	65.00
288189	070810	OMAHA PUBLIC SCHOOLS	275.00
288190	136538	JOSHUA POHL	53.04
288193	134443	JOHN M STEYER	53.04
288194	133224	JEFF WARNOCK	137.50
288195	136588	KEYBOARD KASTLE LTD	5,150.00
288208	102837	4-IMPRINT	431.16

Date: 2/27/08

Millard Public Schools

Check Register

12

Prepared for the Board Meeting of March 3, 2008

Check No	Vend No	Vendor Name	Amount
288210	107252	AA WHEEL & TRUCK SUPPLY INC	500.38
288211	010283	ACADEMIC THERAPY PUBLICATIONS	30.00
288212	109853	ACCESS ELEVATOR INC.	137.50
288213	010300	ACCURATE LOCKSMITHS, INC	78.00
288214	010003	ACT INC	551.60
288215	010383	ACTION BATTERIES UNLIMITED INC	141.66
288216	133402	KAREN S ADAMS	26.61
288218	131060	ADOLPH KIEFER AND ASSOCIATES	558.91
288220	133328	AIA COMPANY OUTFITTERS INC	2,048.00
288221	010421	DEBORAH A ADY	118.90
288222	136621	LAURA L AGUILAR	98.43
288223	132917	AHA PROCESS INC	74.50
288224	010808	AIR-SIDE COMPONENTS, INC.	172.00
288225	133620	AKSARBEN PIPE & SEWER CLEANING LLC	584.50
288226	133646	AKSARBEN SERVICES INC	163.65
288227	010946	JEFFREY S ALFREY	88.00
288228	011051	ALL MAKES OFFICE EQUIPMENT	8,532.60
288229	136400	ALPINE KILNS & EQUIPMENT LLC	36.37
288230	107651	AMAZON.COM INC	75.56
288231	097090	AMERICAN BOILER COMPANY	2,446.00
288232	012050	AMERICAN LIBRARY ASSOCIATION	95.40
288233	012450	AMERICAN RED CROSS HEARTLAND	373.83
288234	102430	AMI GROUP INC	280.00
288235	069689	AMSAN LLC	1,965.38
288236	134757	AFO LLC	124.50
288237	010112	ANDERSON ELECTRIC	118.20
288238	134041	MARTHA A ANDERSON	37.24
288239	134875	JEWISH FEDERATION OF OMAHA INC	225.00
288240	012989	APPLE COMPUTER, INC.	2,922.00
288241	135051	APPLES & MORE A TEACHERS STORE	124.10
288243	108092	MERRILL COMPANY	2,076.21
288244	106436	AQUA-CHEM INC	837.00
288245	102729	ARID RESOURCES INC	15,085.00
288246	013209	ART STUDIO CLAY COMPANY	78.01
288247	106167	ASCD (CONFERENCE/REGISTRATIONS)	1,244.00
288248	013496	ASCD	25.95
288249	106207	ASCD (MEMBERSHIP)	124.00
288250	134235	SARAH A ASCHENBRENNER	33.83
288251	102840	ASSOCIATED FIRE PROTECTION	1,352.50
288252	134427	AUTISM ASPERGERS PUBLISHING CO	258.65
288253	102237	AUTO STATION	3,859.31
288254	072250	B G PETERSON COMPANY	529.80
288255	016302	BADGE-A-MINIT LTD	61.72
288256	016295	BADGER BODY & TRUCK EQUIPMENT CO	49.16
288257	132405	BAG 'N SAVE	850.23
288259	135991	BAKER DISTRIBUTING CO LLC	60.51

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Check No	Vend No	Vendor Name	Amount
288260	017670	BALCON	450.00
288262	099646	BARNES & NOBLE BOOKSTORE	1,370.76
288263	132608	BARNES DISTRIBUTION	562.08
288264	017877	CYNTHIA L BARR-MCNAIR	168.16
288265	017926	ROSEMARY W BARTA	60.16
288266	135823	TERESA BARTA	79.09
288267	107979	LORI A BARTELS	245.43
288268	134359	BEAR GRAPHICS INC	291.90
288269	135988	KEVIN BECKER	52.55
288271	136634	DIANE M BENINATO	10.47
288273	134945	NOLAN J BEYER	142.30
288274	019111	BISHOP BUSINESS EQUIPMENT	26,770.81
288275	134478	TIFFANY M BOCK SMITH	25.85
288276	130899	KIMBERLY M BOLAN	114.13
288278	136633	WILLIAMS PROPERTIES LLC	136.00
288279	019559	BOUND TO STAY BOUND BOOKS INC	6,504.60
288280	019852	BRACKERS GOOD EARTH CLAYS INC	2,785.00
288281	019858	PEGGY A BRENDEL	88.00
288282	130576	PAMELA A BRENNAN	142.41
288283	132273	WENDY M BRENNAN	20.20
288284	102783	BRIGHT APPLE	232.81
288285	136205	KIMBERLY A BROWN	346.63
288286	133824	NANCY A BROWN	102.65
288288	099431	BUSINESS MEDIA INC	1,032.00
288289	136315	COURTNEY BUSSEY	31.76
288290	023831	CALLOWAY HOUSE INC	224.30
288291	134350	CAMBIUM LEARNING	2,087.44
288292	100215	CANFIELDS INC	39.96
288293	106806	ELIZABETH J CAREY	43.07
288294	054237	PIONEER LOCK CO INC	96.99
288296	023970	CAROLINA BIOLOGICAL SUPPLY CO	256.15
288297	131158	CURTIS R CASE	66.66
288298	133589	CDW GOVERNMENT, INC.	19.00
288299	024270	CENTERING CORPORATION	55.29
288300	135648	SUSAN M CHADWICK	20.65
288301	134043	MALCOLM K CHAI	135.34
288302	131024	CHARTHOUSE LEARNING	630.50
288303	132271	ERIK P CHAUSSEE	35.35
288304	135247	MARIELA J CHAVOYA	36.32
288305	024652	CHILDCRAFT EDUCATION CORP	45.88
288306	106851	CHILDREN'S HOME HEALTHCARE	7,245.00
288307	131208	CHRONICLE OF HIGHER EDUCATION	35.00
288308	025197	CITY OF OMAHA	74,127.22
288309	132061	CITY OF OMAHA	70.00
288310	135633	MICHAEL D CLARK	128.00
288311	099222	CLASSROOM DIRECT	30.79

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Check No	Vend No	Vendor Name	Amount
288312	025235	DALE CLAUSEN	143.92
288313	131135	PATRICIA A CLIFTON	26.26
288315	107482	COLLEGE BOARD/NYO	215.00
288316	022701	SHARON R COMISAR-LANGDON	123.22
288318	136635	EMILY RUBIN	619.36
288319	106902	COMMUNICATION SERVICES INC.	232.09
288320	134145	COMPCHOICE INC	84.00
288321	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	258.00
288324	026057	CONTROL MASTERS INC	44,008.48
288325	100556	NDM LLC	52.85
288327	026970	CRESCENT ELECTRIC SUPPLY CO	269.76
288328	130703	CROSS COUNTRY SEMINARS INC.	378.00
288329	103136	CROSS CULTURAL DEVELOPMENTAL	385.25
288331	136088	JOSEPH R CRUM	2,500.00
288332	109021	PATRICIA A CRUM	32.64
288334	027240	CUBS DISTRIBUTING INC	291.09
288335	027300	CUMMINS CENTRAL POWER LLC	2,693.84
288337	100577	CURTIS 1000	13,114.42
288340	132671	JEAN T DAIGLE	66.91
288341	131003	DAILY RECORD	70.00
288342	032140	DALTILE CORPORATION	28.64
288343	135099	HEATHER L DAUBERT	56.15
288344	132062	DEANNA L DAVIS	269.49
288345	032246	PAMELA M DAVIS	67.67
288346	032370	DAYTIMERS	27.99
288347	032800	DEMCO INC	528.51
288349	032872	DENNIS SUPPLY COMPANY	4,131.38
288350	136316	EVA DENTON	52.41
288351	133009	ROBERTA E DEREMER	21.21
288352	106319	DES MOINES STAMP MANUFACTURING	67.10
288353	109850	DEX MEDIA EAST LLC	54.16
288354	133968	DIAMOND MARKETING SOLUTIONS	873.74
288355	099220	DICK BLICK CO	390.73
288356	132750	JOHN D DICKEY	15.15
288358	033473	DIETZE MUSIC HOUSE INC	1,078.94
288359	132669	DIGITAL DOT SYSTEMS INC	159.00
288360	131797	DIRECT ADVANTAGE	164.16
288361	135059	LYNN A DIURBA	35.00
288362	134539	DIVISION 15 SALES INC	247.00
288363	136636	NHIAL DOAP	75.00
288365	134086	AMBER J DOOLITTLE	43.48
288366	135650	JAY R DOSTAL	54.03
288373	132341	DOUGLAS/SARPY EXTENSION SERVICE	20.00
288374	034109	DRUMMOND AMERICAN CORPORATION	436.68
288375	135689	SUSAN M DULANY	59.28
288377	036520	EASTERN NE HUMAN SERVICES AGENCY	16,008.00

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Check No	Vend No	Vendor Name	Amount
288378	052370	ECHO ELECTRIC SUPPLY CO	3,453.55
288379	036830	EDUCATION WEEK	74.94
288380	037400	EDUCATIONAL RESEARCH SERVICE	165.00
288382	037525	EDUCATIONAL SERVICE UNIT #3	107,940.28
288383	101277	EFFECTIVE COMMUNICATION SKILLS INC	1,000.00
288384	038025	MARY L EHLERS	32.32
288385	107980	EHLI'S DECORATING, INC.	125.00
288386	133823	REBECCA S EHRHORN	882.43
288387	038100	ELECTRIC FIXTURE & SUPPLY	4,074.00
288388	038140	ELECTRONIC SOUND INC.	586.70
288389	131007	ELMAN & CO INC	1,398.30
288390	038217	WARREN K ELTISTE	120.44
288391	135297	LIZBETH ENSOR	137.86
288392	102791	ERIC ARMIN INC	80.00
288393	099320	EYE ON EDUCATION	79.90
288394	131743	FACTS ON FILE INC.	119.84
288396	040450	FEDERAL EXPRESS	96.05
288397	133565	STEVE FELICI	25.91
288398	040537	FERGUSON ENTERPRISES INC	796.90
288399	134599	TINA FIET	26.06
288400	133919	FILTER SHOP INC	2,881.16
288401	132001	BETH L FINK	289.01
288402	136031	ESTELLA FINN	179.10
288403	134304	FIRST BANK RICHMOND, NA	1,824.10
288404	135647	LACHELLE FISCUS	45.14
288405	134951	PAMELA L FLEURY	61.05
288406	041086	FLINN SCIENTIFIC INC	107.96
288407	131555	FLOORS INC	183.00
288408	136385	ASHLI A FLORANG	14.84
288409	041100	FOLLETT LIBRARY RESOURCES	17,991.05
288410	041146	KENNETH J FOSSEN	178.52
288411	134577	PATRICK R FOSTER	87.50
288412	041543	AMY J FRIEDMAN	305.46
288413	135031	FSH COMMUNICATIONS LLC	360.00
288414	043760	GALLUP ORGANIZATION	486.60
288416	131565	GARTNER & ASSOCIATES CO, INC.	226.70
288417	106894	TAMMY GEBHART	225.50
288418	044050	GENERAL BINDING CORPORATION	38.30
288419	044470	GEYER INSTRUCTIONAL AIDS CO.	706.95
288420	136003	MELISSA J GILBERT	12.12
288421	106660	GLASSMASTERS INC	185.43
288422	135691	OSCAR GONZALEZ	45.24
288423	044891	GOPHER/PLAY WITH A PURPOSE	258.05
288424	044896	KAREN A GORDON	64.38
288425	043609	GP DIRECT	1,199.54
288426	044950	GRAINGER INDUSTRIAL SUPPLY	2,794.54

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288427	099641	SANDY REIMERS	215.05
288428	044965	KATHERINE A GRAY	98.98
288429	099754	GREAT BOOKS FOUNDATION	620.00
288430	099260	GREAT IDEAS FOR TEACHING INC	63.69
288431	044978	GREAT PLAINS BUSINESS FORMS	179.50
288432	010250	GREATER OMAHA REFRIGERATION	99.00
288433	134133	JANET L GRIERSON	42.95
288434	130083	HARRY S GRIMMINGER	29.29
288435	135016	CANDRA R GUENTHER	127.05
288436	132938	GUSTAVE A LARSON COMPANY	6,053.65
288437	047800	HAMMOND & STEPHENS	102.09
288438	133487	HARCOURT ASSESSMENT INC	5,107.47
288439	047855	HARCOURT INC	1,600.07
288440	135821	LESLEY A HARRISON-ROLAND	42.36
288441	056820	HARRY A KOCH COMPANY	19,354.82
288442	134479	TERRY HAUBOLD	846.77
288443	048475	HEARTLAND FOUNDATION	16,335.00
288444	108273	MARGARET HEBENSTREIT PT	110.59
288445	048517	GREENWOOD PUBLISHING GROUP INC	0.00
288446	108478	DAVID C HEMPHILL	131.99
288447	132423	HEWLETT PACKARD CO	960.00
288449	048840	SUZANNE J HINMAN	68.52
288450	048845	CAMILLE H HINZ	28.78
288451	045329	HMS BROWN BAGGERS	136.79
288452	099759	HOLIDAY INN OF KEARNEY	67.95
288454	095520	LINDA D HORTON	95.44
288455	049440	HOSIER REFRIGERATION SUPPLY INC	1,021.27
288456	136336	VICTORIA L HOSKOVEC	46.46
288457	049450	HOTSY EQUIPMENT COMPANY	27.46
288458	049600	HOUCHEN BINDERY LTD	830.20
288459	049650	HOUGHTON MIFFLIN COMPANY	4,214.20
288460	101032	HUSKER MIDWEST PRINTING	1,911.86
288461	095150	HW WILSON COMPANY	217.00
288462	132878	HY-VEE (97TH & Q)	330.17
288463	133397	HY-VEE FOOD STORE (WELCH PLAZA)	2,494.78
288464	049851	HY-VEE FOOD STORE (132ND ST.)	804.52
288465	049850	HY-VEE FOOD STORE (OAKVIEW DR)	1,245.25
288466	049844	HYDRONIC ENERGY INC	234.60
288467	134166	I BELIEVE IN ME RANCH INC	2,413.11
288468	051573	IDEAL PURE WATER	50.00
288469	051575	THERESA A ILIFF	65.77
288470	108348	INDEPENDENT SYSTEMS INC	128.40
288471	134795	INFINITE CAMPUS INC	550.00
288474	102451	INTERNATIONAL BACCALAUREATE	520.00
288475	F03011	INTERNATIONAL BACCALAUREATE ORG.	613.55
288476	052150	INTERNATIONAL READING ASSOC	275.00

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288477	102958	INTERSTATE ALL BATTERY CENTER	702.57
288478	135912	IT'S YOURS INC	170.00
288479	101991	J.A. SEXAUER	2,659.73
288480	100928	J.W. PEPPER & SON INC.	1,477.46
288481	131157	CHRISTINE A JANOVEC-POEHLMAN	116.75
288482	054240	HANNELORE W JASA	48.48
288484	132015	JELD WEN MILLWORK	2,715.28
288486	133037	JENSEN TIRE COMPANY	1,171.59
288487	054448	STEVEN K JOEKEL	150.99
288488	107039	SHARON KIM H JOHANSEN	25.25
288489	135999	DESIREE K JOHN	88.88
288490	136311	JOHNSON STRING INSTRUMENT	399.25
288491	054481	JERRILL B JOHNSON	64.18
288492	136317	KELLY L JOHNSON	177.76
288493	107905	MELINDA C JOHNSON	30.95
288494	054630	JOHNSTONE SUPPLY	482.98
288495	026300	JP COOKE COMPANY	28.47
288496	054768	JUDAH CASTER COMPANY	240.72
288497	135815	KYLE A JURGENS	52.52
288498	056111	K MART STORE #7493	83.60
288500	134194	KARCHER FLOOR CARE INC	1,717.10
288501	107904	DONN N KASNER	135.84
288502	106997	VICTORIA A KASPAR	88.00
288503	132265	CATHERINE A KEISER	89.27
288504	132272	SUSAN L KELLEY	110.92
288505	135932	KELLY SUPPLY CO	84.38
288506	056276	KELVIN ELECTRONICS	60.95
288508	056550	MARK LEVINE	78.00
288509	056770	BETTY H KLESITZ	54.03
288510	133944	SUSAN R KLOPP	117.23
288511	132264	MICHELLE M KLUG	44.68
288512	135946	LARISSA K KNUDSON	88.36
288513	056913	RICHARD L KOLOWSKI	211.59
288514	132266	DAWN M KRONAIZL	12.12
288515	133923	KUBAT PHARMACY/HEALTHCARE	25.02
288516	058755	LAIDLAW TRANSIT INC	207,031.20
288517	099217	LAKESHORE LEARNING MATERIALS	992.71
288519	135257	LANGUAGE LINE SERVICES	152.62
288520	109816	JILL C LAVENE	126.29
288521	101723	LEARNING TOOLS	22.89
288522	102496	LEARNING ZONE EXPRESS	57.95
288523	108450	JACEN D LEFHOLTZ	126.10
288524	136114	WILLIAM T LEMEN	341.81
288525	059380	LIBRARY VIDEO COMPANY	70.80
288526	059470	LIEN TERMITE & PEST CONTROL INC	190.00
288527	059577	LINGUISYSTEMS, INC.	275.80

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Check No	Vend No	Vendor Name	Amount
288528	059560	LINWELD INC	1,394.41
288529	136380	KELLY LISS	25.50
288530	131970	LITHIA FORD OF OMAHA	13.84
288531	136353	SUBSATIONAL DELI INC	26.00
288532	135065	LOESS HILLS AREA ED AEA 13	150.00
288533	133758	KRAIG J LOFQUIST	40.15
288534	059866	STACY L LONGACRE	165.13
288535	131397	LOWE'S HOME CENTERS INC	2,124.42
288536	057770	LRP PUBLICATIONS INC	222.00
288537	060155	LYMAN-RICHEY CORPORATION	2,166.28
288538	136629	ROSALIE A LYNCH	14.75
288539	136461	LYNX SYSTEM DEVELOPERS INC	3,025.00
288540	130089	MACWORLD SUBSCRIPTION	24.97
288541	106949	LUCY MADSEN	21.54
288543	136557	MAPS.COM	77.85
288544	063920	MARCO PRODUCTS INC	1,258.30
288545	131933	MARCY MATHWORKS	257.18
288546	133201	DAWN M MARTEN	77.36
288547	131303	DEBRA J MARTINEZ	127.60
288548	108052	MAX I WALKER	896.35
288549	101129	MAYER JOHNSON LLC	2,941.00
288550	131101	MC FEELY'S SQUARE DRIVE SCREWS	67.50
288551	063349	MCGRAW-HILL COMPANIES	612.33
288552	063361	ALBERT G MCKAIN	213.11
288553	099781	MCQUEENY LOCK COMPANY	489.96
288554	064260	MECHANICAL SALES INC.	554.58
288555	134165	MEDS - PDN	217.00
288556	121126	PATRICIA A MEEKER	21.00
288557	064413	MENARDS INC	21.49
288558	136314	KORRINDA MENDEZ	49.69
288559	135331	MENTORING MINDS LP	108.35
288560	064600	METAL DOORS & HARDWARE COMPANY INC	2,014.00
288562	133403	AMERICAN NATIONAL BANK	6,987.37
288563	136384	JEANNETTE M MEYER	76.25
288564	132404	MID-LAND EQUIPMENT	139.27
288565	064848	MID-STATE DISTRIBUTING CO	1.53
288566	102870	MIDLAND COMPUTER INC	2,022.21
288567	648477	MIDLANDS MESSENGER SERVICE INC	10.45
288568	064950	MIDWEST METAL WORKS INC	784.00
288569	132456	MIDWEST SYMPOSIUM FOR LEADERSHIP	135.00
288570	065233	MIDWEST TURF & IRRIGATION INC	42,252.70
288571	065326	MIDWEST WOODWORKERS, INC.	100.22
288572	065300	MILLARD DRYWALL SERVICES, INC.	675.75
288573	065400	MILLARD LUMBER INC	749.83
288574	107560	MILLARD METAL SERVICES INC.	88.00
288575	065410	MILLARD SCHOOLS ADMINISTRATIVE	286.50

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288578	136190	LILIANA J MIRANDA-ROBLES	83.43
288579	136591	MARK POWELL	870.00
288580	066083	KAREN F MONTGOMERY	25.60
288582	063150	MSC INDUSTRIAL SUPPLY CO	2,104.92
288583	063115	MULTI-HEALTH SYSTEMS	442.80
288584	133712	MURPHY TRACTOR & EQUIPMENT CO	342.42
288585	131395	DARREN D MYERS	100.25
288586	067030	CYNTHIA D NABITY	99.31
288587	067000	NASCO	494.40
288588	067253	NATIONAL ASSOC OF SECONDARY	124.75
288589	132854	NATIONAL SAFETY COUNCIL	55.00
288590	067996	JOHN C NOWELL	36.94
288591	068020	NATIONAL SCIENCE TEACHERS ASSOC	211.00
288592	130548	NCS PEARSON INC	186.75
288593	130548	NCS PEARSON INC	1,193.83
288594	068334	NEBRASKA AIR FILTER INC	4,541.14
288595	068343	NEBRASKA ASSN OF SCHOOL BOARDS	10,502.00
288596	068340	NEBRASKA ASSOCIATION FOR GIFTED	575.00
288597	068415	NEBRASKA COUNCIL OF SCHOOL	255.00
288599	068440	NEBRASKA DEPARTMENT OF EDUCATION	450.00
288601	099750	NEBRASKA LIBRARY ASSOCIATION	55.00
288602	101200	NEBRASKA MACHINERY CO INC	2,600.00
288603	068467	NEBRASKA NOTARY ASSOCIATION	302.58
288604	068466	NEBRASKA PRINTING CENTER	1,153.21
288605	134231	NEBRASKA SAFETY CENTER	375.00
288606	131476	NEBRASKA TURF PRODUCTS	12,533.95
288607	131550	NANCY G NELSON	73.00
288608	099374	NEWSWEEK INC	20.00
288609	069099	CAROL C NEWTON	49.64
288610	069561	LYNNE NEWVILLE	65.14
288611	109843	NEXTEL PARTNERS INC	20,537.62
288612	136530	JULIE A NIELSEN	78.34
288613	136637	NATHAN LEVY	93.00
288614	133094	NORTH AMERICAN MONTESSORI TEACHERS	670.00
288615	069930	NOVA HEALTH EQUIPMENT COMPANY	1,177.50
288616	131265	JILL M NUISMER	30.30
288617	069945	NUTS & BOLTS INC	46.22
288618	070250	O'KEEFE ELEVATOR COMPANY, INC.	205.00
288619	133368	KELLY R O'TOOLE	67.16
288620	050042	ANNE M OETH	166.65
288624	100013	OFFICE DEPOT BUS. SVCS. DIV.	11,005.09
288625	101147	OFFICE MAX #521	64.43
288626	133933	OFFICENET	435.48
288628	070245	OHARCO DISTRIBUTORS	50.24
288629	070473	ELIZABETH A OLSON	189.92
288630	132460	OMAHA BOX CO	162.00

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288631	108181	OMAHA COMMUNITY PLAYHOUSE	175.00
288632	070810	OMAHA PUBLIC SCHOOLS	53,608.50
288633	071024	OMAHA TRACTOR, INCORPORATED	200.69
288634	071053	OMAHA WORLD HERALD (EDUC)	66.00
288635	071050	OMAHA WORLD HERALD CO	2,522.28
288636	107815	ON LINE IMAGING SERVICES LLC	4,029.08
288637	133850	ONE SOURCE	1,436.00
288638	107193	OTIS ELEVATOR COMPANY	1,763.69
288639	071240	OXFORD UNIVERSITY PRESS INC	72.42
288640	099244	PASCO SCIENTIFIC	511.00
288641	071891	PAYFLEX SYSTEMS USA INC	4,725.00
288642	131610	PATRICIA D BUFFUM	120.00
288643	071353	WARFIELD PCI LIMITED	31.90
288644	063554	PCMALL GOV	69.99
288645	082652	PEARSON EDUCATION	1,725.10
288646	099302	PEGLER-SYSCO FOOD SERVICE CO	544.37
288647	109831	JANET PELSTER	68.17
288648	107783	HEIDI T PENKE	40.40
288649	072140	PEOPLES PUBLISHING GROUP, INC.	339.36
288650	072200	PERFECTION LEARNING CORP.	672.66
288651	133633	PESI HEALTHCARE	164.00
288652	134365	VICKY L PETERSON	220.68
288653	136390	STACI M PETTIT	67.16
288654	130721	MARY J PILLE	66.91
288655	132086	PIONEER VALLEY EDUCATIONAL PRESS	145.20
288656	072785	PLANK ROAD PUBLISHING INC	102.25
288657	072900	POPPLERS MUSIC INC	160.70
288658	079051	POSITIVE PROMOTIONS INC	175.00
288659	131835	PRAIRIE MECHANICAL CORP	22,661.71
288660	073231	PRECISION INDUSTRIES, INC.	914.20
288661	134531	MIKE GUTHRIE	117.60
288662	072349	PREMIER AGENDAS INC	78.20
288663	135569	CYNTHIA L PRESTON	156.14
288664	101663	PRESTWICK HOUSE INC	120.92
288665	073495	PROFESSIONAL AUDIOLOGY AND	3,357.00
288668	073040	PSI GROUP-OMAHA	20,000.00
288669	073840	PSYCHOLOGICAL ASSESSMENT	739.44
288670	136638	BUI INC	1,039.35
288671	135693	QUANTUM HEALTH PROFESSIONALS INC	8,195.00
288672	090673	QWEST	43.98
288673	135430	RODGERS & HAMMERSTEIN ORG	3,225.00
288674	109810	BETHANY B RAY	131.30
288675	102568	READ NATURALLY	2,577.30
288676	100642	REALLY GOOD STUFF INC	677.44
288677	133191	MATTHEW K REGA	101.66
288678	109192	KIMBERLI R RICE	83.07

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Check No	Vend No	Vendor Name	Amount
288679	079162	KAREN RICHTER	31.63
288681	136252	ROBERT HALF MANAGEMENT RESOURCES	12,025.00
288682	079295	DALE H ROBINSON	183.75
288683	079310	ROCKBROOK CAMERA CENTER	3,716.00
288684	102827	ROCKLER COMPANIES INC	108.76
288685	131723	EDWARD V ROCKWELL	23.41
288686	134882	LINDA A ROHMILLER	26.96
288687	134081	EILEEN A RONCI	216.14
288689	079440	ROSENBAUM ELECTRIC INC	1,798.63
288690	135959	MARLENE J ROWE	105.00
288691	072286	JEAN M RUCHTI	196.64
288692	136033	MARGARITA RUEB	172.63
288693	107539	RUTH MUELLER ROBAK LLC	11,250.00
288694	130477	KATHRYN I RYAN	24.24
288695	136595	THOMAS J RZEMYK	164.17
288696	101101	SAFETY KLEEN SYSTEMS INC	237.00
288697	136533	SAFEWAY TRANSPORTATION LLC	2,207.75
288698	081491	SAGE PUBLICATIONS, INC.	683.53
288699	041500	SAMUEL FRENCH INC	401.68
288700	081725	KIMBERLEY K SAUM-MILLS	88.62
288701	081800	SAX ARTS & CRAFTS INC	74.43
288703	106432	KELLI J SCHINSTOCK	51.51
288704	082100	SCHOLASTIC INC	3,638.22
288705	130526	SCHOOL MEDIA ASSOCIATES LLC	72.00
288707	082395	CLAUDIA K SCHULTE	93.42
288708	133510	SCREENING FOR MENTAL HEALTH	25.00
288710	082905	KIMBERLY A SECORA	37.97
288711	098765	SECURITY BENEFIT LIFE INS CO	136,263.73
288712	098765	SECURITY BENEFIT LIFE INS CO	3,038.88
288713	082910	SECURITY EQUIPMENT INC	3,074.43
288714	082941	KELLY M SELTING	113.62
288715	135140	SETPOINT CONTROLS LLC	2,609.53
288716	133498	SHARED MOBILITY COACH INC	5,530.50
288717	109830	MATTHEW V SHEPPARD	184.87
288718	130645	SHERWIN-WILLIAMS	401.00
288719	131887	SIEMENS BUILDING TECHNOLOGIES INC.	1,474.05
288720	083400	SIMPLEXGRINNELL	411.56
288721	083451	SIMPLICITY PATTERN COMPANY	19.95
288722	133949	SKAR ADVERTISING	5,317.53
288723	099592	SMILE MAKERS, INC.	61.40
288724	107093	CHARLENE S SNYDER	83.52
288725	083950	SOCIAL STUDIES SCHOOL SERVICE	336.65
288726	101476	SODEXHO OPERATIONS LLC	81,882.58
288727	102264	SOFTWARE PLUS	10.48
288728	130722	LYON FINANCIAL SERVICES	1,539.81
288729	102046	SOUTHPAW ENTERPRISES INC	102.60

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288730	084326	SPORTIME	50.97
288731	109836	AMY ST AMOUR	103.52
288732	084415	STANDARD STATIONERY SUPPLY CO	51.84
288733	134116	STATE STEEL OF OMAHA	1,240.70
288734	131099	STENHOUSE PUBLISHERS	242.30
288735	133476	STEPS TO LITERACY	97.82
288736	084630	CYNTHIA F STIGGE	62.56
288737	135211	KENNETH STOBBE	25.91
288738	131211	SUCCESSORIES	39.49
288739	135744	CLAUDIA P SUCHA	17.10
288740	084689	SULLIVAN SEWER SERVICE INC	185.00
288741	084781	SUMMIT LEARNING	85.14
288742	084907	SUNDERLAND BROTHERS COMPANY	68.16
288743	134845	SUNTEX INTERNATIONAL INC	344.55
288744	084930	SUPER DUPER INC	243.69
288745	102869	SUPER SAVER #20	589.51
288746	084959	JAMES V SUTFIN	35.00
288747	132417	JAMES D SWITZER	392.08
288748	088654	TARGET	576.30
288749	130127	TASA INC	319.68
288750	103050	DRAPHIX, LLC	422.54
288751	132962	CHILDCRAFT EDUCATION CORPORATION	71.70
288752	134673	TEACHING POINT	216.70
288753	088805	TEACHING RESOURCE CENTER LLC	28.49
288754	088830	TED'S MOWER SALES & SERVICE INC	6.42
288755	133969	TENNANT SALES & SERVICE COMPANY	1,524.86
288756	049700	TERRY HUGHES TREE SERVICE	9,445.00
288757	134243	TEXAS SCHOOL FOR THE BLIND &	85.25
288758	136381	ANNETTE J THOMAS	14.94
288759	131159	JONATHON C THOMPSON	43.65
288760	107959	NANCY C THORNBAD	83.32
288761	135006	STEVE D THRONE	170.13
288762	136399	WORLDWIDE TICKE & LABELS LLC	246.57
288763	089318	A GERALD TIEGER	43.73
288764	132140	TILT GOLF	99.00
288765	135278	MARCEE L TIMMERMANS	234.00
288766	130763	BARBARA J TOEWS	8.97
288767	135229	BENNA TOMASELLO	25.75
288768	106807	JEAN M TOOHER	62.11
288769	136407	MIRWAIS TOOKHI	39.29
288770	132138	TOYOTA FINANCIAL SERVICES	463.42
288771	107286	TRAVELERS	190,269.75
288773	107719	KIMBERLY P TRISLER	30.30
288774	106493	TRITZ PLUMBING, INC.	3,340.85
288775	136110	DONNA R TROMBLA	103.97
288776	132268	LYNNE A TRUMAN	22.22

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Check No	Vend No	Vendor Name	Amount
288778	131819	JEAN R UBBELOHDE	120.69
288779	102846	ULTIMATE OFFICE INC	181.38
288780	090678	UNISOURCE	3,175.62
288781	099268	UNITED ART AND EDUCATION	113.98
288782	090214	UNITED ELECTRIC SUPPLY CO INC	171.67
288783	109861	UNITED EQUIPMENT SERVICES CO INC	907.50
288784	134849	UNITED RENTALS INC	587.85
288785	068875	UNIVERSITY OF NEBRASKA MED CENTER	820.00
288786	100096	UNIVERSITY OF NE AT LINCOLN	211.00
288787	090900	UNIVERSITY PUB, INC.	74.17
288788	090973	UPSTART	307.73
288789	090625	US POSTAL SERVICE	550.00
288790	091040	VAL LTD	29.83
288792	083340	VERNE SIMMONDS COMPANY	325.00
288793	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	727.26
288794	136318	JENNIFER L VEST	92.61
288795	130676	VISITING NURSES HEALTH SERVICES	1,564.00
288796	109122	CONNIE L VLCEK	53.39
288797	092786	WALCRO INC	11.52
288798	092834	WALKER TIRE INC	139.86
288799	093008	BARBARA N WALLER	54.69
288801	131817	KRISTINE M WARD	63.63
288802	093650	WARD'S NATURAL SCIENCE EST LLC	530.47
288803	093765	WATER ENGINEERING, INC.	1,942.50
288804	134979	MARIA T WEAVER	93.13
288805	093978	BECKY S WEGNER	174.86
288806	094130	WENGER CORPORATION	386.00
288807	010698	WESCO DISTRIBUTION INC	29.93
288808	094174	WEST MUSIC COMPANY	733.61
288809	094653	WESTSIDE COMMUNITY CONFERENCE CTR	468.17
288810	094650	WESTSIDE COMMUNITY SCHOOLS	528.00
288811	134658	CRAIG WHALEY	68.68
288812	133061	JACKIE L WHISENHUNT	302.49
288813	094751	DEBBY A WHITAKER	161.70
288814	094820	WHOLESALE HEATING & COOLING	50.95
288815	136322	TAMARA J WILLIAMS	12.37
288816	136323	STACIE A WITHERSPOON	187.65
288817	109073	CRAIG J WOLF	71.71
288819	130716	SUSAN J WOOSTER	39.79
288820	095371	WORLD ALMANAC EDUCATION	722.85
288821	095491	GLEN E WRAGGE	279.61
288822	101370	XEROX CORPORATION (ORDERS)	48,742.00
288823	136043	YUAN S ZHEN	23.54
288824	136468	MAUREEN FRANCES ZOHLEN	60.00
288825	136571	ZOO PHONICS INC	217.14
288826	048517	GREENWOOD PUBLISHING GROUP INC	159.00

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Check No	Vend No	Vendor Name	Amount
288827	048517	GREENWOOD PUBLISHING GROUP INC	799.42
Total for GENERAL FUND			1,595,402.83
20959	010300	ACCURATE LOCKSMITHS, INC	132.40
20960	135033	ACKERMAN ELEMENTARY	142.53
20961	134892	JOHN CHARLES ADAIR	33.75
20962	135034	ALDRICH ELEMENTARY	80.38
20963	065425	ANDERSEN MIDDLE SCHOOL	4,408.67
20964	131267	JUSTIN H. BAINBRIDGE	118.13
20965	130674	BEADLE MIDDLE SCHOOL	2,626.67
20966	010047	JANICE K BEUKENHORST	21.97
20967	135972	RYAN G BISHOP	141.75
20968	135035	BLACK ELK ELEMENTARY	71.48
20969	135036	BRYAN ELEMENTARY	111.14
20970	135736	AUSTIN BURDEN	33.75
20971	135037	CATHER ELEMENTARY	56.14
20972	065420	CENTRAL MIDDLE SCHOOL	4,277.84
20973	135038	CODY ELEMENTARY	41.59
20974	133617	CONOCOPHILLIPS	78.66
20975	133178	COTTONWOOD ELEMENTARY	76.04
20976	135039	DISNEY ELEMENTARY	162.77
20977	010178	LINDA M DOYLE	27.27
20978	132591	EZRA ELEMENTARY	135.92
20979	132024	HOLLY ANNE FECH	121.50
20980	135983	ENCORE ONE LLC	287.80
20981	010670	GOODWIN TUCKER GROUP	111.39
20982	044950	GRAINGER INDUSTRIAL SUPPLY	29.81
20983	135040	HARVEY OAKS ELEMENTARY	98.29
20984	135041	HITCHCOCK ELEMENTARY	91.09
20985	131694	HOLLING HEIGHTS ELEMENTARY	171.20
20986	054630	JOHNSTONE SUPPLY	68.74
20987	134284	KIEWIT MIDDLE SCHOOL	3,340.33
20988	135668	NICHOLAS T KING	131.63
20989	132029	ANNA KLOSTERMAN	60.75
20990	135669	SHANE R KOHL	60.75
20991	135813	TROY P KOSTAL	77.63
20992	102229	ROWAN W LANG	72.18
20993	132032	WILLIAM E LANG	70.88
20994	131397	LOWE'S HOME CENTERS INC	16.90
20995	136570	TAYLOR J MARSHALL	33.75
20996	133180	CHRISTOPHER MCEVOY	81.00
20997	135671	MICHAEL J MCGREGOR	70.88
20998	135050	MILLARD LEARNING CENTER	234.18
20999	065438	MILLARD NORTH HIGH SCHOOL	44,131.33
21000	065410	MILLARD SCHOOLS ADMINISTRATIVE	214.08
21001	065440	MILLARD SOUTH HIGH SCHOOL	37,223.67
21002	065443	MILLARD WEST HIGH SCHOOL	37,400.33

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21003	135042	MONTCLAIR ELEMENTARY	135.83
21004	136366	HEATH D MOORE	27.00
21005	133370	MORTON ELEMENTARY	74.08
21006	134890	SAMUEL W MUNZESHEIMER	33.75
21007	132398	NEIHARDT ELEMENTARY SCHOOL	43.60
21008	135043	NORRIS ELEMENTARY	38.77
21009	130091	NORTH MIDDLE SCHOOL	3,107.00
21010	102445	EDRIE K PEARCE	157.93
21011	134150	DAVID ALEXANDER PETERSON	151.88
21012	130874	ELAN M PIGULA	49.80
21013	135044	REEDER ELEMENTARY	120.96
21014	136306	COURTNEY K RIETZ	67.50
21015	135046	ROHWER ELEMENTARY	123.82
21016	131615	RUSSELL MIDDLE SCHOOL	3,124.00
21017	099907	ELAINE A RUST	22.28
21018	135047	SANDOZ ELEMENTARY	68.32
21019	135057	KATHERINE L SIX	35.05
21020	136367	KAITLYN C SNODDY	27.00
21021	134891	NICHOLAS AJ SWANSON	33.75
21022	135739	ELIJAH TYNES	33.75
21023	090214	UNITED ELECTRIC SUPPLY CO INC	242.18
21024	132028	ELIZABETH VACANTI	114.75
21025	135674	BRIAN A VICARS	81.00
21026	099729	EARLENE WAKEFIELD	13.64
21027	135048	WHEELER ELEMENTARY	80.92
21028	135049	WILLOWDALE ELEMENTARY	117.25
21029	133502	ARAMARK	336,139.04
21030	134552	CORPORATE EXPRESS	59.32
21031	032872	DENNIS SUPPLY COMPANY	455.28
21032	135932	KELLY SUPPLY CO	105.45
21033	109843	NEXTEL PARTNERS INC	253.96
21034	100013	OFFICE DEPOT BUS. SVCS. DIV.	895.66
Total for FOOD SERVICE			483,013.46
288146	133818	CONNECTIVITY SOLUTIONS MFG INC	1,256.16
288209	010040	A & D TECHNICAL SUPPLY CO INC	23.24
288219	102832	ADVANCED OFFICE INTERIORS CORP	753.48
288258	135245	BAHR VERMEER HAECKER ARCHITECTS	24,010.00
288261	017789	BANCROFT BODY SHOP	303.66
288272	133480	BERINGER CIACCIO DENNELL MABREY	250.00
288341	131003	DAILY RECORD	10.40
288364	136245	DONOVAN PROPERTIES LLC	1,523.88
288367	130648	DOSTALS CONSTRUCTION CO INC	6,233.40
288518	058775	LAMP RYNEARSON ASSOCIATES INC	513.60
288581	134532	MORRISSEY ENGINEERING INC	5,928.75
288702	081880	SCHEMMER ASSOCIATES INC	23,153.97
288777	135716	AARON M JOHNSON LLC	1,388.57

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Check No	Vend No	Vendor Name	Amount
Total for SPECIAL BUILDING			65,349.11
288196	064799	METROPOLITAN UTILITIES DISTRICT	3,703.00
288209	010040	A & D TECHNICAL SUPPLY CO INC	60.55
288228	011051	ALL MAKES OFFICE EQUIPMENT	75.00
288240	012989	APPLE COMPUTER, INC.	-1,399.95
288288	099431	BUSINESS MEDIA INC	750.00
288317	130646	COMMONWEALTH ELECTRIC	1,600.00
288376	131740	EAGLE SOFTWARE INC,	52.00
288395	130045	FARRIS ENGINEERING	1,176.00
288447	132423	HEWLETT PACKARD CO	2,391.60
288472	101435	INNOVATIVE LABORATORY SYSTEMS INC	2,476.00
288542	134668	MAGNUM RESOURCES INC	10,549.00
288566	102870	MIDLAND COMPUTER INC	320.53
288576	131328	MILLER ELECTRIC COMPANY	29,902.00
288680	106416	RIFE CONSTRUCTION INC	5,336.00
288719	131887	SIEMENS BUILDING TECHNOLOGIES INC.	4,500.00
Total for CONSTRUCTION			61,491.73
288159	068400	NEBRASKA COUNCIL ON ECON ED/SMG	24.00
288163	068839	UNIVERSITY OF NEBRASKA KEARNEY	518.75
288167	136641	JOSEPH ROBERT ADDISON	180.00
288168	135167	AMERICAN ASSOC OF PHYSICS TEACHERS	70.00
288172	136644	AMY MARIE BRAMMER	80.00
288176	136643	MARGARET COWELL	85.00
288181	135616	BAILEY HEMPHILL	162.00
288217	131230	ADD WAREHOUSE	43.90
288230	107651	AMAZON.COM INC	758.31
288235	069689	AMSAN LLC	121.77
288262	099646	BARNES & NOBLE BOOKSTORE	65.01
288270	136112	BENCHMARK EDUCATION CO LLC	940.50
288277	101364	BOOKWORM	2,055.06
288287	135789	LINDA S BURKE	42.72
288291	134350	CAMBIUM LEARNING	340.14
288295	134811	CYNTHIA CARLSON	574.42
288314	025455	COLLEGE BOARD	325.05
288333	099957	CRYSTAL SPRINGS BOOKS	99.83
288338	130731	D & D COMMUNICATIONS	470.00
288339	101026	D & H DISTRIBUTING	1,092.94
288372	108120	DOUGLAS COUNTY SHERIFF	2,160.00
288373	132341	DOUGLAS/SARPY EXTENSION SERVICE	245.00
288382	037525	EDUCATIONAL SERVICE UNIT #3	1,188.25
288415	102650	GANDER PUBLISHING INC.	772.64
288445	048517	GREENWOOD PUBLISHING GROUP INC	0.00
288447	132423	HEWLETT PACKARD CO	1,116.12
288451	045329	HMS BROWN BAGGERS	52.69
288483	134398	JDL ASSOCIATES INC	25,000.00

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288499	056182	KAGAN PUBLISHING	203.00
288507	056341	KEY CURRICULUM PRESS	109.89
288516	058755	LAIDLAW TRANSIT INC	847.98
288517	099217	LAKESHORE LEARNING MATERIALS	1,065.20
288551	063349	MCGRAW-HILL COMPANIES	814.11
288575	065410	MILLARD SCHOOLS ADMINISTRATIVE	2.20
288577	100316	MINDWARE	89.35
288587	067000	NASCO	194.61
288590	067996	JOHN C NOWELL	80.27
288592	130548	NCS PEARSON INC	109.75
288596	068340	NEBRASKA ASSOCIATION FOR GIFTED	240.00
288598	068400	NEBRASKA COUNCIL ON ECON ED/SMG	36.00
288599	068440	NEBRASKA DEPARTMENT OF EDUCATION	80.00
288611	109843	NEXTEL PARTNERS INC	49.99
288613	136637	NATHAN LEVY	113.00
288624	100013	OFFICE DEPOT BUS. SVCS. DIV.	743.40
288627	107192	OH-K FAST PRINT	8,025.13
288666	135213	PRODUCTION DEVELOPMENT ASSOC INC	158.95
288667	073650	PRUFROCK PRESS INC	103.60
288669	073840	PSYCHOLOGICAL ASSESSMENT	174.90
288676	100642	REALLY GOOD STUFF INC	35.93
288688	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	100.00
288704	082100	SCHOLASTIC INC	359.23
288706	082350	SCHOOL SPECIALTY INC	119.98
288709	130851	SEARCH INSTITUTE	246.55
288743	134845	SUNTEX INTERNATIONAL INC	185.00
288791	108210	MARY J VAP	227.93
288800	131112	LINDA WALTERS	25.45
288815	136322	TAMARA J WILLIAMS	139.78
288818	102969	WOODBURN PRESS LTD	107.80
288827	048517	GREENWOOD PUBLISHING GROUP INC	1,027.49
Total for GRANT FUND			54,400.57
288326	136587	COVENTRY HEALTH CARE OF NEBRASKA	113,853.25
Total for			113,853.25
288330	134039	CROUCH RECREATIONAL DESIGN INC	4,350.00
288600	068445	NEBRASKA FURNITURE MART INC	806.00
Total for DEPRECIATION			5,156.00
288371	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	565,350.94
288382	037525	EDUCATIONAL SERVICE UNIT #3	1,045.29
Total for INTERLOCAL FUND			566,396.23
288157	108405	PAUL A. MARTINEZ	160.00
288182	136640	BLAS G HILARIO	160.00
288191	135884	MARK RABICK	80.00
288192	136642	WESLEY SCHULZ	400.00
288262	099646	BARNES & NOBLE BOOKSTORE	522.91

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288298	133589	CDW GOVERNMENT, INC.	682.00
288330	134039	CROUCH RECREATIONAL DESIGN INC	4,350.00
288358	033473	DIETZE MUSIC HOUSE INC	2,101.00
288367	130648	DOSTALS CONSTRUCTION CO INC	4,722.30
288448	048710	HIGHSMITH COMPANY INC	336.52
288453	132592	WILLIAM SPRAGUE, JR.	182.15
288459	049650	HOUGHTON MIFFLIN COMPANY	188.88
288473	100016	INNOVATIVE LEARNING CONCEPTS	82.50
288600	068445	NEBRASKA FURNITURE MART INC	1,647.00
288624	100013	OFFICE DEPOT BUS. SVCS. DIV.	156.58
288709	130851	SEARCH INSTITUTE	55.50
288743	134845	SUNTEX INTERNATIONAL INC	1,452.90
288744	084930	SUPER DUPER INC	59.90
288772	089740	JEFFREY MEYERS	119.22
288808	094174	WEST MUSIC COMPANY	261.60
Total for ACTIVITY FUND			17,720.96
Report Total			2,962,784.14



Don Stroh Administration Center • 5606 So. 147th Street • Omaha, NE 68137-2647 • (402) 715-8200 • Fax (402) 715-8409

February 27, 2008

TO: Board Members

FROM: Amy Friedman

RE: Employees of the Month

The Employees of the Month for March are Pam Davis, speech pathologist from Disney Elementary and Marina Little, preschool Montessori paraprofessional at Montclair Elementary.

AF:sp

AGENDA SUMMARY SHEET

AGENDA ITEM: Policy 3713 – Support Services – Food Service – Program – Committee

MEETING DATE: March 3, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Policy 3713 – Support Services – Food Service – Program – Committee: A proposed amendment of Policy 3713 regarding the District’s Nutrition and Wellness Committee.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: Federal regulations required that the District have a Nutrition and Wellness Committee if it participates in the national food service program. The board originally adopted Policy 3713 in 2005 to meet the federal regulations regarding the groups that were to be represented on the Committee.

The proposed amendments to Policy 3713 provide specific information with regard to the composition of the Committee. These amendments would provide guidance with regard for filling vacancies on the Committee.

OPTIONS AND ALTERNATIVES: n/a

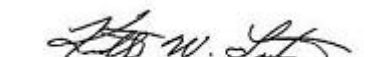
RECOMMENDATION: It is recommended that, after second reading, Policy 3713 be approved as amended.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT’S APPROVAL: 

Support Services – Food Service

Program– Committee

3713

The District shall establish a Nutrition & Wellness Committee. Such committee shall meet at least annually and make recommendations to the administration with regard to the District's programs related to nutrition and wellness.

The committee shall be composed of the following members:

1. The associate superintendent for general administration
2. Five parents nominated by building principals and selected by the superintendent
3. Three student representatives on the board of education
4. The curriculum facilitator for K-12 physical education
5. The curriculum facilitator for K-5 health education
6. The curriculum facilitator for 6-12 health education
7. The general manager for K-12 food service
8. The four building principals from the superintendent's cabinet

The associate superintendent for general administration shall serve as the chair of the committee.

Adopted: August 15, 2005
March 17, 2008

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve Revised Rule 5100.2

MEETING DATE: March 3, 2008

DEPARTMENT: Educational Services and Pupil Services

TITLE AND BRIEF DESCRIPTION: Rule 5100.2
Enrollment of Students: Kindergarten Age, Proof of Identity, Physical Examination and Immunization, Instructional Level Placement

ACTION DESIRED: Approve Revised Rule 5100.2

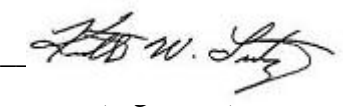
BACKGROUND: On February 4, 2008, a report was presented to the Board outlining the process and procedures used for Early Entrance to Kindergarten testing. These processes and procedures have been incorporated into Rule 5100.2 as presented. Legal review has occurred.

RECOMMENDATIONS: Approve Revised Rule 5100.2

STRATEGIC PLAN REFERENCE: None

TIMELINE: Immediate implementation

RESPONSIBLE PERSON(S): Mark Feldhausen, Assoc. Supt.
Carol Newton, Director of Elementary and Early Childhood Education
Kraig Lofquist, Director of Pupil Services

SUPERINTENDENT'S APPROVAL: 

BOARD ACTION:

Pupil Services

Enrollment of Students

Kindergarten Age, Proof of Identity, Physical Examination and Immunization, Instructional Level Placement

5100.2

- I. Admission to Kindergarten: Age Requirement. The District shall not admit any child into kindergarten unless such child has reached the age of five (5) years or will reach such age on or before October 15 of the current year with the following exception:
- A. The Board may admit a child who will reach the age of five (5) between October 16 and February 1 of the current school year if the parent or guardian requests such entrance and provides an affidavit stating that:
1. The child attended kindergarten in another jurisdiction in the current school year; or
 2. The family anticipates a relocation to another jurisdiction that would allow admission within the current school year; or
 3. The child has demonstrated through recognized assessment procedures approved by the Board that he or she is capable of carrying the work of kindergarten.
 - a. Recognized Assessment procedures that the district's Educational Services Division follows include:
 - i. A parent/guardian wishing to have their child considered for early entrance must be a resident within the Millard Public Schools boundary.
 - ii. The parent/guardian must attend a parent meeting about early entrance testing.
 - iii. The assessment date and time will be scheduled at the end of the parent meeting.
 - iv. The parent/guardian must bring to the testing center, prior to testing:
 - Consent for Evaluation.
 - Copy of the child's birth certificate.
 - Complete the Social/Emotional Adaptive Skills Inventory during the testing session.
 - A fee paid to the Millard Public Schools
 - v. Early entrance into kindergarten will be based on meeting or exceeding all assessment cutscores.
 - vi. A report will be provided the parent/guardian and a copy placed in the child's school record.
 - vii. If the child will be accepted into kindergarten, information will be shared with receiving school personnel.
 - viii. If the child meets the criteria for early entrance they must attend full-day.
 - b. Assessment Components include, but are not limited to:
 - i. Screening Assessment for Gifted Elementary Students – SAGES-2, administered by qualified district personnel (a score at or above the normal range based on 5 years, 7 months, the average age for a beginning kindergartner in Millard)
 - ii. Early math (counting, number recognition – within the average range)
 - iii. Reading (alphabet, letter sounds, phonemic awareness, concepts of print w/ three book levels – within the average range)
 - iv. The BASC is completed by parents (60% or higher)

- v. Visual motor screening (within the average range)
- vi. Slosson Test or APPSI-II will be administered if more information is needed (Quotient of 120 or higher)
- vii. Other assessments deemed necessary

II. Proof of Age and Identity, Physical Examination, and Immunization.

- A. Upon enrollment of a student in the District, the enrolling school shall:
 - 1. Require compliance with the physical examination requirements of District Rule 5600.3(I).
 - 2. Require compliance with the immunization requirements of District Rule 5600.3(II) and (III).
 - 3. Notify in writing the person enrolling the student that if a birth certificate or other reliable proof was not provided upon enrollment that he or she must provide within thirty (30) days either:
 - a. A certified copy of the student's birth certificate; or
 - b. Other reliable proof of the student's identity and age, along with an affidavit explaining the inability to produce a copy of the birth certificate.
- B. If a certified copy of a birth certificate cannot be produced, then other reliable proof (in order of preference) of the student's identity and age must be provided along with an affidavit explaining the inability to produce a copy of the birth certificate:
 - 1. Baptismal certificate;
 - 2. Passport;
 - 3. Immigration certificate; or
 - 4. Bible record.
- C. Upon failure of the parent or guardian to comply with the preceding paragraph, written notice shall be given to the parent or guardian that unless he or she complies within ten (10) days the matter shall be referred to the local law enforcement agency for investigation. If compliance is not obtained in such ten (10) day period, then the matter shall be immediately reported to the local law enforcement agency. Any affidavit received pursuant to the preceding paragraph that appears inaccurate or suspicious in form or content shall be reported immediately to the local law enforcement agency.

III. Withdrawal (Below Age 7). In accordance with the Nebraska Compulsory Education Law, any person with legal or actual charge or control of a child younger than seven (7) years of age may discontinue the enrollment of such child.

- A. A parent should meet with the principal and complete building withdrawal procedures.
- B. The principal shall notify the Director of Pupil Services.

IV. Transfer from Other Schools: Instructional Level Placement. Students who apply for initial admission to the District's schools by transfer from non-public schools or from schools outside the District will be initially placed on the same instructional level as the school from which they transferred pending their

observation and evaluation by classroom teachers, Pupil Services' staff, and the school principal. The school principal will determine the final placement of such students after the District's observation and evaluation have been completed.

Legal Reference: Neb. Rev. Stat. § 43-2007
Neb. Rev. Stat. §§ 79-214 through 79-223

Related Rule 5600.3

Rule Approved:
Revised: July 20, 1992; June 6, 1994; August 21, 2000; August 6, 2001

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Exterior Door & Window Replacements

MEETING DATE: March 3, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Contract for Exterior Door & Window Replacements – The awarding of the contract for the summer projects involving door and window replacements at multiple schools.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: This is a summer project previously approved by the board. For more information, see the attached letter and bid tab from the architect.

The low bid (with all alternates included) was within the budget. The architect plans to be at the meeting to address any questions.

OPTIONS AND ALTERNATIVES: n/a

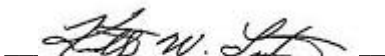
RECOMMENDATION: It is recommended that the contract for the replacement of exterior doors and windows on various schools be awarded to Elkhorn West Construction in the amount of \$74,400 (with such amount including the base bid and Alternates #1, #2, and #3) and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

RESPONSIBLE PERSON: Bill Carmer (Architect), Ed Rockwell, and Ken Fossen

SUPERINTENDENT'S APPROVAL: 



February 25, 2008

Ms. Kim Thompson, Project Manager
Millard Public Schools
Support Services Center
13906 "F" Street
Omaha, NE 68137

RE: Exterior Door & Window Replacements
Schemmer Project Number 05502.001

Dear Ms. Thompson:

On February 19, 2008 @ 2:00 P.M. bids were received and opened for the referenced project. This project is intended to replace hollow metal door frames, window frames and doors that are in poor condition at several schools. The project includes frame and door replacements at Cather, Cody, Cottonwood, Disney, Morton and Norris Elementary Schools and North and South High Schools. The work at South High and a portion of the work at Cody and Cottonwood Elementary were bid as alternates in order to ensure that the project would be bid under budget.

The approved budget for the Base Bid is \$98,000.00 and \$33,000.00 for the Alternates, a total of \$131,000. Our final design estimate without contingencies was \$89,459.00 for the Base Bid and \$23,609.00 for the Alternates, a total of \$113,068.00. Bids were received from Clairmont Construction, Elkhorn West Construction, Lueder Construction, Rife Construction and Ronco Construction. A tabulation of bids is attached. The low bidder's total lump sum base bid including all three alternates is \$74,400.00.

Based on previous frame replacement priority discussions with the administration and that the bids are under budget, The Schemmer Associates Inc. recommends the acceptance of Elkhorn West Construction's Base Bid and Alternates #1, #2 and #3. The total proposed construction cost for this recommendation is \$74,400.00.

PHONE 402.493.4800
FAX 402.493.7951

1044 North 115th Street, Suite 300
Omaha, Nebraska 68154-4436

SCHEMMER.COM

February 25, 2008
Ms. Kim Thompson
Millard Public Schools
Schemmer Project No. 05502.001
Page Two

If you have any questions or wish to discuss these bids in additional detail, feel free to call. Thank you for the opportunity to be of continued service to Millard Public Schools.

Sincerely,

THE SCHEMMER ASSOCIATES INC.

Architects - Engineers - Planners



R. William Cramer, AIA
Principal

Cc: Kenneth J. Fossen, J.D.

Attachment

//ka:P



BID TAB

**MILLARD PUBLIC SCHOOLS
Exterior Door and Window Replacement**

BIDS OPEN AT: 2:00 P.M.
 DATE: 19-Feb-08
 PROJECT NO. 05502.001
 SHEET 1 OF 1

	CONTRACTOR	ADDENDUM (1)	BOND	ALTERNATE #1	ALTERNATE #2	ALTERNATE #3	BASE BID
1.	Clairmont Construction	Yes	Yes	23,995.00	5,547.00	11,049.00	94,697.00
2.	Elkhorn West Construction	Yes	Yes	11,700.00	2,500.00	5,400.00	54,800.00
3.	Lueder Construction	Yes	Yes	16,200.00	3,100.00	4,400.00	71,300.00
4.	Mill Valley Construction						
5.	Rife Construction Inc.	Yes	Yes	15,261.00	3,981.00	5,050.00	70,437.00
6.	Ronco Construction	Yes	Yes	14,700.00	3,800.00	4,800.00	79,000.00
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AGENDA SUMMARY SHEET

AGENDA ITEM: Awarding of Contract for Andersen Middle School Summer Project

MEETING DATE: March 3, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Awarding of Contract for Andersen Middle School Summer Project – The acceptance of the bids and awarding of the contract for the project at AMS (flooring, ceiling, and fire detection)

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: This is a summer project previously approved by the board. For more information, see the attached letter and bid tab from the architect.

The low bid (with all alternates) was within the budget.

OPTIONS AND ALTERNATIVES: n/a

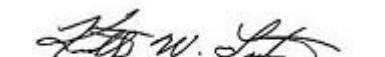
RECOMMENDATION: It is recommended that the contract for the summer project at Andersen Middle School be awarded to Clairmont Construction in the amount of \$264,653 (with such amount including the Base Bid and Alternates #1, #2, and #3) and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Nelson Link (Architect w/ BCDM), Ed Rockwell, and Ken Fossen

SUPERINTENDENT'S APPROVAL: 



Beringer Ciaccio
Dennell Mabrey

22 February 2008

Ken Fossen
Millard Public Schools
13906 F Street
Omaha, NE 68137

RE: Andersen Middle School
Flooring, Ceiling & Fire Detection Contract
BCDM Project No. 4583-00

Dear Ken:

Bids were received for the above referenced project at Andersen Middle School on Thursday, February 21, 2008. Per the attached bid tab, five bids were received. The low base bid was submitted by Clairmont Construction in the amount of \$244,249.00. They also submitted three alternate bids. The first in the additional amount of \$3,861.00 is for work required to remove and install flooring in the teacher's production area. The second alternate, in the additional amount of \$2,041.00, is for the same work at the staff room. The third alternate in the additional amount of \$14,502.00, is for replacing existing light fixtures in commons and corridors.

The overall project budget was set at \$268,000.00. If the District elects to award the contract to Clairmont Construction and accept all three alternates, the total project cost would be \$264,653.00.

After contacting references in regards to Clairmont Construction, and based on discussions with MPS Administrative Staff, we would recommend a contract be awarded to Clairmont Construction in the total amount of \$264,653.00 (Base Bid plus three alternates).

Please advise if you require any additional information.

Sincerely,

Nelson Link
Beringer Ciaccio Dennell Mabrey

NL/kt
Attachment

c: Pat Carson - BCDM
File 4583-00_2.1



**MILLARD PUBLIC SCHOOLS
 ANDERSEN MIDDLE SCHOOL**

21 February 2008
BID TABULATION

BCDM PROJECT NO. 4583-00

	CLAIRMONT CONSTRUCTION	ELKHORN WEST CONSTRUCTION	KC PETERSEN CONSTRUCTION	LUEDER CONSTRUCTION	RONCO CONSTRUCTION	
Bid Security	Yes	Yes	Yes	Yes	Yes	
Addenda (1)	Yes	Yes	Yes	Yes	Yes	
Lump Sum Base Bid	\$244,249.00	\$260,900.00	\$284,500.00	\$251,500.00	\$257,000.00	
UNIT PRICES						
1. Remove and replace damaged maple strip flooring.	\$15.00 per sq. ft.	\$15.00 per sq. ft.	\$18 per sq. ft.	\$16.50 per sq. ft.	\$17.50 per sq. ft.	
ALTERNATES						
Alternate No. 1	\$3,861.00	\$3,400.00	\$4,000.00	\$3,900.00	\$3,500.00	
Alternate No. 2	\$2,041.00	\$1,600.00	\$2,000.00	\$1,800.00	\$1,500.00	
Alternate No. 3	\$14,502.00	\$16,100.00	\$16,500.00	\$16,000.00	\$15,800.00	
Voluntary Substitutions	No	No	No	No	No	

ALTERNATES

1. Remove existing flooring and base, and add new resilient flooring and carpet where noted on the Drawings (Production Area).
2. Remove existing flooring and base, and add new resilient flooring where noted on the Drawings (Staff Area).
3. Replace existing light fixtures in Commons and Corridors as noted on the Drawings.

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Abbott Summer Project

MEETING DATE: March 3, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Contract for Abbott Summer Project – the receipt of bids and the award of the contract for the summer HVAC project at Abbott Elementary School.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: This is a summer project previously approved by the board. Information regarding the bids is attached.

The low bid (there were no alternates) was \$434,000. The original cost estimate (budget) was \$255,000. Morrissey Engineering will be present to explain the discrepancy. The explanation is summarized in the following note I received from them:

We originally based the scope of work from information on Ezra Elementary which had a similar project done the previous summer. During design and site visits, we discovered several items which should be included in our project, but were not included in the scope of Ezra. The discrepancy does not appear to be the result of "high bids" from the contractors.

OPTIONS AND ALTERNATIVES: n/a

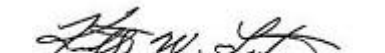
RECOMMENDATION: It is recommended that the contract for the summer HVAC project at Abbott Elementary School be awarded to Mechanical Systems in the amount of \$434,000 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ron Feuerback or Nate Sheets (Morrissey Engineering), Ed Rockwell, and Ken Fossen

SUPERINTENDENT'S APPROVAL: 



February 21, 2008

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

Attn: Dr. Ken Fossen

Project Name: Abbott Elementary School: HVAC & Fire Detection Improvements
Project Number: 07212

RE: Bid Proposals dated February 20, 2008

Ken:

Bids were received for the Abbott Elementary School: HVAC & Fire Detection Improvements project at the Don Stroh Administration Center Conference Room C on February 20, 2008 at 10:30 a.m. Per the attached bid tab, three bids were received. The low base bid was submitted by Mechanical Systems in the amount of \$434,000 (four hundred thirty four thousand dollars). There were no alternates for this project.

Our estimate for the project construction cost was \$255,000 (two hundred fifty five thousand dollars).

We recommend a contract be awarded to Mechanical Systems in the amount of \$434,000 (four hundred thirty four thousand dollars). We are also recommending Mechanical Systems for the Russell Middle School project. We discussed their ability to complete two sizeable projects over the summer break. Since the scope of each project requires separate trades, we believe they are capable of completing each project.

Please advise if you require any additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ronald Feuerbach', is written over a light blue horizontal line.

Ronald S. Feuerbach, P.E.
Principal / Project Manager

Enclosure

c: Ed Rockwell – Millard Public Schools

PROJECT: Abbott Elementary School
HVAC & Fire Detection Improvements

BID DATE: February 20, 2008

BID TIME: 10:30 a.m.

MEI PROJECT NO.: #07212

BID TABULATION

BIDDERS	BASE BID	Addenda #1	Completion Date	Bid Bond	Add Alt. #1	TOTAL BID	Comments
Ray Martin Company	\$553,300.00	Yes	August 1, 2008	Yes	N/A	\$553,300.00	Did not attend pre-bid meeting
Prairie Mechanical	\$456,150.00	Yes	July 25, 2008	Yes	N/A	\$456,150.00	Did not attend pre-bid meeting
Mechanical Systems	\$434,000.00	Yes	July 25, 2008	Yes	N/A	\$434,000.00	

Description of Bids

Base Bid: Perform and complete all work required for a HVAC renovation as indicated in the Construction Documents dated 1/18/08.

Alternate Bid: There are no alternates for this project.

AGENDA SUMMARY SHEET

AGENDA ITEM: Awarding of Contract for Norris Summer Project

MEETING DATE: March 3, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Awarding of Contract for Norris Summer Project – The receipt of the bids and awarding of the contract for the kitchen hood replacement project at Norris Elementary School

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: This a summer project previously approved by the board. The project was for the replacement of the kitchen hood system in the cafeteria at Norris Elementary School. For more information, see the attached letter and bid tab from Morrissey Engineering.

The low bid (there were no alternates) was within the projected budget.

OPTIONS AND ALTERNATIVES: n/a

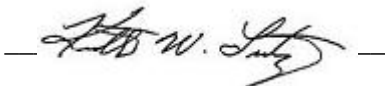
RECOMMENDATION: It is recommended that the contract for the summer project at Norris Elementary be awarded to Prairie Mechanical in the amount of \$40,450 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ron Feuerbach and Nate Sheets (Morrissey Engineering), Ed Rockwell, and Ken Fossen

SUPERINTENDENT'S APPROVAL: 



February 21, 2008

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

Attn: Dr. Ken Fossen

Project Name: Norris Elementary School: Kitchen Hood System Replacement
Project Number: 07213

RE: Bid Proposals dated February 20, 2008

Ken:

Bids were received for the Norris Elementary School: Kitchen Hood System Replacement project at the Don Stroh Administration Center Conference Room C on February 20, 2008 at 2:30 p.m. Per the attached bid tab, four bids were received. The low base bid was submitted by Prairie Mechanical in the amount of \$40,450 (forty thousand four hundred fifty dollars). There were no alternates for this project.

Our estimate for the project construction cost was \$75,000 (seventy five thousand dollars).

We recommend a contract be awarded to Prairie Mechanical in the amount of \$40,450 (forty thousand four hundred fifty dollars).

Please advise if you require any additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ronald S. Feuerbach".

Ronald S. Feuerbach, P.E.
Principal / Project Manager

Enclosure

c: Kim Thompson – Millard Public Schools

PROJECT: Norris Elementary School
Kitchen Hood System Replacement

BID DATE: February 20, 2008

BID TIME: 2:30 p.m.

MEI PROJECT NO.: #07213

BID TABULATION

BIDDERS	BASE BID	Addenda #1	Completion Date	Bid Bond	Add Alt. #1	TOTAL BID	Comments
Hooper Heating & Cooling	\$46,000.00	Yes	July 25, 2008	Yes	N/A	\$46,000.00	
Mechanical Systems	\$42,240.00	Yes	August 1, 2008	Yes	N/A	\$42,240.00	
Prairie Mechanical	\$40,450.00	Yes	July 25, 2008	Yes	N/A	\$40,450.00	Did not attend pre-bid meeting
Rife Construction	\$41,283.00	Yes	August 4, 2008	Yes	N/A	\$41,283.00	Did not attend pre-bid meeting

Description of Bids

Base Bid: Perform and complete all work required for a HVAC renovation as indicated in the Construction Documents dated 1/22/08.

Alternate Bid: There are no alternates for this project.

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Russell Middle School Summer Project

MEETING DATE: March 3, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award or Contract for Russell MS Summer Project – the receipt of bids and the award of the contract for the HVAC project at RMS for the summer of 2008.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: This is a summer project previously approved by the board. This project was for the improvement of the HVAC at RMS. More information is available in the engineer's letter (see attached).

The low base bid (there were no alternates) was slightly above the cost estimates (budget) for the project.

One of the engineers from Morrissey Engineering will be present to answer questions.

OPTIONS AND ALTERNATIVES: n/a

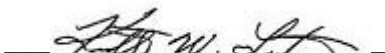
RECOMMENDATION: It is recommended that the contract for the summer HVAC project at Russell Middle School be awarded to Mechanical Systems in the amount of \$469,840 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to the project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ron Feuerback or Nate Sheets (Morrissey Engineering), Ed Rockwell, and Ken Fossen

SUPERINTENDENT'S APPROVAL: 



February 21, 2008

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

Attn: Dr. Ken Fossen

Project Name: Russell Middle School: HVAC Improvements
Project Number: 07215

RE: Bid Proposals dated February 20, 2008

Ken:

Bids were received for the Russell Middle School: HVAC Improvements project at the Don Stroh Administration Center Conference Room C on February 20, 2008 at 10:00 a.m. Per the attached bid tab, two bids were received. The low base bid was submitted by Mechanical Systems in the amount of \$469,840 (four hundred sixty nine thousand eight hundred forty dollars). There were no alternates for this project.

Our estimate for the project construction cost was \$464,500 (four hundred sixty four thousand five hundred dollars).

We recommend a contract be awarded to Mechanical Systems in the amount of \$469,840 (four hundred sixty nine thousand eight hundred forty dollars). We are also recommending Mechanical Systems for the Abbott Elementary School project. We discussed their ability to complete two sizeable projects over the summer break. Since the scope of each project requires separate trades, we believe they are capable of completing each project.

Please advise if you require any additional information.

Sincerely,

Ronald S. Feuerbach, P.E.
Principal / Project Manager

Enclosure

c: Ed Rockwell – Millard Public Schools

PROJECT: Russell Middle School
HVAC Improvements

BID DATE: February 20, 2008

BID TIME: 10:00 a.m.

MEI PROJECT NO.: #07215

BID TABULATION

BIDDERS	BASE BID	Addenda #1	Completion Date	Bid Bond	Add Alt. #1	TOTAL BID	Comments
Ray Martin Company	\$573,300.00	Yes	August 1, 2008	Yes	N/A	\$573,300.00	Did not attend pre-bid meeting
Mechanical Systems	\$469,840.00	Yes	August 3, 2008	Yes	N/A	\$469,840.00	

Description of Bids

Base Bid: Perform and complete all work required for the HVAC renovation as indicated in the Construction Documents dated 1/18/08.

Alternate Bid: There are no alternates for this project.

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for MNHS Summer Piping Project

MEETING DATE: March 3, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Contract for MNHS Summer Piping Project – The receipt of bids and the awarding of the contract for the HVAC pipe replacement project at MNHS.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: This is a summer project that was previously approved by the board. The project involves the replacement of a pipe that is leaking water (with chemicals used to mitigate corrosion). The pipe is currently underground and under concrete. This project would replace the pipe but have it installed inside the building.

The original cost estimate for the project was \$81,000. Subsequently, the engineers revised the cost estimate to \$140,000 and then again to \$264,000. The low bid was \$227,300. Ferris Engineering will be present to address the costs issue.

It should be noted that the leaking pipe needs to be replaced. Although we can continue to add water to the system, we are not permitted to add chemicals (because they will be discharged into the ground by the leak). Without the chemicals, we are running the risk of incurring corrosion damage to all of the HVAC equipment connected to the system.

OPTIONS AND ALTERNATIVES: n/a

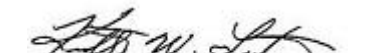
RECOMMENDATION: It is recommended that the contract for the Millard North High School summer HVAC piping project be awarded to Ray Martin Company in the amount of \$227,300 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Joe Hazel (Farris Engineering), Ed Rockwell, and Ken Fossen

SUPERINTENDENT'S APPROVAL: 



Farris Engineering
Consulting Engineers

February 21, 2008

Kenneth J. Fossen, J.D.
Associate Superintendent, General Administration
Millard Public Schools
Don Stroh Administration Center
5606 South 147th Street
Omaha, Nebraska 68137-2647

SUBJECT: Millard North High School Cooling Loop Piping Replacement
FE #072066

Robert L. Lodes PE
President / CEO

Gregory T. Kronaizl PE
Executive Vice President

Philip M. Schreier PE
Executive Vice President

Lyle W. Hubl PE
Vice President

Michael K. Larson PE
Vice President

Kenneth J. Morgan PE
Vice President

Jerrold C. Pasley PE
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Kon M. Aaker PE

Jenny Z. Baker PE

Joseph C. Binge PE

Donald B. Foster PE

Larry J. Gardner PE

Charles R. Grady PE

Joe T. Hazel PE

Jeff R. Henje PE

Mark A. Horst PE

Robert J. Holovy PE

Donna G. Kohlan FPE

Dennis C. Lux PE

J. Matthew Morrissey PE

Stephen C. Roitsch PE

Gerry C. Wilwerding PE

Richard A. Woodson PE

James A. Zavadil PE

Dear Mr. Fossen:

We have reviewed the bid proposals received for the above referenced project at Millard North High School on Wednesday, February 20, 2008. Five bids were received as listed on the attached Tabulation of Bids. The apparent low lump sum base bid amount was submitted by Ray Martin Company of Omaha, in the amount of \$227,300.00. The revised construction cost estimate submitted by Farris Engineering to Millard Public Schools on January 23, 2008, was \$264,000.00.

We have contacted Mr. Alex Jambor at Ray Martin Company and reviewed their bid proposal. They fully understand the scope of work, time period in which the work shall be accomplished, and the liquidated damages should the deadline not be met.

Based upon the submitted bids for this project, we are unaware of any reason that Ray Martin Company should not perform to the normal standard of care for Contractors, therefore we recommend awarding the project to the low bidder.

Sincerely,

FARRIS ENGINEERING

Joe T. Hazel, PE
Senior Principal

Attachment

cc: **Ed Rockwell** / Millard Public Schools
Kim Thompson / Millard Public Schools

OFFICE LOCATIONS:

Omaha, Nebraska
Lincoln, Nebraska
Des Moines, Iowa
Colorado Springs, Colorado

Contractor Recommendation

11239 Chicago Circle

Omaha, NE 68154

402.330.5900

Fax 402.330.5902

MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

MILLARD NORTH COOLING LOOP PIPING REPLACEMENT
TABULATION OF BIDS

BIDDER	ADD 1	BID SECURITY	LUMP-SUM BASE BID
GRUNWALD MECHANICAL	Yes	Yes	\$263,700.00
MAINELLI MECHANICAL	Yes	Yes	\$247,325.00
MECHANICAL SYSTEMS	Yes	Yes	\$367,480.00
PITLOR AND SONS	Yes	Yes	\$306,000.00
RAY MARTIN COMPANY OF OMAHA	Yes	Yes	\$227,300.00

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Subdivision Agreement with City of Omaha

MEETING DATE: March 3, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Approval of Subdivision Agreement with City of Omaha – the subdivision agreement related to Horizon High School (i.e., MPS 210th & Q Street Campus)

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: The district is constructing its new Horizon High School on land at 210th & Q Streets. In order to develop this property, a subdivision agreement must be entered into with the City of Omaha. The proposed Subdivision Agreement is attached. It has been reviewed (and revised) by legal counsel and is ready for approval.

OPTIONS AND ALTERNATIVES: n/a

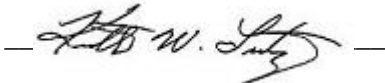
RECOMMENDATION: It is recommended that approval be given to the Subdivision Agreement for MPS 210th & Q Street Campus as submitted and that the associate superintendent for general administration be authorized and directed to execute the document on behalf of the District.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

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

SUPERINTENDENT'S APPROVAL: 

SUBDIVISION AGREEMENT
MPS 210 & Q CAMPUS

This Subdivision Agreement, made this _____ day of _____, 2008, by and between School District #17 Of Douglas County, (hereinafter referred to as "Subdivider"), and the CITY OF OMAHA (hereinafter referred to as "City").

WHEREAS, the Subdivider is the owner of the land shown on the proposed plat attached hereto as Exhibit "A" (hereinafter referred to as "Property"); and

WHEREAS, All public improvements exist to service this property; and

WHEREAS, the Subdivider wishes to connect the system of sanitary sewers to be constructed within the property to the sewer system of the City of Omaha via SID 524's sewer system; and

WHEREAS, the Subdivider and the City desire to agree on the method for the installation and allocation of expenses for public improvements to be constructed in the property.

NOW, THEREFORE, in consideration of the above, the following is agreed between the parties hereto:

1. Public Improvements. All Public Improvements exist.
2. Water, Gas and Electrical Power. The Subdivider agrees to enter into an Agreement with the Metropolitan Utilities District regarding all water and gas line extensions on the property, and into an Agreement with the Omaha Public Power District for power lines to be installed on the property. Copies of all Agreements with the Metropolitan Utilities District and the Omaha Public Power District will be provided to the City within four months from the date of this Agreement.
3. Installation of Improvements. The Subdivider agrees to commence the timely and orderly installation of the improvements following execution of this Agreement, pursuant to Section 53-9 of the Omaha Municipal Code.
4. Payment for Improvements. The Subdivider shall pay the cost of the improvements, as well as all charges by the Metropolitan Utilities District for water and gas line installation and charges by the Omaha Public Power District for underground electrical service or overhead power installations.
5. Boulevard Improvements. The Subdivider has or will contract with SID 524 to construct sidewalks and landscaping improvements along the west side of George B. Lake Parkway. These sidewalks and landscaping improvements will be installed prior to or contemporaneously with the issuance of the building permit for the school building on the property.
6. Right to Connect to City Sewer System. The City hereby acknowledges that it has given the Subdivider the right to connect the sanitary sewer service lines within the property to the City sanitary sewer system, subject to obtaining proper permits and paying the regular and Interceptor sewer fees. The interceptor fees for 9.609 acres of the developed lot as shown on Exhibit "B" in the amount of \$49,409.48 (\$5142/Acre) shall be paid prior to recording the final plat (unless exempted by City Code).
7. Binding Effect. This Subdivision Agreement shall be binding upon the parties, their respective

successors and assigns.

ATTEST:

CITY OF OMAHA

CITY CLERK DATE

MAYOR DATE

Subdivision Agreement: "MPS 210 & Q CAMPUS"

SUBDIVIDER:

SCHOOL DISTRICT #17 OF DOUGLAS COUNTY

KENNETH J. FOSSEN, J.D., ASSOCIATE SUPERINTENDENT DATE
GENERAL ADMINISTRATION, MILLARD PUBLIC SCHOOLS

APPROVED AS TO FORM:

CITY ATTORNEY DATE

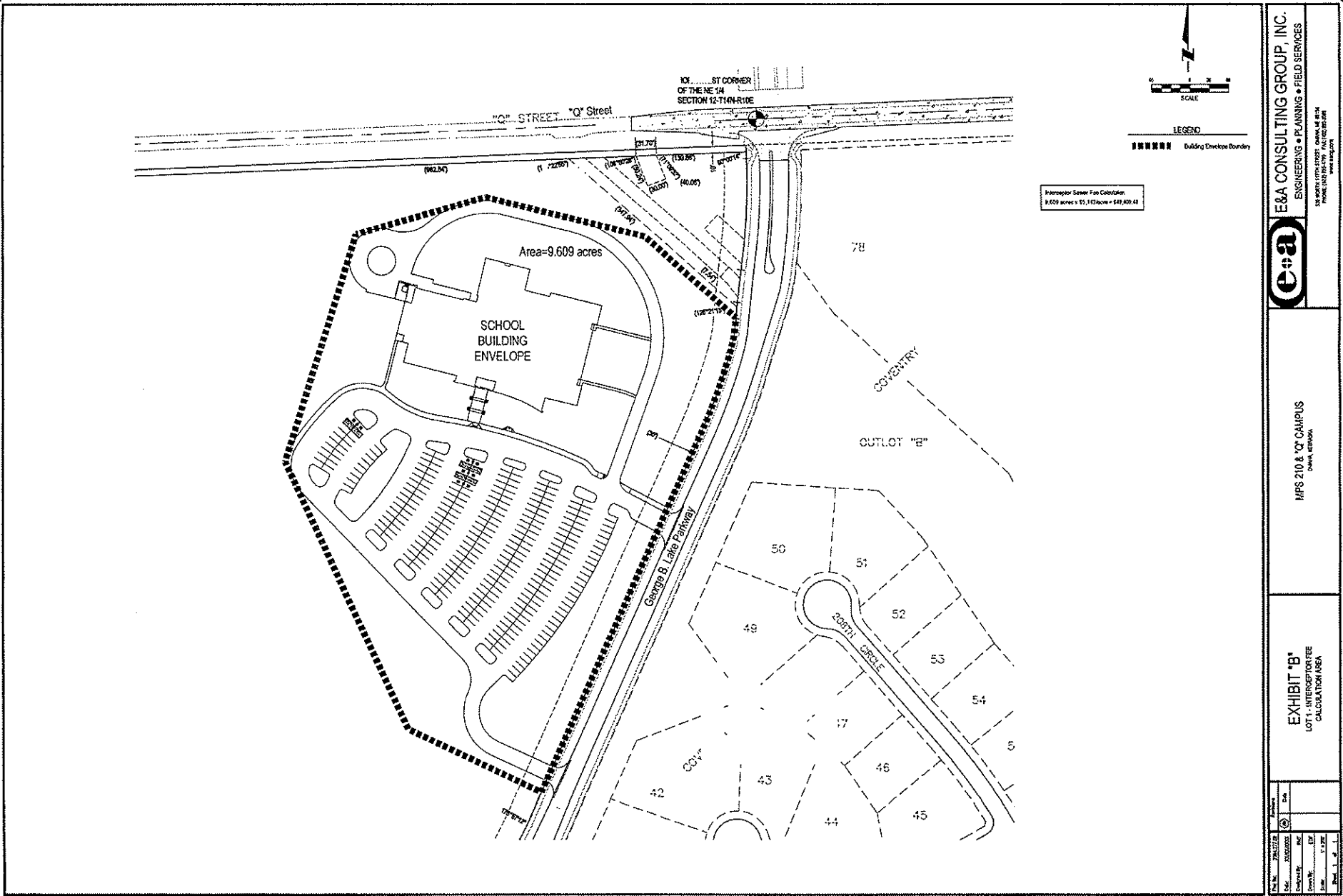
ACKNOWLEDGEMENT OF NOTARY

STATE OF NEBRASKA)
COUNTY OF DOUGLAS)

ON THIS _____ DAY OF _____, 2008, BEFORE ME, THE UNDERSIGNED, A NOTARY PUBLIC IN AND FOR SAID COUNTY, PERSONALLY CAME KENNETH J. FOSSEN, J.D., ASSOCIATE SUPERINTENDENT, GENERAL ADMINISTRATION, MILLARD PUBLIC SCHOOLS, WHO IS PERSONALLY KNOWN TO BE THE IDENTICAL PERSON WHOSE NAME IS AFFIXED AND ACKNOWLEDGED THE SAME TO BE HIS VOLUNTARY ACT AND DEED AS SUCH OFFICER OF SAID SCHOOL DISTRICT.

WITNESS MY HAND AND NOTARY SEAL THE DAY AND YEAR LAST ABOVE WRITTEN.

NOTARY PUBLIC



E&A CONSULTING GROUP, INC.
ENGINEERING • PLANNING • FIELD SERVICES

10000 UNIVERSITY AVENUE, SUITE 100
MINNETONKA, MN 55345
TEL: 952.892.2222
WWW.EAGROUP.COM



MPS 210 & "Q" CAMPUS
DANA, MINN.

EXHIBIT "B"
LOT 1 - INTERCEPTOR FEE
CALCULATION AREA

Project No.	210-277-01
Client	CONVENTRY
Contract No.	127
Drawn By	JL
Checked By	JL
Date	11/17/08
Sheet	1 of 1

AGENDA ITEM: Administrator Recommended for Hire

MEETING DATE: March 3, 2008

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Coordinator of Career and Technical Education, Don Stroh Administration center

ACTION DESIRED: Approval

BACKGROUND: The position was advertised in the Omaha World Herald, on the NASB website, and in Millard's job postings. Eighteen applications were received (fourteen from outside the district and four from within the district.) The applications were reviewed by Dr. Kirby Eltiste, Dr. Mark Feldhausen, and Nancy Johnston. Three applicants from within the district and two applicants from outside the district were selected to interview for the position. The interview teams included Dr. Kirby Eltiste, Dr. Keith Lutz, Angelo Passarelli, Vicki Hoskovec, Dr. Jim Sutfin, Dr. Mark Feldhausen, Nancy Johnston, Dr. Curtis Case, and Erika Volker (Career Academy Advisory Committee member). I am recommending the following individual for the position:

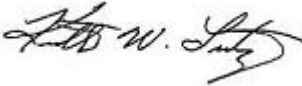
Barbara Waller Recommended for the Coordinator of Career and Technical Education position at DSAC. Barb is currently a Millard Education Program Facilitator and has been in this position since 1997. Prior to that, she was a Family and Consumer Science teacher at Millard South from 1979/1997. Before joining Millard in 1979, Barb worked as a Family and Consumer Science teacher in Norfolk, NE (1974/1975), a Home Economist for NPPD (1976/1978) and a substitute teacher for the Metro Omaha schools (1978/1979).

Education: Bachelor's Degree from the University of Nebraska at Lincoln in 1974 and a Master Degree from the University of Nebraska at Lincoln in 1985.

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL: 

AGENDA SUMMARY SHEET

MEETING DATE: March 3, 2008

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) New Hires; (2) Leave of Absence; (3) Resignations; (4) VSP

OPTIONS & ALTERNATIVES: NA

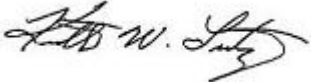
RECOMMENDATION: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL: _____  _____

March 3, 2008

LEAVE OF ABSENCE REQUESTS

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

1. Kari Jorth – Second grade teacher at Disney Elementary School. She is requesting a 2nd year Leave of Absence for family reasons for the 2008/2009 school year.
2. Shanna Wilwerding – Second grade teacher at Rockwell Elementary School. She is requesting a Leave of Absence for family reasons for the 2008/2009 school year.

March 3, 2008

RESIGNATIONS

Recommend: the following resignations be accepted:

1. Pamela Epstein – Kindergarten teacher at Aldrich Elementary School. She is resigning at the end of the 2007/2008 school year for personal reasons.
2. Cassie Hirschfelt-Winslow – Special Ed Resource teacher at Ackerman Elementary School. She is resigning at the end of the 2007/2008 school year due to relocation.

March 3, 2008

Voluntary Separation

Recommend: The following qualified candidates be approved to participate in the District's Voluntary Separation Program:

- 1) Virginia Baye – Second grade teacher at Cottonwood Elementary School – 33 years of service.
- 2) Peggy Brendel – Principal at Norris Elementary School – 31 years of service.
- 3) Joyce Clark – Fourth grade teacher at Norris Elementary School – 19 years of service.
- 4) Twyla Gerdes – Spanish teacher at Kiewit Middle School – 20 years of service.
- 5) Betty Hansen – World Language teacher at North Middle School – 25 years of service.
- 6) Rick Kolowski – Principal at West High School – 37 years of service.
- 7) Mary McGinnis Johnson – Second grade teacher at Bryan Elementary School – 26 years of service.
- 8) Patricia Rhodes – Principal at Bryan Elementary School – 24 years of service.
- 9) Charles Wolatz – Math teacher at South High School – 31 years of service.

March 3, 2008

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired:

1. Susan Mahoney – BA – Peru State. Science teacher (short-term) at Russell Middle School for the 2008/2009 school year.
2. Dana Christensen – BA – University of Nebraska at Omaha. Language Arts teacher (short-term) at South High School for the 2008/2009 school year.
3. Eric Benzel – BA – University of Nebraska at Lincoln. Math teacher at Central Middle School for the 2008/2009 school year.
4. Danielle Schultz – BA – University of Nebraska at Omaha. Elementary position and building to be determined for the 2008/2009 school year.
5. Andrea Carson – BA+12 – University of Nebraska at Lincoln. Business teacher at North High School for the 2008/2009 school year.
6. Teresa Oberdorfer – BA – University of Nebraska at Omaha. Language Arts teacher at South High School for the 2008/2009 school year.
7. Matthew Wood – MA – Western Washington University. Social Studies teacher at North High School for the 2008/2009 school year. Previous Exp: Cheney, WA (2006/2007).
8. Jacinda Despines – BA+15 – Doane College. Instrumental Music teacher at North Middle School for the 2008/2009 school year. Previous Exp: Wisner, NE (2007/2008).
9. Megan Geerts – BA+18 – Luther College. Foreign Language teacher at Kiewit Middle School for the 2008/2009 school year. Previous Exp: Blair, NE (2006/2008).
10. Megan Hunsberger – BA+12 – University of Iowa. Math teacher at West High School for the 2008/2009 school year. Previous Exp: Omaha Public Schools (2003/2008).

11. Holly Mains – MA – University of Nebraska at Omaha. Sixth grade teacher at Beadle Middle School for the 2008/2009 school year. Previous Exp: Millard Public Schools (1995/2002).

The following individual was hired on a short-term contract for the 2007/2008 school year. She has now been offered a regular contract for the 2008/2009 school year.

1. Leslie Irwin – Language Arts teacher at North High School.

AGENDA SUMMARY SHEET

AGENDA ITEM: Enrollment Report

Meeting Date: 3/3/08

Department: Planning and Evaluation

Title and Brief Description: Once each quarter, we put a summary sheet on the monthly enrollment report, indicating why the high school numbers are down. The information in the table below presents changes from August 13, 2007 to February 20, 2008.

Action Desired: Approval ___ Discussion ___ Information Only x

Background:

Reason	North	South	West	MLC
Transfer out of district	46	66	26	7
Early graduates	26	37	39	21
Not attending, eligible to return	0	1	1	1
Withdraw for personal or academic reasons	7	12	0	10
Exiter, neither completer nor drop out	0	0	0	0
TOTAL	79	116	66	39

The totals above indicate that 300 students have left the high schools since the start of the year. The enrollment sheet shows a loss of -160, which means that 140 students have enrolled in the high schools since August, 2007.

Options/Alternatives Considered: N.A.

Recommendations: N.A.

Strategic Plan Reference: N.A.

Implications of Adoption/Rejection: N.A.

Timeline: N.A.

Responsible Persons: Jon Lopez

Superintendent's Signature: 

February 20, 2008
 Millard Public Schools
 Total Enrollment

Elementary	K	1	2	3	4	5	SpEd	Current	YTD	Official 9/07	
							Cluster				Enrollment
							Prgm	Change	Change		
Abbott (3 unit)	62	68	67	56	71	88		412	-1	-2	414
Ackerman (4 unit)	101	84	90	93	91	110		569	-1	-5	574
Aldrich (3 unit)	55	92	70	85	72	58		432	1	7	425
Black Elk (3 unit)	87	101	80	106	91	105		570	4	5	565
Bryan (3 unit)	69	65	60	58	62	58		372	-2	-7	379
Cather (3 unit)	71	71	71	68	69	62		412	-1	-4	416
Cody (2 unit)	47	43	34	43	34	36	23	239	-4	7	232
Cottonwood (3 unit)	61	58	55	65	45	58		342	0	1	341
Disney (3 unit)	46	51	36	53	38	53	22	277	0	6	271
Ezra Millard (3 unit)	58	58	61	61	83	74	13	395	0	-1	396
Harvey Oaks (2 unit)	46	49	45	45	53	44		282	2	3	279
Hitchcock (2 unit)	30	36	25	24	40	36	19	191	0	0	191
Holling Heights (3 unit)	83	82	80	71	69	65		450	1	4	446
Montclair (4 unit)	92	99	97	72	106	82		548	-1	-2	550
Morton (3 unit)	59	57	65	56	71	65	11	373	1	8	365
Neihardt (4 unit)	104	104	115	77	87	87		574	1	6	568
Norris (3 unit)	55	70	63	61	55	53		357	3	15	342
Reagan (3 unit)	99	98	80	87	59	46		469	-1	-2	471
Reeder (3 unit)	78	66	68	61	53	53		379	0	3	376
Rockwell (3 unit)	71	71	61	65	53	58	24	379	-1	8	371
Rohwer (3 unit)	93	90	85	85	70	80	33	503	1	2	501
Sandoz (3 unit)	57	55	56	46	51	48		313	1	3	310
Wheeler (3 unit)	103	105	98	83	93	93	22	575	-2	-8	583
Willowdale (3 unit)	72	67	83	64	73	69		428	0	8	420
Totals	1699	1740	1645	1585	1589	1583	167	9841	1	55	9786

Secondary	6	7	8	SpEd	Current	YTD	Official 9/07	
				Cluster				Enrollment
				Prgm	Change	Change		
Andersen MS	267	236	272	9	775	-2	-3	778
Beadle MS	302	249	243	30	794	-2	6	788
Central MS	216	257	257	25	730	-7	-20	750
Kiewit MS	279	326	307	5	912	2	1	911
North MS	250	244	223	21	717	3	0	717
Russell MS	285	285	274	7	844	-2	-8	852
MS Alternative	5	12	17		34	5	12	22
Totals	1604	1609	1593	97	4806	-3	-12	4818

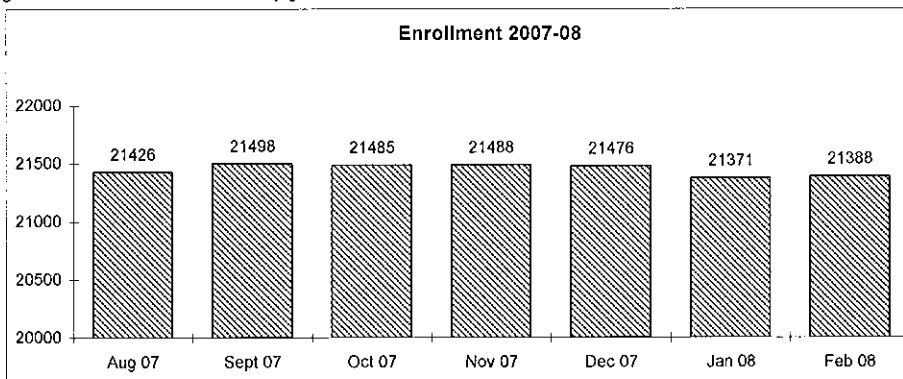
	9	10	11	12	SpEd	Current	YTD	Official 9/07	
									Cluster
					Prgm	Change	Change		
North HS	568	631	635	601	29	2435	-7	-63	2498
South HS	521	491	550	484	22	2046	1	-61	2107
West HS	526	561	518	479	18	2084	5	-33	2117
Millard Learning Center	0	0	25	57		82	15	-3	85
Totals	1615	1683	1728	1621	69	6647	14	-160	6807

Preschool	
Disney	16
Cody Early Start	15
Neihardt	33
Rockwell	33
Bryan	35
Holling Heights	25
Norris	18
Sandoz ELL	18
Montessori - Montclair	79
Montessori - Norris	32
Total	304

Preschool SPED	
Cody	79
Disney	23
Hitchcock	36
Montclair	34
Reeder	35
Sandoz	19
Contracted	3
Infants	85
Total	314

Contracted SPED	46	5	7	39
Young Adult Program	48	0	0	48
Total District K-12	21388	17	-110	21498
Total District PreK-12	22006	22	-43	22049

High School enrollments reflect early graduates: North - 26, South - 37, West - 39, MLC - 21



9/10/2007	
Elementary	9786
Middle Sch	4818
High Sch	6807
Contracted	39
Young Adult	48
Total	21498
2/20/2008	
Elementary	9841
Middle Sch	4806
High Sch	6647
Contracted	46
Young Adult	48
Total	21388
Current Chg	17
YTD Change	-110

Elementary		Classroom Enrollment						Total	Current Change	YTD Change	Official 9/07 Enrollment	Class Size W/out SpEd
	K	1	2	3	4	5						
Abbott	21	21	22	18	24	22						
	20	23	22	19	23	22						
	21	24	23	19	24	22						
						22						
Total Students	62	68	67	56	71	88	412	-1	-2	414	412	
Total Teachers	3.0	3	3	3	3	4	19.0				19.0	
Classroom Avg	20.7	22.7	22.3	18.7	23.7	22.0	22				22	

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Ackerman	20	21	22	24	24	23					
	20	21	24	23	22	21					
	20	22	21	23	23	21					
	20	20	23	23	22	23					
	21					22					
Total Students	101	84	90	93	91	110	569	-1	-5	574	569
Total Teachers	5.0	4	4	4	4	5	26.0				26.0
Classroom Avg	20.2	21.0	22.5	23.3	22.8	22.0	22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Aldrich	19	22	24	22	25	19					
	17	24	23	21	24	20					
	19	23	23	21	23	19					
		23		21							
Total Students	55	92	70	85	72	58	432	1	7	425	432
Total Teachers	3	4	3	4.00	3	3	20.00				20
Classroom Avg	18.3	23.0	23.3	21.3	24.0	19.3	22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Black Elk	21	26	20	20	23	27					
	22	24	20	22	23	26					
	22	26	20	22	22	26					
	22	25	20	21	23	26					
				21							
Total Students	87	101	80	106	91	105	570	4	5	565	570
Total Teachers	4.0	4	4	5	4	4	25				25
Classroom Avg	21.8	25.3	20.0	21.2	22.8	26.3	23				23

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Bryan	23	15	21	19	22	20					
	23	15	19	19	21	19					
	23	18	20	20	19	19					
		17									
Total Students	69	65	60	58	62	58	372	-2	-7	379	372
Total Teachers	3	4	3	3	3	3	19				19
Classroom Avg	23.0	16.3	20.0	19.3	20.7	19.3	20				20

	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Cather	27	23	23	21	22	14	21	24	24	23	23	25					
							23	24	24	24	24	23					
Total Students	27	23	23	21	22	14	44	48	48	47	47	48	412	-1	-4	416	412
Total Teachers	1	1	1	1	1	1	2	2	2	2	2	2	18				18.0
Classroom Avg	27.0	23.0	23.0	21.0	22.0	14.0	22.0	24.0	24.0	23.5	23.5	24.0	23				23

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Cody	21	20	16	18	17	18	6					
	20	18	16	17	17	18	7					
							10					
Total Students	41	38	32	35	34	36	23	239	-4	7	232	216
Total Teachers	2	2	2	2	2	2	3	15				12
Classroom Avg	20.5	19.0	16.0	17.5	17.0	18.0	7.7	16				18

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Cottonwood	21	19	19	23	22	19					
	20	19	18	20	23	19					
	20	20	18	22		20					
Total Students	61	58	55	65	45	58	342	0	1	341	342
Total Teachers	3.00	3	3	3	2	3	17				17
Classroom Avg	20.3	19.3	18.3	21.7	22.5	19.3	20				20

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Disney	20	22	17	17	16	26	7					
	22	23	15	16	18	25	8					
				18			7					
Total Students	42	45	32	51	34	51	22	277	0	6	271	255
Total Teachers	2.0	2	2	3	2	2	3	16.0				13
Classroom Avg	21	23	16	17	17	26	7	17				20

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	Class Size W/out
												SPED
Ezra Millard	19	18	22	20	22	24	7					70
	20	18	19	18	20	23	6					
	18	19	20	19	21	25						
					17							
Total Students	57	55	61	57	80	72	13	395	0	-1	396	382
Total Teachers	3.00	3	3	3	4	3	2	21				19
Classroom Avg	19.0	18.3	20.3	19.0	20.0	24.0	7	19				20

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	Class Size W/out
												SPED
Harvey Oaks	23	16	23	22	27	21						
	23	16	22	23	26	23						
		17										
Total Students	46	49	45	45	53	44		282	2	3	279	282
Total Teachers	2.0	3	2	2	2	2		13.0				13
Classroom Avg	23.0	16.3	22.5	22.5	26.5	22.0		22				22

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	Class Size W/out
												SPED
Hitchcock	14	15	23	23	17	16	8					
	15	16			18	15	11					
Total Students	29	31	23	23	35	31	19	191	0	0	191	172
Total Teachers	2.0	2	1.5	1.5	2	2	2	13.0				11
Classroom Avg	14.5	15.5	15.3	15.3	17.5	15.5	10	15				16

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	Class Size W/out
												SPED
Holling Heights	21	20	19	24	22	22						
	22	20	21	22	23	22						
	20	21	19	25	24	21						
	20	21	21									
Total Students	83	82	80	71	69	65		450	1	4	446	450
Total Teachers	4.0	4	4	3	3	3		21.0				21
Classroom Avg	20.8	20.5	20.0	23.7	23.0	21.7		21				21

	K	1	2	3	4	5	M-K	M1-3	M4-5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	Class Size W/out
															SPED
Montclair	19	20	17	20	14	20	17	23	23						
	22	19	19	17	21	20	18	23	23						
			18		21		16	21	22						
								24	24						
								25							
								22							
Total Students	41	39	54	37	56	40	51	138	92		548	-1	-2	550	548
Total Teachers	2	2	3	2	3	2	2	6	4		26				26
Classroom Avg	20.5	19.5	18.0	18.5	18.7	20.0	25.5	23.0	23.0		21				21

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	Class Size W/out
												SPED
Morton	20	18	19	18	23	21	5					
	20	20	24	18	23	21	6					
	17	18	20	19	23	20						
Total Students	57	56	63	55	69	62	11	373	1	8	365	362
Total Teachers	3.00	3	3	3	3	3	2	20				18.0
Classroom Avg	19.0	18.7	21.0	18.3	23.0	20.7	5.5	19				20

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	Class Size W/out
												SPED
Neihardt	19	20	19	26	21	20						
	21	21	20	25	22	23						
	21	22	20	26	22	19						
	21	20	20		22	25						
	22	21	19									
			17									
Total Students	104	104	115	77	87	87		574	1	6	568	574
Total Teachers	5.0	5	6	3	4	4		27.0				27.0
Classroom Avg	20.8	20.8	19.2	25.7	21.8	21.8		21				21

	K	1	2	3	4	5	M-K	M1-3	M4-5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	Class Size W/out
															SPED
Norris	16	23	21	19	19	17	11	22	17						
	16	24	21	19	20	17	12	22	18						
								23							
Total Students	32	47	42	38	39	34	23	67	35		357	3	15	342	357
Total Teachers	2.0	2	2	2	2	2	1	3	2		18.0				18
Classroom Avg	16.0	23.5	21.0	19.0	19.5	17.0	23.0	22.3	17.5		20				20

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	Class Size W/out
												SPED
Reagan	19	20	21	22	14	23						
	20	19	21	22	22	23						
	20	20	17	21	23							
	18	19	21	22								
	22	20										
Total Students	99	98	80	87	59	46		469	-1	-2	471	469
Total Teachers	5.0	5.0	4.0	4.0	3.0	2.0		23.0				23
Classroom Avg	19.8	19.6	20.0	21.8	19.7	23.0		20				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Reeder	19	16	18	20	18	20					71
	19	17	17	21	17	19					
	20	16	16	20	18	14					
	20	17	17								
Total Students	78	66	68	61	53	53	379	0	3	376	379
Total Teachers	4.0	4	4	3	3	3	21.0				21
Classroom Avg	19.5	16.5	17.0	20.3	17.7	17.7	18				18

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Rockwell	24	23	20	20	15	18	7					
	23	22	20	21	13	19	7					
	24	21	19	21	14	18	10					
Total Students	71	66	59	62	42	55	24	379	-1	8	371	355
Total Teachers	3.0	3	3	3	3	3	3	21.0				18.0
Classroom Avg	23.7	22.0	19.7	20.7	14.0	18.3	8.0	18				20

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Rohwer	22	21	22	22	20	24	9					
	21	20	20	21	24	26	8					
	22	22	15	21	22	26	7					
	22	21	22	14			9					
Total Students	87	84	79	78	66	76	33	503	1	2	501	470
Total Teachers	4	4	4	4	3	3	4	26.0				22
Classroom Avg	21.8	21.0	19.8	19.5	22.0	25.3	8.3	19				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Sandoz	19	18	19	16	16	24					
	19	18	18	15	18	24					
	19	19	19	15	17						
Total Students	57	55	56	46	51	48	313	1	3	310	313
Total Teachers	3	3	3	3	3	2	17				17
Classroom Avg	19.0	18.3	18.7	15.3	17.0	24.0	18				18

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Wheeler	20	22	21	19	23	23	7					
	18	19	21	19	18	23	2					
	20	19	18	21	24	22	7					
	19	22	19	21	24	21	6					
	22	19	16									
Total Students	99	101	95	80	89	89	22	575	-2	-8	583	553
Total Teachers	5	5	5	4	4	4	4	31				27
Classroom Avg	19.8	20.2	19.0	20.0	22.3	22.3	5.5	19				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Willowdale	24	23	21	22	24	23					
	24	23	20	22	24	24					
	24	21	21	20	25	22					
			21								
Total Students	72	67	83	64	73	69	428	0	8	420	428
Total Teachers	3.0	3	4	3	3	3	19.0				19
Classroom Avg	24.0	22.3	20.8	21.3	24.3	23.0	23				23

Elementary Totals	Grade	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment	
Students		1675	1705	1624	1556	1556	1558	167	9841	1	55	9786	9674
Teachers		81.0	83.0	81.5	76.5	74.0	73.0	23	492				469.0
Classroom Avg		20.7	20.5	19.9	20.3	21.0	21.3	7.3	20				21

	6	7	8	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment
Andersen MS	267	236	272	9	775	-2	-3	778
Beadle MS	302	249	243	30	794	-2	6	788
Central MS	216	257	257	25	730	-7	-20	750
Kiewit MS	279	326	307	5	912	2	1	911
North MS	250	244	223	21	717	3	0	717
Russell MS	285	285	274	7	844	-2	-8	852
MS Alternative	5	12	17		34	5	12	22
Totals	1604	1609	1593	97	4806	-3	-12	4818

	9	10	11	12	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/07 Enrollment
North HS	568	631	635	601	29	2435	-7	-63	2498
South HS	521	491	550	484	22	2046	1	-61	2107
West HS	526	561	518	479	18	2084	5	-33	2117
Millard Learning Center	0	0	25	57		82	15	-3	85
Totals	1615	1683	1728	1621	69	6647	14	-160	6807

Contracted SPED	46	5	7	39
Young Adult Program	48	0	0	48
Total District Enrollment	21388	17	-110	21498

AGENDA ITEM: Legislative Update

MEETING DATE: March 3, 2008

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Legislative Update for the 100th Legislature.

ACTION DESIRED: APPROVAL ____ DISCUSSION ____ INFORMATION ONLY XX

Legislative Bills and Issues

Senator and Committee Priority Bills

LB 720 (Schimek) changes requirement regarding prerecorded messages. The hearing for this bill is Tuesday, February 26. I will have more information later.

LB 988 (Education Committee) Change TEEOSA in several ways. The elementary class size allowance becomes a requirement. Grades K-3 would be required to be in classrooms of less than 20. Assessed valuation will replace adjusted valuation in calculating school district resources. Schools will be compared to other schools of similar size to arrive at the basic funding level. This bill adds a factor for student growth, and building new schools, remodeling or adding to existing schools. Budget authority would be based on 120% of needs and inter-local agreements would be phased out. Local effort rates would be increased meaning more funds from local sources. This bill reduces expected increases in state aid by 78 million dollars in FY 2009-2010.

LB 1092 (Harms) requires seatbelts on busses purchased after January 1, 2009. The bill also requires that the students wear the belts. Senator Lautenbaugh is working on an amendment to the liability issues for schools.

LB 1153 (Education Committee) Changes provisions in SPED and Attracting Excellence to Teaching Program. This bill allows for school districts to contract directly with residential providers located in another district. It will also require NDE to recruit SPED teachers and increases the loan forgiveness amount for those who plan to be sped teachers.

LB 1154 (Raikes) Changes learning community provisions. There are many provisions in this bill that include adding superintendents in an advisory capacity. The Secretary of State would run the first few meetings instead of the Commissioner of Education. School district boundaries could be modified prior to the establishment of the Learning Community if an agreement is completed. Distribution of the common levy would reflect previous resources for the first three years. The Capital levy potential uses are narrowed. Provisions regarding the diversity plan and educational options would be streamlines. The qualifications to become a learning community would be modified.

LB 1157 (Adams) This bill adds assessments (state tests) for several grades and subjects in attempts to align Nebraska with the NCLB standards. Senator Raikes and NDE are not on the same page according to the Senator. This bill was passed out of committee on the 27th.

Other Bills in the news

LB 1135 (Rogert) seeks to prohibit the adopting of rules that bind the high school student athlete from participating, training and competing in their high school sport in addition to a club sport as

recognized by the US Olympic Committee for the same type of sport during the season. This bill has not been prioritized and the committee hearing is today.

National Issues

- Virginia the first state to set a deadline -- summer 2009 -- for planning a pullout from the No Child Left Behind Act, which ties billions of dollars to federally mandated testing standards in public schools.
- More nontraditional certification programs should be used to fill widening teacher shortages, U.S. Education Secretary Margaret Spellings told Missouri education leaders shortly before the state's Senate voted on initial acceptance of a new alternative-certification program, critics of which have said is insufficient and lowers educator standards.

Candidates for the Learning Community Coordinating Council include:

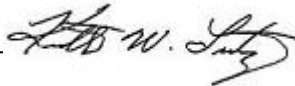
- District 1 – Brandon Clark
- District 2 – Melvin Muhammad
- District 3 – Anthony Levy, Lynne Anderson, David Wilken, and Sam Brower
- District 4 – Dwite Pedersen, Jim Begley, Al Inzerello and Tom Petrie
- District 5 – Paul Hartnett, Greg Fripp, and Joseph Scahill
- District 6 – Thomas McMahon, Mike Avery and Jim Huff

Candidates for Legislative races include:

- District 3 – Gail Kopplin, Scott Price, and Christopher Geary
- District 18 – Scott Lautenbaugh, Carl Lorenzen
- District 23 – Chris Langemeier
- District 31 – Rich Pahls, Natalie Nowak
- District 39 – Beau McCoy, Rex Moats, and Bob Tingelhoff, William Pulte

STRATEGIC PLAN: Implemented Strategies and Superintendent's Goals

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: _____  _____

AGENDA SUMMARY SHEET

AGENDA ITEM: Reteaching Evaluation

Meeting Date: March 3, 2008

Department: Planning and Evaluation

Title and Brief Description: 2007-08 Reteaching Program Evaluation

Action Desired: Approval ___ Discussion x Information Only ___

Background: This program evaluation provides a description of current and recent reteaching practices in the district, the current budget for reteaching, and results of a study of the impact of reteaching on achievement. The report indicates favorable results from reteaching efforts.

Options/Alternatives Considered: N.A.

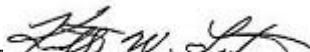
Recommendations: Use immediately to determine program effectiveness.

Strategic Plan Reference: To support the mission of the district

Implications of Adoption/Rejection: N.A.

Timeline: N.A.

Responsible Persons: Jon Lopez, Sharon Freeman

Superintendent's Signature: _____  _____

Reteaching Program Evaluation, 2007-2008

Introduction/Background

Each year all schools in the Millard district receive an allocation of funds that are specifically intended to provide academic interventions that are in addition to regular classroom instruction for students who have failed to meet the minimum competency standard on the district's Essential Learner Outcome (ELO) exams. The amount of funding that each school receives for reteaching is determined by the number of students who are in need of additional assistance based on previous year's academic performance. As part of the funding process, each building must submit a Reteaching Plan to the Educational Services Division. During the 2007-2008 school year, \$501, 574 has been allocated to the schools in the district.

This report is intended to serve two purposes. The first purpose is to provide descriptive information about the reteaching programs that have been implemented in each school over the past three years. Information includes percent of population participating in reteaching, program cost and the most frequent mode of interventions for each building. A detailed description of each plan over three years is included in the appendices. The second purpose is to describe the effects of these interventions over time for students in the areas of Reading and Math. The rationale for the concentration on these particular curriculum areas is their relationship with NDE STARS Reporting, USDE No Child Left Behind Reporting and the district's high stakes graduation requirement.

Specific intervention results from this report will be shared with the individual building principals following the general report to the board. Because of confounding variables presented by school and teacher effects and because individual students receive more than one type of intervention it is difficult to determine the efficacy of a particular intervention model. This report does however provide some general information about student success in the reteaching program at their school,

Future reports should include isolated case studies of students who have been successful and those who have not in their school's reteaching programs. The researchers do however believe that this report does provide useful performance information that may assist in determining general response to intervention.

	Voluntary After School	Mandatory After School	Pull out with Para	Pull out with Certified Sub	Pull out with Certified Teacher	In-Class Para	Targeted Differentiated Instr. In class	Voluntary After or Before School Study Center
Norris					X			
Reagan			X					
Reeder	X				X		X	
Rockwell			X		X		X	
Rohwer			X					
Sandoz	X	X	X		X	X	X	
Wheeler					X		X	
Willowdale			X	X		X	X	

A Complete description of each elementary school's Reteaching Plan for 2005-2006, 2006-2007 and 2007-2008 is presented in Appendix A.

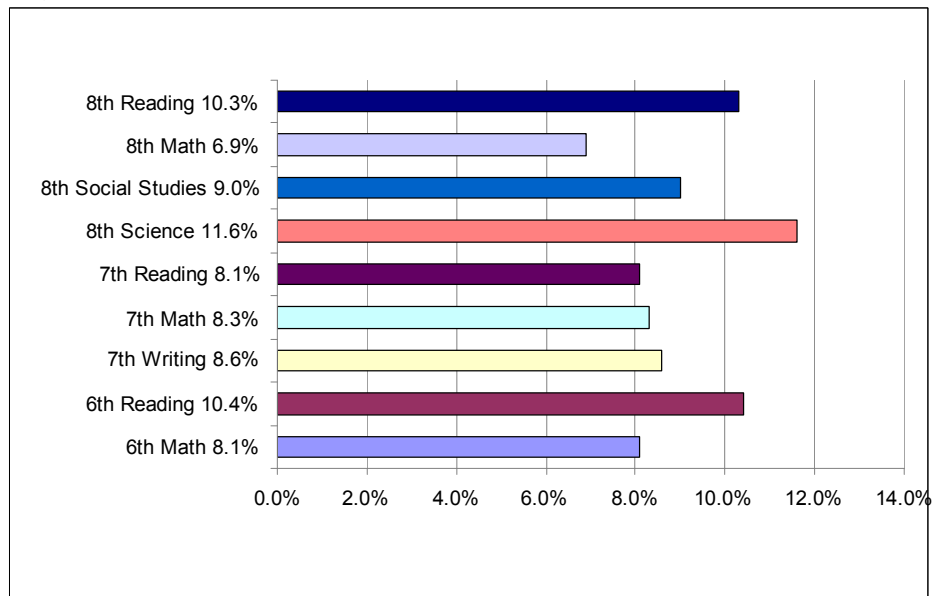
Expenditures

Allocation of reteaching funds is determined by the number of students in need of assistance in each building. In 2007-2008 school year \$266,352 was allocated to the elementary schools for reteaching programs. The following table indicates per building allocations.

Abbott	\$6841	Holling	\$15000
Ackerman	\$18000	Montclair	\$12711
Aldrich	\$4500	Morton	\$13700
Black Elk	\$14404	Neihardt	\$19000
Bryan	\$17200	Norris	\$10355
Cather	\$10000	Reagan	\$7505
Cody	\$8500	Reeder	\$8404
Cottonwood	\$10404	Rockwell	\$14000
Disney	\$10539	Rohwer	\$4500
Ezra	\$12312	Sandoz	\$9000
Harvey	\$6375	Wheeler	\$15600
Hitchcock	\$5000	Willowdale	\$12402
		Total	\$266,352

Middle School

The following chart represents the percent of middle school students for whom an Individual Learning Plan was required during the 2007-2008 school year because they failed to meet the required proficiency cutscore on one or more of the district Essential Learner Outcome exams (ELO).



When asked to identify the most frequently utilized delivery mode for reteaching students who have not reached the barely proficient level on one or more district ELO exam, principals provided the responses as represented in the following table.

	Voluntary Before School	Voluntary After School	Assigned After School	Pull out with Para	Pull out with Certified Teacher	Targeted Differentiated Instr. In class	Mandatory study center during day	Other
Andersen		X		X	X		X	
Beadle		X						X
Central					X			
Kiewit	X				X	X		
North				X				
Russell			X		X			

A Complete description of each middle school's Reteaching Plan for 2005-2006, 2006-2007 and 2007-2008 is presented in Appendix A.

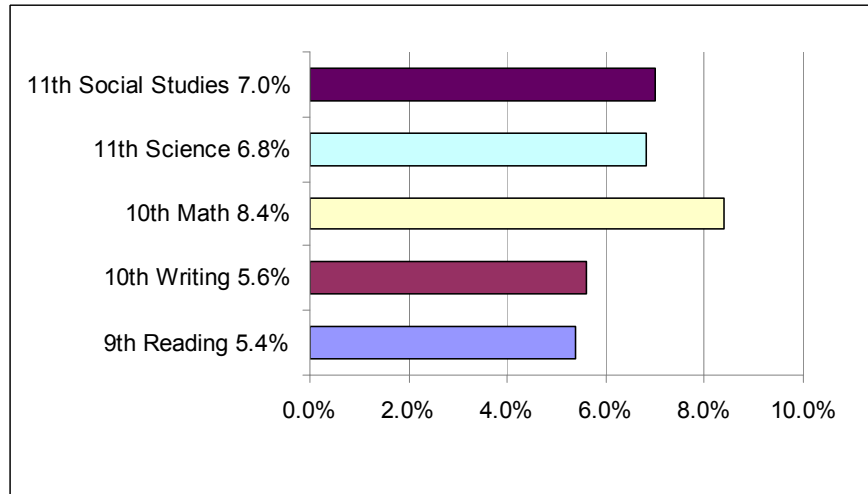
Expenditures

Allocation of reteaching funds is determined by the number of students in need of assistance in each building. In 2007-2008 school year \$103,638 was allocated to the middle schools for reteaching programs. The following table indicates per building allocations.

Andersen	\$31206	Kiewit	\$9600
Beadle	\$6000	North	\$15904
Central	\$31809	Russell	\$9120
		Total	\$103638

High School

The following chart represents the percent of high school students for whom an Individual Learning Plan was required during the 2007-2008 school year because they failed to meet the required proficiency cutscore on one or more of the district Essential Learner Outcome exams (ELO).



When asked to identify the most frequently utilized delivery mode for reteaching students who have not reached the barely proficient level on one or more district ELO exam, principals provided the responses as represented in the following table.

	Voluntary After School	Assigned After School	Targeted Differentiated Instruction in class	ELO Course	Mandatory Study Center	Voluntary Study Center	Volunteer study center before or after school
North	X	X			X		X
South				X	X		
West			X	X			
MLC	X			X		X	

A Complete description of each high school's Reteaching Plan for 2005-2006, 2006-2007 and 2007-2008 is presented in Appendix A.

Expenditures

Allocation of reteaching funds is determined by the number of students in need of assistance in each building. In 2007-2008 school year \$131,584 was allocated to the high schools for reteaching programs. The following table indicates per building allocations.

North	\$7500
South	\$41188
West	\$52611
MLC	\$7500
Total	\$131,584

Study of the Effects of Three Years of Reteaching in the Millard District

This study tracked the achievement of groups of students (quasi-cohort) who failed to demonstrate proficiency either the Math or Reading ELO during the 2004-2005 school year. The students were tracked over consecutive test administrations in the same subject area. In the case of secondary Math, there is a one year gap between test administrations from middle school to high school. Results are shown by district for the purposes of this report.

District-Wide Math ELO

Grade	Year	Number of students Below Proficient
3 rd	2004-2005	185
4 th	2005-2006	59
5 th	2006-2007	57

Grade	Year	Number of students Below Proficient
6 th	2004-2005	175
7 th	2005-2006	68
8 th	2006-2007	49

Grade	Year	Number of students Below Proficient
8 th	04-05	124
10	06-07	56

District-Wide Reading ELO

Grade	Year	Number of students Below Proficient
3 rd	2004-2005	165
4 th	2005-2006	69
5 th	2006-2007	62

Grade	Year	Number of students Below Proficient
6 th	2004-2005	160
7 th	2005-2006	64
8 th	2006-2007	71

Grade	Year	Number of students Below Proficient
8 th	04-05	169
10	06-07	51

Appendix A

School	05-06	06-07	07-08
Abbott	<p><i>Hired a para for 8.5 hours each week from September through May 5 who will pull students each week as requested by the classroom teachers. After-school sessions will also be offered in reading, math, science and social studies. Teachers who have chosen to participate will teach referred students.</i></p>	<p><i>Hired one reteaching paraprofessional for 8.5 hours during the school day each week from Sept. through May. <u>She will work mostly with primary grades.</u> In addition, we have <u>hired a certified teacher for 6 hours each week (1:00 to 4:00 P.M.) to work with the intermediate grades and to provide some after school reteaching.</u></i></p>	<p><i>One reteaching paraprofessional for 8.5 hours during the school day each week from September through May and a certified teacher for 6.0 hours (8:30-3:00pm) each Wednesday. Services will be provided during the day according to a reteaching schedule based upon the ELO assessment calendar. Teachers request 20-30 minute time slots that coincide with their schedule. The reteaching para will work mostly with the primary grades during regular school hours. The certified teacher is scheduled to work with students in the intermediate grades. They will pull students each week and work with individual students or small groups of students.</i></p>
Ackerman	<p><i><u>Hire a reteaching teacher for two days a week from September through May who will be assigned to designated classrooms.</u> She may teach individuals or small groups, or may take whole class while teacher does reteaching. <u>Will also hire a sub once a week to teach while classroom teacher works with small reteaching groups.</u></i></p>	<p><i><u>Two reteaching paras will provide instruction to individuals and small groups during the day</u> in the paras' classroom. Students will be pulled during non-instructional parts of their day. The reteaching paras will use different materials and modes of instruction than the regular classroom teacher initially used.</i></p>	<p><i><u>Two paraprofessionals will deliver the reteaching program;</u> Jessica Coen and Megan Scott.</i></p> <ul style="list-style-type: none"> • The services will be provided during the day with a specific schedule in groups of 4 or less. The schedule will be determined based on student needs and the ELO assessment schedule. • The paraprofessionals will have 1 hour planning/collaboration on Wednesday afternoons with teaching staff for ongoing communication in strategy support and assessment results
Aldrich	<p><i><u>Hire a substitute one day a week from October to March who will be assigned to designated classrooms to work with individuals or small groups.</u> Also</i></p>	<p><i><u>Classroom teachers will work with individuals or small groups while a substitute teacher covers their classrooms on 30 Thursdays.</u></i></p>	<ul style="list-style-type: none"> • <i>We will hire one substitute (Pam Epstein) one day each week from September through March. The substitute will be assigned to designated classrooms each week to enable the classroom teachers to work directly with individual or small</i>

	<p><u>hire a para for 2 hours a day from October to March who will be assigned to designated classrooms to provide extra support for individuals or small groups.</u></p>	<p>Instruction will be on an as-needed basis to assure mastery.</p>	<p>groups of students who have not passed or are at risk of not passing ELO assessments. A schedule will be developed based on the ELO assessments and retake opportunities.</p>
Black Elk	<p><u>Hire a substitute for grades 1-5 to work with grade level teams at least once a week for 35 minutes.</u> Some reteaching may take place for targeted students during the Study Center hours.</p>	<p><u>First through fifth grade teams have designated two 45-minute blocks per week when the majority of services will be rendered</u> to students in their grade level. These instructional block times called <u>R.E.A.C.H.</u> (reteach, enhance, assess, collaborate, have fun) will be opportunities for each grade level to utilize reteaching teachers, specialists, paras, and volunteers to create needs groups based on need. <u>Two subs will work 1 ½ days each week.</u></p>	<p>First through Fifth grade teams have designated two 45 minute blocks per week (Tuesdays and Thursdays) when the majority of services will be rendered to students. We will have both reteaching teachers here in the morning, and one will stay through the afternoon. Some students will receive services outside of these blocks as well. These instructional block times, called R.E.A.C.H. (Reteach, Enhance, Assess, Collaborate, Have Fun) time, will be opportunities for each grade level to utilize our reteaching teachers, specialists, paras, and volunteers to create needs groups on a weekly basis. Grade level teams will utilize their P L C weekly collaboration time to plan the following week's R.E.A.C.H. activities utilizing all grade level teachers, reteaching teachers, and available specialists, paras and volunteers.</p>
Bryan	<p><u>Hire substitute teachers for a total of 18 hours (3 days) per week to cover each classroom one hour each week from October through May so classroom teachers may work with students at risk.</u></p>	<p>Each classroom teacher will have a substitute two hours per week. The teacher will pull small groups to reteach. Continuous informal assessment will help teachers determine need.</p>	<p>Each classroom teacher in Grades 1-5 will have a reteaching substitute two hours per week from mid-September through the first week of April. The subs will work with the classroom teachers with students in small groups. The subs are Carol Vogel, Angie Ulness and Ellene Edelstein. PLCs will determine the amount of time each student will need.</p>
Cather	<ul style="list-style-type: none"> • Classroom teachers remediate for 	<p>Classroom teachers will develop the plans</p>	<p>Cather hired a paraprofessional to work with small groups of students who</p>

	<p>writing.</p> <ul style="list-style-type: none"> • A reteaching para is hired for 5 hours per day to work with Core Academy students on reading. • READ/ELI teacher works with traditional students on reading • Building instructional facilitator remediates with all on math 	<p>and meet regularly with the <u>reteaching paraprofessional who will carry out the plans in a tutorial area next to the principal's office.</u></p> <p>She will work 856 hours during the school year, <u>focusing on the three weeks prior to each grade level math and reading assessment.</u></p>	<p>need remediation in the ELO areas.</p> <p>The classroom teachers and the reteaching paraprofessional will collaborate on a continual basis.</p> <p>Classroom teachers will discuss students who would benefit in their PLC's using appropriate data</p> <p>The reteaching para will provide these services along with help from other paras and teachers.</p> <p>The services will be provided during the instructional day at the students' quiet time and during non-instructional parts of their day.</p>
Cody	<p>Hire a substitute teacher to work 3 days a week from 9:00 to 3:00 from mid-Sept. to mid-April in designated classrooms. She may work with individuals or small groups, may take whole class while teacher works with individuals or small groups, may co-teach within classroom.</p>	<p>Hire a substitute to work three days a week from mid-Sept. to the end of March. She will work 9-12 on Mondays and Thursdays and 9 - 3 on Tuesdays. She will be assigned to specific classrooms during the day and may work with individuals or small groups or may co-teach with the classroom teacher.</p>	<p>A substitute teacher will work two days a week from mid September to the end of March from 9:00-3:00 on Mondays and Tuesdays. The substitute will be assigned to specific 1st-5th grade classrooms through-out the day. The substitute may work directly with individual or small groups outside the classroom, she may continue with a day's lesson with a large group of students while the classroom teacher works directly with individuals or small groups of students, or the substitute may co-teach with the classroom teacher and work with small groups within the classroom.</p> <p><u>Each week, classroom teachers will provide one hour of reteaching after school for 3rd, 4th, and 5th graders in their classrooms.</u> 3rd graders will meet Mondays after school, 4th graders will meet Tuesdays after school, and 5th graders will meet Thursdays after school. Primary grades, 1st and 2nd, will have twice the reteaching time allocated during the school day.</p>
Cottonwood	<p>Hire one reteaching para. Study center is open 3 afternoons</p>	<p>A paraprofessional (2.5 hours for 173 days) will provide</p>	<p>Services will be provided by the classroom teachers during the day and at least once a week when teachers are</p>

	<p>a week. <i>Also hiring a substitute teacher once a week for 20 weeks starting 10/27 until 3/30 to take whole class while teacher works with small groups.</i></p>	<p><i>assistance at the K, I, and 2 grade levels, and a substitute teacher (31 days) will come in regularly to take a teacher's class while she reteaches individuals or small groups.</i></p>	<p><i>replaced by Deb Marshall, our sub, for half an hour.</i> In addition, Leah Gaston and Linda Silva, <i>reteaching para-professionals, will pull first grade children out to work individually and in small groups daily.</i> The Cottonwood Study Center is used to reteach students in small groups one day a week after school.</p>
Disney	<p><i>Hire one certified teacher (Julle Wood) to work with students from October through March. She will work directly with students who are at risk of not passing ELO assessments, and her schedule will be based on the assessment time line.</i></p>	<p><i>Reteaching services will be provided by Julle Wood, a contracted certified teacher both within the regular classroom and in pull-out settings. Ms. Wood will work 432 hours during the year. Student performance will be monitored.</i></p>	<p><i>Re-Teaching services will be provided by Julle Wood, a contracted certified teacher (53 days).</i> The staff at Walt Disney must work cooperatively in order to meet the needs of students at-risk of not meeting one or more ELO standard. We feel the re-teaching starts in the regular classroom and should be an integrated part of weekly planning. The re-teaching teacher can compliment this planning. The re-teaching teacher many also pull students with specific skill needs to work one-on-one or in a small group.</p>
Ezra Millard	<ul style="list-style-type: none"> • <i>Hire one substitute teacher (Sara Thomas) one day each week from October through March and assign her to designated classrooms to work with students at risk.</i> • <i>Compensate teachers to tutor before and after school</i> • <i>Provide six-week small group math technology classes to first grade students who experience difficulty in math</i> 	<p><i>Hire one substitute teacher (Sara Thomas) one day each week from October through mid-April. She will be assigned to designated classrooms each week in a schedule based on student need and upcoming ELO assessments.</i> We will also <i>pay teachers who provide before or after school tutoring to struggling students.</i> We will also provide <i>six-week small group math technology classes to first</i></p>	<p><u><i>Kindergarten through fifth grade teachers will plan and provide re-teaching sessions with students' one on one or in small groups.</i></u> <i>Sara Thomas, a long time MPS substitute, will work with 3rd-5th grade students who are below proficient on District ELO's one day a week over 21 weeks.</i> <u><i>Gwen Stahmer, current ELI teacher at Ezra, will work with K- 2nd grade teachers ten hours a week for twenty weeks to provide reteaching sessions with 2nd grade students who are below proficient on District ELO's as well as students in K-1st grade students identified by classroom teachers as being at-risk.</i></u></p>

		<i>grade students. A trained para will work with these.</i>	
Harvey Oaks	Weekly pull-out called "The Learning Block" in which students in grades K and 1 receive 30 minutes per week and grades 2–5 receive 50 minutes per week. This is taught by paraprofessional <i>Diane Krogh</i> . <u>We have increased Ms. Krogh's hours to assist students before and after learning block.</u>	The reteaching para will provide support during regular classroom instruction. She will have time to collaborate with the classroom teachers to discover areas of need. <u>Diane Krogh will be used more in inclusion and will sometimes provide instruction outside of class.</u>	Para-professionals - <i>Diane Krogh, Becky Trausch, and Rhonda Trickel</i> will work with small groups at the beginning of the day to reinforce math facts, review unit study materials, and build relationships with students. -Paras will work with identified students to reinforce skills in a guided reading or math group. -Paras will facilitate strategies such as Reading to Read, Math 24, and Priority Spelling words with identified students. -All classroom teachers will be provided one half day sub to meet in PLCs to address academic issues in regard to second semester.
Hitchcock	We plan to use three paraprofessionals by combining our reteaching hours with some gen. ed hours. One will work with READ teacher, another in classrooms daily during work time, plus one hour per day in K math, and a third in every classroom for at least 30 minutes twice a week.	Classroom teachers with support from specialist regularly plan differentiated small group lessons for students. These are based on identified needs and delivered within the regular classroom. <i>Reteaching para, READ teacher, and resource teacher also pull students to deliver intervention lessons.</i> In addition, <u>we will use some reteaching funds toward additional training for teachers whose students have not made a year's worth of growth. The focus will be on teaching writing.</u>	Students whose needs cannot be met through differentiation within the regular education classroom with support from specialists will be <i>pulled from the classroom for intervention lessons in small groups or individually depending upon the skill and student needs.</i> <i>These will be delivered by the reteaching paraprofessional, READ teacher or Resource teacher.</i>
Holling Heights	<i>Grade level teams are responsible for</i>	<i>Instruction will be provided by</i>	The people that know the most about the students, the curriculum and instruction

	<p><i>their students who need reteaching. Time from three paras will support reteaching: one for grades K and 1, one for grades 2 and 3, and one for grades 4 and 5. They may work with needs groups or help out so that a teacher can work with non-specific students. A reteaching experience will be provided weekly.</i></p>	<p><i>classroom teachers identified collaboratively as having particular skills or knowledge in the target areas. They will be available because a reteaching para, with guidance from other team teachers, will be working with a non-reteaching group. Grade levels get four 30-minute blocks per week.</i></p>	<p>- the classroom teachers will be providing the reteaching. Classroom teachers identified collaboratively by common assessment data and the grade level team as having particular skills and/or knowledge related to the reteaching concept(s) will provide reteaching. The reteaching paraprofessional under the guidance of the other classroom teachers on that team will work with a non-reteaching student group during a 30 minute time (Monday, Tuesday, Thursday, Friday) as identified by the grade level team. <u>The grade level team collaboratively will examine available data with the assistance of Mrs. Kastrup and Mr. Houlton to identify who will be placed in reteaching groups, for what topics, and what length of time. Groupings and topics will be changed numerous times over the course of the school year.</u> The length of time groups meet will also be monitored and adjusted as needed.</p>
Montclair	<p><i>Hired a para to work 29 hours each week in support of reteaching. Time is divided to provide two distinct reteaching schedules. Schedule 1 (Mon, Tues, Thurs, Fri) provides 25 hours of reteaching time specified for math, with option for other curriculum as needed. Second phase is 4 hours a week designated as direct support for children prior to assessments.</i></p>	<p><i>Hired a para to work 29 hours each week in support of reteaching. Time is divided to provide two distinct reteaching schedules. Schedule 1 (Mon, Tues, Thurs, Fri) provides 25 hours of reteaching time specified for math, with option for other curriculum as needed. Second phase is 4 hours a week designated as direct support for children prior to assessments.</i></p>	<p><u>Direct instruction in each content area will be the responsibility of the classroom teacher.</u> We also hired a para to work each day in re-teaching. Each teacher in grades 1 - 5 has two scheduled 20-minute periods assigned for weekly re-teaching assistance. Additional time is given to teachers with a larger number of students identified for reteaching. <u>Re-teaching para services will be provided Mon-Tues-Thurs-Fri between 9:00-3:00 and on Wednesday between 9:00-1:00. Most services will be delivered in the classroom at a time designated by each teacher to have the least interference with instruction. All teachers in grades 1 through 5 will receive para support</u></p>

Morton	<p><i>Students in grades K-5 who did not meet ELOs will work individually or in small groups with our reteaching instructor, Nancy Averill. Nancy will work collaboratively with teachers 2 days a week from late Sept. through the first part of May.</i></p>	<p><i>A substitute teacher (Nancy Averill) will work <u>Tuesday, Wednesday, and Thursday</u> each week in the reteaching program (7 hours each day for 88 days). <u>A trained para will also work with small groups of students in before and after school programs (Learning Loops) in reading and math, five days a week before school and four days a week after school.</u></i></p>	<p><i>A substitute teacher (Nancy Averill) will work <u>Tuesday, Wednesday, and Thursday</u> each week in reteaching (7 hours each day for 91 days from 8:30 to 4:00). Each grade level will meet for 25 minutes of instruction on Wednesday, and the same students will meet with her on either Tuesday or Thursday, depending on need. <i>Small groups will also participate in before- and after-school programs (Learning Loops) in reading and math, five days a week before school and four days a week after school.</i></i></p>
Neihardt	<p><u>This year we will change. We have hired a paraprofessional who will work 7.5 hours a day from August to the middle of May. We hired Willowdale's para for 10 hours of training in scheduling and documentation. We bought materials for the program.</u></p>	<p><u>Neihardt has a half-time intervention teacher paid with building points. She will work an additional 7 hours per week for 33 weeks, and a para will work six hours a day for 187 days.</u> They will work collaboratively with grade-level teachers to plan. <u>A 30-minute "intervention block" is set aside five days a week for reteaching. Reteaching in reading and writing also takes place after school, funded in part by reteaching and in part by the foundation. This is for 4 first graders at a time for an hour on Tuesday and Thursday afternoons for six</u></p>	<p><u>All classroom teachers will be responsible for teaching the identified students in their classroom. A paraprofessional will assist the teachers by providing supervision to non-identified students while identified students meet with the classroom teacher.</u> Reteaching will take place during the school day. In collaboration with the classroom teachers, the paraprofessional will create a master reteaching schedule. Teachers will be responsible for collecting student achievement data, lesson planning, and teaching the identified students.</p>

		<u>weeks, and it happens three times a year.</u>	
Norris	<i>A substitute teacher has been hired to release classroom teachers to work with their at-risk students during the day. PLC work will focus on student strengths and weaknesses and differentiated instruction. We are also offering parent classes on how to help children with reading, writing, and math.</i>	<i>A substitute teacher, Geri Shope, has been hired to come to each grade level (1–5) plus the Montessori classroom once a week each. The teachers choose whether to work with the reteaching group while the sub takes the class or have Ms. Shope do the reteaching. Program lasts from Sept. 11 through April 9.</i>	<i>Geri Shope (substitute) has been hired to come to each grade level first through fifth grade, plus the Montessori classrooms once a week. The teachers have the choice of working with the reteaching students themselves or having Mrs. Shope work with these students outside of the classroom. Each grade level is given one-half day to work with students at-risk. They plan activities that give students another or different experience with important concepts and skills.</i>
Reagan			<i>We will hire one para-professional to work with students from the end of October through early May. The para will be provided plans by the classroom teacher based on identified need in grades 1-5.. The para will work directly with individual students or small groups of grade level students who have not passed or are at risk of not passing the District Assessments.</i>
Reeder	<i>Hire one substitute teacher for 12.5 days in Sept. and Oct. to allow classroom teachers to work with students who are at risk of not passing ELOs. Each grade level will be given 2.5 days for reteaching writing. Also hire one substitute for 16 days in March to allow classroom teachers to work on</i>	<i>We will hire one substitute during Sept., Oct., <u>Nov.</u>, <u>Jan.</u>, <u>Feb.</u>, and March. She will be assigned to different classrooms in grades 1-5 to allow the classroom teacher to conduct necessary reteaching.</i>	<i>We will hire one substitute during Sept., Oct., Nov., Jan., Feb., and March. She will be assigned to different classrooms in grades 1-5 to allow the classroom teacher to conduct necessary reteaching.</i>

	<p><i>reading and math. Each grade level will be given four days.</i></p>		
Rockwell	<p><i>Students at risk in reading will participate in small-group guided reading sessions 3 times a week for 15 to 20 minutes in the classroom and in pull-out instruction with the READ teacher and the reteaching paraprofessional 4 times a week for 50 minutes. Some students will participate in the "Reading to Read" fluency program with an adult volunteer.</i></p> <p><i>Students at risk in math will participate in the SUM program with the math tutor 9 weeks prior to the math assessment and participate in small group pull-out sessions twice a week for 30 minutes.</i></p> <p><i>Students at risk in writing will participate with the READ teacher and the reteaching para for 30 to 50 minutes 4 times a week from Sept. to the Nov. assessment dates.</i></p>	<p><i>Services will be provided by the READ teacher, the reteaching paraprofessional, the Reading to Read program coordinator and adult Reading to Read volunteers.</i></p> <p><i>The first two will work with small groups of second through fifth grade students in 30-minute sessions four days a week.</i></p> <p><i>The SUM paraprofessional will work with small groups of second through fifth grades students for 9 weeks prior to their grade-level math assessment or Terra Nova.</i></p> <p><i>The Reading to Read coordinator will recruit, train, and schedule adult volunteers to work with identified students once a week for 15 minutes from Oct. through April.</i></p>	<p><i>The services will be provided during the day by classroom teachers, and in pull out services by the READ teacher, RE-teaching paraprofessional, "Reading to Read-Fluency" trained volunteers and coordinator, the SUM (math) tutor, and the Poverty Plan paraprofessional.</i></p>

Rohwer	<p><i>Jo Weigel, para-professional, will work with small groups of four students who have ILPs. She will work with 1st graders one hour a week, 2nd graders two hours a week, 3rd graders two hours a week, 4th graders 3 hours a week, and 5th graders one hour a week. Classroom teachers and Lori Graves (instr. Facil.) will write the ILPs.</i></p>	<p><i>JO Weigel, para-professional will work with small groups of four students who have ILPs. She will work with 1st graders one hour a week, 2nd graders two hours a week, 3rd graders two hours a week, 4th graders 3 hours a week, and 5th graders one hour a week. Classroom teachers and Lori Graves (instr. Facil.) will write the ILPs.</i></p>	<p><i>Jo Weigel, para-professional, will work with small groups of 4 students who have Individual Learning Plans and/or students who have been targeted as at risk for meeting future ELO assessment cut scores. Classroom teachers and Lori Bade-Graves will design instructional plans. Each lesson will include the following components: Curricular Focus Area, Strategies, Activities, Materials</i></p>
Sandoz	<p>A certified teacher will provide writing instruction weekly. Paraprofessional assistance will be provided before, during, and after school three times a week for any curricular area needed. A staff in-service will be provided on how to write an ILP. ILPs will be completed through the MIT process.</p>	<p><i>Paraprofessional will help monitor students who have mastered each concept as they work on class assignments while the teacher works directly with students with identified needs.</i> We will also continue to build strong home-school connections to encourage practice at home. We will seek quality volunteers to work with students in the school setting.</p>	<p>Services will be provided primarily <i>during the school day by classroom teacher in the classroom as paras monitor other students working in the classroom.</i> Additional support will be provided and <u>funded through our after school homework help room which is staffed by three classroom teachers.</u></p>
Wheeler	<p><i>Students at risk will receive focused instruction by grade level certified classroom teachers.</i> Teachers will keep a</p>	<p><i>Classroom teachers will provide instruction for small groups and individuals while a para-educator</i></p>	<p><i>Classroom teachers will provide instruction for small groups or individual students identified for re-teaching. During the 07-08 school year, a para-educator will monitor students in the classroom as they are</i></p>

	<p>log for each identified student that documents strategies used. <i>A paraprofessional will be hired to work in classroom with non-identified students.</i> Each grade level will be allotted $\frac{1}{2}$ hour per day. A second para will be hired to support kindergarten and 1st grade students in literacy and math.</p>	<p><i>monitors students in the classroom as they complete independent work.</i> Reteaching time will be provided weekly for half an hour. The schedule will be determined by the ELO assessment time line.</p>	<p><i>completing independent work.</i> Re-teaching time will be provided during school hours on a weekly basis. Each classroom will be provided at least 35 minutes a week based on grade level schedules. In addition, <u>Wheeler will adjust the schedule to create additional time prior to an upcoming district assessment.</u> This plan will <u>also look at providing summer school instruction for students.</u> <u>Wheeler is also slowly moving to a model where grade levels work closely together to form small groups from the entire grade level. Grade levels using this model could potentially have students receive intense instruction in a small group setting up to two and a half hours a week.</u></p>
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Willowdale	<p>Hired 2 paraprofessionals on a weekly basis from Sept. through April. They will assist teachers with small groups or individual students at risk. One of the paras has held this position for the past four years and the other is a special education para. One will work 4 hours a day for 132.5 days from Sept. 7 to April 21. The other will work 2 hours a day for 108 days from Sept. 12 to April 14.</p>	<p><u>Hired a certified substitute teacher and a para.</u> The substitute will work 2.5 days a week in classrooms. The para will work 2 hours a day with small groups and individuals. They will begin on September 5 and end after our last ELO assessment on April 20. The sub has been at Willowdale often in the past. In addition, <u>our new Tech. Specialist will help to coordinate plans for reteaching between the sub, the para, and the teacher.</u></p>	<p>A certified, substitute teacher (Nancy Nowell) and a paraprofessional (Nicole Lusso) will be the provider of these instructional services, along with the support and assistance of classroom teachers.</p> <p>The substitute teacher and para will be working with students during the day. The substitute teacher will work 2.5 days a week, going into classrooms and/or pulling students out in groups. The para will be working for 2 hours a day with the teacher in a co-teaching model on Tuesdays, Wednesdays and Thursday. On Mondays and Fridays, the para will be working directly with reteaching individuals or groups in the classroom or pull-out. They will <u>begin on August 21st and end after our last ELO assessments on April 25th.</u> The substitute teacher will either cover for the classroom teacher while the classroom teacher works with individuals or groups, or the substitute teacher will meet with individuals and groups. The substitute teacher is familiar with our students and curriculum, as well as serving as our reteaching teacher last year.</p>
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SCHOOL	05-06	06-07	07-08
Andersen	<p>Reteaching classes in writing, reading and math for 6th, 7th, and 8th grade students. Each class is one quarter in length and will take the place of a special area class (computers, art, family and consumer science, or industrial tech.).</p> <p>Reteaching teacher</p>	<p>Services will be provided by a reteaching paraprofessional in the Learning Center, the Learning Center teacher, and teachers in after-school tutoring sessions, Thursday Academic Time, and the Andersen Advantage (after-school program Mon-Thurs.)</p>	<p>Reteaching para-professional - (Learning Center)- works with small groups of students.</p> <p>*Learning Center teacher - works individually with students.</p> <p>*Teachers/Staff members - after school tutoring sessions, Thursday Academic Time, Andersen Advantage (after-school program - Mon. - Thurs.) and 9th period.</p> <p>Teachers will know which students have not met standards. Teachers having students as "subject matter" students will instruct, differentiate,</p>

	<p><i>will work closely with Team teachers and team teach when needed.</i></p> <p><i>Thursday Academic Time from 3 to 4:30 every Thursday.</i> Teams assign students who are missing homework assignments for individual instruction and homework completion.</p> <p><i>Tutoring before and after school. Learning Center where a reteaching para works</i> individually with students throughout the day.</p> <p><i>ELO summer program—3 weeks in length. Designed for 7th grade</i> students who do not pass 1 or more of the ELOs.</p> <p>Assign mentor teachers to specific students</p> <p><i>Pull-out opportunities during Guided Study</i></p>	<p>We will have reteaching <i>pull-out sessions for writing, reading, and math for all grade levels. Sessions will be conducted by the Learning Center teacher and the para during primetime and/or study hall.</i> The <i>para and the Learning Center teacher will work closely with the team teachers.</i></p> <p>We will also have an <i>ELO summer program—three weeks long, designed for 7th grade students</i> who do not pass one or more of the ELOs.</p> <p>Students with missing work may be assigned to attend <i>Thursday Academic Time from 3:00 to 4:30.</i> Individual instruction is given during THAT.</p>	<p>intervene and monitor students in the classroom. (Daily)</p> <p><i>Subject area teachers will work with the Learning Center teacher and Reteaching Para</i> to provide additional experiences for students. (Almost all year)</p> <p>Students will be assigned reteaching <i>pull-out sessions for writing, reading and math.</i> <u>For writing, students will also have one-on-one or small group sessions with their English teacher.</u></p>
Beadle	<p>All students who have not met the 7th grade reading ELO are assigned to a semester Reading Exploration class in 8th grade in lieu of two quarter foreign language survey classes.</p> <p>In addition, all</p>	<p>We have two aspects to our plan. The first involves reteaching opportunities during the day at all three grade levels. A number of sessions will be established for which <i>content area teachers will be pulled from their GSP and asked</i></p>	<p>All Beadle students will receive 35 minute extension or reteaching instruction for 96 days during mod 3 home room, B days for the 2007-2008 school year. <u>Beadle has rearranged the schedule to ensure that all students are placed in Mod 3 home room and so that all certified classroom staff and classroom para-professionals are engaged in teaching during this time.</u> <u>Homeroom rosters are flexible. The</u></p>

	<p>identified 7th and 8th graders who have not met an ELO cut score in writing or reading will work for 20 minutes twice a week with a 7th or 8th grade lang. arts teacher Oct.-April.</p> <p>We will establish an after-school Homework Club staffed by content area teachers scheduled two days a week to meet the academic needs of students who can stay later.</p> <p>We will again offer a summer session that will include separate times for 7th graders who have not met the ELO cut score in reading or math. Each session will meet for 2 $\frac{1}{2}$ hours daily for 3 days.</p> <p>We have also structured our Guided Study periods differently this year. At each team level we will designate one content area per week for reteaching. That content teacher will work with a small group of students identified for that specific area for forty minutes. The content areas of</p>	<p><i>to teach a small-group session in their content area and grade level for identified student need.</i> The second aspect involves time after school. We have established an <i>after-school Homework Club to meet the needs of students who have difficulty completing daily work. The club will be staffed by two or three content area teachers two days per week.</i></p>	<p><u>grouping of students will continue to change upon core team requests based on academic and assessment needs.</u> All teaching occurs in the Beadle classrooms during the school day, mod 3 home room.</p> <p>Each grade level has organized students differently based on diverse needs and curriculum programming. <u>The lessons are tiered so that home room teachers with struggling students approach the lesson differently than home room teachers with students who excel.</u> Some teams are considering <u>pairing academically strong students with struggling students for peer mentoring during mod 3 homeroom.</u> Beadle is proud to share this innovative and evolving concept for our students.</p>
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	reading, math, science, and social studies will be on a four week rotation.		
Central	<p>Eighth graders who did not meet the cut score in writing, math, or reading in 7th grade take a quarter-long class in the area of weakness taught by the subject area 8th grade teacher. This class is in place of an exploratory class.</p> <p>Students who did not meet the cut score in reading take Reading 8 in place of foreign language survey all year long. This class is taught by a reteaching teacher and a special education teacher.</p> <p>Eighth graders who did not meet the cut score in science or social studies at the beginning of eighth grade are retaught two weeks prior to the retake by their science or social studies teacher.</p> <p>Reteaching materials have been prepared; instruction is delivered during Guided Practice.</p>	<p>We use our reteaching funds to pay night school teachers and a late bus to take students home after night school. Other reteaching happens during the day according to the following plan:</p> <p><u>All 6th grade students participate in the Harcourt Field Study in reading. 7th grade students who did not meet the cut score on 6th grade reading benchmark will participate in Read 180 Field Study. 8th grade students not meeting cut score on reading ELO will be enrolled in Corrective Reading.</u></p> <p><u>All students at risk in math will be assigned to a grade level Math Essentials course.</u></p> <p><u>All students identified as at risk in writing will be assigned to a grade level Write On course.</u></p> <p><u>8th grade students not meeting the cut score on the science or social studies ELOs will be assigned to Reteaching Guided Practice 8 for science and/or social studies.</u></p> <p><u>Individual students</u></p>	<p>We use our reteaching funds to pay <i>night school teachers and a late bus to take students home after night school</i>. Other reteaching happens during the day according to the following plan:</p> <p><i>Harcourt Field Study (6th grade)-- All 6th grade students</i></p> <p><i>Read 180 Field Study (7th grade AND 8th grade)-- 7th and 8th graders not meeting the cut score on last year's Reading ELO</i></p> <p><i>Corrective Reading (self contained classes)-- 6th, 7th, and 8th grade students in our self contained classes</i></p> <p><i>Math Essentials 6-- Students identified as at-risk in math</i></p> <p><i>Math Essentials 7 or 8-- 7th or 8th graders not meeting cut score on last year's Math ELO</i></p> <p><i>Write On 6 or 7 --6th or 7th grade students identified as at-risk in writing</i></p> <p><i>Write On 8--8th graders not meeting the cut score on last year's AWA</i></p> <p><i>Reteaching Guided Practice 8--8th grade students not meeting the cut score on the Science ELO</i></p> <p><i>Night School Tutorial/Reteaching-- students identified through the Pyramid of Interventions as at-risk.</i></p>

		<p><u>identified through the Pyramid of Interventions as at risk in one or more content areas will be assigned to night school Monday through Thursday.</u></p>	
Kiewit	<p>Kiewit's reteaching plan will be a continuation of previously implemented building plans with some modifications. By identifying those students who are at risk of not achieving established cut scores in math, writing, reading, science and social studies very early in the school year, we plan to proactively develop and implement a variety of instructional strategies to include 1) a review and analysis of current data, 2) differentiated support systems, 3) research based instructional strategies, 4) collaborative efforts involving teachers, parents, specialists, and students. <i>ILPs will be written for those students who continue to score below the cut</i></p>	<p>Kiewit's reteaching plan will be a continuation of previously implemented building plans with some modifications. By identifying those students who are at risk of not achieving established cut scores in math, writing, reading, science and social studies very early in the school year, we plan to proactively develop and implement a variety of instructional strategies to include 1) a review and analysis of current data, 2) differentiated support systems, 3) research based instructional strategies, 4) collaborative efforts involving teachers, parents, specialists, and students. <i>ILPs will be written for those students who continue to score below the cut scores. Interventions will include differentiated classroom instruction, individual tutoring,</i></p>	<p>We use our reteaching money to pay a teacher for <i>Thursday night school and for before and after school tutoring.</i></p> <p>The interdisciplinary teams will develop plans based on data to meet specific re-teaching needs for each student. Resource teachers and/or counselors are members of the interdisciplinary teams. This will ensure appropriate input regarding special needs of students in the SPED/504 programs.</p> <p><u>Each grade level administrator and counselor will hexterly review with each team the progress of students in the re-teaching/tutorial program.</u></p> <p>Interdisciplinary team teachers, special area teachers, the Learning Center teacher and Para educators will be used for the re-teaching/tutorial sessions. In addition to <i>before/after school re-looping sessions</i>, teachers may also work with individuals during daily Guided Study as well as <u>twice weekly 30 minute Reading/Writing/Math Day homeroom sessions</u>. Tutoring will also be included in the <i>Learning Center, Tuesday - Thursday Night School</i>, the after school club, <i>summer programs</i>, and the <u>CCM mentoring program</u> to support student learning</p>

	<p><i>scores. Interventions will include differentiated classroom instruction, individual tutoring, summer sessions, before and after school sessions, the Learning Center, Thursday night school, 3R periods, special education resources, technology support, staff development, and more.</i></p>	<p><i>summer sessions, before and after school sessions, the Learning Center, Thursday night school, 3R periods, special education resources, technology support, staff development, and more.</i></p>	
North Middle	<p>All areas (English, math, reading, science, and social studies) will utilize lab/pullout setting during the school day. <i>A para will be secured to release teachers to work with students during the students' team study.</i></p> <p>The classroom subject area teacher will be the instructor in 4 of the 5 disciplines. Level II resource students will receive intense instruction during their resource classes.</p> <p>We will also hold a <i>two-week summer "camp" for remediation in the academic areas.</i></p>	<p><i>All team teachers in targeted areas will provide direct pre- or re-teaching experiences in team study while the reteaching para covers those students not participating.</i></p> <p><i>In addition, a two-week summer camp will be offered in several areas.</i></p>	<p>We use our reteaching money mostly for <i>summer school</i>, but also plan for <u>10 days of a substitute teacher.</u></p> <p>Re teaching for students who did not pass their AWA as seventh graders (list attached), and 8th graders who fail to make cut in Science on first test (not yet given.)</p> <p>Pre-teaching for students who have been ELO deficient in the past in math reading and writing for 6th, 7th 8th grade math and reading, as well as 7th grade writing.</p> <p>Summer school will be offered for any current 6th or 7th grader who does not pass this year's math or reading ELO, or 7th graders who do not pass their AWA, or students currently in 6th grade who are identified by teachers as struggling in writing, as well as current 7th graders identified by teachers as struggling with science concepts.</p> <p><u>This year we will invite current 5th graders who have been identified by ELOs in reading, writing and math as struggling or ELO deficient to participate in summer school as well.</u></p> <p><u>Summer school will be upgraded to 3</u></p>

			<u>weeks this Summer instead of two weeks.</u>
Russell	<p>Our reteaching plan will use four components: technology, small group skill work during school time, intensive tutoring prior to the ELOs, and effective planning and communication.</p> <p>Technology will be used to help motivate those students receiving small group help during school, particularly during Guided Study. PDAs will be used to help organize, plan, and practice basic skills. In the school time small group lessons, students will receive instruction and assignments to do throughout the week. Some assignments will be done on the internet and their PDAs.</p> <p><i>Prior to the ELOs the students will be invited to attend intensive tutoring from classroom teachers either before or after school or on Saturdays (6–10 contact hours).</i></p> <p>Classroom team teachers will make</p>	<p>Teachers are given breakdowns of data for their students to help them differentiate to meet each student's needs. This information is also used to assign students to teachers for extra assistance according to their needs. For example, the analytical writing assessment was broken down into each prompt (narrative, persuasive, and expository) and then broken down into the six traits (ideas and development, organization, voice and tone, word choice, sentence fluency, conventions). The data was then put into a chart so the teachers working with the students knew exactly what areas were difficult and where improvements could be made. In this way, teachers were able to tailor their assistance to meet each student's needs. This information will be gathered for each assessment to help pinpoint areas of need and focus teaching. The Terra Nova data will be analyzed to</p>	<p><i>-All core teachers receive sponge activities related to their subject areas. These materials will be used throughout the year to review essential outcomes.</i> Materials for all reviews have been or will be created using the Table of Specifications for each subject in each grade level. This includes sponge activities as well as review materials for small groups.</p> <p>The 6th and 7th grade language arts teachers have set aside time weekly to work during SSR time with students who are having difficulty with reading/language arts concepts. These teachers will work with small groups and individual students in their areas of need. The special education teachers will also work with their students who have been targeted as having special areas of concern.</p> <p><u>The 6th grade language arts teachers are also working on a reading center program to increase the reading scores of all students regardless of their level of achievement,</u> so everyone will show improvement.</p> <p>The materials used are collaboratively created and gathered by the teachers and the Learning Center coordinator. They are then compiled by the Learning Center staff and distributed for use. Teachers also utilize sponge activities compiled by the Learning Center staff throughout the entire school year to reinforce reading skills.</p> <p>Sixth, seventh, and eighth grade math students will be targeted using previous ELO scores and classroom performance including formative and summative</p>

	<p>plans to address learning deficiencies during the school day. These plans will include how to work with these students during Guided Study. <i>The Learning Center director will assist and lead the discussions about plans which will be developed and communicated with team members and parents.</i></p> <p>Classroom teachers will identify 7th and 8th graders at risk of not meeting cut scores. The same opportunities will be provided for these students prior to spring assessments.</p>	<p>find those students at a non-mastery level, especially in the areas of Social Studies and Science, to provide extra support before the S.S. and Science ELO assessment. Information from the previous year's math, reading, and writing assessments as well as the Terra Nova will be used to indicate areas of need according to the data collected. We will reassess student's data from the fall AWA, Science, and Social Studies assessments to reevaluate what areas still need to be shown improvement to help students who were below proficient improve these areas. We will also consider teacher recommendations and classroom performance when looking at students who may need extra assistance or small group teaching.</p> <p><i>The Learning Center Coordinator, classroom teachers, and teacher volunteers will be involved in providing services to students.</i></p> <p><u>Students will</u></p>	<p>assessments later in the year for intensive review during their guided study time. Students who are targeted as <u>WOW students</u> (those needing the most assistance) will receive extra support after school in a small group (3 to 4 students) for approximately 4 weeks before the assessment. Band, orchestra, and choir students will also be receiving extra support before or after school for approximately 4 weeks prior to the assessment. The classroom teachers have also been using sponges created by the Learning Center staff throughout the year.</p> <p>The same process will occur for students targeted for the 7th grade AWA and 8th grade reading. Students will be targeted using previous ELO scores and classroom performance including formative and summative assessments later in the year for intensive review during their guided study time. Students who are targeted as WOW students (those needing the most assistance) will receive extra support after school in a small group (3 to 4 students) for approximately 4 weeks before the assessment. Band, orchestra, and choir students will also be receiving extra support before or after school for approximately 4 weeks prior to the assessment.</p> <p>The eighth grade science teachers are also using sponge activities created jointly by teachers and the Learning Center staff to help review material before the ELO assessment. Seventh grade science teachers from last year targeted students from their classes who they felt would need some extra assistance before the test. These students as well as any student new to the district will be targeted for a</p>
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		<p><u>encounter review activities (sponges) throughout the day in their core classes throughout the year.</u></p> <p><i>Students who may need extra assistance will be provided with support before or after school, during GSP, or on Saturdays depending on schedules and individual needs. These students will receive extra assistance at Russell Middle School. These extra support sessions will occur several weeks before the assessment occurs</i> as well as throughout the year on an as needed basis as determined by the students' teachers.</p>	<p>special review session twice a week for three weeks prior to the test during their Guided Study time by the eighth grade science teachers. If students are involved in band or orchestra, they will be targeted during the days they do not play and will receive review in the Learning Center. Sixth and seventh grade teachers also use sponge activities to review their curriculum.</p> <p>Students who did not pass the seventh grade AWA or our new to the district have been divided into groups of three and targeted for extra support after school. They will work with a teacher for six sessions reviewing the three types of writing as well as the six traits and going over the scoring rubric. Materials have been developed and are available from the Learning Center staff for use by these teachers as well as classroom teachers. Students were divided into groups according to their needs as determined by last year's AWA and writing samples.</p> <p>The Social Studies ELO will be approached in a similar manner as Science. Teachers will review throughout the year and students will be targeted closer to the assessment based on previous scores and classroom performance. Because the test will be in the spring instead of the fall, review materials will need to reflect the new Table of Specifications and created when that information is available.</p> <p>Eighth grade students targeted by scores on ELO assessment and teacher recommendation had their schedules arranged so that they would have an extra study hall 2nd and/or 5th hexter as an elective. These students will be pulled for extra support during guided study in</p>
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			<p>science during 2nd hexter and math, reading, and social studies during 5th hexter. They will still have the opportunity to complete homework in the extra study hall as well as get support in areas of weakness.</p> <p>The Success Strategies instructors work closely with the Learning Center coordinator to utilize class time to review for upcoming ELO assessments due to the fact that many students in the class have not passed assessments or are new to the district and could therefore use extra support. This is in addition to the curriculum the district recommends. These students work on ways they can be successful in the classroom as well as in life. Vocabulary from Word Wisdom as well as curricular areas is emphasized so students gain a wide base of knowledge which should help improve performance especially in the areas of Social Studies and Science.</p> <p>As always, students who are struggling in the regular curriculum have an opportunity to come to the Learning Center throughout the day as well as before or after school, join the Timberwolves After School Club, or work with teachers before or after school. Peer tutors are also available to 6th and 7th grade students during their GSP. One tutor is assigned per team each hexter to provide support and guidance. This not only includes support with academics, but organizational support as well.</p>
MLC	<p><i>Students who do not meet the cut score for reading will be required to enroll in a reading class.</i></p>	<p><i>Students who do not meet the cut score for reading will be required to enroll in a reading class.</i> Students attending</p>	<p><i>Students who do not meet the cut score for reading will be required to enroll in a reading class.</i> Students attending the MLC who do not meet the cut score for reading, writing, math, science and social</p>

	<p>Students attending the MLC who do not meet the cut score for <i>reading, writing, math, science and social studies</i> will be eligible to participate in individualized reteaching class during 8th hour after school by a certified teacher.</p> <p>Students attending the MLC who do not meet the cut score for writing will be required to enroll in a designated ELO English class.</p> <p>Students attending the MLC who do not meet the cut score for math will be required to enroll in a designated ELO Math class.</p> <p>Students attending the MLC who do not meet the cut score for science or social studies will be required to enroll in a designated ELO science or social studies class.</p> <p>Teachers offer re-teaching classes from 1:30 -3:00 P.M. once per week. Students must attend 13 of the 15 sessions in order to earn elective credit. Teachers deliver the curriculum in small</p>	<p>the MLC who do not meet the cut score for <i>reading, writing, math, science and social studies</i> will be eligible to participate in a certified teacher's individualized 9th hour reteaching class after school .</p> <p>Students attending the MLC who do not meet the cut score for writing will be required to enroll in a designated ELO English class.</p> <p>Students attending the MLC who do not meet the cut score for math will be required to enroll in a designated ELO Math class.</p> <p>Students who do not meet the cut score for science or social studies will be required to enroll in a designated ELO science or social studies class.</p> <p>Teachers will be providing the instructional services</p> <p>ELO classes will take place both during the school day and after school. Each ELO class during the school day is 40 minutes. The ELO classes after school are once a week for one hour, fifteen minutes.</p>	<p><i>studies</i> will be eligible to participate in individualized reteaching class during 9th hour after school by a certified teacher.</p> <p>Students attending the MLC who do not meet the cut score for writing will be required to enroll in a designated ELO English class.</p> <p>Students who do not meet the cut score for math will be required to enroll in a designated ELO Math class.</p> <p>Students attending the MLC who do not meet the cut score for science or social studies will be required to enroll in a designated ELO science or social studies class.</p> <p>Teachers will be providing the instructional services.</p> <p>ELO classes will take place both during the school day and after school. Each ELO class during the school day is 40 minutes. The ELO classes after school are once a week for one hour, fifteen minutes.</p>
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	groups with direct instruction.		
North High	<p><i>Nancy Anderson will serve as the reteaching coordinator for Millard North.</i> She will meet individually with students who have not passed the ELO assessments. Theresa Huss will be a liaison for special education students. Theresa and Nancy will develop the ILPs for students.</p> <p><u>Subject area teachers will be notified of any students in their classes who have not passed the ELO in that area. Strand level data will be shared so that extra help may be given during the regular class period.</u></p> <p><u>Students who have an open class period will be scheduled to attend a subject-area help room where the teacher will have the student's strand data available.</u> One or more teachers will be available for before and after school reteaching for students who do not have an open period. Students will be</p>	<p>We have established a two-pronged approach for providing instructional services. Our first method is to utilize our <u>study halls during school</u>. Each Study Hall at Millard North has <u>core area teachers assigned to it for the sole purpose of helping those students who are having difficulty in a given area</u>. For those students who need re-teaching services, these Study Hall teachers will play an invaluable role because they will be able to document any re-teaching that may have occurred during the Study Hall. <u>We are also taking away open-campus privileges for those seniors who have not mastered an ELO assessment. These students are being placed into Study Halls so they can receive re-teaching services.</u></p> <p>Our second method for delivering instructional services will be <i>Monday mornings from 7:30–8:30. We will pay substitute teachers who are endorsed in core areas to meet with kids during this time.</i> This class will be</p>	<p>We have established a two-pronged approach for providing instructional services. Our first method is to <i>utilize our study halls during school</i>. Each <i>Study Hall has core area teachers assigned to it for the sole purpose of helping those students who are having difficulty in a given area</i>. For those students who need re-teaching services, these Study Hall teachers will play an invaluable role because they will be able to document any re-teaching that may have occurred during the Study Hall. <i>We are also taking away open-campus privileges for those seniors who have not mastered an ELO assessment. These students are being placed into Study Halls so they can receive re-teaching services.</i></p> <p>Our <u>second method for delivering instructional services will be in our Study Center on Tuesday and Thursday afternoons from 3:30-6:30. We will pay teachers their per diem rate to meet with kids during this time.</u> Our <i>ELO Coordinator, Nancy Anderson</i>, will hold an individual conference with each student to notify them of their placement. Students will then visit with Jay Dostal, 10th grade Assistant Principal, to discuss the importance of showing up to the Study Center. <u>Students will attend once a week for one hour until the next re-testing session.</u> If students do not master the ELO assessment, they will continue re-teaching in Study Hall and in the Study Center and the time will increase. This program will provide students with the individualized help they need to be successful on their next ELO attempt. Millard North's <i>ELO coordinator will be responsible for gathering materials</i></p>

	<p>assigned to a specific teacher and scheduled for specific meeting times.</p> <p>We will <u>hire substitutes the week prior to each retesting session.</u> The sub will work <u>directly with the students who have not passed any ELO.</u> Additional subs may cover a reteaching teacher's classroom so that he or she may work directly with students for an extended period of time.</p> <p>Students who have not passed an ELO or not reported to testing twice by the end of first semester will be placed in a <u>mandatory ELO reteaching class.</u></p> <p><u>Reteaching will also be provided by arranged subs on Mondays during PLC time.</u> Parent and student meetings will be held to discuss the students' progress. Summer School ELO reteaching will be recommended for those who have not passed by the May retesting date.</p>	<p>treated like all other classes in that attendance will be taken. This class will provide students with the individualized help they need to be successful on their next ELO attempt. <u>Our ELO coordinator (Nancy Anderson) will be responsible for gathering materials and making sure that substitute teachers for our ELO class have them readily available.</u></p>	<p><i>together and making sure that the Study Hall and Study Center teachers have them readily available.</i></p>
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South High	<p>We plan to 1) <i>continue to offer reading to all students who have not passed the reading ELO;</i> 2)<i>continue to have all staff trained in 6 Trait Writing to help with the reteaching of students who have failed the AWA;</i> 3)<i>develop a guided study/ELO Lab and study center to reteach students and provide one-on-one teacher assistance to students who are struggling academically;</i> 4)<i>continue to offer afternoon school to assist in tutoring from 3:15–5:45 on Wednesdays;</i> and 5)<u>increase staff development in our advisement program so that advisors are as helpful as possible to all students at risk.</u></p> <p><i>The Guided Study lab will be staffed by a paraprofessional as the room coordinator and 5 teachers each block (math, English, science, social studies, and world</i></p>	<p>ELO instructional services will be provided by teachers and a para-professional. All teachers and advisors will review the table of specifications and take responsibility of skills even not when teaching in the content area. An ELO para will oversee the ILP entries and maintain the master ELO list ensure all students who have not passed an ELO will receive reteaching.</p> <p>Services will be provided to students during the school day, in classrooms and through pull-out sessions. Students who do not receive through an ELO class will be placed in guided study. In some cases a student will be in guided study and ELO classes.</p> <p>We plan 1) <i>continue to offer reading to all students who have not passed the reading ELO;</i> 2) <i>continue to have all staff trained in 6 Traits Writing to help with the reteaching of students who have failed AWA;</i> 3) <i>Continue a Guided Study/ELO Lab and Study Center to</i></p>	<p>ELO instructional services will be provided by teachers and a para-professional. All teachers and advisors will review the table of specifications and take responsibility of skills even not when teaching in the content area. An ELO para will oversee the ILP entries and maintain the master ELO list ensure all students who have not passed an ELO will receive reteaching. We will also offer the ELO classes in the areas of Reading, Math, Science and Social Studies. These courses will be taught by the curricular area teacher. Services will be provided to students during the school day, in classrooms and through pull out sessions. Students who do not receive reteaching through an ELO class be will placed in Guided Study to receive reteaching to gain the skills to pass the ELOs they have not mastered. In some cases if a students is in need of more in depth interventions he or she will be in Guided Study and in the correct ELO classes. For the ELL and special education students, we will reassess testing accommodations to make sure they are meeting the needs of each student. The ELL teachers and special education students will be consulted regarding the best ELO remediation for the ELL and special education students. We will also offer after school reteaching services. Students may drop in or be assigned to work through reteaching materials with students.</p> <p>Services will be provided in small groups, classrooms and one-on-one. In addition to class and one-on-one time students will be given materials to brush on specific skills before taking the ELO. Last year we are designed a webpage to provide students and parents a way to understand what the ELOs are about</p>

	<p><i>language) to assist the ELO coordinator (Amy Kica) with pull out and drop in tutoring.</i></p> <p>The Study Center is located in the cafeteria and maintained by two paras, which will free up teachers to help students in the Guided Study lab.</p>	<p><i>reteach students and provide one-on-one teacher assistance to students who are struggling academically.</i></p> <p>The lab will be staffed by a paraprofessional as the room coordinator and 3 teachers each block to assist the ELO Coordinator (Paula Holzapfel) with "pull out" tutoring and "drop in" tutoring. The ELO Coordinator will spend her time in the Guided Study lab coordinating the ELO reteaching efforts and providing interventions to the students through the Millard South Pyramid of Interventions. The ELO Coordinator will report directly to the administrator in charge of ELO assessment. (Mrs. Heidi Weaver).</p> <p><i>The Study Center located in the cafeteria will be maintained by two paraprofessionals. This will free up teachers who traditionally supervised study halls to provide tutoring in the guided study/ELO lab. Also a math teacher will be assigned to the study center all eight blocks for help with math</i></p>	<p>and specific skills need to meet the ELO cut scores.</p> <p>We plan 1) <i>continue to offer reading to all students who have not passed the reading ELO; 2) continue to have all staff trained in 6 Traits Writing to help with the reteaching of students who have failed AWA; 3) Continue a Guided Study/ELO Lab and Study Center to reteach students and provide one-on-one teacher assistance to students who are struggling academically; 4) Offer ELO classes in the areas of Math, Science, Social Studies and Reading 5) Offer a Homework Lab staffed with a math, science, social studies and English teacher. Students may get assistance with reteaching, day to day homework assignments or be assigned by a teacher or administrator to work on homework and/or ELO reteaching.</i></p> <p>The Guided Study/ELO Lab is still located in room 305 with 8 student computers. <i>The lab will be staffed by a paraprofessional as the room coordinator and 3 teachers each block to assist the ELO Coordinator (Paula Holzapfel) with "pull out" tutoring and "drop in" tutoring. The ELO Coordinator will spend her time in the Guided Study lab coordinating the ELO reteaching efforts and providing interventions to the students through the Millard South Pyramid of Interventions. The ELO Coordinator will report directly to the administrator in charge of ELO assessment. (Mrs. Heidi Weaver)</i></p> <p>Homework lab is located in room 305 every day after school, 3:30-4:30. Teachers and a para will be available to assist with reteaching and homework completion.</p>
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		homework and skills.	
West High	<p><u>We have a pyramid of interventions for reteaching.</u> We believe that reteaching starts long before a student fails an ELO assessment. While teaching a course, a teacher should be able to identify those students who are struggling and reteach the concepts along the way. Reteaching should focus on early intervention rather than wait for remediation once a student has failed.</p> <p>We have an ELO team that works at a systematic approach to reteaching. We have assigned one counselor, one administrator, the special education department initiator, one reading specialist, one English teacher, one science teacher, one social studies teacher, and one math teacher to the ELO Watch team. This team meets at least bi-monthly to track student performance, review reteaching progress and monitor and adjust reteaching</p>	<p><i>Our reteaching services will be provided by our ELO coordinators, all Core area teachers and our paraprofessional in study hall and in testing centers</i></p> <ul style="list-style-type: none"> • <i>ELO classes are offered throughout the school year taught by ELO coordinators.</i> • <i>All pre-ELO courses include test prep, learning strategies and pre-assessments directed toward the ELO assessments. All courses also have reteaching plans in place for students who are not meeting the benchmarks.</i> • <i>Study and Guided Study halls are offered throughout the day. Learning lab support is offered in conjunction with all study halls.</i> 	<p><i>Our reteaching services will be provided by our ELO coordinators, all Core area teachers and our paraprofessional in study hall and in testing centers</i></p> <ul style="list-style-type: none"> • <i>ELO classes are offered throughout the school year taught by ELO coordinators.</i> • <i>All pre-ELO courses include test prep, learning strategies and pre-assessments directed toward the ELO assessments. All courses also have reteaching plans in place for students who are not meeting the benchmarks.</i> • <i>Study and Guided Study halls are offered throughout the day. Learning lab support is offered in conjunction with all study halls.</i> • <i>Review sessions are held prior to testing occasions.</i> <p><i>ELO coordinators offer on-going support and services to students who are not meeting or who are barely meeting cut scores. Special Education Case managers offer on-going support and services to students who are not meeting or who are barely meeting cut scores. The coordinators arrange with students the times on an individual basis. Students receive as much intervention as possible without disrupting their current course work. Extra support is offered outside the school day, but is rarely taken advantage of by students. Generally we have to put the support in the school day. They receive whatever it takes to help them meet all graduation</i></p>

	<p>plans.</p> <p>The counselor and administrator create an ELO list which is shared with the ELO team. The subject area teachers meet with every student prior to each testing session (once a term) and invite the student to review sessions and encourage them to attend the required retesting sessions. They also call home for most students and offer individualized assistance during the school day. These teachers are taken out of the supervision schedule and or teaching a class and they devote one period a day to ELO classes and duties. They are also MIT coordinators who monitor MIT plans and write the ILPs.</p> <p>The ELO subject area coordinator also creates an ILP for each student who has failed once or more and gives that ILP to the subject area teacher. All ILPs for reading and writing are given to all of the student's teachers by the counselors. All advisors are given</p>	<ul style="list-style-type: none"> • <i>Review sessions are held prior to testing occasions.</i> <p><i>ELO coordinators offer on-going support and services to students who are not meeting or who are barely meeting cut scores.</i> The coordinators arrange with students the times on an individual basis. There are <i>five coordinators (one for each test area) who serve as MIT consultants and ELO reteachers. They have designated time during the day for these additional duties.</i></p> <p><u>Teachers will also receive additional in-service (like with DuFours) and have course work days to better analyze student performance and design lessons and assessments to ensure that students are performing at high levels.</u></p> <p><u>Writing hours will be offered for teachers to update reteaching packets and lessons on an as-needed basis.</u></p> <p>Testing center for make-up tests in a quiet environment with up to 90 minutes as</p>	<p>requirements (course and ELO).</p> <p>It is important to us that we don't just focus on those students who are not yet meeting, but also work to raise the performance of all students (especially those barely proficient students). All students in core courses receive direct instruction and support based on the ELO's.</p> <p><u>One area of expansion this year which reteaching funds will help train teachers to support is the learning lab concept. Every core area teacher is assigned to the learning lab once a week and specifically assigned struggling students to work with. They need training on helping these students overall with processing and learning/study strategies. They also need to create materials to help support these students.</u></p> <p>We are <u>emphasizing literacy training for all teachers in order to help them better help their students.</u> We have a detailed literacy plan through our site planning that these funds will help support in order to ensure the highest level of success for all students while leaving no students behind.</p>
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	<p>student ELO reports and review and retesting schedules so they can encourage students to attend.</p> <p><u>If a student is a senior or has failed twice, the subject area ELO coordinator meets with that student for several 20 to 30-minute review sessions.</u> The counselors also meet with each student, give each a review packet and test schedule, and check the student's schedule to ensure that he is enrolled in a class in the subject area previously failed. <u>After 3 fails or when a student is a senior, the counselor enrolls the student in an ELO course. The parents must come in for a meeting or the student must pass the assessment prior to the course offering in order for the student to be withdrawn from that class. We also require that the student take the assessment at the conclusion of the class before he applies for demonstration of proficiency.</u></p>	<p>needed.</p> <p>Peer tutoring in math and other subjects on Monday mornings 7:30 -8:30.</p>	
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AGENDA SUMMARY SHEET**AGENDA ITEM:** Staff Development Report**MEETING DATE:** 3 March 2008**DIVISION:** Educational Services**TITLE AND BRIEF DESCRIPTION:**

District Comprehensive Staff Development Plan for Certificated Staff- 2007-2011

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

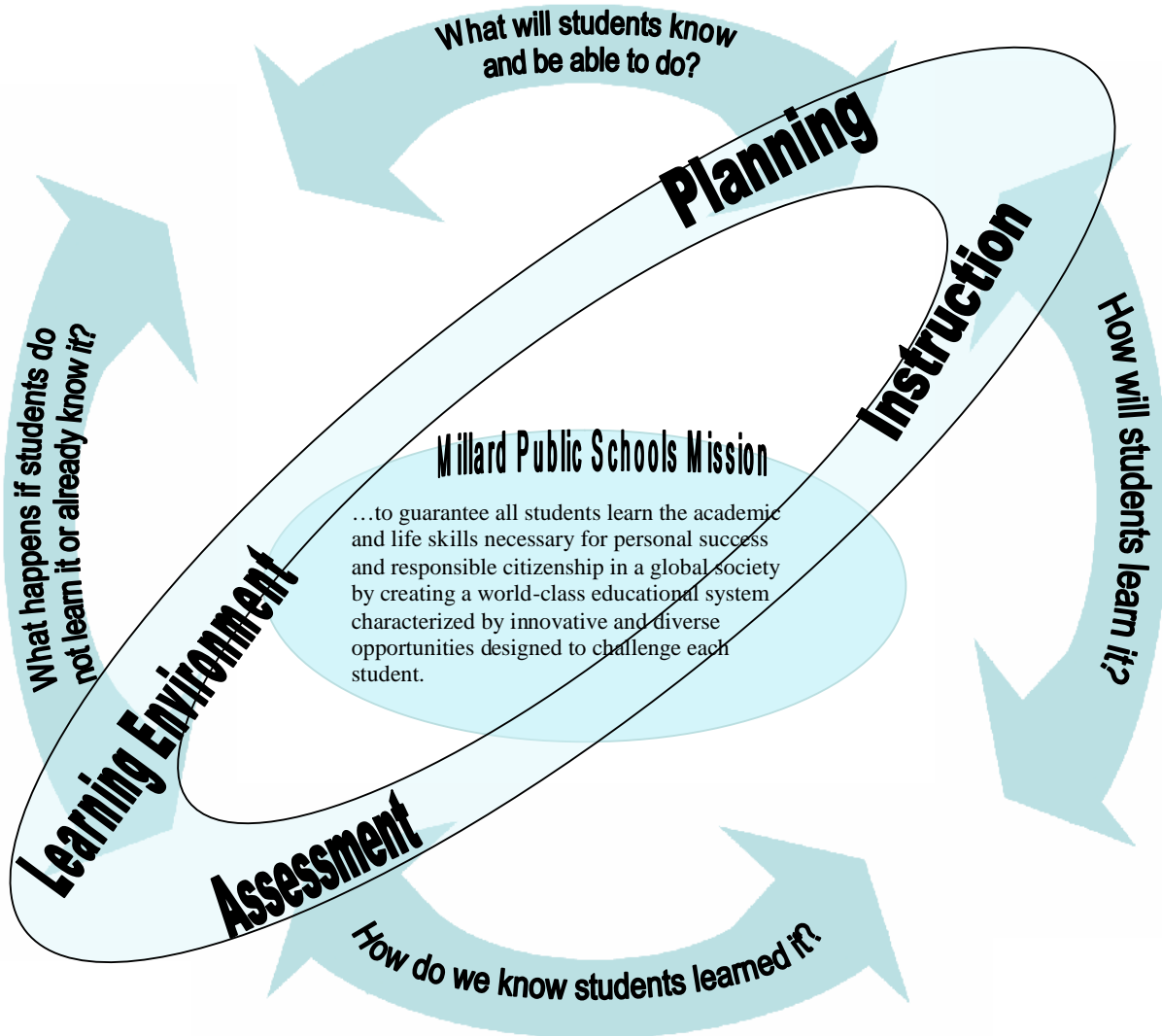
For numerous years, Millard Public School Strategic Plans have called for increased professional development. (See Appendix A for Parameters #4, #7, #8 (2007), Strategy #4 & #5 (2007), and Implemented Strategy 1996.) The most recent Curriculum Management Audit (CMA 2007) continued its original recommendation of providing and evaluating systematic and consistent staff development based on student needs. (See Appendix B.)

The Millard Public Schools Comprehensive Staff Development Plan is one instrument that helps accomplish the MPS District Mission and support the MPS Strategic Plan. MPS Policy and Rule 6400, 6401, and 6401.1 outline the purpose, responsibility and components of district staff development. (See Appendix C.) The MPS Comprehensive Staff Development Plan directly supports the MPS Strategic Plan, the Superintendent Goals, and all local, state and federal legal requirements.

In support of Parameter #8 (2007), new staff are thoroughly supported through a comprehensive staff development plan called New Staff Induction. Millard Public Schools offers a three year program for all new staff whether they are new to the profession or veteran teachers who are new to Millard Public Schools. New Staff Induction Informational Document (Appendix D) clearly outlines each year's support.

RECOMMENDATIONS: Continue to support district staff development activities.**STRATEGIC PLAN REFERENCE:** Strategies 4 & 5, Parameters 4, 7 & 8**IMPLICATIONS OF ADOPTION OR REJECTION:** NA**PERSON(S) RESPONSIBLE:** Dr. Kim Saum-Mills & Dr. Mark Feldhausen**SUPERINTENDENT'S APPROVAL:** _____  _____**BOARD ACTION:**

**Millard Public Schools
Comprehensive Staff Development Plan
2007-2011**
(Revised February 21, 2008)



**Millard Public Schools
Comprehensive Staff Development Plan
2007-2011**

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Support For Strategic Plan & District Mission

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Research indicates that one of the greatest factors that contribute to increased student achievement is teacher quality. The role of professional development support is critical in improving instructional practices. Job-embedded professional learning has proven to be the most effective staff development. The National Staff Development Council has established content, process and context standards that serve as a guide to the Millard Public Schools Office of Staff Development. (NSDC Standards & Resolutions, Appendices E & F)

2007-2011+ Professional Development Plan

The delivery of an aligned curriculum is a key determinant of a district's capacity to impact student achievement. Much time and energy has been devoted to the development of quality written curriculum in Millard Public Schools. The assessments are designed to measure the effectiveness of the written curriculum and the impact in which it has on student learning. A key element included in each curriculum guide is the recommended differentiated instructional strategies, which foster academic growth based on individual student needs. Staff development provides teachers the opportunity to enhance their understanding of the adopted curriculum and expand their knowledge of best instructional practices. More detailed background information provided in Appendix H supports the 2007-2011+ plan and provides a reference point.

2007-2011

Plans for 2007-2010 and beyond will continue to support the Millard Public Schools District Strategic Plan, the Superintendent's Goals, and local (Learning Community), state & federal mandates. Millard Public Schools has moved from a *focus on teaching* to a *focus on learning*. The past initiatives of Differentiation, Millard Instructional Model (MIM), Technology, and our focus on learning via collaborative teams and data analysis will not disappear. These interlinking initiatives are supported by research and sound practice. They also support the district transformation to a *focus on learning*.

With respect to the Curriculum Management Audit's recommendation, in 2007-2011, new staff development initiatives will be limited to training that is directly aligned to the MPS Strategic Plan, the Superintendent Goals, and all local, state and federal legal requirements. One new initiative is our Culturally Responsive Teaching initiative that will comply with the state requirements of the MPS Poverty Plan and the local legal issues of the Learning Community. The other new initiative is our drug and alcohol recognition training program for Millard Public Schools staff as called for the Superintendent's Goal #2 which states, "The Superintendent will develop a plan that guarantees a more comprehensive approach to identify, understand and decrease negative and social behaviors – specifically drug and alcohol abuse in our schools. The Offices of Pupil Services & Staff Development are planning the "basic" and "advanced" training for certificated and classified staff to be implemented in 2008-2009.

Implementation

In addition to district facilitated staff development, some of our district required staff development is implemented at the building level with building administrators providing instructional leadership, but not necessarily facilitating the staff development. This implementation is a "Train the Trainer" approach via the Annual Summer Academy. Teacher leaders serve as facilitators of the staff development initiatives. Building administrators are asked to create a comprehensive staff development plan including staff input. District requirements from a majority of the district divisions/departments (including Elementary Education, Human Resources, Planning & Evaluation, Pupil Services, Secondary Education, Special Education, Staff Development, and Technology) are listed in one communiqué that is shared with building administrators. Time requirements and other parameters are listed within the communiqué. The 2007-2008 communiqué and draft 2008-2009 communiqué are included at the end of this plan prior to the Appendices.

The Office of Staff Development also requests each building administrative team to submit their building agendas for building facilitated district staff development days to ensure that the district parameters are being met. The Office of Staff Development shares these plans with the principal supervisors.

2007-2009

MPS District Strategy 4, Plans 2 & 3 are supported with our initiative entitled, "*Focus On Learning: Grading*". In 2007-2008, over 100 staff members attended a two day by international speaker, Ken O'Connor regarding his recommended grading guidelines. The 3rd Annual Summer Academy planning committee met on October 19, 2007 to debrief what they learned at the "Grading For Learning" workshop and to create the 2008 Summer Academy proposal. This proposal was communicated with district and building administrators and a variety of teacher leaders. Based on stakeholder feedback, the committee began planning the 3rd Annual Summer Academy which is scheduled for June 9 & 10, 2008. The Summer Academy is based on the "Train the Trainer" model. Concepts delivered during the Summer Academy will be implemented the following school year. Ken O'Connor will present on June 9 and the "Train the Trainer" model will be presented on June 10. This "*Focus On Learning: Grading*" will not be a new initiative but an extension of our focus on learning via collaborative teams and data analysis and Millard Instructional Model: Assessment Domain initiatives, which are described in Appendix H. Several grading for learning research documents are included in Appendices J & K. These research documents support our initiative of "*Focus On Learning: Grading*".

2008-2011 (194th Contract Day Initiative)

In 2008-2011, a new three year cycle of staff development will begin. This new initiative will be called the 194th Contract Day. (See Appendix L.) On October 1, 2007, the Board of Education amended the 2008-2009 calendar to add a student day based on the 2007-2009 Collective Bargaining Agreement. The 2007-2009 Collective Bargaining Agreement included an additional teacher day in 2007-2008 and an additional student day in 2008-2009. Therefore, Tuesday, September 2, 2008 was changed from a staff development day to this additional student day.

The 2008-2009 teacher work calendar includes 194 days. There are 193 scheduled days with the 194th contract day designated for a flexible staff development day. The 194th teacher contract day will be fulfilled by staff participating in 2-four hour classes. Returning staff will be offered flexible dates/times and several topics of classes from which to choose. New staff will participate in two required classes (Culturally Responsive Teaching and an introduction to collaborative teams with a focus on data analysis).

For logistical reasons, one-third of the MPS staff will participate in Culturally Responsive Teaching each year. The 194th Teacher Contract Day designated for flexible staff development will remain as 2-four hour classes for the next three years. (2008-2011) Elementary staff, psychologists and special education itinerant staff will participate in the required four hour Culturally Responsive Teaching class in 2008-2009, middle school staff will participate in 2009-2010, and high school staff will participate in 2010-2011.

A separate Culturally Responsive Teaching follow up plan is being developed in collaboration with the presenters from UNO to ensure additional exposure and application to the subject for Millard staff. (Appendix M) Staff will participate in three different phases including exposure, implementation and application. This plan will be in effect through 2011 as then it will integrate into the New Staff Induction program.

New Staff Only in 2008-2009

Each year, new staff will take a four hour class introducing them to MPS's philosophy of collaborative teams with a focus on data analysis. This class will successfully acclimate them to the collaborative team culture in MPS. In 2008-2009, elementary new staff will also be required to take the Culturally Responsive Teaching four hour class. In 2008-2009, middle school and high school new staff will choose another four hour class in addition to the collaborative team class.

Returning Staff in 2008-2009

Staff will have several four hour classes from which to choose. Classes align with our recent and current initiatives of Differentiation, Millard Instructional Model (MIM), Technology, and our focus on learning via collaborative teams and data analysis. In 2008-2009, returning elementary staff will choose only 1 four hour class. Their other four hour class will be the Culturally Responsive Teaching class. Middle school and high school staff will choose 2 four hour classes in 2008-2009.

2008-2009 Sample Class Titles

- Keys To Using Common Formative Assessment
- Inquiry-Based Learning
- Birth to Age 5 Intervention
- K-1 Intervention
- Research Based Strategies to Teach ELL Students in the Regular Education Classroom
- Research Based Strategies for Teaching Reading (Grades 2 - 12)
- Co-Teaching Practices
- What Do You Do with the Students Who Already Know It?
- Facilitation Skills for Counselors/Social Workers, Psychologists, Special Education Itinerant Staff
- PLC Collaboration Time Option
- Using Tech Tools to Improve Elementary Math & Science Achievement
- Math SMARTboard Integration Basics
- Math SMARTboard Integration Advanced
- MS Excel: Data Management & Graphing
- Vernier Probeware Integration in Secondary Science
- ExamView Pro-Elementary

Management The Office of Staff Development will use the on-line registration system, building audits, and the assistance from building administration to manage the completion of this contractual requirement.

Scheduling Staff will participate in an interest survey to select three choices (1st choice, 2nd choice, 3rd choice) of when they would prefer to participate in their 194th Contract Day for the 2008-2009 school year. They do not need to participate in both classes on the same day. The 194th Contract Day may be split into 2 four hour days. Class times will be 8:00AM-12:00PM & 12:30PM-4:30PM. The following dates are the options from which staff will choose in 2008-2009.

Friday, August 1, 2008
 Tuesday, August 5, 2008
 Wednesday, August 6, 2008
 Saturday, August 23, 2008
 Friday, October 17, 2008
 Saturday, November 22, 2008
 Monday, December 22, 2008
 Saturday, January 17, 2009
 Friday, February 13, 2009
 Saturday, April 4, 2009
 Monday, April 6, 2009

*Tuesday, April 7, 2009 will be a make up date for all staff members who were sick on their previous registered date. No classes will be offered after April 7, 2009 for the 2008-2009 school year.

Note: Building administrators may suggest a particular class to their staff.

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Evaluation

Evaluating the impact of professional development upon student achievement has always proven to be difficult. The purpose of evaluation should be to a) determine areas in need of professional development and b) determine if the implemented professional development improved student achievement and staff performance.

The Office of Staff Development will continue to use a variety of evaluation techniques which include participant self-reporting surveys, focus groups/interviews, and an evaluation report by an outside consultant or the Office of Planning & Evaluation. The evaluation method used by the Office of Staff Development depends on the resources of time and money available.

- #1 – District Initiatives
- #2 – On-going Training
- #3 – Site Based Requests
- #4 - Other

MPS Professional Development Matrix (Fall 2007)

Status	Staff Development Topics				Rationale						Intended Audience
					Audit	Strategic Plan	Supt. Goals	MEP/MIM	Board Policy	Legal Ref	
2	Alcohol & Drug Awareness					Strategy #7 (2004) & Supt. Goal #2	X		Policies 5410 & 4173.1		Classified & Certified
2 & 3	AP Training					Strategy #5 (2004)		X			AP Teachers
2	Assessment Procedures					Strategy #1 (1996)		X	Policy 6400		Certified
2	Asthma & Medication Administration Training					Strategy #6 (1999)			Policy 5600.5		Classified & Certified
2 & 3	BIST										Classified & Certified - Elem
2 & 4	Building Inclusive Communities / Diversity					(Parameter)		X	Policy 6610.1	Rule 10 & LB641	Classified & Certified
2	Bullying Harassment Prevention					Strategy #6 (1999)			Policy 6200.1		New Certified Staff
2 & 3	CORE										Certified CORE Staff
2	CPR & AED					Strategy #6 (1999)			Policy 5600.5		Classified & Certified
2	Cooperating Teachers							X	Policy 2100.19		Certified
1 & 2	Data Retreat				X	Strategy #4 (2004)					Certified
2	Differentiation				X	Strategy #4 (1996)		X	Policy 6400		Certified
2 & 4	Early Childhood / Creative Curriculum					Strategy #2 (1999)				Rule 11 & LB641	Classified & Certified
2 & 3	ELL					Strategy #8 (2004)		X		LB641, NCLB (Title III)	Classified & Certified
2	Facilitation Skills (Leadership)					Strategy (1990)					Certified
2	Fall Workshop (New Staff & Veteran Staff)					Strategy (1990)		X	Policy 6440.2		Classified & Certified
4	Gallup					Strategy (1990)					Certified
2 & 4	Inclusion, Collaboration, and Co-teaching Practices					Strategy #2 (1999)					Certified
2	Infinite Campus (Grade book, report cards, attendance, etc.)					Strategy #4 (2004)					Classified & Certified
2	Lifetime Fitness							X			Classified & Certified

- #1 – District Initiatives
- #2 – On-going Training
- #3 – Site Based Requests
- #4 - Other

MPS Professional Development Matrix (Fall 2007)

Status	Staff Development Topics				Rationale						Intended Audience
					Audit	Strategic Plan	Supt. Goals	MEP/MIM	Board Policy	Legal Ref	
1 & 2	MEP Curriculum Cycle Staff Development				X				Policy 6001		Certified
1 & 2	MIM					Strategy (1996)		X	Policy 6200.1		Certified
2	MIT Training					Strategy #2 (1999)			Policy 6660		Certified
2 & 3	Montessori					Strategy #4 (1999)					Certified Montessori Staff
1 & 2	New Administrator Induction					Strategy (1990)		X			Certified
1 & 2	New Staff Induction					Strategy (1990)		X	Policy 6440		New Certified Staff
1 & 2	PLC				X	Strategy #4 (2004)		X			Certified
1 & 2	Common Formative Assessments							X			Certified
1 & 2	S.M.A.R.T. Goals					Strategy #3 (2004)					Certified
1 & 2	PLP					Strategy #3 (2004)	X		Policy 6320.1		Certified
2 & 3	PYP, MYP, IB					Strategy #5 (2004)			Policy 6320.2		Certified
4	RTI					Strategy #2 (1999)				IDEA, NCLB	Certified
2	Safety & Security					Strategy #6 (1999)			Policy 5900.1	Title 92, Chapter 10	Classified & Certified
2	Sexual Harassment Prevention					Strategy #6 (1999)			Policy 4327	20 U.S.C. § 1681 et seq.	Classified & Certified
2	Special Education Procedures					Strategy #2 (1999)			Policy 6400.1	Rules 51 & 55	Certified
2	Student Teacher Staff Development							X			Certified
4	Substitute Teacher Workshops					Strategy (1990)		X			Certified
1 & 2	Summer Academies (Train the Trainer)				X	Strategy (1996)		X	Policy 6400		Certified
4	Summer Book Camp (Assessment)					Strategy #4 (2004)		X			Certified
1 & 2	Teacher Evaluation (Annually & Pilot)				X	Strategy (1990)		X	Policy 4160		Certified
2	Technology Application					Strategy #5 (1998)			Policies 2100.28 & 7000		Classified & Certified
2	Technology Integration				X	Strategy #5 (1998)		X	Policies 2100.28 & 7000		Certified
4	TESA										Certified

- #1 – District Initiatives
- #2 – On-going Training
- #3 – Site Based Requests
- #4 - Other

**MPS Professional Development Matrix
(Fall 2007)**

Status	Staff Development Topics				Rationale						Intended Audience
					Audit	Strategic Plan	Supt. Goals	MEP/MIM	Board Policy	Legal Ref	
1 & 2	Walk-throughs				X	Strategy (1990)		X			Certified
1	Working with Kids of Poverty & Diverse Backgrounds						X			LB641	Classified & Certified
2 & 4	40 Developmental Assets					Strategy #7 (2004)	X				Classified & Certified
2	6-Trait Training					Strategy #1 (1996)		X	Policy 6005		New Certified Staff

Annual MPS Required Staff Development 2007-08 (rev August 2007)

Comprehensive staff development plan is due to the Office of Staff Development by September 1, 2007.

*Alcohol & Drug Awareness will require signed rosters from each building sent to HR.

**MIM Follow-Up will require a separate written plan. Buildings will be given time to plan at the 2007 MPS Summer Academy.

***PLC Follow-Up will require a separate written plan for the afternoon of October 25, 2007.

Topic	Source	Required Audience	Minimum Hours	When	Responsibility
40 Developmental Assets/Life Skills	Strategic Plan #7	All certified staff	1	2007-08	Building
*Alcohol & Drug Awareness	Rule #4173.1 Federal law Policy #5410	All staff	1	2007-08	Building
Assessment Procedures	MPS Procedures	All certified staff	.5	2007-08	Building
IC Grade Book	MPS Procedure	All <u>new</u> certified staff	3	Fall Workshop	Building & District
**MIM Follow-Up	District Policy #6400	All certified staff	4	2007-08	Building
Multicultural / Inclusive Communities	Rule 10 / 7.078 & District Policy #6610.1	All certified staff	1	2007-08	Building
PLC (Introduction)	District Policy #6400	All <u>new</u> certified staff	1	2007-08	Building
***PLC Follow-Up	District Policy #6400	All certified staff	4	2007-08	Building
Safety & Security	District Policy #5900.1	All staff members	.5	2007-08	Building
Special Education Procedures	Rule 51	All certified staff	1	2007-08	Building (with District assistance as requested)
6 Trait Writing	Rule 10	All <u>new</u> certified staff	3-4	Fall Workshop	District
Asthma	District Policy #5600.5	Safe team, nurse, coaches, PE teachers, van drivers, select paras	2-3	August, 2007	District
Bullying Prevention	MPS Procedures	All <u>new</u> certified staff	1	2007-08	District
CPR/AED	District Policy #5600.5	Safe team, nurse, coaches, PE teachers, van drivers, select paras	3-4	August, 2007	District

Data Analysis	MPS Procedures	All Administrators	3	President's Day 2008	District 124
IC Grade Book	MPS Procedure	All <u>new</u> certified staff	3	Fall Workshop	District & Building
IC Spec. Ed Program	MPS Procedures	All <u>new</u> special education staff	4	Fall Workshop	District
Sexual Harassment Prevention	MPS Procedures	All <u>new</u> certified staff	1	2007-08	District
Special Education Procedures	Rule 51	All <u>new</u> special education certified staff	8	2007-08	District
Technology Ethics	MPS Procedures	All <u>new</u> certified staff	1	Fall Workshop	District
Woodcock Johnson III	MPS Procedures	Designated special education staff	8	September, 2007	District

ELEMENTARY ONLY

Topic	Required Audience	Grouping	Minimum Hours	When	Responsibility
Math/Science / Successtracker	K-5 plus SPED	Schedule through MEP	60 min	Quarter 2	MEPs, Tech Initiator & Math / Science Coach
Maponline Math/Science	All certified staff	site Schedule	30 min	Quarter 1	Tech Initiator
Inquiry/Instructional Strategies	K-5 plus SPED	Schedule through MEP	60 min	Quarter 1	MEPs, Math / Science Coach
Math/Science Inquiry/Instructional Strategies	K-5 plus SPED	Schedule through MEP	60 min	Quarter 4	MEPs, Math / Science Coach

PK-12 Suggested Staff Development

Mentor Training	District Policy #6440.1	Master teachers	20	July & January	District
Cooperating teachers	Workshop	Master teachers	3	August & January	District
MIT	District Policy #6660.1	New certified MIT consultants - Renew previously trained members	8-16	Fall, 2007	District

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Building Staff Development Plans 2008-2009

2008-2009 Comprehensive Plans are due to the Office of Staff Development (OSD) by September 15, 2008. Plans will be duplicated and shared with principal supervisors.

District Days: Flex Day – 194th Day of Contract (8 hours), Jan. 19 (4 hours), Feb. 16 (8 hours)

Building Days: Oct. 16 (4 hours), Jan. 19 (4 hours), Feb. 12 (4 hours)

2008-2009 District Staff Development Implementation

- A minimum of 4 hours should be devoted in 2008-2009 to implement **Focus On Learning: Grading** (3rd Annual Summer Academy). Not all of the 4 hours devoted to the **Focus On Learning: Grading** staff development should be on the same day. “Chunking” the staff development throughout the year is more effective as teachers implement new learning and have the opportunity to reflect after implementation. All certified staff involved in instructing/counseling students and those evaluating teachers and administrators should be involved in the **Focus On Learning: Grading** (3rd Annual Summer Academy Topic) staff development.
- PLC staff development should be aligned with Millard Public Schools *PLC Tight / Loose Parameters*.
- For 2008-2009, annual Inclusive Communities staff development (Diversity training) will be met through the required Cultural Responsive Teaching Class. Buildings who are not in phase are encouraged to include diversity training in their building staff development plans.
- Please include the following in your 2008-2009 building staff development plan to provide consistent formatting:

1. Date of Activity	5. Audience
2. Time of Activity	6. Abstract of Activity
3. Topic	7. Evaluation Format & Follow Up
4. Presenter	

DRAFT ----- Annual MPS Required Staff Development 2008-2009

Comprehensive staff development plan is due to the Office of Staff Development by September 15, 2008.

* Buildings will be given time to plan at the 2008 MPS Summer Academy for their follow up **Focus On Learning: Grading** implementation in their buildings.

** 194th Contract Day classes will be required of all certified staff to meet their 194th day of their teaching contract. Administrators will also attend for professional development purposes. (Any building not in phase for Culturally Responsive Teaching is encouraged to include diversity training in their yearly plans.)

Topic	Source	Required Audience	Min Hours	When	Responsibility
Assessment Procedures	MPS Procedures	All certified staff	.5	2008-2009	Building
IC Grade Book	MPS Procedure	All <u>new</u> certified staff	3	Fall Workshop	Building & District
*PLC Follow-Up (Focus On Learning: Grading)	District Policy #6400	All certified staff	4	2008-2009	Building
Safety & Security	District Policy #5900.1	All staff members	.5	2008-2009	Building
Special Education Procedures	Rule 51	All certified staff	1	2008-2009	Building (with District assistance as requested)
6 Trait Writing	Rule 10	All <u>new</u> certified staff	3-4	Fall Workshop	District
Alcohol & Drug Awareness	Strategy 7 Rule #4173.1 Policy #5410	All secondary staff	1-8	2008-2009	District
Asthma & CPR/AED	District Policy #5600.5	Safe team, nurse, coaches, PE teachers, van drivers, select paras	2-4	August, 2008	District
Bullying Prevention	MPS Procedures	All <u>new</u> certified staff	1	2008-2009	District
PLC (Introduction)	District Policy #6400	All <u>new</u> certified staff	4	2008-2009	District

Topic	Source	Required Audience	Min Hours	When	Responsibility
Sexual Harassment Prevention	MPS Procedures	All <u>new</u> certified staff	1	2008-2009	District
Special Education Procedures	Rule 51	All <u>new</u> special education certified staff	8	2008-2009	District
Technology Ethics & IC Training	MPS Procedures	All <u>new</u> certified staff	2	Fall Workshop	District
Woodcock Johnson III	MPS Procedures	Designated special education staff	8	September, 2008	District

ELEMENTARY ONLY

Topic	Required Audience	When	Responsibility
Instructional Intervention	All certified staff	Each semester	MEP Facilitator/Building Support Staff

PK-12 Suggested Staff Development

Topic	Source	Audience	Min Hours	When	Responsibility
Mentor Training	District Policy #6440.1	Master teachers	20	July & January	District
Cooperating teachers	Workshop	Master teachers	3	August & January	District
MIT	District Policy #6660.1	New certified MIT consultants - Renew previously trained members	8-16	Fall, 2008	District

APPENDICES

Appendix A

Millard Public Schools Strategic Plan, Action Plans

- #4 Parameter 2007 / “No new program, course, and/or service will be added unless it meets a clearly demonstrated, mission-related need; it survives a cost-benefit analysis; its impact on other programs/courses/services is addressed; adequate staffing, staff development, funding and facilities are provided; it contains an evaluation procedure.”
- #7 Parameter 2007 / “We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools and maintain high levels of student, staff, family and community support.”
- #8 Parameter 2007 / “We will attract, develop, and retain the highest quality staff dedicated to achieving our mission and objectives.”
- Strategy #4 2007 / “We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.”
- Strategy #5, Plan 5 2007 / “We will develop a systematic plan for training and support of Advanced Placement (AP) teachers.”
- Implemented Strategy 1996 / “We will develop plans, which assure all teachers use effective instructional practices to help all students learn identified outcomes.”

Appendix B

Curriculum Management Audit

Continuing Recommendation 5: Continue to focus the staff development program to: a) provide connectivity between curriculum design and classroom delivery, b) provide linkage to goals and district long-range plans, c) provide staff development based on identified needs, and d) foster improved teacher performance and student achievement.

- Provide staff development that is based on student needs and weaknesses as determined by the use of disaggregated student assessment data and teacher appraisal information.
- Develop a systematic and consistent staff development program evaluation process that is based on the criteria listed in *Board Policy 6400.1*.
- Provide a system that is designed to ensure the institutionalization of district-wide staff development initiatives. Future staff development initiatives should be limited until institutionalization of existing programs has been achieved.
- Include differentiated staff development for all employees.

Policy 6400 (July 12, 1999 / Rev. December 6, 2004):

The purpose of staff development is to improve student achievement and to improve the operation of the Millard Public Schools. The Superintendent or his or her designee shall determine the design, development and implementation of all staff development programs offered within the District.

Comprehensive staff development will:

- I. respond to initiatives of district strategic plan and building site plans in a systemic manner;
- II. ensure that all educators effectively plan instruction and promote a positive, productive learning environment;
- III. ensure that all educators are prepared to teach the written curriculum through a variety of appropriate instructional strategies;
- IV. ensure that all educators are prepared to conduct valid assessments;
- V. ensure that all educators are provided the knowledge and skills necessary to demonstrate their professional responsibilities.

The Millard Public Schools will plan, deliver, implement, and evaluate a comprehensive staff development program. The design of various program plans will follow considerations outlined in the Comprehensive Staff Development Framework.

Policy 6401 (July 12, 1999 / Rev. April 2, 2007):

The Board of Education of the Millard Public Schools directs the Superintendent to develop and implement a comprehensive staff development program that supports the written, taught, and assessed curriculum and the District-identified Practices that Promote Successful Student Learning. Educational Services division shall be responsible for the development, implementation, and evaluation of said staff development program.

The responsibility of the certificated staff is to be continuously involved and provide input regarding identified district and building staff development offerings. Certificated staff are likewise expected to apply their learnings in the classroom and to maintain and improve performance and proficiency.

The responsibility of the principals shall be to ensure and promote staff development so that all staff engage in continuous improvement of knowledge and skills as they apply to the MEP.

Policy 6401.1 (July 12, 1999 / Rev. December 6, 2004):**COMPONENTS**

- I. **PLANNING CRITERIA** – Issues which must be considered before and during staff development planning.
 - A. assesses needs at the building level
 - B. aligns with District Strategic Plan
 - C. addresses PDK Audit

D. extends and refines state standards

E. supports District ELOs

INFORMATION GATHERING – Sources from whom needs assessment data should be gathered.

F. building principals

G. district trainers (e.g., Staff Development CADRE, MEP Facilitators)

H. building representatives network (e.g., Staff Development Network, Department Heads, Initiators, Team Leaders)

I. specials (e.g., Industrial Tech, Music, ELL)

J. education services executive cabinet

K. other (e.g. staff development homepage input, building plans, surveys, phone interviews, annual Staff Development Committee, community input, MEA considerations/requests)

DEMOGRAPHIC REPRESENTATION OF SCHOOL POPULATION – Information /data that is needed in order to manage resources considering EQUITY & EQUALITY.

L. percentage of regular education (e.g., MIT, ILPs, 504 Accommodation Plans)

M. percentage of special education (e.g., IEPs)

N. percentage of high ability learner education

O. percentage of minority (e.g., ELL)

P. percentage of at-risk (e.g., candidates for scholastic jeopardy)

Q. percentage of free and reduced lunch

CONTENT/SKILL REPRESENTATION – The content and skill areas that are currently being examined through the district process of curriculum design, development, and implementation. SPECIALIST REPRESENTATION – The unique professional sub-populations that are also considered.

R. psychologists

S. counselors

T. media specialists

U. administrators

TIME – When staff development will be conducted.

V. pre-opening

W. designated days

X. blending with curriculum design and development

Y. after school

Z. early release

AA. Saturday mornings

BB. increased contractual time

FISCAL RESOURCES – How staff development will be funded.

- CC. staff development budgets
- DD. building and District budgets
- EE. core services via ESU #3
- FF. strategic plan

RESOURCES – What additional resources may be available to complement building and district staff development?

- GG. CCM Plans
- HH. re-teaching plans
 - II. high-ability learner plans

II. **DELIVERY** The training steps involved in most staff development offerings:

- A. knowledge building through presentations
- B. skill building through demonstration, practice, feedback
- C. implementation through coaching, periodic follow up, and support
- D. evaluation (summative) through deliberate analysis of ongoing assessment (formative)

MODES OF DELIVERY- The probable models for delivery of staff development:

- E. study team/action research approach
- F. training
- G. consultation
- H. facilitation
 - I. mentoring/coaching

FORMATS OF DELIVERY

- J. training modules/sessions (e.g., 2-4 hours/session)
- K. workshops/in-service (e.g., 6 hours/session or more)
- L. institutes/seminars/academies (e.g., 1-4 day, intensive)
- M. graduate credit classes (e.g., 1-6 graduate credit courses of study from accredited institutions)
- N. facilitations/consultations (e.g., extended work sessions whereby staff development learning is applied to curricular and instructional alterations/improvements)

SELECTION OF ATTENDANCE - Issues that are considered when choosing attendance at/sponsorship of staff development opportunities:

- O. aligns with building plans and
- P. aligns with professional growth goals

INCENTIVES - Incentives that are available to encourage full participation in staff development³⁴ programs:

- Q. per diem pay
- R. professional growth

III. **IMPLEMENTATION**

Organizational supports that must be monitored/adjusted in order for implementation to occur:

- A. alignment of district philosophy, practice, understanding, coordination
- B. alignment of building philosophy, practice, understanding, coordination
- C. building climate and/or culture assessment
- D. support follow-up opportunities
- E. support teacher evaluation
- F. supported by training for administrators
- G. training for newly hired personnel

IV. **PROGRAM EVALUATION aligned with IMPROVED STUDENT LEARNING** Determine how staff development programs will be assessed and evaluated.

- A. student achievement
- B. educators pre/post surveys RE: knowledge and skills of educators (e.g., differentiation)
- C. self report/evaluation process
- D. teacher evaluation

New Staff Induction Program

The MPS New Staff Induction Program is the result of collaborative efforts between Human Resources and the Office of Staff Development to be proactive in recruiting and retaining the highest quality certificated staff. All certificated staff members hired since fall 2002 participate in the 3-year MPS New Staff Induction Program. The program is designed in 3 Induction Phases to support new staff in their first three years of employment as they prepare for and enjoy a long, successful career in the Millard Public Schools.

- Year 1: Mentor or Buddy, District and Building Orientations, Practical Tips for Beginning Teachers, and Educational Services Curriculum Support
- Year 2: Peer Coaching
- Year 3: Productive Approaches for Teaching and Learning

Year 1—Mentor Relationship

New certificated staff will benefit from individualized support and a professional guide and resource with a building mentor, building buddy, or district Curriculum Contact, will become familiar with building and district activity through a variety of Orientation Experiences, will have the opportunity to attend Beginning Teacher workshops, and will receive assistance with curriculum development and delivery of instruction through support provided by the Educational Services division.

Year 2—Peer Coaching

This is a unique opportunity for certificated staff in their 2nd year of employment to work with another certificated staff member in their building as a coaching team. The focus will be on the Millard Instructional Model and will include peer collaboration, observation, self-assessment, and reflection. The Peer Coaching experience is designed to include one 1-hour skills sessions, coaching team conversations, and classroom observations throughout the year. 2nd year staff who have more than 2 years of teaching or counseling experience and choose a coaching partner with more than 2 years of teaching or counseling experience may complete the Independent Team Study with their coaching partner in lieu of the Regular Peer Coaching experience.

Year 3—Productive Approaches for Teaching and Learning

Productive Approaches for Teaching and Learning comes in two forms: a district-developed 3 credit hour graduate course and a 4-week training experience in the Elements of Differentiated Instruction. The current graduate course is designed to integrate current research and the Millard Instructional Model. Participants focus on the Elements of Differentiated Instruction and the Dimensions of Learning to explore effective strategies related to their professional environment. The current 4-week training experience focuses on the Elements of Differentiated Instruction in the elementary and secondary environments. Successful completion of Productive Approaches for Teaching and Learning fulfills the district's Differentiation of Instruction training requirement and offers professional development, networking opportunities, and support for teacher evaluation and professional growth. The district will pay graduate tuition and fees for 3rd year employees who successfully complete the graduate course. Productive Approaches is currently under revision to include concepts of Hunter's Instructional Theory.

Veteran district staff involvement—Veteran district staff support new staff and participate in Induction Program activity by serving as mentor, buddy, or district Curriculum Contact to a new staff members and by participating in Peer Coaching as a coaching partner to 2nd year staff members. Veteran district staff may also work to become instructors for Productive Approaches.

New Staff Induction Program Staff—Sharon Comisar-Langdon, Administrative Intern for Induction Programs, coordinates and oversees the New Staff Induction Program. Char Riewer, CADRE Associate, supports New Staff Induction Program activity. JoAnn Lutz, Support Teacher for Induction Programs, supports New Staff Induction Program activity.

National Staff Development Council's Standards for Staff Development (Revised 2001).**Context Standards****Staff development that improves the learning of all students:**

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards**Staff development that improves the learning of all students:**

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards**Staff development that improves the learning of all students:**

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

NSDC Resolutions

The National Staff Development Council Board of Trustees has approved the following resolutions on critical staff development issues.

Resolution 1: Time and other resources for staff development

The National Staff Development Council believes that high quality staff development is essential to school reform and that school systems have an obligation to ensure that employees are thoroughly prepared to successfully discharge their responsibilities. Time for these activities can often be provided via extensive on-the-job opportunities and collaborative work which require no additional resources.

Therefore, the National Staff Development Council recommends that school systems dedicate at least 10 percent of their budgets to staff development and that at least 25 percent of an educator's work time be devoted to learning and collaboration with colleagues.

Resolution 2: Alternative staff development approaches

The National Staff Development Council believes that high quality staff development is essential for initiating and sustaining school reform. Continuous improvement on the part of individuals and organizations is required to refine skills, inquire into practice, construct knowledge, and create self-renewing learning organizations. Adult learning in schools can, and should, take many forms if it is to achieve its maximum impact, and is most powerful when it is in response to the immediate challenges of teaching and learning.

Therefore, the National Staff Development Council recommends the various forms of job-embedded learning (e.g., peer coaching, study groups, action research, the joint planning of lessons, analyzing student work, participation in a network) as important components of a comprehensive staff development program.

Resolution 3: Integrating staff development within strategic and school improvement planning

The National Staff Development Council believes that successful school reform results when individual and organizational goals are aligned and coherent. Successful changes in classroom practices which benefit all students require changes in organizational processes and structures.

The National Staff Development Council recommends that staff development be integrated into system wide strategic and school improvement planning and that it be viewed as essential to the success of those efforts.

Resolution 4: Results-driven, standards-based staff development

The National Staff Development Council believes that results driven, standards-based education requires results-driven, standards based staff development for all employees who are responsible for student learning. Those responsible for staff development must focus their efforts on improving the ability of educators, schools, and school systems to prepare all students to meet high academic standards.

The National Staff Development Council recommends that standards-based student learning and professional standards for educators guide the planning and implementation of standards-based staff development. In addition, the Council recommends evaluating staff development efforts to determine their effects on students, educators, schools, and school systems.

Resolution 5: Assessment of staff development within systemic educational reform

The National Staff Development Council believes that because staff development is an essential component of systemic educational reform, staff developers are obligated to determine its effects upon individual performance, organizations, and the improved learning of all students.

The National Staff Development Council recommends that assessment begin in planning staff development and that assessment contribute both to improving staff development and determining its impact on student

learning, employee performance, and organizational effectiveness. The Council also recommends that¹⁶⁸ assessment of student learning include various sources of evidence in addition to test scores.

Resolution 6: Integrating technology and staff development

The National Staff Development Council believes effective use of technology to promote high levels of learning for all students requires integrating technology into a standards-based instructional program and providing teachers with abundant professional development related to its instructional uses. NSDC also believes teachers should be provided with time to learn, plan, and practice what they have learned.

Therefore, the Council recommends devoting at least 30 percent of the technology budget to teacher development and initiating teacher learning simultaneously with purchase of the technology.

Resolution 7: The role of districts and external assistance providers in supporting school-focused professional learning

The National Staff Development Council believes that high levels of learning for all students requires that schools be the center of individual and collective professional learning. The Council also believes that school district offices and external assistance providers play a vital role in school reform when they assist schools and districts in achieving their goals and increasing teachers' and administrators' capacities for continuous improvement.

Therefore, the Council recommends that school systems:

- assume responsibility for the development of the knowledge and practices of school leadership that create and maintain cultures of professional learning and collaboration;
- provide adequate resources for collaborative professional learning focused on the core tasks of teaching and learning; and
- establish policies that guide and support school-based professional learning and the assessment of its effectiveness.

The Council further recommends that education agencies, universities, and other external assistance providers:

- align their services with district and school goals;
- engage schools in ways that promote professional judgment and self determination; and
- develop in teachers and administrators the knowledge, practices, and attitudes that enable continuous improvement in teaching and learning after external services cease.

Office of Staff Development Belief Statements

- The primary purpose of professional development is to increase student achievement of a diverse student population.
- Professional development should be aligned with the Millard Public Schools Strategic Plan.
- Professional development should be a shared process that promotes growth in individuals and organizations.
- Planning and decisions in professional development initiatives must include those who receive the training.
- Effective professional development must be based on theory, research and sound practice.
- Evaluation of professional development must aid in the planning of delivery and follow up training.

Background Information of Plan for Comprehensive Staff Development

In 2004-2005, a District Staff Development committee was formed to review best staff development practices, evaluate the practices of award winning and world class school districts, and determine key factors that would lead Millard Public Schools to improve student achievement. The Office of Staff Development has made decisions on district staff development initiatives based on this committee's summary of key factors that are described below.

District Staff Development Committee's Summary of Key Factors

1. **Time**--Districts found ways to let teachers meet to collaborate/dialogue by using late starts or having no administrative meetings for a period of time.
2. **Connection of Curriculum**--When planning staff development, the curriculum adoption is considered and staff development is aligned to support the curriculum.
3. **Learning Communities**--Schools/teachers worked in collaborative groups within professional learning communities.
4. **Process Set Up For Implementing What is Learned**—Districts used a coach or facilitator at the building level to help teachers implement the staff development component. Teachers were provided opportunities to revisit the targeted skill during the year and had opportunities to observe other teachers in the classroom.
5. **Administrators are a Part of Staff Development**--So staff development is not seen as a "district thing", building administrators help implement and support staff development in their buildings.
6. **Common Umbrella of Language for District**—The train the trainer model ensures a common language across the district and then staff development is differentiated per building or level of education (i.e. elementary, middle, high).
7. **Staff Development Tied to Teacher Evaluation**--Building administrators hold teachers accountable for staff development, not a district database for completion of class/workshop/flex day.
8. **Future Staff Development Tied to Student Achievement**—The future of staff development needs to be tied to student achievement with an evaluation piece tied in each year.

Based on the 2004-05 District Staff Development committee's recommendations 1, 3, 5 & 8, Educational Services Division (including in the Office of Staff Development) began the initiative of Professional Learning Communities (DuFour, DuFour, & Eaker model).

Administrators were offered the first PLC professional development in 2004-2005. All building administrators participated in a book study and related staff development activities over the book, ***Whatever It Takes***. In February 2005, all building administrators and select teacher leaders attended a two day PLC Workshop. The philosophy behind this initiative was to get building administrators actively engaged in the planning and facilitating of this district wide initiative. District initiatives being implemented by and within buildings was a new staff development approach. In 2005-2006, administrators were required to submit detailed staff development plans (recommendation of 1998 Curriculum Audit) to the Office of Staff Development. After the first district staff development day, October 2005, the Office of Staff Development surveyed all building administrators regarding the change of implementation process and the survey results indicated a very positive response.

The PLC will continue to serve as a vehicle for staff to increase student achievement. Prior to the 2007-2008 school year, approximately 20% of certified MPS staff attended a PLC Institute or Workshop presented by national presenters, Rick & Becky DuFour. In October 2007, all certified staff members attended the Millard Public School PLC ***Focus on Learning*** Workshop held at the Qwest Center with Rick & Becky DuFour. The

May 2006 & 2007 PLC building implementation survey results confirmed the decision to schedule the DuFours for the two days of district staff development. The information from the 2006 & 2007 surveys concluded that every MPS certified staff member needed to hear the same consistent message directly from the DuFours.

Based on the committee's recommendations #2 (**Connection of Curriculum**) & #7 (**Staff Development Tied to Teacher Evaluation**) the Educational Services Division began the initiative of the Millard Instructional Model. The district staff development committee reconvened in the summer of 2005 to examine the current Millard Instructional Model and the need for any revisions. During 2005-2006, a committee revised the Millard Instructional Model after extensively researching best instructional practice. A new approach of delivering district staff development was introduced with a train the trainer model called the MPS Summer Academy.

On June 6, 2006, approximately 220 MPS staff members attended the 1st Annual MPS Summer Academy at the Holiday Inn Central. All building administrators, select teachers and select district administrators participated in the Academy. The objectives of the 2006 Summer Academy were: Participants will review and discuss four important aspects of effective teaching. Participants will also collaboratively plan how staff development will be implemented at their building to answer the following four questions: A) What will teachers know and be able to do? B) How will teachers learn it? C) How will we know teachers have learned it? D) What happens if teachers do not learn it or already know it? The 2006 Academy focus was based on the Millard Instructional Model and Madeline Hunter's Mastery Teaching. Areas of the 2006 Academy Focus were: 1) Teaching to an Objective; 2) Motivating & Focusing Attention; 3) Getting Students Set To Learn; and 4) Providing Information Effectively. To ensure a successful implementation, building administrators participated in this MIM and Mastery Teaching professional development during the 2005-2006 school year prior to the 2006 Summer Academy.

On June 5, 2007, approximately 230 MPS staff members attended the 2nd Annual MPS Summer Academy at the Holiday Inn. The objectives for 2007 were the same as the 2006 Academy but with a new focus. The 2007 Academy Focus areas were 1) Connecting the Dots; 2) Monitor & Adjust and 3) Teaching for Transfer & Retention.

Based on the committee's recommendation #4 (**Process Set Up For Implementing What is Learned**) and without an increase in budget, the Building Staff Development Facilitator Position was created and the Differentiated Point Person Position was eliminated. The Building Staff Development Facilitator's job description has been slightly revised since 2005 and is outlined below.

Building Staff Development Facilitator Job Description / 2007-08

Reports to: Director of Staff Development & Building Administration

General Summary: Serves as a liaison between the Office of Staff Development and the Building Administration and staff.

Essential Functions:

- Advocate for improving instruction (MIM, PLC, differentiation, technology implementation, etc);
- Attend monthly after-school meetings with the Office of Staff Development;
- Field questions from building staff members as they relate to building and district staff development;
- Disseminate information RE: professional development to building staff members;
- Post and promote the Office of Staff Development Newsletter to improve communications between district and buildings;

- Assist building administration with the implementation of MIM (Millard Instructional Model) and¹⁴² participate in the MPS Summer Academies on June 5, 2007 and June 9-10, 2008;
- Assist building administration with the planning and implementation of district and building staff development initiatives;
- Become familiar with materials relating to effective instruction that are housed at the building level and share this information with staff;
- Collaborate with building administration on providing PLC staff development to new teachers;
- Facilitate staff development demonstrations for new staff regarding knowledge/application INTRANET;
- Receive annual remuneration of extra duty contract as stipulated by negotiated agreement.

Qualifications:

- A. Tenured MPS Teacher (Minimum of 3 years of successful teaching experience.)
- B. Interest and experience in the area of curriculum development and staff development.
- C. Good oral and written communication skills and presentation skills.
- D. Recommendation from Building Principal.

Narrative of Current Staff Development Offered in Millard Public Schools (Fall 2007)

Alcohol & Drug Awareness

Based on Human Resource Policy 4173.1 and Pupil Service Policy 5410, Employee Assistance Program (EAP) has created a one-hour training for all classified and certified staff. This mandatory one hour training will be on a 3 year rotation for on-going training. Only new hires will participate in the training in 2008-09 and 2009-10. All staff will be trained again in 2010-11. The objective of this training is to heighten awareness of the dangers of alcohol and substance abuse and how to detect alcohol and drug use.

How: Staff from the Offices of Staff Development, Human Resources and Pupil Services worked with personnel from EAP to create a one-hour presentation that met the Human Resource Policy 4173.1 and Pupil Services Policy 5410. Buildings schedule EAP to come to their building to provide the staff development. The Office of Staff Development provides make up sessions via **Better & Better** for any staff who cannot attend at their building.

When: All staff will participate every three years.

AP Training

In compliance with Strategy #5 and providing an AP culture in our school district, all AP teachers are required to attend AP training either at the local level or national level. After initial training, on-going training is also required in order for teachers to be able to continue teaching at the AP level.

How: Secondary Education works with high school building administration to determine a rotation cycle of continual professional development for AP teachers and aspiring AP teachers. Teachers are provided the opportunity to attend national and local AP conferences.

When: A cycle has been created so that every AP teacher participates on a periodic rotation.

Assessment Procedures

In alignment with the Millard Education Program, district policy and the 1996 Strategic Plan, each building administration teaches their staff correct assessment procedures.

How: Staff from the Office of Planning & Evaluation provide guidelines to building administration to share with staff.

When: Building administration is required to provide a minimum of 30 minutes of training annually. Some buildings choose to offer this training prior to each district assessment.

Asthma & Medication Administration Training

According to district policy 5600.5, three (3) designated staff members from each school in addition to the school nurse will be trained in the administration of emergency Epi-Pens and nebulizers in life-threatening situations. The Office of Staff Development works with the registration list provided by Pupil Services to secure training for all needed certified and classified staff members. Training is provided by the National Safety Council.

How: National Safety Council provides the training to certified and classified staff at their site.

When: A large portion of this training is held prior to and during fall workshop time. Additional make up sessions are offered through-out the school year for staff who are hired late or change positions and are required to take the training.

BIST

Several MPS elementary buildings choose to use BIST (Behavior Intervention Support Team) as their behavior management system. BIST training assists educators in creating a school climate that is positive. BIST emphasizes student accountability by teaching kids to manage their own behaviors. BIST training costs have been supplemented by district or grant funds for the last 6 years but will no longer be supplemented in the 2007-08 due to budget shortfall. Building budgets will provide staff development if so desired.

How: BIST is a site based behavior management system and buildings pay for outside consultation.

When: Buildings bring in the BIST consultant throughout the year and during the summer.

Building Inclusive Communities / Diversity

In collaboration with Conference for Inclusive Communities and ADL, MPS offers different *Lunch and Learns* sessions and all day workshops. These sessions target educators interested in gaining additional knowledge in increasing positive environments, proactive learning strategies and inclusive practices within the realm of diversity and human relations.

How: The Office of Staff Development works with CFIC and ADL as noted above.

When: These workshops are offered throughout the year.

Bullying Harassment Prevention

All new teachers to MPS participate in this mandatory workshop during their first year of employment. Created through the Office of Staff Development, the one-hour workshop is facilitated by select MPS counselors. Participants review the signs of bullying and discuss appropriate ways that they should intervene.

How: New staff register via *Better & Better*. The Office of Staff Development follows up to ensure all staff participate.

When: The one-hour bully prevention workshop is offered throughout the year.

Cooperating Teachers & Student Teachers Staff Development

Several district departments (Staff Development, Curriculum, Human Resources) contribute to the annual workshops that are offered to all cooperating teachers and student teachers. The focus of the cooperating teachers' workshop is to provide direction, expectations and resources for this important role of veteran teachers. The focus of the student teacher workshop is a combination of effective practice, classroom management, and information about the Millard district.

How: All current cooperating teachers and student teachers are invited to participate in the workshops. Several building and district level staff participated in the creation, organization and facilitation of these two distinct workshops. The Office of Staff Development and Human Resources share the costs of these workshops.

When: Both workshops are held each semester.

CORE

The K-5 Core Academy is a magnet program that provides parents a choice in instructional practices and curriculum. Teachers receive training specific to the implementation of Spalding Phonics, Saxon Math, Shirley English, Core Knowledge Foundation skills for Science and Social Studies, and whole group direct instructional practices.

How: The staff development is provided by the principal assigned to that program and other trained consultants as necessary.

When: Teachers participate in ongoing staff development throughout the year to maintain the integrity of the program curriculum and instructional practices.

CPR & AED

According to district policy 5600.5 & 5600.6 there will be three designated staff members from each school, in addition to the school nurse, who will be trained in CPR and AED. In addition to this team of individuals, all coaches, athletic trainers, and extra curricular supervisors will also be trained. The Office of Staff Development works with the registration list provided by Pupil Services to secure training for all needed certified and classified staff members.

How: National Safety Council provides the training to certified and classified staff at their facility.

When: A large portion of this training is held prior to and during fall workshop. Additional make-up sessions are offered throughout the school year staff who are hired late or change positions and are required to take the training.

Data Retreat

Staff from the Office of Planning & Evaluation, the Superintendent's Office and the Office of Staff Development collectively plan and facilitate Millard Public Schools' Data Retreats. The objective of the retreat is for participants to demonstrate analysis of their student needs by examining various forms of school data through the data analysis process. All schools who are writing their new site plan are required to send administrator and teacher representatives to the Data Retreat.

How: Targeted schools are contacted and register via the Office of Staff Development. The Office of Staff Development leads the collaboration and organization of this multiple department initiative. Staff from each office help facilitate the Data Retreats.

When: The Data Retreats are held in mid to late June. Occasional make-up Data Retreats may be held during the year.

Differentiation

Differentiation and Technology were our comprehensive initiatives from 1999-2005. Staff attended Differentiation Institutes every third year and completed an 8 hour technology class (or the equivalent of) two out of every three years. This 6-year cycle of Differentiation and Technology has not been abandoned but rather embedded within the Millard Instructional Model. The Millard Instructional Model is the backbone of our teacher evaluation process.

How: Building and District initiated workshops are still offered with an emphasis of differentiation. The MEP Curriculum Cycle and the Millard Instructional Model have an emphasis on differentiation.

When: One example would be the Differentiation Graduate class offered in spring 2008.

Early Childhood/Creative Curriculum

Nebraska Department of Education through the Office of Special Populations and Office of Early Childhood directed all districts that operate below age 5 programs to select one of three programs for implementation. Creative Curriculum was the program selected by our district. Staff participate in ongoing staff development to implement the Creative Curriculum program components and to conduct student observations and complete student progress monitoring that includes entering data into the web-based Student Developmental Continuum. NDE then extracts the data necessary for state and federal reports.

How: Staff development is provided by district trained staff, with support from the Early Childhood Training Center and NDE.

When: Staff development is provided annually throughout the school year.

ELL

Millard Public Schools has several ELL (English Language Learner) sites including four elementary buildings, one middle school and one high school. In addition to offering ELL teachers specific follow up training based upon best practices in working with ELL students, professional development is also offered to the regular education classroom teachers who work with ELL students in their classrooms. ELL staff development is also offered to paraprofessionals during their classified staff development days.

How: Title III funds help support the financial costs of sending ELL staff and regular education staff to local and national conferences.

When: Staff development occurs through out the school year.

Facilitation Skills (Leadership)

In an effort to professionally develop and support our instructional leaders in the district, a one day facilitation workshop was offered in August 2007. Participants demonstrated application of appropriate group strategies and tools to use in a given context by creating an effective plan of action to utilize as facilitators. Administrators and teacher leaders also attend facilitation skills workshops when attending local and national conferences.

How: The Office of Staff Development secured an outside consultant based on the recommendation of staff from ESU #3.

When: The Office of Staff Development offered a one day workshop in 2007 but will most likely repeat as needed.

Fall Workshop

Certified and classified staff has the opportunity to participate in numerous fall workshop activities and professional development prior to the start of the school year. New staff orientation during fall workshop has become a three to four day differentiated seminar to help successfully acclimate new staff to Millard Public Schools. Topics for the new staff days included but were not limited to: technology training, 6 Traits Writing/Language Arts training, MEP curriculum information, Special Education procedures and collaborative time with mentors/buddies.

How: Approximately six months prior to fall workshop, the Office of Staff Development begins communicating, organizing and planning with other district departments and building administrators.

When: New teachers participate in fall workshop 3-4 days prior to and in addition to the scheduled fall workshop days for veteran certified staff.

Gallup

Millard Public Schools has offered a variety of Gallup workshops to administrators and district teacher leaders. The goal of the Gallup workshops is to help staff implement and sustain strengths development within their schools and departments. The advanced workshops move beyond the skills training by focusing on talent discovery and development.

How: Gallup offered tailorized programs to meet Millard's needs on their Downtown Campus.

When: June

Inclusion, Collaboration, and Co-teaching Practices

Federal and state regulations require that students with disabilities receive their education, including Special Education and related services, in the least restrictive environment. For most students with disabilities the least restrictive environment is the general education classroom. Staff development in the area of inclusion, collaboration, and co-teaching practices expands upon differentiation concepts to meet the needs of students with disabilities in the general education classroom.

How: TBD, 2007-2008 Title IIA funds have been allotted for this topic.

When: TBD, possibly summer 2008.

Infinite Campus (Grade book, report cards, attendance, etc.)

Strategy #4 of the district strategic plan states: *We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.* The plan calls for teachers across the district to have access to assessment and other achievement data on their students that will help them design and implement effective lessons. Previously, we have had principals and central office staff analyzing data; now the goal is to get the right tools in the hands of teachers.

Extensive staff development occurred during the implementation of each new feature of Infinite Campus for both classified and certified staff. In collaboration the offices of Educational Services, Planning & Evaluation and Technology work together to provide the needed training. On-going training is required for all new staff coming to Millard Public Schools or when a new feature of Infinite Campus is implemented.

How: The Technology Office, Planning & Evaluation Office and Educational Services Division collaborate in providing the content and facilitators for the necessary training. The Office of Staff Development often serves as an organizer, communicator and registrar for these sessions.

When: These sessions are held throughout the year and are in high need during a new implementation or roll out.

Lifetime Fitness

This offering has been available to MPS staff for many years. The optional class includes topics of heart rate monitoring, aquatic exercise, muscle strength and endurance, nutrition, and low-fat cooking.

How: A MPS high school teacher offers this MPS high school curriculum class at night for our adult employees. Staff register via Better & Better.

When: This class is usually scheduled during the spring semester.

MEP Curriculum Cycle Staff Development

This on-going professional development provided by the Offices of Elementary and Secondary Education, have provided staff with the skills and knowledge needed to successfully implement the PK-12 MEP. This professional development adapts to the curriculum cycle changes. Examples of 2007-08 professional development sessions included but were not limited to, Math Smart Boards, Mapsonline, and Math/Science inquiry and instructional strategies.

How: Under the direction of the Director of Elementary Education and Early Childhood and Director of Secondary Education, eleven MEP Curriculum Facilitators help guide this teacher driven process. The MEP Curriculum staff development has also moved toward a "train the trainer" approach.

When: This staff development occurs at various intervals from August through July.

MIM

In 2005-06, the Millard Instructional Model was revised to focus on learning rather than teaching. Updated educational research was used to revise MIM. This comprehensive document was revised again in 2006-07 to provide even more direct focus on what students are learning rather than what teachers are teaching. The following questions were inserted: 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? MIM serves as the backbone to the Teacher Evaluation Model and has been the district's major initiative with the kick-off of the first MPS Train the Trainer Summer Academy in June 2006.

How: A "train the trainer" approach was created with the Annual Summer Academy. MIM has been the focus for the 2006 and 2007 Summer Academies. Building leadership has implemented the acquired information during the 2006-2007 and 2007-2008 school year. Building administrators have also provided MIM staff development during the Teacher Evaluation Process.

When: The Annual Summer Academies were held in June and the training was implemented during the following school year.

MIT Training

Millard Public Schools revamped a process whereby professional educators use a team approach to analyze and address unique student challenges. This team approach is referred to as Millard Intervention Team (MIT). With kick-off training in fall 2001-2002, MIT refreshers will be standard offerings in the foreseeable future. Trainers for MIT come from the MPS professional ranks. The psychologists met with the Office of Staff Development in 2004-2005 and revised future training to better meet the needs of our district and this evolving program.

How: The MIT training is communicated through the Office of Pupil Services. The Office of Staff Development pays for the training, helps determine appropriate training dates, and serves as the registrar.

When: The training occurs during the fall semester.

Montessori

The PreK-8 Montessori Program provides an environment consistent with Dr. Maria Montessori's philosophy in which children learn through spontaneous and prescribed activities based on developmental needs as they become self-directed.

How: Staff development is provided by the district and at off-site training programs to certify teachers in the instructional practices and student skill development required at the Preprimary, Elementary/Upper Elementary, and Middle School Ages within the Montessori framework. The Montessori Coordinator directs the overall plan for staff development.

When: Ongoing staff development throughout the year is necessary to maintain the integrity of the program within each classroom and across the PreK-8 program as a whole.

New Administrator Induction

In our compliance with a strategy implemented in 1990, *We "will develop and implement plans to ensure the highest quality of staff"*; a new administrator induction program has been refined each year. New administrator feedback from spring surveys in 2006 & 2007 indicates that this professional development support has assisted their successful acclimation to their new administrative position.

How: The Office of Staff Development assists Human Resources by helping to organize, communicate and evaluate the staff development sessions.

When: The Office of Staff Development assists Human Resources with this annual program which includes summer training and follow up breakfast meetings throughout the school year.

New Staff Induction

In compliance with district policy 6440, a three year New Staff Induction (NSI) program was created. First year staff are provided with mentors, second year staff participate in peer coaching and third year staff participate in productive approaches. (6440.1) New staff receive stipends to participate in their 2nd & 3rd years. Productive Approaches offers third year staff an option of taking an eight hour class for a stipend or having a 3 credit graduate level class paid for by the district. Productive Approaches helps the new staff learn about past professional development initiatives such as differentiation and MIM.

How: The Office of Staff Development supports the New Staff Induction Administrative Intern (Human Resources) with clerical and financial support. The New Staff Induction Administrative Intern (Human Resources) oversees the 3 year program and communicates with each new staff member.

When: The New Staff Induction program occurs from pre-Fall Workshop through the end of May.

PLC / Professional Learning Communities (PLC)

Dr. Lutz saw Dr. Rick DuFour speak at a National Conference and asked ESU #3 to bring the DuFours to Omaha. In February 2005, over one hundred MPS staff (administration and teachers) attended a two day workshop. During the 2004-05 school year to prepare for the February 2005 two-day workshop, monthly administrative staff development sessions were held on the DuFours' book, *Whatever It Takes*. The goal was to educate the building administrators with the PLC knowledge base and provide them with MPS Tight Loose PLC Parameters, in order to lead their building staff development on PLC. Since the February 2005 two day workshop, every 2006-2007 building administrator had participated in a Rick & Becky DuFour Workshop or PLC Institute. A more successful building implementation of PLC was assured by making sure that each building leader was knowledgeable about PLC. In October 2007, all certified staff received the unbelievable opportunity to attend a Rick & Becky DuFour workshop tailored to Millard's unique needs. PLC Singleton groups have been supported since 2006 with leadership training provided for PLC Singleton leaders (K-12) by the Offices of Staff Development, Elementary & Early Childhood Education and Secondary Education.

How: The Office of Staff Development oversees, coordinates, and communicates the numerous opportunities for staff to improve their knowledge and ability to use the PLC vehicle to improve student achievement.

When: Throughout the school year, building leadership teams are offering PLC staff development. The Office of Staff Development offered a 2 day workshop at the Qwest Center on October 24-25, 2007 and two Common Formative Assessment Workshops in November at DSAC. New staff will learn about PLC in a four-hour required class they will take in 2008-2009.

PLP

To support the implementation of Strategy #3, regarding Personal Learning Plans (PLP) the Board of Education recently added the completion of a PLP to graduation requirements. The objective of the PLP is to ensure there is a system through which students, parents, and teachers are involved in designing individual learning plans for high school students. Students are involved in the goal setting that is tailored to their abilities, interests and aspirations.

How: Staff training on the PLP initiative has been cooperatively planned and facilitated by both building and district administrators and teacher leaders. The Director of Secondary Education has coordinated the PLP staff development plans of all three high schools.

When: Buildings offered additional PLP staff development in 2007-2008 to help ensure the success of Superintendent's Goal #1. "The Superintendent will develop and implement a plan to ensure that all students, parents, and staff have a greater understanding and acceptance of the PLPs and that their use will be recognized as useful and important.

PYP, MYP, IB

Millard North Middle and High Schools and Aldrich Elementary Building are involved in the International Baccalaureate PK-12 programs called PYP, MYP and IB. Staff training consists of national and local workshops. District and building funding has continued to help support this training. The Primary Years Program (PYP) is in the initial stages of authorization. At the elementary level all teachers must complete Level I training, a select group of teachers must complete Level II training, and the building administration must complete Level III training. At the MYP and IB levels, teachers are required to meet initial training requirements set by the International Baccalaureate Organization.

How: Training sessions at all levels are conducted by IBO and are conducted outside the district. Training sessions also occur onsite from the elementary PYP/MYP/IB coordinators.

When: The PYP, MYP and IB administration must continue to provide ongoing training and support throughout the school year for continued training workshops approved by IBO to staff in order to meet and maintain the authorization criteria.

Rtl

Response to Intervention (Rtl) is a process that involves progress monitoring. Rtl involves ongoing evaluation of children's responsiveness to instruction and/or evidence-based interventions as a guide for instructional and eligibility decisions. Millard Public Schools is exploring how Rtl can be implemented in our district to further reduce the gap of student achievement.

How: TBD

When: TBD

Safety & Security

In compliance with Strategy #6 in our 1999 plan, a district safety committee has been established to help create and/or revise board policy that will establish guidelines for each school to follow so every student and staff member is provided a secure and safe environment to learn and work.

How: Each building creates a district approved safety plan. Building leadership provides appropriate annual training so all staff members and students know the accurate response to any safety situation.

When: This training occurs throughout the school year.

Sexual Harassment Prevention

In collaboration with the EAP (Employee Assistance Program), this one-hour offering is provided to all certified and classified staff members every three years. All new staff participate in the workshop each year. The session provides basic information regarding sexual harassment prevention in the workplace.

How: When buildings are in cycle to offer this training to all certified and classified staff, they contact EAP and schedule a date for any EAP trainer to come to their site. When buildings are not in cycle to offer this training, only new staff participates in the training coordinated through the Office of Staff Development.

When: All certified and classified staff participate in this training every three years.

Special Education Procedures

In addition to what the district Special Education Office provides all new special education staff each year, all building administrators are responsible to review basic procedures that affect all staff. These procedures include but are not limited to MDT process, verification categories and process, IEP development and implementation, accommodations for instruction and assessment, role of general educator in MDT and IEP meetings, and role of general educator in developing and implementing IEP goals and objectives.

How: The District Special Education Office requests that all buildings offer a 60 minute training to their certified staff. The District Special Education Office also provides this training.

When: This training can take place anytime during the school year but preference is given to the first semester.

Substitute Teachers Workshop

In order to provide the most effective learning environment while teachers are out of the classrooms, we began offering voluntary instructional workshops to our substitute teachers. The workshops focused on learning strategies to positively increase the learning environment in the classroom and reduce behavior management problems. Workshop participants were also taught several learning strategies to meet all learners' needs.

How: The Office of Staff Development created, communicated and facilitated workshops that were offered to all Millard Public Schools substitute teachers.

When: This occurred in the spring and summer of 2007.

Summer Academy

The annual Summer Academy was implemented in 2006 based on a change in our philosophy of the staff development process being building based with district structure. The "train the trainer" approach with tight / loose parameters has encouraged buildings to be more engaged in the implementation and accountability of district initiatives. The topic for the Summer Academy may change each year but the structure will remain consistent. In June 2006 and June 2007 the topic was MIM. In June 2008 the focus will remain on learning while targeting the topic of grading. The title of the June 2008 Academy is *Focus On Learning: Grading*.

How: The Office of Staff Development will work with a committee of district and building instructional leaders (teachers and administrators) to plan and facilitate the Academy each year.

When: June

Summer Book Camp

In July 2007, a new type of summer staff development was offered to interested PK-12 certified staff. A book was selected for teachers to read and study. The book Common Formative Assessments: How to Connect Standard-Based Instruction and Assessment was selected as the resource. Participants were paid at the voluntary pay rate to attend. The goal was for participants to gain a better understanding of formative assessments and how they impact instruction and student achievement. Participants were given the opportunity to create formative assessments for their specific grade level/content area, which they could utilize in the 2007-2008 school year.

How: The Office of Staff Development selected a teacher leader to help plan, organize and facilitate the Summer Book Camp.

When: The first Summer Book Camp was offered in July 2007. Additional Book Camps will be offered during the 2007-08 school year and/or 2008 summer.

Teacher Evaluation

In compliance with Policy 4160, each building administration annually reviews the procedures for teacher evaluation with all certified staff. Building administrators participate in teacher evaluation professional development activities through out the school year during our monthly General Administration staff development sessions. During the summer, new administrators receive more comprehensive staff development on the MPS Teacher Evaluation process.

How: The Office of Staff Development collaborates with the Human Resource Office to offer periodic administrator professional development on different features of the Teacher Evaluation process. (i.e. observations, instructional walk-throughs, legal issues, hearing issues, etc.)

When: These sessions occur various times during the year and summer. Frequently they occur on the days administrators have General Administration staff development time.

Technology Application & Integration

The offices of Educational Services and Technology offer a variety of technology workshops to classified and certified staff. Better & Better offers several sessions each month, "Just in Time" training is extended when buildings request training, and technology integration training is afforded during MEP curriculum adoption.

How: The technology staff development is offered in a variety of ways including on-line staff development, all day workshop setting, after school classes, etc. Registration is almost always completed through **Better & Better**.

When: This training takes place anytime during the school year and summer.

TESA

TESA (Teacher Expectations Student Achievement) is a long-standing program based on expectation theory. TESA is designed to intervene by heightening teachers' awareness of their perceptions and how those perceptions affect their expectations. MPS supported several schools to pilot this program in 2006-07. Two elementary buildings (Norris & Neihardt) are continuing to implement the program in 2007-08 in conjunction with their Teacher Evaluation Goals Phases (Support & Continued Growth).

How: Staff attended a train the trainer model TESA workshop offered in the Omaha area.

When: This original workshop was offered in the spring of 2006.

Walk-throughs

Over the last three years, Millard administrators have studied instructional classroom walk-throughs and have received training in different formats and models. One model that has been thoroughly studied is the *3 Minute Walk-through* by Carolyn J. Downey. To help ensure MPS Policy 6201, the recommended Millard Instructional Walk-through is as follows. Millard administrators are asked to focus on four areas when conducting instructional walk-through observations: Curriculum, Instruction, Student Engagement, and Safety.

Listed below are the instructional walk-through observation criteria:

- Instructional walk-through observations must be a minimum of five minutes in length.
- Administrators must respond verbally or in writing in a timely manner if there is a problem with one of the four focus areas (curriculum, instruction, student engagement and safety).
- If there is not a problem, no administrative response is needed. Teachers should not expect a written or verbal response from an administrator each time he/she conducts an instructional walk-through observation.
- Administrators are encouraged to respond to the teacher if it is a phenomenal lesson.
- Instructional walk-through observations should not be disruptive. The administrator's presence should not interfere with the teacher's instruction or the students' learning.

How: The Office of Staff Development has offered periodic administrator professional development of the “walk-through” model including hiring an outside consultant. Educational Services has assisted with on-site follow up staff development.

When: These sessions occur various times during the year and summer. Frequently they occur on the days we have General Administration staff development time.

Working With Kids of Poverty and Diverse Backgrounds

To be aligned with the requirements in LB641, working with kids of poverty and diverse backgrounds is a future goal for staff development. The Office of Staff Development sent representatives from every building to attend a two day Ruby Payne Workshop in 2005-06. Several individual buildings have already implemented specific staff development related to the needs of their building. A large number of staff from Cody Elementary have attended Ruby Payne workshops and working with students of poverty has been and continues to be a major initiative in their building. All certified staff will participate in a required 4 hour class in 2008-2009 on Culturally Responsive Teaching.

How: The Culturally Responsive Teaching class will be one of the two four hour classes that will fulfill the 194th Contract Day for teachers.

When: August 2008 – April 2009

40 Developmental Assets

40 Developmental Assets: As part of Strategy 7, we are implementing the use of 40 Developmental Assets as a means to effectively promote positive student behavior. The hope is to make the critical connection between students' academic achievement and their need to feel safe, wanted, accepted and valued due to the power of personal relationships and the assets schools can most directly impact. During the summer of 2007, a Summit Planning Session was held with select middle and high school students. These students will assist in leading student asset builders within their schools. Ideas were shared with building administrators during training sessions last spring in order for buildings to determine how they would incorporate 40 Developmental Assets into the culture of their buildings. The Developmental Asset Profile (DAP) will be administered to students in seventh, ninth and eleventh grades beginning this school year.

How: Administrators were trained during the 2006-2007 by the Office of Pupil Services and select building administrators and counselors. “Asset Builders” became an extra duty contract position for teachers within the buildings. These teachers also received training. The “Asset Builders” are to assist their administration with building wide training.

When: The Office of Pupil Services asked building leadership teams to offer a minimum of 60 minutes of training to all staff in the 2007-08 school year. The Office of Staff Development has also offered 40 Developmental Assets sessions to classified staff during the 2006-2008 school years.

6-Trait Training

6-Trait training is offered to all new hires during fall workshop. Training is differentiated for elementary and secondary teachers and English secondary teachers and non-English secondary teachers. Teachers learn how to teach and score the six traits of writing including content, organization, voice, word choice, sentence fluency, and conventions.

How: The Offices of Elementary Education and Early Childhood and Secondary Education lead the planning and facilitation of the 6-Trait training.

When: The majority of the training is held during new teacher orientation in August. Follow up training is offered for any late hires or new teachers who missed the August training.

**Executive Summary: Research Regarding Grading Practices in Relation to
Ken O'Connor's Eight Guidelines to Grading**

**By
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**Prepared for Millard Public Schools, Office of Staff Development
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Executive Summary: Research Regarding Grading Practices in Relation to¹⁵⁵ Ken O'Connor's Eight Guidelines to Grading

This report presents the current research on grading practices. It specifically looks at the information that supports and refutes Ken O'Connor's Eight Guidelines to Grading. Our initial focus related to the work of Richard DuFour, Rick Stiggins and Grant Wiggins. With very few exceptions, their body of work supports Ken O'Connor's Eight Guidelines to Grading. We then expanded our search to look for dissenting voices. What follows is a summary of the research examined.

Guidelines for Grading for Learning (O'Connor, 2002)

1. Relate grading procedures to intended learning goals, i.e. standards, expectations, outcomes.

Supporting:

- "In a standards-based system, grading and reporting must be done in reference to specific learning criteria, rather than in reference to normative criteria." (Guskey, 2000).
- "Consistency within a school (or even a district), combined with the need for grades to reflect student learning in the curriculum, suggests that teachers have decided together what the curriculum is and how to assess it. It implies, in other words, the use of consistent assessments at the end of courses or semesters." (Danielson, 2002).

Conflicting:

2. Use criterion-referenced standards as reference points for grades.

Supporting:

- "The best referencing system for grading is content-specific learning goals: a criterion-referenced approach." (Marzano, 2000).
- "Grading should not be based on the all-too familiar bell curve, because it is not a true representation of an individual student's learning; it is only a comparison of that student with others. It purely depends on who else is in that student's classroom, not on what the student knows or has learned. Grading needs to be based on set standards and criteria." (Cooper, 1997).
- "For the purpose of meaningful assessment of student performance, the standards or performance indicators need to be translated into rubrics." (Solomon, 2002).
- "A teacher's personal judgment via a rubric seems to go against the data-driven emphasis we seek in many schools today. If we examine it further, however, we see that our decisions via rubrics are more informed – based on more data, not less – than can be achieved through pure percentage calculations." (Wormeli, 2006).
- Robert Marzano (2000) conducted a study comparing the use of rubrics to that of points. He found that the "correlation between the rubric score and an outside standardized test was much higher than the correlation between the point score and outside standardized test for both teachers: .65 versus .31 for the 4th grade teachers and .71 versus .42 for the 8th grade teachers."

Conflicting:

3. Limit the valued attributes included in grades to individual achievement.

Supporting:

- "Another typical grading practice with detrimental effects is lowering students' grades because of behavioral infractions...A better strategy is to report these behavioral infractions separately and not include them as part of the course grade." (Guskey, 2002).
- "Give separate grades for different aspects of performance (e.g. for achievement, progress, effort for an overall profile; or writing, reading, speaking and listening for language arts)." (Wiggins, 1997).
- "Factoring effort into the grade may send the wrong message to student. In real life, just trying hard to do a good job is virtually never enough. If we don't deliver relevant, practical results, we will not be deemed successful, regardless of how hard we try." (Stiggins, 1997).
- "Differentiate the level of performance from the quality of the work. Little is gained by giving an A to someone who is very bright but careless and a C to someone who is behind but methodical and accurate. Give two different grades or comments to show this." (Wiggins, 1997).

Conflicting:

- “If we in the profession are committed to our stated national content standards for physical education, we are obligated to include some measure of student attitudes and behavior in our K-12 classes. Two of NASPE’s national standards deal with this area (developing social skills and exhibiting responsible behavior).” (Wisner-Fico et al., 2002).
- “We see effort as being related to achievement: Those who try harder learn more. So by rewarding effort with higher grades and punishing lack of effort with lower grades, we strive to promote achievement.” (Stiggins, 1997).

4. Sample student performance – do not include all scores in grades.**Supporting:**

- “Link grades to work samples. For this purpose, use samples of work that have been collaboratively scored on site by faculty across classes and grade levels.” (Wiggins, 1997).
- “Grades should reflect student performance only on summative assessments. In fairness to students, grades should represent the degree to which students have achieved proficiency relative to the standards by the conclusion of instruction and related learning opportunities.” (Ainsworth & Viegut, 2006).
- “PLCs prefer physicals to autopsies.” (DuFour, DuFour, Earke & Karhanek, 2004).
- “Once students come to understand the practice helps, but performance on subsequent assessment counts for the grade, I think they will learn to practice and will complete the activities.” (Stiggins, 1997).

Conflicting:**5. “Grade in pencil” – keep records so they can be easily updated.****Supporting:**

- “Rather than attempting to punish students with a low grade of mark in the hope it will prompt greater effort in the future, teachers can better motivate students by considering their work as incomplete and then requiring additional effort.” (Guskey, 2000).
- DuFour et al. (2004) wrote, regarding the problems at Adlai Stevenson High School, that “students were given multiple opportunities to demonstrate proficiency on different forms of the placement test.”
- “In light of [students not being proficient enough to go onto the next level] and other concerns with failing grades, some school districts consider using a grading scale of A, B, C, I, in which the I stands for “Incomplete.” The teacher’s message to the student with the incomplete label is clear: “You will not receive credit for something you have not mastered, but I will hold out hope that you can and will master it.” (Wormeli 2006).

Conflicting:**6. Crunch numbers carefully – if at all.****Supporting:**

- “The common use of the zero today is based not on a four-point scale, but on a 100-point scale. This defies logic and mathematical accuracy.” (Reeves, 2004).
- “If a mark or grade is supposed to represent an accurate description of how well students have learned, as most experts on grading agree it should, then the practice of averaging generally falls far short.” (Guskey, 2002).
- “Another related grading policy that hinders the implementation of standards-based reforms is the use of zeros.” (Guskey, 2000).
- “The median is actually the statistically correct measure of central tendency for ordinal data....Because of the imprecision of grading and the absence of uniform intervals between grades, grades are not interval data. Grades are ordinal! And since grades are ordinal, the best summary of grades – and therefore the grade that should appear on the report card – is the median, not the mean.” (Wright, 1994).
- “Even if we want to punish the little miscreants who fail to complete our assignments -- and I admit that on more than one occasion with both my students and my own children, my emotions have run in that direction -- then what is the fair, appropriate, and mathematically accurate punishment?” (Reeves, 2004)
- DuFour et al. (2004) wrote, regarding the problems at Adlai Stevenson High School, that students were unaffected by failing grades. Therefore they concluded, “Consequences for failure are inadequate and there are no incentives for good academic performance.”

Conflicting:

- “This issue (of zeroes) is as emotional as anything I have encountered since the phonics versus whole language debate....Because the emotional attachment to the zero is so strong, I have given up advocating that 50 points should represent the lowest grade. What I do think we can do to preserve some level of sanity in our grading system is to return to a four-point system.” (Reeves, 2004).
- “One caution: If we primarily use a 4-point scale, many students and their parents will equate the highest numerical value (4.0) with an A, the next highest value with the next highest letter grade, B, and so on. . . . If we want to avoid this natural tendency to bypass the descriptors and attach our own emotional baggage familiarity to each grade, we’ll have to use 3.0, 5.0 or 6.0 rubrics.” (Wormeli, 2006).

7. Use quality assessment(s) and properly record evidence.**Supporting:**

- “If teachers assess accurately and use the results effectively, then students prosper....Therefore, the new belief must be that, without question, teachers need to know and understand the principles of sound assessment.” (Stiggins, 2004).
- “Improved formative assessment helps low achievers more than other students and so reduces the range of achievement while raising achievement overall.” (Black & William, 1998)
- Laurel Shaper Walters, Staff writer of *The Christian Science Monitor* interviewed Grant Wiggins in 1998 in regards to report cards. “Educators want to get away from comparison and parents want to hold onto it,” Wiggins says. “The trick is not to make an insidious comparison. You compare students not against each other arbitrarily but you compare their performances against standards.” The worst changes are those designed simply to make everybody feel good, Wiggins says. “In some places, euphemisms like: ‘Student is in progress’ is a way of saying that this student’s work is not very good.”

Conflicting:**8. Discuss and involve students in assessment, including grading, throughout the teaching/learning process.****Supporting:**

- “Students are crucial instructional decision makers whose information needs must be met. We must stop being so adult-centered in our thinking about assessment. We must build classroom environments in which students use assessment to understand what success looks like and how to do better next time.” (Stiggins, 2004).
- “Assessment for learning begins when teachers share achievement targets with students, presenting those expectations in student-friendly language accompanied by examples of exemplary student work. (Stiggins, 2007).
- “Teach critical judgment as students have the opportunity to reflect and evaluate their performance.” (Strickland and Strickland, 2000).

Conflicting:

- “The main problem is that pupils can assess themselves only when they have a sufficiently clear picture of the targets that their learning is meant to attain.” (Black & William, 1998).

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Grading For Learning Compiled Information

By Julie Kemp & Chris Wilcoxon
for the Millard Public Schools Office of Staff Development

2-13-08

District	Contact	What is your grading scale?	Is there a district policy on zeros?	Is there a district policy on homework?	Is there a life skills component to any of your report cards?	At what grade level do you start assigning grades?	Attempt to implement some of Ken O'Connor's Guidelines
Bellevue	Nick Blake, Director of Assessment & Accreditation	1 – 5 Use percentages in the classroom	No but in the discussion phase	No but in the discussion phase	Yes on the elementary	First	A Teacher Leader group has been convened by the Superintendent to study grading practices. The district is expecting grading guidelines to be recommended by this group by March 1, 2008. Some teachers have heard O'Connor and are implementing some of his guidelines as they see fit. (A)
Bennington	Dee Hoge, Assessments Coordinator	A - F Use percentages in the classroom	No Practice has most teachers giving zeros and including them in the grade calculations.	No Any common expectations are included in the student handbooks for each school. There is discussion of make-up work when absent for different reasons and a reduction in grade section for late assignments in the secondary handbook.	Yes on the elementary	Third Third and fourth graders receive letter grades only in Math, Reading, Language Arts, and Spelling. All other areas are O, S, or N. In 5th grade all areas are given letter grades (A-F).	Some teachers have been to workshops regarding his work, and there is interest in using his guidelines. Some individuals are implementing his guidelines, but there has been no move to try to do this district wide. They plan to expand their knowledge base and have the teachers trying some things to share their results.

District	Contact	What is your grading scale?	Is there a district policy on zeros?	Is there a district policy on homework?	Is there a life skills component to any of your report cards?	At what grade level do you start assigning grades?	Attempt to implement some of Ken O'Connor's Guidelines
Douglas County West	Dr. George Conrad, Superintendent and Duane Krusemark, Elementary Principal	A - F Use percentages in the classroom	No District is in the discussion stages regarding the use of incompletes rather than zeros. The high school has implemented an after school study center for students with incomplete work.	No	Yes on K-2 elementary	Third	No
Elkhorn	Cindy Gray, Assistant Superintendent	1 - 5 Use percentages in the classroom, but would like to move to a 1-5 scale	No They do allow zeros, but there are many interventions in place that should help the student avoid zeros. For example; summer school, a parent contact, and/or reteaching. They are trying to get to a 50% floor, but are taking it slowly.	No	Yes on the elementary	Third	Yes (B)
Gretna	Rex Andersen, Director of Curriculum & Instruction	1 - 5 Use percentages in the classroom	No district policy, rather a district philosophy. Gretna practices a "no fail policy". Teachers do not assign zeros unless they have exhausted all avenues, including administrative support. Students are expected to do the work assigned.	No district policy, rather a district philosophy. Students are expected to do the work assigned. Teachers are expected to utilize all resources, including administrative support to get student to do the work.	Yes on the elementary	Fourth	Discussions at the district level, but no implementation.

District	Contact	What is your grading scale?	Is there a district policy on zeros?	Is there a district policy on homework?	Is there a life skills component to any of your report cards?	At what grade level do you start assigning grades?	163 Attempt to implement some of Ken O'Connor's Guidelines
Millard	Kim Saum-Mills, Director of Staff Development Mark Feldhausen, Associate Superintendent of Educational Services	1 – 5 1=A=93%-100% 2=B=85%-92% 3=C=77%-84% 4=D=69%-76% 5=F=0%-68% P=Pass F=Fail Board Policy 6330.1 (C1)	No But currently evaluating	Yes But currently evaluating Board Policy 6330 (C2)	Yes Elementary only	Second	Discussions and research are happening at the district level. Many teachers have heard Ken O'Connor and more will hear him this summer. Grading will be a staff development focus for the 2008-2009 academic year.
Omaha	Nancy Oberst - Principal & Julie Hoogstraat, Curriculum and Learning (conference call) Rachel Wise, Ph.D. Director of Secondary Education	1 - 5 Use percentages in the classroom	No	No	Yes on the elementary	Second	There is a district-wide grading committee, and a review of Ken O'Connor's work is a part of that process.
Papillion	Mary Knight, Director of School Improvement	1 - 5 Use percentages in the classroom, but no zeros	Yes Zeros are mathematically disproportionate and distort achievement.	Yes Students do not have the option of not doing the work.	Yes on the elementary Middle and high school add as narrative comments, but must separate from achievement.	Seventh There is a standards-based report card for K-6 (started about 2 years ago).	Yes (D)

District	Contact	What is your grading scale?	Is there a district policy on zeros?	Is there a district policy on homework?	Is there a life skills component to any of your report cards?	At what grade level do you start assigning grades?	164 Attempt to implement some of Ken O'Connor's Guidelines
Ralston	Jerry Riibe, Assistant Superintendent	A – F Use percentages in the classroom	No	No	Yes on the elementary	Third	There have only been discussions.
South Sarpy	Dr. Charles Chevalier, Superintendent Brian Ferguson, Principal, Westmont Elementary Scott Shepard, Principal, Platteview High School	3 rd – 12th: 1 – 5 Use percentages in the classroom K-2: 1-4 1 Advanced 2 Mastered 3 Progressing 4 Beginning/ Needs Improvement	No but moving toward not giving zeros	Yes but Board Policy defers to the individual buildings Secondary teachers work with students to complete homework - referrals may be written.	Yes on the elementary	Third	No
Westside	Suzy Jones, Director of Staff Development Eric Weber, Principal, Westside Middle School	Various	No but moving in that direction.	No but moving in that direction.	Yes on the elementary and the middle level	Third	The district has been actively implementing Ken O'Connor's guidelines for 3 years. (E)
Council Bluffs	Dr. Martha Bruckner, Superintendent Dr. Ann Mausbach, Executive Director of Curriculum & Instruction	A - F Use percentages in the classroom	No It has been internally and externally suggested to use only mathematically correct zeros. Thomas Jefferson High School has implemented a policy of mathematically correct zeros.	No	Yes on the elementary	Fourth	The district is close to implementing several of O'Connor's guidelines. (F)

District	Contact	What is your grading scale?	Is there a district policy on zeros?	Is there a district policy on homework?	Is there a life skills component to any of your report cards?	At what grade level do you start assigning grades?	165 Attempt to implement some of Ken O'Connor's Guidelines
Lincoln	Bethany Brunsmann Assessment/ Evaluation Specialist Barb Jacobson Director of Curriculum	A = 4 B+ = 3.5 B = 3 C+ = 2.5 D = 2 D+ = 1.5 D = 1 F = 0 Incomplete – Inc. Conditional – Con. Satisfactory – S Unsatisfactory – U Withdrew - W	No but currently evaluating	No but currently evaluating	Yes on the elementary Currently in the process of implementing a new middle school report card. Achievement and behavior/life skills will be separate. (G1)	Sixth *They use a standards-based report card for K-5	Yes Below are the resources they used to get teacher discussions started. (G2)

(A) Bellevue

- A Bellevue secondary teacher reported to be implementing much of O'Connor's grading practices for the past two years. When asked for her insight, she offered the following:
 - Systemic interventions should be in place before implementing O'Connor's guidelines. It is too difficult on the individual classroom teacher to monitor and support all incomplete and inadequate student assignments.
 - Her electronic grade book did not support O'Connor's ideas. She ended up maintaining a very detailed manual grade book that tracked the progress of her students.
 - Communication with parents regarding grading practices is vital and rests primarily with the classroom teacher.

(B) Elkhorn

- Elkhorn had a middle school principal try to implement the no zeros and some of Ken O'Connor's ideas. It did not go well. The district has made no attempt as a whole.
- They are trying to get to the 50% floor, but are taking it slowly. They don't want to send the message that it is ok not to do the work, but don't want to set the kids up for failure.
- Does Ken O'Connor sometimes underestimate the value of effort?

(C) Millard

- (C1) The Millard Public Schools Grading Guidelines for second through twelfth grade shall be used to report achievement, academic progress, and compute Grade Point Averages (GPA) and Class Rankings where applicable.
- (C2) Homework consists of tasks that teachers assign to students and are meant to be carried out during non-class hours. The intent of homework is to ensure student learning of certain concepts and/or skills found in the written and taught curriculum. Homework is beneficial as long as teachers exercise their professional judgment and use their knowledge of developmental levels to guide their practices and expectations. Homework should be aligned with the District's course and level outcomes.

(D) Papillion

- Papillion has implemented many of Ken O'Connor's ideas and been using them for the past 2 years.
- They initially gave buildings tight/loose parameters and let them interpret from there. They used a document from O'Connor that had bullets about holding the kids accountable for completing tasks and how zeroes "distort achievement" in addition to a few other concepts. They then made sure there was support in place for this to work. Currently, they have Tuesday night, Thursday night and Saturday school in addition to other support. After two years it has sunk in and the numbers are decreasing.
- They initially started with O'Connor and then saw DuFours. It clicked then and everything fell into place. The handling of the grades were pulled into the pyramid of interventions.
- "The pyramid forces us to look at a way to support students within our own environment."
- School websites have more information.
- Feel free to contact any of the high schools in regards to how implementation was handled in the school.

(E) Westside

- The district has been actively implementing Ken O'Connor's guidelines for 3 years. The middle school is the furthest along in the implementation process. Elementary is lagging behind secondary (by design).
- As much staff development time as possible is spent on this process.
- The district feels strongly that no major changes should occur until all staff has heard Ken O'Connor.
- Middle school enters behavior grades for preparation, completion and participation; course grades are academic only.
- Zeros are most heated issue
 - Middle school used DND (did not do) in grade book; Teacher discretion at end of quarter/semester to issue an Incomplete if too many DND's
 - Middle school DND is equivalent to a 50%
- Principal of middle school feels this grading system has contributed to a more student-centered culture
- Majority of parent commentary has been favorable; very few negative parent comments

(F) Council Bluffs

- The district is in active discussions regarding a new grading policy. Anticipated results of these discussions include:
 - A 0 – 4 grading scale to be used on report cards as well as in the classroom.
 - Late work must be accepted
 - Grades are to be standards based
 - Homework cannot exceed 30% of the grade
 - Middle and High School report cards will contain both an academic and a behavior scale

(G) Lincoln

(G1)

- Our elementary report card is standards based and has a section on social/behavioral as well as work-study habits for each grade level.
- The new middle school report card has broken out the academic grade, work-study habits, and social behavior so that the student receives 3 marks instead of one.
 - We are working with our middle school teachers to think about what the academic grade should reflect - using some of Ken O'Connor's thoughts.
 - We are talking a lot about formative and summative assignments and how much these count in the grading format. Also we are talking about homework and if it is practice -it is not suppose to be part of the grade.
- We have started these conversations in high school but there is no system-wide direction as yet - it is localized in each high school.

(G2)

These are the resources Lincoln used to get discussions amongst teachers started. The Winger article was highly suggested. It is written from a teacher's perspective in regards to how it works in the regular classroom. Feel free to contact them for more information on how they went about implementing.

Standards for Teacher Competence in Educational Assessment of Students. American Federation of Teachers, National Council on Measurement in Education, and National Education Association.

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Marzano, R.J. (2000). *Transforming Classroom Grading*. Arlington, VA: ASCD.

O'Connor, Ken (2002). *How to Grade for Learning*. Arlington Heights, IL: Pearson Education.

Stiggins, R.J. (2001). *Student-Involved Classroom Assessment*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Winger, T. "Grading to Communicate," *Educational Leadership*, November, 2005.



194th Teacher Contract Day THREE YEAR Staff Development

Background: On October 1, 2007, the Board of Education amended the 2008-2009 calendar to add a student day based on the 2007-2009 Collective Bargaining Agreement. The 2007-2009 Collective Bargaining Agreement included an additional teacher day in 2007-2008 and an additional student day in 2008-2009. Therefore, Tuesday, September 2, 2008 was changed from a staff development day to this additional student day.

A three year staff development cycle will begin in 2008-2009. The 194th Teacher Contract Day designated for flexible staff development will remain as 2-four hour classes for the next three years. (2008-2011)

Culturally Responsive Teaching

Culturally Responsive Teaching is the only required four hour class that veteran staff will take during the three year cycle. The Culturally Responsive Teaching class will comply with the state requirements of the MPS Poverty Plan and the local legal issues of the Learning Community.

In 2008-2009, returning elementary staff and K-12 staff (e.g. psychologists, special education itinerant) will participate in the Culturally Responsive Teaching class. Middle school staff will participate in this required course in 2009-2010 and high school staff will participate in 2010-2011. All other staff development classes will be aligned to recent and current district staff development initiatives of Professional Learning Communities, Millard Instructional Model, Differentiation and Technology.

2008-2009 New Staff Only:

New staff, each year, will take a four hour class introducing them to the vehicle of Professional Learning Communities. This class will acclimate them to the collaborative team culture in MPS. In 2008-2009, elementary new staff will also be required to take the Culturally Responsive Teaching class. In 2008-2009, middle school and high school new staff will select a "choice" class in addition to the required PLC class. Secondary 2008-2009 new staff will participate in the Culturally Responsive Teaching class in subsequent years 2009-2010 (middle school) and 2010-2011 (high school).

2008-2009 Class Titles & Objectives for "Choice" Classes

- **Keys to Using Common Formative Assessment**
Participants will demonstrate analysis of common formative assessment data by examining data and identifying strategies to improve student learning.
- **Inquiry-Based Learning**
Participants will demonstrate application of inquiry-based learning by developing instructional strategies that apply to each teacher's content. (Inquiry-based learning is a student-centered, active learning approach that focuses on questioning, critical thinking, and problem-solving. Although often associated with science, inquiry-based learning is much broader in scope. Participants from all grade levels and content areas will learn about inquiry-based learning in the broader sense.)
- **Birth to Age 5 Intervention**
Participants will demonstrate synthesis of research-based early literacy strategies by developing intervention plans to support the needs of young learners.
- **K-1 Intervention**
Participants will demonstrate synthesis of research-based early literacy strategies by developing intervention plans to support the needs of young learners.
- **Research Based Strategies to Teach ELL Students in the Regular Education Classroom**
Participants will demonstrate synthesis of effective research-based teaching strategies to use with ELL students by incorporating these strategies into class instruction.
- **Research Based Strategies for Teaching Reading (Grades 2 – 12)**
Participants will demonstrate application of effective research based reading strategies by selecting key strategies to implement in their classrooms.
- **Co-Teaching Practices**
Participants will demonstrate application of special education co-teaching practices by selecting key characteristics of best practice to implement.
- **What Do You Do with the Students Who Already Know It?**
Participants will demonstrate application of curriculum enrichment by constructing a lesson to meet the needs of students who "already know it".

- **Facilitation Skills for Counselors/Social Workers, Psychologists, Special Education Itinerant Staff⁶⁹**
Participants will demonstrate application of strategies and tools to use in a given context by creating an effective plan of action to utilize as facilitators.
- **PLC Collaboration Time Option**
Participants will demonstrate synthesis of PLC concepts by participating in collaborative team discussions and creation of PLC products.
- **Using Tech Tools to Improve Elementary Math & Science Achievement**
Participants will demonstrate synthesis of Scott Foresman math and science technology tools, by integrating the tools into daily math and science lesson plans.
- **Math SMARTboard Integration Basics**
Participants will demonstrate application of the SMARTboard by constructing math lessons that will be applicable to their classroom.
- **Math SMARTboard Integration Advanced**
Participants will demonstrate application of the SMARTboard technology by constructing math lessons using advanced features.
- **MS Excel: Data Management & Graphing**
Participants will demonstrate synthesis of data management in Excel by creating interactive data worksheets and integrating Excel sorting and graphing tools with assessment data.
- **Vernier Probeware Integration in Secondary Science**
Participants will demonstrate synthesis of Vernier probeware by integrating technology into Millard's science curriculum.
- **ExamView Pro-Elementary**
Participants will demonstrate application of the ExamView Pro Software by constructing common formative assessments that will be applicable to their PLC's.

Management: The Office of Staff Development will use the on-line registration system, building audits, and the assistance from building administration to manage the completion of this contractual requirement.

Scheduling: Staff will participate in an interest Zoomerang survey to select three choices (1st choice, 2nd choice, 3rd choice) of when they would prefer to participate in their 194th Contract Day for the 2008-2009 school year. They do not need to participate in both classes on the same day. The 194th Contract Day may be split into 2 four hour days. Class times will be 8:00AM-12:00PM & 12:30PM-4:30PM. The following dates are the options from which staff will choose in 2008-2009.

Friday, August 1, 2008
 Tuesday, August 5, 2008
 Wednesday, August 6, 2008
 Saturday, August 23, 2008
 Friday, October 17, 2008
 Saturday, November 22, 2008
 Monday, December 22, 2008
 Saturday, January 17, 2009
 Friday, February 13, 2009
 Saturday, April 4, 2009
 Monday, April 6, 2009

*Tuesday, April 7, 2009 will be a make up date for all staff members who were sick on their previous registered date. No classes will be offered after April 7, 2009 for the 2008-2009 school year.

Note: Building administrators may suggest a particular class to their staff.

TIME LINE

Zoomerang Interest Survey – February 14-20, 2008

This survey will help the Office of Staff Development determine the number of course offerings and which dates would be most popular.

Open Registration – February 28-March 7, 2008

Current MPS staff will be given one week to register for their 2008-2009 courses. All new 2008-2009 staff will register during fall workshop.

Culturally Responsive Teaching Time Line For Certificated Staff

2008 Administrator Workshops

April 28, 2008 **1:15-1:45** **Culturally Responsive Teaching** **DSAC**
Target Audience: All elementary administrators and interested secondary administrators
Goal: UNO will share resources and suggestions for preparing your staff for the Culturally Responsive Teaching initiative.

June 3, 2008 **8:00-12:00** **4 Hour Culturally Responsive Workshop** **DSAC**
Target Audience: All elementary administrators and interested secondary administrators
Goal: Administrators will participate in this workshop prior to their staff for two reasons. 1) To receive the training prior to teachers and 2) To help UNO professors refine the workshop prior to our district roll out.

<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
Elementary Staff	Middle School Staff 2009-2010 Elementary Hires	High School Staff 2010-2011 Elementary Hires 2010-2011 Middle School Hires	New Staff Induction

Note: All psychologists and special education itinerant staff will follow the elementary staff cycle.

Culturally Responsive Teaching Implementation Plan

During The Year Staff Is Introduced To Culturally Responsive Teaching

- *Staff will participate in a 4 hour required class sometime during August through January.
- * A 60 minute follow up session will be conducted by UNO in buildings between February through April.

Follow Up to Introduction Year of Culturally Responsive Teaching

- *Implementation =is to be determined.

New Staff Induction

- *Implementation during year one (Mentor/Mentee) with a half day pull out.
- *Follow up during year two in Peer Coaching.

